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ENCOUNTERS: A CONTRASTIVE GENRE ANALYSIS

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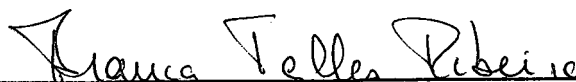
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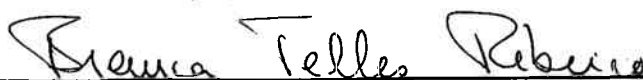


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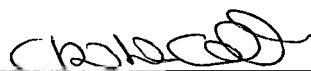
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Aos meus pais, a minha
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ABSTRACT

This dissertation presents an analysis of the generic structure of service encounter texts within and across British-English and Brazilian-Portuguese. The hypothesis presented in this research is that a contrastive study of service encounters in Brazil and in England would reveal that these social activities are carried out following a different sequencing of generic structure elements. The study is based on Ventola's (1987) work on the organization and linguistic realization of service encounter texts. Ventola's model was chosen as it takes into account a general theory of language and context.

The data were obtained from a total of eighty texts tape-recorded at the pharmacy/chemist and the travel agencies found on the campuses of the Federal University of Santa Catarina (Florianopolis - SC - Brazil) and The University of Birmingham (Birmingham - England).

In the analysis, similar elements are found in the structure of almost all texts, differing solely in sequencing across situations and languages. Manifested differences are also discussed, as being determined by cultural reasons or by the internal organization (layout) of the locations.

The cross-cultural examination of the findings shows that the pharmacy and chemist situation presents culture-specific traits whereas the travel agency situation presents more universal features.

RESUMO

Esta dissertação apresenta uma análise contrastiva da estrutura genérica de textos de encontro de serviço, do Inglês Britânico e do Português do Brasil. A hipótese apresentada no trabalho é a de que um estudo contrastivo de encontros de serviço no Brasil e na Inglaterra revelaria que essas atividades sociais são realizadas por estruturas genéricas compostas de elementos que seguem sequências diversas. O estudo é baseado no trabalho de Ventola (1987) sobre a organização e realização linguística de textos de encontro de serviço. Esse modelo foi escolhido por refletir uma teoria geral que relaciona língua e contexto.

Os dados foram obtidos de um total de oitenta interações gravadas nas farmácias e agências de viagem localizadas nos campi da Universidade Federal de Santa Catarina (Florianópolis - SC - Brasil), e da Universidade de Birmingham (Birmingham - Inglaterra).

Na análise, são encontrados elementos semelhantes em quase todos os textos, diferenciando-se os elementos quanto à sequência, às situações e às duas línguas. Diferenças são encontradas também na estrutura genérica dos textos. A análise demonstra que tais diferenças são motivadas por razões culturais ou pela organização interna - layout - dos locais observados. A análise contrastiva mostra que as farmácias apresentam características específicas de cada cultura, enquanto que as agências de viagem apresentam traços mais universais.

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ABBREVIATIONS

C:	= Customer
S:	= Server
P:	= Pharmacist
G.S.	= Generic Structure
G.S. el.	= Generic Structure elements
Ling. Real.	= Linguistic Realization
N. V. moves	= Non-verbal moves
GR	= Greeting
AA	= Attendance Allocation
SB	= Service Bid
S	= Service
R	= Resolution
P	= Pay
GH	= Goods Handover
CL	= Closing
GB	= GoodBye

KEY TO TRANSCRIPTION CONVENTIONS

/	= a pause of less than a second
[C pays]	= non-verbal activity
(yes)	= likely wording
()	= wording not possible to transcribe
(pause)	= a pause lasting more than a second
on the_____	= speaker does not finish his utterance
{thanks {thanks	= simultaneous speech
?	= yes/no question rising intonation
.	= phrasal-final falling intonation
!	= word or phrase is an exclamation

INTRODUCTION

Recent years have seen welcome developments in language research and language teaching. In Foreign Language Teaching (FLT), these advances have been characterized by a shift in linguistic research to communicative interests in an attempt to come closer to the way language is used in society. Although language teaching theory is progressively acquiring a sociolinguistic perspective, the teaching of skills still concentrates on the micro-level. It is based on differences in speech act types rather than on a more global level in which speech acts are associated with texts and texts are, in turn, attached to context. This dissertation is concerned with the interactions which take place at service locations. My main objective is to describe and contrast the overall, global structures - 'generic structures' - of service encounter texts in English and in Portuguese.

My interest in service encounters derives from the feeling that information about the structure of such essential everyday activities would prove most useful for FLT. In fact, the scarcity of information on how to behave linguistically and non-linguistically in a different culture still surrounds the communicative approaches to FLT. Unawareness of cultural differences may lead language learners to embarrassing situations and to communication breakdowns in the target language. Accordingly, Blumkulka (1984) stresses that:

as long as we do not know more about the ways in which communicative functions are achieved in different languages, (second language) learners will often fail to achieve their communicative ends in the target language and neither they nor their teachers will really understand why (p.47).

This research has been thus motivated by the hypothesis that a contrastive study of service encounters in Brazil and in England would reveal that these social activities are not carried out in the same way in similar environments in these two countries.

Specifically, the present study pursues answers to the following questions:

- 1- Upon assuming that there is a generic structure that underlies service encounter texts (Ventola 1987), what specific generic structure elements characterize encounters in British-English and Brazilian-Portuguese?
- 2- Is the sequence of service encounter elements similar or different in these two languages? If there are differences, what are they and under which conditions do they emerge?
- 3- Can these service encounters be represented by an identical flowchart? What is the meaning of different flowchart representations as well as similar ones? Which are the most frequent 'decisions' and 'paths' taken in each language?

These are some of the major issues that will be discussed in this study. In the following chapters I will proceed as follows. Chapter one presents the theoretical background of the study. It reports on previous studies which have dealt with service encounter texts. It also describes the flowchart representation which is used as the model of analysis of the data. Finally, it introduces the service encounter data which are used in the study. The analysis of the data comprises three chapters. Chapter two looks at openings and closings of the service encounter texts in four different contexts. Chapter three discusses the actualized generic structure of the texts which were recorded at the pharmacy and at the chemist. It also presents the two modified flowchart representations of the

pharmacy / chemist texts. Chapter four presents the generic structure of the travel agency texts and their flowchart representations. The Conclusion presents comments on the results obtained in the study, teaching implications of these results, limitations of the study and recommendations for further research. An appendix containing the data used in this study is also included in this dissertation.

CHAPTER ONE

LITERATURE REVIEW AND DATA DESCRIPTION

1.1 - REVIEW OF THE LITERATURE

1.1.1 - Language as Social Semiotic: Some Basic Concepts

The present study has been motivated by Ventola's (1987) work on the organization and linguistic realization of service encounters in Australia. Ventola suggests that communicative skills - so far approached by textbooks as single speech acts or exchanges - should be included within a more comprehensive framework. Within this framework, she adds that skills and strategies are seen as realizations in a 'text', which in turn is a verbal realization of a 'social process' - a unified piece of human interaction within a relevant cultural and situational context. An approach of this kind must necessarily be supported by a theory which looks at language and context as systematically and functionally related.

This contextual theory of language is based on Malinowski's (1923) and Firth's (1968) studies. Within this theory, language is seen as the realization of social activities contextually and culturally bounded. This theory was developed by Halliday who is probably the most important linguist within this tradition.

I shall now proceed to review some of the concepts of Halliday's theory of language. According to Halliday (1980), 'text' can be defined:

as language that is functional ...language that is doing some job in some context ... It [text] may be either spoken or written, or indeed in any other medium of expression that we like to think of (p. 10).

Halliday (1978) uses the term 'social semiotic' to refer to the total meaning potential people have as members of a society. According to him, social situations or contexts - semiotic organization - may correlate systematically with the linguistic system. In other words, he suggests that the types of 'meaning choices' from the linguistic system can be predicted based on our knowledge of the semiotic variables of the social context.

Halliday (1978) distinguishes three situational variables which allow us to associate the meanings expressed in texts with the situations in which the interactants are involved: **field** indicates the type of activity which takes place in the situation; **mode** refers to the channel for communication in the situation; and **tenor** stands for the role relationship between interactants. Furthermore, he suggests that each one of these semiotic variables is associated with a specific component on the semantic stratum and with specific systems of the lexicogrammatical stratum of language. In other words, by knowing the values of the semiotic variables of the social context, it is possible to predict the types of meaning choices that will be selected from the linguistic system.

According to Halliday (1978), a specific text variety - **register** - can be predicted by the values which are assigned to the situational variables. As a matter of fact, register has been traditionally described as "particular foregrounded lexicogrammatical choices" (Halliday et al 1964) and later as "foregrounded choices from the metafunctional components of the semantic stratum" (ibid).

Based on Halliday (ibid) and Hasan & Halliday (1980) one can find in texts which belong to the same register the same 'generic structure' (Halliday's term) or the same 'structure potential' (Hasan's term). It is not entirely clear whether these two concepts are similarly approached by Halliday and Hasan. In fact, it seems that generic structure refers to the actual structure detected in texts, whereas structure potential aims to identify the possibilities of variances in text structure. The term generic structure will be used in this present study for the sake of coherence with Ventola's work as it will be discussed in the last part of this chapter. I will also use the term generic structure to refer to the actual overall structure of texts.

Before I proceed with a discussion of generic structure in more detail, it seems necessary to clarify my own use of the terms 'structure of text' and 'elements of text structure'. In Halliday & Hasan (1980), the expression structure of a text is approached as 'the overall structure, the global structure of the message form' (p.16). Although this definition seems to be just a mere paraphrase of the term 'structure of a text', it gets somehow clearer when the term 'element' is related to text structure. This is because the structure of a text is constructed by elements which make a certain text similar or different when compared to another text. In trying to exemplify 'text structure', Hasan (1980) refers to literary studies, saying that:

The earliest known example, if I am not mistaken, is the Aristotelian definition of Greek tragedy as made up of three elements: the beginning, the middle, and the end (p.17).

In applying this example to the course of buying and selling in a service encounter, it is not too abstract or difficult to imagine that one has to go through certain stages in order to accomplish one's goals. In other words, by entering a service area, a customer

is expected to have a need and to convey it through a 'sale request' element of the kind: 'Can I have a ... please?'. The server, in turn, is expected to acknowledge the customer by complying with his/her request through a 'sale compliance' element, like: 'yes', 'here it is'. These text elements, added to other ones, give shape or 'text structure' to the social process of buying and selling. This structure will, in turn, define the texts as belonging to the same 'Genre'.

In relating these elements to the micro-level, that is, to the conversational structure alone, it may be stated that an element is composed by moves which are sequenced in a variety of ways to produce exchanges. Following the work by Sinclair and Colthard (1975), Ventola describes a move as an interactional term used to describe an act or a combination of acts understood by the participants as a contribution to the interaction. An exchange, in turn, is approached by Ventola (1987) as "a basic unit of social interaction" (p.97). Therefore, generic structure elements result either from the realization of a single exchange, like the Greeting element, or from the realization of several exchanges, like the Service element, for instance.

Another kind of approach to register and genre within the Systemic Functional framework is proposed by Martin (1984, 1985). According to him, register and genre are both semiotic systems realized by language which in turn is a special kind of semiotic system composed of discourse, lexicogrammar and phonology. By semiotic he means "systems that make meanings" (Martin 1984:24). The relationship between genre, register and language is expressed in terms of semiotic planes. Ventola (1987) expresses this type of relationship as follows:

Genre will be seen as the plane which organizes the ways social encounters unfold as generic struc-

tures in individual instances. Register is the plane which realizes genre by organizing the appropriate register choices in terms of Field, Tenor and Mode choices at each stage of the unfolding of the generic structure. Language is the plane (together with some non-linguistic systems) which realizes the higher-level choices as linguistic patternings in texts (p.5).

In other words, by genre, Martin and Ventola mean a sequenced and goal oriented activity in which speakers of a culture engage, as in, for example, buying medicines, writing an article, talking to someone on the phone, etc. In short, as Martin (1984) states himself, "everything you do involves your participating in one or another genre" (p.25) As suggested above, a genre does not have structures of its own. Therefore, in order for a genre to be realized it depends on register for its organization in terms of the contextual variables, and on language for its linguistic realization. In other words, genre can be taken as a "parasite - without register and language it could not survive" (Martin 1984:25).

The concepts of register and language, in their turn, are also approached by Martin as semiotic planes. Similarly to genre, a register is also seen by Martin as a parasite. In other words, it has no phonology of its own. Therefore, it establishes meaning by borrowing the words and structures of the language plane. Language then "functions as the phonology of register, and both register and language as the phonology of genre" (Martin 1984:25). Summarizing, Martin (1985) says that "these two systems [register and genre] are what Hjelmslev referred to as connotative semiotics: semiotics whose expression plane is another plane" (p.249).

This particular model of language, register and genre, as developed by Martin differs to a certain degree from that articulated by Halliday. Firstly, as described immediately above, Martin views register as a semiotic system. Described in this way,

register is a semiotic system in its own right, different from other semiotics like language, music, games, etc. Therefore, Martin's view differs from Neo-Firthians like Halliday, who tend to approach register as 'an inter-level (called context) relating language to the real world' (Martin 1984:24). In other words, register is treated within this traditional view as a language variety which has to do with its uses in situations of different types (see, for instance, Halliday et al. 1964, Ure & Ellis 1977). Besides this, as suggested earlier, the framework developed by Halliday for describing register makes use of the three categories: Field, Mode and Tenor. Within this framework, these variables are considered to define the context of situation and determine the linguistic patterns of the texts produced in the approached context.

According to the connotative framework, however, the linguistic realizations of a text are not the result of only one general choice for Field, Tenor and Mode. Instead, the generic structure of a text is viewed as unfolding with regard to different possible Field, Tenor and Mode options. This can be exemplified if one considers participants during the opening of an interaction. At this stage, the Tenor relationship might play a more important role than Field or Mode, for instance. In other words, participants might feel at this point more tempted or obliged to greet or not to greet because of the relationship they have got with one another (Tenor), rather than because of the institutional focus (Field).

As for the concept of genre, the difference between Halliday/Hasan framework and the connotative framework proposed by Martin lies in the fact that in the former register and genre are treated as linguistic abstraction on the semantic level. In Martin's framework, on the other hand, register and genre are semiotic systems within their own right.

In this study, register, genre and language will be viewed as described by the connotative framework proposed by Martin (1985). In other words, they will be seen as semiotic planes which comprise social activities of our culture.

Now that I have outlined some of the basic concepts which will be present throughout my discussion, I will review some of the previous works on the unfolding of Service Encounter texts.

1.1.2 - STUDIES ON THE STRUCTURE OF SERVICE ENCOUNTER

TEXTS

One of the first studies on service encounter genre is the work of Mitchell (1975). Mitchell's work aims at finding out systematic relationships between text and context in distinct but related genres: market auction, market transaction and shop transaction. Mitchell finds evidence at both lexical and grammatical levels for the different realizations of staging (sequence of elements) in these service encounters. In other words, although he does not approach text in terms of generic structures, Mitchell's study reveals an authentic concern with genre typology. In short, his study can be taken as one of the first attempts to define how service encounters are related to one another with regard to the linguistic realization of the stagings of the social process.

Another important study on service encounters is carried out by Merrit (1976). In fact, Merrit was the one that coined the term 'Service Encounter'. She refers to it as:

an instance of face-to-face interaction between a server who is 'officially posted' in some service area and a customer who is present in that service area, that interaction being oriented to the satisfaction of the customer's presumed desire for some service and the server's obligation to provide that service (1976:321).

Merrit's study relies on an ethnomethodological approach. It aims at identifying some range of recurring activity and "offer a treatment of some patterns of talk that occur in service encounters" (1976: 315). More specifically, Merrit is concerned with discourse structures of the kind 'question - answer' adjacency pair in order to reveal their contribution to the coherence of everyday social activities. Her analysis then shows the relationship which exists between the question - answer (question) pattern and the pragmatic interpretation of the customer's request.

Two other studies on service encounter texts are also worth commenting here: Coupland (1983) and Bowker (1983). They are both based on Sinclair and Coulthard's (1975) model of discourse analysis. Coupland's study on Travel Agency interactions reveals a specific interest in the transactional structure of service encounter texts. The structure of an encounter as described in his work consists of one main transaction which follows a beginning/ middle/ end structure.

Similarly to Coupland's work, Bowker's study on service encounters (based on an elaboration of Sinclair and Coulthard's 1975 model introduced by Edmondson (1981)) also presents the same beginning/ middle / end structure. Bowker also works with travel agency interactions concentrating on the interactional or strategic meaning of these conversations. Bowker's concern is to examine the actual conversational structure used in everyday situations in order to provide a basis for comparison with FLT material.

Now that I have briefly discussed some works on the generic structure of service encounter texts based on different views of language, let me reconsider the discussion on systemic linguistics and the approaches to service encounter genre developed on this basis.

1.1.3 - GENERIC STRUCTURE IN SYSTEMIC LINGUISTICS - TWO APPROACHES

Two approaches to register and genre identification have emerged within the systemic - functional framework: Hasan's structure potentials of genres and the connotative semiotics framework proposed by a research group at the University of Sydney. Here, I shall be only concerned with describing Hasan's work on generic structure and exploring the connotative semiotics framework which constitutes the theoretical framework for this study.

1.1.3.1 - Hasan's Generic Structure Potential

As already mentioned, Halliday (1978) does not approach the formalization of the overall patterning of genres. Hasan, on the other hand, does this in terms of Structure Potentials. For her the elements which occur within one text are predicted by the contextual configuration which is, in turn, 'the total set of values of the variables [Field, Tenor, Mode] relevant to any one given occasion ...' (Hasan & Halliday 1980:20). According to this view, the texts which belong to the same genre are represented by a linear schema of Structure Potential which includes obligatory elements; that is, elements which are genre defining: 'elements whose presence is essential to any complete text embedded in the contextual configuration under focus' (Hasan & Halliday 1980:21), and occasionally some optional elements, whose 'applicability can be wider than that of the specific genre under focus' (Hasan & Halliday 1980:26).

As said earlier, Hasan represents the structure of texts linearly. The elements hypothesized by her and the organization they have within the Structure Potential representation are distributed as follows:

[(< GREETING > .) (SALE INITIATION) ^] [(SALE ENQUIRY .)
 (SALE REQUEST ^ SALE COMPLIANCE)] SALE ^ PURCHASE ^ PURCHASE CLOSURE
 (^ FINIS)

(Halliday & Hasan 1980:27).

The Structure Potential representation can be read in this way:

The Round brackets () indicate optionality.

The Square brackets [] stand for mobility.

The dot . means a mobile element.

The curved arrows () symbolize recursiveness.

As for recursion, it can be of two types: simple and homogeneous. In a Simple Recursion, an element recurs without any consequence for any other element. Homogeneous Recursion, on the other hand, happens from the recursion of one element. In the Structure Potential representation, this is shown by enclosing the relevant elements in a curly bracket < > as well as by appending the arrow to the outside part of the bracket.

The circumflex ^ indicates fixed sequence of elements.

The Structure Potential representation displays four important aspects of Hasan's approach to text structure. It first lists the obligatory elements which, according to Hasan, must occur in texts which belong to the genre under focus. Secondly, it brings about the optional elements which are allowed to be realized in texts of a specific genre. Finally, it describes the sequence of the elements as well as the stages where recursion is likely to occur.

Hasan's work on genre typology differs from the other previous approaches to generic structure of texts because it is an approach which accounts for text variation. As she says:

The SP then is a powerful abstraction from which can flow a large number of possible

text structures, each of which may differ from the others in some respect, but all of which conform to the requirements of the SP ... (Hasan & Halliday 1980:29).

In short, the Structure Potential representation can be taken as an important move for the systematization of the relationship between texts and contexts. It also proves to be very effective in the classification of texts in various categories.

1.1.3.2 - The Connotative Semiotics Framework: A Synoptic System of Genre

In section one of this chapter, the concepts of genre, register and language were seen in the light of the connotative semiotics framework. As it was discussed, register and genre are both semiotic systems which are realized by another kind of semiotic system - the language. However, it has not yet been specified how the generic structure sequences are generated on the genre plane.

According to Martin (1985), generic structure operates in system networks. These system networks display features which capture similarities in texts of both similar and same kind. Martin (1985) puts forward a network representation of the service encounter genre. The hypothesis behind this model is that these generic systems capture the generic choices in a certain culture, defining, in this way, the relatedness among texts in a given genre by delicate features.

When contrasting the characteristics of the network representation with those of Hasan's Structure Potential, it can be noted that Martin's model shares with Hasan's the concept of text variation. In other words, both representations allow a more flexible notion of text structure. This is actually what distinguishes these two frameworks from the other text approaches presented earlier: Merrit's (1976), Coupland's (1983), and Bowker's (1983).

However, representing generic structure of texts as choices in the system network seems to be more adequate to my study than Hasan's linear representation. The network and the corresponding realization rules proposed by Martin (1985) aim at distinguishing one genre from another while showing the relations between them. Texts are considered either the same or different based on their shared features. A text which happens to present an element not included in a second text has made this selection at a more delicate feature in the network. For example, an element like Service Bid seems to be exclusively assigned to texts which are characterized by the feature choice 'not appointed', that is, no server in particular is appointed to serve the customer (when entering a chemist, for instance). Thus, unlike Hasan's model, obligatory elements are not considered genre-defining in the network representation. Rather, it is the relations between the elements which define a genre.

A second characteristic of Martin's system network, which also distinguishes it from Hasan's model refers to text completeness. According to him, a text is still considered a complete and functional text even when the purchase of goods does not occur. When this happens it indicates that the feature selection in the network has not reached the stage where the purchase is accomplished.

However, in relating the concepts of text as process and text as product to Martin's network representation it can be noted that genre networks also present a synoptic view of genre.

Therefore, Martin's model of analysis does not account for all the dynamic aspect of service encounter interactions. One of these aspects is the sequence of elements. As for this problem, Martin (1985) admits that in the network representation "nothing has been said about the sequence of elements" (p. 254). By learning from Ventola's work on service encounter texts, he adds that:

...one does not have to collect very many service encounter texts before one comes across departures from this norm in what are still felt to be well-formed texts. Greetings for example are found initially, after Attendance Allocation and after Service Bids as well; ... (p.254).

Another aspect which Martin's model does not handle properly is Recursion. In other words, the synoptic representation of genre does not allow for elements of the service encounter structure to occur more than once. The analysis of Ventola's data, however, shows that elements recur very often. For example one can very easily think of a text where a customer has more than one need and, forgetting to spell both needs at the same time, will need to go back to the element Service after having gone through it once.

Because of the problems pointed out above, it seems that the network representation cannot fully account for all the realizational flexibility of natural service encounter data. As Martin (1985) himself states:

The network... and the corresponding realization rules ... would if anywhere near correct, go some way towards distinguishing one genre from another and showing the relations between them. But they are still a long way from generating well-formed schematic structures for service encounters in our culture ... (p.254).

Because some phenomena of service encounter texts remain unaccountable by both Hasan's Structure Potential and Martin's network representation, Ventola (1987) suggests that texts should be considered from a dynamic point of view as an on-going process. Ventola builds up from the connotative systemic framework, following the contributions made by Hasan's model, and proposes a '**genre flowchart**'. This dynamic 'tool' enables one to realize and generate texts from genre networks, representing more faithfully the interactive nature of service encounters.

1.1.3.2.1 - The Flowchart: A Dynamic Representation of Genre

Before I proceed with the description of Ventola's flowchart, let me make clear what is meant by a dynamic perspective on text. Ravelli (1989) also addresses this matter by asking: "How does one look dynamically at something?" (p.5).

According to Ravelli (1989), a dynamic point of view will be different from a synoptic view because texts are looked at prospectively, and the analyst tries to explain what is to come after a certain stage in a text. With this perspective, the focus shifts from relations of constituency to relations of interdependency. In other words, a text is first split up into parts; these parts are examined and the relation they have with one another is analysed. A synoptic perspective, on the other hand, presents a text as a whole' and only later will the text be analysed in its parts. Therefore, in relating the parts of a text with one another, a model with a dynamic perspective is "able to generate in moment-by-moment stages. That is, it should be non-explosive" (Ravelli 1989:6).

A further characteristic of the dynamic view is that any statement about a text should be made in probabilistic terms rather than categorical statements about what is coming next in a text. Finally and most importantly, Ravelli (1989) points out that for a model to have an active and prospective view of likelihood and interdependency, it is necessary to attach texts to the context in which they are produced. This view is supported by Hasan (1977) who says that:

If text can be seen as a bridge between the verbal symbolic system and the culture, this is because of the relationship between text and social context: text is 'in language' as well as 'in culture' (p.229).

I now return to the discussion of Ventola's flowchart by listing the elements she proposes for the generic structure of service encounter texts:

Element	Abbreviation	Function	A simple example of realization
GREETING	GR	—phatic	hello—hi
ATTENDANCE-ALLOCATION	AA	—organization of proximity	who's next—I am
SERVICE BID	SB	—offer of service	can I help you—yes
SERVICE	S	—needs & their provision	could I have ...?—yes sure
RESOLUTION	R	—decision to buy/not to buy	I'll take these—okay
GOODS HANDOVER	GH	—exchange of goods	here you are—thanks
PAY	P	—exchange of money	it's 3.50—right
CLOSING	CL	—appreciation of service	thanks very much—thank you
GOODBYE	GB	—phatic	bye—goodbye

FIG. 1.1 - Generic Structure Elements of Service Encounter Texts. (as found in Ventola 1987:69)

According to Ventola (1987), the participants who interact in service encounters create the social process in a cooperative way, realizing, thus, a unique text. In the flowchart, this social process is represented by two centre lines leading downwards. The elements outlined above are represented by oblong circles and both the server and the customer perform their roles by realizing these elements. The server's path follows the line on the left and the customer's the one on the right. Sometimes, however, these paths converge due to some negotiation about the on-going interaction.

Independent decisions about the interactive process are also made by the interactants who sidestep and choose other paths away from the middle social process lines. These decisions are represented by diamonds. The decisions which the interactants reach are pointed out by 'yes/no' answers. These answers lead the

participants to act accordingly. Moreover, these decisions determine the following 'work' to be done. This work is represented by squares with the specific activity written in them. The wavy square, in turn, shows the interactants the directions of the flowchart. In other words, they indicate through the instructions (GO FORWARD / BACK TO) if a certain element is to be recursed or skipped.

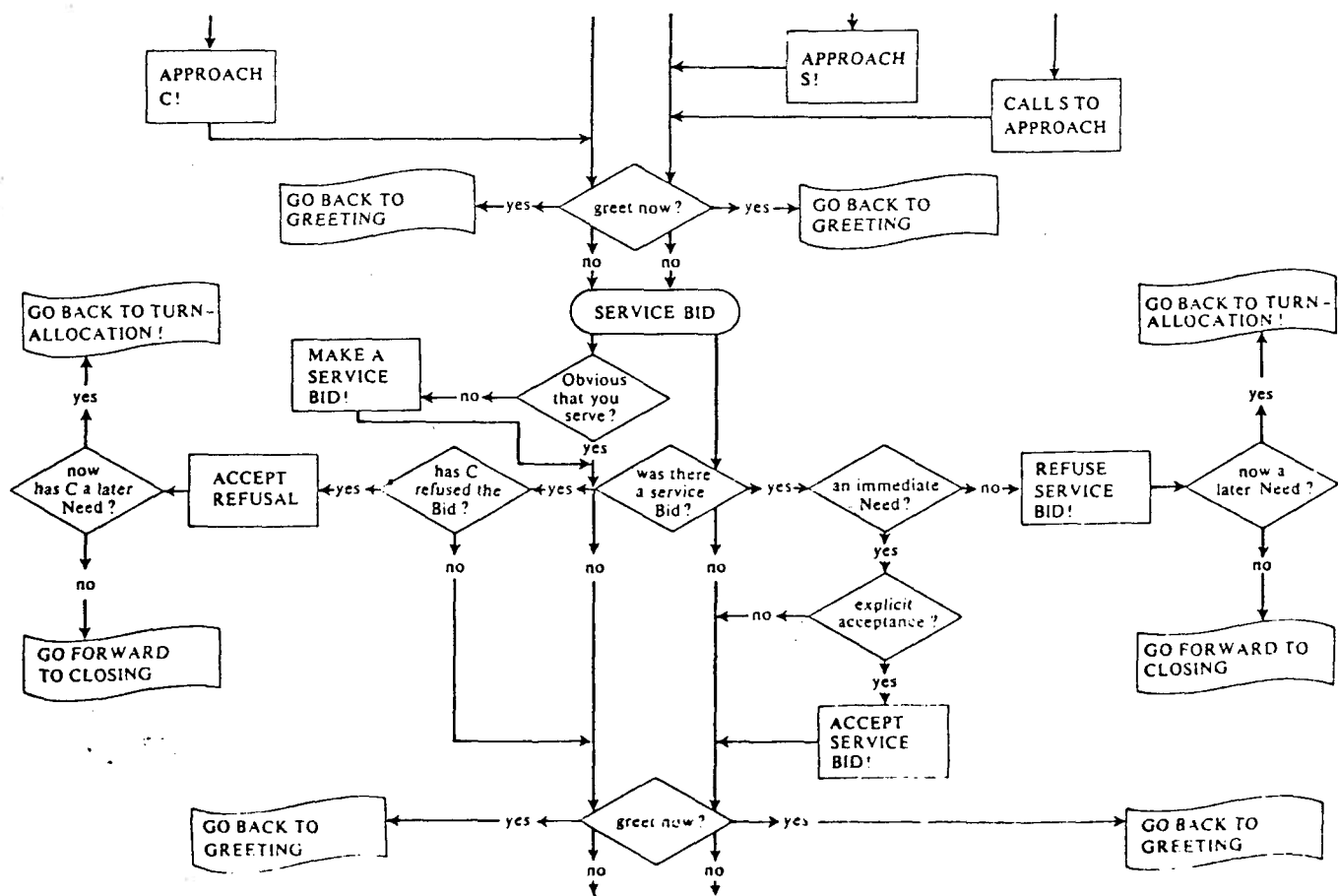
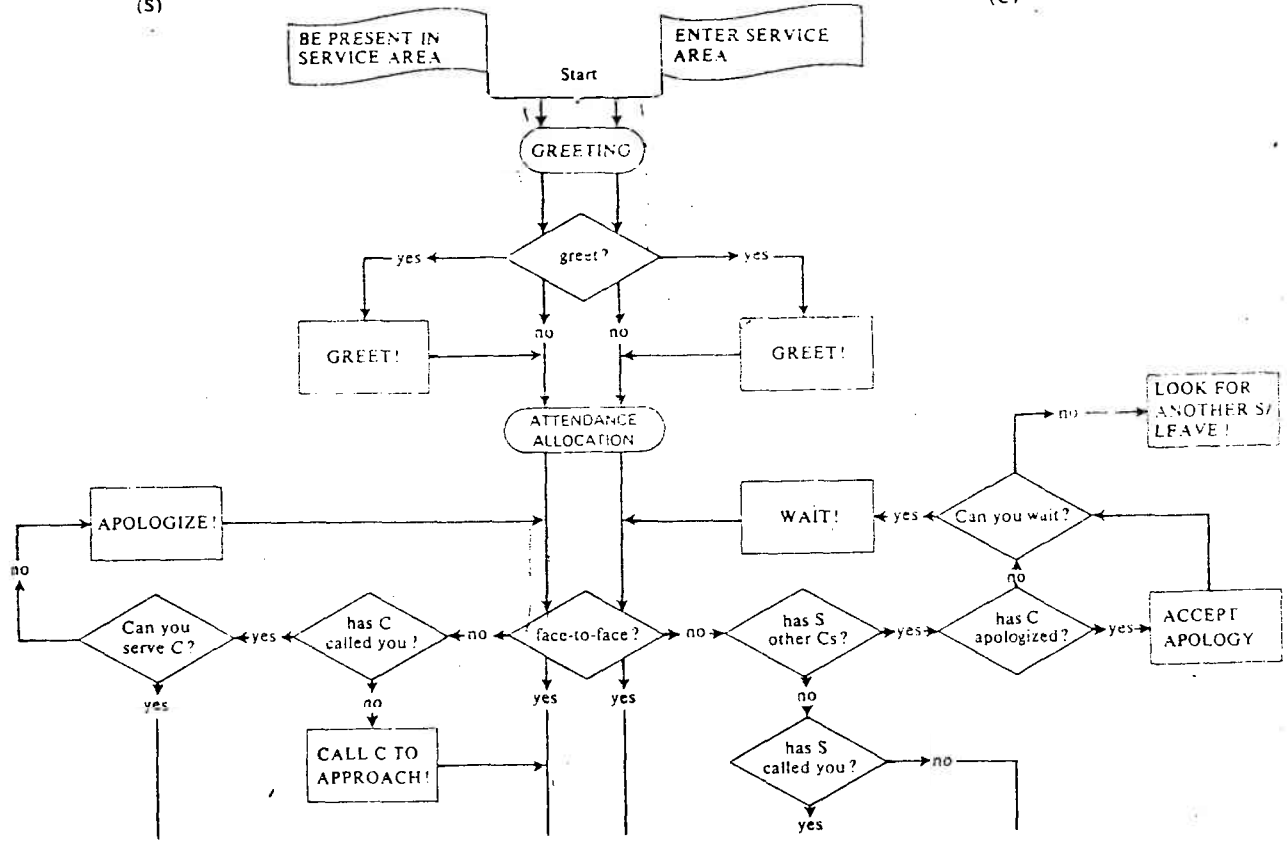
The flowchart below is the original version proposed by Ventola (1987) for the representation of the service encounter genre.

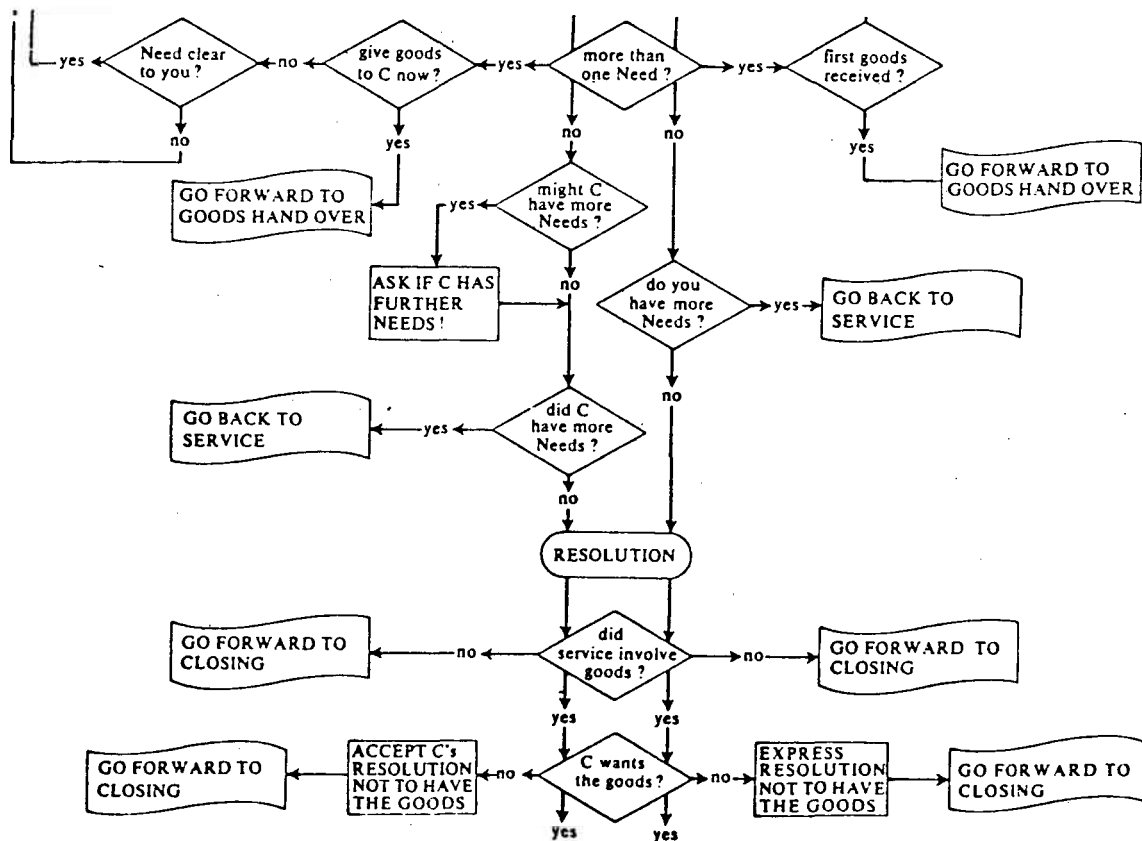
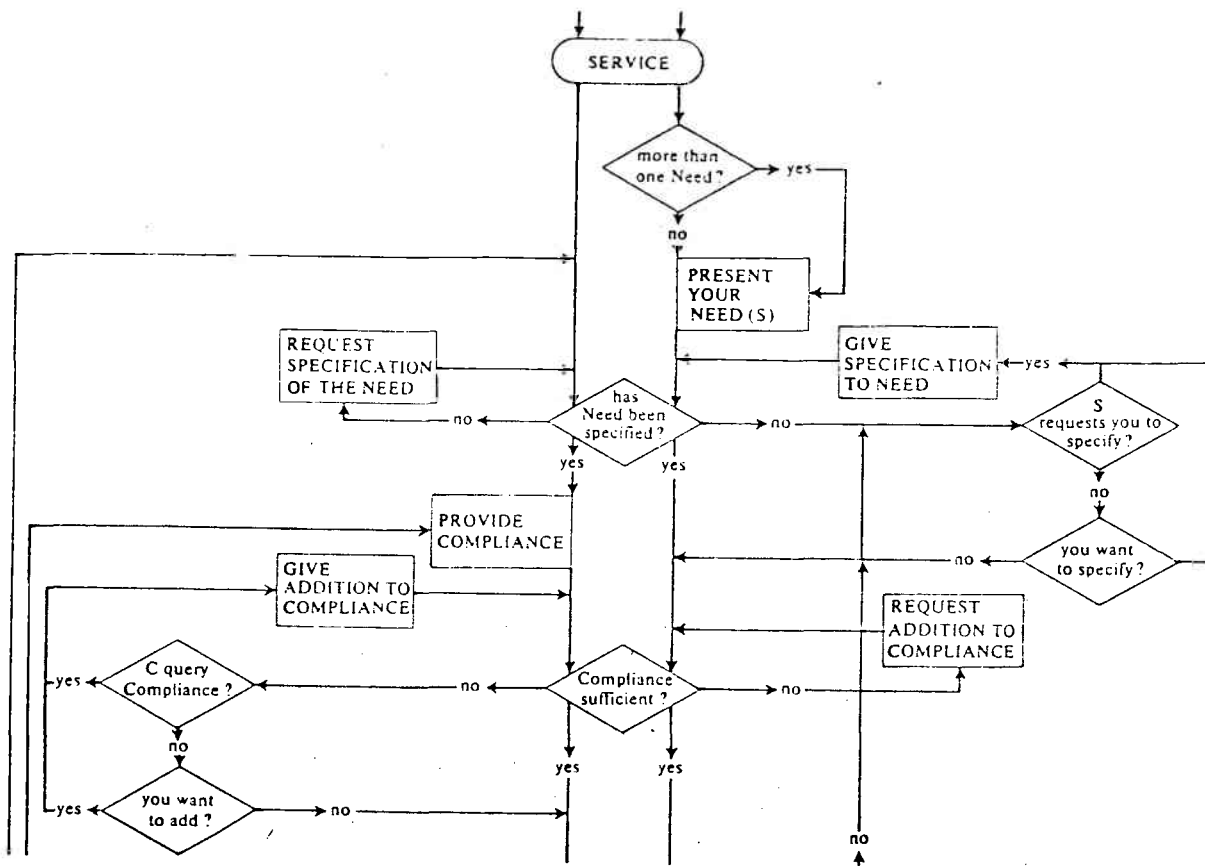
SERVICE ENCOUNTERS Flow Chart

