

SERVICE ENCOUNTERS IN  
A BRITISH COOKING SHOW:  
Aspects of organisation and discourse roles

Master's thesis  
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<p>Tutkielman tarkoituksena oli selvittää, millaisia asiakaspalvelutilanteita televisiosarjassa esiintyy. Aineiston lähteeksi valittiin Jamie Oliverin <i>Jamien keittiössä</i> -sarja aitojen asiakaspalvelutilanteiden vuoksi. Tutkielmassa tarkasteltiin asiakaspalvelutilanteiden rakennetta ja niiden palveluosiossa esiintyviä rooleja ja puhetoimintoja. Tutkielma selvitti, miten televisiosarjassa olevat asiakaspalvelutilanteet rakentuvat ja mitä rooleja palveluosiossa esiintyy. Metodeina käytettiin systeemis-funktionaalista lingvistiikkaa ja diskurssianalyysiä.</p> <p>Rakennetta tutkittiin analysoimalla määrällisesti 64 asiakaspalvelutilannetta, joista osaa kuvattiin esimerkkien avulla laadullisesti. Asiakaspalvelun rakenteen tutkimisessa hyödynnettiin Ventolan (1987) tunnistamia rakenneosioita eli tervehdystä, vuoronjakamista, palvelutarjousta/-kehotusta, palvelua, ostopäätöstä, ostosten luovuttamista, maksua, päätöstä ja hyvästelyä. Yleisin rakenneosio oli palvelu ja ostopäätös, jotka oletettavasti sisälsivät eniten tietoa katsojille. Seuraavaksi yleisimmät olivat tervehdys ja vuoronjakaminen, jotka useimmiten yhdistyivät. Harvinaisimmat rakenneosiot olivat maksu ja hyvästely. Rakenneyhdistelmissä esiintyi paljon vaihtelua.</p> <p>Palveluosion laadullisessa tarkastelussa käytettiin Hallidayn (1994) tunnistamia puhetoimintoja, joita olivat tarjous, käsky, toteamus ja kysymys. Vastauksena näihin olivat myönteinen ja kielteinen vaihtoehto kuten tarjouksen hyväksyminen ja hylkääminen. Palveluosiossa myyjällä oli asiantuntijarooli, jota Oliverin juontajarooli toi esille. Toisaalta Oliver osoitti asiantuntijuutta täydentämällä myyjän tietoutta, kun tämä epäröi. Oliver otti juontajaroolissa katsojat huomioon esimerkiksi varmistamalla tietoa. Tällöin Oliver ohjasi myyjän puhetta katsojia oletettavasti kiinnostaviin kysymyksiin. Oliverin juontajarooli liittyi osittain viihdyttäjärooliin, joka pyrki huvittamaan myyjää ja katsojia vitsailemalla. Samaten myyjä saattoi joissain määrin näyttää viihdyttäjäroolia. Vitsailemalla Oliver ja myyjä osoittivat myös ystävyyttä. Oliverin ja myyjän tyypilliset puhetoiminnot vaihtuivat ajoittain keskenään. Oliver ja myyjät välttivät käskymuodon käyttöä; käskymuotoa käytettiin useimmiten vain tuotteiden kehumiseen ja kiinnittämään huomiota tuotteisiin.</p>	
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## 1 INTRODUCTION

The purpose of this thesis is to examine buy-sell service encounters<sup>1</sup> in a television series. The tv-series that I will observe is a British cooking show called *Oliver's Twist* by Jamie Oliver. I will study how the service encounters are organised in the tv-series. Furthermore, I will examine the roles in the service part of service encounters: what and how roles are presented by Oliver and the salespeople. The thesis will take a part in finding out how service encounters are represented in television series. The thesis utilises systemic functional linguistics and discourse analysis.

I selected this topic because I am interested in customer service, and think it would be useful to research the subject also for working life. Service encounters in television series are important to study because they have not been studied before. In addition, television series represent customs and culture in foreign countries to some degree, and therefore the communication in the series is interesting to study. Further, service encounters are a part of viewers' everyday life.

To introduce *Oliver's Twist*, I shall quote a programme description that summarises the cooking show nicely: “We see Jamie out and about in his favourite stores where he tells us what to look out for when shopping for our favourite foods. Jamie, in his unique style, then rustles up some tukka for his mates and the party begins!” (Lifestyle food 2011). That is, Oliver shows the viewers how to shop for ingredients and cook food to be served to friends.

I chose *Oliver's Twist* because service encounters in a cooking show have more authentic communication compared to scripted fictional television series. Moreover, *Oliver's Twist* has aired in over 50 countries according to somewhat unreliable source IMDb (2010). Indeed, the series is especially aimed at countries outside the UK (JamieOliver.com 2011). In addition, a motivation to study *Oliver's Twist* is that it is very rebroadcast series. In Finland, the series has aired in 2005, 2006, 2007-2008 at least on the basis of Telvis.fi (2011) and again in 2010-2011, when I gathered my data.

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<sup>1</sup> From now on service encounters.

Further, one practical reason for choosing the series is that *Oliver's Twist* aired in Finland at the time of data collection.

The organisation of service encounters will be examined with the help of structure elements developed by Ventola (1987). The organisation is studied by examining frequencies of the structure elements and their combinations. The core part of the service encounters – the Service structure element – is analysed by the means of Halliday's (1994) categories of speech functions. Furthermore, the participants' roles and language forms will be examined along with the speech functions. The roles that were found are an expert, inexperienced, entertainer, host and friend. Moreover, basic roles of a customer and salesperson are occasionally reversed. The results deal with demanding and offering products, demanding and giving information about the products and praising products. In addition, offering samples of products, making resolution and undertaking demands are viewed in the results.

There has been a high number of cooking shows in television in the recent years. Palmer (2008: 2) argues that cooking shows have thrived in television networks because they are cost efficient. The shows can be filmed with the same host and crew at the same set. In addition, cooking shows are timeless and they can be rebroadcast (ibid.).

Palmer (2008: 3) also notes that sponsorship has become a part of lifestyle programmes as they promote lifestyles with the help of “right products”. Lorenzo-Dus (2006: 744) continues that “although lifestyle programmes do not sell directly any of the material goods that they display, relevant businesses and industries receive a certain amount of publicity, whether via actual footage of their premises or attribution in the credits at the end of the shows.” Hence, it may be relevant to observe if any commercial interests are present in the discourse. Praising the products is also examined in my thesis.

Now I shall discuss the purpose of tv-series in general and meaning of cooking shows for viewers. Palmer (2008: 1-2) writes that an aim of public service programmes has been to *inform*, *educate* and *entertain* the audience. De Solier (2008: 70) points out that cooking shows such as *The Naked Chef* - also by Jamie Oliver - “not only teach viewers

how to cook, but how to acquire sophisticated foodie<sup>2</sup> lifestyles through commodity consumption and culinary production.”. Thus, it is interesting to see whether and how this purpose of informing, educating and entertaining is present in the service encounters in a cooking show.

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<sup>2</sup> With the word foodie de Solier (2008: 65) means food lovers or amateur food connoisseurs.

## 2 THEORETICAL FRAMEWORK

In Chapter 2, I will discuss previous studies of cooking shows especially by Oliver, and examine service encounters and roles more generally. In addition, I will introduce systemic functional linguistics, structure elements, discourse analysis, forms and speech functions.

### 2.1 Previous studies on Oliver's television programmes

Television programmes by Oliver have been studied to some extent. In this chapter I will discuss a cooking show called *The Naked Chef* and another programme called *Jamie's Ministry of Food*. I will first examine the thesis by Seppälä (2005), which studies Oliver's roles, identities and typical linguistic choices in *The Naked Chef*. The topic in Seppälä's thesis is slightly similar to one in my thesis. However, the topic and data in my thesis deal with service encounters, which were not analysed in Seppälä's thesis. Nonetheless, Seppälä's thesis provides some views and concepts, such as expert and entertainer identities, which are helpful for analysing my data. Next, I will briefly discuss a study by Hollows (2003) dealing with masculine and feminine roles in *The Naked Chef*. After this, I will move on to observe a study conducted by Hollows and Jones (2010) in which roles of Oliver in *Jamie's Ministry of Food* are analysed.

Seppälä (2005) argues that Oliver displays both distance and solidarity to the audience. Distance is displayed using trademark expressions such as evaluative adjectives (*superb, beautiful, wicked*) (Seppälä 2005: 81-82). Further, Oliver appears as a media personality and an entertainer with the help trademark adjectives (Seppälä 2005: 72). Still, one goal of using trademark expression such as made-up adjectives (*garlicey, lemonadey gingery*) is to “portray cooking as ordinary, everyday activity” and show solidarity to the audience. (Seppälä 2005: 85).

Seppälä (2005) writes that Oliver shows solidarity and views himself as part of the audience. Oliver displays solidarity for example by talking about “his own personal life to the audience as if talking to his friends and thus creating a familiar, intimate

atmosphere.” (Seppälä 2005: 72). Joking can be used to display solidarity (Seppälä 2005: 60). Solidarity is also shown via several linguistic choices such as discourse markers (*you know, yeah*) and hedging (*sort of, like*) (Seppälä 2005: 77-79). According to Seppälä an aim of hedging may be “to avoid appearing too authoritative and therefore reducing the strength of his utterances”. Also Koester (2006: 72) notes the use of interpersonal markers in institutional discourse: hedges, vague language, modal verbs, idioms and metaphors. Institutional discourse will be discussed in Chapter 2.32. Furthermore Seppälä (2005: 60) states that Oliver talks about ingredients by using common everyday words, and only seldom uses difficult gastronomic terms. When gastronomic terms are used, they are typically explained to the viewers (Seppälä 2005: 70).

Hollows (2003: 241) argues about *The Naked Chef* that “Jamie’s project frequently appears to be one of democratization in which he aims to demystify cooking, adopting a friendly, chatty style and introducing the ‘cool’ properties of herbs to all.” She shows that Oliver displays both masculine cosmopolitan roles and feminine domestic roles for example through cooking, venue choices and attitudes in *The Naked Chef*. Furthermore, Oliver displays British and Italian identities (Hollows 2003: 235). She continues that in shopping segments Oliver has a role of connoisseur (ibid. 241), that is an expert and culinary art enthusiast.

Hollows and Jones (2010) examine roles of Oliver in *Jamie's Ministry of Food* by analysing textual and visual strategies. Compared to the roles in *The Naked Chef* identified by Seppälä (2005), Oliver's roles are partly different in *Jamie's Ministry of Food*. The “television chef” role is not as strong in *Jamie's Ministry of Food*, because it could interfere with the documentary narratives (Hollows and Jones 2010: 312).

Oliver's role is to initiate, motivate and maintain change in cooking and eating habits in *Jamie's Ministry of Food* (Hollows and Jones 2010: 312). His aim “is to democratize skills and knowledge rather than reinstate the authority of expert knowledge”. Hence, Oliver again aims to share cooking skills. Oliver's leadership role is mainly “benign and playful”, but it also expects progress from the people he educates (ibid.). Hollows and Jones (2010: 307, 318) argue that Oliver has a role of “a moral and social entrepreneur”



and “social explorer”. According to Hollows and Jones (2010: 319), the majority of Oliver's activities are commercial, even though the Ministry of Food is a non-profit organisation.

The people that Oliver teaches to prepare food are first displayed as “novice cooks”. (Hollows and Jones 2010: 311). Even though some people display progress along with the series, the audience is still meant to identify themselves with Oliver (Hollows and Jones 2010: 315).

In this chapter, identities and roles of Oliver in the two television series were presented. In *Jamie's Ministry of Food* they included roles such as a social entrepreneur and project initiator (Hollows and Jones 2010). In cooking segments in *The Naked Chef* Oliver showed solidarity and entertainer, presenter and expert roles (Seppälä 2005). Furthermore, Hollows (2003) identified Oliver's connoisseur role, which is close to an expert role, in the service encounters in *The Naked Chef*. Both programmes displayed an expert role of Oliver, which was yet toned down with the aim of sharing culinary knowledge. Shopping segments in *The Naked Chef* were seen as metropolitan and masculine (Hollows 2003). Typical language choices by Oliver were also discussed. However, in none of these studies service encounters were especially examined.

## **2.2 Service encounters and roles**

In this chapter, I will first briefly define service encounters and roles. After this, I will move on to further discuss roles and identities especially in service encounters with the help of marketing material and linguistic studies.

According to Cambridge Dictionaries Online (2012b) a role is “the position or purpose that someone or something has in a situation, organization, society or relationship”. Roles are thus close to situated identities – a term from discourse analysis. Situated identities mean “identities and social positions” people perform and distinguish in different settings (Gee 1999: 12). I will, however, opt to use the term role.

Guiry (1992) defines service encounters simply as “The personal interaction between consumers and service providers” on the basis of Czepiel et al. (1985), Shostack (1985), Solomon et al. (1985), Surprenant and Solomon (1987). Ventola (1987: 1) characterises service encounters as a type of social encounters where social processes “realize the social activity, unfold in stages and, in doing so, achieve a certain goal or purpose.” She continues that “Step by step, the structure of the social process unfolds and, having done so, the overall function or the purpose of the social encounter is achieved.”. Thus, service encounters are defined by their structure and aims. The structure in service encounters will be discussed further in Chapter 2.3.1.

Halliday and Hasan (1989: 57) state that the degree of control between a salesperson<sup>3</sup> and a customer can be equal or unequal, and the degree can also change between them. Moreover, Halliday and Hasan (ibid.) argue that “It makes a good deal of difference to the job that language has to do if I buy my kilo of potatoes from a vendor whose shop I use only irregularly as opposed to one who is also my next-door neighbour.” They continue that “The more minimal the social distance, the greater the degree of familiarity between the carriers of the role. Social distance affects styles of communication.”. In the service encounters in my data the familiarity between Oliver and salespeople varies much. In my analysis, a friend role means lesser social distance than in basic customer – salesperson context.

Koester (2006: 142) argues that phatic communication is more typical, if the participant's relational roles are less established. In service encounters between strangers no phatic exchanges were found, since “pre-established transactional roles (server-servee)” were relayed on. He states that people who do not see each other frequently use more time on building the relationship in their irregular encounters. Koester hence argues that among infrequent encounters phatic communication is typical. He (2006: 5) also points out that in lay-professional encounters, “access to expert knowledge is often unequal.” As written earlier, I will observe expert roles in my thesis.

To sum up, the roles and linguistic choices may vary depending on how well the salesperson and the customer know each other, how frequent the encounters are and

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<sup>3</sup> Halliday and Hasan (1989) name a salesperson as a vendor.

how much professional knowledge they hold. In my data the professional knowledge is, however, somewhat equal since both the customer (Oliver) and salespeople are professionals in culinary knowledge. Still, the viewers hold an inexpert status.

Guiry (1992) argues that the role of a customer<sup>4</sup> in a service encounter can display dependence, autonomy or mutuality, whereas the role of salesperson<sup>4</sup> can be of cooperation, indifference or dominance. Guiry (1992) states that the dependent role of a customer comes forward when a customer is purchasing something of which he or she has inadequate knowledge. The customer counts on the salesperson to offer guidance and assistance (*ibid.*). This dependence role is close to one in lay-professional encounters noted by Koester (2006). Secondly, an autonomous role of a customer emphasises independence and freedom when making decisions in shopping; the customer wants a salesperson to do general tasks such as ring up the sale (Guiry 1992).

Thirdly, Guiry (1992) argues that a mutual role of customer and a cooperative role of salesperson highlight collaboration between a salesperson and a customer. An example in his study indicates in my view that the salesperson is not merely trying to make money but also taking time to find out what the customer is looking for. This much corresponds with customer oriented approach, which is noted also in the next paragraph. Lastly, Guiry (1992) describes an indifferent role of a salesperson that is uninterested in providing service. As an opposite, dominant role means too much attention and service to the customer (*ibid.*).

Heinonen (2009) examines the roles of officials of The Social Insurance Institution of Finland (Kela) in telephone encounters. She argues that the officials have roles of customer service personnel and also of bureaucrats. The role of customer service personnel is seen in empathising, helping the customer actively and personally and giving the customer options (Heinonen 2009: 47-48, 50). The role of customer service personnel highlights using a customer oriented approach (Heinonen 2009: 44). The role of a bureaucrat is carried out when the officials justify policies with legislation and position themselves with the Kela organisation rather than the customer. In addition, the

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4 Guiry (1992) calls customers as consumers and salespersons as employees.

officials do not refer to the customer directly, but talk generally (Heinonen 2009: 62, 70.).

Reinboth (2008: 40) writes about customer service tools and styles and states that shops which people visit daily typically emphasise friendliness in customer service. The goal is effortless quality service. The customer is seen as a friend who is helped personally. The communication between the salesperson and the customer is often informal (Reinboth 2008: 40-41.). For example, loyal customers can be greeted by name. Moreover, the service bases mainly on collaboration, although the salesperson has a consulting expert role (Reinboth 2008: 44).

Next, Reinboth (2008: 48-49) argues that shops that sell luxury products highlight exclusivity and details; the customer is seen as a king. The communication between the salesperson and the customer is mainly formal and polite, but also warm (Reinboth 2008: 50). Lastly, one view of customer service perceives customers as an audience, that is to be provided with entertainment and experiences (Reinboth 2008: 53). The service can be humorous, interesting and articulately presented (Reinboth 2008: 54). The styles are mostly based on Reinboth's experience in the customer service sector and are meant to be used as tools in developing customer service in companies (Reinboth 2008: 5, 109).

Jaworski et al. (2003) study roles present in tourist interaction in British holiday lifestyle programmes. They view the roles of hosts and presenters/tourists with the help of discourse analysis. They divide the hosts' roles to three categories: expert/guide, servant/helper and other. Jaworski et al. note, however, that there is overlapping and ambiguity in the roles. Furthermore, they (2003: 140) suggest that the host roles are seldom stable. According to Jaworski et al. (2003: 139), the first role category, expert/guide, includes people such as skiing instructor, basket weaver, golf pro and diamond dealer. The second role category, servant/helper, includes for instance market seller, waiter, chef, caddy and airboat driver. The third role category, other, consists of local people that are represented as tourist business operators, strangers and "part of the local landscape". The presenters' roles include a role-model for viewer-tourists: "a kind of Every Tourist". Jaworski et al. (2003: 158) state that "The speaking roles of local

people are fairly minimal, limited to some expert talk, service encounters, and brief phatic exchanges.”. Especially an expert role is examined in my thesis. However, with a host role I will name a host of a cooking show.