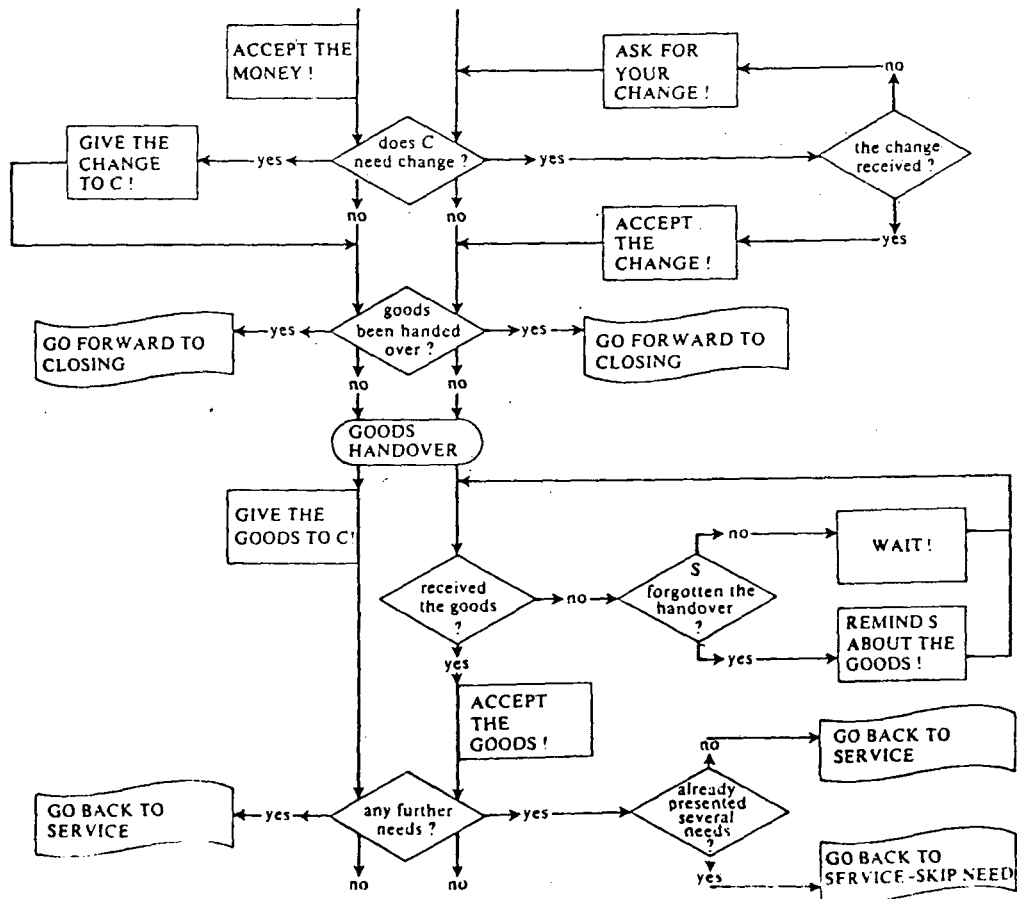
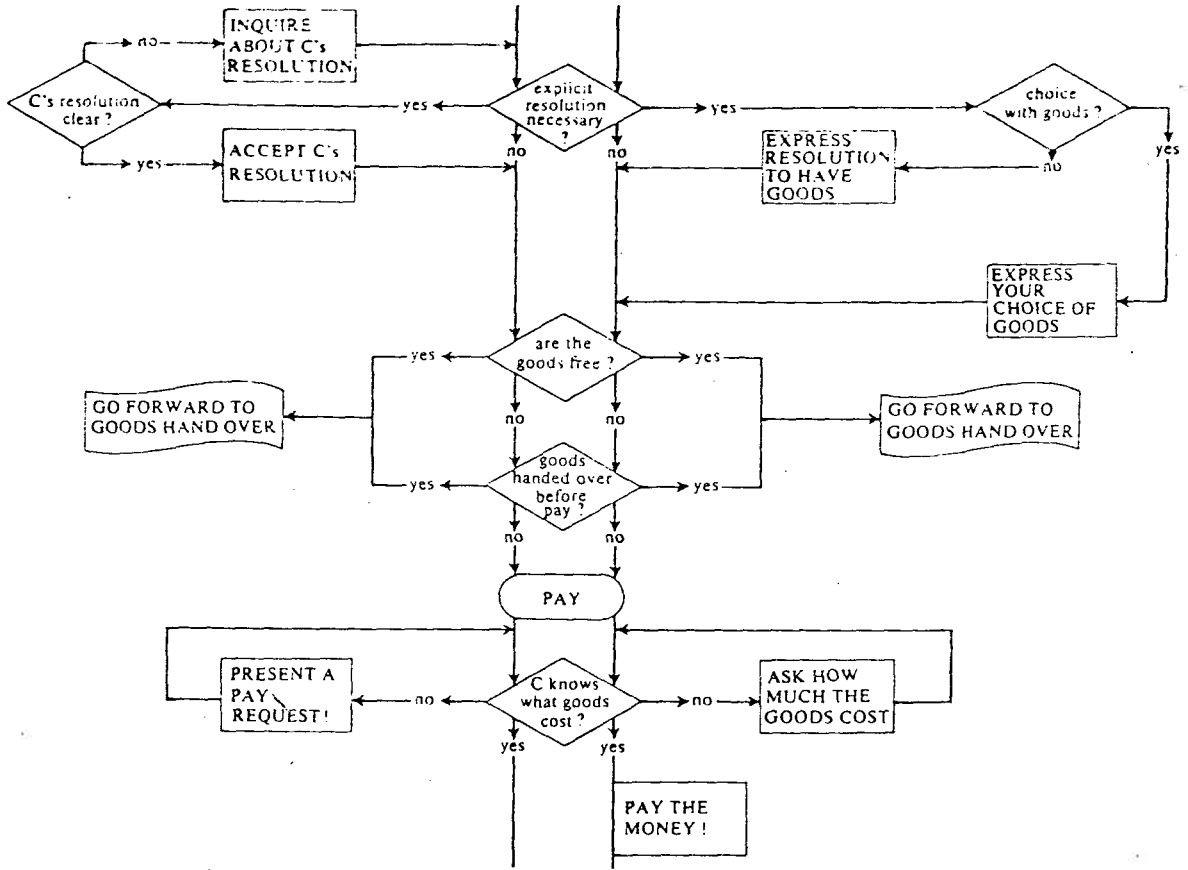
SERVER (S)

SOCIAL PROCESS

CUSTOMER (C)







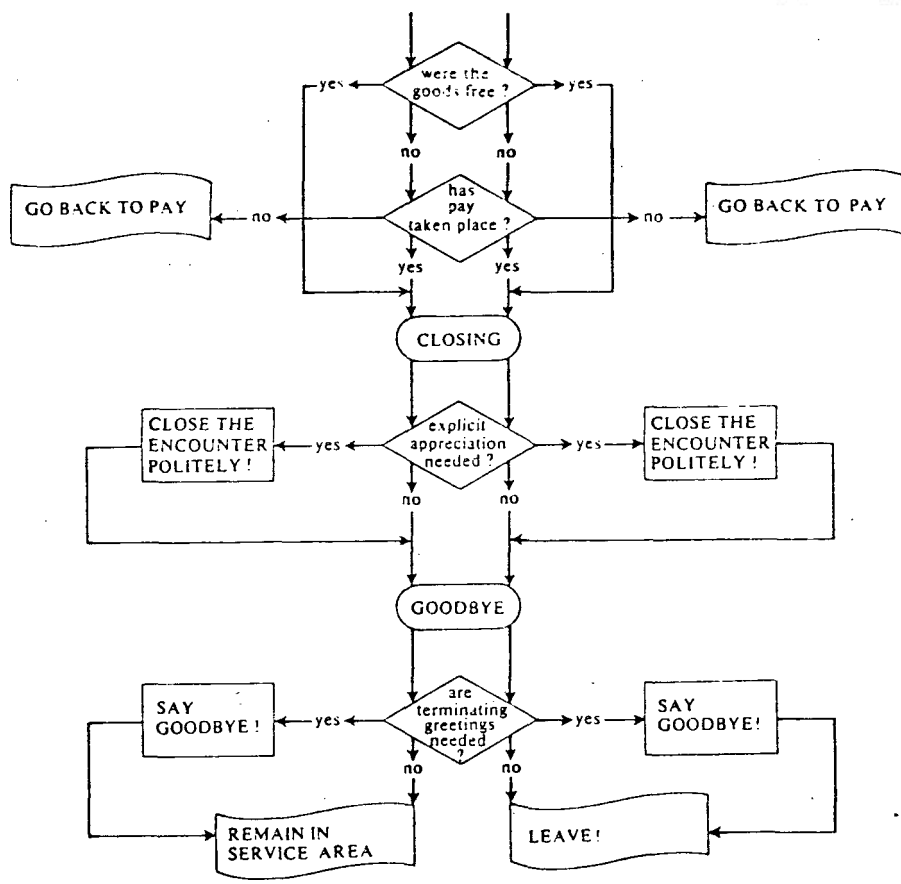


Fig. 1.2 - The Flowchart Representation of the Service Encounter Genre (as found in Ventola 1987:70)

In short, Ventola suggests that the flowchart reveals the development of a text through the negotiation between the two participants involved. She summarizes the description of the flowchart by saying that "it represents the various ways in which interactants continuously have to make decisions about the development and the direction of the social process" (p.67). Finally and most importantly, the flowchart enables the analyst to represent language and context as systematically and functionally correlated.

From a cross-cultural point of view, the flowchart can certainly prove to be a very useful tool. Since Ventola (1987) does not present it as a universal chart, it seems to be interesting and rather necessary to see in what respects the generic structure of a genre is different/similar in distinct cultures.

In the present study, I will apply this flowchart to my data in order to study the service encounter genre in both Brazilian and British societies. Therefore, the focus of this study will be on genre and on what "[genre] is set up to explain: how you accomplish things on a day to day basis, in a culturally specific way" (Martin 1984:28).

1.2 - DESCRIPTION OF THE DATA AND DATA COLLECTION

The Brazilian data were collected in Florianopolis - SC, during a period of three months (August to October, 1988). The British data, in turn, were collected in Birmingham (England) for another three months (February to April, 1989).

In both settings, the following procedures were used for data gathering. I initially chose three locations for the data collection: (1) the pharmacy; (2) the post office; and (3) the travel agency. This choice reflected the assumed communicative needs of a Brazilian learner of English in an English context, as well as

that of an English learner of Portuguese in a Brazilian context. I also took into consideration the essential status which underlies these types of services in any society.

For the Brazilian corpus, data were collected in all the three locations cited above. In England, however, I was not allowed to do the recordings at the post office. In spite of contacts established via letters between the University of Birmingham and the Royal Mail, my access to any Post office in Birmingham was denied on the basis that conversations between customers and servers in these locations are in general confidential. Hence, the analysis is limited to only two situations.

Access to the locations chosen both in Florianopolis and in Birmingham depended on the negotiations that took place between the managers and myself. The downtown pharmacies and travel agencies of the two cities presented some difficulties. I, therefore, limited my data collection to the travel agencies and pharmacies located on the university campuses. It is a well known fact that people providing services nearby universities are more open to students' research and therefore tend to be more cooperative. In Birmingham, however, a chemist could only be found outside the campus. Nevertheless, I made sure that the chemist was as close as possible to the University of Birmingham and geared almost exclusively to the university community. Furthermore, in both cities, because data were collected on the university campuses, I could maintain a more accurate control of certain social variables (social level, for instance).

The data were all collected by means of the 'participant observation methodology' (Pelto and Pelto 1978) which is characterized by the participation of the researcher at the proper places in actual activities, "as a natural observer of the event, that is; without calling people's attention to himself but totally immersed in the event" (Zornig 1987). In fact, on each occasion, I

came to the location and set the tape recorder (micro-cassette recorder G.E with a built-in microphone) at the cash register - in the case of the chemist in Birmingham - or in the server's pocket, as in the pharmacy in Florianopolis. In both travel agencies, the recorder was left on the counter. Some effort was made to somehow disguise the tape-recorder by hiding it under sheets of paper.

In both situations, only the servers knew about the recording. But, they were not told about the actual objectives of the research. They were told instead that my concern was an exploration of accent variation present in the interactions recorded. Since Florianopolis and Birmingham are well known for their distinctive accent within Brazil and England respectively, this excuse proved to be quite convincing. No effort, however, was made to secure the permission of individual customers. Because of its ethical implications, this strategy represented an obstacle to obtaining permission to record, but I eventually convinced the managers of the chosen locations about the importance and necessity of doing the recordings under the conditions suggested. In fact, this strategy produced a more cooperative response than expected. If a customer happened to notice the tape recorder s/he reacted in a very helpful way either ignoring the presence of the tape recorder or by agreeing with the recording on the excuse given above.

This whole procedure was adopted in an attempt to get data which is as spontaneous and as authentic as possible. Knowledge on the part of both interactants would be likely to have affected their use of language, and in particular, the structure of their interaction.

Besides tape recording the interactions, I stayed within the service area and pretended to browse around the location - looking at leaflets, for instance - whilst observing and making brief field notes. I particularly tried to keep a running total of the number of

encounters that were taking place. I also took notes which helped me with the transcriptions. These notes served as a record of the customers' sex and approximate age. Moreover, due to the great importance of non-verbal activities in the service encounter process, I also wrote down all the details related to these activities. To this end, I managed to stand as close as possible to the participants without, however, interfering in their interaction. I also took advantage of the field notes to write fragments of verbal interaction which I suspected were not being clearly captured by the tape recorder. In short, the field notes were particularly helpful in the process of the transcription of the interactions. For example, most greetings were not easily captured by the recorder, for customers would use them when they entered the location, far from the recorder. Some of the texts were almost entirely reconstructed with the help of the field notes. Furthermore, since the data were not video recorded, all information regarding non-verbal activity included in the analysis result from field notes.

In trying to minimize data loss, I chose slow business days for the data collection. At the travel agencies, for instance, I preferred either Mondays or Tuesdays. At the pharmacy/chemist, however, I could not make use of this strategy, for all days seemed to be equally busy.

Although this effort was made for most of the recordings, the sound quality turned out to be very poor. In fact, a few interactions could not be transcribed from the tapes and had to be excluded from the analysis. Therefore, the texts which were selected for the analysis were those which could be reasonably transcribed. The whole corpus recorded amounts to one hundred and sixty interactions. However, because of the poor quality of the recordings which were pointed out, I could only transcribe one hundred and

twenty interactions. From these, a total of eighty interactions (seven hours of tape recording) were selected for the analysis, twenty in each type of location. In choosing these interactions, I included texts representing all the types of services available within each of the locations under investigation. For example, for the travel agencies data, I included texts where information is asked, leaflets are picked up, coach, train and air tickets are booked/bought, etc.

As far as the transcription is concerned, it proved to be the hardest part of all the work. Because of the quality of the tapes and also because of a certain lack of experience with the Birmingham accent on my part, the process of transcribing was tough and very slow. Following my transcription of the English data, all the texts were checked by a native speaker of English.

CHAPTER TWO

On Openings and Closings

2.1 - The British Chemist and the Brazilian Pharmacy data

In this chapter, I will concentrate on the service encounter data which were collected at a British chemist and a Brazilian pharmacy. I will focus on the openings and closings of these interactions. First, I will present a description of the context of situation where the analysed texts in this study were produced. This description will be followed by a discussion of the results concerning the openings and closings of both British chemist and Brazilian pharmacy data.

2.1.1 - The British-Chemist and The Brazilian-Pharmacy:

The Context of Situation

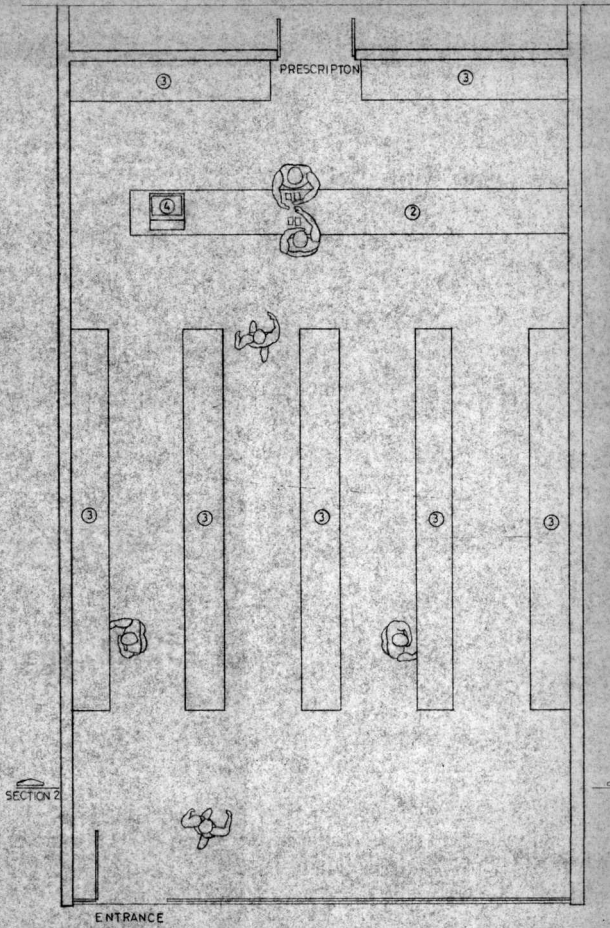
The chemists I visited in Birmingham are organized in a different way than most of the pharmacies found in Florianopolis. As can be seen in the layout below, the chemists in Birmingham usually have two separate sections. The main section - judging by the size only - can be viewed as an ordinary supermarket, with shelves and products displayed on them. In this section different products are organized under headings like: skin care / perfume / man's / hair care / baby care, etc. Here, the customer is supposed to help her/himself in getting whatever s/he wants and take it to the cashier who, sometimes, is the server her/himself. Other products

are stored behind the counter. These are basically medicines like syrup, pastils, as well as others which can be bought without a doctor's prescription. To have access to these products the customer has to ask the server for help.

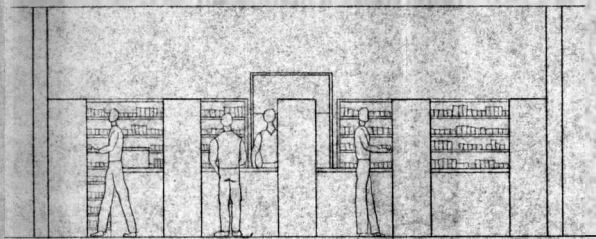
The other section found in the chemist is reserved for the products under the doctor's control. Here, the customer is supposed to have his/her prescription; the server takes it to the pharmacist who prepares the medicine according to the doctor's prescription. The Pharmacist, then, plays an important role in the interaction since it is s/he who usually brings the medicine to the customer, closing in this way the conversation with the server.

As shown in the layout below, the context of the Brazilian Pharmacy contrasts with this type of arrangement. First, with very few exceptions, medicines are frequently sold to the customer without prescription. The presence of the pharmacist, therefore, is not really common. Second, all products have to be requested by the customer from the server. Unlike the situation in Birmingham, all the shelves in the pharmacy in Florianopolis are behind the counter, and the existence of any product as well as its price are commonly unknown to the customer. Hence, there are no self-serve sections and all products must be requested to the server.

The figures below represent the layouts of the chemist and the pharmacy where the interactions recorded took place.

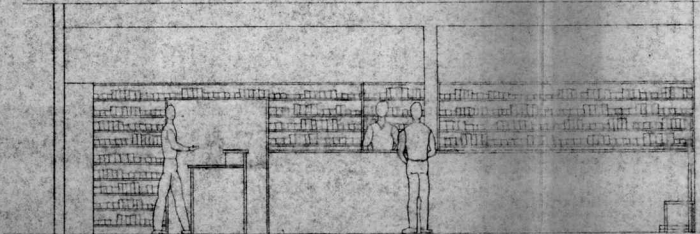
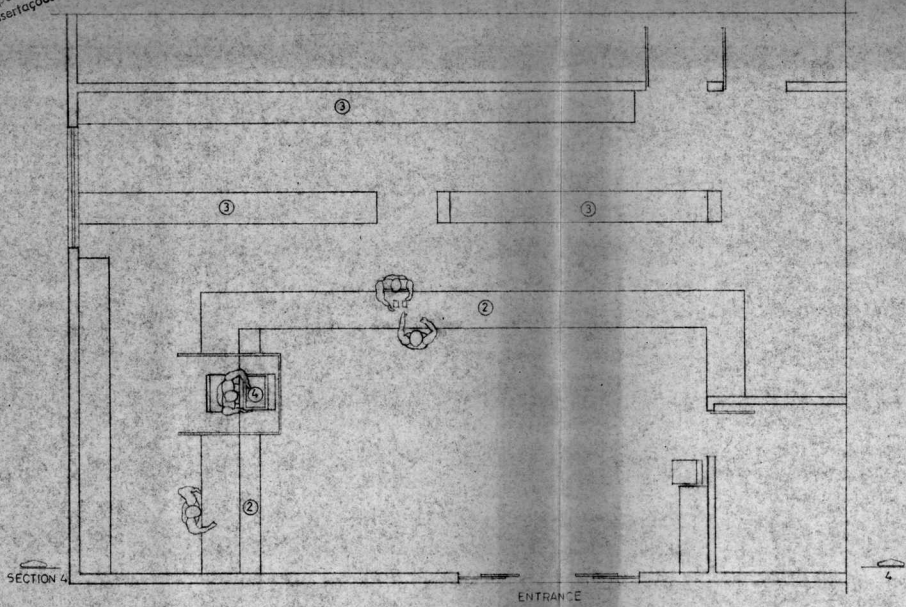


2.1-THE LAYOUT OF THE BRITISH CHEMIST



SECTION 2-2

- LEGEND
- ② COUNTER
 - ③ SHELVES
 - ④ CASH REGISTER



- LEGEND
- ② COUNTER
 - ③ SHELVES
 - ④ CASH REGISTER

2.2 - THE LAYOUT OF THE BRAZILIAN PHARMACY

SECTION 44

2.1.2 - The British Chemist: Openings

I will now proceed to describe the openings of the British-chemist texts. The twenty interactions that took place at the chemist can be classified in three different but related kinds of text structure as far as the openings are concerned. The first group is exemplified by text 1 below:

Text 1

S: hello!
 C: hello!
 [gives S prescription]
 S: thank you. / Would you like to wait?
 C: unhum.
 S: two pounds sixty. / please.
 C: [pays]
 S: thank you.
 S: [takes prescription to P. while C keeps waiting for the medicine]

(long pause)

P: Mr. ()?
 C: yes?
 P: [gives medicine to C]
 thank you.
 C: thank you.
 P: bye.
 C: bye.

In the text above, the customer enters the chemist where only one server is working behind the counter. The server immediately opens the conversation by greeting the customer, who automatically responds to the greeting.

This pattern, actually, represents 45% of the whole corpus. In other words, nine texts out of the twenty analysed interactions present the realization of the Greeting element (GR) as the opening of the interactions. Within these nine texts seven present reciprocated greeting moves; that is, greetings are followed by response to greetings. The two other texts present non-reciprocated greeting moves. As far as the reciprocated moves are concerned, five

texts are initiated by the server's greeting (70%) and then followed by the customer's response. Only in two texts the customer contributes greeting move first.

This result indicates that in service encounters the element GR can functionally overlap with Service Bid (SB). In other words, the server's greeting first signals both an ordinary greeting and a verbal realization of her readiness to serve the customer; that is, it can also be taken as SB. It can be argued, however, that the server's greeting does not function simultaneously as a SB because it is not immediately followed by the customer's sale request, as is the case with the actual realization of SB. Nevertheless, as described above, five out of seven texts which present GR are reciprocated. This indicates that even if the server interprets his/her greeting being both the realizations of GR and SB, it is not taken as such by the customer.

Since the whole text structure is created cooperatively by the participants engaged in the social process, each element is the result of a combination of the participants' understanding and contribution. In other words, I assume that although the server may have intended to perform SB rather than GR when s/he greeted the customer, her/his move is not understood as such by the customer. In responding to the server with a response to greeting, the customer, together with the server, perform the GR element.

As far as the non-reciprocated moves are concerned, two texts present the server's single greeting move; that is, the opening is not followed by the customer's response.

Regarding the linguistic realization of the greeting moves, the texts prove to present a very uniform pattern, without any other realization but: 'Hi' and 'Hello'. The most frequent realization of the two is 'Hello', which occurs in 70% of the GR elements

presented. The realization 'Hi', in turn, occurs in 30% of the GR elements.

As mentioned earlier, 45% of the analysed texts present GR element as their openings. The remaining eleven texts (55%) do not include the element GR in their generic structure. Instead, they all initiate with the Service element (S), that is, with the customer's sale request - which can be either verbal or non-verbal. In fact, seven texts present non-verbal request for service, as text 10 illustrates:

Text 10

C: [takes products to cashier]
 S: two forty four. / please.
 C: [pays]
 S: and here's your change. / thank you.
 [gives C the products]
 C: thanks.
 S: thank you. / bye.
 C: bye.

Here, the customer makes use of the main section of the chemist, where he selects the products and takes them to the cashier (server). The opening of the interaction, then, involves the non-verbal realization of the element S, which is, in turn, followed by the realization of the Pay (P) element. It is worth noting that for interactions of this type, the first verbal move within the whole structure is the realization of the P element.

Within this description, there are four other texts which open with the S element as a verbal realization of the sale request. These texts can be illustrated by text 16 below:

Text 16

S: [approaches C]
 C: Can I have a bottle of () / please? (referring to the medicine right behind the counter)
 S: [gets the medicine]
 one sixty nine. / please.
 C: thank you.
 [pays]
 S: that's okay. / thank you.

E gives product to C]
 C: thank you very much. / bye.
 S: bye.

Here, the customer wants one or several products which are neither in the main section nor in the section under prescription presentation control. The server opens the conversation by performing non-verbally the element SB. The customer, in turn, presents her need through an indirect verbal request of the kind: 'Can I have....please?' and is then given a fairly straightforward compliance. In other words, the server gets the medicine and proceeds with the interaction by announcing the cost of the purchase - P element.

Summary Table

The table below summarizes the results discussed above. It shows the twenty analysed texts grouped with regard to the opening elements and their corresponding linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
B.S.el.:	GR	SB	S	GR	GR	S	GR	S	GR	S
LING.REAL and N.V. moves:	S:hello! C:hello!	S:[looks at C] S:(presc.)	C:would you have...? S:yes	S:hi! C:hi!	S:hi! C:hello!	C:(gives ticket to C)	S:hi! C:()	C:it's a film for... S:it must...!	S:hello! C:hi!	C:(hands in products) S: 2.40...
						S:(gets film)				
	11	12	13	14	15	16	17	18	19	20
	S	GR	S	S	GR	S	S	GR	GR	S
	C:(presc.) S:thank you.	S:hello! C:hello! S:(gets it from P.)	C:prescrip- tion Mrs... S:(gets it products)	C:(hands in products) S:1.80.	C:hello! S:hello!	C:can I have...? S:(gets medicine)	C:(hands in products) S:thank you.	S:hello! C:hello!	C:hello! S:hello!	C:(hands in products) S:thank you.

Table 2.1: The British Chemist - Openings.

The results indicated above lead me to consider the GR element as part of the generic structure of the chemist interactions. The results also demonstrate that GR is a feature of these interactions shared by both customers and servers. I will next look at the closings of the same twenty texts.

2.1.3 - The British Chemist: Closings

The closings of the analysed texts are most frequently realized by the Goodbye element (GB). As a matter of fact, fifteen texts (75%) present goodbye moves, being all of them reciprocated.

Similarly to the openings where the server initiates more frequently the GR element, the GB element is introduced by the server and followed by the customer's response in 60% of the occurrences. Only in three texts (40%), does it happen the other way round: that is, the customer initiates the GB element and is followed by the server's response. The GB element can be illustrated by text 7 as shown below:

Text 7

C: [takes products to cashier]
 S: hi!
 C: ()
 S: one ninety nine.
 C: thank you.
 S: okay?
 thank you.
 C: (bye.
 S: (bye.

It is important to notice that in text 7 the GB element is performed simultaneously by both the server and the customer.

This single pattern of the interaction presented above, together with the high frequency of reciprocated goodbye moves, lead me to regard GB as belonging to the generic structure of service encounter texts. The overlap, added to the lack of non-reciprocated

goodbye moves in the corpus, reveal that performing GB is a feature of service encounter interactions shared by both participants.

As far as the linguistic realization is concerned, the GB element is realized by a very limited number of expressions. The most frequent of them is the single 'bye' followed by another single 'bye' as in text 7 above. The data also show the realization of the pair 'byebye' followed by another similar pair, as illustrated in text 14 below:

Text 14

 P: okay?
 byebye.
 C: thank you.
 byebye.

Furthermore, one single occurrence is also found of the informal expression 'cheerio', used by the customer as the response to the server's goodbye move.

The remaining five texts, out of the twenty ones analysed, do not close with GB element. As table 2.2 shows, four of these texts close with the Closing element (CL). Text 6 below exemplifies this occurrence:

Text 6

 S: two forty nine.
 C: [pays]
 S: **thank you.**
 C: **you're welcome.**

Similarly to GB, the thanking moves which form CL in these texts are all reciprocated. In three of the texts (75%) CL is initiated by the server and followed by the customer's response. In the remaining text it is the customer who contributes with a thanking move first.

As for the linguistic realization of the thanking moves, they have also proved to be realized by a very limited number of

expressions. Although it is known that the English language contains a wide range of thanking expressions, some of which are actually widely used, the analysed interactions only reveal the use of 'thank you' and 'you're welcome'. In fact, the expression 'you're welcome' is only used in one of the texts, whereas 'thank you' is used in the other texts as both the customers' thanking and the servers' response. Text 4 illustrates this occurrence:

Text 4

...
 P: Mrs. Ingrams?
 C: yes?
 S: here you are.
 C: all right. / thank you.
 S: thank you.

Summary Table

The table below sums up the results discussed above. It displays the analysed British-chemist texts grouped with regard to the closings and the corresponding linguistic realizations.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	GB	GB	R	CL	CL	CL	GB	GB	GB	GB
LING.REAL and N.V. moves:	S:bye. C:bye.	S:bye bye. C:bye.	!C:sorry !you don't... !S:okay.	!C:thank !you. !S:thank !you.	!S:thank !you. !C:thank !you.	!C:thank you. !S:you're !S:welcome.	C:bye. S:bye.	S:bye. C:bye.	S:bye. C:bye.	S:bye. C:bye.
	11	12	13	14	15	16	17	18	19	20
	GB	GB	GB	GB	GB	GB	CL	GB	GB	GB
	S:bye. C:bye.	S:byebye. C:bye.	S:byebye. C:cheerio.	C:byebye. S:byebye.	S:bye. C:byebye.	C:bye. S:bye.	!S:thank you. !C:thank you.	C:bye. S:bye.	S:bye. C:bye.	S:bye. C:byebye.

Table 2.2: The British Chemist - Closings.

What emerges from the analysis discussed above is the fact that GB is definitely part of the generic structure of the chemist's interactions. Similarly to GR, its performance is also a feature shared by both servers and customers. Furthermore, the results also indicate that CL belongs to the structure of these interactions, since it occurs very expressively in the data.

2.1.4 - The Brazilian Pharmacy: Openings

As discussed in section 3, the GR element occurs in 45% of the openings which take place at the British chemist interactions. The Brazilian pharmacy interactions, on the other hand, have proved to present openings more commonly realized by the verbalization of the element SB. In only one text the element GR occurs.

In fact, eight texts out of the twenty analysed texts start with the verbal realization of SB. As to its linguistic realization, SB has proved to have four different linguistic formulations. In one text SB is realized by 'Pois nao?'. In another single text, it is realized by: 'o que era?'. In three other texts, 'a senhora?' is used to accomplish SB with deletion of the verbal phrase 'vai querer'. In the three remaining texts, the linguistic realization of SB varies between the single expression 'pronto', as in text 15 and 'pronto senhor / pronto amigo', as in texts 13 and 20 respectively.

Following the realization of SB, the customer usually states his need and the service starts to be executed. This group of texts can be exemplified by text 15 below:

Text 15

S: pronto?
 C: tem Pilogênio?
 S: unhum. / Pilogênio tem.
 (pause)

...

The other eleven texts are all initiated non-verbally. This does not mean, however, that SB is not realized at all. Quite the contrary: importance is placed in the non-verbal communication channel. I assume that services can only start if SB is performed either verbally or non-verbally. In other words, a server has to signal to the customer in either way his readiness to attend the customer. If, however, a customer is not provided with a SB and insists on presenting his/her sale request, the server will certainly delay the service. This can be done by the server providing a reply like: 'I'll see you in a minute' or 'could you possibly wait for a minute till I finish with this?', etc. These are, then, formulas which are sometimes used by servers to customers to signal that they - the servers - are not yet ready to serve and that the customer should wait till a SB is provided.

In the Brazilian pharmacy data, SB is performed non-verbally in 55% of the whole corpus. This is usually done by the server simply approaching the customer and looking at him/her. Sometimes a quick and encouraging nod is also given by the server to complement the gaze.

Similarly to the verbal realizations, the non-verbal SB is also followed by the customer's verbal request for service, as exemplified by text 19 below:

Text 19

S: [approaches C]

C: Microdiol.

S: Microdiol?

C: sim.

...

The customer's response to the server's SB can also be realized either verbally or non-verbally. In four out of the nineteen texts which present a SB, the response to SB is given by the customer's presenting his/her need through the prescription presentation. These texts present a different structure as illustrated by text 16:

Text 16

S: [approaches C]
 C: [shows S prescription]
 S: PV oral nao tem amigo. / nao tem.

Here, the server opens the conversation by approaching the customer - SB - who presents his need by handing the server his prescription. As table 2.3 below shows, this kind of text represents a small percentage of the texts analysed, since, in the Brazilian pharmacy, most of the medicines are sold without a medical prescription. The most common form of introducing the Service (S) element is then through a direct request. This pattern represents 80% of the responses to SB found in the data. Text 4 below illustrates this occurrence:

Text 4

S: pois nao?
 C: tem Blondon?

Summary Table

The table below summarizes the results discussed above. It displays the Brazilian pharmacy data grouped with regard to the openings and their linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	SB	S	GR	SB	SB	SB	SB	SB	SB	SB
LING. REAL. and N.V. moves:	S:[looks at C]	C:(presc. S:[gets goods]	S: boa tarde.	S:pois não ?	S:[looks at C]	S:[looks at C]	S:a senhora?	S:a senhora?	S:[looks at C]	S:[looks at C]
	C:sabe aquele...?	S:[gets goods]	C: boa tarde.	C:tem...? C:Ascaradil.	C:tem...?	C:(presc.)	C:tem...?	C:aquele...?	C:(presc.)	
	11	12	13	14	15	16	17	18	19	20
	SB	SB	SB	SB	SB	SB	SB	SB	SB	SB
	S:[looks at C]	S:[looks at C]	S:pronto senhora?	S:o que era...?	S:pronto?	S:[looks at C]	S:[looks at C]	S:a senho- ra?	S:[looks at C]	S:pronto amigo ?
	C:o senhor?	C:Pinotal.	C:tem esse ...?	C:eu que- ria...?	C:tem...? S:(presc.)	C:é só sa- ber os...?	C:Pastilha C:Microdiol.	C:tem...?		

Table 2.3: The Brazilian Pharmacy - Openings.

The results discussed above indicate that, unlike the situation described at the British chemist, GR does not feature in the generic structure of the Brazilian pharmacy interactions. Instead, the pharmacy data present the element SB as the opening of these encounters, where SB can be realized either verbally or non-verbally. Furthermore, it can also be concluded that SB is performed at the pharmacy basically by the server and is in turn followed by the customer's request (usually a direct verbal request) for service. In other words, the SB element in the interactions under discussion is realized by the server's single move. The customer's response is not taken as a move pertaining to SB but rather to the element S.

2.1.5 - The Brazilian-Pharmacy: Closings

As we have just seen, the openings of the Brazilian pharmacy texts do not present the greeting and the response to greeting move. For the closings, in turn, the pattern seems to be almost the same. The analysis of the closings reveals that goodbye and response to goodbye moves do not occur in the Brazilian pharmacy interactions at all. Instead, what the analysis of the pharmacy data indicates is that fifteen out of twenty texts (75%) end with the Closing element (CL), realized by a thanking move of the kind shown below:

Text 3

""
C: tá obrigado.
S: de nada.

From the analysis of the fifteen texts which present the CL element it can be noted that almost half of them, that is eight texts, reveal reciprocated thanking moves as the one shown in text 3 above. In 4 of these texts, the CL element is initiated by the

server and followed by the customer's response. In the other four texts the process is reversed.

The other texts which present the CL element reveal non-reciprocated thanking moves. In other words, one of the participants contributes with a thanking move but is not followed by a response. Text 1 illustrates this situation:

Text 1

 S: [goes and get the medicine]
 era só?
 [gives the object to C]
 C: [pays and gets the change]
 obrigado.
 S: (no word)

In the texts above, only the customer thanks for the service but does not get a response from the server. This is what happens in 3 of the 7 texts which present non-reciprocated thanking moves. In other words, in these texts only the customer provides a thanking move. In the four other texts, it is the server who singly contributes a thanking move.

The above discussion indicates that some conclusions may be presented about the occurrence of the CL element in the Brazilian pharmacy texts. Since 75% of the texts analysed present thanking moves, it is possible therefore to state that the CL element is definitely part of the generic structure of the pharmacy texts. In other words, the analysis has shown that participants of the service encounter process do contribute with thanking moves when finishing their encounter. However, it is not possible to generalize about whom contributes more frequently thanking moves: the server or the customer. As discussed above, both customers and servers contribute and fail to contribute with a thanking move.

As far as the linguistic realization of this element is concerned, a very limited number of expressions is used in the taped

interactions. In twelve texts the first 'thanks' of the pair is realized by the single expression 'obrigado'. In two texts the particle 'ta' is used together with 'obrigado', as in text 3:

Text 3

""
C: ta obrigado.
S: de nada.

The other text which contains the CL element presents the informal form 'falou' for the word 'obrigado'. This form only occurred once.

As for the response to thanking moves, the most frequent realizations found are: 'obrigado', 'obrigado tambem' and 'obrigado' + vocative, as in 'obrigado ao senhor'. The other realization is 'por nada' which is only found in one of the texts analysed.

Let us now look at the five texts which do not contain the element CL. Two of these texts (4 and 5) close with the Goods Handover element (GH). They represent 10% of the whole corpus. Text 4 is an example of these texts:

Text 4

""
(pause for ticket and cashier)
S: esse é seu. [gives goods to C]
C: tá.

The last element of the generic structure of text 4 is GH. After accomplishing it, the customer acknowledges ("ta") and leaves the service area, closing, in this way, the encounter.

Two other texts (7 and 8) close with the realization of the element P. GH also occurs in these texts, but it is realized exclusively non-verbally. Therefore, the final verbal realization is the element P, as in text 9 below:

Text 9

""
S: a senhora pode pagar pra' moça aqui do lado. / tá?
C: [goes to cashier]
[pays]

[gets goods from the server]
 C: (no word)
 S: (no word)

Another text (text 12) closes with the element S. This takes place given the lack of the medicine the customer was looking for. The customer suspends the interaction at the level of the S element, stating that he would get the prescription and check the medicine's brandname:

Text 12

...
 C: tá. / eu vou pegar a receita e venho. / só tem o de mil só?
 S: o de mil só. / o de dois eu não tenho. / tá?
 C: tá.

Summary Table

Table 2.4 sums up the discussion of the results concerning the closings of the Brazilian pharmacy texts.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	CL	CL	CL	GH	GH	CL	P	GH	CL	CL
LING. REAL and N.V. moves:	C:obri- gado.	S:obrigado.	C:tá obri- gado.	S:esse é seu.	S:certinho?	C:falou.	S:dá 367.	S:a senhora pode pagar..	C:obrigado.	C:obrigado.
	S:(no word)	C:(no word)	S:de nada	C:tá.	C:(no word)	S:(no word)	C:[pays]	C:[pays/gets the goods]	S:obrigado.	S:obrigado.
	11	12	13	14	15	16	17	18	19	20
	CL	S	CL	CL	CL	CL	CL	CL	CL	CL
	S:obrigado.	S:tá ?	S:obrigado.	S:obrigado	C:obrigado.	C:'brigado.	S:tá 'bri- gado.	S:obrigado	S:obrigado.	S:obrigado.
				tá.			gado. senhora.			
	C:(no word)	C:tá.	C:obrigado	C:obrigado.	S:(no word)	S:de nada.	C:obrigado	C:(no word)	C:obrigado.	C:(no word)
			ao senhor.				também.			

Table 2.4: The Brazilian Pharmacy - Closings.

The analysis of the closings leads me to the conclusion that GB element should not be included in the generic structure of Brazilian

pharmacy interactions. Instead, the results indicate that the interactions are more commonly closed by the CL element which is realized by thanking moves, either reciprocated or not. As for the realization of these moves, when reciprocated, table 2.4 shows that 'obrigado' proves to be the most common linguistic realization of both thanking and response to thanking moves. Moreover, table 2.4 also shows that both the server and the customer seem to almost equally contribute thanking moves.

2.2 - The British and the Brazilian Travel Agency data

In the first part of this chapter, I examined the openings and closings of the British-chemist and Brazilian-pharmacy interactions. In this second part, I will concentrate on the opening and closings of the British and Brazilian travel agency data. First, I will describe the context of situation in which these texts were produced. Then, I will present and discuss the opening and closing exchanges of the British and Brazilian travel agency interactions.

2.2.1 - The British and The Brazilian Travel Agencies: The Context of Situation

The corpus for the analysis consists of forty conversations transcribed from tape recordings made in the travel agencies located on the campuses of the Federal University of Santa Catarina and The University of Birmingham. The conversations took place between customers - mostly students of the universities - and ordinary servers. Although the recordings were limited to these two specific agencies, I also visited other agencies in the downtown area of the cities. This has led me to conclude that both agencies were representative of travel agencies as a whole. In other words, I observed that the same physical organization, types of services

available as well as other features seemed to be similar to the ones present in the travel agencies chosen for my investigation.

As far as these two agencies are concerned, both display the same physical organization. In each of them three tables and an equal number of servers are found. As for the servers themselves, they were all women (except for one single interaction in which the male manager of the travel agency in Florianopolis was present and performed the role of the server). I should add that in all instances the servers as well as the customers were native speakers of the languages under analysis.

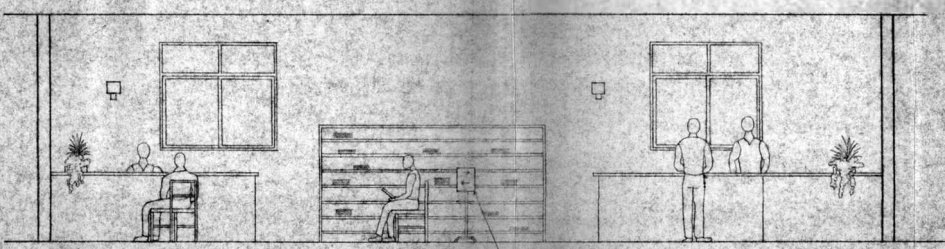
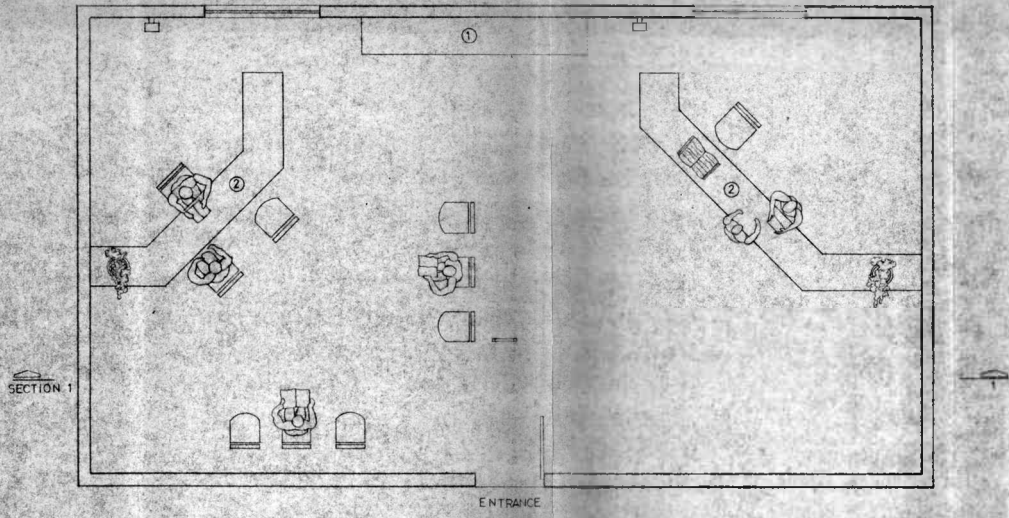
Although the two travel agencies seem to be alike, two specific features make them slightly distinct. In the travel agency in Birmingham the tables are distributed according to the type of service they offer. Two of the desks deal with flight schedules and information, and a bigger one - almost as long as a counter - on the other side of the room is used for the purchase of train tickets and rail/coach card buying/information. At the entrance, a sign indicates to the customer where to go. In addition, the same sign says that customers should wait for service while sitting on the four or five chairs available in the center of the room. This actually serves as an ordinary waiting space. These particular features are worth describing here due to the fact that they can influence the structure of the interaction, particularly the realization of the element Service Bid.

The travel agency in Florianopolis, on the other hand, does not present a few of the characteristics discussed above. In fact all three desks deal with flights and coaches matters. In other words, all servers attend to all types of tasks. Moreover, the buying of rail/coach cards does not occur in the Brazilian context. As for the placing of chairs in the Brazilian travel agency, they are made available only by the tables; that is, there is no waiting room.

Unlike the travel agency in Birmingham, there is no sign to indicate to the customer the need to remain waiting for the service.

Therefore, instead of waiting for a SB or any other sign coming from the desk, the customers usually take for granted a free seat as an indication of availability and readiness for service on the part of the server. When no empty seat is available, customers keep waiting standing till any of the on-going services finish.

The figures below represent the layouts of the Brazilian and the British travel agencies where the interactions recorded took place

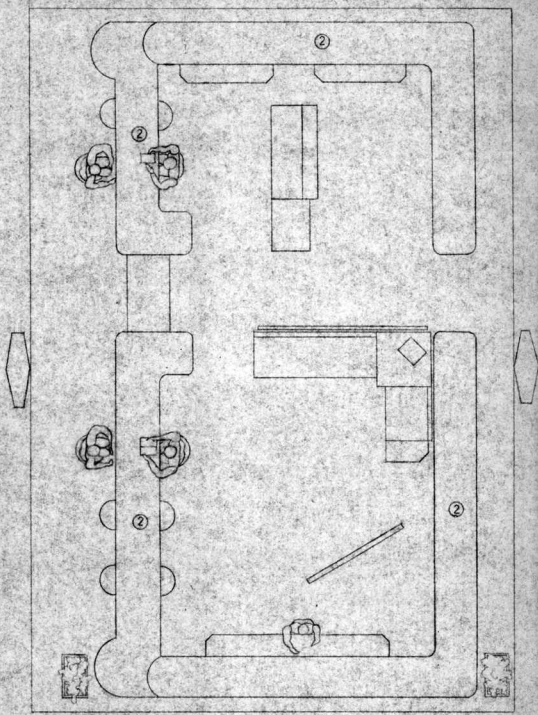


LEGEND
 ① LEAFLETS
 ② COUNTER



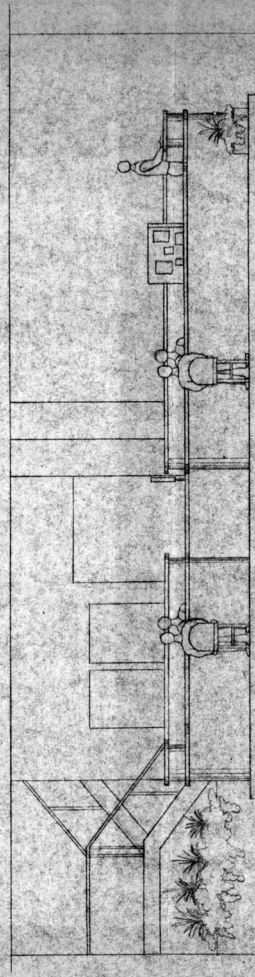
2.3 - THE LAYOUT OF THE BRITISH TRAVEL AGENCY

SECTION 3



24-THE LAYOUT OF THE BRAZILIAN TRAVEL AGENCY

SECTION 33



LEGEND
② COUNTER

2.2.2 - The British Travel Agency: Openings

The openings of the interactions which take place in the British travel agency are most commonly realized by the server's verbally performing the element SB. In fact, this pattern proves to recur in eighteen (90%) out of the twenty texts. The occurrence of this element can be illustrated by text 1:

Text 1

S: Can I help you?
C: yes. / a ticket to Lancaster.

The text above illustrates the most frequent realization of SB found in the British travel agency data. This fits exactly the realization pattern proposed by Ventola (1987). In other words, in 50% of the interactions which present the SB element, this element is created cooperatively by both the server and the customer in a verbal way, following a question / answer pair, as in the example above: 'Can I help you? / yes.'

The customer's answer leads me then to assume that the customer interprets the server's move 'Can I help you?' as a real instance of a request for information which requires an answer. In other words, it seems that the ritualized indication of readiness on the part of the server expressed in this question is not taken by the customer as an utterance which could be transformed into an affirmative statement of the kind: 'I can help you.'

On the other hand, the other occurrences of the SB element in the British data do not present the customer's response to the server's SB. In these interactions, the server's question 'Can I help you?' is followed by the customer's sale request, which is, in turn, the first move of the S element. Text 17 below illustrates this occurrence:

Text 17

S: Can I help?
C: Could I...

Here, the customer does not take the server's SB as an ordinary 'yes/no' question which should be first answered as such. Instead, she takes it as an offer for service which makes her launch into his/her sale request.

Although I do not consider either of the two alternatives as deviant, I assume that the server's SB / customer's sale request structure fits more appropriately the structure of the element SB than the server's question / customer's answer structure. In arguing in favor of this view of the element under discussion, I must refer back to the basic assumption that the element SB should be viewed as a constant in the generic structure of service encounter texts, irrespective of its verbal realization. My point is that the service process only starts when both customer and server show their readiness to contribute to the process. One can then see the customer's act of entering a service area as a request for attention to start the service. Therefore, the server's SB 'Can I help you?' is viewed as the server's response to the customer's request for attention, expressed by an interrogative which actually conveys an affirmative meaning of the kind: 'I can help you' or 'I'm ready to serve.'

It is worth remembering, however, that this interpretation of the SB element only applies for service areas where a direct contact with a server is necessary from the very beginning of the service process. The discussion concerning SB will be more fully developed in the following chapter.

When one looks at the openings of the British travel agency data, one sees that 20% of the texts which present SB element, also

present GR. In these texts, GR occurs before the realization of SB, as shown in text 2 below:

Text 2

S: Hi / Can I help you?

C: (a ticket) from the University of Birmingham and then New Street.

...

As can be seen from the example above, the greeting move in these texts is not reciprocated; that is, it is not followed by the customer's response to the greeting move. The reason for that lies in the server's performing the SB element 'Can I help you?' immediately after her own performance of the greeting move. In other words, there seems not to be a pause long enough between the server's two different moves for the customer to interpret the server's two moves as the realization of two different elements: GR and SB. Actually, in performing these two moves almost simultaneously, the server herself does not create the necessary motivation for the two elements to be responded to separately.

However, a single occurrence of a reciprocated greeting move is also found in the data. In other words, the element GR occurs as the opening exchange of text 20.

Text 20

S: hi!

C: hi! / Can I just pick up...

The remaining 5% of the corpus consists of text 8. In this text, neither GR nor SB occurs. Instead, the interaction only initiates with the customer's request for service, as shown below:

Text 8

S: [busy doing something else]

C: [arrives and keeps looking at the timetable]

(long pause)

C: sorry? / but what does D mean here?
 S: where? / sorry? / on the side? / departs.

The opening of text 8 can actually be taken as an example of the important role which SB plays within the whole structure of service encounter texts. As can be seen from the example above, the server does not perform a SB towards the customer. She is concerned with a different task that renders her unavailable at that moment to attend the customer. The customer's presence in the service area is then totally ignored by the server until he incites the server's participation by asking for help with a question typically found within the S element. Because the SB was not provided, the server reacts as if he does not understand properly what is going on in the interaction by saying: 'where? / sorry? / on the side?'

There is a clear lack of understanding followed by a repair 'sorry' on the part of the server, which reflects the server's need to show her/his readiness to start the service process. As discussed earlier, this can be done either verbally or non-verbally.

A positive repair from the server at the onset of the service interaction can be seen in text 5:

Text 5

S: Can I help you?
 C: yes please ()?
 (phone rings)
 S: excuse me.
 [hangs up the phone]
 S: well. / what did you want me to book for you?

Here, the necessary attention is provided by both customer and server for the start of the service through the performance of SB. However, as can be seen, the start of the S element is delayed because of a telephone call. When the server hangs up, she shifts back to the service, pushing the S element forward throughout the

right path. In other words, she appropriately retakes the service from the stage it was suspended at the moment of the phone call, without generating any misunderstanding.

Summary Table

Table 2.5 below summarizes the above discussion. It portrays the British travel agency texts grouped with regard to the opening elements and their corresponding linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	SB	SB	SB	SB	SB	SB	SB	S	SB	SB
LING.REAL and N.V. moves:	S:Can I you ?	S:hi/can help you?	I:S:hi/can help you?	I:S:hi/can help you?	I S:Can I help you?	I S:what can help you?	I S:hello/can help you?	I C:sorry/ what does... I S:can I help I S: can I	I C:sorry / I somebody? I C:yes/I	I C:yes/I help you? I C:yes/I
	I C:yes/a ticket to..	I C:a ticket from...	I C:yes please.	I C:yes please.	I C:yes please.	I C:I'd like to find out.	I C:yes please.	I S:sorry... I C:sorry / I I would like..	I C:yes/I just...	
	11	12	13	14	15	16	17	18	19	20
	SB	SB	SB	SB	SB	SB	SB	SB	SB	GR
	I S:can I help you please?	I S:can I help you please?	I S:hello/can I help?	I S:can I help somebody?	I S: can I help you?	I S:can I help anybody?	I S: can I help? help please?!	I S: can I help? help please?!	I S: can I help? help please?!	I S:hi! help?
	I C:yes/I'd like to...?	I C:how much is a...?	I C:how long ...?	I C: yes / I just..	I C: yes/we want to...?	I C:yes please can I...?	I C:could I...?	I C:can I just I...? take...?	I C:just an information.	I C:hi! just...

Table 2.5: The British Travel Agency - Openings.

After presenting and discussing general results, I can now summarize the main conclusions concerning the openings of the British travel agency interactions. As shown above, SB appears in nearly all the analysed texts. This fact allows for the generalization that interactions open at the travel agency verbally by the server's performing the SB element. GR also appears in the data but it proves to be rather moderately used by the interactants.

Therefore, what emerges from the results presented above is the fact that the SB element is included in the generic structure of British travel agency texts. As for GR, the same does not hold true, since the occurrence found of this element in the data is not sufficient to characterize GR as part of the generic structure of the British travel agency texts.

2.2.3 - The British Travel Agency: Closings

The closings of the British travel agency interactions are most commonly produced by the performance of CL and GB. Actually, CL appears in all twenty texts analysed (100%). Out of this number of occurrences only three thanking moves are not reciprocated. In other words, in three texts, CL is performed verbally by only one of the participants. In these instances, it is the customer who contributes with thanking moves and does not obtain a response from the server.

As for the initiation of reciprocated thanking moves both the customer and the server contribute with first closing moves. Out of the seventeen analysed texts which present reciprocated thanking move twelve closed with the customer's first contributing with closing moves. In the remaining five texts, it is the server who initiates the CL element.

Regarding the linguistic realization of the closing moves, they occur significantly in the short and complete conventional forms: 'thanks' and 'thank you very much', as illustrated in text 15:

Text 15

...
S: thank you very much.
C: thanks.

Other realizations of the complete conventional forms are also found in the data in expressions like: 'thanks a lot' and 'thanks very much'.

The use of a single conventional thanking move in the travel agency interactions allows the generalization that they seem not to be used indiscriminately by native speakers. Instead, the more informal forms 'cheers', 'ta', seem to be more restricted to situations where services of the kinds performed at the travel agency are not executed.

As suggested immediately above, the element CL is not the only element occurring in the endings of British-travel agency interactions. In fact, as table 2.6 shows in eight out of the twenty texts CL is also followed by the GB element. In other words, 40% of the British travel agency texts present CL and GB elements as illustrated by text 5:

Text 5

 C: that's great. / thanks a lot then.
 S: **thanks.**
 C: **bye!**
 S: **bye bye!**

Furthermore, as discussed earlier, the remaining twelve texts only present the realization of the CL element. Similarly to CL, GB is also realized by conventional forms. The eight occurrences found of GB in the data are linguistically realized either by the conventional complete form 'bye-bye' or by the conventional short form 'bye'.

As for the initiation of GB, in five of the eight texts the customer performs the first move of the GB element being followed by the server's response. In the other three texts, GB occurs the other way round.

Summary Table

Table 2.6 displays the closings of the British travel agency data classified with regard to the generic structure elements and their corresponding linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	CL	CL	CL	CL	GB	CL	GB	GB	GB	GB
LING.REAL and N.V. moves:	S:thanks. C:thanks a a lot.	S:thank you! C:thanks. C:thanks a	C:thanks. S:thank you.	C:thanks very much. S:(no word)	C:bye. S:byebye.	S:thanks a lot. C:thank you.	C:bye. S:bye.	S:bye. C:bye.	C:bye. S:bye.	C:bye. S:bye.
11	12	13	14	15	16	17	18	19	20	
CL	CL	GB	CL	CL	GB	CL	CL	GB	CL	
S:thanks. C:thanks very much.	C:thank you. S:thank you. C:thank you.	S:bye. C:bye.	S:thanks a lot. C:thank you.	S:thank you very much. C:thanks.	S:bye. C:bye.	S:thank you. C:thank you.	C:thanks. S:(no words)	C:bye bye. S:bye.	C:thanks. S:(no word)	

Table 2.6: The British Travel Agency - Closings.

The results presented above show that CL appears in all texts analysed. In 60% of the corpus, CL realizes singly the closings of these texts. In the remaining 40% it is also followed by the realization of GB. Therefore, the significant use of these two elements in the travel agency data leads me to conclude that both CL and GB integrate the generic structure of British travel agency interactions. In other words, it can be said that both the customer and the server thank very frequently for services executed in the travel agency. As for GB, although its performance is less recurrent, it is significant enough to be included in the generic structure of the above mentioned interactions.

2.2.4 - The Brazilian Travel Agency: Openings

The openings of the Brazilian travel agency texts prove to be realized more commonly by the verbalization of the element SB. In two out of the twenty texts, however, the element SB is realized

non-verbally and the verbal opening of the interaction is realized by a request move which is part of the element S. In this particular case, the customer launches into his request without receiving a verbal SB, having presumably first established eye contact with the server. Text 7 serves as an example of this kind of opening:

Text 7

S: [looks at C]
C: quero passagem. / Ônibus. / Joinville.

The verbal realization of SB in the travel agency data is realized in the twelve remaining texts by seven different formulas. In two of these texts, SB is realized by 'oi'. This particular realization is usually worth examining in more detail due to the fact that it can be taken as an ordinary expression of greeting. In this particular case, however, it functions as a SB due to the fact that it is immediately followed by a request for service rather than by a response to greeting move:

Text 1

S: oi!
C: Blumenau. / amanhã. / uma e quarenta.

However, in three texts (texts 4, 17 and 20), the customer answers with a greeting. These instances, therefore, were classified as GR / GR pair.

Text 4

S: oi!
C: oi!

Text 17

S: oi!
C: oi!

Text 20

C: oi!
S: oi!

A more thorough analysis of texts 17 and 20 reveal that in both texts the customers establish a closer relationship with the servers. This does not mean that they would know one another in any other capacity rather than by one previous meeting. As far as travel agency meetings are concerned more than one meeting is actually

necessary for the execution of one of the tasks they attend - buying of a flight ticket, for instance. This is highlighted by the first moves of the element S in texts 17 and 20:

Text 17

S: oi!

C: oi! / vamo ter de fazer uma mudança na reserva. / tem mais uma pessoa.

S: tem mais uma pessoa?

Text 20

C: oi!

S: oi!

C: eu tenho uma reserva feita para o dia 15 deste. / (eu__

S:

(sim

As can be seen, in both texts, there is a clear indication that a contact between the interactants had been previously established, since the goal of the encounter was to have a booking sorted out.

On the other hand, the same phenomenon cannot be explained on the same basis in text 4, since no indication of a previous contact between the interactants is found in the text. This, of course, does not eliminate the possibility of a certain degree of acquaintance between servers and customer. Since the travel agency in this research is the only one on campus, some of the customers are likely to be known by the servers and vice-versa.

Along with the discussion of the openings, let us now focus on the other realizations of the element SB. As table 2.7 shows, SB is realized in four other texts by 'pois nao?'. Other realizations are: '(voce) o que era?', 'a senhora?', 'ja foi atendido?', 'voce?' and finally 'sim?'.

Summary Table

Table 2.7 below summarizes the discussion concerning the openings of the Brazilian travel agency interactions. It brings together the analysed texts grouped with regard to the openings and their linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	SB	SB	SB	GR	SB	SB	SB	S	SB	SB
LING.REAL and N.V.	S:oi.	S:pois não ?	S:oi	S:oi.	S:pois não?!	S:pois não?!	S:(looks at C)	C:me dá só uma...	S:a senhora? que era?	S:você o que era?
moves:	C:Blumenau ...	C:eu queria...	C:horário! Camboriú!	C:oi.	C:passagem para...	C:eu queria! passagem...	C:quero...	S:sim... queria...	C:para Blumenau?	C:eu...
	11	12	13	14	15	16	17	18	19	20
	SB	SB	SB	S	SB	S	GR	SB	SB	GR
	S:você? que era?	S:o que é que era?	S:já foi atendido?	C:eu mar- quei...	S:(looks at C)	C:tem passagem?	S:oi.	S:sim?	S:pois não?!	S:oi.
	C:queria uma...	C:a que horas?	C:passagem ...	S:só um instantinho!	C:passeio para...	S:ahn? temos.	C:oi.	C:eu gostaria...	C:eu só queria...	C:oi.

Table 2.7: The Brazilian Travel Agency - Openings.

What emerges from the table above is the fact that the element SB is used less routinely and ritually than seems to be the case with the British corpus. As discussed in section 3, SB occurs in 90% of the British travel agency corpus following a single pattern: 'can I help you? - yes.' The occurrence of SB in the Brazilian data, on the other hand, is less impressive and somehow more diversified, as shown in table 2.7 above. The diversified linguistic realization of SB also suggests different attitudes on the part of the server towards each individual customer as far as the variables sex and age are concerned. In other words, it seems that servers make use of different linguistic formulations of SB according to the age and sex of the customer. Since I am not concerned with this single aspect of the interaction and also due to the lack of a more representative corpus, a discussion on this phenomenon will be avoided.

2.2.5 - The Brazilian Travel Agency: Closings

Similarly to the openings where the element GR does not occur (except for the cases discussed earlier), the element GB does not

recur very frequently in the closings of the Brazilian travel agency interactions. Instead, seventeen out of the twenty texts (85%) are closed with the element CL which is realized by thanking moves of the kind illustrated below:

Text 14

S: ta. / obrigada.
C: por nada.

Nevertheless, the text above does not really serve as a true example of the pattern most commonly found in the analysis of closings. Instead, what the analysis shows is that thanking moves are not usually reciprocated. As a matter of fact, ten out of the seventeen texts, which present a CL, present non-reciprocated thanking moves; nine of which are initiated by the server whereas only one is started by the customer. Text 8 illustrates this occurrence:

Text 8

C: ta obrigada.
S: (no word)

As for the reciprocated thanking moves, what has been described above remains the same as far the server's contribution is concerned. Seven interactions are closed with a reciprocated CL element. However, the occurrence of both moves seems to take place when it is started by the customer.

Along with the discussion of the CL element, if one considers the participation of both the customer and the server in the process of closing the interaction, one will immediately see that the server is the one who more frequently contributes with thanking moves. In other words, only one text (text 8) presents the closing element

initiated by the customer and not followed by the server's contribution.

As far as the linguistic realization of these moves is concerned, a very limited number of expressions has been used. As a matter of fact, in 85% the first 'thanks' of the pair is realized by the single expression 'obrigado'. In two texts, however, two emphasers are used: 'muito obrigado' (text 17) and 'obrigado sim' (text 19). This particular realization confirms my hypothesis that thanking moves are closely determined by the nature of the service. In text 17, for instance, the customer is provided with some other information (passport matters), in addition to the difficult nature of the service itself. Here, the server is supposed to work hard in trying to place one more passenger on the same flight a certain group will travel on. Throughout this interaction both participants refer to difficulties related to the transaction:

Text 17

...
 C: e tem mais uma pessoa. / a minha amiga vai ligar pra irma dela. / que ta em Porto Alegre. / ne?
 S: ta.
 C: que mora la. / entao pra confirmar hoje a noite. / entao qualquer coisa. / nos ja liga dizendo o nome dela. / ou confirmando. / nos queremos ir as cinco junto com (). / tu acha que e muito complicado?
 S: nao. / questao de complicacao nao vai ter. / mas e que. / e questao de confirmar o voo. / ne? / eu vou ter de dar uma batalhada pra ver se consigo confirmar o voo.
 ...
 C: olha. / muito obrigado. / einh?
 S: que e isso. / um abraço
 C: tchau. / einh?
 S: tchau.

As for the response of thanking moves, the only frequent verbal realizations found are 'por nada' and 'de nada'.

Let me now look at the remaining three texts which do not present CL as their closing element. Two of these texts finish with

GB (texts 16 and 17). The other text, in turn, (text 12) finish with the element S.

As far as GB is concerned, the two texts present different linguistic realizations of this element. GB in text 17 is realized by the informal form 'tchau'. In text 16, on the other hand, a more formal form is used by both interactants, as shown below:

Text 16

 C: volto na sexta entao.
 S: tudo bem. / ate la.

It is worth stressing that in both texts GB is reciprocated.

In text 12, however, the interaction reaches the closing at the level of the S element, as illustrated below:

Text 12

 C: eu vou ver agora se () amanha ou depois eu passo aqui. / pra fazer a reserva.
 S: ta legal.
 C: ainda tem no voo?
 S: deve ter.
 C: deve?
 S: deve ter.
 C: [leaves / no word]
 S: (no word)

Here, after accomplishing S, both the customer and the server finish the interaction without proceeding to its end through the final elements.

Summary Table

Table 2.8 below summarizes the results discussed above. It shows the closings of the Brazilian travel agency texts with respect to their linguistic realization.

TEXTS:	1	2	3	4	5	6	7	8	9	10
G.S.el.:	CL	CL	CL	CL	CL	CL	CL	CL	CL	CL
LING.REAL and N.V.	C:obri- gado.	S:'brigada.	S:brigada.	S:obrigada.	S:obrigada.	S:obrigada.	S:obrigada.	S:tá obri- gado.	S:obrigada.	S:obrigada.
notes:	S:de nada.	C:(no word)	C:(no word)	C:(no word)	C:(no word)	C:(no word)	C:(no word)	C:(no word)	C:(no word)	C:(no word)
										C:de nada.
	11	12	13	14	15	16	17	18	19	20
	CL	S	CL	CL	CL	GB	GB	CL	CL	CL
	S:obrigada.	C:deve?	S:obrigada.	S:obrigada.	S:obrigada.	C:volto na sexta.	C:tchau einh.	C:tá obri- gado.	C:obrigado	C:obrigado.
	C:(no word)	S:deve	C:(no word)	C:de nada.	C:de nada.	S:até lá.	S:tchau.	S:de nada.	S:de nada.	S:de nada.
		ter.								

Table 2.8: The Brazilian Travel Agency - Closings.

The analysis of the closings leads one to the conclusion that the GB element should not be counted as part of the generic structure of travel agency texts in Brazil, since it only occurs in 10% of the data. Instead, the results indicate that the interactions are most commonly closed with the CL element which is realized by thanking moves.

Moreover, it also shows that the server is the one who most commonly contributes with thanking moves. Therefore, this can be taken as an indication of the server's control over the whole interaction. In other words, this reflects the server's dominant

attitude towards the development of the whole process from the very start of the encounter - with the SB element - to its end. The customer's participation seems to reflect a less routinized and more selective attitude towards the use of thanking moves in service encounters. In other words, a closer analysis of the interactions reveals that the customer's use of a thanking move is much more restricted to the interactions where a more personal effort from the server was needed for the execution of the service. If one considers texts 16 and 17 again one will then be able to see how the server shows his interest in sorting the booking out for the server in a more helpful way.

The interactions which do not present the customer's thanking move are mostly the ones which deal with ordinary ticket routines. In other words, they are the ones where no effort or extra attention is required from the server. This recognition leads one to conclude that in the Brazilian travel agency texts the use of thanking moves by the customer is basically determined by the nature of the service s/he (the customer) is provided with.

2.3 - Conclusion

After discussing the openings and closings of the British chemist / Brazilian pharmacy and the British and the Brazilian travel agency texts, I can now draw some conclusions about these four situations.

What stands out most prominently is the presence and absence of the GR and GB elements. In approaching the Brazilian situations one sees that none of them present either the GR or the GB elements. Rather, the texts produced in the Brazilian pharmacy and travel agency are initiated and closed with the performance of a SB (either verbal or non-verbal), and a CL respectively.

Both British situations, on the other hand, present the GB element as the element which accomplishes the closings. As to the GR element, it is only performed at the chemist. Similarly to the Brazilian travel agency, the opening of the interactions at the British travel agency is most commonly realized by the SB element.

From the above considerations one can then conclude that the differences concerning the openings and closings of the British and Brazilian situations cannot be explained simply in terms of a different internal organization and nature. If one considers the Brazilian situations, for instance, one sees that although the pharmacy and the travel agency present a different organization and have different service purposes, the absence of GR and GB occur in both situations.

On the other hand, the same does not hold true for the British situations. As discussed earlier, the British travel agency does not share with the chemist the GR element. The final elements - CL and GB - integrate, however, the generic structure of the two British situations.

The present results lead me then to argue that the similarities and differences found in the openings and closings of the four analysed situations are culturally determined. In sum, my point here is that English customers and servers compared to the Brazilian ones perform more frequently the GR and GB elements irrespective of the service offered. Hence English customers and servers would signal the beginning and ending of a service encounter of the type discussed by explicitly using the GR and GB elements respectively. Brazilians, on the other hand, do not perform these elements so expressively. The beginning of an encounter is signalled by the SB element and the ending by the CL element. I must add that I am not suggesting that the British predilection for the use of GR and GB reflects certain cultural values whereas the restrictions which

Brazilian interactants place on the use of these elements reflect an absence of those values. What is at issue here is the fact that each language reflects values characteristic of their own culture.

Accordingly Wierzbicka (1985) says:

different cultures find expression in different systems of speech acts, and (...) different speech acts become entrenched, and to some extent, codified in different languages (p.146).

The Flowchart Representation of the Chemist and the Pharmacy Texts

I have so far considered the openings and closings of the British and Brazilian data. Now, I will approach each of the collected texts in the light of Ventola's flowchart elements in order to reveal the actualized generic structure of the texts which form my data. This chapter reports first on the aspects of Ventola's flowchart which particularly favours the analysis of the collected data. It goes on to present the generic structure of the British Chemist and Brazilian Pharmacy texts and concludes with a contrastive discussion of the two flowchart representations of both corpora under analysis.

3.1 - Ventola's Flowchart Representation - Other Characteristics

Ventola's flowchart representation of the generic structure of the service encounter texts accounts for the actual realization of service encounter text structure in both Brazilian and British contexts. Except for the element Attendance Allocation (AA), which is not found in the Chemist and Pharmacy interactions, as explained in chapter two, all the other elements hypothesized by Ventola are found in the analysis of the selected texts. The elements which will be described as belonging to the generic structure of the service encounter texts are the ones which recur in at least 20% of the data. This percentage has been chosen for the purposes of this

study because it was assumed that it can cover a satisfactory number of occurrences.

Ventola's flowchart suits both corpora in two ways. First, it addresses the possibility of non-verbal realizations of the structural elements: 'it is important to note that... some elements can be realized totally non-verbally' (Ventola 1987:98). This recognition favours the analysis of my data. For example, an element like Goods Handover (GH) commonly occurs in a non-verbal context, and each one of the other elements occasionally have proved to be realized non-verbally. The element Greeting (GR), for instance, can be realized by a nod of the head or a smile or even by a hand shake. Therefore, unlike the results presented by Ventola (1987), the analysis of my data supports the recognition of GR in service encounter texts, particularly in the British corpus, where, as shown in chapter two, 45% of the openings are realized by a greeting element. The same is not true in relation to the Brazilian data, where only 5% of the corpus present the GR element.

The element Service Bid (SB), on the other hand, is only realized non-verbally in the British corpus. In other words, by standing behind the counter or by approaching the customer and looking at him/her, the server indicates his/her readiness to start the service.

Similarly to the elements pointed out above, the element Service (S) can also be realized non-verbally. This occurs in the British corpus as in text 7:

Text 7

C: [takes products to cashier]

S: hi!

C: ()

S: one ninety nine.

...

Here the customer makes use of the self serve-section without any contact with the server. When this type of service takes place the participants only interact verbally at the level of the Pay (P) element. The stress on non-verbal communication is even more noticeable in text 17 where only the closing element is verbally realized. The elements S and P are realized simultaneously and initiated by the customer handing over the products as well as the exact money for the payment:

Text 17

C: [gives S products and money]

S: thank you.

C: thank you.

The same feature concerning the S element is not found, on the other hand, in the Brazilian data due to the different layout and physical organization which do not allow any buying without some explicit verbal contact with the server. Nevertheless, the other hypothesized elements are also found to be realized non-verbally in both British and Brazilian interactions.

The other aspect of Ventola's flowchart which favours the data has to do with the non-canonical sequencing of elements in the generic structure of the texts analysed. As described above, the flowchart allows the interactants to go through each element in a sequenced way - realizational uniformity, but it also allows the same participants to skip forwards or backwards at various stages of the service encounter process - realizational diversity. As Ventola (1987) herself explains:

That is, it [the flowchart] will, by allowing elements to be left out, repeated, etc, account for the fact that one service encounter text may have the actualized structure of SB + S + CL + GB, whereas another may have the structure of S + R + P + GH + CL and yet another only the structure GR + SB + GB (Ventola 1987:81).

This aspect of Ventola's flowchart will be illustrated in the analysis of the data itself which follows in the sections below.

3.2 - The Actualized Generic Structure of the British

Chemist Data

The analysed interactions of the British corpus can be classified in nine different groups as far as the generic structure of these texts is concerned. Two major groups, however, emerge from this categorization: groups 1 and 2. Together they represent 60% of the corpus. The other texts are, in turn, variations of these two main groups. In other words, their occurrence is not significant enough to allow any generalization. Therefore, I will only discuss the generic structure of the texts belonging to the two most representative groups.

The texts in group 1 form the most frequent pattern found in the data. They represent 35% of the corpus and display the following structure: S / P / GH / CL / GB.

What distinguishes the texts in group 2 from the ones in group 1 is the fact that they include the element GR as the opening of the interaction. So the structure for group 2 is: GR / S / P / GH / CL / GB. I will now proceed to discuss each element of the structure of the British-chemist interactions.

In analysing each element in more detail one can describe the element Service (S) as being partially non-verbally realized, since the specification of the need move as well as the compliance one are realized by the customer's handing over the prescription and the server's acceptance and initiation of the P element. The element S in these texts can be represented in the following interaction:

Text 1

...

C: [gives S prescription]
 S: thank you.
 would you like to wait?
 C: unhum.

...

After the S element, Pay takes place initiated by the server and realized as shown below:

Text 1

...

S: two pounds sixty please.
 C: [gives S the money]
 S: thank you.
 [gives the change to C.]
 C: thank you.

After payment the server takes the prescription to the Pharmacist in a single move which can be characterized as a shift back to the element S. Three to four minutes later, the Pharmacist proceeds towards the end of the interaction. She, the Pharmacist, brings the medicine, realizing the Goods Handover (GH) element. Normally this element is initiated by a vocative at the lexicogrammatical stratum of language and is followed basically by non-verbal activities, as illustrated in text 1 below:

Text 1

P: Mr ()?
 C: yes?
 P: [gives medicine to C]
 C: thank you.

With the participation of the Pharmacist in the interaction, one has to consider the possibility of including a third participant when analysing British-English interactions at the chemist.

The element GH deserves special attention. In interactions of both group 1 and group 2, the element GH is realized verbally by

the Pharmacist. At the same time that she hands over the goods she completes the service initiated by the server. The Pharmacist's role in these encounters is viewed as the accomplishment of the GH element.

The analysis of these two groups - 1 and 2 - also shows that the GoodBye (GB) element features in service encounter interactions at the British chemist. This result, therefore, runs against the one found by Ventola (1987). In her corpus, the occurrence of this element is reduced to one single example. This makes her doubt its inclusion in the generic structure of service encounter texts.

On one hand, Ventola recognizes that "these elements appear now and again in the service encounter texts and therefore they cannot be completely ignored" (p.126). On the other hand, she insists on explaining the occurrence of this element on the basis of Tenor choices rather than as a common selection of the service encounter exchange network. As far as my corpus is concerned, however, this explanation does not apply since fifteen out of the twenty texts analysed (in the British corpus) present the element GB as the realization of the closings and both interactants did not reveal they knew each other in any capacity.

The other remaining texts which will not be discussed here represent single occurrences of different structures. It is worth saying that they were found to vary from a structure presenting one single element - as the S element in text 3 - to a more complex structure - as text 19 which presents seven elements. As shown in the table below, each one of these texts share the occurrence of the element S. Therefore, this element should be taken as the driving and the only obligatory element in a service encounter text.

TEXTS	Generic Structure Elements
6 - 17	S / P / GH / CL
3	S
4	GR / S / P / GH / CL
5	S / GR / P / GH / CL
7	S / P / GH / CL / GB
13	S / GR / P / GH / CL / GB
19	GR / S / R / P / GH / CL / GB

TABLE 3.1 - British Chemist Texts: Variations of the most recurrent Generic Structure.

Ventola's flowchart accounts satisfactorily for the chemist interactions. The flowchart displays all the paths necessary to accommodate the structure found in the interactions produced at the Chemist.

However, what the analysis shows in more detail is that the realization of the generic structure at the chemist is less complex than the full potential of the flowchart representation. In other words, much of the recursion and other phenomena which are well handled by the flowchart proved often not to occur in the data.

While the flowchart representation can be applied to the analysis of the chemist's data, many of the options which are available in the flowchart can be reduced to provide for the actualized generic structure representation.

As a matter of fact, the realizational diversity in the generic structure of the chemist interactions can be approached in a more simple way if texts are related directly to the more specific context in which they are produced. If a customer is to make use of the section under prescription control one can predict, for instance, a kind of generic structure with the sequence and linguistic realization similar to the one of texts in groups 1 and

2. The elements GR and GB can also, judging by the frequency which they appear in the data, be incorporated into the generic structure of these interactions. On the other hand, if the customer makes use of the main section, the predictable sequences will be characterized by non-verbal realization of the S element and the use of either GR or P as the verbal opening of the interactions.

From the analysis of this data, one can say, therefore, that the British chemist texts can be represented by a simpler flowchart, which would capture the most frequent actualized generic structure of the chemist interactions. Such a flowchart would present the elements which were just discussed.

Based on this, one can state that Ventola's representation is neither unreal nor over ambitious. Due to the fact that it is designed to handle the different phenomena which potentially occur in English service encounter texts as a whole, rather than in one specific location, it is comprehensive and elaborate.

3.3 - Actualized Generic Structure of the Brazilian Pharmacy Data

As far as the Brazilian data are concerned the generic structure of the analysed texts does not seem to differ greatly from the British one. Similarly to the British corpus, the analysed interactions can be classified into nine different groups according to their generic structure elements. Similarly to the British data analysis, I will here limit the analysis to the two main representative groups. These correspond to 50% of the data. The other texts (50%) will be considered variations of the most recurrent generic structures discussed in this section.

The texts in group 1 represent 25% of the corpus and display the following structure: SB / S / P / GH / CL. Text 15 below illustrates this group of texts:

Text 15

S: pronto?
 C: tem Pilogênio?
 S: Pilogênio?
 C: unhum.
 S: Pilogenio tem.
 (pause)
 S: [gets the medicine]
 S: o que era mais?
 C: só isso aí mesmo.
 C: [pays]

C: [gets goods from server]
 C: obrigada.

Here, after the realization of the SB element, both interactants engage in the performance of the element S. This element is usually introduced by a request of the kind: 'tem pilogenio?'. As suggested earlier, verbal requests are actually far more common in the Brazilian pharmacy than in the British chemist, since in the Brazilian context it is somehow uncommon for customers to take prescriptions to the pharmacy. And when they do bring in a written request they sometimes complement or support this non-verbal action with a verbal request of the kind shown below:

Text 13

S: pronto senhora?
 C: tem esse remedio aqui
 [showing prescription]
 S: Ginecozide / drágeas.
 [goes to get the medicine]
 ...

Following the sale request another request is usually made by the server. This occurrence does not only concern texts in group 1 but is also shared by other texts in other groups. The request I am referring to is usually realized when the server repeats the customer's utterance. It assumes an interrogative intonation and the form of a request for clarification. Most commonly, the data portray the repetition of only one part of the utterance. The segment repeated is always the one which contains the necessary information for the development of the process.

The realization of this request is very frequently found in the data. Texts 12 and 15 below exemplify this occurrence:

Text 12

C: Pinotal
S: Pinotal?

Text 15

C: tem Pilogênio?
S: Pilogênio?

This request functions as a checking or clarification of the content of the information which is being negotiated between the interactants. This usually happens in service encounters because a high degree of mutual understanding between the participants is necessary for the perfect achievement of the goal. This together with the noisy atmosphere of public places may lead the server to develop the habit of producing a request for repetition. This is supported by Coupland (1983) who states that:

In general service encounters, as in many quite formal public settings, participants are under pressure to be verbally explicit ... (p.465).

This second request is followed by the server's compliance of the customer's need. This compliance can be either realized non-verbally by the server's turning back to get the medicine as in text 13:

Text 13

...
C: tem esse remedio aqui?
 [showing prescription]
S: Ginecozide. / drageas.
 [goes to get medicine]
...

or verbally realized as in text 15:

Text 15

...
 C: tem Pilogênio?
 S: Pilogênio?
 C: unhum,
 S: Pilogênio tem.

Still concerning the S element, the move which follows the sale compliance has the function of making the customer spell out any further need s/he has got. This move has, therefore, the function of pushing the interaction forward, since by performing it the server incites the customer to request other things. Texts 13 and 15 can also be used as illustration:

Text 13

...
 S: Ginecozide. / drageas.
 S: [goes to get medicine]
 S: e so?
 ...

Text 15

S: Pilogênio tem.
 S: [goes to get medicine]
 S: o que era mais?
 ...

This question is, in turn, followed by a response which can either be realized non-verbally, by a nod of the head, for instance, or verbally as in:

Text 13

...
 S: e so?
 C: so.
 ...

Text 15

...
 S: o que era mais?
 C: só isso aí mesmo.
 ...

It is worth remembering that the features discussed above are not exclusive of texts belonging to group 1. Rather, they are

shared by most of the other texts which contain the S element in their generic structure.

The element S is followed by the P element in the Brazilian data. Payment is made to the cashier who frequently is not the original server, that is, the server who first attended the customer. Hence, after the customer has received a saleslip from the server (S1) s/he then moves to the cash register. Therefore, the cashier has no need to announce the price. This interaction between the cashier and the customer is often non-verbal.

However, in those instances, when it is verbally performed, the element Pay is realized by a very closed set of lexis, which expresses the price through numbers:

Text 13

...
S: **cento e sessenta e três cruzados** / senhora.
C: [pays]

After the realization of the P element, the interactants engage in the GH element. For the texts belonging to group 1, GH occurs after the P and before the CL elements. Frequently, the element GH is realized non-verbally. However, verbal realizations of GH are also found in the Brazilian data. For example in group 1, the only verbal occurrence of GH is found in text 13:

Text 13

...
C: [pays]
S: **pode ser essa caixinha aí.**
...

Another verbal realization is found in text 4, which belongs to group 4.

Text 4

...
C: [pays]
S: **esse é seu.**
C: tá.

Because of its infrequent verbal realization in the total of the twenty texts, it can be said that the GH element is typically realized non-verbally.

Finally, the element which follows the GH is CL. Since this element was approached earlier in chapter two, I will limit myself here to an exemplification of its occurrence:

Text 20

...
S: obrigado
C: (no word).

Along with the description of text structure of the Brazilian pharmacy data, I will now approach texts 6, 9, 12, 16 and 17 which together constitute group 2. As said earlier, these texts form the second most frequent group of texts. They correspond to 25% of the texts analysed and reveal the same generic structure: S / CL. These texts are then characterized by the realization of the S element - sale request and compliance - where the buying is not achieved. This may occur for two reasons. The medicine the customer is looking for is not available, as in text 6 below:

Text 6

...
C: tem Propolis? / tem?
S: Propolis?
C: e.
S: e' em solucao? / ne?
C: e.
S: [Goes to get the medicine]
S: nao tem.
...

or the price of the product does not agree with the customer, as in text 12:

Text 12

...
S: da' tres mil quatrocentos sessenta e tres.
C: ta. / eu vou la' pegar a receita e venho.
...

The element S is then followed by the CL element which, in turn, is realized with the same features as described in chapter two.

The other texts which form the Brazilian data are variations of the structures discussed above. The only exceptions concern texts which include the element Resolution in their structure. It is worth mentioning that, in the Brazilian pharmacy, this element is usually followed by a pre-realization of the element P. In other words, it is common in the pharmacy context for customers to check the price of the product they are looking for before they actually express their resolution of buying or not buying the goods. This is probably the result of a constant inflation in Brazil where prices vary significantly from one place to another. Text 7 illustrates this situation:

Text 7

...

C: tem os dois?

S: tem os dois.