Ekström and Lundell (2011) observe expert identities in another institutional context: television news. They (2011: 663) examine the communicative resources of an interviewer and interviewee that “promote and enhance the expert identity during these news interactions.”. In my data analysis, I will refer with an expert to an expert of the culinary field.

In this chapter, different roles in service encounters were discussed. The roles with cooperation between the salesperson and customer are based on collaboration and customer oriented approach. Customer oriented approach focuses on helping customers and meeting their needs. The roles with dependence and autonomy of the customer calls for an opposite amount of assistance from the salesperson. Moreover, an expert and host role were discussed. Next, I will view discourse analysis and systemic functional linguistics.

### **2.3 About systemic functional linguistics and discourse analysis**

Regarding discourse analytic approaches Jörgensen and Phillips (2002: 11) state that “With language, we create representations of reality that are never mere reflections of a pre-existing reality but contribute to constructing reality.”. Discourse analysis, hence, highlights the idea that language both reflects and creates reality. Jörgensen and Phillips (2002: 2) define discourse “as a particular way of talking about and understanding the world (or an aspect of the world).”. However, they remind that the definition is preliminary and that there is no clear-cut outlining of the term discourse. One aim of the thesis is to examine some discursive choices of Oliver and the salespeople.

Patterns of language are also subject of study in systemic functional linguistics. To discuss genres in systemic functional linguistics, some terms regarding structure and linguistic choices need to be presented. In systemic functional linguistics genres are

distinguished by “the co-occurrence of a particular contextual cluster”, schematic structure and realizational patterns (Eggins 2004: 56). Realizational patterns will be introduced in Chapter 2.3.2 and schematic structure is discussed next.

According to Eggins (2004: 59) schematic structure involves “a series of steps or stages”. Schematic structures of a genre are determined on the basis of how sequences are formed by the different stages, which are identified by their class and function. (Eggins 2004: 60-61). I will however call the stages as structure elements (see Ventola 1987: 69), since in my opinion “structure” makes the organisational aspect clearer and “an element” illustrates their abstract quality. In Chapter 2.3.1, functions of the structure elements in service encounters, for example Goodbye with phatic function, will be discussed following Ventola (1987).

Eggins (2004: 65) states that “A genre is thus defined in terms of its obligatory elements of schematic structure, and variants of a genre are those texts in which the obligatory schematic elements are realized, as well as perhaps some of the optional ones.”. That is, schematic structure analysis emphasises observing which structure elements are obligatory, but I will not do this because the purpose of my thesis is to examine how service encounters are displayed in the tv-series and not to identify a (new) genre. Still, I will view the frequency of the structure elements and their combinations to depict the general organisation of the service encounters.

### **2.3.1 Structure elements in service encounters**

First in this chapter I will discuss the organisation of service encounters and describe the structure element categories developed by Ventola (1987), that I will use in the data analysis regarding structure of service encounters. After that I will examine studies conducted on linguistic choices in service encounters.

Henceforth, with a need (see Ventola 1987), I will refer to products intended to be purchased. In addition, a product refers to items to be purchased or offered. Even though the term product is not particularly well suited to naming unprocessed

commodities such as vegetables, it may also be used to refer to grown or farmed commodities according to Cambridge Dictionaries Online (2012a).

Ventola (1987) studies service encounters in a shop, post office and travel agency in Australia. Her classification of generic structure elements in service encounter processes along with their function is presented in Table 1. In addition, examples are given in the table.

Table 1. Structure elements and their functions in service encounters in a shop. (Ventola 1987: 69)

Structure element	Function	Example
Greeting	phatic	hello – hi
Attendance-allocation	organization of proximity	who's next? – I am
Service bid	offer of service	can I help you? – yes
Service	needs & their provision	could I have...? – yes sure
Resolution	decision to buy/not to buy	I'll take these. – okay
Goods handover	exchange of goods	here you are. – thanks
Pay	exchange of money	it's 3,5. – right
Closing	appreciation of service	thanks very much – thanks
Goodbye	phatic	bye – goodbye

As can be seen from Table 1, Ventola (1987) separates the following structure elements in a service encounter process in a shop: *Greeting*, *Attendance-allocation*, *Service bid*, *Service* and *Resolution* and after these, there can be *Goods handover*, *Pay*, *Closing* and *Goodbye*.

Ventola (1987: 68-69) also identifies the functions of the structure elements. The functions of the Greeting and Goodbye are phatic. Next, the function of the Attendance-allocation is organisation of proximity. In other words, the Attendance-allocation means indicating who is next in turn. Moreover, the Attendance-allocation can be sometimes done by a customer. The function of the Service bid is an offer of service. In contrast to

Ventola's view, in my structure analysis, it is also counted to the Service bids, when the customer mentions a need before the salesperson.

Ventola (1987: 68-69) continues that the Service consists of needs and their provision. If the needs are not stated sufficiently by the customer, specification may be called for. The Resolution involves the decision to buy/not to buy and the Goods handover the exchange of goods. Similarly, the Pay comprises of the exchange of money. Lastly, appreciation of service constitutes the Closing. The structure elements included in a service encounter can differ depending for example on the needs of the customer. Moreover, some of the structure elements can be made non-verbally (Ventola 1987: 68-69.) Also the order of the structure elements can vary as is shown in a flow chart presented by Ventola (1987: 70-76).

Halliday and Hasan (1989) provide a slightly different set of structure elements in a service encounter compared to Ventola's (1987). They (1989: 61, 63) identify greeting, sale initiation, sale request, sale enquiry, sale compliance, sale, purchase, purchase closure and finis. Nevertheless, I will use the structure elements identified by Ventola (1987) in my thesis, since I think they are slightly clearer compared to Halliday's and Hasan's (1989) categories. Next, I will discuss typical linguistic choices in service encounters.

### **2.3.2 Linguistic choices in service encounters**

Systemic functional linguistics (and discourse analysis) studies the choices of possible realisations that vary in different structure elements. In this chapter I will observe typical linguistic choices in service encounters according to studies conducted in English and Finnish speaking regions. First, however, I will view linguistic choices that are typical in institutional discourse, which is also relevant to service encounters, since they belong to an institutional context.

Koester (2006: 72) discusses the following interpersonal markers in institutional discourse: modal verbs (*can, should, think*), hedges (*just, sort of*), intensifiers (*really,*



very), vague language (*about, or something*) and idioms and metaphors: (*hanging over our heads, par for the course*). On the basis of a corpus study in office contexts Koester (2006: 115) states that imperatives are rather infrequent when giving directives and instructions. Linguistic choices are affected for example by the nature of the task and how well the participants know each other (Koester 2006: 115), as was also noted by Halliday and Hasan (1989).

In addition, Ventola (1987: 68) points out that the language use in Greeting may vary due to social distance and frequency of communication, as the register is mediated between the participants. According to Eggins (2004: 69), in service encounters the possible realisations of greeting or thanking are relatively limited. However, in service requests the realisations can be slightly more diverse. A service request can be carried out for instance with a modulated declarative (*I'd like 5 apples please*), imperative (*Give 5 of those apples, please*) or modulated imperative (*Would you have 5 of those apples, please?*). Realisations can also be non-verbal for example in payment (Eggins 2004: 69.). I also observe basic non-verbal realisations in my thesis.

Ventola (1987) has also studied in service encounters lexical cohesion, reference, conjunction and boundary marking including frames. Ventola (1987: 180) writes that boundary marking and frames take a part in how participants “move” to another choice of for example a structure element.

Lastly, I will view some studies conducted on service encounters in Finnish kiosks. The studies offer interesting observations of the structure in service encounters which are relevant to my analysis. Lappalainen (2009) studies initiating greetings and replying greetings. She (2009: 37) observes also non-verbal realisations of greetings such as nodding and waving a hand, which I also take into account in my thesis. Lappalainen (2009: 41) states that the greeting can also function as attendance-allocation. She (2009: 38) argues that the customer can request a service bid non-verbally by putting the items on the counter. In addition to the Service bid, I will label putting products on the counter as a Resolution. Next, Sorjonen et al. (2009) examine forms (declarative, interrogative and imperative) that are used when the customer states what he or she wants to buy. Even though I observe the forms, my data differs since it comes from English shops.

Koivisto and Halonen (2009: 125-126) study the Pay, and suggest that stating the price is left out only mainly if the customer already knows the price or the salesperson does not have a speaking turn to state it.

In this chapter, some general linguistic choices and non-verbal realisations were pointed out on the basis of previous studies. Further, speech functions and forms are discussed in the next chapter.

### 2.3.3 Speech functions and forms

In this chapter, I will first briefly separate forms from speech functions, although forms were already mentioned in some points earlier. Next, I will present speech function categories developed by Halliday (1994), Eggins and Slade (1997) and Ventola (1987). I shall also give reasons for choosing Halliday's speech function categories for my analysis.

The basic sentence type forms are declarative (*the door is open*), interrogative (*is the door open*) and imperative (*open the door*) (Stenström 1994: 22-23). Ventola (1987: 93) points out that there can be a “mismatch' between form and function”. She continues that even though the form is different in “*pass me the salt*” and “*could you perhaps pass me the salt, please*” the function is the same; the former is acceptable among family whereas the latter is more polite in other contexts. Moreover, Ventola (1987: 94) writes that “incongruent realizations are common in a genre such as service encounters; customers seem to favour incongruent commands for getting the servers to get the goods they want,”. Next, I will view the speech functions identified by Halliday (1994) that I will use in my analysis.

Table 2. Giving and demanding goods and services and information (Halliday 1994: 69)

Commodity exchanged	goods-&-services	information
Role in exchange		
giving	offer	statement
demanding	command	question

As can be seen in Table 2, Halliday (1994: 69) divides roles in exchanges to giving and demanding, and the commodities exchanged to goods-&-services and information. Hence, the speech functions are *offer*, *command*, *statement* and *question*. In my analysis, I will name demanding products and services as commands, regardless of different levels of strength or emphasis in the demands. As forms of the commands are also examined, I have not divided them further for example to requests or orders. Offers and commands of service in my analysis means offers and commands of managing the products (most likely free of charge): for example portioning the products.

Table 3. Speech functions and their responses (Halliday 1994: 69)

		initiation	expected response	discretionary alternative
give	goods-&-services	offer	acceptance	rejection
demand	goods-&-services	command	undertaking	refusal
give	information	statement	acknowledgment	contradiction
demand	information	question	answer	disclaimer

The responses that may follow the initiative speech functions provided by Halliday (1994: 69) are named in Table 3. The responses are divided into *expected response* and *discretionary alternative*. The former is a positive or anticipated response, and the latter is negative or opposing one. The purpose of offers is to give goods-&-services, which can be either accepted or rejected. I will use Ventola's (1987) term, resolution, to name generally the decision of either accepting or rejecting to purchase a product. Moreover, I will use the term resolution to name choosing from two or more alternative offers. Halliday's (1994) terms I will use specifically to refer to a positive resolution (acceptance) and a negative resolution (rejection).

Halliday (1994: 69) states that commands can be used to demand goods-&-services, and they can be responded with undertaking or refusal. Information can be given with a statement, which may be followed with an acknowledgment or contradiction. Information can be demanded with a question. It can, then, be followed by an answer or disclaimer (*ibid.*).

I chose speech functions by Halliday (1994) for analysing data, because they are clear, somewhat flexible and targeted for service encounters. Another possibility for the speech function categories would have been the categorisation developed by Eggins and Slade (1997) for casual conversation. I briefly tested the categories by Eggins and Slade for my analysis. Hence, they are described briefly, since they may have affected my views of speech functions and their analysis.

The main speech function categories by Eggins and Slade (1997) were opening, sustaining continuing, sustaining responding and sustaining rejoining. In opening, the subordinate categories were attending, offer, statement, command and question, which are about the same as Halliday's (1994) initiation categories. Continuing speech functions could be used when a speaker speaks for more than one move<sup>5</sup> in one turn (Eggins and Slade 1997: 195). Responding speech functions were answers or acknowledgments to previous moves and brought the conversation closer to completion (ibid. 202, 200). Both responding and rejoining speech function categories could support and confront (ibid. 202, 209). This was somewhat similar to Halliday's expected response and discretionary alternative. Rejoining postponed the completion of the interaction by asking for details etc. (ibid. 200). All categories also had a large number of subordinate categories such as open and closed questions, opinion and fact statements (see ibid. 194). Somewhat similarly, I will observe open and specific commands, evaluative and factual information.

The categorisation by Eggins and Slade (1997) is meant for casual conversation, but my data is institutional, as the setting is a service encounter. Thus, I chose Halliday's (1994) speech function categories, since it is targeted for service encounters and it is not too detailed, as Eggins' and Slade's categorisation is for my thesis.

Moreover, Ventola (1987) suggests basic speech functions as follows: offer, acknowledge offer, command, response offer to command, statement, acknowledge statement, question, response statement to a question, greeting, response greeting, call,

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<sup>5</sup> According to Eggins and Slade (1997: 186) a move is a unit after which a speaker change could occur without turn transfer being seen as an interruption.

response call and exclamation. These correspond somewhat to the Halliday's (1994) speech functions: offer, command, statement and question are found in both. Moreover, Ventola also has responses to these speech functions. Nevertheless, Halliday's categories are more flexible than Ventola's. Further, since I do not analyse speech functions in other structure elements than the Service, I do not require the greeting and response greeting speech function categories. However, the response offer to command is adopted partly to my analysis on speech functions – that is, Oliver demands a product and the salesperson then offers a product as a response – but I will call the speech function simply as an offer, as named by Halliday (1994).

### 3 METHODOLOGY

The purpose of the thesis is to examine service encounters in a television series. The series chosen is a British cooking show called *Oliver's Twist*. I will use mostly qualitative methods: discourse analysis and systemic functional linguistics along with some quantitative means. I will briefly study how the service encounters are organised in the television series. Further, I will examine roles, speech functions and forms in the Service. The analysis of the Service – the roles and speech functions – forms the main part of the thesis.

The research questions are:

- How are the service encounters organised in the television series?
- What roles are displayed by Oliver and a salesperson in the service part of service encounters?
- How are the roles displayed?

Next in Chapter 3.1, I will discuss my data and its collection. After that I will describe my methods in Chapter 3.2.

#### 3.1 Data

*Oliver's Twist* (2002-2003) is a British cooking show hosted by Jamie Oliver. There are 52 episodes in the two seasons (IMDb 2010.). The structure of the episodes is fairly consistent. Typically Oliver first introduces the episode by explaining to the viewers what he plans to cook, to whom and for which occasion. Oliver speaks directly to the camera in the introduction. Then, Oliver possibly drives to the shops and there may be a short service encounter segment. Next, there are the opening titles. After the opening titles, Oliver typically visits one or two shops. After the shopping, Oliver starts to cook the food. In some episodes Oliver shops also between cooking. At the end of each episode Oliver serves the dishes to his family, friends, neighbours or acquaintances. The

length of each episode is about 25-30 minutes. The dialogue in the service encounters of *Oliver's Twist* is most likely not written beforehand, although it is edited by cutting.

I recorded the episodes of *Oliver's Twist* in October 2010 – February 2011 from the Finnish television channel *Liv*. All episodes in that time period were recorded with some exceptions due to technical difficulties. The episodes aired partly in irregular order and mixing episodes from the first and second season.

The data consist of 64 service encounters from 35 episodes. I only included service encounters which took place in a shop type environment and where the participants were salespeople and customers. That is, I defined service encounters based on either the shop setting or a clear purpose of selling products. This excluded consultation of a nutritional therapist at the therapist's home and collecting ingredients for free from a restaurant kitchen, but included buying a coffee at a café and fish from a fishmonger. I did not include short clips of a couple of seconds where random passers-by buy something. However, the service encounters which were edited into short shots with music and without audible dialogue but which featured Oliver and a salesperson were included.

For closer analysis of the Service structure element I chose 15 service encounters that vary in shop type and assumed familiarity between Oliver and the salesperson. In order to observe the roles of Oliver and a salesperson in more detail, I chose the data for the qualitative analysis of the Service from service encounters where there were only one customer – Oliver – and a salesperson. However, in quantitative analysis, I observed service encounters with two or more participants in order to get a larger amount of data.

I transcribed my qualitative data by using a modified version of the transcription conventions developed for conversation analysis, as presented by Tainio (1995). In my thesis, they are modified to describe a suitable amount of phonetic properties for my data analysis. Further, the most salient edits, although not all due to frequent switches in camera angles, are marked in the transcription. The transcription conventions are included in the appendix.

### 3.2 Methods

In this chapter, I will discuss the methods that I used in the analysis of the structure elements and their organisation. I went through the episodes and made notes of each service encounter in February and March 2011. The structure elements that I used were developed by Ventola (1987) as discussed in Chapter 2.3.1. I marked down the length and shop type of each service encounter, the participants, items purchased and structure elements included. That is, I coded (see Saaranen-Kauppinen and Puusniekka 2006) the service encounters.

In measuring the length of a service encounter, the start is timed from the first utterance or clear gesture (waving or nodding) made by the customer to the salesperson - or vice versa. Similarly, the end point is the last utterance or clear gesture. The length is measured only approximately, because the length of service encounter is not the object of study. I coded the settings of the service encounters into the following shop types: a deli, a market, a market hall stand, a kiosk and other. I also wrote down how many types - not items - of products were bought. I coded the participants by the number of salespeople and customers in each service encounter.

I marked into a chart the relationship Oliver appeared to have with the salesperson: unknown (Oliver does not know the salesperson), known (Oliver recognises the salesperson), friend (Oliver is a friend to the salesperson) and other (the audience does not see the salesperson or hear dialogue). A salesperson could belong to two categories, for instance known and a friend, if the relationship with the salesperson was unclear to establish. I made the coding based on how the participants talked and how they addressed each other (by name, as mate etc.). Service encounters from the category other were not chosen to qualitative analysis, since they consisted of few short utterances or no audible dialogue at all. Next, I marked into a chart whether the purchased items were food or non-food. Further, I wrote down roughly the type of product, for example: fish, vegetables or newspapers. All these codings helped me to choose varied data for the Service analysis.



Next, I marked down in a chart which structure elements were included in the service encounters. I also marked whether excluded structure elements were edited out or skipped in the service encounters. In some service encounters it was not possible to know whether the cut structure elements were originally included or skipped in the service encounter (e.g. Goodbye). The order of the structure elements was not focused on much. I made some additional notes when necessary; for example, if the customer and salesperson shook hands, if the customer sampled the food or if there was music instead of dialogue. The additional information varied according to what was relevant in each case.

In April 2011 I went through the data again checking the structure elements and making corrections to my codings. I gave up marking 'either skipped or edited out' into every structure element that was edited out as they were so common. Instead, I marked a structure element as edited out<sup>6</sup>, unless it was clear that it was skipped<sup>7</sup>. I coded with different colours the structure elements that were included, edited out or skipped. I looked through the data once more in April 2012 and checked the coding of structure elements.

I counted how many different combinations of structure elements were present and how many were not present. Next, I summed up how many instances of each combination there were. To illustrate the different structure elements, I chose examples of the structure elements in the frequent structure combinations and transcribed them. In addition, I analysed the discourse in the examples with methods of discourse analysis.

In the Service analysis, I examined the service part in 15 service encounters which I had chosen and transcribed. I observed Oliver's and the salesperson's use of speech functions. As explained earlier, the speech functions that I used in the analysis were by Halliday (1994). I also considered and briefly tested speech function categories presented by Eggins and Slade (1997), but they were not as suitable as Halliday's for my analysis. Along with speech functions, the forms – declarative, interrogative and imperative – were observed. In addition, I examined other linguistic choices of Oliver

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<sup>6</sup> Edited out means elements that were either edited out or may not have been present in the first place.

<sup>7</sup> Skipped elements can be determined to be most likely not present in the service encounters.

and a salesperson to some extent. Further, I studied what roles were present and how they were displayed in the Service. The analysis was done in winter 2011 – spring 2012.

I marked the speech functions in each transcription line. In addition, I made notes of the forms used. Next, I observed and 'labelled' what topics and actions mostly took place in the Service. I found topics and actions such as praising products, offering samples of products and joking. I went through the data many times and found more topics and actions such as determining an amount or number of products.

Next, I chose examples of data from each topic and action. After further viewing, some examples were moved into a different topic or action category. Furthermore, some examples contain elements of more than one category, for example praising and sampling products. Indeed, the topics and actions overlap: as also Jaworski et. al. (2003) also point out in their study. I also chose two of pieces of data to illustrate the variation in the overall organisation of the Service. Moreover, I underlined imperatives and occurrences of the phrase please in different colours. When writing about each example, I conducted a more detailed analysis on the speech functions and their forms with the help discourse analysis. To present the results in Chapter 4.3, I formed a prototypical order of topics and actions based on my overall perception of the data.

In Chapter 4, I will present my results of data analysis. Firstly, in Chapter 4.1 I will examine the organisation of service encounters. Secondly, organisation of the Service is viewed in Chapter 4.2. Thirdly in Chapter 4.3, I will discuss speech functions and roles in the Service.

In the next chapter the organisation of service encounters is observed through frequencies of the structure elements and their combinations. Tables of the frequencies are presented first in the chapter. After this, examples of the structure elements are discussed with more detailed analysis.

## 4 RESULTS

### 4.1 Organisation of service encounters

As noted in the previous chapter, I will use the structure elements provided by Ventola (1987) in the analysis. The labels of the structure elements are abbreviated as follows: Greeting (GR), Attendance-allocation (AA), Service bid (SB), Service (S), Resolution (R), Goods handover (GH), Pay (P), Closing (CL), Goodbye (GB). In the examples structure elements are given at each transcription line. If a transcription line includes two structure elements, they are both given. The Service bids in round brackets could also be seen to belong to the Service like Ventola (1987) perceives. However, I have here separated them to mark the first mention of needs when it is not done by the salesperson. Furthermore, I have used round brackets to mark Oliver's answer to the Service bid made by the salesperson.

To start with, I will give an overview of the frequencies of the structure elements. In Table 4 the frequencies are presented by the number of instances in the 64 service encounters. Moreover, some notions are given.

Table 4. Frequencies of the structure elements.

Structure element	Instances	Details
GR	46	
AA	46	In which 1 AA separate from GR
SB	53	In which 7 SB done by the salesperson
S	59	
R	58	
GH	36	
P	23	
CL	34	
GB	25	

As can be seen from the table above, the most frequent structure elements were S with 59 instances and R with 58 instances. The third most frequent structure element was SB with 53 occurrences. However, of these only seven were made by the salesperson. The next most frequent structure elements were GR and AA with 46 instances. Of the 46 instances only one AA was made separately from Greeting. A somewhat frequent structure element was GH, which was found in 36 service encounters. In addition, CL was found in 34 service encounters. The second least frequent structure element was GB with 25 instances. The most infrequent structure element was P, which was found in 23 service encounters.

In the next table, different structure combinations are presented. The number of structure combinations in the 64 service encounters are given. Similarly to the previous table, some notions are presented.

Table 5. Frequencies of different structure combinations.

<b>Structure combination</b>	<b>Instances</b>	<b>Details</b>
GR, AA, SB, S, R	11	In which 1 AA separate from GR, and 1 SB done by the salesperson
GR, AA, SB, S, R, GH, CL, GB	7	In which 1 SB done by the salesperson
GR, AA, SB, S, R, GH, P, CL, GB	5	In which 2 SB done by the salesperson
GR, AA, SB, S, R, P, CL, GB	4	
GR, AA, SB, S, R, GH, P, CL	4	
GR, AA, SB, S, R, GH, CL	3	In which 1 SB done by the salesperson
GR, AA, SB, S, R, CL	3	
GR, AA, SB, S, R, GH, P	2	In which 1 SB done by the salesperson
GR, AA, SB, S, R, GH	2	
SB, S, R	2	In which 1 SB done by the salesperson
S, R	2	
Other	19	In which 5 structure elements skipped
<b>Total</b>	<b>64</b>	

As seen in Table 5, there was much variation in the structure combinations in the 64 service encounters; There were eleven structure combinations that occurred more than once and nineteen that occurred only once. Still, as can be seen in Table 5, the most

frequent structure element combination was GR, AA, SB, S, R with 11 instances. The second most frequent combination was GR, AA, SB, S, R, GH, CL, GB with seven instances. The next most frequent structure combination included all structure elements, which were found in five service encounters. Four service encounters included all structure elements except GH, and four service encounters all but GB. Three service encounters had every structure element except P and GB. Similarly, three service encounters lacked of GH, P and GB. In addition, two instances were found of each of the following combinations: GR, AA, SB, S, R, GH P; GR, AA, SB, S, R, GH; SB, S, R; and S, R. Lastly, there were nineteen service encounters with other structure combinations of only one occurrence. Only five structure elements were skipped: one GR, AA, two CL and one GB. In the analysis, it was also counted to Service bids, if the customer made the Service bid, as can be seen from Table 5.

Next, I will examine examples of the structure elements. The purpose is not to exhaustively cover all cases, but to illustrate the structure elements by presenting examples from the typical structure combinations. The service structure element will be observed in more detail in Chapters 4.2 and 4.3. Most of the examples have more than one structure element, so that their continuity and overlap is conveyed, as well. The transcription conventions are included in the appendix.

Greeting was included in 46 of the 64 service encounters. Greetings were typically verbal, but they were often reinforced with a non-verbal greeting. Verbal and non-verbal greetings varied according to how Oliver and the salesperson knew each other. Oliver and salespeople greeted each other often by first name or as mate. Non-verbal greetings included for example waving a hand, a handshake or kissing on the cheek. Greetings also involved asking *how are you* and saying *nice to see you* etc. and possibly referring to last time Oliver visited the shop. In the first example Oliver meets a salesman at a fishmonger's.

#### Example 1. Oliver and a salesman at a fishmonger's (10 Dec 2010)

1 O: ((O enters the shop)) hello mate!	GR AA
2 S: hello [Jamie.]	GR AA
3 O: [how] are you doing?	GR
4 S: nice to see you.	GR
5 O: yeah, good, old boy. ((O and S shake hands))	GR

In Example 1, Line 1, Oliver greets the salesman. The salesman answers by greeting Oliver by his first name in Line 2. The Greeting also functions as an Attendance-allocation. The Greeting continues with a phatic exchange “how are you doing?” (Line 3) by Oliver and “nice to see you” (Line 4) by the salesman. Oliver answers to the salesman as if he had been asked the same phatic question that he presented in Line 3: “yeah good, old boy.” (Line 5). Oliver naming the salesman “old boy” may function as a sign of a friendship. Oliver and the salesman also shake hands (Line 5).

Moreover, there were at least two instances of greeting with merely phatic function. In the next example Oliver greets first other salespeople who behind the counter.

Example 2. Oliver and salespeople in a deli (6 Feb 2011)

1 O: ((O enters the deli)) hi guys! ((O walks past two Ss standing behind the counter))	GR
2 O: hi Raffaele! ((O and S shake hands))	GR AA
3 S: hello Jamie!	GR AA
4 O: how are you doing ( - )?	GR
5 S: I'm fine, how are you?	GR
6 O: yeah, not bad, mate.	GR
7 O: um, how's it going, alright?	GR
8 S: fine.	GR

In Example 2, Oliver greets two salespeople by addressing them as guys (Line 1). Then he addresses the third salesperson by name and shaking his hand (Line 2). That is, Oliver greets first salespeople without wanting attendance-allocation from them. The other salespeople do not greet Oliver back or their voices do not reach the microphone when Oliver quickly walks past them. The salesman called Raffaele greets Oliver back using also his name Jamie (Line 3). Oliver continues the Greeting by asking “how are you doing (-)?” (Line 4). The salesman answers in Line 5. Oliver answers the salesman's phatic question addressing him as “mate” in Line 6. Oliver continues the Greeting by repeating the how do you do: “um, how's it going, alright?” (Line 7). The salesman gives the same answer as in Line 5 (Line 8). Repeating utterances will be discussed further in Chapter 4.3.

The Attendance-allocation was typically carried out in the Greeting. Still, the main function of the Greeting was phatic, since the shops did not often have many other customers and Attendance-allocation thus was not needed to a high degree. There was only one clearly separate instance of the Attendance-allocation, which is viewed in the example below. In the example Oliver buys pork at a butcher's stand in a market hall.

Example 3. Oliver and a salesman at a butcher's stand in a market hall (22 Dec 2010)

1 S:	((Oliver approaches the stand)) yes please, anymore, anymore?	AA
2 O:	hello mate, [could] I have um, pork loin, please?	GR (SB/S)
3 S:	[hi,]	GR
4 S:	yep, pork loin, where you want it cut? ((S lifts a large part of pork ribs))	S
5 S:	all of it, [(bit of) it?]	S

In Example 3 Line 1, the salesman in a crowded market hall indicates that he is ready to serve whom is next in turn: “yes please, any more, anymore?”. Oliver greets the salesman “hello mate” and states his need in a command “could I have um, pork loin, please?” (Line 2). The salesman also greets Oliver in Line 3. The salesman undertakes the command “yep, pork loin,” and continues with the Service by asking Oliver of the amount of pork needed (Lines 4-5).

There were only seven Service bids which were done by the salesperson. An instance of this is seen in the following example. There was also often some small talk in the Service bid that typically dealt with the people and the occasion that Oliver was cooking for. In Example 4, Oliver discusses an office party with the salesman at a butcher's.

Example 4. Oliver and salesman at a butcher's. (6 Jan 2011)

9 S:	what are you after today?	SB
10 O:	um, right, we're having a- a little staff party,	(SB)
11 S:	ri[ght.]	(SB)
12 O:	[um,] for Christmas, and um, a little bit early but, if	(SB)
13 O:	we don't do it now, we never gonna get around the table,	(SB)
14 O:	if you know what I me[an?]	(SB)
15 S:	[yes,] sure.	(SB)
16 O:	what I wanna do is, instead of cooking a massive grey turkey,	S
17 O:	um, I wanted to get um, some little spring chickens, um,	S
18 S:	[pouss]ins?	S
19 O:	[yeah,] little poussins ( - .)	S
20 S:	yeah, yeah.	S

The salesman asks Oliver what Oliver needs as the Service bid (Example 4, Line 9). Oliver answers by explaining for what event he is cooking in Lines 10 and 12-14. The salesman acknowledges the statements (Lines 11 and 15). Oliver's description of the occasion acts as a framing to his needs (see framing for example Stenström 1994: 85, Koester 2006: 27-28). Oliver continues by stating what he is cooking and needs (Lines 16-17). The salesman requests to confirm what Oliver needs to buy with a French term "poussins" in Line 18. Oliver answers by confirming in Line 19. The salesman starts to undertake the command (Line 20).

In the next example, Oliver shops in a department store where the salesman makes a service bid. The example hence resembles the previous one, as the salesman asks what Oliver needs.

Example 5. Oliver and a salesman in a department store (18 Jan 2011)

1 S:	very well thanks. what can I do for you toda[y?]	GR SB
2 O:	[g]ood on you mate.	GR
3 O:	I've just had the kitchen done up.	(SB)
4 S:	oh really?	(SB)
5 O:	and I'm treating myself (to) some spring clean, I'm gonna get a few new knives,	(SB)
6 S:	great, yea[h.]	(SB)
7 O:	[a] few of my students [have] ( - ) the old ones.	(SB)
8 S:	[aham.]	(SB)

In Example 5 Line 1 the salesperson asks how he can help Oliver as a Service bid. Oliver answers by framing his need in Line 3. Salesperson asks for more information after the framing (Line 4). Oliver, then, states what he wants to buy (Lines 5 and 7). The salesperson acknowledges what Oliver wants to buy (Lines 6 and 8).

As mentioned earlier, instances where Oliver refers to needs first before the salesperson are analysed as the Service bids. Consequently, the Service bids amount to 56 occurrences in total. Often as a Service bid Oliver explained what dishes or to which occasion he was going to cook, as in Example 6. That is, the Service bid was made often by Oliver instead of the salesperson. In addition, especially when all structure elements after the Service were edited out, Oliver's Service bid appears to function also as the Resolution. An example of this can be seen the example below.



## Example 6 Oliver and a salesman at a fishmonger's (10 Dec 2010)

5 O: yeah, good, old boy. ((O and S shake hands))	GR
6 O: um: mate, I'm doing this fantastic little pasta dish, right?	SB
7 O: and I need, I need mussels, clams, if you got the[m?]	S R
8 S: [yep.]	S R
9 O: um: red mullet?	S R
10 S: yep.	S R
11 O: and ((O snaps his fingers three times thinking)) and squid.	S R
12 S: squid? yes right. ((S goes to get the items, edit))	S

In Example 6 Line 6, Oliver frames his needs by saying what he plans to cook. He makes thus a service bid by beginning to talk about what he needs after greeting. Then, Oliver clearly states his needs in the command in Line 7. The command functions as a Resolution, since the salesman collects the products. The Resolution is, however, depended on the product range, as indicated by Oliver in Line 7: “if you got them?”. The salesman answers positively in Line 8. Oliver states another command (Line 9) to which the salesman again answers with a positive “yep.” (Line 10). Oliver presents a third command in Line 11. The salesman asks for confirmation of the command “squid?”, undertakes it by uttering “yes right.” and collecting the products (Line 12).

The most typical element in the data was the Service with 59 occurrences. The Service was missing only in a few short service encounter clips. The Service consisted of small talk, sharing information about the products and handling the products: for example tasting samples and portioning products. In addition, the Service included using the cash register for registering the items to be purchased. The Service will be discussed in more detail in Chapters 4.2 and 4.3.

The Resolution was also a very typical structure element in the service encounters. It was included in 58 service encounters. The Resolution was deciding what items to buy by verbally choosing the products. In addition, the Resolution was made non-verbally by simply putting the shopping on the register counter desk or pointing at products. Like the Service, the Resolution is viewed in more detail in Chapters 4.2 and 4.3.

The Pay was slightly less frequent in the data. It was present in 23 service encounters. The Pay included in some instances the salesperson saying the price, and sometimes

Oliver asked the price first, as in Example 7. Further, most often the Pay consisted of Oliver handing the money to salesperson without the price mentioned at all. An instance of this is seen in Example 9. In a couple of instances, the Pay was included in the service encounter only as the salesperson handing the receipt to Oliver.

Example 7. Oliver and a salesman at a butcher's (23 Oct 2010)

1 O: ok, um, how much it that was?	P
2 S: oh, yeah. nine seventy.	P
3 O: lovely.	P
4 S: ((O hands money to S)) thank you very much. ((edit))	P CL
5 O: cheers, mate.	CL
6 ((S hands bag to O))	GH
7 S: °enjoy ( - - for you.)°	CL
8 ((O lifts his hand which is holding the bag as a wave for goodbye))	GB
9 ((O leaves the shop))	

To pay, Oliver asks the salesman the price of the products (Example 7, Line 1). The salesman answers with the price in Line 2. Oliver acknowledges the price with a positive evaluative adjective lovely (Line 3). Oliver, then, gives the money to salesman in Line 4. The salesman thanks him in Line 4, which begins the Closing. Oliver also thanks the salesman with “cheers, mate” in Line 5. Next, the Goods handover takes place, as salesman hands the purchased items to Oliver in Line 6. He also hopes Oliver to be happy with the products he purchased “enjoy (- - for you)” (Line 7). Lastly, Oliver waves the salesman goodbye in Line 8.

The Goods handover was somewhat frequent in the data. It was carried out in 36 service encounters. Often the salesperson handed the products in a bag to Oliver, but sometimes Oliver took the bag from the cash register desk. The order of the Goods handover and the Pay varied, and sometimes they were made at the same time. Moreover, Goods handover was sometimes made at the same time as the Closing, as in Example 9.

The Closing was typical; it was included in 34 service encounters. The Closing incorporated often thanking many times: for the service, the money or the products. In Example 8 Oliver thanks for the products as he takes them, and also the salesman thanks Oliver many times. Indeed, often thanks were responded with thanking. The Closing was in some cases also non-verbal: tapping on the back or shaking hands as in Example 8.