C: e quanto é que é cada um?

S: o Parenzyme com desconto fica duz'. / cento e oitenta e sete. / e o Anuzol com desconto fica cento e oitenta.

C: vou levar.

...

As can be seen in the example above, the customer first asks about the price of the product: 'e quanto e que e cada um?' and only later expresses her decision: 'vou levar'. Text 8 also illustrates the same feature:

Text 8

...

C: e / quanto é que a latinha?

S: [goes to check price]

S: cento e vinte e oito cada latinha.

C: me dá duas.

As said earlier the other seven texts which form the Brazilian pharmacy data are variations of the two text structures

discussed previously. Similarly to the British Chemist, these texts have in common the occurrence of the S element. The variation found in the structure of these texts can be seen in the table below:

TEXTS	Generic Structure Elements
10 - 19	S / R / P / GH / CL
11	S / P / GH / CL
2	S / P / GH
1	S / GH / P / CL
3	GR / S / P / GH / CL
5	S / R / P / GH

TABLE 3.2 - Brazilian Pharmacy Texts: Variations of the most recurrent Generic Structure.

Ventola's flowchart representation of service encounter texts accounts for the actual realization of the Brazilian pharmacy interactions. In fact, the potential of the flowchart seems to be dynamic enough to capture the flexible aspect of pharmacy interactions.

However, certain phenomena still remain unaccountable by the same flowchart representation. What I am referring to is the realization of some instances of the interactions which cannot be approached as belonging to any of those elements proposed by Ventola.

3.3.1 - The Elements Pre-Pay and Advise: Two Aspects of the Brazilian Pharmacy Data

The first of these elements is constituted by a pair of moves which introduce questions and answers on the price of the product being purchased. Because of its frequency and, particularly,

because of its importance within the entire structure of texts, this element needs to be formalized and included within the structure of the Brazilian pharmacy interactions. This element will be labelled **Pre-Pay** because of the position it has within the entire structure and particularly because of the characteristics it shares with the Pay element.

The element Pre-Pay is constituted by a question and a subsequent answer concerning the price of the product to be purchased. As a matter of fact, the occurrence of Pre-Pay is essential for the development of the whole interaction because it determines the continuity of the process through the subsequent paths. In other words, this element deserves an individual status because its realization cannot really be taken as either the realization of the P element or as part of the S element. Although its linguistic realization is similar to the one which constitutes the P element, no money 'exchange' is executed at this point. In fact, what usually occurs is a question and an answer of the kind shown below:

Text 5

C: quanto é que tá?
S: 640 e tem 10% de desconto. / tá?

In short, this element serves as a test for the success of the service encounter. If the customer accomplishes it and the interaction proceeds, s/he will certainly reach the end of the interaction satisfactorily; that is, s/he will purchase the product. On the other hand, if the price of the product does not satisfy the customer, s/he will inevitably close the interaction, anticipating, in this way, the element Resolution (R) which will, in turn, overlap with the Closing (CL) element. Text 17 below can illustrate this situation:

Text 17

C: quanto é que tá?

S: Ginopletil tá 205 cruzados e o () 800 cruzados.

C: faça a conta aqui e depois eu volto aqui.

On the pretext of returning to the pharmacy later, customers usually close the interaction immediately after passing unsuccessfully through the Pre-Pay element.

The other element which has been added to Ventola's flowchart is **Advise**. This element has been introduced in the generic structure of service encounters interactions in an attempt to cover those moves which cannot be associated with any of Ventola's generic structure elements. Its realization has proved to occur most frequently between the Pre-Pay and R elements as well as during the GH element. This element is constituted by questions and answers from both the server - or pharmacist - and the customer(s) on the adequacy, effects and other details concerning the medicine.

Unlike Pre-Pay, the occurrence of the Advise element does not determine either the presence or the absence of a subsequent element. It reflects a more flexible structure of a conversational nature where customer and server engage in a less routinized and predictable sequence of moves. The order in the participants' performance is, however, predictable. Although I have examples of texts where this element is initiated by the customer, it has proved to be more frequently initiated by the server and followed by the customer's participation.

As far as this element is concerned, there is no specific marker signalling its initiation or the participants' disposition to move forward or backward from it. It can be noticed, however, that the move which introduces the following or preceding element is usually executed by the server rather than by the customer. This

can be taken as an indication of the dominant or controlling role which seems to be more commonly played by the server.

The following example will illustrate this discussion:

Text 2

C: [no word / shows prescription]
 S: foi agora?
 C: fo::i.
 S: oh! / isso aqui é 10 comprimidos. / tá?
 C: tá.
 S: é coluna?
 C: sim.
 S: que aconteceu? você___?
 C: não. / fui fazer um trabalho ontem. / e fiquei muito tempo abaixado.
 S: forçou muito a coluna ?
 C: hoje eu nem conseguia levantar da cama.
 ...

In the text above the service which is initiated by the customer handing over the prescription is immediately interrupted by the server's interest in the customer's problem. Both customer and server then engage in the realization of an element which could be taken as belonging to the casual conversation genre. However, a close relationship between the topic of this element and the buying and selling process is maintained. In other words, both interactants do not deviate from the service encounter negotiation - pharmacy matters - but just add another aspect to this situation which I argue should be described as a feature of the service encounter genre for pharmacies in the Brazilian context.

The occurrence of interruptions of this kind can be explained on the basis of the different role which pharmacists, and pharmacy servers in general, play in Brazilian pharmacies. Since only a few medicines require prescriptions in Brazil, it is common for the customer to consult a pharmacist rather than a physician. Consequently, a pharmacy server has gained the status of a person who has enough knowledge to enquire about the customer's health as well as to prescribe or suggest the use of certain medicines. So,

even when not requested, pharmacy servers tend to introduce a topic regarding the customer's health problem, which is cohesive with the topic of the service: the buying of a specific medicine.

Text 4 can be taken as an example of this double role performed by servers:

Text 4

 C: aí não tem. / o jeito é comprar mesmo.
 S: é. / o senhor paga ali no caixa. / dá 604. / tá?
 C: [goes to cashier]

(server is the one who packs the medicine)

C: isso é pra pressão? / né?
 S: oi?
 C: pressão? / né?
 S: pressão. / coração. / e mais coração.

Here, the GH element is interrupted by a stretch of conversation on the function of the medicine that has just been bought.

Text 11, on the other hand, illustrates a different situation where the customer brings up a topic related to her personal life:

Text 11

 S: duas? / o que era mais?
 C: so.

[S. fills in ticket]

C: meu marido tem de passar um mês na cama de hospital. / daí a gente tem que botar (pra não assar).
 S: (pra não assar?)
 C: e.
 S: se deixar muito tempo deitado ().
 C: ali eles têm. / mas e uma pomada tão catinguenta. / pega na roupa. / fica ruim de limpar.

In the text above, the customer is in the process of buying some gel. When the service is finished and the P element is to be executed, the customer introduces a topic exploring the use of the gel. This interaction leads on to the server finding out that the customer's husband is at the hospital and will stay for a month.

Ventola (1987) discusses these stretches of talk in terms of 'genre switching'. She also recognizes the flowchart's limitations in handling this matter. She says: "Such 'odd' phenomena in texts are well worth studying in detail, but are beyond the present scope" (p.84). What Ventola actually proposes with this comment is that this phenomenon should not be approached as a feature of the structure of service encounter texts. Instead, she sees this occurrence as a reflection or the borrowing of elements of a different genre. Concerning this 'borrowing' process she adds that:

In these examples of genre switching it seems that an element from a completely different genre has been borrowed for the social process of service encounter" (p.83).

Ventola (1987) strongly emphasizes that this element belongs to a different genre when she suggests that these occurrences could be handled by a side programme of the original flowchart. However, she only refers to this possibility without actually formalizing it.

The generation of texts with genre switching, embedding or mixing can also be handled by side-programming in the dynamics of genre. But instead of stepping out from the main social process into a sub-generic programme, the interactants are directed to enter into a totally different genre ... (p.84).

The analysis of my data, however, does not confirm Ventola's view of this phenomenon as one belonging to a "totally different genre" (Ventola 1987: p. 84). Instead, I consider these occurrences as a feature of a more flexible structure of texts of the same genre. What takes place here is a change in tenor: participants assume a different position vis-a-vis one another. Goffman (1981) has discussed occurrences of this kind at length as a change in footing. By change in footing Goffman means:

a change in the alignment we take up to ourselves and others present as expressed in the way we manage the production or reception of an utterance (p.128).

In other words, the analysis of this element and its relation to the main topic of the texts lead me to the conclusion that they should not be taken as belonging to a different genre. In fact, I suggest that they should be regarded as a reflection of the contextual organization of pharmacies in Brazil (Field). Furthermore, as discussed earlier, they also reflect a closer relationship between server and customer. In other words, in the Brazilian pharmacy context, the server is not only seen as one who can provide the customer with the medicine s/he needs, but also as one who embodies the role of a doctor as well as that of an advisor - a change in tenor relations. As to this occurrence it is worth quoting Goffman (1981), who says that:

In shifting in and out of the business at hand, a change of tone is involved and an alteration in the social capacities in which the persons present claim to be active (p.126).

The inclusion of these two elements - Pre-Pay and Advise - points out towards the necessity of expanding the flowchart designed by Ventola (1987). This needs to be done in order to account for the occurrence of the elements discussed above.

3.4 - The Flowchart Representations of the Pharmacy and the Chemist Texts

The flowcharts which I will discuss here represent the actualized generic structure of the Brazilian and British service encounter texts (pharmacy / chemist). They both display the same organization of Ventola's flowchart. However, some elements were omitted and others have been added. Furthermore, modifications

related to the participants' interactional moves were introduced. These changes have been made in an attempt to adjust Ventola's flowchart to the interactions which form the collected data. In this section, I intend to go through the two modified flowcharts demonstrating how they differ from the original one. I will first present Ventola's flowchart adapted to the actual representation of the Brazilian pharmacy texts. The analysis will then carry on with the presentation of the British chemist flowchart and will conclude with a contrastive discussion of the two flowcharts.

3.4.1 - The Brazilian Pharmacy Data: The Modified Flowchart

The Brazilian Pharmacy interactions are usually initiated by the element Service Bid (SB). In my data, this element occurs both verbally and non-verbally. As discussed earlier, I claim that the realization of this element should be viewed as a constant, irrespective of its verbal realization. The reason for such a claim seems to be clear if one considers that the start of a service always depends on a span of attention which expresses readiness to serve on the part of the server towards the customer. By the same token, when the customer steps into the service area, s/he calls the server's attention - mostly by non-verbal means.

In relating this issue to a broader context, one can discuss this particular occurrence in regards to the findings on openings in telephone conversations. Schegloff (1972) makes the point that the ritualized 'Hello' on the part of the answerer is in fact a response to the summons of the telephone ring caused by the caller. Hence, the telephone ring functions as a request for attention on the part of the caller towards the answerer. Analogously, one can therefore conclude that, in service encounter texts, either a typical SB or sometimes even a GR should be seen as a response to

the customer's request for attention. These moves are usually performed non-verbally by the customer's entering the service area. This assumption is supported by Merrit (1976) who says that:

In the Service Encounter the initiation of the Encounter typically begins with a summons on the part of the customer. The summons is non-verbal and consists rather of the customer positioning himself at the serving post. (pp.7/8)

Consequently, in the Brazilian pharmacies, the server's presence and the customer's action of entering the service area are definite steps in the service encounter interaction. This is particularly motivated by the physical organization of these locations. As discussed earlier, the internal layout of the Brazilian pharmacies does not allow the customer to have access to the goods without the server's help. Therefore, by entering the pharmacy the customer signals an immediate need and a request for service.

In the British chemist, however, the same does not hold true. The internal physical organization of these locations provides the customer with the possibility of handling products which are displayed on shelves. The customer, who makes use of this service, will only need to approach the server to consolidate the buying through the element Pay (P). I can recall situations in which the customer would enter the chemist, look for a certain product, not find it and, without any contact with the server, leave the place failing to achieve the goal of the service encounter.

On the other hand, a similar situation in the Brazilian pharmacy - although I cannot recall any - would seem bizarre and rather embarrassing for both customer and server. If, however, a situation of this kind were to happen, an excuse on the part of the customer towards the server expressing that s/he had left the money / prescription in the car or somewhere else, would seem to be

necessary and would be very likely to occur. In the Brazilian pharmacy it is, therefore, obligatory that customers and servers interact verbally since the very beginning of their encounter in the service area.

As to the representation of the interactions between the participants of the service encounter process, the first modification has been made at the very start (and very top of the flowchart). In order to represent the order of appearance of the participants unfolding in time I have borrowed Merrit's (1976) representation for this specific stage of the service encounter interaction. In other words, I have designed two different planes in which the server's appearance is represented a bit further up compared to the customer's. This has been done to illustrate the fact that the server tends to be present in the service area when the customer steps into the location. As discussed above, the server's presence in the service area indicates a 'tacit offer of service' which is then followed by a 'tacit request for service' (Merrit, 1976) expressed by the customer's entering the service area. This tacit offer of service is then formally followed by the realization (either verbal or non-verbal) of the element SB.

As far as the interactional representation is concerned, I have added a new line of information to represent more closely the different status which the elements under analysis assume throughout the service encounter process. In other words, I have provided the flowchart with two other lines leading downwards, one on each side. This has been done in an attempt to cover the interactions in which a customer enters the pharmacy accompanied by either a relative or a friend and they together contribute to the development of the process. Furthermore, this modification has been proved to be even more necessary to account for the participation

of a second server who, in the context of the pharmacy/chemist, can either be the Pharmacist or the cashier.

Different lines have then been created to represent the interaction among the two original and more constant participants (S1 - C1) and the two other potential ones (S2 - C2). Solid lines stand for actual and verbal interaction among speakers. At the top of the flowchart this can be exemplified by the realization of the need-compliance moves which are realized verbally and respectively by the customer and the server at the very start of the S element.

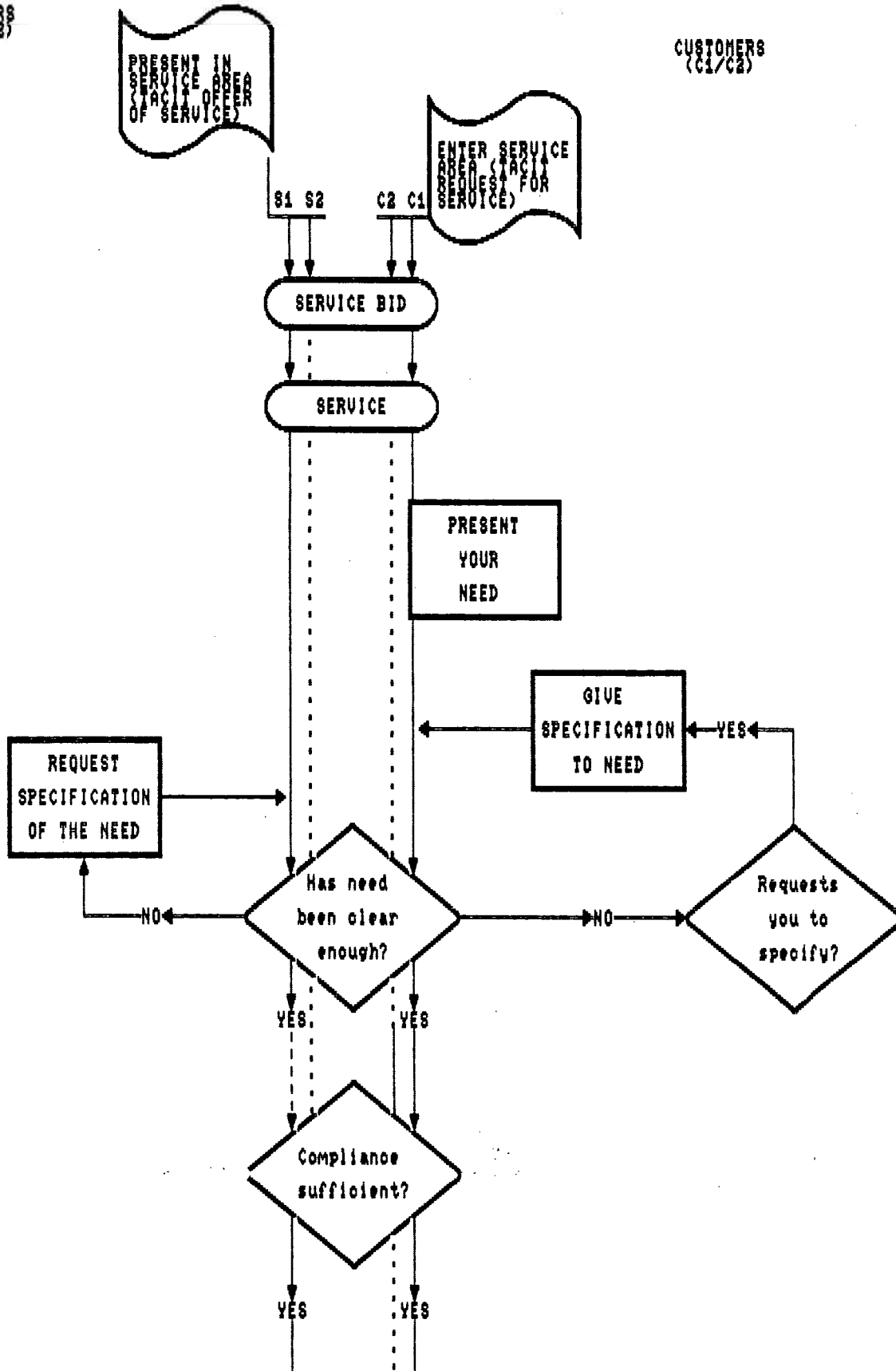
Dotted lines, in turn, stand for an unlikely but possible interference from a second speaker on either sides. This can be illustrated taking as an example the element SB. At this stage, the interaction is much more likely to involve just one participant on each side, but the possibility of the formal offer of service being performed simultaneously by a second server cannot be disregarded. As a matter of fact, I have observed servers who, motivated by either a money commission or by a mere indecision on turn-taking, have performed the SB element together. On the other hand, the following element - Service - is basically performed by one participant on each side. However, it is possible that interference from both S2 and C2 could occur. My observations have shown that S1 would sometimes address S2 in order to check information concerning the customer's request. The customer, in turn, can also interact with his/her potential partner to check some detail about their buying. In fact this possibility, as the flowchart shows, becomes more likely when the server turns his/her back to the customers in order to get the medicine requested from the shelves. Non-verbal activities of this sort executed by the server, which occur throughout the encounter, have been represented in the flowchart by broken lines. This practice of non-verbal activities is not exclusive to this element, but rather forms in the service

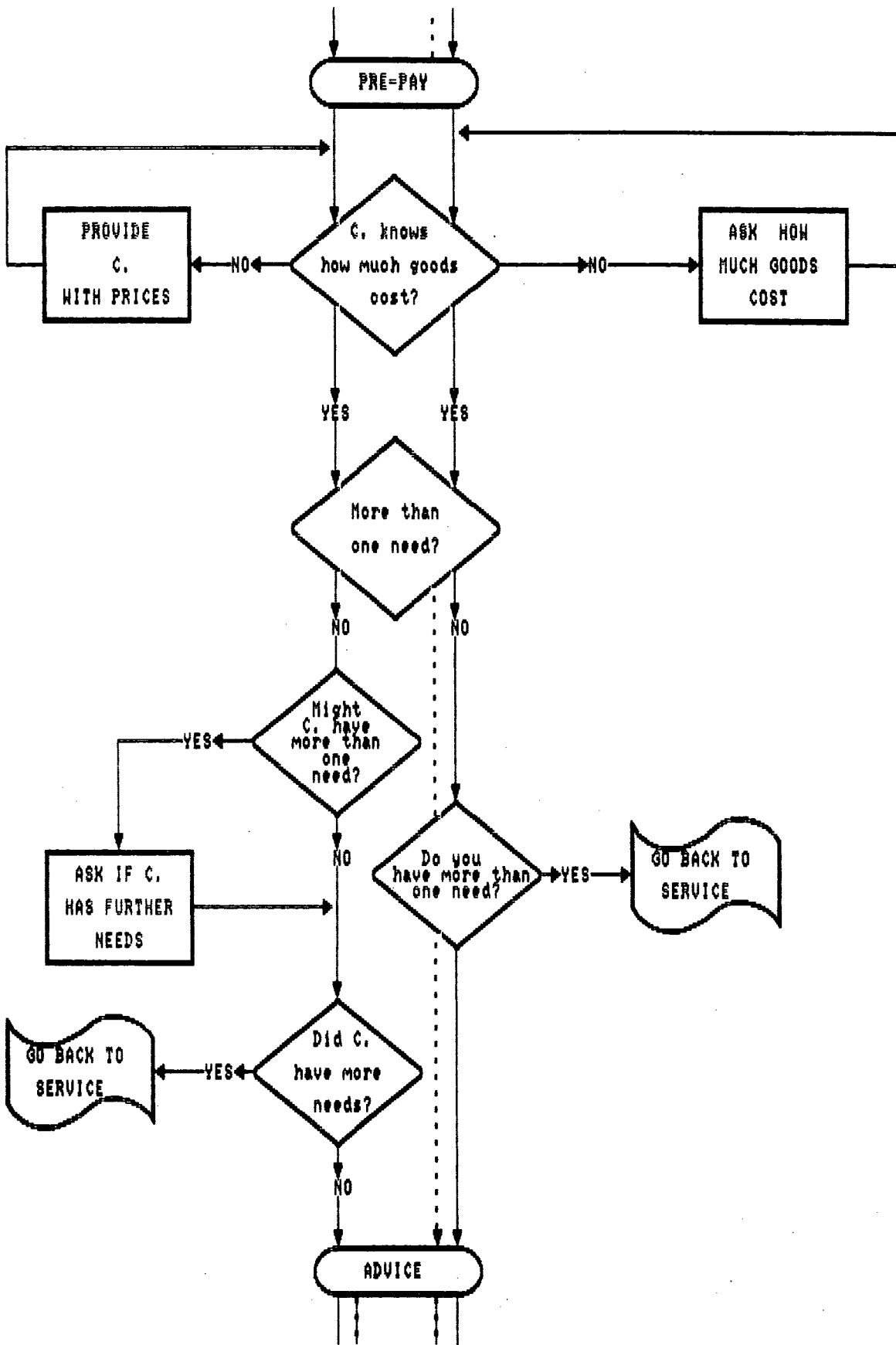
encounter genre a common interactional method whereby both server and customer can maintain an interaction with each other whilst maintaining a verbal interaction with another participant.

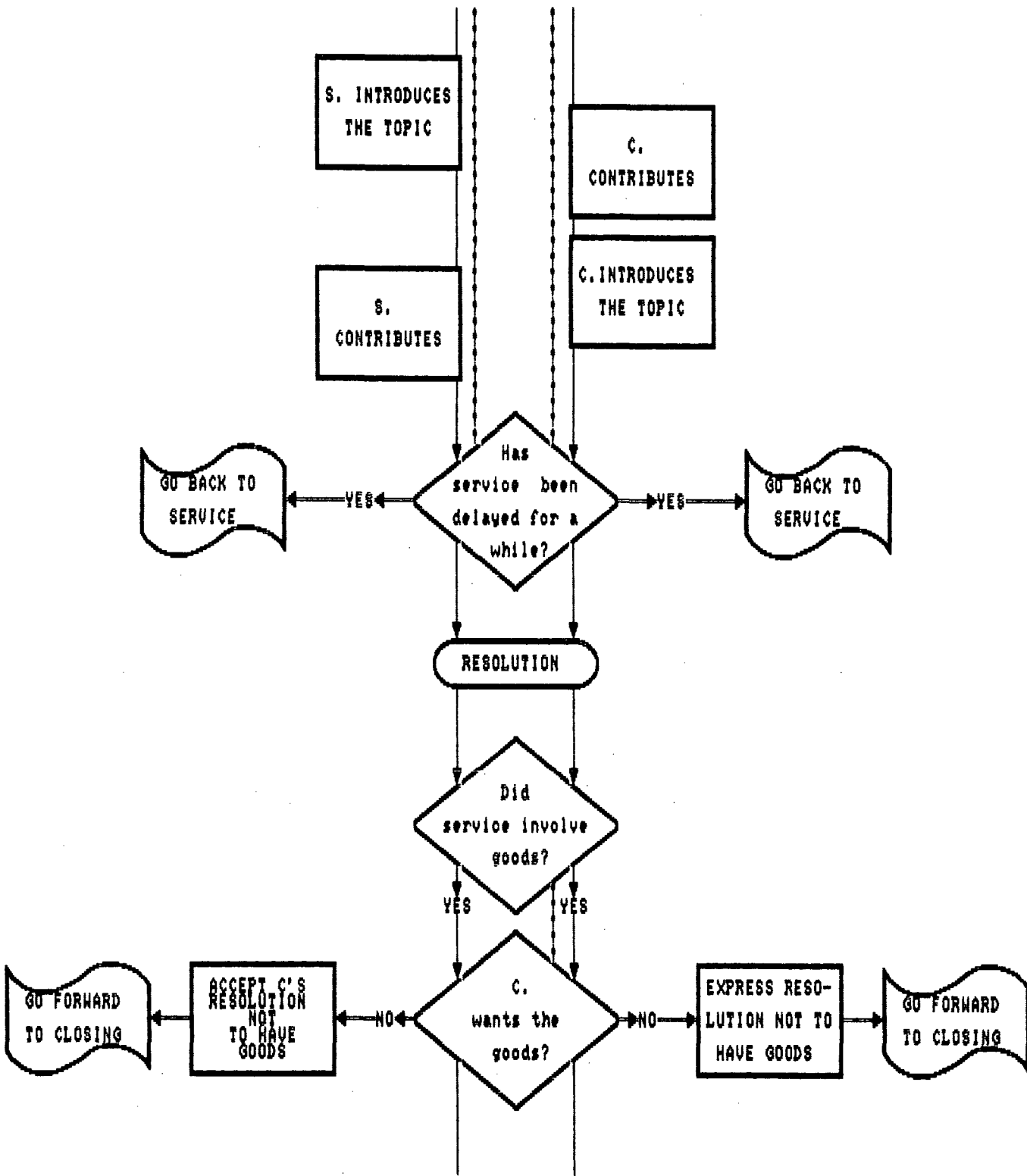
The next element - Advise - represents the most likely stage for interference from both S2 and C2. This possibility has been represented by dot-dash-dot lines on both sides of the flowchart which stand for very likely occurrence of interference. The reason for the likelihood of interference lies within the nature of the Advise element. As discussed earlier, this element can be characterized as an unordered sequence of moves of conversational nature whose function is to solve any doubts about the medicine being purchased. Therefore, the possibility of S2 who can either be a more experienced server or a pharmacist interacting with the server and particularly with the customers is very likely. Similarly, this element also provides a possibility for C2 to interact with C1 and also with the servers. In fact, my data show that at this stage some C2 reveal themselves as the ones really in need of the medicine which is being purchased.

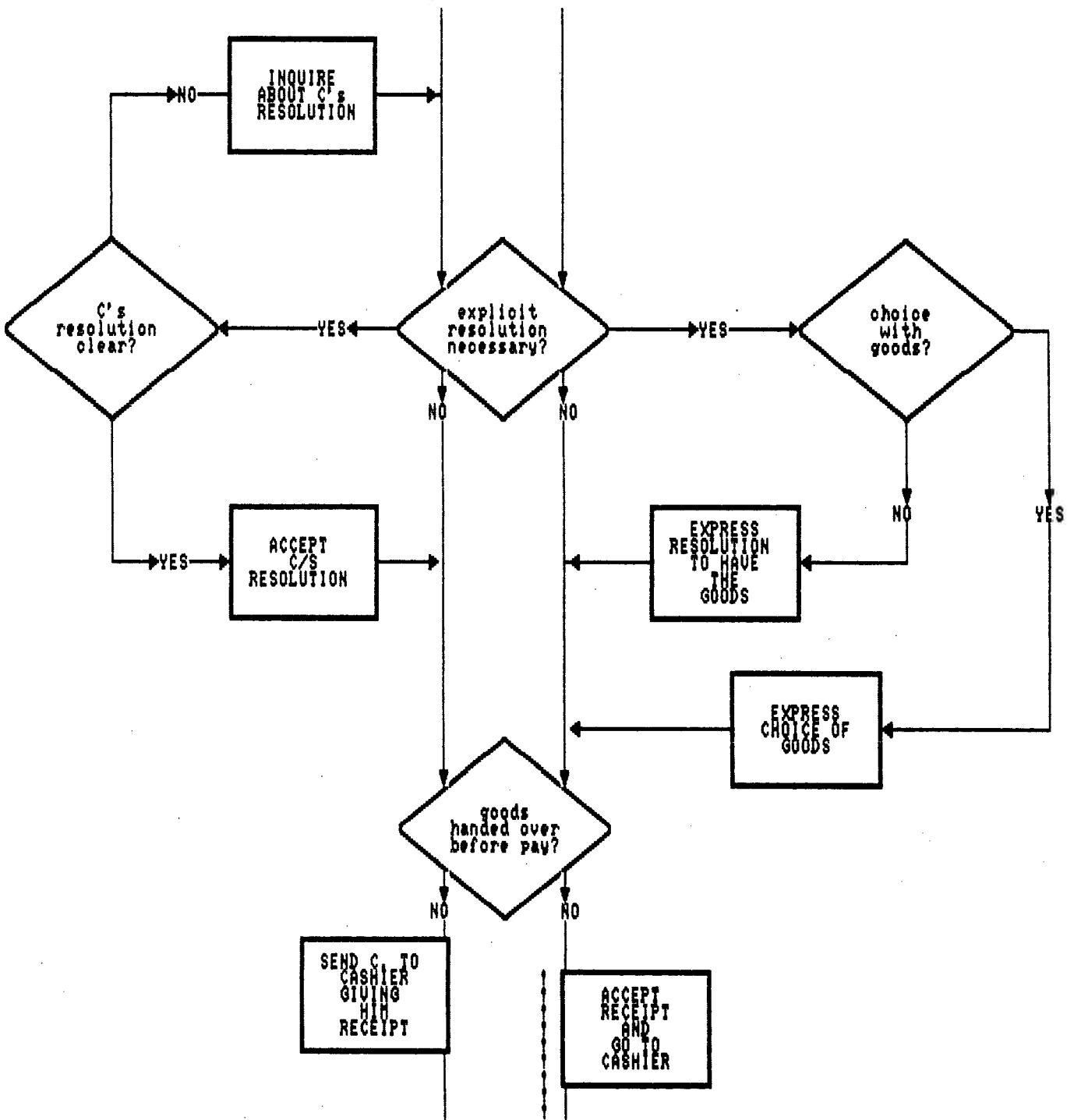
As for the closing of the interactions, the actual participation seems to be restricted to both S1 and C1. Nevertheless, the data also show that both S2 and C2 may either thank or respond to a thanking move together with the original S1 and C1. In order to represent the very end of the interaction I have also used a 'two plane representation' to indicate the sequence of moves unfolding in time. In other words, in leaving the service area first the customers are the ones who physically close the interaction. The server, in turn, remains in the service area and indicate with his presence a prerequisite for a new encounter.

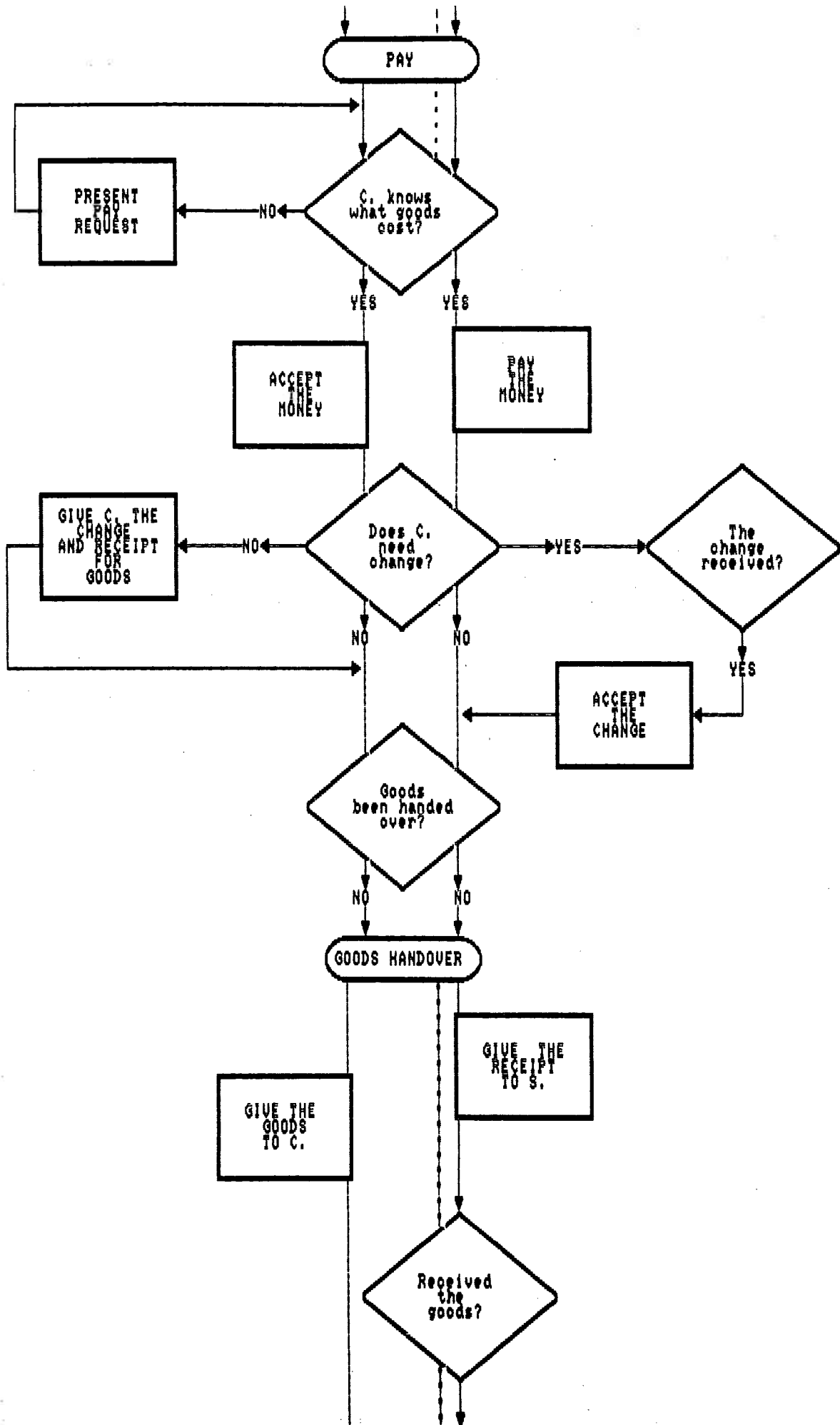
The flowchart below is a modified version of Ventola's original model. It represents the generic structure elements of the Brazilian-pharmacy interactions











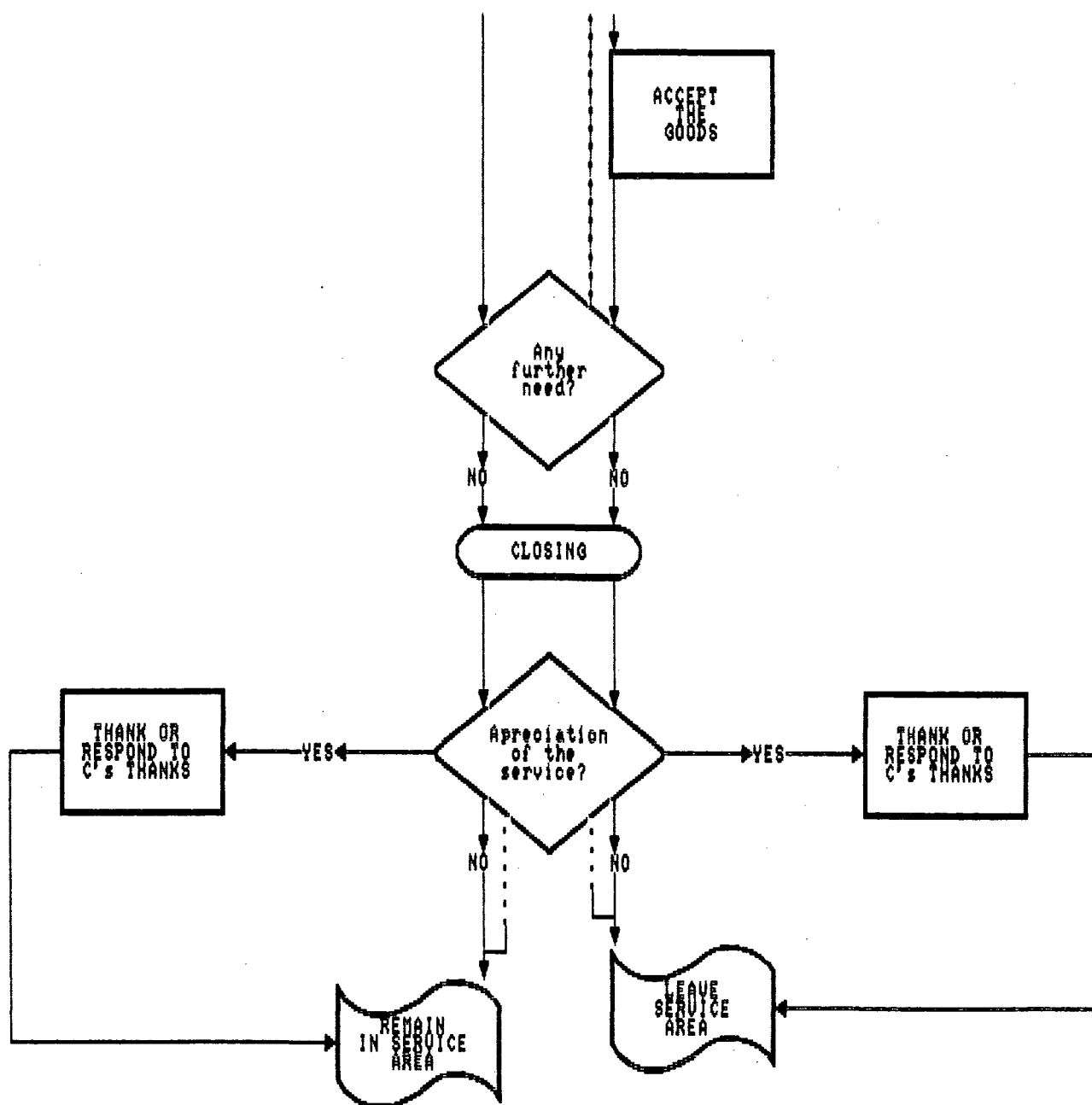


Fig. 3.1 - The Flowchart Representation of the Brazilian Pharmacy Texts.

3.4.2 - The British Chemist Data: The Modified Flowchart

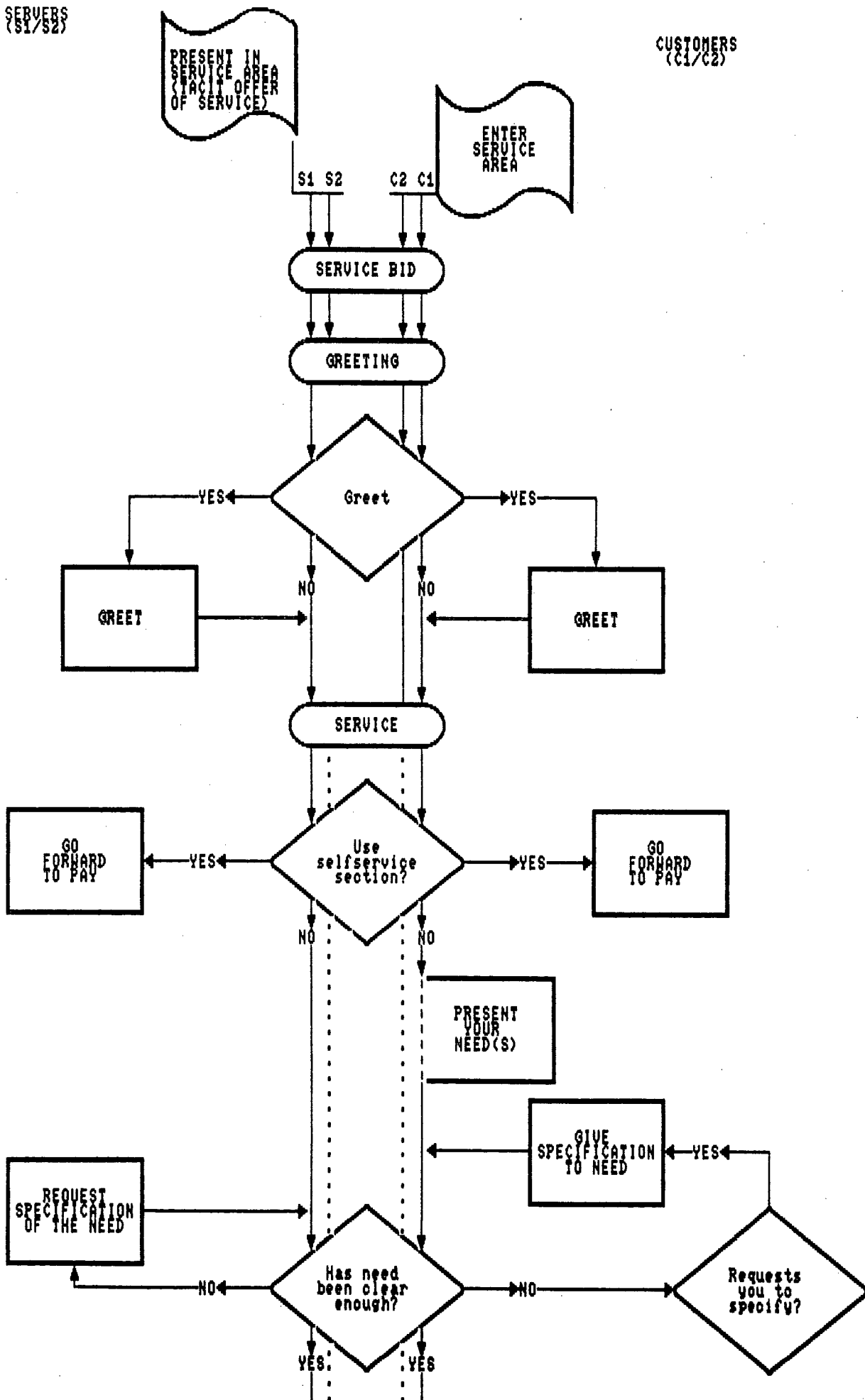
In this section, we will see how the encounters which take place at the British chemist can be portrayed by the modified flowchart. I will now go through the flowchart analysing the modifications that were introduced.