## Example 8. Oliver and a salesman in a deli (3 Feb 2010)

1 O:	thanks very [much.] ((O takes the purchased items from the counter))	CL
2 S:	[(alright,)] thank you very mu[ch.]	CL
3 O:	[tha-] that was very interesting.	CL
4	((O and S shake hands))	CL GB
5 O:	[cheers,] Leon, and I see you next time, eh?	CL GB
6 S:	[°thank you.°]	CL
7 S:	bye bye, ((S nods)) thanks a lot. ((S nods))	GB
8 O:	cheers, mate.	GB
9 S:	bye. ((O leaves the shop))	GB

Oliver thanks the salesman in Example 8 Line 1 to start the Closing. He takes from the counter the items that he bought as the Goods handover (Line 1). The salesman replies to the thanks by thanking (Line 2). Oliver also comments positively the information that he got from the products in Line 3. Oliver and the salesman shake hands (Line 4) and the Goodbye sequence begins. Oliver again thanks the salesman and calls him by his first name "cheers, Leon," and says goodbye: "and I see you next time, eh" (Line 5). The salesman answers with thanks and goodbye, as well, in Lines 6-7. In addition, he thanks Oliver one more time in Line 7. Furthermore, he nods two times. Oliver continues the Goodbye with "cheers, mate." in Line 8. The salesman again replies with "bye." (Line 9). Furthermore, the Goodbye sometimes also included small talk, as in Example 9.

## Example 9. Oliver and a saleswoman in a spice deli (28 Jan 2011)

1 S:	here we go. ((S closes a paper bag))	GH
2 O:	god bless you, darling. ((O hands the money to S))	CL P
3 S:	thank you, do you need the receipt? ((S hands a paper bag to O))	P GH
4 O:	no, [that's] all good, darling.	P
5 S:	[oh, no?]	P
6 O:	you take care, alright?	GB
7 S:	you too. thanks a lot.	GB CL
8 S:	give Elvis my love, you know?	GB
9 O:	oh, don't you wo[rr-]	GB
10 S:	[!] once died for him almost, you [know?]	GB
11 O:	[ha ha] ha	GB
12 S:	see you! ((S waves her hand)) ((Oliver leaves the deli))	GB

In Example 9 Line 1, the saleswoman puts Oliver's shopping into a paper bag. To start the Closing, Oliver thanks the saleswoman by saying "god bless you, darling" (Line 2). Oliver gives the money to the saleswoman in Line 2 as pay. The saleswoman thanks and also offers a receipt of the payment (Line 3). Moreover, she hands the paper bag to

Oliver as the Goods handover in Line 3. Oliver rejects the receipt in Line 4. Oliver refers to the saleswoman with “darling” similarly to in Line 2. Oliver continues the Closing with a phatic “you take care, alright?” (Line 6). The saleswoman responds with “you too.” and thanks again in Line 7.

In Line 8, the saleswoman sends greetings to Oliver's guest, who is an Elvis look-a-like that Oliver mentioned at the beginning of the service encounter. Oliver tries to promise to give the greetings “oh, don't worry” (Line 9). The saleswoman jokes by associating the look-a-like to the real Elvis: “I once died for him almost, you know?” (Line 10). Oliver responds by laughing (Line 11). Moreover, the saleswoman says “see you!” and waves as goodbye in Line 12.

The Goodbye was somewhat often included: in 25 service encounters. The Goodbye was typically verbal and non-verbal: waving a hand or shaking hands. Nodding was also used to reinforce the goodbye at least in Example 8. Similarly to thanking, phrases of goodbye were often said in turns multiple times like in Example 8. The Closing and Goodbye may be combined in shaking hands.

To sum up, there was much variation in the structure combinations, but also some recurring patterns could be found. The most frequent structure elements were the Service and the Resolution. The most infrequent structure element was the Pay. In addition, the Service bid was rarely done by the salesperson.

In Chapter 4.2, I will discuss the Service. Firstly, I will describe the organisation of the Service by using two examples from my data: Example 10 and Example 11. In the chapter after that, Chapter 4.3, I will examine features of the Service in more detail with the help of examples from the rest of the data that I transcribed. Moreover, roles of Oliver and the salespeople are discussed. In the analysis I used categories provided by Halliday (1994) and to some degree by Ventola (1987) as described in Chapter 3.

## 4.2 Organisation of Service in two examples

In this Chapter I will discuss the organisation of the Service in two examples. First, I will present Example 10, in which Oliver purchases bacon and sausages from a salesman in a market hall. Second, I will discuss Example 11, where Oliver is buying mushrooms in a mushroom stand at a market hall. The examples vary in their distribution of expert roles; in Example 10 the salesman shows an expert role, where as in Example 11 Oliver and the salesman both display an expert role. In addition, Example 10 has more conventional arrangement in basic customer and salesperson roles compared to Example 11.

Example 10. Oliver and salesman at a butcher's stand in a market hall. (14 Jan 2011)

- 1 O: can I have some bacon, sausages, eggs, a bit of black pudding,  
 2 O: please old ma[te?]  
 3 S: [ok,] no problem.  
 4 O: um, what should we do on the bacon front?  
 5 S: smoked or plain? =  
 6 S: =it's um long back (rations),  
 7 S: so you get the middle and the streak to[gether.]  
 8 O: [long] back is the-  
 9 O: is the the brie?  
 10 S: no, long back is the cut.=  
 11 O: =oh, sorry,=  
 12 O: =you get the i-  
 13 S: the middle,  
 14 O: and the belly  
 15 S: and the streak, the belly, yeah, exactly, ri[ght.]  
 16 O: >[so] that's what-<  
 17 O: what would the American cut would be the streak wouldn't it?  
 18 S: that's it.  
 19 O: and the English is normally the back?  
 20 S: yeah, I me[an-]  
 21 O: [the] whole lot, [the] best of both worlds.  
 22 S: [yeah]  
 23 S: it is the best of both world', I like- I think the streak is the best bit.  
 24 O: yeah.  
 25 S: personally.  
 26 O: lovely, ok.  
 27 S: that's the unsmok[ed I've got the smoked as well,]  
 28 O: [can I- can I] have >how many of us, two three four five<  
 29 O: ten rations, please old mate.  
 30 S: of the plain?  
 31 O: yes, please.  
 32 S: ok. ((S starts to portion bacon slices))  
 33 S: what sausage do you want?  
 34 O: um, what ever is good, mate, I'm taking your your lead on that one.  
 35 S: for breakfast I would go for the pork.  
 36 O: yeah?  
 37 S: yeah.

- 38 O: definitely, I'm up for that.  
 39 O: I'll have, um, six.  
 40 ((S takes sausages for O))  
 41 O: lovely, so, >(what)< there's herbs and stuff in there?  
 42 S: they've got a bit of um- sage and marjoram.  
 43 O: but not- not, because they are for breakfast not too strong?  
 44 S: no, they are not too pung[ent.]  
 45 O: [um,]=  
 46 S: =just, just, they are just nicely ( - ) them.  
 47 O: yeah.  
 48 S: sage, marjoram and mace and a bit of ginger.

At the beginning of the Service in Example 10, Oliver demands many products by listing his needs with an interrogative (Line 1). He softens the command with the phrase please and addressing the salesman as “old mate“ (Line 2). The salesman answers with a verbal sign of undertaking in Line 3. Oliver moves on to focus on his first need, bacon. He demands from the salesman a recommendation (Line 4). The salesman replies with a question in Line 5 to specify the need. The salesman also continues to give information about the product (Lines 6-7).

Properties about the bacon are discussed further in the next turns. Oliver demands more information about bacon with declarative questions to understand the products (Lines 8-9, 12, 14, 16-17 and 19). The salesman answers by giving the information Oliver demands (Lines 10, 13, 15, 18 and 20). Oliver stops the question-answer pattern with a positive evaluative statement “the best of both worlds” (Line 21) possibly indicating that he has made his resolution. The salesman agrees with Oliver's evaluative statement in Lines 22-23 and 25. Oliver, then, acknowledges the agreements (Lines 24 and 26). Repetition dealing with agreement will be discussed further later in this chapter.

The salesman uses a declarative in Line 27 to seek confirmation for Oliver's resolution and offers another bacon variety with a declarative (Line 27). Oliver, however, moves on to discuss the amount of product that he wants to purchase (Line 28) making a final command in Line 29. Again, the command is softened with the phrases please and old mate. The salesman still demands clarification for the type of bacon demanded (Line 30) which Oliver confirms (Line 31). The salesman then moves on to undertaking with verbal “ok” and portioning bacon slices for Oliver (Line 32).

After Oliver's first need, bacon, was carried out, the Service continues with discussion about Oliver's second need: sausages. The salesman begins by asking for specifying information (Line 33). Oliver however does not specify his command, but demands a recommendation with a declarative (Line 34). The salesman, hence, is called to take an expert role. The expert role will be examined in more detail later. The salesman answers by offering a product in Line 35. Oliver considers the offer for a moment by demanding confirmation with an adverb "yeah?" (Line 36). After the salesman has made a confirmation with a repetitive adverb (Line 37), Oliver accepts the offer with a declarative (Line 38). Next, Oliver proceeds to the number of sausages that he wants to buy with a declarative command in Line 39. The salesman undertakes the command by collecting the sausages.

Somewhat atypically, Oliver goes back to demanding information about the product already accepted and undertaken (Line 41 and 43). The salesman gives the information demanded in Lines 42, 44, 46 and also in Line 48. As seen in Line 48 where the salesman adds information to his earlier answer, answers do not have to be about the previous turn; they can deal for example with a question asked a couple of turns ago (in this case Line 41). The salesman also slightly praises the product with a positive adverb nicely in Line 46. In this case however, the praise takes place after the acceptance. Praising products will be discussed in more detail later in this chapter.

Since my data comes from a television programme, the Service is edited. The rest of Oliver's needs listed at the beginning, that is eggs and black pudding, are not discussed at all, since that part of the Service is not presented in the programme. In other words, part(s) of the Service are most likely edited out.

To sum up, Oliver's needs are discussed and undertaken one at a time. In this example, all needs were stated at the beginning of the Service, but this is not common to all examples in my data. Next, the first need is taken into focus, in this example by Oliver. An offer given by the salesman follows. Furthermore, discussion with a question-answer pattern follows in order to give Oliver information about the offered product(s). Then, Oliver makes a resolution and accepts an offer. Next, Oliver moves on to demand a precise amount of the accepted product. Finally, Oliver's command is undertaken by

the salesman as portioning the product. In addition, it seems that the salesperson can almost at any time demand a confirmation, that he has understood Oliver's command correctly. After undertaking the first need, the second need is managed fairly similarly.

I will now examine the organisation of the Service in Example 11. In the example Oliver purchases mushrooms from a salesman at a mushroom stand in a market hall.

Example 11. Oliver and a salesman in a mushroom stand at a market hall. (16 Dec 2010)

- 1 O: I wanna get like some nice big portobello mushrooms.  
 2 S: some portobellos [( - )].  
 3 O: [I wann]a do a stake sandwich type [thing.]  
 4 S: [aham.]  
 5 ((S picks up some mushrooms into his hand))  
 6 O: and [um:]  
 7 S: [how]'s that? ((S shows four mushrooms to O))  
 8 O: yeah, beautiful. ((S puts the mushrooms to a scale))  
 9 (.)  
 10 O: what we got here? we got cep,  
 11 S: ceps,  
 12 O: pied bleu,  
 13 S: pied bleu,  
 14 ((O points to forest ears))  
 15 O: I've never seen those before, forest ears?  
 16 ((S picks up a forest ear and hands it to O))  
 17 S: forest ears, yeah. ((O starts turning the mushroom around))  
 18 O: where are they from?  
 19 S: they are from China.  
 20 O: oh, they are Chinese, I thought they were.  
 21 (.)  
 22 S: chanterelle?  
 23 O: just a nice bit (of everything, eh?) ((S puts some chanterelles into a plastic bag))  
 24 (.)  
 25 S: trumpet? ((O picks up some trumpets and puts them into the bag))  
 26 O: beautiful.  
 27 O: a few of those. ((O puts some ceps into the bag))  
 28 O: lovely. a.nd (.) >a couple of- (here's some)< pied bleu. ((O puts pied bleu into the bag))  
 29 S: pied bleu.  
 30 O: love[ly.]  
 31 S: [ok.]  
 32 O: that's the lot, me old mate.  
 33 S: ok. ((S lifts a big plastic from the scale))  
 34 O: beautiful. ((S hands bag to O))

Oliver demands specific products in Example 11, Line 1. He also states what he intends to cook with the mushrooms (Line 3). The salesman undertakes the command verbally



(Line 2) and non-verbally picking up a few mushrooms (Line 5) and showing them to Oliver (Line 7). The salesman also seeks confirmation that his offer is accepted: "how's that?" (Line 7). Oliver accepts the offer with a positive adverb and an evaluative adjective in Line 8.

Oliver moves on to view other types of mushrooms. He demands information about the selection of mushrooms with interrogatives (Line 10 and 18) and a statement (Line 15). However, Oliver mostly answers to his own questions in Lines 10, 12 and 15. The salesman's role is to confirm the information (Lines 11, 13 and 17). The salesman's answer in Line 19 is followed also with Oliver's knowing acknowledgement in Line 20. This type of a question&answer – confirmation pattern occurs fairly often in the data, as will be noted later in the next chapter. The basic roles of a customer and salesperson are, hence, slightly reverse since Oliver answers to his own questions. Nevertheless, the salesman also has an expert role as he confirms the information. The purpose of the cooking show, to inform and educate the audience, can be seen in the question&answer – confirmation pattern.

The salesman offers chantarelles (Line 22), which Oliver did not mention previously. Oliver accepts the offer and also demands other mushroom varieties as well in Line 23. The salesman then collects some chantarelles as an undertaking. The salesman offers also trumpets in Line 25. Oliver accepts the offer by collecting some trumpets himself (Line 25) and verbally with a positive evaluative adjective "beautiful" (Line 26). Oliver continues collecting mushrooms himself (Line 27) and "lovely. and a couple of- (here's some) pied bleu." (Line 28). The salesman acknowledges this by repeating Oliver in Line 29. Oliver, hence, takes over the salesman's role when collecting products himself. Nevertheless in many shop types<sup>8</sup> the customer normally collects the products, and thus the role change is not confronting. By collecting the products himself in this shop type – market stand, where a salesperson typically collects the products – Oliver may strive to collaborate with the salesman rather than challenge him. By collaborating with the salesman Oliver may even display a friend role.

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<sup>8</sup> For example, a department store or grocery store where customers collect the products into a shopping cart or shopping basket.

Oliver indicates the finish of the Service first with a positive evaluative adverb “lovely” (Line 30) and a declarative (Line 32). The salesman then weighs the mushrooms (Line 33).

All in all, these two examples show some differences in distribution of customer – salesperson and expert roles. Example 10 displays clearer and more conventional customer – salesperson roles between Oliver and the salesman than Example 11. In Example 10 the salesman gives information about products, as he answers Oliver's questions. He also helps Oliver to make a resolution and undertakes the commands by collecting and portioning the products. Contrarily, in Example 11 Oliver answers his own questions about the products and collects the products himself, despite the fact that the salesman initially collects the products. In addition, Oliver does not use the phrase please in Example 11 at all, which makes the conversation less formal and partly strengthens the previously noted mixing up of the basic customer – salesperson roles. In Example 10, Oliver does use the formal, softening phrase please when he demands products. The use of “please” is not looked into in quantitative means in this thesis, but as clearly can be here seen, Oliver may either choose to add or leave out the phrase in the Service.

Example 10 illustrates that demands are discussed and undertaken one at a time, which is typical in my data. Still, Example 11 demonstrates that some variation is seen in the order of undertaking demands of specific products. In Example 11, the assortment of mushrooms is observed first, and then some of the mushroom sorts are accepted and collected. In Example 10, the products are not praised at all, where as in Example 11 the products are praised by both Oliver and the salesman.

To sum up, these two examples show how the main speech functions of Oliver are demanding products, giving specifying information about the commands, demanding information from the salesperson about the products and accepting(/rejecting) offers. The typical speech functions of the salespeople are offering products and giving information demanded. Furthermore, the speech functions of the salespeople include undertaking demands and demanding specifying information of what Oliver needs. Oliver may also contribute in undertaking by collecting products himself, which however is sometimes customary depending on the shop type.

The organisation of the Service varies to some extent. Indeed, these two examples show the variation well. However, some similarities were also found between the different pieces of data. In Chapter 4.3 similarities along with differences in speech functions and roles in the Service are viewed more.

### **4.3 Speech functions and roles in Service**

Firstly in this chapter, Oliver's commands of products and the salespeople's replies to the commands are discussed. Secondly, demanding and giving information about products is examined. Further, praising products is looked into. Next, offering samples of products is viewed. After that, the resolution (acceptance/rejection) to an offer is discussed. Next, demanding a specific amount of products and undertaking are examined. Lastly, joking and giving personal information is observed. The order of these topics can, of course, vary in the Service. For example a command for a specific amount of products may be stated at the beginning, and praising or joking may occur almost at any time. The order of the headings in this chapter is, hence, presented in a simplified and exemplary fashion so that the text is easier to follow.

#### **4.3.1 Oliver demanding and salesperson offering products**

In the previous chapter whole examples of the Service were discussed. I will now examine shorter bits of Service examples in my data. As explained in Chapter 4.2, Oliver demands products typically at the beginning of the Service. If Oliver has more products to purchase, he may demand products also later in the Service. Nevertheless, the commands by Oliver vary in their specificity concerning the products, as can be seen from the following examples. Furthermore, when demanding products, Oliver displays an expert role to varying degree. In addition, Oliver often provides the salesperson a chance to show an expert role as well. The salespeople did not usually offer products without Oliver first demanding products. This indicates that the salespeople acknowledge Oliver's expert role and that he knows what he wants to buy.

However, in Example 12 Oliver does not specifically demand chocolate, although he aims to purchase chocolate. The example shows that Oliver's demand for information may function also as a demand for a recommendation. In the example, Oliver shops in a chocolate deli.

Example 12. Oliver and the salesman in a chocolate deli. (13 Nov 2010)

- 1 O: what's happening at the old chocolate scene at the moment?  
 2 S: well, I don't know whether I showed you cocoa beans last time  
 3 S: when you came in?  
 4 O: °>let's have a look. I wanna just put (-)<° ((O puts his helmet on a table))  
 5 S: did I show you the cocoa beans?  
 6 O: no.  
 7 S: no?  
 8 S: well, these are coco beans and [um::]  
 9 O: [oh my god!]  
 ..  
 17 S: we have a hundred percent um chocolate bar here.  
 18 S: which is probably the newest thing you wanna try,

As mentioned earlier, Oliver often leaves space for a salesperson to offer products or even demands a recommendation from a salesperson. In Example 12 Line 1, Oliver states his need: (chocolate and) information about chocolate with an open interrogative. The salesman demands specifying information with a declarative in Line 3 and interrogative in Line 5. Oliver answers negatively (Line 6). The salesman then begins to give information about cocoa beans in Line 8. The salesman later offers a product with a declarative (Lines 17-18). Oliver does not demand a specific product at any point, but he accepts later the salesman's offer.

A recommendation is clearly demanded from the salesman in Example 13, in which Oliver is buying bread at a bakery stand in a market hall.

Example 13. Oliver and a salesman at a bakery stand in a market hall. (16 Dec 2010)

- 3 O: and I wanna do like big mushroom samie, like a steak sandwich.  
 4 S: right.  
 5 O: what bread do you recommend.  
 6 S: we've got the rustic rye bread here, [it's s-] ((S points a rye bread))  
 7 O: ((O lifts the rye bread slightly)) [this is] rye bread?

In Example 13, Oliver first gives information about what he is cooking with a declarative in Line 3. He demands the salesman to give a recommendation for bread with interrogative (Line 5). The salesman answers by offering a rye bread in Line 6. Oliver starts asking more information about the product with an interrogative “this is rye bread?” (Line 7).

Oliver's command is slightly more specific in Example 14, where he is in a chocolate deli. As in a few cases, a specific amount or number of products to be purchased is stated in Oliver's command at the beginning.

Example 14. Oliver and a salesman in a chocolate deli. (5 Jan 2011)

- 1 O: so, what I need is about a kilo or a seven hundred grams of really good
- 2 O: dark chocolate.
- 3 S: ok, let's go over here.
- 4 O: so, I suppose for these truffles it's gonna be (.) you know, good stuff
- 5 O: we're after I think.
- 6 S: aham.

In Example 14 Lines 1-2 Oliver demands a somewhat fixed amount of chocolate. The command still leaves some room for a recommendation from the salesman as it is specified with a positive evaluative phrase “really good dark chocolate”. The salesman undertakes the command by directing Oliver to the chocolates with an imperative (Line 3). Oliver specifies the command by telling what he is cooking, truffles, and with a vague positive evaluative phrase “good stuff” (Lines 4-5). The salesman acknowledges the specification in Line 6.

In Example 15, Oliver's command is fixed to one or two specific alternatives when he purchases fish at a fishmonger's.

Example 15. Oliver and a salesman at a fishmonger's. (8 Dec 2010)

- 1 O: I'm after, um, some haddock or cod, but I think haddock is
- 2 O: probaly [the one.]
- 3 S: [haddock] is a good one.
- 4 S: we (had some haddock) this morning, really beautiful >from<
- 5 S: west country,
- 6 O: yeah?

In Example 15 Lines 1-2, Oliver demands fish by giving two alternatives in the framing “I’m after, um some haddock or cod”, but demands primarily the first alternative “but I think haddock is probably the one.”. The salesman undertakes the primary command with an offer (Lines 4-5). The offer includes a positive evaluative adjective “beautiful”. Praising products is examined later in Chapter 4.3.3. However, it can here be noted that the salesperson may use praises in offers to help Oliver to make a resolution.

A very specific command is seen next in Example 16, where Oliver is at a fish stall buying fish.

Example 16. Oliver and a salesman at a fish stall in a city centre. (18 Jan 2011)

- 1 O: I'm after that smoked salmon that I got from you last time.  
 2 O: um, (.) really nice wild salmon, you [know?]  
 3 S: [we] have, um, wild salmon  
 4 S: smoked,  
 5 O: yeah.

In Example 16 in Line 1, Oliver demands same kind of salmon that he bought before. The command, thus, is very specific and leaves very little room for other offers by the salesperson. However, as the salmon is specified with the help a previous purchase “that I got from you last time“, Oliver's specific command for a product does not consequently deny the salesperson's expert role.

To sum up, as can be seen from Examples 12-16, Oliver uses commands that vary from very open to specific commands of products. The open commands of products and demanding a recommendation able the salesperson to show an expert role. Detailed commands, such as in Examples 15 and 16, allow Oliver to show an expert role.

In most of the previous examples, the salesperson offered only one product to Oliver's command. However, the salesperson sometimes gives more than one option when offering products. The salesperson presents two kinds of products of which Oliver can choose in Example 17, where Oliver purchases chickpeas in a deli.

Example 17. Oliver and a salesman in a deli. (3 Feb 2011)

- 3 O: um: I'm gonna get some chorizo, and I'm gonna get some Black Lake ha:m u:m:,  
 4 O: but I'm gonna get some chickpeas as well,  
 5 O: what- what are the best on[es?]  
 6 S: [do-] do you want dried chickpeas or: ready cooked chickpeas?  
 7 O: I know the dried ones are good, but I don't have time to soak [them.]  
 8 S: [in that] case,  
 9 S: these jars are brilliant. ((S points to jars in a shelf))

Oliver demands many products at once with declaratives (Example 17, Lines 3-4). Further, he demands one type of products, chickpeas, with a positive superlative adjective “best” in an interrogative (Line 5). The interrogative command prompts the salesman to offer products. The salesman, thus, demands more information about Oliver's need (Line 6). Oliver rejects the first alternative, dried chickpeas, in Line 7. However, it is softened with a positive evaluative adjective good. The salesman then offers a product with a positive evaluative adjective “brilliant” (Line 8-9). Somewhat similarly, two types of products are offered in Example 18, where Oliver shops in a deli.

Example 18. Oliver and a saleswoman in a deli. (17 Dec 2010)

- 43 O: any, any cocoa powder?  
 44 S: yeah, I've got two kinds,  
 45 O: right.  
 46 S: oh, we've got the Italian,  
 47 O: yeah.  
 48 S: or, we've got French.  
 49 S: which would you prefer?  
 50 O: oh, now you're getting at eh, [e:h-]  
 51 S: [oh,] they are both strong.  
 52 S: and they are bo[th-]  
 53 O: [and] they are both good?  
 54 S: and they are both fantastic.  
 55 O: well, maybe a bit of Italian?  
 56 S: yeah.  
 57 O: you know I like my Italian.  
 58 ((end))

In Example 18, Oliver demands cocoa powder in Line 43. The saleswoman offers two different varieties of cocoa powder. First she briefly describes the products (Lines 44, 46 and 48) before asking for a resolution in Line 49. Oliver has not yet made a resolution and hesitates in Line 50. The saleswoman then gives more information about the products in Line 51. Oliver still demands evaluative information about the products (Line 53). The saleswoman answers with a praise (Line 54). Oliver makes a slightly

hesitating resolution “well, maybe a bit of Italian?” (Line 55) which the saleswoman undertakes by uttering “yeah.” (Line 56). Oliver indicates that he is happy with the resolution and the product in Line 57.

In Example 19, a salesman in a department store offers products, knife sets, one at a time to Oliver.

Example 19. Oliver and a salesman at a department store. (18 Jan 2011)

6 O: [an:d ] so I just wanna get some nice sturdy, good quality knives.

7 S: [°oh, o' really?°] ((O walks to the knives))

8 O: what's good? there must be -

9 S: I've got some German here um: Jamie, the Wüshof ones.

10 O: [yeah, very good?] ((O picks up some knives))

11 S: [they are very] very good, they are the top noch.

12 O: yeah?

13 S: we also do Arcos ones over there.

14 O: ye[ah?]

15 S: [a:] bit cheaper. (so) they're still very very professional, very good.

16 O: could I have a look at these? =

Oliver demands knives in Example 19 Line 6. He uses positive evaluative adjectives “nice”, “sturdy”, “good” and “quality” in the declarative. Moreover, Oliver again includes the adjective good in an interrogative demand (Line 8). The salesman first offers one set of knives with a declarative about non-evaluative aspects of the knives (Line 9). Oliver repeats the evaluative aspect of his interrogative “yeah, very good?” (Line 10), the salesman answers with positive evaluative declaratives “they are very very good, they are the top notch” (Line 11). The salesman continues by offering another set of knives with a non-evaluative declarative (Line 13). The salesman next gives evaluative information about the second product: “a bit cheaper”, “very very professional” and “very good” (Line 15). Oliver demands first to examine one set in Line 16.

Evaluative information was observed along with the offers. Praising products is examined further in Chapter 4.3.3. As offers are closely related to demanding and giving information about products, offers of products are included in some of the examples in the following chapter. In addition, offering samples of products will be examined in Chapter 4.3.4.



### 4.3.2 Demanding and giving information of products

Next, I will observe demanding and giving information about products. The information varies to large extent depending of course on the type of product: meat, vegetables, chocolate, bread and so on. Nevertheless, both factual and evaluative information is demanded and given about products. Similarly to specific and open commands for products, Oliver demands information about products with utterances that vary from closed declaratives to open interrogatives. In the following example Oliver demands to know how the fish is processed at a fishmonger's.

Example 20. Oliver and a salesman at a fishmonger's. (18 Jan 2011)

- 12 O: =silki[er, del]icate, but how do they do it?  
 13 S: [(silk-) yeah.]  
 14 S: um, they caught it,  
 15 O: yeah.  
 16 S: they split it,  
 17 O: ye[ah.]  
 18 S: [an'] saltate it and hung it for, um, over night,  
 19 O: ye[ah.]  
 20 S: [whi]ch is twenty-six degrees celcius or someting li[ke-]  
 21 O: >[ye]a, yea  
 22 O: fantastic.< I mean, slowly slowly smoked [it.]  
 23 S: [ye]ah.  
 24 O: yeah, yeah, wicked. ((edit))

Oliver asks how the smoked salmon is done (Example 20 Line 12). The salesman answers Oliver's open question (Lines 14, 16, 18 and 20) with Oliver needing only say acknowledgements “yeah“ (Lines 15, 17, 19 and 21) in between. Thus, an expert role of the salesman comes forward. Nevertheless, Oliver's acknowledgements signal to the salesman to continue the answer, which shows Oliver's host role. The answer/statement-acknowledgement pattern is terminated by Oliver with a positive adjective “fantastic” and paraphrase “I mean, slowly slowly smoked it” (Line 22). Lastly, Oliver ends the subsequence<sup>9</sup> with a praising adjective “wicked”, which is a trademark expression of Oliver which expresses an entertainer role according to Seppälä (2005).

<sup>9</sup> I will refer with a subsequence to a part of conversation in Service dealing with one topic or function.

In the next short example Oliver confirms information from a salesman at a department store.

Example 21. Oliver and a salesman at a department store. (18 Jan 2011)

37 O: I- I've heard the best way to clean it is in cold water.

38 S: in cold water, yeah, don't use detergent on it because it ( - ) metal.

In Example 21, Oliver demands information – advice of how to clean knives – with a declarative “I- I've heard the best way to clean it is in cold water.” (Line 37). This demand is framed by referring to second-hand information “I-I've heard”. The salesman answers with a repetition and confirmation “in cold water” (Line 38), but he adds to Oliver's claim an imperative: “don't use detergent ---”. Hence, both Oliver and the salesman show an expert role when giving the information. Moreover, a host role of Oliver comes forward as he confirms the information by expressing it as second-hand information. The next example from the same piece of data continues the aim of giving advisory information about knives.

Example 22. Oliver and a salesman at a department store. (18 Jan 2011)

63 O: yeah, a lot of people um, buy um, knives in se- in massive sets of

64 O: twe[lve,]

65 S: [in sets, yeah.]

66 O: they are like sixty quid per set [of um-]

67 S: [°they are expensive, yeah.°]

68 O: and, um, it's kind of money badly spent.=

69 O: =I think - I think people (.) would be much better off getting like, say,

70 O: these four knives, [(that)] -

71 S: [that's] what they basically need.

72 S: four knives will do=

73 O: =good quality ones are steel (instead) of those [rubbishy plastic] ones

74 S: [they are good quality.]

75 S: yeah. ones that gonna last you a lifetime.

76 O: yeah.

77 S: um: =

78 O: =and there is no reason why that a knife wouldn't last

79 O: for a life[time.]

80 S: [that] will last for a lifetime, definitely.

In Example 22 Lines 63-64 and 68, Oliver's statements criticise people for buying knives wrong. The salesman agrees with him (Line 67). In Lines 69-70 Oliver demands products, particular four knives. However, the declarative may be seen as advice to

viewers at the same time, since it refers to “people”. This displays a host role, since Oliver takes his viewers into account. Also the salesman continues to refer to people with the pronoun they in Line 71 as he again agrees with Oliver. A theme related to this, determining number of products, will be discussed in Chapter 4.3.5.

Oliver and the salesman move on to praising the products (Lines 73 and 74-75). Repetition of the knives lasting a lifetime follows in Lines 78-80. With repetition, Oliver and the salesperson may strive to emphasise the message or play time while searching for the next topic and maybe also to show harmony by agreeing. Recurrent agreeing might show friend roles that are formal. Repetition and the positive adverb definitely end the subsequence (Line 80). In the next example, Oliver views selection of chocolates in a chocolate deli.

Example 23. Oliver and a salesman in a chocolate deli. (5 Jan 2011)

- 9 O: but this is ama- look at all this, you've got like white chocolate, forty percent,  
 10 O: sixty-four, (what) odd numbers? sixty-six, seventy and hundred  
 11 ((O taps the labels with his hand as he list the numbers))  
 12 O: how- I mea- whe-?  
 13 S: why?  
 14 O: yeah, I mean I- I'm a chef and we've always been told to use sort of like  
 15 O: sixty or seventy percent, [b]ut um,  
 16 S: aha[m.]  
 17 S: aham.  
 18 O: but what does it actually mean?  
 19 S: the different chocolates that we have here is the variety of cocoa bean  
 20 S: its not so much the percentage that's that's inte[resting] it's the-  
 21 O: [e:h]  
 22 S: they all [made of-]  
 23 O: [(I've never] though about-) like coffee beans?  
 24 S: exactly, it's like a wine, this is a plantation in Trinidad, and this is one  
 25 S: in Venezuela, and they taste completely different.  
 26 O: unbelievab[le.]  
 27 S: [so] um,  
 28 O: I never [even knew that, and] I should know that really because I'm a chef.  
 29 S: [the same applies to (chocolates) like-]  
 30 O: but I thought that chocolate was chocolate.  
 31 S: it's exactly like wine or coffee or it's it's the same principle applies.

In Example 23 Oliver demands factual information about products in Lines (12), 14-15, 18 and 23. Further, Oliver highlights his own inexpert status, especially in Lines 28 and 30 by claiming his own lack of knowledge about the products. Moreover, the salesman



Interestingly, Oliver finishes the salesman's sentence by saying “stews“ (Line 48) when the salesman hesitates by uttering “u:m” in Line 47. This action shows that, even though the salesperson gives much information about the products and has mainly the expert role, Oliver is ready to take the expert role when needed. Another possibility would be that Oliver repeats what the salesman says, but they utter the words so simultaneously that it is unlikely. Moreover, Oliver's comment “like feioada?” in Line 50 reveals that Oliver knows about subject, although he demands the salesman to confirm his guess. The salesman continues with professional knowledge in Line 53.

The salesman uses positive evaluative adjectives “brilliant” in Line 45 and “(fantastic)” in Line 49 to describe the products. However, the function of the praising is not to advertise, but to help Oliver to make a resolution. Praising will be later discussed in a higher degree. Similarly to Example 24, in the next example Oliver tries to finish the saleswoman's sentences as they talk about glacéd fruits in a deli.

Example 25. Oliver and a saleswoman in a deli. (17 Dec 2010)

- 18 O: I've always wanted to know how they make these.  
 19 S: it's very- well(.) it's a very slow process.  
 20 S: because they they have to put them into u:[m sug]ar solution,  
 21 O: [a syrup]  
 22 S: but they mustn't overdo it because you don't want them to be  
 23 S: overly sweet.  
 24 O: right.  
 25 S: and these made b[y-]  
 26 O: [so,] it's basically an old-fashioned method  
 27 O: of pre- [preserving, or]  
 28 S: [very, very.]  
 29 O: something like th[at.]  
 30 S: [ye]s, yes.  
 31 O: beautiful, so, we've got mandarins?  
 32 S: no, these [a:re] (.) oh, yeah, that's a mandarin.  
 33 O: [oh,]  
 34 S: that's a [peach,]  
 35 O: t[angerine?] a peach.  
 36 S: a peach, and then we've got(.) plums, [(.)pineapp]le, [figs]  
 37 O: [pineapple,] [figs]

In Example 25 Line 18, Oliver asks factual information with a declarative. The saleswoman answers with expert information (Lines 19-20, 22-23 and 25). Oliver completes or tries to complete her answers when she hesitates: “sugar” – “syrup” in Lines 20 and 21; “a peach” – “tangerine?” in Lines 34 and 35; “plums, pineapple, figs”

– “pineapple, figs” in Lines 36 and 37. These utterances made by the saleswoman and Oliver are almost simultaneous and thus meant to complete the sentences. Still, some of Oliver's guesses may be inaccurate as they differ from the saleswoman's wording (Lines 21 and 35). Hence, the saleswoman displays an expert role when she gives professional information to Oliver's questions. However, Oliver shows his own expert role when he strives to collaborate with the saleswoman by trying to complete her sentences. Hence, elements of an expert (and an inexpert) role and the distribution of the roles are constantly negotiated in the Service between the speakers. Another kind of reverse distribution of the roles was seen in Example 23 where the salesman completed Oliver's demand for information in Lines 12-13.

Next, I will observe Example 26, where the salesman at a market demands expert information from Oliver.

Example 26. Oliver and a salesman at a market hall. (9 Dec 2010)

- 10 ((S takes a folded banana leaf))  
 11 S: what you do with it?  
 12 O: you just wrap it, well, ((O starts to open the banana leaf in S's hands))  
 13 O: I know it's a bit weird now,=  
 14 O: =here you take that bit. ((O hands a part of the leaf to S))  
 15 O: but basically, what you do(.) ((O continues opening the leaf ))  
 16 O: you give a little wash and you put like your flavour in and stuff,  
 17 O: a bit of fish a bit of meat.=  
 18 S: =right.  
 19 O: wrap it up innit and ((O folds the banana leaf that S is still partly holding))  
 20 O: when you bake it all the oil comes off the leaf, and it makes smell  
 21 O: an' taste an' cook lovely.  
 22 O: that's not [( - )]  
 23 S: [( - )] I've sold that for twenty years(.)  
 24 S: and not realised what doing [(to it.)]  
 25 O: [he he] he

In Example 26, Oliver displays an expert role in giving advice about how to cook with the banana leaf. A somewhat ruling expert role of Oliver is shown as he handles banana leaves (Lines 12-19), while he explains the recipe to the salesman. Oliver also commands the salesman even with an imperative to hold a banana leaf for him (Line 14). However, the salesman picked up the banana leaf and not Oliver (Line 10). The salesman shows an inexpert role in Lines ((11<sup>10</sup>) 23-24) by stating not knowing how to use the product.