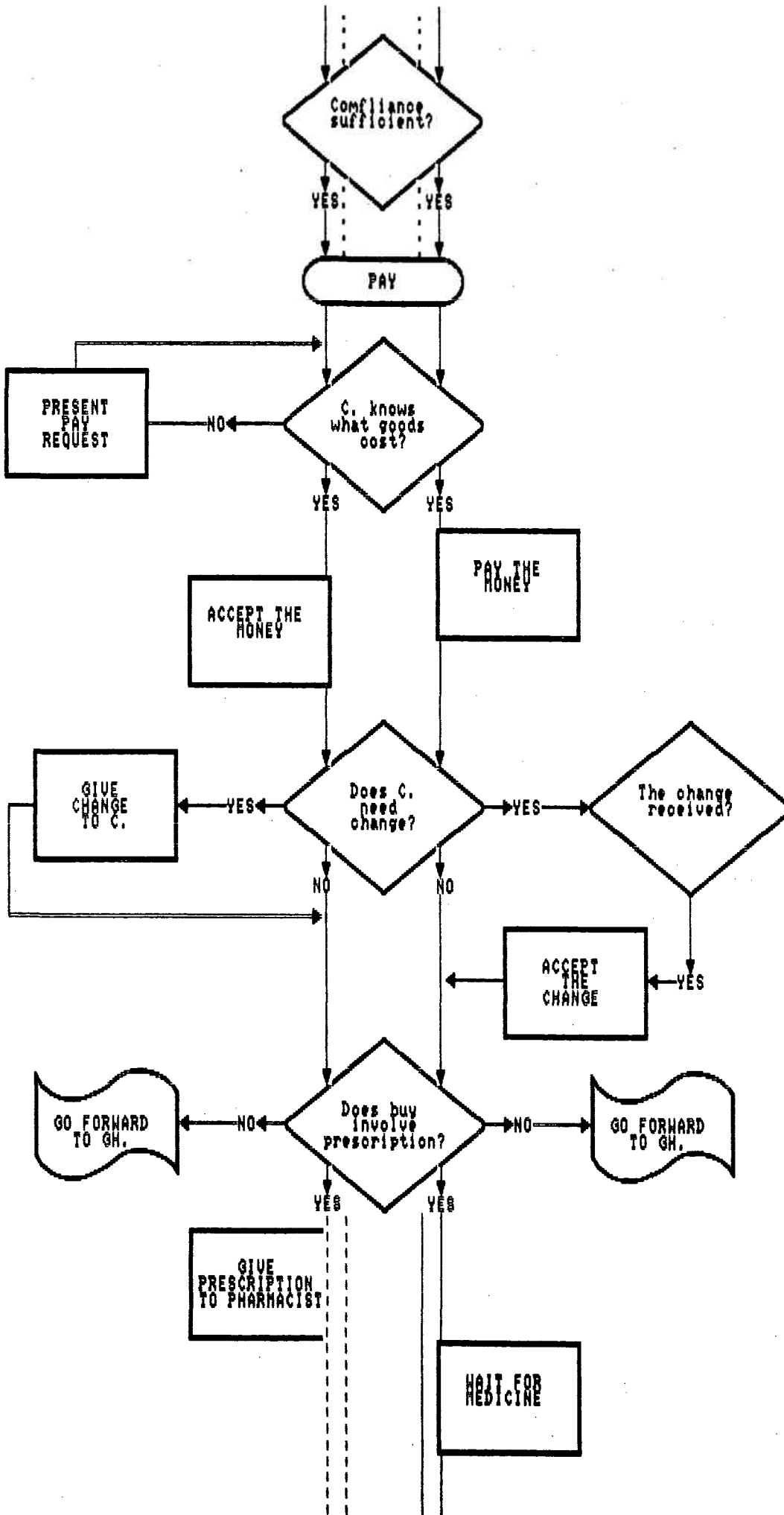
Compared to Ventola's original version, the flowchart below presents some modifications. In other words, I have deleted some elements and have also added two other lines leading downwards. I should make clear that the same representation created for the Brazilian version stands for the British one as well. Furthermore, it should be added that the same two plane design was also used. In other words, I have represented the order of appearance of both customer and server by borrowing Merrit's (1976) representation of moves unfolding in time.

The flowchart below is a modified version of Ventola's original model. It represents the generic structure elements of the British-chemist interactions.

SERVERS
(S1/S2)

CUSTOMERS
(C1/C2)





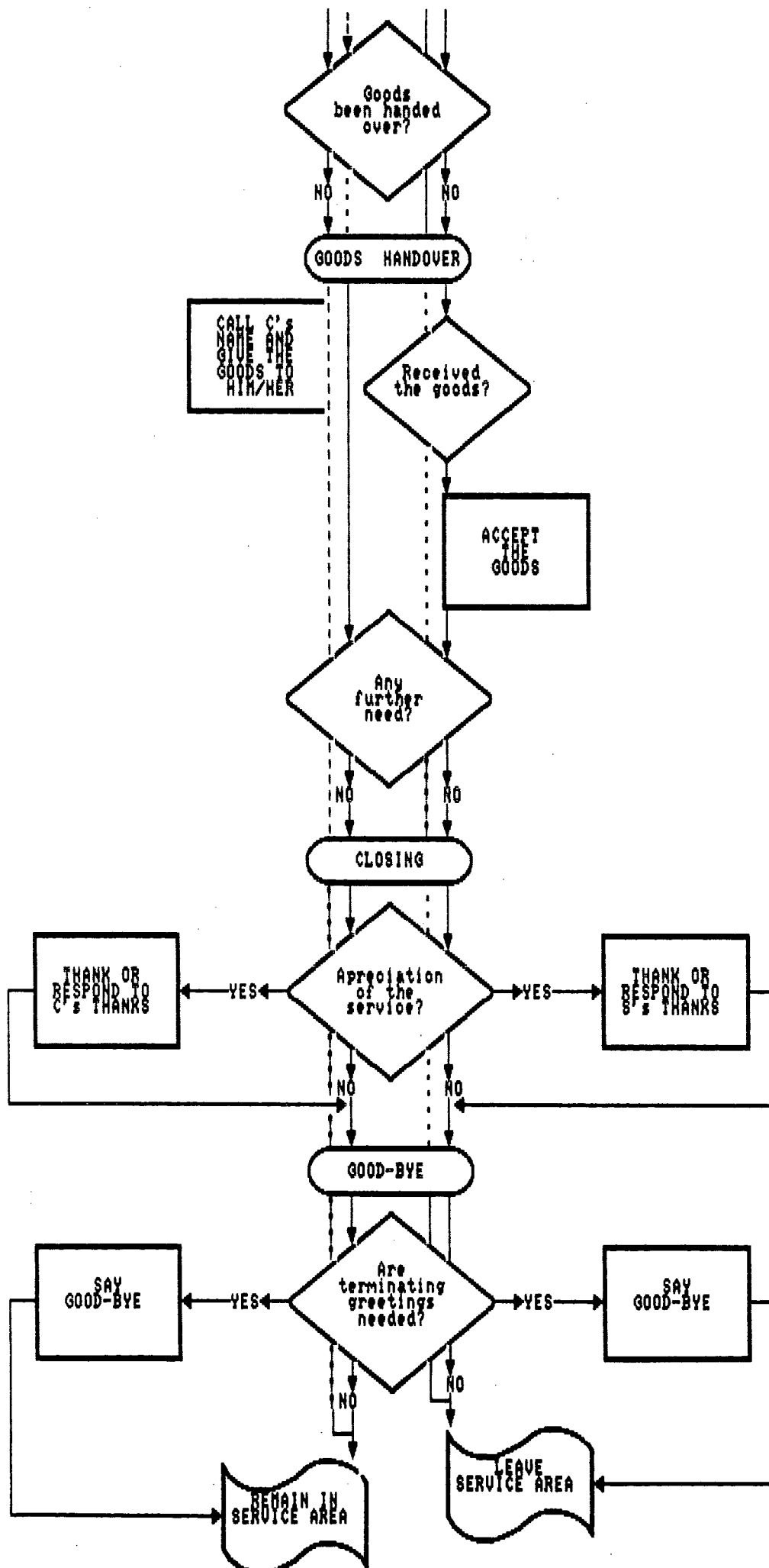


Fig. 3.2 - The Flowchart Representation of the British-Chemist texts.

3.5 - The Two Flowcharts Contrastively Viewed.

In this chapter, I have discussed the modifications made to Ventola's flowchart in order to adjust her model of analysis to the actualized structure of the texts which form my data. As a result of this restructuring process two flowcharts were designed representing the two corpora of data analysed. I first intended to build a single flowchart which would comprise the actualized structure of both corpora of texts under this study. However, as discussed earlier, the two corpora present different features which do not allow a single flowchart representation of their realization. This result points out to the importance of cross-cultural studies to the understanding of how different cultures establish different routines for service encounters. In this section, I will approach the two flowchart representations of the Brazilian pharmacy and the British chemist interactions by commenting on the aspects which differentiate the structure of these interactions.

As discussed before, some of the features which distinguish Brazilian and British interactions at the pharmacy and at the chemist respectively can be explained by the different physical and internal organization of these service locations. Other features, however, cannot be justified on this basis. They should be viewed as the result of the different cultural norms which govern the two societies. Let me now go through the two flowcharts indicating the similar and different features shared by the two situations.

A first and very important feature which makes the two representations different can be seen in the opening of the interactions at the two locations. Given the importance of non-verbal activities in this study, it was decided that the actual

start of a service encounter is marked by the customer's entering the service area. The server's constant presence in the service area is seen as a prerequisite for the service. In other words, the service can only start with the customer's entering into the service location, which is, then, taken as a first step into the service interaction. However, this only holds true for service areas where customers can only have access to products or information directly through the server. This aspect in itself creates a major difference between the events which take place at the Brazilian pharmacy and those which take place at the British chemist. As described earlier, at the chemist, customers can help themselves to products displayed on the shelves of the main section without the server's help. Therefore, at the chemist customers are able to start playing their part in executing the S element without a previous contact with the server. At the pharmacy, on the other hand, the customer's action of entering the service area signals the start of the service encounter. Unlike the situation at the chemist, at the pharmacy, customers can only have access to products or information through a contact with servers, who usually establish through eye contact or a verbal SB their readiness to serve the customer. In short, the customer's first step into the pharmacy is taken by servers as a tacit request for service; at the chemist only when the customer approaches the counter does s/he signal a step into the service interaction.

As far as the GR element is concerned, Brazilians have proved not to greet or say farewell when opening and closing service interactions. The British interactions, on the other hand, present both GR and GB elements as a frequent feature of the generic structure of service encounter texts. The reason for such a difference between the two corpora can be best explained on cultural terms.

Cultural and social differences also make the two flowcharts slightly different at the level of the S element. Although the flowchart at this level presents the same 'options' and 'paths' in both contexts, Brazilian interactants prove to use requests for specification and clarification sequences much more frequently than British interactants do. As far as Brazilian interactions are concerned, this is reinforced by the inclusion of the element Pre-Pay which is usually inserted in between the S and Advice elements, serving to elucidate and consolidate or not the buying of the goods. Unlike the Brazilian context, customers at the chemist usually have individual access to the prices of products or know the exact and fixed price medicines under prescription control in England usually carry. Besides, customers at the chemist usually bring prescriptions which avoid doubts and misunderstandings about the medicine brandname and other details. These two main features reduce and restrict the amount of negotiations at the level of the S element.

Cultural differences also determine the existence of the element Advise in the Brazilian pharmacy interactions and its absence in the British chemist data. As discussed above, this can perhaps best be explained by the fact that prescriptions are compulsory for services at the chemist, whereas at the pharmacy, the most common habit is to consult servers directly, who embody, in this case, the role of a doctor.

Following the element Advise, one finds the performance of the R element in the interactions which take place at the pharmacy. The occurrence of this element is common in the Brazilian pharmacy texts because the buying of the requested medicine depends on the negotiation involved during the realization of the Pre-Pay element. However, the same thing is not true for interactions in England. Since customers are usually sure about the existence of the product

and aware of its price, customers at the chemist lack motivation to perform the R element.

As for the P element, both corpora are relatively similar. What distinguishes both situations at this stage is the server's handing in a receipt for the goods purchased at the pharmacy, which is a necessary step for the GH to take place.

At the level of the GH element, on the other hand, a more significant change distinguishes both corpora greatly. As described earlier, at the chemist, GH is performed verbally by the pharmacist - the S2. At the Pharmacy, in turn, GH is introduced by the customer's handing over the receipt to the server - S1 or S2 - who then gives the goods to the customer non-verbally.

As discussed previously, GH is followed by Closing (CL), which stands for the last element performed at the pharmacy. As for CL, nothing distinguishes both corpora. In other words, CL is performed by the interactants in the two contexts following the same 'paths' and 'options' of the flowchart representation. At the chemist, however, the last element to be performed is GB. The occurrence of this element in the British interactions and its absence from the pharmacy's interactions should also be approached in terms of cultural differences, rather than in terms of the different physical organization which the studied locations present.

3.6 - Conclusion

What emerges from the discussion above is the fact that the unfolding of a similar social process - the buying of medicines - at two different locations cannot be represented in one single flowchart. The inclusion and exclusion of elements in the generic structure of the texts stand as the main constraint for achieving this single representation. Of course, it would be possible to come to a unified version of the two flowcharts. However, in doing this,

I would not advance towards the necessary understanding of what takes place as the social processes unfold in the two different societies. Actually, I would inevitably end up with the original design of Ventola's comprehensive flowchart representation of service encounter interactions.

CHAPTER FOUR

The Flowchart Representation of the Travel Agency Texts

4.1 - The Brazilian Travel Agency Data

In the last chapter I discussed the results of the generic structure of the Brazilian pharmacy and the British chemist texts. I will now present the other situation - the travel agency - in order to reveal the generic structure of the texts which form the Brazilian and the British travel agency data. I will first discuss the actualized generic structure of both corpora separately. Secondly, I will present the flowchart representation of the interactions which form both corpora. Similarly to the pharmacy and the chemist data, this representation derives from the generic structure elements and their sequence within the texts. I will again limit my discussion to the two most representative generic structures. The other texts will be considered variations of this main structure, since their occurrence is not significant enough to allow any generalization.

Moreover, I will provide the travel agency data with an analysis of the element Service (S). This analysis follows some of the contributions of Bowker's (1983) work on Service Encounters. Such a study is, in turn, based on Edmondson (1981) model of analysis.

Edmondson's approach sees a conversational unit as both illocution and interaction. According to him, the participants of any encounter have both a 'social' and a 'communicative' competence.

They make use of different conversational strategies in order to achieve conversational goals. By conversational strategy, Edmondson (1981) means "the manipulation of interactional structure in conversational behaviour, in the interests of achieving conversational goals" (p.115).

As far as the travel agency corpora are concerned, most of the differences between the two languages emerge in the performance of conversational strategies found at the level of the element S. Unlike the interactions which take place at the pharmacy and the chemist, the travel agency interactions are mostly loaded with a lot of information and negotiation during the Service element. The various moves which take place here are not successfully portrayed by the flowchart representation. Hence, the need for a micro analysis of the kind developed by Bowker (1983). In other words, I will look at what speakers are doing as the S element unfolds. I need to make clear that this micro perspective does not substitute the flowchart representation. Rather, it complements the overall picture presented by the flowcharts. I must add that my aim in developing this complementary analysis in this chapter is to show contrastively certain aspects of the data which are not made explicit by the flowchart representation.

Since I consider these two types of analysis complementary to each other, they will be developed simultaneously in this chapter.

Let me start, then, by discussing the Brazilian travel agency data.

4.1.1 - Actualized Generic Structure of the Brazilian Travel Agency Texts

The twenty texts analysed can be classified in eleven different groups according to their generic structure. As far as the S element goes all the twenty texts are discussed in terms of the

customer's initial request. Four types of Service request emerge: 1. ticket-purchase, 2. information-request, 3. booking-checking, and 4. excursion-ticket encounters. I will discuss each of these types of encounters relating them to the generic structure classification.

As suggested earlier, ten texts (50% of the data) display one single generic structure composed by the following elements: SB / S / P / GH / CL. Taking the customer's initial request into consideration all of these texts can be classified as far as content is concerned as **ticket-purchase encounters**. In other words, in each one of these ten instances the customer has as his/her main goal the buying of a ticket. Let me illustrate the present discussion with an example from the data.

Text 1

S: oi!
 C: Blumenau. / amanhã. / uma e quarenta.
 S: uma e quarenta?
 [fills in ticket and telephones to book]
 pode ser 36? (referring to seat number)
 C: pode.
 S: e 1.055.
 C: [fills in cheque / gives it to S]
 S: [gives ticket to C]
 C: obrigado.
 S: de nada.

As can be seen from the example above, a minimal interactional structure can be abstracted from these texts:

- a) Server greets or utters Service Bid (SB);
- b) Customer presents his/her request (initiates the Service - S - element);
- c) Server fills in ticket and phones coach station to book seats (complements the S element);
- d) Server announces prices
- e) Customer pays and gets tickets (Pay and Goods Handover take place);

f) Customer and server close the interaction (Closing and Goodbye take place).

The six steps outlined above represent the paths which are followed by the interactants. After the opening of the interaction performed by the server, the customer launches into his/her sale request. Usually, sale requests at the travel agency are loaded with what Bowker (1983) calls 'bits of information'. Based on Bowker's study I have identified in encounters which deal with information about fares or the actual purchase of tickets in both Brazilian and British contexts some information bits which customers convey to servers at different parts of the conversation. Some of these information bits are:

- a) Ticket fares - This is a request for fare information. It is worth stating here that this request should not be taken as the realization of the Pre-Pay element. Instead, it is here the basic task of the service. In other words, customers in these encounters have as their main goal to seek information about ticket fares.
- b) Departure (from) - This information bit is frequently optional as servers usually assume customers want to leave from the place they are buying the ticket.
- c) Arrival (to) - Regarding the purchase of tickets, this is the most important bit of information. It is usually stated at the very beginning of the interaction.
- d) Via - This bit is only necessary where there are alternative routes. Actually, most of the time, this information is provided by the server.

- e) Mode - This information is usually provided by the customer at the beginning of the encounter. When this does not happen, servers usually inquire about it at the beginning of the encounter.
- f) Single / Return - This bit of information is also essential when negotiating fares. It is usually provided by customers at the very start of the interaction.
- g) Student Status - In England and for travel agencies located on the university campus, this information stands as one of the most important ones. As suggested earlier, most airlines give a percentage of discount for students. Furthermore, coach and train tickets cost approximately 30% less for students who hold coach / rail cards respectively.
- h) Time - The information concerning the day of the journey or period of stay also plays a very important role in ticket-purchase and information-request encounters. It actually determines the cost of the ticket in most of the situations. Customers, however, seem to be usually unaware of this fact and fail to provide the server with this information. It is then the server who usually enquires about it and makes the customer aware of the difference time makes in the cost of a ticket.

Customers use different strategies to get across these bits of information. At the Brazilian travel agency, customers use only one strategy. In other words, customers include all the relevant information in the opening Sale request as follows:

Text 1

...
C: Blumenau. / amanhã. / uma e quarenta.
...

Text 11

...
 C: queria uma passagem pra Blumenau. / sábado. / às 20 horas.
 ...

Although the two texts above present two different types of sale requests: text 1 presents the elliptical form 'Blumenau', and text 11 presents the 'imperfeito de cortesia' 'Queria uma...' - in both texts the customers package the necessary information in one single request. In text 1, for instance, the customer provides the destination, the day and time of his journey to the server. He omits the information bits 'from' and 'mode' because it would be redundant to say that he wanted to leave from Florianópolis (where he is at present) and that he wanted to go by coach, which is the only public means of transportation available on this route. This omission actually proves to be adequate because it does not give rise to any enquiry about these bits later in the conversation on the part of the server. As a matter of fact, gaps regarding essential information are always filled up later in response to the server's question, as the example below shows:

Text 13

...
 C: passagem.
 S: pra amanhã?
 C: Blumenau. / quinta feira. / 18 horas.
 ...

Here, the customer only states the essential information: the fact that he wants to buy a ticket. It is then through the server's elicitation 'pra amanhã?' that the customer provides the other necessary information bits.

Those speakers who introduce these short requests do not work on the assumption that servers can only deal with a restricted number of information bits at a time. Actually, servers seem to cope with the total amount of information customers pour over them rather

successfully. Frequently, servers double check the customer's request, as text 3 shows:

Text 3

 C: horário Camboriú. / amanhã. / às 7 e 15.
 S: 7 e 15. / amanhã. / né?
 [phones to book]

At this point, while the server makes out the ticket she also phones the coach station to book the requested seat. This step taken by the interactants in these encounters also belongs to the element S. During the conversation over the phone there is a pause between the customer and the server which is usually interrupted by the server's asking the customer his preference for seats, like in:

Text 2

 S: [S phones to book]
 20 ou 41? (referring to seat numbers)
 C: 41.

The element which follows S is Pay (P). P occurs in a fixed sequence of two moves. In other words, in all the texts which were analysed, P is realized by the server's announcing the price of the ticket and the customer's paying for it. Text 10 below illustrates this element:

Text 10

 S: [phones to book]
 [fills in ticket]
 544.
 C: [pays]
 S: [gives change to C]

It is important to notice that unlike the Brazilian pharmacy interactions, the occurrence of the Pre-Pay element is not found in the Brazilian travel agency texts. I can only speculate about why

Pre-Pay does not occur in this situation. Two possibilities seem to be the most probable: either customers buy the same tickets quite regularly and therefore know their prices, or customers do not feel the need to check up prices because tickets are sold at the same price in all travel agencies. This common knowledge about the price of the ticket on the part of the customer can also be shown in a request, as in text 13:

Text 13

 S: [phones to book]
 C: eu quero corredor. / 1.400?
 [gets chequebook]
 S: 1.055. / é porque a taxa aumentou. / a taxa de embarque.

Here, the customer reveals his knowledge about the price of the ticket when he utters the sum '1.400?'. However, he presents a request for confirmation, which allows the server to disagree with him. The server presents the new price and then explains: '...porque a taxa de embarque aumentou', indicating that the customer is not entirely unaware of the current price of the ticket. It is also worth saying that the question '1400?' is not an instance of the Pre-Pay element in the travel agency data. Instead, Pre-Pay takes place only when the customer is not familiar with the prices of the products being purchased. It portrays a price inquiry.

As far as the linguistic realization of the P element is concerned, it is most commonly realized by the server's spelling out the price of the ticket in numbers, like in:

Text 1

 S: é 1.055.

The customer, in turn, performs the payment usually non-verbally, like in:

Text 1

 S: e' 1.055
 C: [fills in cheque / give it to S]

Nevertheless, the occurrence of verbal moves within the P element is also found as in:

Text 2

 S: [fills in ticket]
 692.
 C: [gives money to S]
 deixa eu ver se eu tenho trocado.
 S: [keeps waiting]
 C: não.
 S: tens dois?
 C: não. / tem só cinco.
 S: [gives change and ticket to C]

Here, the customer tries to facilitate the task of providing the change for the server. In other words, the customer looks for smaller notes to nearly cover the right amount of money he needs for the payment. The same is also found in text 3:

Text 3

 S: 544.
 C: [gives money to C]
 eu tenho 45.
 S: ah tá!

Although the occurrence of these moves is restricted to these two texts, I assume these moves are frequently used by interactants in Brazilian service encounters either verbally or non-verbally. I also assume that these moves do not occur more frequently because customers make most payment transactions by cheque.

In the texts under analysis, the Goods Handover (GH) element is only realized non-verbally. After receiving the payment (either cash or cheque) from the customer, the server hands over the ticket, sometimes together with the change:

Text 2

...
 S: [gives change and ticket]
 ...

The last element of these texts is Closing (CL). Since this element is fully discussed in chapter two, I will limit myself here to one example of its occurrence:

Text 1

...
 C: obrigado.
 S: de nada.

Let me now focus on some other texts which are not classified as ticket-purchase encounters.

Regarding the generic structure text 8 presents some significant differences if compared to the texts approached so far. Text 8 contains the elements: S / CL. It is characterized by the lack of SB and particularly by the lack of the elements which follow S when it is successfully achieved.

As far as the customer's initial request is concerned, this text is classified as an **information-request encounter**. The structure of these texts is marked by the absence of P and GH as can be seen in the text below:

Text 8

S: [busy doing something else]
 C: me dá só uma informação. / vocês vendem passagem Catarinense aqui?
 S: sim. / ida e volta.
 C: tá. / obrigada.

Here, as indicated above, the customer launches into her request without receiving a SB from the server. However, she does that by getting the server's attention to her request: 'me da so uma informacao'. This move has at least two functions: it attracts the server's attention and it reduces the chances of any possible

misunderstandings of her request. In other words, the customer tells the server what she will do next and in so doing she mitigates the force of the utterance by saying 'me da **so** uma informacao'. Hence she stresses that she does not require from the server any other effort besides answering a question.

Concerning the SB element, it is worth noticing that, similarly to text 8, text 14 lacks this element too.

Text 14

S: [on the phone]
 C: oi. / eu marquei uma passagem.
 S: **so** um instantinho. / ta?

Here, the customer also launches into his request without the server's providing a SB. Although he mitigates by saying 'oi', he does not succeed in establishing the server's necessary attention for the start of the service. In fact, the server reacts showing disapproval of his unexpected and inopportune request.

This strategy shows the importance of the element SB. In fact, not only servers but also customers feel the need of receiving a SB before the service starts. When this does not happen, interactants find a way to fill in the gap by making use of strategies like the one discussed above in order to achieve their goal.

The third type of text is a **booking-checking encounter**. Text 14 illustrates this occurrence. It is a stage in a flight ticket purchase process, as customers sometimes buy their flight tickets without a fixed date and leave it open until they are sure of the time/day of their flight.

An instance of the task of booking-checking encounters is shown in text 14 below:

Text 14

S: prá que dia a senhora quer que marque?
 C: eu quero pra terça feira.
 [books over the phone]
 S: oh Eliane__
 [explaining ticket]
 C: deu?
 S: dia 29? / né?
 C: tá.
 S: de Novembro. / 134 com 262. / 9 e 20 no aeroporto. / tá?
 ...

In other words, servers ask for the chosen time, issue the ticket, and then explain to the customer the details concerning the ticket, day, flights, time of departure and arrival.

The fourth type of text involves the **buying of an excursion ticket**. Text 15 illustrates this encounter where customers and servers are engaged in the process of choosing the place, the day, the itinerary as well as other details of the small journey. This text has the following generic structure elements: SB / S / P / GH / GB / CL. The following utterances extracted from text 15 illustrate the structure found in texts of this kind.

Text 15

S: então a senhora queria um passeio para Blumenau?
 C1: e / nós táamos agora com dois dias livres. / né? / então queríamos conhecer um pouquinho aqui.
 C1 a gente queria ver____
 S: o que teria de passeio?
 C2: o que é que vocês têm de passeio. / o que é que vocês sugerem?
 S: tá. / só um minutinho que a Tina (S2) toma conta do congresso. / ai eu vou ver com ela. / tá?
 ...

The excerpt above illustrates the first stage of this kind of interaction. This type of encounter differs from a ticket purchase encounter, for instance, because customers are not always sure about information bits like: mode, price, time, itinerary, etc. Therefore, in this type of encounter customers elucidate their plans and ask

servers for suggestions. Suggestions play a very important role within the S element. However, because this type of encounter occurs in only one text in the data, I will not draw any generalization concerning the structure of this text. Therefore, I will take the moves which express suggestions as another feature of the element S in the travel agency interactions.

Apart from the moves which function as suggestions within the element S, other details about the journey also constitute the element S, like the description of the itinerary as shown below:

Text 15

 C1: pra Blumenau. / mas passa em____
 S: Camboriú. / Joinville.
 C2: Joinville?
 S: não. / Joinville não passa. / Joinville é mais. / mais longe. /
 passa em Camboriú. / passa em Itapema.
 C2: Itapema?
 S: vai pra Blumenau. / Itajaí né lógico. / passa por dentro assim. /
 aí para na Moelmann pra cristais. / passa na Hering em Blumenau. /
 pra conhecer malhas.

The other elements which form the generic structure of text 15 (P / GH / GB / CL) are organized in almost exactly the same way as in the other texts approached.

I must add, however, that these elements are introduced in a different conversational style because of the negotiation which takes place in this kind of purchase. The realization of Pay, for instance, follows an informal sequence, like in:

Text 15

 S: oh gente. / esse preço que tá. / de oito mil cruzados. / é preço
 pra mais de 10 pessoas.
 C2: tá.
 C1: eu sei.
 S: tá bom. / então pra vocês dois teria de ser 12 mil.
 C1: sei.
 S: porque só são duas pessoas. / aí realmente (). / é geralmente
 eu acho que devem ir numa Veraneio.

From the excerpt above, one can then understand that prices for excursion tickets are not fixed. Rather, they depend upon some variables like the number of passengers, means of transportation used, itinerary to be followed, and particularly on the travel agency which organizes the journey. These features give the Excursion-ticket purchase encounter a more conversational and less predictable structure, compared to the Information-request encounters, which are usually relatively straightforward.

Because of the nature of these interactions, participants may frequently deviate from the main topic of the encounter and engage in a different topic which does not belong to the service encounter context. In other words, interactants switch from the service encounter genre to a casual conversation. It is important to stress that the shift which I am referring to here is not similar to the ones which occur in the element Advise previously discussed. Let me illustrate what has been discussed above with an example from the data:

Text 15

...
 S: não. / não sei. / parece que vai ter uma outra excursão. / saindo pra Blumenau. / eu vou me informar agora. / e já te passo. /
 (pause)
 S: ta bom o congresso?
 C2: ja terminou.
 C1: ta terminando hoje.
 S: ta terminando hoje?
 C2: hoje foi que ele ficou. / mas___ .
 C1: () os outros dias eu não pude sair.
 S: vocês não foram à noite alema?
 C1: fomos.
 ...

As can be seen from the excerpt above, the server takes advantage of a pause - so as to get the right information about the journey over the phone. She then introduces a topic - "o congresso" - which can be taken as belonging to a casual conversation. Once the structure of the encounter becomes rather informal, interactants

remain involved in the casual conversation genre for a considerable amount of time. In fact, they keep switching back and forth from one genre to another, as these utterances reveal below:

Text 15

C1: aí teve uma noite alemã também. / né?
 C2: e duas.
 S: aí é por isso. / coincidência.
 C1: e teve dança também. / chamou a menina pra dançar e tudo.
 C2: teve dança. / mas eu tava achando que alguma coisa não tava batendo. / e que terminou às duas horas também.
 S: anham.
 C2: mas eu saí de meia noite.
 S: ah! / deixa eu ligar pra () direto.
 [starts making the phone call]
 C2: é. / e quantas horas de viagem? / o per? / percurso todo?

It is interesting to notice that it is usually the server who first switches to a different genre, and probably realizing that the service is somehow delayed, she switches back to the service encounter genre. The server's control of this 'genre switching' process shows her control over the entire interaction as well.

Furthermore, it is worth mentioning that this phenomenon is not a constant feature of every travel agency text that was analysed. Rather these shifts take place in interactions which allow for a degree of joint negotiation and planning - like putting a trip together. Such interactions tend to be long, with participants holding longer turns, introducing several pauses, among other contextual features which together trigger a different genre.

Although these shifts in genre are important for cross-cultural studies and studies on genre typology, their study is beyond the scope of this research, especially because its occurrence is limited to only one text - text 15.

From the above discussion, it can be concluded that the element S in the travel agency involves the following tasks: a) the

booking/checking of seats; b) the buying of tickets; c) providing general information, and d) buying of excursion tickets.

As said earlier, the other texts which form the Brazilian data (50%) are seen here as variations of the most recurrent structure discussed above. I need to make clear that some of these texts were used in the discussion above to illustrate certain features which are shared by the whole corpus, irrespective of their generic structure classification. The variations found in the structure of these texts can be seen in the table below:

TEXTS	Generic Structure Elements
7	SB / S / P / GH / CL / GB
8	S / CL
12	SB / S
14	S / GB / CL
15	SB / S / P / GH / GB / CL
16	S / GB
17	GR / S / CL / GB
18	SB / S / R / P / GH / CL
19	SB / S / CL
20	GR / S / P / GH / CL

TABLE 4.1 - Brazilian Travel Agency Texts: Variations of the most recurrent Generic Structure.

4.2 - The British Travel Agency Data

In this part, I will discuss the results concerning the generic structure of the texts which form the British travel agency data.

4.2.1 - Actualized Generic Structure of the British Travel Agency Texts

The twenty texts can be classified into eight different groups as far as their generic structure elements are concerned. However, three main groups emerge from this classification comprising 75% of

the corpus. I will, therefore, limit the discussion to these most representative generic structures.

Similarly to the Brazilian data, these twenty encounters are classified according to the customers' initial request. Here, these requests comprise five types of encounters: a) information-request encounters; b) ticket-purchase encounters; c) timetable-request encounters; and d) booking / checking encounters and e) leaflets collection. As indicated earlier, these tasks are all part of the element S.

Group 1 of texts consists of six texts, which share the same generic structure elements: SB / S / CL. Text 4 below illustrates this group of texts:

Text 4

S: hi! / can I help you?
 C: yes please. / I'd like to go from Birmingham to Keunilwara.
 S: by train? / or by bus?
 C: er. / the train goes as far as Leamington Spa. / Is there a bus service that goes anywhere near there?
 S: it will be a Midland Red Service. / you'll have to ring Midland Red.
 C: right.
 S: yep.
 C: so. / these will be one. / I'm sure it will be a lot easier.
 S: yep. / it's one of the Midland Red buses. / though. / it's not the local network.
 C: okay. / right. / thanks. / okay. / thanks very much.

Within group 1, texts which involve **request for information** (texts 4, 6, 12), **bookings** (texts 11, 15) and **timetables** (text 18) all share the same generic structure. These texts have in common the lack of the elements P and GH, whose occurrence is only motivated by the buying of tickets.

Unlike ticket-purchase encounters, particularly train and coach tickets, **information-request** interactions usually involve a lot of negotiation. These negotiations give the participants longer turns, like in text 6, for instance:

Text 6

S: What can I do to help?

C: I'd like to find out the fares for Summer. / as I'm going to Malaysia.

Here, the customer states at the very beginning of his request that he wants to know the fares of all airlines which fly to Malaysia. Since international flights are very popular in England, a wide range of airlines with different conditions, fares, and routes is usually available for customers. Text 6 also shows this type of service:

Text 6

S: do you want a return ticket? / or just one?

C: return.

S: is it a student fare you're looking for?

C: yeah.

C: have you got any with Singapore airlines?

S: no. / no. / I haven't. / I've got KLM. / which is the Dutch Airline. / that's 585. / and Airlanka is 546.

As suggested above, information-request encounters usually present longer turns as compared to coach ticket-purchase encounters. This is motivated by the different options customers are usually provided with, as well as by the different needs customers have. In the above text, for instance, the customer wants to know the fares as well as other details of three different flights. First, he asks for the flight to Malaysia. Then he asks about the flights to America (he means USA) and finally to Cologne:

Text 6

C: what are rates like to America? / just. / just the air tickets?

S: where to? / where to?

C: Houston. / Texas.

C: so. / what about Cologne? / Germany?

In examining the content of encounters dealing with information on fares as well as those dealing with the purchase of tickets, one can also identify a total of at least eight information bits, which customers usually have to convey to servers at some stage of the encounter. They are: a) Ticket fares; b) Departure (from); c) Arrival (to); d) Via; e) Mode; f) Single / Return ticket; g) Student fare; h) Time.

There is an open choice for customers of how many of these bits to include in their opening request. Some customers find some difficulty in phrasing their request so as to include all the necessary bits. Other customers, on the other hand, achieve greater fluency, like in text 16 below:

Text 16

S: can I help anybody?

C: yes please. / Can I have a rail card and? / er. / I already want to make use of it. / I mean. / I want a ticket. / Birmingham / London.

This example above does not represent the most frequent pattern found in the British travel agency. As a matter of fact, customers work more commonly on the assumption that servers can only deal with a limited amount of information at a time. The data show that servers at the British travel agency work most commonly with individual requests at a time. This is also evidenced by text 16:

Text 16

S: can I help anybody?

C: yes please. / can I have a rail card and? / er. / I already want to make use of it. / I mean / I want a ticket / Birmingham / London.

S: right. / first. / have you got two photographs with you?

S: it's four pounds fifty.

C: yes. / can I have the ticket from Birmingham London as well?

S: oh! / yes. / sorry.

As can be seen, the server could only manage to process and execute the first request, forgetting the second part of the customer's request. The need to work with each of the requests separately is also made clear when the server starts his turn by saying: 'right / first /...'.

In general, my data indicate that customers at the British travel agency frequently provide servers with the most essential bits of information in their initial request. This habit gives, then, rise to enquiries from the server on the other information bits. Hence, the first moves of these encounters are usually short questions and answers which cover the information bits outlined above. Text 3 illustrates this common pattern:

Text 3

S: hi. / Can I help you?
 C: yes. / please / a ticket.
 S: okay. / where would you like to go?
 C: Edinburgh.
 S: when?
 C: for Thursday.
 S: () on the top please? / where are you supposed to be taking the train?
 C: er:: / Birmingham New Street.
 S: and coming back to New Street as well?
 C: yeah.
 S: what day are you coming back from Edinburgh? / then?
 C: Sunday.

Along with the analysis of text groups, let me now focus on group 2, which is represented by texts with the following Generic Structure elements: SB / S / CL / GB. The five texts which form this group basically differ from the texts of group 1 because they include the element GB.

As far as content is concerned, they can be classified as **information-request encounters** (texts 7, 10 and 13); and **booking-checking encounters** (texts 5 and 9). Texts 10 and 9 illustrate respectively these two kinds of encounters:

Text 10

S: can I help you?

C: **yes.** / I just need some information. / I mean. / it's about the coach card.

Text 9

S: can I help somebody?

(more than one customer waiting)

C: **sorry.** / I would like to check my ticket to Bombay.

As discussed above the structure of these texts only differs from that of group 1 because of the inclusion of the element GB. Within the element S the same negotiation involving the eight information bits occurs. It should be added that customers in this group of texts also frequently introduce one request at a time more frequently. Text 7 illustrates this occurrence:

Text 7

S: hello. / can I help you?

C: **yes.** / **please** ()?

S: right. / er:: / we deal with Godfrey Davies. / the car Europe.

C: **okay.** / and the other thing is. / what's the cheapest price of a flight to Malaga?

S: when are you travelling?

Although I could not fully transcribe the first request, one can infer that the customer first requests information concerning car rental service. After going through the details which direct her to the necessary information, the customer presents her second request.

Group 3, on the other hand, comprises four texts which present a more straightforward structure compared to the ones which belong to groups 1 and 2. The texts which form group 3 display the following generic structure elements: SB / S / P / GH / CL. They can be classified as **ticket-purchase encounters** as far as content is

concerned. Text 2 below illustrates the structure which this group shares:

Text 2

S: hi. / can I help you?
 C: a ticket. / from the University of Birmingham. / and then New Street.
 S: er. / when would you like to go?
 C: on Thursday. / the ninth.
 S: [fills out ticket]
 do you want to go back to New Street?
 C: yes. / please.
 S: it's three twenty five. / paying by cash?
 C: yeah.
 [pays]
 S: thank you very much.
 [gives C the tickets]
 C: thanks.

As suggested above, ticket-purchase encounters are all relatively straightforward. This is because customers usually have the necessary information about options, conditions, and other details concerning the purchase of a ticket when they decide to get the ticket. This knowledge is usually obtained through previous encounters of the kind discussed above: information-request and booking-checking encounters. It can be noticed that the category 'ticket fare' is replaced by 'ticket' in these encounters, like in text 1 below:

Text 1

S: can I help you?
 C: yes. / a ticket to Lancaster.
 ...

Sometimes, however, this information is not fully given as in text 17 below:

Text 17

S: can I help?
 C: could I have a return to Stratford? / please?
 ...

The reason this information is not always given is that 'return to Stratford', for instance, is sufficient to indicate that a ticket, and not a single information, is being requested.

Within the element S the same negotiation involving questions and answers about the information bits takes place. However, as stated above, the category 'ticket fare' does not occur. It is actually substituted by the category 'ticket' and the actual action of paying (the P element), as follows:

Text 3

```

...
S: okay. / with the special offer. / it's going to cost you.: /
sixteen pounds and fifty pence. / so sixteen fifty (    ). / twenty
four altogether.
C: [pays]
S: [gives C tickets]
...

```

As can be seen from the excerpt above, the element P is often realized by the server's announcing the cost of the ticket and by the customer's paying. The customer's move can be either non-verbal, as in text 3, or verbal, as in text 1:

Text 1

```

...
S: it's six seventy five altogether. / right? / six seventy five.
C: six seventy five. / pay S.T.A?
S: yes please.
...

```

The element which follows P in these texts is GH. Like in most of the interactions discussed in this work, GH is realized non-verbally. In text 17, however, the element GH is also realized verbally, as shown below:

Text 17

```

...
S: so. / that'll be two pounds fifty. / please.
C: [pays]
S: here's your ticket. / thank you.
...

```

Finally, text 20 illustrates a **leaflets collection encounter**.

This text includes the following generic structure elements: GR / S / CL. Text 20 is the only text which presents GR. It is also the shortest of the twenty texts that were analysed. In this type of encounter, customers make use of this service without interacting with servers, that is, they enter the service area, pick up one or several leaflets from the shelves and leave the area without any verbal interaction. Text 20, then, represents one of the very few verbal interactions in which this service is explored.

Text 20

S: hi!

C: hi! / can I just pick up one of those leaflets please?

S: oh yes. / please. / help yourself.

C: thanks.