10 The question “what you do with it?” (Line 11) may refer to what Oliver is planning to cook – to find out what Oliver needs – or more likely to what banana leaves are generally used.

To sum up Examples 20-26, the roles of expert (inexpert and other roles as well) are not static to Oliver and the salesperson. Roles may vary to some degree even when discussing the same topic.

### 4.3.3 Praising products

In this Chapter, I will examine in more detail giving positive evaluative information of products, that is, praising products. The examples such as Example 27 are similar to the examples in the previous chapter, since they deal with giving information of products. However, mostly examples in this chapter aim more at assisting Oliver to make a resolution compared to examples such as Examples 20, 21, 22, (25) and 26 in the previous chapter.

Example 27. Oliver and a salesman at a fishmonger's. (8 Dec 2010)

14 O: but, George, like when, when you looking for the best fish possible,  
 15 S: aham.  
 16 O: right, what are the rules, is kinda like, you want nice clear  
 17 O: eyes?  
 18 S: clear eyes.  
 19 O: smell like the sea [not li]ke fish?  
 20 S: [yes,]  
 21 S: that's right.  
 22 O: and the gills as well, show us the gills, Geor-  
 23 S: this here, if we take a look at the that one there.  
 24 O: if we look at the gills. ((S opens gills of a fish))  
 25 O: [beautiful and] red.  
 26 S: [( - - )]  
 27 S: very very red, absolutely marvellous. ((S closes gills of the fish))  
 28 O: (aren't) they great?  
 29 S: which way ( - ) going, mate? ((S walks past O to collect another fish))  
 30 S: ( - - ) good fresh fish would be like this, >( - .)<  
 31 S: one of those eye::s, if look at that bass's ( - ) eyes,  
 32 ((S opens gills of the fish))  
 33 S: look how great it is.  
 34 S: yeah?  
 35 ((S closes gills of the fish))  
 36 S: an' eyes absolutely like that. ((S sweeps the head of the fish)) ((edit))

Oliver's demand for information of how to buy fish includes a positive superlative adjective “best” (Example 27 Line 14). Oliver continues with an interrogative and

declarative incorporating positive adjectives “nice” and “clear” in Lines 16-17. The salesman confirms the information by repeating Oliver “clear eyes” (Line 18). Moreover, Oliver demands the salesman to show the gills of the fish with an imperative in Line 22. Oliver praises the gills with a positive evaluative adjectives “beautiful” in Line 25 and “great” in Line 28. Also the salesman uses positive evaluative adjective phrases “absolutely marvellous” in Line 27, “good fresh” in Line 30 and “great” in Line 33. The subsequence ends with the salesman's praising and summarising statement (Line 36) which at the latest clearly ties the praising advisory information to the products on sale.

To return for a moment to expert roles, Oliver gives the answers in his declarative questions: “--- nice clear eyes?” (Lines 16-17), “smell like the sea not like fish?” (Line 19), “and the gills as well” (Line 22) “beautiful and red” (Line 25). The salesman answers him with confirmations: repeating Oliver (Line 18 and 27) and positive polarity (Lines 20-21). Hence, Oliver shows an expert role by giving information in the questions, but also the salesman displays an expert role, as he confirms the information. In other words, Oliver enables the expert role of the salesman. Furthermore, Oliver giving suggestions of possible answers signals a host role.

Both Oliver and the salesman praise the products that the salesman offers in Example 28, in which Oliver wants to buy chickpeas in a deli.

Example 28, Oliver and a salesman in a deli. (3 Feb 2011)

- 9 S these jars are brilliant. ((S points to jars in a shelf))  
 10 O where are these from?  
 11 S: these are Spanish, ((S points to jars))  
 12 O: right.  
 13 S: and these are Spanish, and in fact most of these stuff we have here is um, is Spanish  
 14 O: yeah.  
 15 S: and they they ready to go, they're brilliant.  
 16 O: so, this is the kind what, like, real Spanish-  
 17 S: [yeah.]  
 18 O: [mom]s be using at [home] just so,  
 19 S: [yeah.]  
 20 S: they would- they would usually use the- the dried on[es,]



21 O [yeah.]  
 22 S but these- these're just as- just as good.  
 23 O: yeah, ok.  
 24 O: cause I mean, you can tell, it's the same in Italy as well, ((O takes one jar))  
 25 O: look how big those chickpeas are, compared to the ones we get like tiny, innit?  
 26 S: [they are.]  
 27 O: [great.]  
 28 S: and they are very very soft and creamy. ((O puts the jar back))  
 29 O: that's what you want, innit?  
 30 O: so: u:m let's take, I take a couple of jars of that. ((O takes two jars))  
 31 S: ok.

In Example 28, Oliver demands factual information, the origin, of products from the salesman with an interrogative (Line 10). The salesman answers promptly with declaratives in Lines 11 and 13. The salesman's declarative statements “and they are ready to go” and positive evaluative statement “they're brilliant” (Line 15) aim at helping Oliver to find a suitable product and make a resolution. The same aim is in the salesman's declarative statement in Line 22. Also Oliver praises the product with a positive evaluative adjective “big” (Line 25). The salesman agrees in Line 26. Oliver states another positive adjective “great.” (Line 27). The salesman continues praising the product with a declarative in Line 28. Oliver agrees with a tagged declarative (Line 29). Next, Oliver accepts and collects the products in Line 30. The salesman acknowledges this (Line 31).

In Example 28, Oliver takes a product in Line 24. He uses an imperative “look” (Line 25) to add praising and draw attention to the product. Imperatives used in praising are further viewed at the end of this chapter. In Example 29 the salesman praises the product that he offers to Oliver, who is purchasing pancetta in a butcher's stand in a market hall.

Example 29. Oliver and a salesman at a butcher's stand in a market hall. (14 Jan 2011)

11 S: I got a perfect one here, look at that.  
 12 ((S shows pancetta with a sign describing the product))  
 13 S: that's our rare breed middle white pig. [we've dried cured] that,  
 14 O: [beautiful, look at that.]  
 15 S: we've just rub some salt into it, salt, saltpetre and brown sugar,  
 16 S: and then allowed it to cure. I mean the secret though,  
 17 S: is in the animal itself.  
 18 O: yes, yeah.  
 19 O: [and what I (always - )]  
 20 S: [an- and what] I fed this animal on and how it's lived out doors is  
 21 S: everything to do with how tasty this meat is gonna be.  
 22 O: yea- ((edit))

The salesman offers a product with a declarative containing a positive evaluative adjective “perfect” and with an imperative “look” (Example 29 Line 11). He continues praising with an adjective “rare” in Line 12. The salesman talks positively about the origin of the pork in Lines 20-21. A positive evaluative adjective “tasty” is also included in the declarative statements.

Furthermore, Oliver praises the pancetta in Line 14 with a positive evaluative adjective “beautiful”. Even though praises in the previous examples are mainly in declaratives or interrogatives, some praises are somewhat surprisingly found in imperative form. The imperatives occur especially when the salesperson presents a product to Oliver. Both Oliver and the salesperson use exclamations in an imperative form to praise a product as seen in Examples 30 and 31.

Example 30. Oliver and a saleswoman in a deli. (17 Dec 2010)

14 ((S picks up a tray of glacéd fruits))  
 15 S: they are very nice.  
 16 O: lovely, look at all those!  
 17 S: aren't they pretty?

Example 31. Oliver and a salesman at a fishmonger's. (8 Dec 2010)

7 S: yeah, absolutely marvellous, look at that.  
 8 ((S starts picking up fish so O can see them better))  
 9 O: oh my, look at that!  
 10 S: (°that's why it's here.°)  
 11 O: that is good.  
 12 S: look at it.  
 13 O: look how clean that is.  
 ...  
 32 S: ((S opens gills of the fish))  
 33 S: look how great it is.  
 34 S: yeah?

The imperatives – to look – are used by the salesperson to praise and draw focus to the presented product (Example 31 Lines 7, 12 and 33). Moreover, imperatives uttered by Oliver (Example 28 Line 25, Example 30 Line 16 and Example 31 Lines 9 and 13) are praising and acknowledging the presented product rather than demanding to look. In Example 31 the imperative forms are repeated in turns.

#### 4.3.4 Offering samples of products

In this chapter, I will examine offering samples of products, which also often involves praising products. In Example 32, Oliver is buying chocolate in a chocolate deli. The salesman offers a sample of a chocolate variety. In addition, the example includes Oliver's acceptance of the product in Line 79 after sampling and giving evaluative and factual information about the product. Making a resolution will be viewed further in Chapter 4.3.5.

Example 32. Oliver and a salesman in a chocolate deli. (13 Nov 2010)

- 54 S: how about um, we've got this, it's it's called Manjari, it's sixty-four  
 55 S: percent.  
 56 O: I can imagine um, Bob Marley saying that, [(.) coul]d I have some Manjari.  
 57 S: ((S hands O a piece of the chocolate))[ha ha]  
 58 S: ha ha.  
 58 ((O eats the piece of chocolate))  
 59 O: oh, it's very good, innit?=  
 60 S: =you like it?  
 61 O: yum:  
 62 S: yeah.  
 63 O: who makes this white chocolate, is it-  
 64 S: Val-Varhona.  
 65 O: so, it's gotta be half-decent, sure[ly.]  
 66 S: [oh,] yeah, yeah,  
 67 S: ab[solutely.]  
 68 O: [it's great brand,] innit?  
 69 S: it tastes, tastes excellent.  
 70 S: you know the white chocolate is not rea-  
 71 S: well, there's a big debate as to whether it is chocolate or isn't  
 72 S: because it doesn't contain any cocoa.  
 73 S: that why it's white.  
 74 O: so, [where does it come from?]  
 75 S: [well, it's] cocoa butter, and vanilla, and sugar  
 76 S: and [other-]  
 77 O: [what's] cocoa butter?  
 78 S: it's the natural fat from the cocoa bean.  
 79 O: that would be perfect for what I wanna do.

The salesman offers a chocolate variety with a declarative, although the utterance starts as an interrogative: how about um, we've got this, it's it's called Manjari, it's sixty-four percent.” (Example 32 Lines 54-55). Oliver jokes about the name of the chocolate with a declarative in Line 56. The salesman replies by laughing (Lines 57-58). Joking will be discussed in Chapter 4.3.6. The salesman offers a sample of the chocolate by handing it to Oliver in Line 57. Oliver eats the sample in Line 58. He first praises it with a tagged

declarative that includes an adjective phrase “very good” (Line 59). The salesman seeks to confirm his opinion by asking “you like it?” in Line 60. Oliver answers with “yum.” (Line 61), which the salesman acknowledges (Line 62).

After this, Oliver asks non-evaluative information, the manufacturer (Line 63) which the salesman answers in Line 64. Nonetheless, Oliver then turns the focus to praising the product with a humorous understatement (Line 65) and tagged positive declarative (Line 68). The salesman agrees with Oliver (Line 67) and praises the taste (Line 69). The salesman, however, continues the discussion by providing factual information: consistency of the chocolate (Lines 70-73). Hence, Oliver's demands for information about products call for not only factual information but also evaluative, praising information. Still, as the salesman opts to switch the conversation into factual information, which indicates that salespeople do not necessarily want to praise products to high extent to customers even when possible (and even on television).

Moreover, Oliver's host role comes forward, as he demands clarifying information of a culinary term “cocoa butter” (Line 77) used by the salesman in Line 75. Indeed, the demanded information might be targeted also for the viewers. Seppälä (2005) notes in her thesis that Oliver uses typically everyday cooking terms and explains the uncommon ones in another cooking show of Oliver.

In Example 33, the saleswoman offers a piece of cheese to Oliver and also gives information about the cheese.

Example 33. Oliver and a saleswoman in a deli. (20 Dec 2010)

- 24 S: (edit) have you tasted um, new parmesan? ((S wedges a piece of the cheese))  
 25 S: it's a- a low number six hundred, (( S gives the bit of cheese to O))  
 26 S: that means very close to the original zone. ((O eats the bit of cheese))  
 27 S: [( - )]  
 28 O: [what] does six hundred mean?  
 29 S: well, it's the- that's the producer.  
 30 O: um.  
 31 S: and it's very fruity, isn't it lovely? August nineteen ninety-nine.  
 32 O: really good.  
 33 S: nice, isn't it?  
 34 O: um:.. ((edit))

The saleswoman offers a sample of cheese in Example 33 Line 24: “have you tasted, um new parmesan?”. With the interrogative the saleswoman takes into account that Oliver might know the new cheese and thus possibly acknowledges Oliver's expert role. The saleswoman hands the sample of the cheese in Line 25. Oliver accepts the offer by taking the sample. She also gives information about the cheese in Lines 25-26. Oliver eats the sample (Line 26). Similarly to the previous example, after sampling the product Oliver demands a definition of a term “six hundred” (Line 28). The saleswoman answers in Line 29. The saleswoman, however, starts praising the product with an interrogative including an adjective “lovely” (Line 31). Oliver answers with a positive adjective phrase “really good” (Line 32) and the saleswoman continues with a tagged praising in Line 33.

In Example 34, Oliver buys fish at fish stall. He samples the fish and demands the salesman to taste it as well.

Example 34. Oliver and a salesman at a fish stall in a city centre. (18 Jan 2011)

- 32 ((S cuts a slice of the salmon and a half of a lemon.))  
 33 ((O has the slice of salmon to which he puts some lemon juice  
 34 from the lemon half and eats the slice of salmon))  
 35 O: good, go on, try (that/taste).  
 36 ((S tastes the salmon))  
 37 S: lovely.  
 38 O: it's not fatty and oily, it's kinda really dry and I think the wild salmon  
 39 O: makes all the difference.  
 40 S: yeah.  
 41 O: really delicately smoked, aww, it's brilliant.

In Example 34, the salesman offering a sample to Oliver is edited out, since in the first clip the salesman prepares a sample of salmon and in the next clip Oliver eats it. However after this, Oliver demands the salesman to eat a sample as well (Line 35). The salesman undertakes the command and eats a piece of salmon (Line 36). Hence, the roles of a salesperson and customer are here reversed. Further, Oliver praises the sample more (Lines 35, 38-39 and 41) than the salesman does (Line 37).

In Example 35, Oliver demands to sample an ingredient of a chocolate, but the salesman refuses. Later in the example Oliver samples some chocolate.

## Example 35. Oliver and salesman in a chocolate deli. (13 Nov 2010)

- 12 S: no. as cocoa bean, is it, it's quite bitter,  
 13 S: it's something bitt[er,]  
 14 O: >[can] I eat it?< =  
 15 S: =well, it's um, I wouldn't advise it, but it might give you an idea as to what  
 16 S: what it would taste like.  
 17 S: we have a hundred percent um chocolate bar here.  
 18 S: which is probably the newest thing you wanna try,  
 19 S: it will give you an idea of what cocoa bean taste li[ke].  
 20 O: [so, this] is obviously the purest form of chocolate?  
 21 S: yeah, yeah, there is no sugar in here um:, and no milk, um: -  
 22 ((O takes a piece of chocolate that S offers))  
 ...  
 29 O: ((O tastes the chocolate)) it almost, [kwo:.] wow!  
 30 S: [can you taste it?]  
 31 S: yeah. [°hah°]  
 32 O: [!] would be driving very fast on the way home  
 33 O: on my scoo[ter.]  
 34 S: [yeah.]

Oliver demands to taste a cocoa bean with an interrogative (Line 14), but the salesman discourages him due to its bitter taste (Lines 15-16). Instead, the salesman offers Oliver a sample of the product with a declarative (Line 17) and reasons the new offer in Lines 18-19. Oliver accepts and takes the sample in Line 22. As seen earlier, sampling products is often followed by praising. In this example, Oliver praises taste of the chocolate humorously in Lines 32-33. Joking is discussed more at the end of this chapter.

In the following example, Oliver is purchasing knives at a department store. The salesman offers knives to be tested by Oliver.

## Example 36. Oliver and a salesman at a department store. (18 Jan 2011)

- 27 S: if you take an- feel the weight of that, Jamie.  
 28 ((S hands a knife to O to be weight in his hand))  
 29 O: yeah.  
 30 S: it's very comfortable [on the hands]  
 31 O: [yes, it's very] nice, very [comfy, actually.]  
 32 S: [it's very well balan]ced  
 33 S: by the piece of the middle here.  
 34 O: [yeah, you can always] tell a good kni[fe by] a nice bit of wei[ght], can you?  
 35 S: [°very sharp.°] [yep] [yep]  
 36 S: perfect. (edit)

37 O: I-I've heard the best way to clean it is in cold water.  
 38 S: in cold water, yeah, don't use detergent on it because it ( - ) metal.  
 39 O: so um, let's have a [look at that.]  
 40 S: [(yeah,) see wh]at you think.  
 41 ((O slices some cucumber with a knife))  
 42 O: yeah, nice?  
 43 S: nice, aren't they? much weight? °how's the [weight?]°  
 44 O: [yeah,] very good. =  
 45 S: = um.  
 46 O: yeah, very nice, [actually.]  
 47 S: [what] about the smaller one?  
 48 ((S hands O a smaller knife))  
 49 O: let's have a little look here.  
 50 O: so this is the pairing [knife?]  
 51 S: [that's] the pairing knife. ((O slices a carrot with the pairing knife))  
 52 S: you can use that for fruit or generally use-  
 53 S: that's very handy when you use knife at home.  
 54 O: yeah. (.)  
 55 S: that's [good] ((O finishes slicing the carrot))  
 56 O: [yeah.]  
 57 S: you get the same weight as well, don't [you.]  
 58 O: [yeah] look at that you can almost see  
 59 O: through that. ((O holds up the slice of carrot that he cut and then eats it))  
 60 S: yeah, yeah.  
 61 O: it's good.  
 62 S: you find the handle very comfortable on your hand and everything like that?  
 63 O: yeah, a lot of people um, buy um, knives in se- in massive sets of

The salesman offers Oliver a possibility to test the knife with an imperative (Example 36 Line 27). The salesman hands the knife to Oliver (Line 28). Oliver takes the knife and utters an accepting “yeah” (Line 28-29). The salesman praises the product with a declarative statement (Line 30). Oliver agrees with a praising declarative in Line 31. The salesman continues giving positive information about the knife in Oliver's hand (Lines 32-33). Oliver agrees and seeks to confirm information in Line 34. After confirming, the salesman may indicate the end of the theme – the knife's properties – with a positive adjective perfect in Line 36.

In Line 39 Oliver demands to view the knife more closely with an imperative. The salesman grants the command with another imperative (Line 40). Oliver then slices cucumber with the knife (Line 41). Oliver praises the knife he tests with an interrogative statement (Line 42). The statement is followed with the salesman's similar tagged praising (Line 43). The salesman then demands Oliver to test the properties, the weight, of the product with an interrogative in Line 43. Oliver praises it with evaluative adjective phrases (Lines 44 and 46).

The salesman offers another knife to be tested with an interrogative (Line 47) and handing Oliver a knife (Line 48). Oliver accepts the offer by taking the knife and using an imperative (Line 49). He also checks which knife it is that he is testing in Line 50. The salesman answers with a confirmation (Line 51). Oliver tests the knife by slicing a carrot (Line 51). The salesman starts to give general information about the utilisation of the knife with declaratives and praising (Lines 52-53). Oliver simply acknowledges the statements in Line 54. The salesman utters a declarative positive statement as Oliver finishes slicing the carrot in Line 55. The statement most likely praises the result of Oliver's cutting. Oliver again acknowledges the statement with a short “yeah” (Line 56).

The salesman compares the knife to the previous knife with a tagged declarative (Line 57). Oliver agrees with “yeah”, but comments the slicing result an imperative (Line 58-59). The salesman agrees with Oliver's praising with statement (Line 59). Oliver praises the product once more by uttering a declarative statement in Line 61.

The salesman tries to make sure that Oliver is happy with the product with a declarative question in Line 62. An evaluative adjective phrase “very comfortable” is included in the question. However, Oliver brushes aside the question with a short answer “yeah” and changes the subject to number of knives (Line 63). This may also indicate that Oliver has already made the resolution of accepting the offered product and does not require more help in deciding. Making a resolution is discussed in the next chapter.

#### **4.3.5 Making resolution, determining amount and collecting products**

In the previous chapters, accepting or rejecting offers of products have been already discussed in the context of many examples, as they are closely connected with offers (Example 18), praising products (Example 28) and sampling products (Example 32). In this chapter, I will examine Oliver accepting (or rejecting) offered products especially along with determining an amount or number of products. In addition, I will view collecting products. In Example 37 Oliver accepts a product after sampling it in a chocolate deli.



Example 37. Oliver and the salesman in a chocolate deli. (13 Nov 2010)

34 O: (check on) I've got an idea for this,

35 S: yeah,

36 O: just great (it), yeah, I've- I've got. (.)

37 O: yeah, I've got just the dish for that.

38 S: good.

39 O: can I take that one?

40 S: absolutely.

41 O: great

In Example 37 Lines 36-37, Oliver demands a chocolate that he sampled in Example 35. The command is framed in Line 34 where Oliver expresses that the product affects what he is going to cook. Oliver shows an expert role in stating to know what dish suits the chocolate. Moreover, with the framing, Oliver makes the salesman feel that he changes his menu according to the product (– contrarily to Example 32 where Oliver finds a product that suits his menu plan). The salesman acknowledges Oliver's framing statements in Lines 35 and 38. In addition, Oliver demands the product with an interrogative (Line 39). The salesman undertakes Oliver's command: “absolutely” (Line 40). Oliver then acknowledges the undertaking with a positive adjective “great” in Line 41.

Oliver's resolution to buy is often positive; rejection is not typical in the data. Instead, rejection is often replaced by selecting another product especially when more than one option is given by the salesperson, like in Examples 17 and 18 in Chapter 4.3.1. Nevertheless in the next example, an offer of another product is left without a resolution, making it appear as a rejection. In the example, Oliver accepts one product at a butcher's stand at a market hall, but not the second one.

Example 38. Oliver and a salesman at a butcher's stand at a market hall. (22 Dec 2010)

21 S: how's that for you there?

22 O: [that is brilliant.]

23 S: [(--)]

24 O: [thank you very] much.

25 S: [°(---), put] that on a scale up,° I put that on a scale for you. ((S weights the pork))

26 O: beau[tiful.]

27 S: [if you-] if you fancy a bit of good fat, you know,

28 S: there's not better than a bit of cured bacon.

29 O: yeah, I've seen some stuff over there,

30 O: [it's fantastic.]

31 S: [I'll show you] some a bit of fat on it.

32 O: right.

33 ((S talks about a tradition of cured bacon jokingly, end))

In Example 38 Line 21, the salesman offers a portion of the pork that they talked about. Oliver accepts the offer with a declarative containing a positive adjective “brilliant” (Line 22). Oliver thanks the salesman in Line 24. Next, the salesman offers to weigh the pork with a declarative (Line 25). Oliver accepts the offer of service with an evaluative adjective “beautiful” in Line 26. However, the salesman offers another product of the same type, bacon, without Oliver asking for the product (Lines 27-28). Oliver states that he is familiar with the product (Line 29) perhaps indicating that he does not need it. Nevertheless, he also praises the product in Line 30. Oliver does not reject the offer of bacon, but neither does he accept it, as a part of the Service at the end is edited out.

After a suitable product is found, an amount of products to be purchased is sometimes asked by the salesperson and sometimes stated by Oliver without the salesperson asking for it. In the latter alternative, Oliver's command for a specific number or amount of products functions often as an acceptance to an offer. Determining a number or amount of products to be purchased may, in some cases, be left out and Oliver collects the products himself. Often, however, the salesperson collects the products for Oliver. In following example Oliver shops fish at a fishmonger's. The salesman offers to cut the fish for Oliver.

Example 39. Oliver and a salesman at a fishmonger's. (8 Dec 2010)

- 37 S: ((edit)) now, what should I do with it? ((S puts fish fillets on a table))  
 38 S: show me what part you want.  
 39 O: um, I tell you what I like to do, [i]f you can give me the tail end,  
 40 S: ah[am.]  
 41 S: the tail end?  
 42 O: up to about here, ((O forms a line with a finger above the fish))  
 43 S: brilliant.  
 44 O: is that possible?  
 45 S: lovely, yes, my pleasure. [(°yeah, thank you very much.°)]  
 46 O: [four of those?]  
 47 S: yep, lovely.  
 48 ((S cuts fish into requested porportions))

In Example 39 Line 37, the salesman offers with an interrogative to cut the fish that they discussed in Example 27. He even uses an imperative to rephrase the offer of service (Example 39, Line 38). Oliver accepts the offer of service with framing: um, I

tell you what I like to do,” and a declarative “if you can give me the tail end.” (Line 39). The salesman asks for a confirmation or more information about the wanted service by repeating “the tail end?” (Line 41). Oliver specifies by answering verbally and non-verbally (Line 42). The salesman acknowledges the specification with a positive evaluative adjective “brilliant” (Line 43). Oliver may be concerned of straining the salesman and asks whether it is possible in Line 44. The salesman answers with a reassuring “lovely, yes, my pleasure.” (Line 45). Oliver demands then a specific number of fish fillets in Line 46. The salesman undertakes the command verbally (Line 47) and portioning the fish (Line 48).

In the following example Oliver buys cheese in a deli. Similarly to the previous example the saleswoman asks how Oliver wants the product to be portioned.

Example 40. Oliver and a saleswoman in a deli. (20 Dec 2010)

35 S ((edit)) here you go. ((S finishes dividing cheese to two wedges))

36 O: aw, fantastic.

37 S: how much you would like?

38 O: um, give us that block, I-I could cut it down to size. ((O points a big cheese wedge))

39 S: ok. ((S starts to wrap the cheese wedge to plastic))

40 O: um,

41 O: (.) when I get home.

42 O: that will be lovely, that will last me a week. ((S still wraps the cheese))

In Example 40 Line 37, the saleswoman offers with an interrogative to portion the cheese that Oliver sampled in Example 33. Oliver answers by rejecting the offer of service as he does not require portioning the product (Example 40, Line 38) The saleswoman undertakes the command with verbal “ok.” and wrapping the cheese wedge for Oliver (Lines 39(-42)). Oliver continues his answer of why he rejected the offer (Lines 40-41). He also praises the amount of the product with a declarative in Line 42, perhaps to compensate for the rejection of portioning.

In Example 41, Oliver purchases bread at a bakery stand in a market hall. By Oliver demanding a specific amount of the bread, he indicates that he has accepted the offered product. In addition, he demands the salesman to portion the bread.

Example 41. Oliver and a salesman at a bakery stand in a market hall. (16 Dec 2010)

- 5 O: what bread do you recommend.  
 6 S: we've got the rustic rye bread here, [it's s-] ((S points a rye bread))  
 7 O: ((O lifts the rye bread slightly)) [this is] rye bread?  
 8 S: it's seventy percent rye bread, thirty percent strong white flour.  
 9 O: right.  
 10 S: it's got tiny a bit of sour dough ferment in it, as well.  
 11 O: yeah, you can see that.  
 12 S: I suppose. it's got a little bit of yeast in it as well,  
 13 S: so it isn't strictly speaking a sour dough.  
 14 O: can I buy a half or-  
 15 S: yeah, we sell it by the half or by the quarter.  
 16 O: can I have a half of one of these, please.  
 17 S: [( - )]  
 18 O: [(I think)] that would do the trick, yeah.  
 19 ((S takes a bread and cuts a half of it))  
 20 ((S shows the bread half by handing it to O))  
 21 O: look at that! beautiful. ((O smells the bread half))

In Example 41 Line 5, Oliver demands bread, as was already discussed in Example 13. The salesman offers a rye bread in Line 6. After the salesman has given information about the product (Lines 8-13), Oliver frames a command to a portion of the product by asking if it is possible to buy a part of the bread (Line 14). The interrogative is interrupted by the salesman's positive answer (Line 15). The use of framing – compared to salesperson asking to portion as in the previous examples – may be explained with the type of the product. That is, bread is typically more inexpensive than cheese and easier to cut than fish. In other words, bread is often purchased as whole unlike cheese or large fish. In Line 16 Oliver demands a specific amount of the bread with an interrogative. The salesman undertakes the command non-verbally by cutting the bread and handing it to Oliver (Lines 19-20).

In the next example, Oliver is purchasing mangoes at a large fruit stall in a market hall. Similarly to the previous example, Oliver frames his command of a small number of products.

Example 42. Oliver and a salesman at a large fruit stall in a market hall. (9 Dec 2010)

33 O: ((edit)) right, where's the old mangoes, mate? ==°they are.° ((S points to  
 34 S: mangoes with his hand)) a bit of hard of mangoes in Brazil, there Jamie. (.) °for you.°  
 35 O: Brazil is looking after this month, in[nit?] ((O lifts slightly a couple of mangoes))  
 36 S: [ye]ah yeah,  
 37 S: a lot of the soft fruit comes from the [South America, innit?]  
 38 O: [do you mind,]  
 39 O: do you mind, if I take a few out? ((Oliver puts a mango to from one box to another))  
 40 S: (nah) all right.  
 41 O: take the box. I'll- I'll have six. ((Oliver takes the box containing six mangoes))  
 42 S: yeah, yea cool.  
 43 O: lovely, I think that's me done, mate. ((Oliver taps S on the shoulder))  
 44 S: brilliant, Jamie.

In Example 42 Line 33 Oliver demands mangoes by asking where the products are. The salesman answers verbally “there, Jamie. for you” and non-verbally by pointing to the mangoes in Lines 33-34. The salesman and Oliver discuss the crop yield of mangoes in Lines 34-37. The topic is interrupted by Oliver's interrogative framing dealing with the number of products he wants to purchase “do you mind- do you mind if I take a few out?” (Lines 38-39). The salesman answers approvingly in Line 40. Oliver next states his demand with a declarative regarding specific number of mangoes (Line 41). Oliver may use framing especially when the salesperson does not offer to portion the item(s). Framing might indicate that there is an expectation to buy some (perhaps cheaper) items in larger quantities or batches.

In Example 43, Oliver is purchasing chocolate in a chocolate deli. He changes his mind about the number of products he wants to buy after the saleswoman's question asking for confirmation.

Example 43. Oliver and a saleswoman in a chocolate deli (17 Dec 2010)

5 O: [um,] um, fo- for this dessert [if that's alr-]  
 6 S: [oh, something like] this?  
 7 ((S picks up chocolate))  
 8 O: beautiful.  
 9 S: ok.  
 10 O: yeah, I only need one of those.  
 11 S: one?  
 12 O: actually no, I need two. ((edit))

In Example 43 Oliver accepts with a positive evaluative adjective “beautiful” (Line 8) the offer made by the saleswoman (Lines 6). The saleswoman acknowledges Oliver's

acceptance: “ok.” (Line 9). He then proceeds to state the number of products he needs (Line 10). The saleswoman, however, asks for confirmation for the number: “one?” (Line 11). Consequently, Oliver changes his mind and decides to take one more chocolate bar in Line 12. Hence, the saleswoman confirms that Oliver gets the amount of chocolate that he really needs. The demand for confirmation is not confronting, since it repeats the amount that Oliver demanded.

As noted earlier in Chapter 4.2, Oliver does not always need the salesperson to undertake a command. In Example 44, Oliver is buying chillies and banana leafs at a market hall.

Example 44. Oliver and a salesman at a large fruit stall in a market hall. (9 Dec 2010)

1 O: I'm after some chillies, mate, and some banana leafs.

2 O: oh, here's chillies.

3 S: banana leafs?

4 O: yeah.

5 S: what's that for, James? ((O collects chillies))

In Example 44, after Oliver's command for chillies and banana leafs (Line 1), he locates the chillies himself nearby (Line 2). The salesman moves immediately on to the next demanded product, banana leafs, in Line 3. Oliver takes some chillies himself in Line 5.

In this chapter, accepting offers and undertaking commands were discussed. In addition, determining the amount of products was observed. The roles in Examples 37-44 were mainly basic customer and salesperson roles; in addition to resolution the themes of the examples were actions regarding the products: proportioning and collecting. Still, Oliver's expert role was present in Example 37. In the next chapter I will discuss joking and giving personal information.

#### **4.3.6 Joking and giving personal information**

Alongside of purchasing products, Oliver jokes sometimes with the salesperson. Moreover, the salesperson starts to joke in Example 49. Joking may relate to other functions such as praising products like in Examples 35 and 45, or ending the Service

like in Example 46. Joking clearly displays friend roles in Example 48 in which Oliver also invites the salesman to a party. Friend roles and an invitation are present in Example 47, as well. Oliver briefly shares general personal information with the salesperson in some cases, such as in Example 46.

In the following example Oliver is shopping for cheese in a deli. Oliver begins to joke as he praises the product range and the saleswoman carries on the joke.

Example 45. Oliver and a saleswoman in a deli. (20 Dec 2010)

- 4 O: um, what I'm after is, um, some parmesan.  
 5 S: ok.=  
 6 O: =well, I'm (.)  
 7 S: (hang) [on.] ((S collects some cheese from the corner))  
 8 O: [tempt]ed to buy everything else as well. ((edit?))  
 9 O: hh, you know what, I could- could live here, (.)  
 10 O: can I bring a tent in?  
 11 S: yes, absolutely.  
 12 O: ha ha, I do the [washing up.] ((S wedges cheese))  
 13 S: [( - )] I'd love to see [you,] in the the tent every morning.  
 14 O: [ha ha] ((S still wedges cheese)) ((edit))

In Example 45, Oliver praises the wide range of products in the shop by joking about moving to live in the shop (Lines 9-10). The joke is framed with the phrase “you know what” which may function as a mark to switch from a customer role to friend role. The saleswoman continues the joke by supporting the idea (Lines 11 and 13). Oliver replies with laughter and joking about washing the dishes as rent in Line 12 and with more laughter in Line 14.

In the next example Oliver is purchasing fish at a stall in a city centre. He talks about general personal matters with the salesperson.

Example 46. Oliver and a salesman at a fish stall in a city centre. (18 Jan 2011)

- 42 O: I tell you what, I'm a bit worried, I have my kitchen looked about  
 43 O: and, um, today the gas didn't work so I got my mate to come around  
 44 O: and fix it, and he's a gas man, he's fully qualified and everything,  
 45 O: he does for a job, but he's- but because he's a bit of a nutter,  
 46 O: I'm a bit worried that he's gonna blow my house up an[d stuff.]  
 47 S: [ha ha]  
 48 O: I see you next time ((GB continues))

In Example 46, Oliver explains that a friend of his is coming to repair the gas in his kitchen (Lines 42-46). Similarly to the previous example, the personal topic is begun with framing “I tell you what”, which may mark the change to a personal topic. Indeed, Stenström (1994: 85) states that framing is used to indicate topic change. Oliver jokes about the friend being “a nutter” and exploding the house. The salesman responds by laughing (Line 47). The joking shows a friend role of Oliver and the salesperson. In addition, Oliver's chatting functions as a reason to end the encounter as well; next Oliver moves to the Goodbye.

In the following example, Oliver is purchasing chickens in a market hall. Oliver talks about the salesman attending his party.

Example 47. Oliver and a salesman at a butcher's stand in a market hall. (12 Jan 2011)

11 O: I'm gonna go check out all the others now, (.) make sure they're still coming.

12 S: oh, yeah? ((S wraps the chicken into a paper))

13 O: I hope you gonna behave yourself.

14 S: what time do you wanna see me tonight, James?

15 O: about eight o'clock.

16 S: alright. ((S hands the chicken in a plastic bag to O))

In Example 47 Line 11, Oliver talks about the party he is arranging. Oliver's joking command “I hope you gonna behave yourself” reminds about the invitation humorously (Line 13). The salesman asks when he is expected to arrive (Line 14). The salesman uses the name James to address Oliver, which is Jamie Oliver's real first name according to the TV Guide (2012). This suggests that they have known each other for years and are friends. Hence, friend roles of both Oliver and the salesman are strong in the example.

In the next example Oliver invites the salesman to a party. In Example 48 Oliver is purchasing pork from a butcher in a market hall.