The interaction above illustrates the possibility of customers to perform the element S alone, that is, without the direct interference of the server. However, this does not mean that the element S is only performed by the customer in this interaction. Conversely, in providing travel agencies with shelves and leaflets displayed on them, servers perform in a more indirect way their part in the execution of S. In fact, servers bring this kind of service to customers' notice by attaching a sign to the shelves which says: 'HELP YOURSELF TO A LEAFLET PLEASE'. In text 20, this sign has probably escaped the customer's notice.

From the above discussion, one can conclude that, similarly to the Brazilian travel agency texts, the element S in the British interactions involves a lot of negotiation and the manifestation of different tasks: request for information and timetables, booking and checking of seats, purchase of tickets and leaflets collection.

As said earlier, the other texts which form the British travel agency data (25%) are variations of the most recurrent structures discussed above. It is also worth stressing that some of these texts

are used in the discussion to illustrate certain features which are shared by the whole corpus irrespective of their generic structure elements. The variations found in the structure of these texts is shown in the table below:

TEXTS	Generic Structure Elements
8	S / CL / GB
14	SB / S / R / CL
16	SB / S / P / GH / CL / GB
19	SB / S / R / CL / GB
20	GR / S / CL

TABLE 4.2 - British Travel Agency Texts: Variations of the most recurrent Generic Structure.

4.3 - The Modified Flowchart: The British and The Brazilian Travel Agency Data Contrastively Viewed

In the previous section, I examined the Brazilian and the British travel agency corpora separately, let me draw some parallels between them. This will be done by cursorily describing the flowchart representation below.

Before I start discussing the flowchart, I should make clear that it displays the same organization of Ventola's original flowchart as well as the added modifications I describe in chapter three. In other words, I have provided the flowchart below with two other lines leading downwards in order to account for the interactions in which more than two participants are involved. As for the representations used, they also keep the same meaning as the ones described in chapter three: solid lines stand for actual and verbal interactions among speakers; dotted lines, in turn, stand for

an unlikely but possible interference from a second speaker (S2 / C2) on either side; furthermore, dot-dash-dot lines represent a very likely occurrence of interference from second speakers; and finally, broken lines stand for non-verbal activities. Besides these modifications, the two-plane representation of the interactants' order of entering and leaving unfolding in time is also used in the flowchart below.

As the analysis of the data has shown, the interactions which take place in both British and Brazilian travel agencies can be represented by a single flowchart. This occurs because the two corpora are formed by texts which share the same generic structure elements. As discussed earlier, more than 50% of the Brazilian interactions present the following sequence of elements: SB / S / P / GH / CL / (GB). This pattern, in turn, is only found in 25% of the British interactions due to the fact that 75% of the these interactions do not involve ticket purchase. This fact determines, then, the absence of the elements P and GH. Consequently, in order to represent these interactions, the option of skipping the elements P and GH is indicated, in the flowchart, by the wavy square (GO FORWARD TO CLOSING), which is found immediately after the start of the element R.

As for the realization of R it should be said that, although it occurs very moderately in the data, in 10% in the British and in 5% in the Brazilian corpora, it is represented in the flowchart below. This is done because I assume that, when customers engage in ticket-purchase encounters, the decision to buy the ticket has been previously taken. In other words, customers usually get the necessary knowledge (fares, time, etc.) for accomplishing their goal in previous meetings. Since this decision has been made, their explicit resolution becomes unnecessary, if not redundant.

Similarly to the elements discussed above, the elements P, GH and CL are all performed relatively in the same way in both corpora. In other words, these elements obey the same sequence and present almost the same frequency within both corpora.

The same also holds true for the element GB. In fact, GB is present in 40% of the British interactions and in 25% of the Brazilian ones. Both figures are representative enough for the occurrence of GB in both contexts.

Despite the fact that both British and Brazilian travel agency texts can be represented by one single flowchart, some specific features in these interactions make both corpora distinct. Most of these differences are usually found at the level of the element S and were discussed in the analysis made in this chapter.

The first of these differences involves the strategy customers most commonly use to get across the necessary bits of information. As discussed previously, Brazilian customers tend to include all relevant information in the opening request. Some of these customers actually achieve great fluency in spelling out their requests.

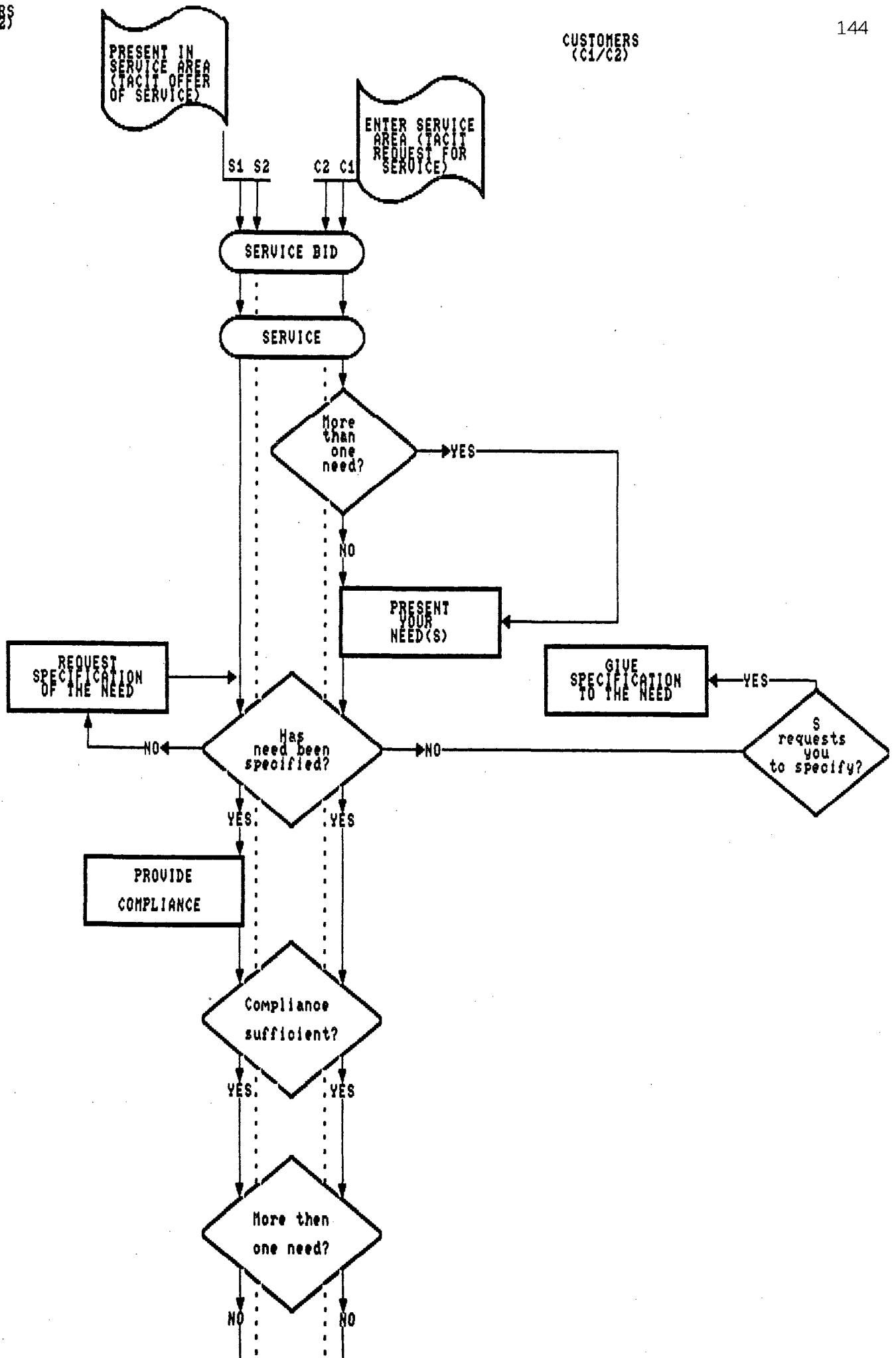
By contrast, English customers tend to give only the information that they consider to be most essential. By not including all the necessary bits of information at once, customers give, then, rise to enquiries about the missing information from the server. Therefore, it can be said that English customers work more commonly on the assumption that servers can only deal with a limited amount of information at a time.

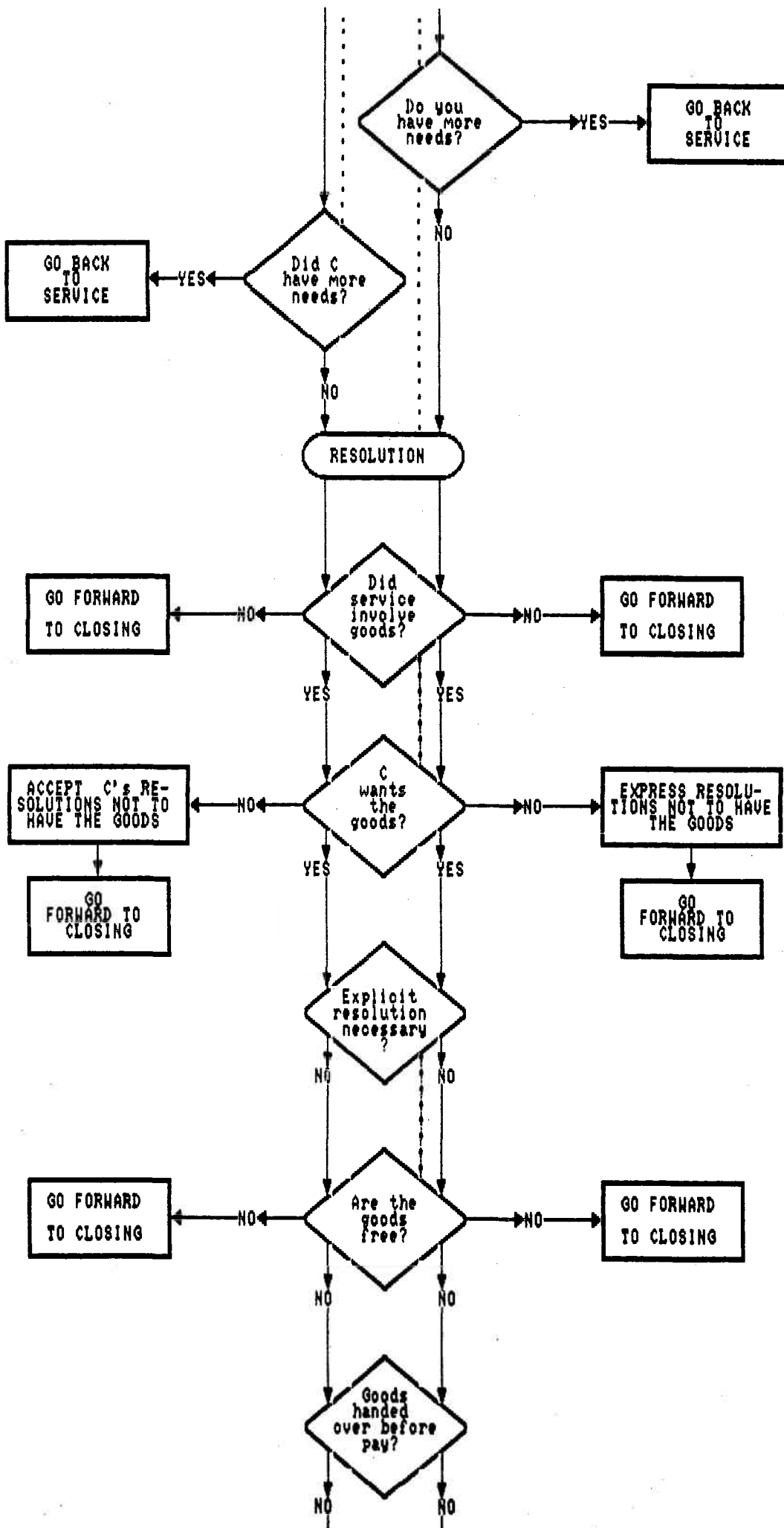
In order to cope with the strategy used by Brazilian customers, Brazilian servers have developed the strategy of introducing checking moves. As discussed in the first part of this chapter, these moves are made by servers following the customers' initial request. These moves indicate a partial comprehension on the servers' part, but at the same time they reveal the servers' need to

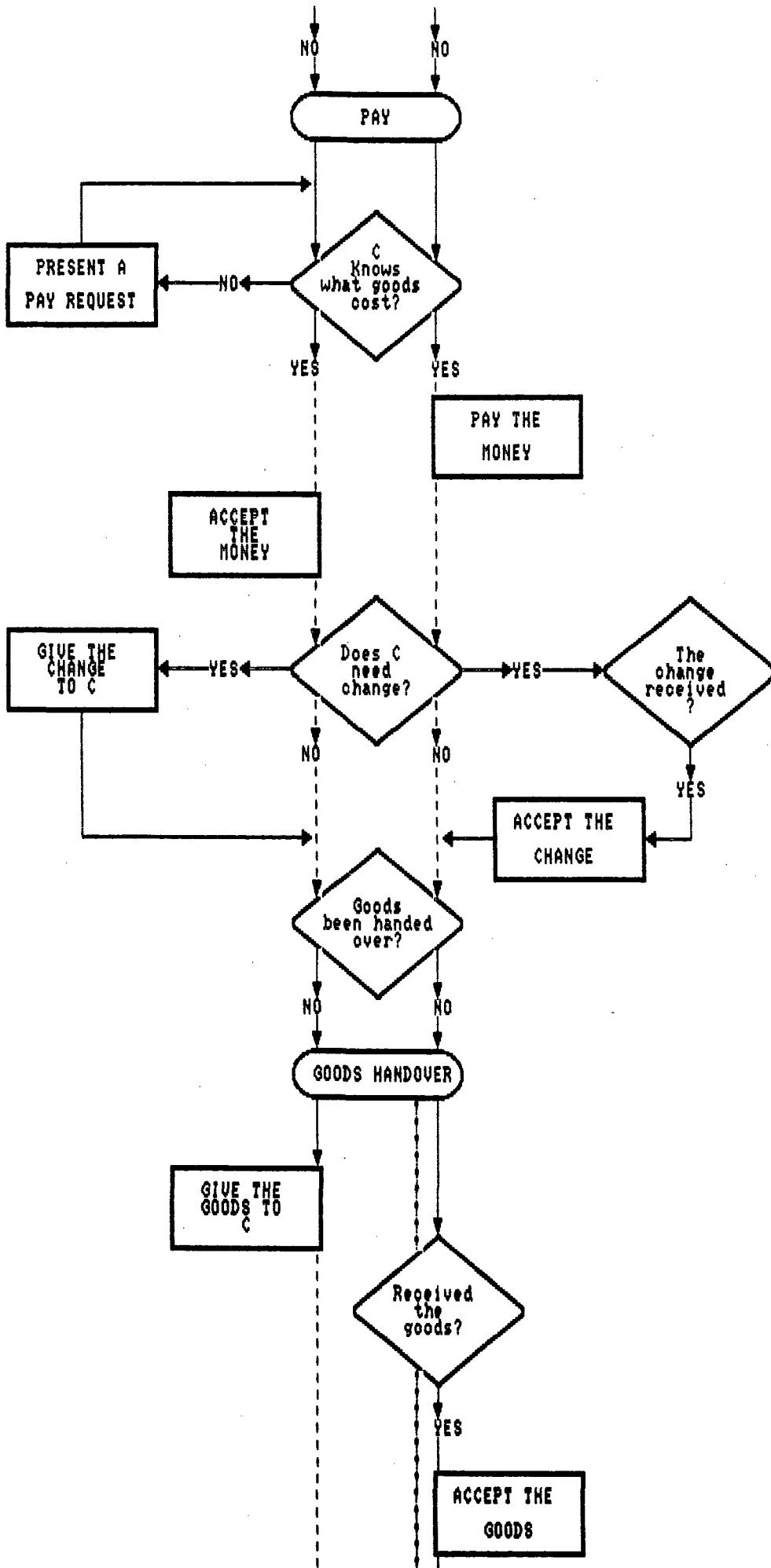
check whether they are or are not in the right direction. One might also regard these moves as aides-memoire. From this perspective, servers would repeat the information simply trying to internalize it for him/herself.

Unlike the Brazilian servers, the English servers do not make use of clarification sequences. This is not surprising since English servers, as discussed earlier, demonstrate that they can only deal with individual bits at a time. The checking moves are, then, replaced by the servers asking for the bits of information which are not included in the customers' initial request.

The flowchart below is a modified version of Ventola's original model. It represents the generic structure of the Brazilian and the British travel agency interactions.







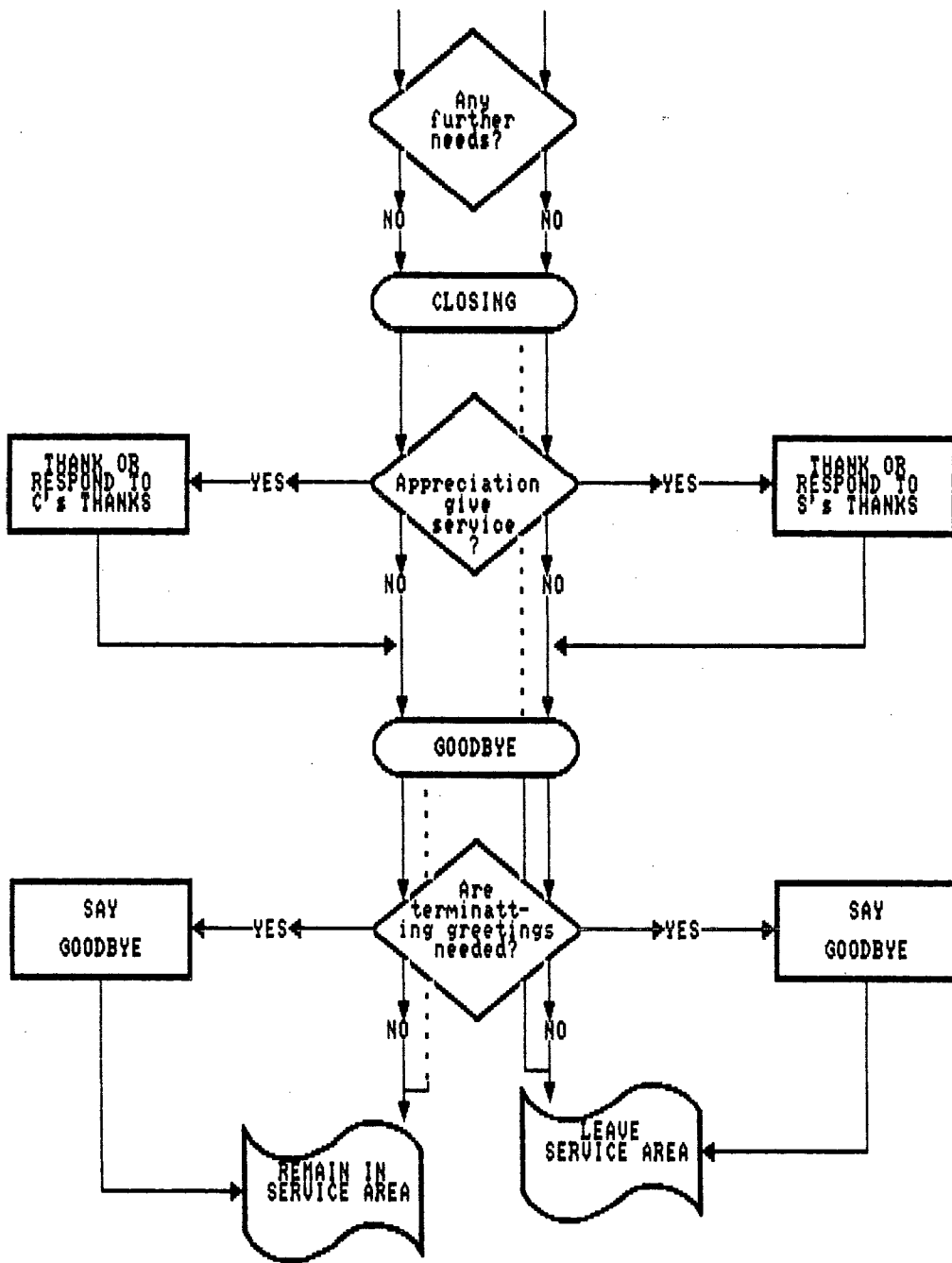


FIG. 4.1 - The Flowchart Representation of the Brazilian and the British Travel Agency texts.

4.4 - Conclusion

After pointing out differences and similarities found in the realization of British and Brazilian travel agency texts, I can now draw two main conclusions. First, it seems that cultural variation in this situation is not sufficient to determine a different generic structure for the travel agency texts. In fact, by achieving the design of this single flowchart, I have demonstrated that travel agency encounters unfold in the same way in both Brazilian and British contexts. This result indicates that the travel agency situation reveals a less culture-specific organization compared to the pharmacy and chemist interactions. This is actually necessary given the diversity of their customers' background (a composite of nationalities, ethnicities, languages, etc.), as well as the nature of the daily service provided. However, there is a warning to be made here: By generalizing about the unfolding of these encounters in terms of a flowchart representation, I am not suggesting that the two corpora are entirely similar. As discussed previously, the two corpora reveal certain features which differentiate one from the other. Nevertheless, these differences are not significant regarding the configuration of the flowchart design.

What I am arguing here is that the flowchart - although it aims at fully representing one social process - can obscure some of the unfolding steps in these encounters. This can very easily occur if more subtle details are not made explicit in a more descriptive way. In other words, the flowchart representation does not capture certain features which occur at a lower level - that of the moves, for instance. In this chapter, I have tried to fill this gap by providing the texts which form my data with both a flowchart

representation as well as a complementary detailed discussion of the content of the S element.

CONCLUSION

This dissertation has made use of a contextual theory and a model of language which enable one to account from a dynamic point of view for variation on the plane of genre. Ventola's (1987) model was chosen for the analysis because it is designed for the analysis of service encounter texts from a dynamic perspective. The main objective of this dissertation was to identify and contrast the generic structure of the service encounter interactions which take place at the pharmacy and the chemist as well as at the travel agencies located on the campuses of the Federal University of Santa Catarina and The University of Birmingham. This research was motivated by the hypothesis that these social activities are carried out following a different sequencing of generic structure elements. Specifically, this research addressed three major research questions:

- 1- Upon assuming that there is a generic structure that underlies service encounter texts (Ventola 1987), what specific generic structure elements characterize encounters in British-English and Brazilian-Portuguese?
- 2- Is the sequence of service encounter elements similar or different in these two languages? If there are differences, what are they and under which condition do they emerge?
- 3- Can these service encounters be represented by an identical flowchart? Which are the most frequent 'decisions' and 'paths' taken in each language?

I will now bring together the results of my analysis, relating them to the research questions outlined immediately above. I shall also, at the same time, suggest how they might have some bearings on Foreign Language Teaching (FLT). I do not attempt to extend any conclusions beyond my own data, except in a general way; whether the findings arrived at here can be extended to other settings and other types of service encounters is for further research to decide.

This study has shown that there is a generic structure that underlies service encounter texts produced in the four analysed settings in Brazil and in England. Moreover, it is also discernible in the data that the sequence of the actualized generic structure elements of each text, irrespective of the situation in which it is produced, have been shown to vary. The different options and paths taken by the participants are captured by the flowchart which is a representation of the dynamic text unfolding process.

In approaching the pharmacy and chemist situation it was found that the sequence of the service encounter elements of the pharmacy varied a lot. However, two main groups were identified as representing the most frequent realizational patterns. The same was found in relation to the texts produced at the chemist. It was also seen that Ventola's flowchart presented the necessary options and paths to accommodate the actualized generic structure elements of the British-chemist interactions. However, the same did not hold true for the interactions which took place at the Brazilian-pharmacy. In other words, it was shown that the original version of the flowchart could not account for the realization of the elements Advice and Pre-Pay, commonly found in the generic structure of the Brazilian-pharmacy interactions. Therefore, a modified version of Ventola's flowchart was produced and discussed.

Although a few similarities were found between the two corpora, a single flowchart representation of both pharmacy and chemist

situations was not possible to be achieved. Two flowcharts were then designed to represent the most common patterns found in each of these two settings. It is worth recalling here that these two representations are modified versions of Ventola's flowchart. These versions were produced as an attempt to adjust her model of analysis to the actual realization of the generic structure of the texts analysed.

Amongst the differences which constrained one single representation of the pharmacy and chemist interactions some could be explained on cultural reasons, like the presence and absence of GR and GB elements, discussed in chapter two, and the presence of the elements Advise and Pre-Pay in the structure of the Brazilian-pharmacy interactions, discussed in chapter three. Other differences, however, were best explained as being the result of the different physical organization (internal layout) which the studied locations present. Overall, the differences noted between the pharmacy and chemist interactions pointed out to the need to approach these situations as culture-specific, given the fact that the two locations reveal certain features which are found in one culture and not present in the other.

In investigating the generic structure of the Brazilian and the British travel agencies it was shown that a single flowchart representation could satisfactorily account for the variation found in these texts. This was only possible given the similarities found between the two corpora. These are motivated by the internal organization of the two travel agencies which is almost alike for the two countries. One might regard the use of more universal strategies on the part of the participants as a reflection of the common layout of the two travel agencies under study. Most of all, the services performed by travel agencies are geared to natives as

much as to foreigners - this fact, in itself, indicates probably one of the reasons for these cross-cultural similarities.

Along with the analysis of the travel agency data it was also shown that texts produced at these locations present a more complex discourse structure. The more transactional nature of these encounters together with the high degree of negotiation and information which load these interactions, especially at the level of the S element demanded a more descriptive and detailed analysis of the travel agency data. The best means of achieving this was through a complementary analysis of the content of the element Service in the generic structure of texts.

This micro-level analysis allowed me to examine the features of each of the units of the interactional structure. It highlighted certain peculiarities of the element S at a lower rank - that of the acts. This view indicated features which were made obscure by a 'top-down' analysis of the kind developed by Ventola.

With this analysis I did not suggest any shortcomings of Ventola's model. What I am arguing here is that the two analysis they are complementary to each other. This belief is supported by Harris (1988) who assumes that: 'there will probably always be a considerable amount of indeterminacy in language which even a multi-layer and complex model cannot handle' (p.114).

In the course of my discussion, I have also pointed to the importance of non-linguistic moves in the structure of service encounter interactions. Unlike the studies reviewed in this dissertation, these non-verbal strategies were given the same status of verbal moves in my analysis, since certain generic structure elements may be realized either verbally or non-verbally, or like GH, almost exclusively non-verbally. This aspect of my analysis lends weight to the principle that communication occurs not only by verbal means, but equally by non-verbal strategies. Since the two

play important roles in the service encounter process, they should occupy an equal and prominent place in language research and teaching.

This discussion touches on one of the limitations of this study: the realization of non-verbal moves. Unfortunately, I cannot state with complete certainty exactly when and how all the non-linguistic moves took place. Although I was participant-observer in each of the encounters, some non-verbal moves may have easily escaped my notice and the tape recordings. For accomplishing this task more fully a greater deal of time (especially in view of the poor quality of the recordings), and more sophisticated equipment (like video tape) would have been necessary.

Let me now point to the possible applications of this study. I believe part of our aim as foreign language teachers is to equip our students to behave both linguistically and non-linguistically at the micro-level and at the macro-level. The teaching of structures and functions at the micro-level is what communicative approaches to language have been doing through the teaching of speech acts like requesting, apologizing, greeting, etc. What I am arguing now is that the learning of language functions should be related to their placement in interactional structure. In other words, students should be taught to perceive the relationship between the micro-level and the macro-level, that of the social activity (genre).

This area of application is not an area I have concentrated on in this dissertation. However, I venture to agree with Ventola (1984) who says that the flowchart used in the analysis 'seems to have a 'strong applied power' which should not be left unused' (p.285). Of course, this does presuppose more research into discourse analysis, sociolinguistics, systemic linguistics and related areas.

Fewer studies have been concerned with the generic structure of texts, particularly from a cross-cultural point of view. Therefore, although I expect this dissertation to be a contribution toward improving FLT, more research needs to be done before one can apply these findings to FLT syllabus and materials. This study has only examined the variations of the generic structure of texts related to field choices. A necessary part of future research into this subject is to investigate the effects of tenor and mode choices to the unfolding of text structure. The inclusion of the element *Advise* in the generic structure of Brazilian pharmacy interactions, for instance, suggests that tenor choices also change and may alter the generic structure of texts.

The same holds true for mode selections. It is an established fact that genres use different mode options for their realizations. During the recordings, I could observe that at the travel agency, servers and customers hold face-to-face encounters. But servers also make use of telephone calls to execute some tasks (booking of seats, for instance). Although this part of the interactions was not recorded, I could observe that this change in mode had important effects on the linguistic realization of texts. The study of these two situational factors in the light of Ventola (1987) as well as other models, like Goffman (1981), represent profitable areas for further investigation.

Also interesting from a comparative point of view is a comparison between FLT materials and real data. Such a comparison would reveal what, if anything, has been disregarded by FLT material designers.

Finally, FLT would greatly benefit from more studies on cultural variation. This research area is, I suggest, one which is interesting and essential to follow up.

APPENDIX: SERVICE ENCOUNTER DATA

BRAZILIAN TRAVEL AGENCY DATA

Text 1 - C: M / 25 S: F / 30

S: oi!
 C: Blumenau./ amanhã. 1 e 40.
 S: 1 e 40?
 C: [fills in the ticket and telephones to book] pode ser 36?
 [referring to seat number]
 C: pode.
 S: é 1.055.
 C: [fills in the cheque / gives it to S.]
 S: [gives ticket]
 C: obrigado.
 S: de nada.

Text 2 - C: F/ 18 - S: F / 25

S: pois não?
 C: eu queria uma passagem prá Itajaí./ no horário das 17 e 30.
 S: [phones to book] é Itajaí né?/ Itajaí?
 C: é Itajaí. - [S phones to book]
 S: 20 ou 41? (referring to seat)
 C: 41.
 S: [fills in ticket] 692.
 C: [gives money] deixa eu ver se eu tenho trocado.
 S: [keep waiting]
 C: não.
 S: tens dois?
 C: não./ tem só conço.
 S: [gives change and ticket] 'brigada.
 C: [no word/ leaves]

Text 3 - C: M/23 S: F / 25

S: oi!
 C: horário Camboriú./ amanhã às 7 e 15.
 S: 7 e 15. [phones to book] amanhã né?
 C: amanhã

[long pause]

S: [fills in ticket]
 (long pause)
 S: 544.
 C: [pays] eu tenho 45.

S: ah tá.
 S: [gives change / ticket] 'brigada
 C: [no word leaves]

Text 4 - C: M/ 25 S: F / 25

S: oi!
 C: oi! Camboriú amanhã./ 13 e 15?
 S: 13 e 15?
 S: [phones to book / fills in ticket] 544.
 C: [pays / gets the ticket]
 S: [gives change] obrigada.
 C: [no word / leaves]

Text 5 - C: M/ 20 S: F / 25

S: pois não ?
 C: passagem pra Itajaí?
 S: [books / fills in / checks price] 683.
 C: [pays]
 S: [gives change and ticket] 'brigada.
 C: [no word / leaves]

Text 6 - C: M/ 40 S: F / 25

S: pois não?
 C: eu quero duas passagens na Santo Anjo.
 S: Porto Alegre./ que dia? / que hora?
 C: uma para amanhã às 14 horas / e a outra para ().
 S: a outra também é ida?
 C: deixa aberta ().
 S: [phones to book] 34 ou 28? (referring to seat number)
 C: 34.
 S: [fills in ticket]
 C: voce não tem desconto nenhum?
 S: não. / não temos.
 C: [talk to the other receptionist in the room]
 S: 5.726.
 C: [pays]
 S: [gives change and / tickets] obrigada.
 C: [no word / leaves]

Text 7 - C: M/ 28 S: F / 25

S: [looks at C.]
 C: quero passagem ônibus Joinville.
 S: Joinville?
 S: [phones to book]
 C: vocês vendem a volta também aqui?
 S: vendemos./ poltrona 37?
 C: unhum./ ótimo.
 S: [fills in ticket / checks price] 2.280.
 C: [fills in cheque / hands in]
 S: [gives ticket] obrigada.

Text 8 - C: F/ 22 S: F / 25

S: [busy doing something else]
 C: me dá só uma informação./ vocês vendem passagem Catarinense aqui?
 S: sim. / ida e volta.
 C: tá obrigada.
 S: [no word]

Text. 9 - C: F/ 35 S: F / 25

S: a senhora?
 C: prá Blumenau.
 S: prá quando?
 C: quinta feira de manhã às 10 horas./ direto.
 S: [books / fills in ticket]
 C: dá 1.055.
 C: [pays / gets ticket]
 S: obrigada.

Text 10 - C: M/ 20 S: F / 25

S: você o que era?
 C: eu queria uma passagem prá Balneário Camboriú.
 S: prá quando?
 C: dia 7 às 15 e 15.
 S: [books / fills in ticket] 544.
 C: [pays]
 S: [gives change to C. and ticket] vou ficar te devendo um./ tá ?
 C: tudo bem.
 S: obrigada.
 C: de nada.

Text 11 - C: M/ 22 S: F / 25

S: você?
 C: queria uma passagem prá Blumenau./ sábado./ às 20 horas.
 S: [books] 12 horas./ semi-direto?
 C: e depois./ não tem?
 S: não.
 C: vou pegar esse às 12./ então.
 S: [fills in ticket]
 C: [gets money in the wallet]
 S: 1.955.
 C: [pays]
 S: [gives change and ticket] obrigada.
 C: [no word]

Text 12 - C: F/ 45 S: F / 25

C: [arrived and sat down waiting]
 S: a senhora pode sentar aqui por favor./ o que é que era?
 C: a que horas esse vôo chega no ()?
 S: ele chega às doze e trinta.
 C: direto?
 S: direto.
 C: quer dizer que eu posso fazer hoje?
 S: pode fazer hoje./ já.
 C: e aí eu posso comparar?
 S: aí esse./ aí a gente tem de torcer prá que a passagem subir depois do dia 16 aqui./ porque a passagem aérea ela vale por trinta dias./ se ela por exemplo subir dia 15./ dia 16 eu já tenho de estar com ela./ com o preço novo./ se a senhora vai viajar no dia 16 ().
 C: é porque você não quer me vender hoje? [laughs]
 S: não./ não./ não é questão de () é que tem é uma./ uma norma que é como./ não tem interesse./ é trinta dias e não tem./ passou um dia da validade./ tem que pagar a diferença./ se subisse no dia 17./ ah que beleza aí no dia 16 de outubro a gente tiraria.
 C: a passagem./ e aí ela valeria até 17?
 S: tá?
 C: eu vou ver agora se () amanhã ou depois eu passo aqui./ prá fazer a reserva.
 S: tá legal.
 C: ainda tem no vôo?
 S: deve ter.
 C: deve?
 S: deve ter.
 C: [leaves / no word]
 S: [no word]

Text 13 - C: M/ 25 S: F / 25

S: já foi atendido?
 C: passagem.
 S: prá amanhã?
 C: Blumenau./ quinta feira./ 18 horas.
 S: dia 6./ 18?
 C: 18 horas.
 S: [phones to book]
 C: eu quero corredor./ 1.400?
 S: 1.055./ é porque a taxa aumentou./ a taxa de embarque.
 C: [fills in cheque]
 S: [fills in ticket]
 C: [gives cheque / gets ticket]
 S: obrigada.
 C: [no word]

Text 14 - C: F/ 30 S: F / 25

S: [on the phone]
 C: oi./ eu marquei uma passagem.
 S: só um instantinho./ tá? [on the phone]
 S: prá que dia a senhora quer que marque?
 C: eu quero ver prá terça feira.
 S: [on the phone] terça feira./ dia 29./ mais ou menos que horas./ a senhora quer sair direto daqui ou _____ ?
 C: é eu já quero pegar esse vôo das dez.
 S: dez e quinze./ dez e quinze daqui da _____.
 C: da VASP daí./ sai de São Paulo às 2 não é? / sai às duas de São Paulo./ chega lá a que horas?
 S: duas provavelmente.
 C: oito da noite?
 S: não./ acho que não chega tudo isso./ deixa eu ver.

[long pause]

S: é bom esse vôo porque ele vai direto./ até São Paulo né?
 C: pois é.
 S: e nem é muito cedo.
 C: não é muito cedo./ só o problema é ter que esperar ()./ até as duas horas.
 S: [books over the phone]
 C: sai que horas de São Paulo?
 S: 16 e 30.
 C: ah./ 16 e 30.
 S: faz uma escala só./ no Rio.
 S: oh Eliane. [showing ticket]
 C: deu?
 S: dia 29 né?

C: tá.
 S: de novembro./ 134 com 262./ 9 e 20 no aeroporto./ tá?
 C: tchau./ querida./ obrigada.
 S: tchau./ de nada.

Text. 15 - couple / 40 (C1 - woman / C2 - man) S: F / 25

S: [looks at C]
 C: passeio para Blumenau.
 (phone rings)
 S: só um minuto.
 C: [waiting for S who is on the phone]
 S: então a senhora queria um passeio para Blumenau?
 C1: é./ nós temos agora com dois dias livres./ né / então
 queríamos conhecer um pouquinho aqui.
 C2: nós temos hoje./ sexta./ e sábado./ é porque domingo -----
 S: domingo é o dia do regresso.
 C2: nós vamos sair no avião ----- .
 S: anham.
 C1: então a gente queria ver ----- .
 C2: então deu:: / dentro da programação ----- .
 S: o que é que teria de passeio.
 C2: o que é que vocês tem de passeio./ o que é que vocês
 sugerem.
 S: tá./ só um minutinho que a Tina toma conta do congresso./ aí
 eu vou ver com ela./ tá?
 C2: tá exato./ porque ela ---- .
 C1: mas agora o congresso já acabou./ agora não tem nada a ver
 com () .

[at this point the original server is substituted by
 another one]

S: eu vou ligar prá Jô./ parece que tem um outro grupo que ia
 sair./ um grupo de um outro congresso./ que ia./ porque o
 nosso foi só aquele dia mesmo.
 C1: certo.
 C2: exato.
 S: então ----- .
 C2: era um outro congresso médico também?
 S: não./ não sei./ parece que vai ter uma outra excursão./
 saindo prá Blumenau./ eu vou me informar agora./ e já te
 passo./

[long pause]

S: tá bom o congresso?
 C2: já terminou.
 C1: tá terminando hoje.
 S: tá terminando hoje?

C2: hoje foi que ele ficou./ mas _____ .
C1: () os outros dias eu não pude sair.
S: vocês não foram à noite alemã?
C1: fomos.
C2: fomos.
S: gostaram?
C2: gostamos.
C1: gostamos./ você tava lá ontem?
S: eu tava./ vocês não viram eu dançando com os gringos lá não?
C1: eu vi.
[laughs]
S: era eu dançando com eles./ e eu fiz o sorteio.
C2: mas você não foi a primeira que saiu dançando?
S: tá./ não tem aquela hora que chamaram todos os gringos lá em cima do palco./ ou vocês já tinham ido embora?
C2: acho que sim.
S: ah não./ os gringos que a gente fala foi na noite alemã./ é isso aí que você tá falando?
C1: na Cabana?
S: mas tem os Canadenses e os Chilenos./ todos pra cima do palco.
C1: ah então a gente não tinha saído.
S: quem dançasse melhor ia ganhar uma garrafa de cerveja./ bem gelada./ aí botaram eu lá em cima./ prá dançar com eles.
C1: ah./ não não. [laughs] a gente já tinha saído.
S: vocês não viram o sorteio também não?
C1: não./ nós saímos depois que terminou./ eles terminaram de can./ de tocar né./ e tudo aí depois veio aquele./ começou agradecer e falar não sei que pa pa pa./ não ficamos até o fim não.
S: ah tá./ porque teve sorteio./ tem sorteio./ a gente faz sorteio.
C1: ah./ não não.
S: saiu de lá uma e meia da manhã.
C1: ah nós saímos era quase meia noite né./ quer dizer./ antes da meia noite.
S: ah./ então vocês viram o sorteio?
C2: não porque logo que terminou ali nós saímos./ eles não terminam./ meia noite eles terminam./ né?
S: não. () a noite alemã foi ontem./ né?
C1: foi ontem.
C2: foi ontem.
S: lá no Ataliba?
C2: ah não.
C1: não./ no Cabana de praia mole.
S: ah vocês estão em outro congresso./ então?
C1: estamos em outro.
S: não é no de pediatria?
C1: não./ não./ não no de _____ .
C2: Odontologia.
S: ah tá./ eu pensei que fosse no de Pediatria.

C2: não.

S: porque aqui houve o congresso de Pediatria.

C1: aí teve uma noite alemã também./ né?

C2: é duas.

S: aí é por isso./ coincidência.

C1: é teve dança também./ chamou a menina prá dançar e tudo.

C2: teve dança./ mas eu tava achando que alguma coisa não tava batendo./ e que terminou às duas horas também.

S: anham.

C2: mas eu saí de meia noite.

S: ah./ deixa eu já ligar prá () direto.

C2: é./ é quantas horas de viagem./ o percurso todo?

S: geralmente demora uns./ olha a nossa excursão sai oito e meia./ oito e meia da manhã./ e voltou bem tarde do dia./ passaram na Moellmann.

C2: então hoje não sai mais?

S: anham./ hoje não./ só amanhã./ eu vou ligar prá Plazatur que eles fazem./ quando tem mais de duas pessoas eles fazem./ prá Blumenau?

C1: prá Blumenau./ mas passa em _____ ?

S: Camboriú./ Joinville.

C2: Joinville.

S: não Joinville não passa./ Joinville é mais./ mais longe./ passa em Camboriú./ passa em Itapema.

C2: Itapema?

S: vai prá Blumenau./ Itajaí né lógico./ passa por dentro assim./ aí para na Moellmann prá cristais./ passa na Hering em Blumenau./ prá conhecer malhas.

C2: ah bom tá é isso./ é isso que eu queria.

C1: 'cê já ouviu falar na rosa dos ventos?

S: a rosa dos ventos tem _____ .

C1: porque tem gente até que _____ .

C2: a rosa dos ventos é antes ou é _____ ?

S: que é?

C2: é rosa nos ventos ou rosa dos ventos?

S: rosa dos ventos./ mas é só:: _____ .

C2: é um restaurante também?

S: aqui? / não aqui não tem nenhum restaurante rosa dos ventos não né?

[pause]

S: vocês estão gostando da ilha?

C1: não./ mas por enquanto a gente tá _____ .

S: o congresso de vocês é no cabana? / cabana da praia mole?

C2: não./ nós estávamos / mas./ mas hoje./ hoje./ hoje./ não tem razão./ razão de./ de hoje a gente ficar lá.

S: porque hoje acabou?

C1: quem tava lá com a gente era Andréa.

[pause]

S: eu já vou descobrir ./ mas é que o telefone tá ocupado./ aí eu vejo como é que é./ vocês queriam ir hoje ainda?

C2: não porque hoje./ se for hoje aí pelo horário./ vai ficar muito _____.

S: muito apertado.

C2: anham./ vai ficar apertado.

S: quer ir amanhã./ aí poderia ser amanhã?

C2: pode ser amanhã bem cedo.

S: pode?

[pause]

S: [on the phone talking about price, hotel, car, tourist, point, etc]

C2: para prá ver as camisetas.

S: para./ para lá em Blumenau.

S: oh gente esse preço que tá de oito mil cruzados é preço prá mais de 10 pessoas.

C2: tá.

C1: eu sei.

S: tá bom./ então prá vocês dois teria de ser 12 mil.

C1: sei.

S: porque só são duas pessoas./ aí realmente () ./ é geralmente eu acho que devem ir numa Veraneio./ provavelmente eles vão usar Veraneio./ ah eu vou explicar direitinho./ Blumenau chega eles vão te mostrar./ tem a Moelmann em Blumenau./ aí tem as lojas Hering./ eu ouvi falar que tá meio caro./ tem outra./ tem muita malharia sabe ali do lado./ lado./ tem muito lá já.

C2: ()?

S: não é o tipo da coisa./ é que tem uma rua./ são duas ruas principais./ a Rio Branco que é aquela que tem um lago assim./ o () e a de trás é que tá a Hering./ e eles vão te explicar./ porque eles conhecem aquilo tudo direitinho./ eles vão te explicar as lojas Hering./ as outras malharias.

C1: o que é que tu acha./ o que é que tá mais barato ()?

C2: porque turista é turista./ eu não sei aqui./ mas nós somos de Salvador / e o turista em Salvador./ eles levam a pau.

S: é./ é mau.

C2: ele sai depenado./ sai./ sai sem roupa.

S: então tá./ vocês querem que eu marque./ marque prá amanhã./ pode marcar tá?

C1: então como seria os detalhes./ será que eles passam prá pegar a gente?

S: tá não tem problema.

C2: é oito e meia né./ que eles saem?

S: () ?

C2: seria melhor né?

S: é uma delícia essa viagem./ ah eu adoro viajar prá lá./ só que tá quente.

C1: Blumenau?

S: é o dobro daqui.

C1: ah mas isso aí _____ .

S: vocês já estão acostumados?

C1: é.

C2: é.

S: que nada lá no Rio só chove./ vocês não são do Rio?

C2: não Salvador.

S: ah mas ela tem sotaque de Rio.

C1: lá é raro o frio./ tem o periodozinho da chuva né./ mas___

C2: não Salvador não tem frio./ é uma onda né (_____).

C1: pode amanhecer chovendo mas aí quando chega _____ .

S: ontem mesmo tava ótimo./ ontem à noite tava _____ .

C1: ah ontem lá na praia do (_____)./ não tinha nenhum surfista.

S: porque ontem era vento sul./ aí o pessoal vai mais prá praia de vento sul./ hoje o vento já mudou.

[pause]

S: [on the phone booking] seu apartamento?

C2: 39.

S: seu nome?

C2: Valdir Leno./ como é que é o pagamento? / cheque? / Cartão? / dinheiro?

S: tá./ tudo certo.

C2: eu pago com vocês?

C1: cartão pode ser?

S: cartão?

C2: (_____).

S: (_____).

C2: agora pode ser em cheque?

S: pode ser em cheque./ não tem problema.

C2: agora o pessoal não tá querendo mais./ tão cobrando 30% só na _____ .

S: as companhias aéreas não aceitam mais cartões.

C2: parti./ a partir de amanhã né? / eu comprei a minha com./ com cartão ainda.

C2: [fills in cheque / gives cheque]

C1: o shopping daqui é longe?

S: é um pouquinho mas olha eu não acon_____./ não vale a pena.

C1: você acha melhor aqui pelo centro?

S: aqui pelo centro tranquilo./ porque vocês não dão uma olhada amanhã? / vocês vão a Blumenau? / lá é melhor.

C1: é melhor?

S: então se vocês não quiserem sábado de manhã dá prá fazer compras aqui./ vocês podem dar uma olhada hoje./ depois de amanhã vocês _____ .

C1: é uma opção né?

C2: teu nome é?

S: Tina.

C2: quem faz aquele show são vocês também? / do cabana da praia?

S: não./ o da cabana da praia./ não foi a gente não./ amanhã
então tudo certo.
[gives ticket to C2]
C1: tá tudo bem.
C2: estamos esperando então.
S: obrigada./ boa viagem.
C1: de nada.
C2: de nada.

Text 16 - C: M/ 40 S: M / 30

S: [on the phone]
C: tem passagem aérea? / aí?
S: anh? / temos.
C: eu gostaria de ver o preço./ prá Cuiabá.
S: Cuiabá? / senhor?
C: prá Cuiabá.
S: só um minutinho.
o senhor vai ficar quanto tempo lá?
C: eu pretendo ir agora./ por Natal./ será que tem lugar./
ainda?
S: oh a situação tá meia complicada./ ma' ./ vamo' dá um
jeitinho pro cê.
C: na mão.
S: () mas não falha.
C: não tem mais aquelas tarifas que tinha _____?
S: não./ não./ nós só tamo aplicando a tarifa noturna./ ou o
Passaporte Brasil./ mas Passaporte Brasil./ você tem o
pacote.
C: quanto é que tem _____?
S: tá duzentos e setenta e nove mil?
C: quanto é que tem esse Passaporte Brasil?
S: Passaporte Brasil./ só com ida e volta./ com Hotel e
passeio.
C: mas será que tem que ter esse negócio aí?
S: tem que ter.
C: vou precisar fazer uma reserva então ()./ quanto você
me dá de prazo?
S: uns quinze dias ()./ me deixa pegar a maquininha.
C: então./ tirando hoje./ eu pagaria? / dia 30 de janeiro?
S: não./ não./ só pro dia 15./ nosso prazo é 15 dias.
C: então eu vou fazer a reserva./ tá? / e aí ____ mas eu posso
fazer uma reserva e vir tirar daí./ sexta-feira?
S: pode./ não tem problema.
C: porque é pro dia _____.
S: prá que dia você quer?
C: dia 24 né?
S: dia 24.
C: eu quero viajar dia 24.
S: o senhor quer tirar sexta-feira o bilhete?

C: pode? / ou fica muito em cima?
 S: não./ dá pra dar um prazo até sexta-feira.
 C: isso./ dá?
 tamos okay./ então né? / então vamos fazer a reserva.
 S: quais seriam os nomes?
 C: o./ os sobrenomes./ seriam Silva.
 S: Silva.
 C: Carla.
 S: Carla.
 C: e João.
 S: e João.
 tá okay./ tudo bem./ eu vou fazer a reserva./ o senhor vai aguardar./ ou volta mais tarde?
 C: não./ não./ eu aguardo.
 S: só um minutinho.
 C: eu quero ver o horário./ tudo certinho.
 S: só um minutinho.
 C: tá bem. Escuta mas esse Passaporte Brasil./ esse daí./ tem um desconto./ seria interessante./ mas eu não preciso de Hotel lá não.
 S: mas esse daí./ só dá prá fazer com Hotel.
 [S on the phone booking]
 C: tem lugar? / tá lotado?
 S: só tem lugar no vôo do dia 25./ pela manhã.
 C: no dia 24 não tem mesmo?
 S: não./ só no dia 25.
 C: me faz as duas reservas então.
 [S back to the phone]
 S: tá tudo okay então./ dia 25./ às 8:35 da manhã./ chegando lá às 16 horas./ tá okay?
 C: você pode colocar tudo bem direitinho aí? / no papel?
 S: sim./ tá aqui./ oh.
 C: tá./ obrigado./ volto na sexta então.
 S: tudo bem./ até lá.

Text 17 - C: F/ 35 S: M / 30

S: oi!
 C: oi! / vamo ter de fazer uma mudança na reserva./ tem mais uma pessoa.
 S: tem mais uma pessoa?
 C: é. tem mais um nome./ porque essa pessoa./ a minha amiga Jandira./ vai ligar prá irmã dela que tá em Porto Alegre./ né?
 S: tá.
 C: que mora lá./ então prá confirmar hoje à noite./ então qualquer coisa./ nós já liga dizendo o nome dela./ ou confirmando./ nós queremos ir às cinco junto./ com ()./ tu acha que é muito complicado?
 S: não./ questão de complicação não vai ter./ mas é que./ é

questão de confirmar o vôo./ né? / eu vou ter de dar uma batalhada./ prá ver se consigo confirmar o vôo.

C: anham.

S: tá.

C: porque o dia 24 _____.

S: bom segundo a VARIG./ eu já coloquei a Marize e Anita já./ em prioridade./ vamos ver se nós conseguimos também colocar vocês três./ também em prioridade.

C: unhum./ unhum.

S: prá ver se consigo confirmar.

C: ah./ por favor Vânio./ porque se não der prá ir./ que elas sugeriram hoje / né./ a Marize de elas irem na frente e / aí a gente ir depois.

S: tanto é que eu vou fazer a reserva de vocês separado da delas./ nem vou nem juntar as fichas(que é prá não dar problema de confirmação.

C: (unhum.

C: ah tá.

S: tá?

C: ótimo.

S: porque de repente confirmar duas./ e mais três _____.

C: porque

S: fica mais fácil do que cinco? / né?

C: porque se elas forem na frente./ prá a gente ir depois como elas falaram./ eu acho muito complicado isso.

S: é.

C: entende? / elas vão sabe ()./ de antecedência./ já vão fazer um outro roteiro./ depois a gente vai./ ter de voltar./ é muito rolo./ e prá fazer uma viagem dessa prá ficar sabe./ nove dez dias./ acho que não compensa não.

S: () a gente precisaria do teu telefone.

C: tá 44.

S: tá.

C: 46.

S: tá.

C: 65.

S: 65.

C: qualquer coisa _____.

S: aí eu entro em contato com você.

C: tá./ ou então com a Marize né./ com a Anita./ que daí uma já comunica a outra.

S: tudo bem./ eu já tenho o telefone delas aqui.

C: tá.

S: eu vou dar uma força realmente prá _____.

C: tá.

S: ver se consigo confirmar.

C: daí o Vânio./ quando é que a gente fica sabendo isso?

S: bom eu vou trabalhando na reserva./ com bastante empenho.

C: unhum.

S: e depois./ semana que vem ()./ sábado e domingo./ não vai ter movimento.

C: unhum.

S: vou pedir prioridade./ vou trabalhar com a gerência de reservas da VARIG./ prá ver se a gente consegue confirmar./ se não con____./ se eu não conseguir com a gerência de reservas da VARIG./ confirmar até sexta-feira / eu vou apelar prá gerência geral.

C: unhum.

S: () a gente dar um pouco mais ()

C: porque eu tenho de fazer o passaporte./ vou fazer o passaporte agora./ amanhã.

S: ah tá.

C: tu sabes o que precisa?

S: passaporte tenho./ tenho toda documentação.

C: ah./ então por favor./ porque eu fiz o meu há dez anos atrás./ nunca usei.

S: nunca usasse?

C: nunca usei.

S: era na época que passaporte era muito barato.

C: é./ porque eu tinha planos de viajar./ acabou não dando./ e ____./ vou começar providenciar amanhã já.

S: pro passaporte você vai precisar disso aqui./ oh./ um formulário próprio./ assinado./ né?

C: unhum.

S: bom./ esse formulário aqui é um guia do./ esse formulário./ você vai assinar./ você vai preencher lá./ diretamente na Polícia Federal./ você vai assinar lá.

C: assino lá isso aqui?

S: () ?

C: não me lembro.

S: original da carteira de identidade./ né? / original do título de eleitor.

C: tá.

S: 4 ./ original de quitação com o serviço militar./ que não é o teu caso.

C: tá.

S: 5./ taxa do DARF./ essa taxa do DARF eu posso recolher prá ti.

C: unhum.

S: posso preencher ela prá você.

C: unhum.

S: assim que você quiser fazer o passaporte./ você ____ .

C: tá.

S: você vem aqui ou recolhe no Banco./ a taxa hoje deve tá em torno de uns./ não sei quanto é que tá./ uns quinze mil mais ou menos./ prá fazer o passaporte.

C: unhum.

S: duas fotos 5 X 7.

C: 5 X 7.

S: fundo branco papel brilhante tal.

C: tá.

S: foto prá passaporte./ eles já sabem.

C: tá./ eles já sabem qual é./ 2 fotos.

S: tá é isso aí.

tá visto./ vocês não vão precisar mesmo./ pode ficar com isso aí.

C: tá./ tudo bem então./ a coisa que precisa mais ver é a fotografia então./ prá poder ().

S: é exatamente.

C: e pegar essa taxa que eu pego contigo./ o formulariozinho.

S: o formulariozinho eu tenho aqui./ eu preencho prá você./ no dia que você for pagar./ você vem aqui./ que eu preencho prá você.

C: tudo bem./ ótimo então.

S: tá.

C: tá.

S: você pode pagar no Banco./ ou na Polícia Federal.

C: lá também?

S: lá tem um Banco lá dentro.

C: ah tá.

S: não sei se é Banco do Brasil ou Caixa Econômica./ ou se é Besc.

C: tá.

S: unhum.

S: mas eu acho que é Banco do Brasil lá./ um posto avançado que eles têm.

C: ah./ então tá./ ótimo.

S: prá recolher as taxas.

C: ah./ então tá ótimo./ Vânio.

S: tá bom.

C: então eu fico aguardando./ tá?

S: então tá./ jóia.

C: olha muito obrigado./ einh.

S: que é isso./ um abraço.

C: tchau einh.

S: tchau.

Text 18 - C: M/ 25 S: F / 25

S: sim.

C: eu gostaria de ver preços de passagens para o Rio.

S: você quer passagem aérea./ ou de ônibus mesmo?

C: eu queria ver as duas./ prá ver a diferença.

S: ah tá./ tudo bem.

(long pause)

S: olha./ de ônibus sai por 10 mil cruzados./ e de avião 35 mil.

C: esse é o preço do leito?

S: sim./ é do leito que você queria? né?

C: é sim./ só que./ eu pensei que a diferença fosse menor.

S: ah não./ é bem razoável.

C: é.

S: você vai querer reservar?
 C: pode reservar ônibus?
 S: não./ só a aérea.
 C: eu vou tirar o bilhete do ônibus mesmo.
 S: tudo bem./ prá quando você quer?
 C: prá o dia 10.
 S: uma só?
 C: é./ só tem um horário né?
 S: é às 13:15.
 S: [on the phone booking]
 S: você tem preferência de lugar?
 C: janela./ se possível.
 S: a 17 tá bem?
 C: tá.
 S: [fills in ticket]
 C: pode pagar com cheque?
 S: pode sim./ tudo bem.
 C: [pays]
 C: você tem troco ainda./ porque é nove./ novecentos e setenta.
 C: ah tá.
 S: [gives change and ticket]
 C: tá obrigado.
 S: por nada.

Text 19 - C: F/ 50 S: F / 25

S: pois não?
 C: eu só queria uma informação./ vocês vendem passagens Rio Recife?
 S: olha./ nós vendemos sim./ mas nós temos que passar um Telex./ e aguardar a resposta.
 C: ah sim./ demora quanto tempo?
 S: geralmente 24 horas./ a senhora reserva./ a gente checa./ e depois é que a gente pode tirar o bilhete./ a senhora vai sair de lá? / ou vai sair daqui? / de ônibus também?
 C: não./ a daqui até o Rio eu já comprei.
 S: ah tá./ então a senhora diz o dia que quer./ e a gente faz tudo direitinho.
 C: não./ hoje eu só queria saber como é que é./ só queria saber se pode.
 S: tudo bem.
 C: obrigado sim.
 S: por nada.

Text 20 - C: F/ 30 S: F / 25

C: oi.
 S: oi.

C: eu tenho uma reserva feita para o dia 15 deste / eu _____ .
S: sim.
C: eu queria tirar o bilhete.
S: você tem o código aí?
C: ah./ eu acho que não.
S: o nome./ o seu sobrenome então?
C: é Cavalcante Regina.
S: [uses the computer]
é Florianópolis./ Rio./ Fortaleza./ pela Varig?
C: é sim.
S: você quer tirar o bilhete? né?
C: é./ eu não quero pegar o aumento.
S: [gets the tickets]

[long pause]

C: vocês não aceitam mais cartão? / não é?
S: não./ as companhias aéreas suspenderam compras com cartões.
C: é fogo mesmo./ agora não serve mais quase prá nada./ esses cartões.
S: pois é.
você vai pagar em cheque?
C: é sim.
S: dá duzentos e setenta e quatro mil cruzados.
C: [fills in check]
S: então tá./ você sabe dos detalhes né? / Florianópolis./ São Paulo./ Fortaleza./ o vôo sai daqui às 8:35./ mas tem que tá lá 1 hora antes.
C: tá./ tudo bem.
S: a volta você quer deixar em aberto ainda?
C: é sim./ eu marco lá.
S: tudo bem.
C: obrigado.
S: por nada.

BRITISH TRAVEL AGENCY DATA -

Text 1 - C: M/ 25 S: F / 30

S: Can I help you?
 C: yes./ a ticket to Lancaster.
 S: ah./ what day would you like to go?
 C: Saturday.
 S: okay./ have you got a railcard as well?
 C: I've got a railcard./ yes.
 S: so./ you get half off with the special offer./ that's six
 fifty pounds./ okay? / it's six seventy five altogether./
 right? / six seventy five.
 C: six seventy five./ pay S. T. A?
 S: yes please.
 do you want to go from the university or _____
 C: er / Selly Oak./ please.
 S: back to Selly Oak as well?
 C: yes./ six seventy five.
 S: six pounds seventy five.
 [gives tickets]
 Can you sign this?
 C: yeh./ sure.
 can I just have some train times from London to Harwich?
 S: London to Harwich./ gonna have to give you a ____ ./ right?/
 hold on./ I'll find you a table./ and you can have a look.
 what day of the week would you like to go?
 C: Wednesday.
 S: Wednesday?
 C: Thursday.
 S: () ?
 C: yeah.
 S: () half past six () ?
 C: yeah.
 S: () ?
 C: () on friday.
 S: friday's./ er./ eighteen fifty one pounds.
 C: all right. Ah can I have couple of fifties out of a pound./
 is that all right?
 S: okay./ thanks.
 C: thanks a lot.

Text 2 - C: F/ 23 S: F / 30

S: Hi./ can I help, you?
 C: a ticket from the univerity of Birmingham./ and then New
 street?
 S: er./ when would you like to go?
 C: on thursday./ the ninth.

S: [fills out ticket]
do you want to go back to New street?
C: yes please.
S: it's three twenty five./ paying by cash?
C: yeah. [pays]
S: thank you very much.
C: thanks.

Text 3 - C: M/ 20 S: F / 30

S: hi./ can I help you?
C: yes please./ a ticket.
S: okay./ where would you like to go?
C: Edimburgh.
S: when?
C: for Thursday.
S: () on the top please?
C: () you supposed to be taking the train?
C: er Birmingham New street.
S: and coming back to New street as well?
C: yeah.
S: what day are you coming back from Edimburgh? / then?
C: sunday.
S: okay./ with the special offer./ it's going to cost you./
sixteen pounds and fifty pence./ so./ sixteen fifty ()
twenty four altogether.
[S. gives c tickets]
C: [pays]
S: okay./ there's your rail-card.
C: thanks.
S: thank you.

Text 4 - C: F/ 25 S: F / 30

S: Hi./ can I help you?
C: yes please./ I'd like to go from Birmingham./ to keunilwara
S: by train or by bus?
C: er. / the train goes as far as Leamington Spa./ Is there a
bus service that goes anywhere near there?
S: it will be a Midland Red Service./ you'll have to ring
Midland Red.
C: right.
S: yes.
C: so./ these will be one / I'm sure it will be a lot easier.
S: Yes./ it's one of the Midland Red buses./ though./ it's not
the local network.
C: okay./ right./ thanks./ okay./ thanks very much.

Text 5 - C: M/ 25 S: F / 30

S: Can I help you?

C: yes please. I'd like to make a booking.

S: excuse me. [phone rings]

well./ what did you want me to book for you?

C: well./ I've got that from Lunna Poly.

S: okay./ sure./ so we should be able to we'll have to check the DPM office./ through Transalpino./ and then try to see if there's student's discount./ but./ it depends on which crossings are allowed./ so I have to check with them./ that we can have a discount on this one./ otherwise you'd have to do it ./ through ___ well./ let's see if it's possible.
[phones]

C: yes./ please.

S: okay.

(long pause for booking over phone)

C: ()

S: is it just one way booking?

C: no./ it's return booking.

S: () coming back?

C: It's twenty three hundreds./ Le Harve./ Portsmouth.

S: yeah.

C: I looked for it in that.

S: It's all right./ thanks.

[back to phone]

S: okay./ sorry?

C: we'd like ah./ two both cabins each way./ please.

[S. after booking over the phone]

C: sorry about that.

S: that's all right./ what it is./ we have students fares./ if you're taking a car./ you see./ but then we don't normally make just as a passenger booking./ but I'll have to check with her./ but anyway./ I'll put the details on a book form./ and you can have a copy of that.

C: it would have been easier if I'd brought another piece of paper?

S: that's right. / the booking form is totally different from the other one./ that's all./ but ____.

C: oh.

S: I'll just check through the first one.

[long pause]

S: you'll have to use your second choice anyway./ it's simple okay?

C: yeah.

[pause for filling in]

S: did you say you're gonna pay by Access?
 C: yeah.
 S: I'll have to ask you please./ for contact address in Birmingham./ if you've got one.
 C: okay./ thank you very much. [gives credit card]
 S: thanks very much. Right./ there's your copy of the booking form./ with the times./ and you can take that./ and the ticket should be here./ by this time tomorrow.
 C: I'll come in here to get them.
 S: call in and fetch them./ yeah we have them come down by courier./ he should be here by this time tomorrow?
 all right?
 C: that's great.
 thanks a lot then.
 S: thanks.
 C: bye.
 S: bye bye.

Text 6 - C: M/ 23 S: F / 30

S: what can I do to help?
 C: I'd like to find out the fares for summer./ as I'm going to Malasia.
 S: yeah./ and it's for summer?
 C: yeah.
 S: do you want a return ticket./ or just one way?
 C: return.
 S: is it a student fare you're looking for?
 C: yeah.
 Could you just _____./ I just (_____).
 S: okay./ but I don't have affairs with Singapore./ I've got Caphey./ but that's quite expensive./ it's mine hundred twelve pounds.
 C: so./ return?
 S: yes./ because it's a flight that would allow you to stop in Hong Kong./ I'll put it down for you.
 C: yeah.
 S: I don't know why that is so much expensive than all the others./ I've got _____.
 C: Have you got any with Singapore airlines?
 S: no./ no./ I haven't./ I've got KLM which is the Dutch airline./ that's five hundred eighty five./ and Airlanka is five hundred forty six.
 C: what is that? / is that Singapore airlines (_____)/?
 S: no./ we don't have affairs with Singapore./ you can have a seat on Caphey Pacific one./ they're a student fare./ so you are allowed to change the dates./ if you want to./ and if you want to stop on your way there./ or on the way back in Hong Kong./ it's allowed.
 C: okay.

- S: your ticket is valid for six months./ How long will you be away for?
- C: three months.
- S: okay./ that's valid for six months./ that's nine hundred and twelve./ but I don't know what the fares for Singapore airlines./ that's normal fare./ there's no special student fare on that.
- C: yes./ but./ Is there anywhere I can get any other rates from?
- S: I think I've got a list of the fares./ I can tell you what the normal ticket would cost.
- C: yes.
- S: yes.
[gets the book]
we've got a whole list./ it would depend on when you book./ and what's available basically (pause) see? / there aren't any flights./ but the cheapest is the APEX fare./ which has very strong booking conditions on it./ and that's seven hundred and six pounds.
- C: that's Singapore?
- S: That's whichever airlines which fly that route./ ah./ I'll put it's restricted on there./ if you book one of those./ you'll have to pay the whole amount when you book./ and you can't change./ or cancel the booking./ or else you will lose up all your money./ so that's the normal ticket./ but they go upwards from that./ depending on what's available.
- C: so./ that's./ this was Singapore airline?
- S: yes./ Singapore airlines fly that route./ yes./ or whichever airlines they have./ the fares are common with all airlines./ it depends on what is available./ and./ and sort of ____./ yeah.
- C: so they don't have anything on students rates? / or ____?
- S: no./ the only thing which they have a student ticket on./ are the ones I've listed here for you. (pause) if you're going in the summer it's probably worth your while./ come in again./ er./ towards Easter./ and./ and see if we have some new information./ because we do have./ usually have fares with Singapore airlines () and we could get the information.
- C: what are rates like to America? / just./ just./ the air tickets.
- S: where to? / where to?
- C: Houston./ Texas.
- S: so./ what./ would that be April time? / or the end of March?
- C: ah.
- S: it's cheaper to go before the 31st of March.
- C: before the 31st of march./ right?
- S: yeah./ that's three hundred and forty pounds./ with Continental airlines./ Manchester to Houston.
- C: it's a direct flight?
- S: yeah./ actually Continental has a one on-line stop./ you won't have to / have a long wait anywhere./ but they go

through one of the four gate way cities./ so it will have a stop on the way./ but all the airlines I have here./ have a stop as well./ I don't think there's anything which is direct at all.

- C: it does not matter where it stops or _____ .
- S: it's just _____./ well./ you don't have to ah./ you know./ have a long change or anything./ it's just./ you can go via one of the four places.
- C: so./ in this case./ if I go before the 31st of March./ I can come during the peak time like in April?
- S: it's normally./ yeah./ the out bound date./ that will determine the fare / so./ if you leave before the end of March / that's what the fare is / it goes up from 340 to 381 hundreds./ if you try and leave in April.
- C: so./ is there any procedures? / and things like that?
- S: well anything like that./ it's best to ask the student's advice centre./ I really don't deal with them.
- C: okay.
- S: they will have someone round there./ who can probably help.
- C: I see.
- S: generally./ the wait is only./ perhaps an hour or two hours./ that's all./ if they go through the gate way cities then.
- C: so.
- S: that's the cheapest fare./ we've got any airlines () PANAM and TWA and they're more expensive than the Continental one./ and again _____ .
- C: () all the airlines?
- S: yeah./ everything I've given you./ you can change./ yeah. .
- C: so./ what about Cologne germany?
- S: we've got one student fare./ with British airway./ that's 92 pounds./ it's another ticket that's flexible./ the fare at the moment is only valid until the 31st of March./ I don't know when you want to do that./ but if you're going afterwards./ you'd have to check.
- C: what about the dates? / is it valid up to 31st of March?
- S: that London Cologne one./ on British Airways./ it's only valid until the 31st of March.
- C: so ____ .
- S: in that case it could be actually an APEX fare./ which is cheaper./ a normal fare which is cheaper than that./ it will be one you can't change./ but I should imagine that'll be an Apex fare./ if you do want one of those./ more flexible then./ it has to be this one.
- C: if I./ if I would make a booking./ How long would you advise me to do?
- S: any time./ if you got one./ one of those students tickets./ you can book any time./ right up until the time you go./ but if you do leave it until the day before you go./ availability is always a problem.
- C: right.
- S: but there aren't any conditions.

C: How about coming back at Easter?
 S: I'd say./ if you come back then./ I mean./ just a little bit nearer./ just to see if we've got any other airlines./ where you could have a price./ then for Singapore airlines.
 C: it's going to be less hassle./ in case it's already booked.
 S: well availability is always a problem./ but we./ as long as we do it fairly in advance./ it would be okay./ you know./ if you come in and say./ I want to go tomorrow then./ but all well and good./ but we should be doing it quite ahead./ we would make sure that you have a confirmed seat./ before you leave./ you don't get the ticket without a confirmed seat./ but try again then./ and see if we've got Singapore airlines for you.
 C: all right.
 S: all right./ if I give you that./ then you can take that./ if you need it.
 C: all right.
 S: all right./ thanks a lot.
 C: thank you.

Text 7 - C: F / 20 S: F / 30

S: hello./ can I help you?
 C: yes please./ () ?
 S: right./ er / we deal with Godfrey Davies./ the car Europe and they have one of the widest networks and we might find perhaps this is the cheapest we have which is them./ anh.
 C: the only thing is./ I've been warned against./ you know sort of cowboy type.
 S: I see it's obviously a problem./ ah./ there is./ you can pick them up actually at Malaga airport./ Now./ they've got an office there./ ah./ it's seven o'clock in the morning till mid-night./ what sort of car would you want () ?
 C: the cheapest possible.
 S: okay./ then./ that would be a group Z car which is () Marbaya./ and how long would you be wanting it for?
 C: one week.
 S: one week./ is hundred and thirty US dollars./ which will be six and eight five pessesas.
 C: okay./ do you have an idea of how much that is in pounds?
 S: oh yes./ sure. [calculates rates of exchange] / it's almost seventy four pounds.
 C: seventy four./ right?
 S: it's not too bad actually considering to hire a car for one day in U. K..
 C: yeah./ it would be split between, the four of us.
 S: the list I have is slightly out of date./ so I'll have to confirm it./ ahn / [calculates] it comes out to seventy three so you're probably looking at about seventy pounds.
 C: okay./ ehr./ if we hired there what sort of () would

- we go for./ so we knew that we are going to get a good one and not _____.
- S: obviously something international like Abus or Herte.
- C: maybe cheaper than this one?
- S: they're all gonna be much of a muchness and the advantage of doing it this way is that you know exactly what company you're going and we can give you a Voucher and you can actually just pick it all up at the airport so it's all sorted out
(_____)./ it might be worth doing a bit of hunting ground./ but then you're gonna find out that the international firms have it much of the same.
- C: ehm.
- S: that by the way has a weekly on limited./ ahr./ (pause) there's normally a a _____ ./ you can have so many miles without any charge./ and then after that they'll charge you on whatever _____ .
- C: yeah.
- (long pause)
- S: are you over twenty one?
- C: no./ but but there's somebody driving.
- S: thank you.
- C: (_____).
- [S. keeps trying go through a call]
- S: I can't get hold./ I mean I can give you some idea./ if you wanna come back for something more specific.
- C: okay.
- S: but the two numbers in Birmingham are highly wanted and engaged./ with only one person running the phones and three lines./ right and the other place is having a fire drill./ so I don't know if you wanna come back about half an hour probably I'll be able to get you something.
- C: I'd like to know about and I'll come back this afternoon./ What time do you close?
- S: five thirty.
- C: okay./ and the other thing is./ what's the cheapest price of a flight to Malaga?
- S: when are you travelling?
- C: sometime during the Easter holiday.
- S: okay./ now./ return when?
- C: ah./ I don't know.
- S: with special offer./ they tend to come through about an hour./ ah./ about a month before travel./ so./ if you're going./ say./ 17th of march then you'd be looking at first drop down out seventeenth of February./ however./ ah./ Easter's are very popular time to travel./ and you might find that you're more likely to find a good availability./ but it isn't there if you leave it until the price start dropping which is a problem.
- C: I mean the only week is (_____).

S: ahrm./ how long would it be for?
 C: a week.
 S: er / Gatwick to Malaga./ giving the rates from Birmingham./ ahrm./ or would you want from anywhere else?
 C: no./ it would either be Birmingham or ().
 S: eight nine and then that would be one ten./ and that's assuming that you travel between the 17th of march and the 23rd of april for one week./ Birmingham flights are on sunday./ Gatwick flights / well this particular one./ monday and tuesday./ wednesday thursday./ friday./ it goes up to 95./ I've seen much lower prices than that.
 C: have you actually checked?
 S: no I haven't checked./ I mean./ the thing is./ they're all advertising./ I mean everybody does it.
 C: yeah.
 S: you'll see flights advertised from 49 pounds but you'll probably find that they're not over Easter./ they are for very short or very long holidays like three months.
 C: yeah.
 S: er I mean./ these versions are for 39 () but it's actually for a flight./ er./ let me think () up to 26 of November./ you a./ yeah./ coming back on the 23rd of December./ it's a month.
 C: yeah.
 S: that's the sort of problem you have with Malaga./ you see the cheapest price is 39 pounds from the 18th of november to the 26th of December so ahm./ you'll find that they'll have advertised these prices./ obviously _____./ but check round./ but the cheapest flights will only come in a month before.
 C: okay.
 S: [checking books for fares] that's the cheapest one.
 C: okay./ so I'll come back in the afternoon.
 S: okay./ thanks a lot.
 C: thank you./ bye.
 S: bye.

Text 8 - C: M/ 30 S: F / 30

S: [doing something else]
 C: [arrives and keeps looking at the timetable]
 C: sorry./ but what does 'D' mean here?
 S: where? / sorry./ on the side? / departs.
 C: er./ no no./ sorry.
 S: oh./ well./ it should be on the botton.
 C: no no./ because./ er./ it was here./ for example I want to see from London to Birmingham and { a _____.
 S: { yeah.
 C: Birmingham New Street./ so I search from here to _____.
 S: where are you coming from? { from

- C: (from London to Birmingham./ I want to see the evening./ let's say./ at least at nine o'clock./ so this is twenty one.
- S: so the train is twenty one forty _____ .
- C: yeah./ but does it arrive because it's a .
- S: okay./ let's have a look there.
- C: Birmingham New Street.
- S: twenty one forty./ excuse me./ gets into New street at twenty three twelve.
- C: Is it this one? / this is the next one.
- S: no here it is.
- C: but what about this one./ the twenty one.
- S: twenty one hundred.
- C: that's what I was searching.
- S: I mean I'd say so because there's no time obviously at New Street for a departure.
- C: no./ well that's what I thought.
- S: twenty one forty./ yeah./ gets into New Street at twenty three twelve.
- C: and then?
- S: and there isn't another one until twenty two forty.
- C: twenty two forty.
- S: and gets into./ ah./ New Street twelve minutes past past midnight.
- C: [writes down all the information]
- C: and then the next one is early in the morning./ or what?
- S: according to this there is just one more at twenty _____./ oh oh no you would have got that one down./ the next one () until the next day.
- C: sorry./ the next one./ sorry?
- S: will be the morning.
- C: yeah () saturdays and something else./ do you know this train from Longbridge to New Street? / till what time it operates?
- S: think most of them only run until about half ten in the morning.
- C: half ten?
- S: yeah./ round about half ten./ that will be your last train.
- C: yes and what about coaches? eh./ sorry buses./ do they operate during all nights?
- S: you see./ I'm not sure because some of them don't ./ they used to be in a all night service along Bristol Road./ but I'm sure it's stopped./ It's either stopped or just gone down to once every hour./ so what you'll have to do is to ask a bus driver./ are you going to use the buses tonight today?
- C: ah./ I don't think so./ anyway I'll ask around town./ they have stopped because I think they had er./ somewhere here in the guild./ I found./ you know./ something _____ .
- S: yeah./ I knew they were going to stop but I can't remember if they've actually stopped it or just cut it down to that once every hour./ because I don't () this side./ so

- I'm not too sure / but I know that if there's a service it's not very often.
- C: oh I see./ but for sure the train doesn't operate./ you said the train operates _____ .
- S: oh no./ they don't go all night now.
- C: till half past ten or something like that.
- S: till about half ten is the last train from town to this end.
- C: alright./ I see.
- S: but you can check with them but it won't be much later past ten. (pause) no you'll have to take a taxi.
- C: the problem basically is in London because a friend of mine is coming from abroad and she comes in the evening and comes about eight o'clock at Heathrow.
- S: why doesn't he just take a coach from Heathrow back to Birmingham.
- C: oh are there coaches at that time?
- S: it would be the most sensible./ it would be the most sensible thing to do./ I'm sure.
- C: are there coaches at that time?
- S: there's one about nine.
- C: because she () the rail card.
- S: yes./ but what's the point of buying the railcard if you then can't make the journey.
- C: well because she wants to travel to London not after that.
- S: well she can buy it when she gets to Birmingham surely.
- C: yes ().
- S: which airport is it coming into? / Heathrow?
- C: Heathrow./ yeah./ seven-o-five is the last one.
- S: yes./ but if you go with flight link./ there's another coach./ which terminal is it coming into?
- C: ah./ well international ones./ it should be _____ .
- S: which airline is it flying with?
- C: ah./ Olympic airways.
- S: so it's terminal two?
- C: yeah.
- S: so./ there is one at half./ well./ half nine.
- C: but what what is that?
- S: it's different one./ it's not National./ it's Flight Link.
- C: ().
- S: half nine.
- C: sorry./ it's half past nine?
- S: yeah./ then it gets you into Birmingham () it's quite___it's quite a long journey 'cause they go everywhere./ but it'll get you into Birmingham before./ I think ten past mid night.
- C: sorry? / midnight?
- S: yes./ ten minutes past.
it'll go off in the city centre when it says twenty minutes past midnight.
- C: sorry?
- S: twenty minutes past midnight.
- C: twenty minutes?

S: yeah.
C: () here in Birmingham?
S: in the city centre.
C: not in Dig Beth?
S: no./ just at the bottom of New Street.
C: ah./ which way? / which way?
S: by the Rotunda.
C: sorry?
S: you know the large round building at that end.
C: which way? sorry.
S: [laughs] do you know ehr? / the New Street airport station?
C: yeah?
S: you know the higt building with coca-cola on the top?
C: yeah./ that's it./ yeah that's it.
sorry./ New Street [writing down] what's the name of this area? / Is there any special name?
S: it's called the Rotunda.
C: r o t./ all right that's rotunda./ Is that what you mean?
S: that's what it's called./ yeah.
C: sorry I didn't understand what you were saying./ oh I know what you mean.
S: yeah./ that's where they drop people off.
C: all right./ so it's half past nine.
S: yeah.
C: what about next? / Is there a -----?
S: the next one isn't until the morning.
C: two in the morning?
S: no you can't get another coach until about seven I think./ yeah you either get the half past nine coach or there's a coach at five past eight.
C: in the morning?
S: yeah.
C: ah.
S: what time did you say his flight got in?
C: ah./ about half past eight ().
S: unh./ if it's delayed he'll have to go anh London./ but it won't make much difference 'cause he's going to have the some problem.
C: yeah./ and what about price? / the price?
S: would you buy a return or a single?
C: return yes.
S: how long is he staying here for?
C: oh well last than a month.
S: fifteen fifty.
C: before the end of February./ so it's fifteen?
S: fifteen end fifty p.
C: ah thank you very much./ I'll ().
S: thank you./ bye.
C: bye.

Text 9 - C: F/ 55 S: F / 30

S: can I help somebody?
 [more than one customer waiting]

C: sorry./ I would like to check my ticket to Bombay.

S: okay./ that's right./ [gets the paper in the file] /
 they've requested the flight for me but they can't tell me
 how much it is./ they can't tell me whether or not I can
 make the ticket./ all they keep saying is that you'll have
 to do it locally./ really hopeless./ but anyway./ and you
 know that direct flight that they can tell me (about.

C: (yeah.

S: that's listed in the
 shedulles./ I've got it here./ can't retrieve it at all./ no
 way./ so what I've done is just put in a request./ if if
 it's possible then they'll do it for me./ but it looks like
 you have to do that way () but I'll see if these
 other ones come up first./ () any idea of the price as
 well.

C: some accomodation problem as well if I get _____ .

S: it's amazing () it's taken on life of its own./ I've
 got someone to get through as well so you might have a long
 wait./ if we don't get any joy on this or the seat is not
 confirmed./ we'll give you a letter with the flight details
 on saying that the request has been put in./ then when you
 get there you just have to ask them./ if if the seats have
 been confirmed / at least they'll have an idea that(()
 any way.

C: (Are you
 saying that this is the Panam seat?

S: no the Panam./ the Panam flight to Bombay is all done.

C: fine that's
 all right.

S: it's Bombay onwards.

C: okay all right.

S: [on the phone checking booking]

S: ah halleluya./ we've got price anyway.

C: we've progressed.

S: it's worth visiting here just for the entertainment.

C: it really is.

S: what we have to do is just to give you a letter with all the
 details on./ and you have to collect the ticket locally./ so
 far the ticket and seats are on waiting list or request./
 it's not confirmed.

C: yeah.

S: I think you'll probalbly have more luck if you do it
 locally./ then try to do it now because as I told you they
 don't have an office in the U.K./ and it's hopeless but
 anyway.

C: I presume they have an office in Bombay at the airport.

S: they do./ yeah./ and they can do it.

C: and there's an office open all night?
 S: as far as I know there should be somebody there all time.
 C: yeah.
 S: or at least there's somebody from Panam when you get there they can do it for you. / {whoever.
 C: (In other words. / just sort of stay there till somebody can ----- .
 S: {make the booking.
 C: {make the booking.
 and she can go either. / can't she? / Are we saying that she can either take that direct flight ?
 S: or the other one.
 C: or one via coach.
 S: () you can take whatever is available and you get there. / basically.
 C: yeah. / but I mean. / it's not too drastic I can't be there on Friday and I still have Sunday that I can leave on. / because they're daily aren't they?
 S: it's daily it's a daily flight yeah. / but what I'll do. / I'll give you the ticket first of all and take the other one. / do you want me to photocopy your other ticket. / this is the ticket. / this is the ticket.
 C: anham. / you want back?
 S: yeah that's the one.
 C: we. / could we? / could you ah? / could we have a photocopy of the new one as well for her and also a copy of ()?
 S: so do you want me to copy this this (and ())?
 C: (and also Tina. / could you give us a new invoice ? / could you give us an invoice for the outgoing flight separately? / because () cancelled. / () a combined voice for the both flights?
 S: yeah sure. / I'll go and do this first for you. / I'm going out to the reception then I won't be too long.