Example 48. Oliver and a salesman at a butcher's stand in a market hall. (6 Nov 2010)



30 O: so, (list-) about twenty-five people coming around tonight for [(a - )],  
 31 S: [how] many?  
 32 O: twenty-five.  
 33 O: you know Scottish Peter?  
 34 S: yeah.  
 35 O: it's his birthday.  
 36 S: oh, bless him. ((S finishes slicing the pork))  
 37 O: look at that! ((S shows sliced pancetta to O))  
 38 S: how's that set?  
 39 O: you're a special man.  
 40 O: thank you mate,  
 41 S: thank you very much.  
 42 O: if you want to come Peter's party, you are more [than] welcome,  
 43 S: ((S wraps the pancetta into a paper)) [yeah,]  
 44 S: yeah.  
 45 O: I'm afraid that there is no women coming.  
 46 S: oh, you're always a let-down, are you.  
 47 O: I'm a let-down mate, that's what the wife says.

In Example 48 Line 42 Oliver invites the salesman to a party with a declarative. The salesman acknowledges or moderately accepts the invitation by uttering “yeah.”(Line 43). The topic of the party is brought up by Oliver through the number of people attending the party in Line 30, which is connected to the quantity of products demanded and undertaken. The framing is short “so, (list-)“. The invitation in Line 42 is followed with Oliver's joking statement “I'm afraid that there is no women coming.” (Line 45), which the salesman answers by calling Oliver humorously a let-down (Line 46). The adverb “always” indicates that they have known each other for some time. Oliver continues the joke by agreeing in Line 47. Again, friend roles of Oliver and the salesman are present in this example through the invitation and joking. In addition, Oliver may display an entertainer (or host) role when joking.

In the next example, Oliver shops for bacon at a butcher's stand in a market hall. The salesman jokes while giving information about the product.

Example 49. Oliver and a salesman at a butcher's stand in a market hall. (22 Dec 2010)

33 S: in the old days, ((S lifts a large cured bacon))  
 34 O: look at that, oh my god!  
 35 S: that's an ( - - - ) old flitch.  
 36 S: sort of twelve hundred, you know.  
 37 S: it was- was custom practice in Essex, that they would offer a full flitch  
 38 S: of bacon to any married couple that would solemnly swear for a year and a day,  
 39 S: that they wouldn't quarrel (or offend of) their marriage.  
 40 O: ha [ha ha]  
 41 S: [it took] two hundred years before anyone claimed it.  
 42 O: ha ha ha ((end))

In Example 49, the salesman talks about an old tradition dealing with bacon. The information the salesman provides is humorously presented in Lines 37-39 and 41. At the end there is even a punch line<sup>11</sup> (Line 41). This shows an entertainer role of the salesman, which may not necessarily exclude a friend role. Oliver replies to the joking with laughter (Lines 40 and 42).

In this chapter, joking (Examples 45-49) and information not dealing with products were examined (Examples 46-48). The friend roles were present in the examples besides the basic customer and salesperson roles. The topics were still somewhat general. Joking and giving personal information is probably genuine, but may also be a result of hosting a television programme and adding humour to the programme.

In this Chapter 4.3, roles and speech functions of Oliver and the salespeople were discussed. In addition, forms were observed with the speech functions. Demanding and offering products were looked into. Demanding and giving information of products were examined. Further, praising products was focused on. Moreover, offering and accepting samples of products were examined. Furthermore, making a resolution and undertaking demands were discussed. Lastly, joking and giving personal information were observed. The forms used by Oliver and the salespeople included declaratives and interrogatives much more frequently than imperatives. Oliver displayed roles of an expert, entertainer, host and friend. The salespeople showed roles of an expert, entertainer and friend. To some extent, inexpert roles were exhibited by Oliver and the salespeople.

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<sup>11</sup> Punch line is “the last part of a story or a joke which explains the meaning of what has happened previously or makes it funny”. Cambridge Dictionaries Online (2011)

## 5 DISCUSSION AND CONCLUSIONS

In this chapter, I will present a summary and discussion of the results and some conclusions. In addition, limitations of the thesis and suggestions for further studies are discussed.

The thesis achieves to contribute in finding out how service encounters are presented in a television series. The structure of service encounters is observed through the frequencies of structure elements included and their combinations. However, the order of the structure elements was not focused on, and it could, hence, be a subject for further studies. The interaction between a salesperson and a customer who is a host of the television programme was examined in detail. The roles in the Service structure element were studied along with the participant's linguistic choices.

The first research question was how the service encounters were organised in the television series. There was a large amount of variation in the structure combinations. Still, some recurring patterns could be found. The most usual patterns were GR, AA, SB, S, R and GR, AA, SB, S, R, GH, CL, GB. Hence, somewhat often either the beginning and middle of a service encounter was portrayed, or all elements were included.

The most frequent structure elements were the Service and Resolution. Indeed, the most relevant information for the viewers was probably in the Service, because the products, that is the ingredients of the dishes, are presented and discussed in the structure element. Moreover, the Service (along with other structure elements) provides the viewers with an example of how to conduct themselves in a British shop and for instance to ask for expert information from salespeople. Comparably, Jaworski et. al. (2003: 139) suggest a presenter role of a role-model for tourists in television holiday programmes.

The Service structure element included various recurrent themes and actions such as demanding and offering products, praising and sharing information of the products, sampling the products, making a resolution and determining an amount of products to

be purchased and collecting them. The Service was examined in more detail regarding Oliver's and the salesperson's roles.

The next most frequent structure elements were the Greeting and Attendance-allocation, which were typically combined. There was seldom need for a separate Attendance-allocation perhaps because the shops did not often have many other customers. Further, the meetings may have been in some cases arranged beforehand. In Ventola's (1987: 117) results of service encounters in a shop, the Attendance-allocation was also rare: it was included in only one encounter.

Using first name or a nickname, shaking hands or kissing on the cheek in the Greeting or Goodbye indicated a friendship between Oliver and the salespeople. Ventola (1987: 117) writes that frequently visiting customers get to know the salespeople and conduct themselves like acquaintances or friends and consider necessary to greet them. In my data where Oliver and the salespeople often knew each other and were most likely friends, the Greeting was typical, contrarily to Ventola's (1987: 117) study where service encounters between acquainted customers and salespeople were not included in the data. In addition to strengthening the friendship between Oliver and the salesperson, the Greeting may function as a signal to the audience that the participants know each other – thus the structure element is rarely edited out. This builds an image of Oliver as a friendly person and who knows the people who sell the ingredients, which reinforces Oliver's expert image.

The Goodbye was the second least frequent structure element. Editing out the Goodbye may be an easy way to save time, as the length of the episode is limited. That is, goodbye is phatic communication that does not hold much information to the audience. As to the phatic function the Goodbye resembled the Greeting, which was very frequently included. Hence, the Greeting in a way may have been used to 'cover' phatic exchanges to the audience. Nevertheless, also Ventola (1987: 125-126) claims that the Goodbye is an infrequent structure element: it was included in one service encounter in her data of service encounters between unacquainted customers and salespeople.

The most infrequent structure element was the Pay. This might be due to sponsorship: Oliver might perhaps not have to pay or he may get discounts. As mentioned in Chapter 1, Lorenzo-Dus (2006: 744) points out that in lifestyle programmes businesses get publicity through displaying the establishments. Another possibility could be that prices of expensive ingredients might discourage the viewers from cooking the dishes. Hollows (2003: 241) and Hollows and Jones (2010: 313) do argue that an aim in Oliver's other cooking programmes has been to democratise cooking. Exhibiting a high cost might conflict the possible goal. Indeed, Hollows and Jones (2010: 312) criticise Oliver of using relatively expensive ingredients in *Jamie's Ministry of Food* that taught members of the working-class to cook.

Oliver often explained what or why he planned to cook. Oliver typically gave this information without the salesperson asking for it, but in some cases the salesperson asked for the information. Explaining what and why Oliver planned to cook may also be seen as small talk that strengthens the relationship. Moreover, Koester (2006: 4) argues that task-oriented talk often has an initiator stating the purpose of the encounter at the beginning.

The lack of service bids made by the salesperson might be a result of Oliver's host role. The host role of Oliver dictates when the conversation focuses on the task of finding the needed product(s). Hence, the scarcity of service bids made by the salesperson did not mean a lack of customer oriented approach, but gave Oliver a chance to continue the phatic exchange in the Greeting. Koester (2006: 142) argues that people who do not see each other frequently use more time on building the relationship in their irregular encounters, and that among infrequent encounters phatic communication is more typical. It is not, however, possible to conclude whether this applies to the phatic exchanges in my data. Furthermore, the low number of service bid made by the salesperson resembles the results of Ventola (1987: 118): there were only one instance in the shop context encounters.

The second research question was what roles were displayed by Oliver and a salesperson in the service part of service encounters. The roles that were found were an expert, inexpert, host, entertainer and friend. These roles were displayed by both Oliver

and the salesperson, except the host role was displayed only by Oliver, since he is the host of the programme. Moreover, the basic roles of a customer and salesperson were occasionally reversed.

The third research question was how the roles were displayed. The roles were shown with the different speech functions, other linguistic choices and also some non-verbal actions. In the next paragraphs I will discuss the ways the roles were depicted in the Service structure element.

Oliver's demands for products varied from specific to open. In the latter case, Oliver often demanded a recommendation from the salespeople, which enabled the salesperson to show an expert role. (Moreover, Oliver hence showed a dependence role, which was noted by Guiry (1992): the customer relies on salesperson's guidance and assistance.) Contrarily, Oliver's commands of specific products gave Oliver an expert role. The salespeople did not typically offer products without Oliver demanding them. Thus, the salespeople acknowledged Oliver's expert role and trusted that he knew what he wanted to buy. In addition, the customer oriented approach may be seen in refraining to try to make more sales.

The expert role of Oliver and the salespeople was seen in giving and demanding information. Oliver frequently asked both factual and evaluative information about products with interrogatives and declaratives. The salespeople typically gave the information demanded. However, Oliver sometimes presented the answers himself and asked for confirmation from the salesperson. Hence both, but especially the salesperson, showed an expert role.

Ekström and Lundell (2011: 661) argue regarding television news that “the expert identity is enabled and promoted in collaborative activities on different levels of discourse such as: - - - the question–answer based organization of the interaction,”. In addition, they (2011: 673) point out that with the help of different devices the interviewer “actively plays down his knowledge” for the interviewee's benefit. This strategy was also seen to be utilised by Oliver in my data, for instance in Example 25

(Chapter 4.3.2) where Oliver asked questions, but then also tried to complete the saleswoman's answers when she hesitated.

In addition, Ekström and Lundell (2011: 673) state that questions in expert conversations point to the knowledge that the interviewee is assumed to have and that the audience is assumed to lack and need. This observation might also apply to my findings: Oliver demanded the salesperson to confirm information so that the viewers could hear the information and thus expand their knowledge. Thus, Oliver took his viewers into an account and fulfilled one aim of television programmes listed by Palmer (2008: 1-2): educating viewers. Further, Oliver had a host role, when he confirmed expert information from the salesperson.

To discuss the basic customer and salesperson roles, the salespeople gave not only factual but also evaluative information about products in order to help Oliver to make a resolution. Since Oliver often demanded a recommendation and included positive evaluative requirements in his demands for products, it was called for that the salespeople gave positive evaluative information about the products. However, there could be some personal or situational variation to how much the salesperson praised a product. Indeed, some salespeople might occasionally praise products to a large extent, whereas others might sometimes only agree with Oliver's praises for example with a simple "yeah". A function of praising products by the salesperson could be to help Oliver to make a resolution. Thus, praising products might even contribute to customer oriented approach. That is, praising was not merely used by the salesperson in order to advertise or make sales.

Oliver often included positive evaluative adjectives and adverbs in an acceptance of an offer. In addition, by praising products Oliver might aim to be polite or simply to express his positive opinion of products, for example, when tasting samples of products. Hence, Oliver displayed a customer role instead of an entertainer role, which Seppälä (2005) connects to Oliver's trademark adjectives. Oliver always accepted the offered samples of products and very often praised them.

Typically Oliver's resolution to buy was positive. Koester (2006: 122) points out that disagreements are not often caught on tape. Hence contradictions, if any, might have been excluded from the television programme by editing them out. Indeed, rejection was not typical in the data. Instead, rejection was often replaced by selecting another product especially when more than one option was given by the salesperson. Oliver's needs were always undertaken by the salesperson. Multiple needs were typically discussed and undertaken one at a time, even though they might have been all listed at the beginning of the Service.

An entertainer role of Oliver was seen in joking. In a couple of cases, a salesperson showed an entertainer role independently by starting to joke. The entertainer role of Oliver (and salespeople) might contribute to serving another purpose of television programmes stated by Palmer (2008: 1-2): entertaining the viewers. Nevertheless, the entertainer role mixed with a friend role, which was also present in joking.

Repetition of another speaker was sometimes strong. The repeated utterances dealt typically with giving information about the product, especially when praising it. Repetition may have been used mainly to confirm information or emphasise the message, but sometimes also to play time while searching for the next topic. In a few cases, harmony and formal friend roles might also be displayed by repetitive agreeing.

The shop type somewhat affected who – Oliver, the salesperson or both – collected the products. Oliver helping the salesperson to collect the products in a couple of cases was not confronting, but collaborative action. When collecting products, Oliver might even show a friend role, as he cooperated with the salesperson.

Acknowledgements were often conveyed by minimal responses (see Koester 2006: 46) such as “yeah” and “yes”. However, minimal responses were not discussed to large extent in each occurrence in order to give more focus to the initiations and other longer turns. Stenström (1994: 110) writes that acknowledges show that a speaker regards what is said by another speaker as “a valid contribution to the conversation.”. This was typically true with acknowledgements in my data.



The salesperson often asked how Oliver wanted large or presumably expensive items, such as pork or cheese, to be portioned. To small or presumably less expensive items, such as bread or fruit, Oliver independently demanded portioning with a framed command. Determining an amount of products is indeed central; Halliday and Hasan (1989: 68) suggest that sale request has to contain a reference to a quantity of goods. Furthermore, Oliver's command for a specific amount of product functioned sometimes as an acceptance of an offer.

To concentrate on the forms, interrogatives and declaratives were favoured in many speech functions. Imperatives were scarce in the Service. Imperatives were mainly used for praising and drawing focus to products as they were viewed. The few number of imperatives may be explained by the aim of levelling balance in the discourse; Koester (2006:122) argues that a dominant speaker may aim to even the imbalance by avoiding imperatives in institutional discourse.

To sum up, in addition to customer and salesperson roles, Oliver and the salespeople displayed roles of an expert, inexpert and friend. Furthermore, an entertainer role could also be seen. Friend roles were clearly seen in joking and when Oliver welcomed the salespeople to a party. The expert role of the salespeople was seen when giving professional information of products with and without Oliver demanding the information. Still, as demonstrated by a couple of examples, Oliver could step in to share his own professional knowledge, if the salesperson hesitated. Oliver also contributed sometimes in collecting products. More extreme alteration in customer and salesperson roles was when Oliver offered the salesman a product sample with an imperative. The salesperson was also ready to assist Oliver to form questions about products when Oliver hesitated in a couple of examples. Moreover, a host role of Oliver could be seen when Oliver asked information from the salespeople. The roles and their arrangement between Oliver and the salesperson varied within the Service.

The data was from a television series and sometimes the discussion was edited. It proved to be almost impossible to determine whether the absent structure elements had been present before editing. Indeed, only five structure elements could be determined to be skipped. In general, only few structure elements can more easily be assumed to have

been originally included: the Goods handover had been edited out, if it was not included but Oliver purchased products. Furthermore, frequent editing in the Service made it sometimes difficult or impossible to know what was said previously. When cuts were quick, one could not for sure separate editing that left out utterance(s) and a cut that did not. For example, it could not always be known whether a declarative was a statement or answer. In addition, the camera shots where only one or neither of the participants were visible time to time prevented from taking their non-verbal actions into account. Hence, I had to base my analysis on what was seen in the programme, as a viewer sees it.

With a larger amount of data the results could have been generalised more, although a larger amount of data might have affected the detail of the analysis. Further, the choices in the data collection and selecting the examples had an impact on the results, which is typical to qualitative analysis. As characteristic to qualitative analysis, the results were also to some extent subjective, since they are my interpretations.

Still, the thesis participates in discovering how service encounters are represented in a television series. It briefly views the organisation of service encounters and examines in more detail the Service structure element. The interaction in the service encounters was most likely affected to some extent by the context of a television series. Although the structure of service encounters was edited, the service encounters included various structure elements. All structure elements were present in many service encounters. However, the Pay and Goodbye were often excluded. Hence, the organisation of service encounters was, all in all, depicted relatively fully and comprehensively; yet, there were tendency to leave out some of the structure elements at the end of the service encounters. Furthermore, the organisation of the Service structure element included many recurring actions and topics – such as demanding and offering products, sharing information about the products, sampling them, making resolution and determining amount of products to be purchased and collecting the products.

Oliver and the salesperson showed an expert, inexpert, friend and entertainer roles. In addition, Oliver displayed a host role. The roles were connected to many different speech functions (offers, commands, statements, questions and answers) actions and

topics. The roles present varied and changed in service encounters even though the customer – Oliver – was the same in all of them. Still, compared to regular service encounters, the expert role of Oliver was most likely stronger, as he is a professional chef. However, Oliver in a host role enabled the salespeople's expert role. Still, the basic customer and salesperson roles probably correspond to some extent with the ones in authentic service encounters. Nevertheless, the basic roles were occasionally reversed in the Service. The thesis examines and describes how service encounters are organised, what and how roles are displayed in the Service part of the service encounters. Service encounters in real life could be conducted and also compared to the service encounters in television series.

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## 7 APPENDIX: TRANSCRIPTION CONVENTIONS AND ABBREVIATIONS

Speaker in the examples

O: Jamie Oliver  
S: Salesperson

Transcription conventions modified from Tainio (1995)

.	Falling intonation
,	Steady intonation
?	Rising intonation
!	Exclamation
: or ::	Long sound
° °	Utterances quieter than surrounding speech
> <	Utterances with faster pace than surrounding speech
=	Utterances said without a pause
-	Utterance that is cut off
[	Overlapping utterance begins
]	Overlapping utterance ends
(.)	Pause of different lengths
(( ))	Non-verbal action or comment
he he	Laughter
(-)	Unclear utterance
(- - -)	Unclear utterances

Speech function categories named by Ventola (1987)

GR	Greeting
AA	Attendance-allocation
SB	Service bid
S	Service
R	Resolution
GH	Goods handover
P	Pay
CL	Closing
GB	Goodbye