[S. goes to make the photocopies]

S: okay. / those are your two () back. / that's your new ticket and the two () . / and the next thing. / have you got your AISEC card with you?
 C: yeah.
 S: please. thank you very much. (pause)
 and here's your card back. / and I'll put your old ticket back in there. / right? / the new one then from Heathrow through Frankfurt to Bombay on a Panam 120 on a ninth February at eight o'clock and onwards from Frankfurt. at twelve thirty. / that's your ACCESS receipt for the two hundreds and twenty five. / okay? you've got your tickets there. ()
 I'll write out that letter. / Have you got () ?
 [S. addresses another server] (pause)

So I've put that I've a seat on request with you with Indian Airlines and the details of the flight and that one./ and I've put the Panam reservations first () and the seats are confirmed./ you can collect and pay for them locally./ and I've put the fare that they've given me which

C: right.

S: I don't ().

C: I've read somewhere that if you pay there it might be (much cheaper.

S: (much less well./ they give _____ they've given in dollars and she's converted into pounds because I asked how much that would be in pounds.

C: I've got dollar traveller cheque.

S: I should put it on ACCESS anyway./ I might not be able to

C: Mightn't you?

S: well I don't know what the procedure would be./ they've given me both prices but [coughs] excuse-me./ I don't know but Clea has been there so she'll probably ____ ./ could you just sign that one please? if you could just put your address down./ do you want me to send the cheque to your address when it comes./ it will come to here you see?

C: ah ah I see./ so you get that./ we don't have to do it for insurance./ we automatically get it back do we?

S: you must get a cheque from STA for ____ ./ this is less twenty five pounds.

C: all right 'cause we thought we had to do it through the er_____.

S: the insurance I know they said you had to do it extra accomodation you can claim that back on the insurance./ I think you get the same back whichever way you do because the insurance have an access don't they? which is about twenty or twenty five dollars.

[S. addresses a second server] well Jackie./ if we ____ we've got a cancelled airline ticket here for a refund./ if she ____ if I cancel it she'll lose their twenty five pounds./ if she goes through her insurance the access is only fifteen./ what's the procedure to ____ ?

S2 (Jackie): twenty five pounds we have to take anyway.

C: anyone I think we'll have more leverage with the insurance if we have a claim for the ticket./ you know./ if you're giving the ticket money back to us and we just haggling about our () incurred.

S: that's true.

anyway the cheque just comes to me here anyway.

C: so if you send it _____.

S: yes. it normally takes about two perhaps three weeks to come./ so you pay _____.

C: so I'll pay for this one.

S: and the other thing you wanted is the amount for the first

ticket.

C: thought I don't think I do now ____ .
because if you're going to do that then ____ I don't really
need ____ It might be useful ____ could I have an invoice
for the through ticket to.

S: no./ Bombay ().

C: Now just an invoice.

S: just to say how much it{ is going to be.

C: it{ is going to cost./
so that I can compare it with the refunded ticket and for
insurance purposes.

S: sure.

C: ().

S: hold on I've got it on a small one here so shall I put the
exchange and everything down again.

C: yes if you would please.

S: okay.
[writing down]

S: get two six three back.

C: that one is of interest./ that's what they need to know./
that was the out going flight.

S: yes.

C: we ought to get a repayment for the cancellation that's what
it's insured for./ because they'll charge us say fifteen./
anyway./ so we are only talking about ten pounds and it's
not going to be worth the hassle./ so we'll concentrate to
get the money anyway./ if we say it was that anyway.

C2: but I think we should be able to claim for the internal
flight.

C: that's right.

C2: because it was a direct result of my ownness./ because I
couldn't pick up the tour at the main ____ .

C: yes that's right.

S: so I just put the rate of exchange and the amount in dollars
and the amount in pounds and I'll put fare from PANAM for an
Indian Airlines tickets./ okay?

C2: so have you got a total of that?

S: yeah 75 pounds and 132 dollars./ that's the ____ .

C: what about London Heathrow to Bombay though?

S: that's on this PANAM one./ that's 225 pounds.

C: fine.

S: okay.
er ().

[having tickets sorted out]

C: that's lovely.

S: Is that okay?

C: yes that's fine.

S: it's all on headed paper and everything./ so should be okay
shouldn't it?

C: that's right.

S: and I've got your ticket for the refund./ and I've got your new one.
 C: and I've got a photocopy of that./ and a photocopy of that and now it's into battle with the insurance now.
 [C1 to C2]: there's no need for you to take your medical documents because () we've got a copy anyway.
 S: but I hope it all goes okay now.
 C: I've got this for you.
 S: ah./ that's lovely.
 C: [gives S something]
 S: I've had two presents in one week.
 C: [laughs] that's really nice.
 S: [laughs]
 S: okay./ if there's any problem PANAM are the people who ____?
 C2: (to go to now?
 S: yes.
 C: we'll hassle them.
 S: they booked the outward part. so if there's any problem./ there's () office in India.
 S: so it should all be okay./ so it's all worked out now so ____ and as soon as that refund comes through I'll get on to your address.
 C: all right then thanks a lot.
 S: okay.
 C: bye bye.
 S: okay bye bye.
 C2: bye.
 S: bye.

Text 10 - C: F/ 20 S: F / 30

S: can I help you?
 C: yes./ I just need some information./ I mean./ It's about the coach card.
 S: well./ will that be the first time you _____ ?
 C: yes./ so./ what shall I bring?
 S: oh./ just a couple of photographs and your guild card.
 C: Right./ is it made at once? / I mean _____ .
 S: oh yes.
 C: okay./ so I'll pop around later this afternoon.
 S: okay.
 C: thanks./ bye
 S: thank you./ bye.

Text 11 - C: F/ 25 S: F / 30

S: Can I help you please?
 C: yes./ I'd like to make a booking but I _____ .

- S: okay./ where are you travelling to?
 C: I want to go through Eastern Europe and Russia.
 S: yeah.
 C: and then Turkey and then back up through France and Italy.
 S: so you want the Inter Rail?
 C: well you see I want an Inter Rail one but Inter Rail doesn't cover Russia.
 S: ah I see.
 C: so when I get to Russia then I've got./ then I'm stuck./ the thing is I'm going to Russia in the middle and I'm going for six weeks.
 S: so you want to know er: I've no idea because I haven't done it you see er / so so how how do you want to go about doing it? / anyway?
 C: well I want./ look I wondered what the Transalpino tickets have 'cause they _____ they're wider ranging? / aren't they?
 S: I'll check for you.
 [looks at books]
 no they don't./ they don't./ I'll have another.
 C: right./ right./ right./ I'll have another thinking about it then.
 S: okay thanks.
 C: okay thanks very much.

Text 12 - C: F/ 20 S: F / 30

- S: Can I help you please?
 C: How much is a ticket from Birmingham to Stratford?
 S: is it _____ ?
 C: coach and train please.
 S: okay./ have you got{ _____? }
 C: { yes rail card and coach card. }
 S: yes. [checks prices]
 one sixty by coach.
 C: one sixty. [writing down the price]
 S: and on the train _____ .
 [keeps checking prices]
 S: can I have this book please Clea? [addressing S 2]
 S2: [gives S the book]
 C: can you check the timetable also please?
 S: er this will have to check by yourself here./ okay?
 and the ticket on the train will cost you ()
 C: is it a day return one?
 S: yes day return.
 C: how long does it take to get into Stratford?
 [C asks looking at C2]
 S: sorry?
 C2: how long does it usually take from here to Stratford?

S: ah this you can see here as well.
 [gives book ot C]
 C: thank you.
 [C keeps looking at the book for a while]
 C: [gives book back to S]
 S: okay?
 C: thank you.
 S: thank you.

Text 13 - C: M/ 25 F / 30

S: hello./ can I help you please?
 C: er: How long before should one buy ticket to Paris?
 S: er:
 C: I'm travelling on Monday.
 S: right / are you flying or?
 C: oh sorry./ by coach please.
 S: ah I don't know./ it's best to buy soon because you just
 can't book.
 S1 to S2: Clea How long before should one buy a coach ticket to
 Paris? / for monday?
 S2: the sooner the better.
 S: yeah that's it.
 C: right./ what about fares please?
 S: ah sure./ [looks for price]

[pause]

S: ah./ return will cost forty three pounds.
 C: forty three.
 S: yes forty three.
 Is any of you under 25 by the way?
 C: oh no.
 S: okay so./ it's forty three pounds.
 C: and if I decide to fly./ would you have the air tickets
 fares please?
 S: okay./ in this case you'll have to ask _____ hang one./
 Jackie?
 [S stands up and goes towards Jackie / C also follows her]
 S: Jackie./ Have you got the air ticket fares to Paris?
 C: the cheapest please.
 S2: er you might find ranging from seventy to one hundred and
 something.
 C: okay that does make a difference.

(pause)

C: can I have look at the timetable please?
 S: oh yeah sure./ to Paris you'll need to check pages 10./ 17

and 30.
C: okay thanks.

(pause)

C: [gives book back to S]
S: okay?
C: thank you very much.
S: thank you./ bye.
C: bye.

Text 14 - C: M/ 23 S: F / 30

S: can I help somebody?
C: yes./ I just want to book my flight to Chicago.
S: Right./ oh you've already got the ticket?
C: oh./ yes./ I got it from PANAM down in London./ but I was not sure about dates./ so now I _____ .
S: you want to book it?
C: { yes.
S: { okay we can do it for you but we'll charge 10 pounds for that.
C: oh no./ that's a lot.
S: yeah./ but that's our charge./ you'll only be able to make it free of charge directly with PANAM.
C: right./ so./ I think it's worth going all the way to London.
S: Guess so.
C: any way./ thanks a lot.
S: thank you.

Text 15 - C: F/ 22 S: F / 30

S: Can I help you?
C: yes./ we want to book two seats.
S: okay./ take a seat please.

[on the phone]

S: Cathay Pacific they fly direct to Hong Kong.
C: so it's not expensive./ is it?
S: sorry./ talking about now that price or _____ .
C: is it _____ ?
S: I'm just going to tell you when it applies to.
[looking at prices]
okay / that fare's only until the 17th of March and then from the 15th of April.
C: from the 15th of April till when?

S: to 31st of May.
 C: right./ okay fine but the other one's more expensive than that because of summer season./ I think it's _____ I think Airlanka's the cheapest I think.
 S: to Hong Kong?
 C: yes./ Do you do ()?
 S: yes.
 C: I wonder if I could have a look at those flights because they're quite popular.
 S: we can do./ let me just check the cancellation fees.
 C: right.
 S: if it's not too expensive the cancellation fees we can just leave that money to cover that.
 all right./ the cancellation fees in the Airlanka's flights are _____./ so how much do you think it was to fly with Airlanka?
 C: Airlanka? / I think it was five hundred and unh fifty somenthing like five hundred and fifty eight.
 S: to Hong Kong?
 C: yeah./ it's supposed to be.
 S: what happens is./ you're a student aren't you?
 C: yeah./ yeah./ yeah.
 S: all right then on a student's fare it's only twenty five pounds./ for cancellaiton fees er _____.
 C: right.
 S: okay?
 if you book that one it'll be./ yeah () what you do is./ if you leave 25 pounds it secures the receipt if the fare changes in the meantime./ you'll have to pay a new fare./ but I should imagine they'll not change because we had the fares just in at the beginning of December.
 C: unhum.
 S: and then if you just pay the balance you know when you get it.
 C: right.
 S: but really you shouldn't leave it much beyond the beninning _____.
 C: yeah./ yeah./ yeah./ fine./ okay thanks very much then.
 S: okay./ we'll see you again.
 C: yeah.
 S: did you get the timings as well because they sometimes these flights they are quite cheap.
 C: no no.
 S: you./ it may mean./ you may find yourself spending quite sometime./ you know.
 C: could you?
 S: yeah.
 C: I know it goes via Colombo and Bancok.
 S: that's it./ yeah./ well I'll just look to see how much time you spend in all these places./ so you tend to find that on some of these./ if they're a lot cheaper than the others.
 C: yeah.

- S: that'll be the problem.
 C: yeah.
 S: getting your flight straight through./ but would that bother you?
 C: well no not really./ because the two of us flew Sudan Air last summer and that was bad enough.
 S: [laughs]
 C: there can't be anything worse than Sudan Air lines.
 S: really? / How long did they keep you waiting? / five days?
 C: five days in Khartoum./ yeah.
 S: did you plan for that or did it just turn out to be ?
 C: no we were told three hours before but Khartoum is a real./ a real / hole.
 S: oh./ that was terrible.
 C: five days./ yeah.
 S: here you are then./ they don't go everyday./ as far as I can see there's only one flight here./ during summer they may put on extra or they may shift the day./ but just to you an idea.
 C: could you write them down?
 S: yeah./ but like I said just remember./ the times are likely to change.
 C: yeah yeah.
 S: leaves Gatwick () quarter past [whispering] gets into Colombo seven thirty five Wednesday./ this will be then Thursday.
 C: Is it quite a reliable airline? / as you say.
 S: once you have the seat confirmed yes.
 C: yeah./ so you're just thinking there won't be much problem about it./ not so bad as Sudan Air.
 [C. writes down times]
 C: to pass as a student thing I'll have to have an international student card?
 S: that's it yeah./ if you have a Guild card that's no problem./ just bring in the Guild card.
 C: {Okay.
 S: okay./ look your flight from Gatwick to Colombo's direct./ there's _____./ but it's Colombo to Hong Kong in the same aircraft./ but it stops off in Bangkok.
 C: right./ okay.
 S: I'll give you the times you arrive./ right./ so you start out on the Wednesday then you get in on the Thursday evening.
 C: right./ yes./ fine.
 S: yeah.
 C: because that's once a week as you said.
 S: at the moment so. if things may change./ they may still only keep one flight a week./ but may be not necessarily./ you know./ the same day.
 C: right./ okay./ fine and the price is ___ 'cause when I went once last summer./ I think the price change./ it's more expensive if you go over more than a six week time period./

- Is that all right?
- S: not on these not on the student's fares./ no that's why we've got two fares.
- C: oh./ that's all right then.
- S: yeah.
- C: right.
- S: look seriously./ you shouldn't leave it too late to book.
- C: ()
- S: [laughs]
well I mean it's best to get it out of the way if you know you definitely want to go.
- C: yeah.
- S: Are you thinking of stopping off in Bancok at all?
- C: well the thing is./ we're basically going to Hong Kong and China./ I don't think so./ I don't know.
- S: so you're not really bothered.
- C: I think it would be too much to fit in Bancok as well.
- S: but if you change your mind and want to you can do but you must tell us before./ so we can you know word out shedules and get it all down for you.
- C: yeah. right so this is if we want to stay in Bancok./ right? I'll do that
- S: yeah./ because the thing is./ if you want to stop off in Bancok unless you tell us we'll only give you a cupon that'll you take you straight to you tell us we'll only give you a cupon that'll you take you straight to Hong Kong./ if there's an additional journey you'll have to have like three cupons to do three journeys but if we've only got you down for two it'll be very difficult for you to do like the Bancok stop.
- C: yeah.
- S: okay./ thank you very much.
- C: thanks.

Text 16 - C: F/ 23 S: F / 30

- S: Can I help anybody?
- C: yes please./ Can I have a railcard and./ er./ I already want to make use of it./ I mean./ I want a ticket./ Birmingham London.
- S: right./ first./ have you got two photographs with you?
- C: yeah./ here you are.
- S: [gets card]
could you fill in with your name please?
- C: yes sure.
- S: can I see your Guild card please?
- C: [gives S card]

(pause)

S: It's four pounds fifty.
 C: yes./ can I have the ticket from Birmingham London as well?
 S: oh yes./ sorry./ (return or _____ ?
 C: _____ (return please.
 S: that'll be er./ Are you travelling today?
 C: tomorrow.
 S: right./ so that'll be 14 pounds all together.
 C: [pays]
 S: [gives change / tickets and card]
 C: thank you very much.
 S: thank you./ bye.
 C: bye.

Text 17 - C: M/ 25 S: F / 30

S: Can I help?
 S: could I have a return to Stratford please?
 S: what day are you going (to _____ ?
 C: _____ (today
 S: Stratford today / so that's _____ / ah / you've got a railcard
 C: yeah
 S: so./ that'll be 2 pounds fifty please.
 C: [gives money]
 S: here's your ticket./ thank you.
 C: thank you.

Text 18 - C: F/ 30 S: F / 30

S: Can I help please?
 C: er can I just take a look at the Birmingham London timetable?
 S: you mean train?
 C: no coaches please.
 S: ah./ you can help yourself to a leaflet there.
 C: ah./ super then./ thanks.

Text 19 - C: M/ 25 S: F / 30

S: Can I help?
 C: just some information./ I've already got my tickets./ but I've got to make my booking now./ I wonder if it's possible to make through here.
 S: sorry./ can I just look at your ticket please?
 C: yeah.
 S: right./ we can do it./ but it'll cost you 10 pounds.

C: 10 pounds?

S: yes.

C: oh dear.

S: yes./ because in booking the responsibility will be ours so

C: right./ I see but _____.

S: It's best for you to go London and do it directly.

C: that's what I think ./ anyway./ thank you very much.

S: thank you.

C: bye bye.

S: bye.

Text 20 - C: F/ 20 S: F / 30

S: hi.

C: hi./ Can I just pick up one of those leaflets please?

S: oh yes please./ help yourself.

C: thanks.

BRITISH CHEMIST DATA

Text 1 - C: M/ 30 S: F/ 20

S: hello!

C: hello! [gives S prescription]

S: thank you./ would you like to wait?

C: unhum.

S: two pounds sixty please.

C: [pays]

S: thank you. [gives C change]

C: thank you.

S: [takes prescription to the pharmacist while C keeps waiting for the medicine]

(long pause)

P: Mr. ()?

C: yes?

P: [gives medicine to C] thank you.

C: thank you.

P: bye.

C: bye.

Text 2 - C: F/ 30 - S: F/ 20

S: [approaches C]

C: [gives prescription to S]

S: thank you./ five pounds twenty seven ./ please.

C: [gives S money]

S: thank you./ would you like to wait?

C: yes./ please.

P: Mrs. ()?

C: yes?

P: here you are./ thank you.

[gives goods to C.]

C: thank you very much.

P: bye bye.

C: bye.

Text 3 - C: M/ 45 - S: F/ 20

C: would you have batteries?

S: yes./ they are just where you are.

C: oh./ sorry./ that's where I was looking.

[C. keeps looking at batteries.]

C: sorry./ you don't have the one I want./ you don't have the one I want.
 S: okay.

Text 4 - C: F/ 50 - S: F/ 20

S: hi!
 C: hi! [gives prescription to S.]
 S: thank you./ would you like to wait?
 C: yes.
 S: two sixty nine./ please.
 C: oh I don't pay for that./ It's mom's.
 S: oh./ can you sign it here for me ()?./ please?
 [referring to the prescription]
 C: [signs]
 S: okay.
 C: [keeps waiting]
 (long pause)
 P: Mrs. Ingrams?
 C: yes?
 S: here you are. [gives goods to C.]
 C: all right./ thank you.
 P: thank you.

Text 5 - C: F/ 45 - S: F/ 20

S: hi! [C; gets products from the shelves and then takes to cashier]
 C: hello!
 S: two fifteen.
 C: [pays]
 S: thank you [gives goods to C.]
 C: thank you.

Text 6 - C: F/ 25 - S: F/ 20

C: [gives S ticket to get film]
 S: [goes to get it] Miss. Green?
 C: unhum.
 S: two forty nine.
 C: [gives money]
 S: thank you. [gives goods to C]
 C: you're welcome.

Text 7 - C: F/ 47 - S: F/ 20

C: [takes products to cashier]
 S: hi!
 C: ()
 S: one ninety nine.
 [pays]
 C: thank you.
 S: okay? thank you. [gives goods to C.]
 C: (bye.
 S: (bye.

Text 8 - C: M/ 45 - S: F/ 20

S: [approaches C:]
 C: it's a film for this camera. [trying to open the box where
 the camera is]
 S: it must be size one three five.
 C: unhum./ one thirty I suspect.
 S: so./ let's have a look at the back./ we've got to look
 inside to see the format it has.
 C: oh oh oh./ sorry./ do you want me to open it?
 S: yes./ please. [checks size] all right ()?
 C: what is it?
 S: would you like a kodak film or () Lloyds film? / it's
 just the same size film./ but you pay one thirty more./ for
 kodak.
 C: ()?
 S: well./ we sell more Lloyds film.
 C: anham.
 S: twenty four exposures is one pound seventy nine.
 C: thank you.
 S: okay?
 C: [gives money]
 S: thank you. [gives change / and goods to C.]
 C: thank you.
 S: bye.
 C: bye.

Text 9 - C: F/ 70 - S: F/ 20

S: hello!
 C: hi [gives S prescription] thank you dear.
 S: would you like to wait?
 C: yes dear./ we want./ thanks.

S: two pounds sixty nine./ please.
 C: [gives S money]
 S: thank you.
 C: [gets change] thank you.
 (long pause)
 P: Mrs. Cooper? [gives goods to C.]
 C: Yes./ thank you.
 P: thank you./ bye.
 C: bye.

Text 10 - C: M/ 22 - S: F/ 20

C: [takes products to cashier]
 S: two forty four please.
 C: [gives money]
 S: and here's your change./ thank you. [gives products to C.]
 C: thanks.
 S: thank you./ bye.
 C: bye.

Text 11 - C: F/ 10 - S: F/ 20

C: [gives S prescription]
 S: thank you./ are you going to wait for it?
 C: yeah.
 S: are you going to pay for it?
 C: [nod of the head]
 S: two sixty please.
 C: [gives money]
 S: thank you.
 (long pause)
 P: Miss ()? / here you are./ [gives goods to C.]
 thank you./ all right?
 C: thanks.
 S: bye.
 C: bye.

Text 12 - C: F/ 70 - S: F/ 20

S: hello!
 C: hello!
 C: [gives cashier the products]
 S: two forty nine plus three forty nine./ that's sixty ninety
 eight./ please.
 C: [pays]

S: thank you./ would you like a bigger bag? [gives goods to C]
 C: yes./ that will help a lot./ thanks.
 S: okay?
 C: thank you very much indeed.
 S: thank you./ bye bye.
 C: bye.

Text 13 - C: M/ 70 - S: F/ 20

S: [approaches C.]
 C: prescription./ Mrs. Melvis./ please?
 S: [asks pharmacist for it]
 P: Mrs. Melvis? [gives goods to C.]
 C: yes./ thanks.
 S: thank you./ bye bye.
 C: cheerio.

Text 14 - C: M/ 60 - S: F/ 20

C: [gives S prescription]
 S: one pound eight./ please?
 C: [gives money]
 S: thank you.
 (long pause)
 P: Mr. Yardley? [gives goods to C.]
 C: yes.
 P: here you are./ thank you./ okay? / bye bye.
 C: thank you./ bye bye.

Text 15 - C: M/ 25 - S: F/ 20

C: hello!
 S: hello!
 C: [gives S. prescription]
 S: would you like to wait?
 C: yeah./ sure./ please.
 S: one pound fifty nine./ please.
 C: [pays]
 S: [gives change] thank you.
 C: thank you.
 (long pause)
 P: Mr. Levinson? [gives goods to C.]
 C: Yeah./ thank you.
 S: thank you./ bye.
 C: bye bye.

Text 16 - C: F/ 60 - S: F/ 20

S: [approaches C.]
 C: can I have a bottle of () please? [referring to
 medicine behind the counter]
 S: [gets medicine from the shelves]
 S: one sixty nine please.
 S: Thank you./ [pays]
 C: that's okay./ thank you.
 C: thank you very much./ bye.
 S: bye.

Text 17 - C: M/ 30 - S: F/ 20

C: [gives S. product and money]
 S: thank you. [gives goods to C.]
 C: thank you.

Text 18 - C: M/ 65 - S: F/ 20

S: hello!
 C: hello! (gives S. products)
 S: thank you./ that's two pounds sixty./ please.
 C: [pays]
 S: that's seven pounds forty change./ five./ six./ seven./
 forty. [gives goods to C.]
 C: thank you.
 S: thank you.
 C: bye.
 S: bye.

Text 19 - C: M/ 25 - S: F/ 20

C: hello!
 S: hello!
 C: [keeps looking at the shampoo section]

(long pause)

I'm looking for a more effective shampoo to clean dandruff.
 S: ah! / have you already tried Vosene or ()?
 C: No./ not really./ but I think it's not very strong./ is it?
 S: Yeah./ that's right./ so try this one./ it's a bit more
 expensive./ but/ it's stronger than all the other ones./ but
 you should use it regularly ./ with another ordinary shampoo.

C: okey./ I'll try this one.
S: it's one pound twenty./ please.
C: [pays]
S: thank you.
that's eighty change./ thank you. [gives goods to C.]
C: thank you.
S: bye.
C: bye.

Text 20 - C: F/ 50 - S: F/ 20

C: [takes products to the cashier]
S: thank you.
it's three pounds forty./ please.
C: [pays]
S: thank you. [gives goods to C.]
C: thank you.
S: bye.
C: bye bye.

BRAZILIAN PHARMACY DATA

Text 1 - C: M/ 22 - S: M/ 35

S: [looks at C.]
 C: Sabe aqueles bastoezinhos que bota no nariz?
 S: Inalador Vick?
 C: É.
 S: [goes and get the medicine] Era só?
 [gives de object]
 C: [pays and gets change]
 S: Obrigado.
 C: [leaves witer no word]

Text 2 - C: M/ 30 - S: M/ 35

C: [no word./ shows prescription]
 S: [gets goods]
 S: foi agora?
 C: fo i.
 S: O isso aqui é 10 comprimidos./ tá?
 C: tá.
 S: é coluna?
 C: sim.
 S: que aconteceu? você _____.
 C: Não./ fui fazer um trabalho ontem e fiquei muito tempo
 abaixado.
 S: forçou muito a coluna?
 C: hoje eu nem conseguia levantar da cama.
 S: era só isso aqui?
 C: [nod of the head]
 S: dá 234 tá? / daí tu paga no caixa./ Pode pagar no caixa tá?
 / Obrigado.
 C: [goes to the cashier / then goes away]

Text 3 - C: M/ 70 - S: M/ 35

S: boa tarde.
 C: boa tar'.
 S: que que falta pro senhor?
 C: [shows prescription and murmurs]
 S: Adalat./ é so Adalat que o senhor quer?
 C: qual é o preço?
 S: tá./ já venho já./ tá?
 [goes to get goods]
 S: Adalat né?

C: é.

S: tá custando 896./ tem 10% de desconto tá./ menos 89./ quer levar um vidro?

(pause)

S: os outros o senhor já tem?

C: já.

S: na CEME o senhor não conseguiu./ o Adalat?

C: Anham?

S: já teve na CEME pra ver se tinha?

C: tive lá no INPS./ no departamento.

S: no INPS?

C: ()

S: pode dar uma tentada ali na farmácia do hospital./ pode ser que tenha ali./ quer ir lá? eu deixo a notinha aqui./ o senhor vai lá./ se por acaso não tiver o senhor leva aqui.

C: pois é./ eu vou dar uma chegada lá.

S: tá?

C: depois eu passo aqui.

S: se não tiver lá daí o senhor pega aqui./ se tiver não tem problema não./ tá? / pode ir lá.

(C goes away / back + - 20 minutes later)

S: não tinha o (Adalat?

C: (procurei () e não tem.

S: procurou aonde?/ no INPS?

C: procurei no INPS e não tinha./ procurei o departamento e também não tinha.

S: e aqui no hospital também não tinha?

C: aí não tem./ o jeito que tem é comprar mesmo.

S: é./ o senhor paga ali no caixa./ dá 604 tá?

C: [goes to the cashier]

C: isso é pra pressão né?

S: oi?

C: pressão né?

S: pressão coração./ é mais coração.

S: obrigado.

C: tá obrigado.

S: de nada.

Text 4 - C: F/ 35 - S: M/ 35

S: pois não?

C: tem Blondon?

S: Blondon./ esse?

C: é.

S: vai esse?

C: voce só tem esse não é?

S: desse tipo só.
C: então tá.

(pause for ticket / cashier)

S: esse é seu.
C: tá.

Text 5 - C: F/ 30 - S: M/ 35

S: [no word / approaches customer]
C: Ascaradil.
S: como?
C: Ascaradil.
S: tem.
[goes to get]
S: esse?
C: quanto é que tá?
S: 66.
C: só tem um comprimido só:.
S: vai?
C: dois.
S: dois desse?
C: esse é adulto ou não?
S: esse é adulto.
C: ah! eu quero infantil.
S: infantil./ mais barato./ sessenta e quatro.
[package / pay]
S: certinho.
C: [leaves]

Text 6 - C: M/ 25 - S: M 35

S: [approaches C / no word]
C: tem Própolis tem?
S: Própolis?
C: é.
S: é em solução né?
C: é.
S: [goes to get]
S: não tem./ eu tenho uma solução de de de () que é muito bom.
C: prá garganta?
S: prá garganta / prá amidalite também.
C: ()
S: () em farmácia homeopática.
C: essa não é homeopática?
S: essa daqui é homeopática e halopata.

C: e uma homeopática? onde é que eu encontro?
 S: () eu vou marcar o nome aqui prá ti./ tá aqui./ oh!
 C: falou.

Text 7 - C: F/ 40 - S: M/ 35

S: a senhora?
 C: [shows prescription]
 S: [goes to check]
 C: tem os dois?
 S: tem os dois.
 C: e quanto que é cada um?
 S: o Parenzyme com desconto fica duz'./ cento e oitenta e sete./ e o Anusol com desconto fica 180.
 C: vou levar.
 S: era só isso prá senhora? [gives product to C.]
 C: só.
 [fills in ticket]
 S: pagar no caixa tá? / dá 367.
 C: [goes to the cashier / then leaves]

Text 8 - C: F/ 45 - S: M/ 35

S: a senhora?
 C: tem povilho antisséptico?
 S: aquele ()?
 C: é./ quanto é que a latinha?
 S: [goes to ckeck] / 128 cada latinha.
 C: me dá duas.
 S: duas? / o que era mais?
 C: só. [ticket] / meu marido tem de passar um mes na cama dum hospital./ daí / a gente tem que botar prá não (prá não assar.
 S: (prá não assar né?
 C: é.
 S: se deixar muito tempo deitado ().
 C: ali eles têm./ mas é uma pomada tão catinguenta./ pega na roupa./ fica ruim de limpar/
 S: unhum./ aí eles vendem pomada né?
 C: é.
 S: mas é uma pomada boa também./ de vez em quando eu () usar essa pomada./ tem umas vitaminas que ajudam () recuperar.
 S: a senhora pode pagar prá moça aqui do lado./ tá?
 C: [goes to the cashier gets the goods and leaves]

Text 9 - C: F/ 45 - S: M/ 35

S: [approaches C.]
 C: aquele primeiro leite lá./ quanto é que tá?
 S: o primeiro./ o ()?
 C: é.
 S: tá 630 cruzados.
 C: 630?
 S: e tem 10% de desconto./ fica menos 63.
 C: unhum./ daí dá seiscentos e _____?
 S: dá 630. (menos _____
 C: (anota aqui no papel prá mim?
 S: anotar aqui?
 C: é.
 S: seiscentos e trinta e vinte e nove./ menos sessenta e três./
 fica quinhentos e oitenta e sete./ tá?
 C: obri(gado./ tchau.
 S: (obrigado.

Text 10 - C: F/ 25 - S: M/ 35

S: [approaches C.]
 C: [shows prescription]
 S: quer os dois?
 C: anham.
 S: Combiron e Gino Canesten.
 C: anham./ unhum.
 C: eu tô vendo aquele estojinho ali./ da da Even.
 S: [brings the set]
 C: mamadeira?
 S: é mamadeira.
 C: () e são duas mamadeiras.
 S: e uma xuca.
 C: uma xuca e um ().
 S: era só isso aqui?
 C: só sim.
 [cashier / gets goods from S.]
 C: obrigado.
 S: obrigado.

Text 11 - C: F/ 25 - S: M/ 35

S: [approaches C.]
 C: o senhor teria esse remédio aqui? / eu já fui ali na CEME e

 S: deixe eu ver./ [asking for the prescription]
 S: Moderex?

C: unhum.
 S: [goes to get] / trouxe a carteira? (referring to the document required to buy medicine under the normal price)
 C: anham. [gives the card]
 S: endereço? [fill in the form]
 C: anham./ pode ser qualquer estado ()?
 S: não./ voce mudou prá 'qui agora?
 C: sou de Salete.
 S: não./ anham./ tudo bem./ é porque tem de colocar aqui a identificação do comprador./ tá?
 C: sim.
 S: quer dizer que é tu né?
 C: sou eu.
 S: então tá./ teu endereço?
 C: pode ser de lá?
 S: de lá onde?
 C: de Salete?
 S: ah Salete!
 C: anham.
 S: ().
 C: tá.
 S: teu endereço completo?
 C: { Não é de minha mãe./ que eu tô comprando no meu nome./ porque fica mais fácil./ não é?
 S: sim é./ Sale te.
 C: ().
 S: não tudo bem pode deixar./ teu endereço? / tem teu endereço?
 C: rua Francisco Goulart né./ rua Francisco Goulart./ acho que é./ é sim.
 S: ru a [writing down] Goulart./ número?
 C: 815.
 S: número 815.
 C: apartamento 2.
 S: apar tamento?
 C: dois.
 S: dois [still filling in]
 tem telefone./ tem telefone / não?
 C: não só no lugar do trabalho da Rose.
 S: ah pode ser.
 C: 339315.
 C: precisa ainda? (referring to her card).
 S: não.
 C: vou querer ()./ tá?
 C: anham.
 S: [repeats the name of the medicine]
 C: vou querer um O.B. mini tem?
 S: OB?
 C: anham S: [goes to get]
 S: só?
 C: unhum.
 [calculates]
 S: hoje é 8./ não?

C: omh? / 9.
 S: ah é 9. / nove do nove de oitenta e oito.
 C: hoje é nove né?
 S: nove do nove.
 C: [goes to the cashier]
 S: obrigado.
 C: [no word / leaves]

Text 12 - C: F/ 37 - S: M/ 35

S: [approaches C.]
 C: Pinotal.
 S: Pinotal?
 C: é? / qual é o preço? / 'cê sabe?
 S: de Pinotal?
 C: é.
 S: 4.500.
 C: 4.500. / 4.20.
 S: ah eu só tenho Pinotal de mil.
 C: ah parece que é de 500. / eu vou lá pegar a receita.
 S: dá três mil quatrocentos e sessenta e três.
 C: tá. / eu vou lá pegar a receita e venho. / só tem o de mil só?
 S: o de mil só. / o de dois eu não tenho tá?
 C: tá. [leaves]

Text 13 - C: F/ 37 - S: M/ 35

S: pronto senhora?
 C: tem esse remédio aqui [shows prescription]
 S: Ginecozide. / drágeas [gets the medicine]
 S: é só?
 C: só.
 C: quanto tá?
 S: cento e oitenta e nove cruzados e oitenta e cinco centavos. /
 senhora.
 C: unhum.
 C: [goes to cashier]
 S: cento e sessenta e três cruzados. / senhora.
 C: [pays]
 S: pode ser essa caixinha aí. / a senhora pode colocar na bolsa
 [S trying to help C. with the package]
 C: unhum.
 S: ôpa ôpa!
 S: a senhora tem três cruzados?
 C: [nod of the head]
 S: obrigado.
 C: por nada. / obrigado ao senhor.

Text 14 - C: F/ 50 - S: M/ 35

S: o que era senhora?

C: eu queria: / voce tem essa loção?/ após barba?

S: loção?

C: é uma: _____.

S: olha loção _____.

C: Bozano./ aquela Bozano?

S: olha de loção nós não temos quase./ nós não temos nada./ loção não temo nada aqui. (pause) 'pera aí. [looks at goods] loção após a barba não tem nenhuma.

C: não tem?

S: [looks once more] não aqui eu não tenho nada de loção.

C: pois é./ então eu quero uma ____/ uma co/corega/não tem?

S: corega?

C: corega né? / é isso que eu quis dizer.

S: tem essa aqui./ grande./ quer essa grande ou pequena?

C: a grande./ quanto é que tá isso aí?

S: tá mil cento e setenta e nove cruzados./ tá bom?

C: pois é./ agora eu (pause)

não tem água não tem?

S: oh a 'unica loção que eu tenho é essa feita aqui memo né./ agora essa loção. (pause) [looks at goods once more] não tenho nada de loção./ só esse estojinho aqui. [shows set] não tem loção dentro não./ água de colônia?

C: não essa aí não. (pause) aquilo lá é creme né?

S: aqui é creme de barbear.

C: vê quanto é que tem aqui.

S: não a (senhora _____.

C: (so pode com/ comprar _____.

S: não./ agora vai ser descontado no () do talão./ justo.

C: tem esmalte?

S: esmalte tem.

C: ah!

S: aquele esmalte tem.

C: pois é.

S: ele é cremoso.

C: ele é cremoso?

S: é cremoso.

C: esse esmalte aqui é cremoso ou cintilante?

S: esse aqui?

C: é./ não o outro./ esse aí aquele de lá quanto é que tá?

S: esse aqui?

C: é.

S: tá trezentos e setenta e um cruzados.

C: [points at deodorants]

S: é aerosol né?

C: anham?

S: é aerosol.

C: como assim? / ah desodorante./ ah tá (vou levar um desse aí.

S: (é gostosinho esse.
C: aí fica:./ é aquele aí./ não shampoo não dá né? / vai passar não?
S: não./ não passa não.
C: é?
S: desse aqui? / Neopon?
C: tem Monange? / aquele?
S: desse aqui?
C: [points at one the she wants]
S: ah esse aqui? / ah esse Monange? / qual o tipo de cabelo da senhora?
C: prá cabelo seco./ né?
S: prá cabelos normais e secos / esse tá custando ().
C: poxa./ esse e prá cabelo secos / prá cabelo secos?
S: esse é pra cabelos secos / não é?
C: não./ marca aqui _____.
S: ah tá marcando aqui no verso.
C: aquele de lá eu acho que é melhor./ né?/ a mesma coisa./ né?
S: não./ esse aqui?
C: é./ e também aí?
S: não./ cabelos desnutridos.
C: ah não./ vou levar esse aqui./ quanto é que tem?
S: _____vamo ver quanto é que dá./ anham./ corega. dois mil trezentos e vinte e cinco cruzados.
C: ah, então quer dizer que o resto vai ter _____?
S: é./ a senhora vai ter descontado dois mil trezentos e vinte e cinco cruzados.
C: anham.
S: anh?
C: já vai com desconto aqui?
S: é./ esse aqui é o nome?
C: Pedro.
S: Pedro é seu marido?
C: [nod of the head]
S: qual o departamento que ele trabalha?
C: na prefeitura./ né?
S: na prefeitura?
C: é./ na Universidade né? / vai descontar esse mês? / vai descontar esse mês? / não?
S: só no outro mês ainda.

(long pause)
S: a senhora tem a carteirinha dele?
C: anham? / carteira de que?
S: carteira do ().
C: carteira? acho que eu tenho a minha.
S: sim mas./ a senhora tem a sua./ eu vou dar uma olhadinha na sua./ só que aí eu pergunto porque a autorização é no nome dele./ a senhora é que vai assinar./ é é porque a gente nunca fez esse tipo de de _____.
C: pois é./ a minha tá aqui./ a dele _____.

S: a dele não tá aí?
 C: não não tá não.
 S: só? / a senhora podia assinar aqui?
 C: o desconto é esse aqui né?
 S: é vai ser descontado dois mil trezentos e vinte e cinco cruzados.
 S: deu senhora? / obrigado tá.
 C: obrigado.

Text 15 - C: M/ 25 - S: M/ 35

S: pronto?
 C: tem Pilogênio?
 S: Pilogênio?
 C: unhum.
 S: Pilogênio tem.

(pause)

S: o que era mais?
 C: só isso aí mesmo.
 [pays and gets goods]
 C: obrigado.

Text 16 - C: M/ 35 - S: M/ 35

S: [approaches C.]
 C: [shows prescription]
 S: PV oral não tem amigo./ não tem.
 C: falou./ 'brigado.
 S: de nada.

Text 17 - C: F/ 18 - S: M/ 35

S: [approaches C.]
 C: [shows prescription] é so saber os preços desses remédios.
 S: [checks the prices]
 S: Ginopletil./ são duas caixas né?
 C: unhum.
 S: oito.
 C: { quanto é que tá?
 S: Ginopleril tá duzentos e cinco cruzados e o ()
 oitocentos cruzados.
 C: faça a conta aqui e depois eu volto aqui.
 S: é duzentos e cinco isso aqui./ tá?
 C: ().

S: tem 10% de desconto tá?
 C: tá.
 S: tá 'brigado.
 C: obrigado também.

Text 18 - C: F/ 35 - S: M/ 35

S: a senhora?
 C: Pastilha Valda?
 S: como?
 C: Valda.
 S: pastilha? / a senhora quer da pequena ou da grande? /
 latinha?
 C: da grande.
 S: só?
 C: depois eu queria () prá criança.
 S: tudo bem./ 422 senhora.
 C: unhum.
 S: só?
 C: [checks price murmuring]
 S: esse esse aqui é meio/caro / sabe?
 C: (não não./ digo o preço ali.
 S: tem vários né?
 C: a etiqueta ().
 S: é polivalente né?
 [pays gets goods]
 S: obrigado senhora.
 C: [no word - leaves]

Text 19 - C: F/ 25 - S: M/ 35

S: [approaches C.]
 C: Microdiol.
 S: Microdiol?
 C: sim.
 S: duzentos e quatorze e cinquenta./ cento e noventa e três e
 cinquenta.
 C: ah tá.
 [pays]
 S: tá certo o troco?
 C: tá.
 S: tá né?
 [gets goods]
 S: obrigado.
 C: (obrigado.

Text 20 - C: M/ 35 - S: F/ 35

S: pronto amigo?

C: () tem?

S: prá shampoo ou loção?

(pause)

S: tu quer prá que prá: piolho?

C: é.

S: prá piolho né: / é bom shampoo né? / shampoo ()?

S: o shampoo está setecentos e oitenta e sete cruzados./ é só isso?

C: sim [pays / gets goods]

S: obrigado.

C: [no word / leaves]

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