

IM conversations in Spanish: written or oral discourse?*

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The structure of instant messages is considered hybrid; it exhibits the properties of written discourse and those of oral discourse (Vaida, Newstetter & Mynatt 2002). Therefore, since the messages that constitute a conversation on Instant Messenger (IM) are typed, should we say those messages are deciphered with the aid of written or oral strategies? This research paper presents evidence that, for IM Spanish conversations on MSN, oral strategies are used. Two-hundred and seventy-three MSN IM conversations were analyzed through pragmatic and conversational approaches. The corpus was obtained from 25 Spanish speakers. It was observed that the use of oral strategies was chosen due to, among other characteristics, the design of the Windows client in which the MSN program is supported and the interaction between the participants.

1. Introduction

In text-based Computer Mediated Communication (CMC, hereafter) the paralinguistic environment is different from what is visible in a face-to-face conversation, causing its participants to make use of certain strategies for proper interpretation of the messages sent to them. There are two different ways we could find a dialogue in writing. The first example is a written dialogue.

- (1) “¿Qué te parece la fotografía?”, preguntó Sara.
“What do you think about the photograph?”, asked Sara.
Javier contestó,
Javier replied,
“No está mal, pero los colores han salido algo oscuros.”
“It is not bad, but the colors are a little bit dark.”

Notice that the text has a very specific format: quotation marks are used to indicate the words being spoken in each paragraph. Words like *said*, *replied*, *asked*, and *yelled* appear next to the name of the person that

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speaks in each paragraph—I refer to these as ‘tags’. Tags can be used at the beginning or end of a paragraph. The written dialogue uses formal writing conventions, that is, the prescribed use of punctuation marks, capitalization, spelling, and so forth, in a sentence. Overall, in Spanish, formal writing employs very specific punctuation marks (¿?)¹ and spelling (papa vs papá)². The dialogue usually has a smooth flow.

The next example shows an IM conversation written in text. (Taken from data collected by the author.)

- (2) a. A says: (7:03:21 PM) *¿Qué tal tu día?*
‘How’s your day?’
- b. B says: (7:03:28 PM) *Cansadón*
‘Tiring’
- c. A says: (7:03:32 PM) *huy . . .*
‘oh’
- d. B says: (7:03:46 PM) *el tuyo?*
‘yours?’
- e. A says: (7:04:05 PM) *mmmmh*
‘mmmm’
- f. B says: (7:04:10 PM) *y eso qué significa. . . bueno o malo?*
‘and what does that mean. . . good or bad?’
- g. B says: (7:04: 14 PM) *Bueno*
‘Good’

The format is somewhat different from the dialogue in writing: the tag, generated by the system, is always positioned at the beginning before what is said. Next to the tag a time stamp will always be found, followed by the words being spoken, which appear as a paragraph. Very sporadic occurrences of formal writing and spelling happen; i.e. participants could go from a formal writing style to an informal one as seen in the contrast between (2a) and (2c), or vice versa as seen in (2f) and (2g). Generally the writing style is less formal, as is the formal structure³ (In IM, some punctuation marks and other symbols have special meanings; in other

¹ In Spanish, question marks and exclamation marks are used at the beginning and the end of a question. If a sentence contains more than a question, the question marks frame the question only (Gerald Erichsen, about.com).

² The written accent (´) has several uses; its most prominent function is marking stress.

³ Formal structure is constituted by written sentences that are grammatically correct in a prescriptive sense (e.g., following prescribed word order: “What can I do for you?” vs. “What can I do you for?”).

words, some written forms have functions different from those assigned to them in formal writing). The time stamp will indicate the time, in hours, minutes, and seconds, in which each message has been sent. Finally, topic shift or change, turn taking, repairs, and other features of conversation can be found in one session.

2. Background

Biber (1986) discussed some distinctions between spoken and written discourse that have implications for discourse analysis. One distinction is that writing has a more complex and elaborated structure than speech. Also, *lexical density*, referring to the ratio of content words (nouns and verbs) to function words (pronouns, articles and prepositions) within a clause, differs between spoken and written discourse. Written discourse is, in this sense, generally denser than spoken discourse, meaning that the ratio of content words to function words is larger.

In his discussion, Biber mentions that written texts present more *nominalization*, meaning that actions and events are represented as nouns more often than in spoken language (where they are represented primarily as verbs). In addition, longer noun groups are more often included in written texts than in spoken texts.

It is believed that written discourse is more explicit than spoken discourse (Jahandarie 1999). Nevertheless, the explicitness will depend on the purpose of the communication. In either discourse the participants (listener or reader) can infer information depending on the directness with which an utterance is said or written. The meaning is derived from the *situational context* in which the participants find themselves, the *background knowledge* of that context and the *textual context* of what the participants say or write. Furthermore, writing is less contextualized than speech, based on the perception that spoken discourse requires (and generally has) more context and background to interpret the communication and that writing does not depend on a shared context. Tannen (1982) notes that this reliance on context is true of conversation, but not true of speech and writing in general. Such context-dependency hinges on the type of information conveyed and the audience for whom the discourse is intended. Therefore, since spoken discourse is often spontaneous in nature, the process and production are more evident. As Paltridge (2006:17) mentions, “apart from synchronous online chat and discussion boards, [written text] is simply the finished product”. Paltridge also writes:

With spoken discourse, topics can also be changed and speakers can interrupt and overlap with each other as they speak. Speakers can ask for clarification and they can correct what they have said. Misunderstandings, further, can be cleared up immediately. (Paltridge 2006:16)

Moreover, there is a constant use of hesitation, repetition and redundancy in spoken discourse due to the fact that a speaker is deciding what (s)he is going to say at the same time that (s)he is actually saying it. A speaker uses pauses or fillers like ‘hmmm’, ‘you know’, and ‘ahhh’. These fillers function to buy time for the speaker to pace his/her thinking and production processes. Following the organization of conversation in conversation analysis (Sacks et al. 1974), fillers also help to hold the speaker’s turn while thinking of what (s)he wants to say and how to say it.

3. Hypothesis

IM is a synchronic media mostly used to connect people, to talk about everyday activities, to make small talk, and to exchange ideas and express emotions. In other words, it is a quick and easy medium of communication. Based on Biber’s distinctions, I hypothesize that the ‘speaker’ produces messages in IM conversations in Spanish using oral strategies, and that ‘listeners’ are thus likely to use oral strategies to decipher those messages. The present study analyzes phenomena found in 273 conversations. Taking a conversational and pragmatic approach, I will assess the use of formal features, including discourse markers, expressions, elements of structure (e.g., adjacency pairs), and function, depending on what is inferred from the situational context.

4. Study

4.1. Methodology

For this qualitative study, it was important that the participants had certain characteristics. The primary characteristic was basic working knowledge of IM. Another main characteristic was that all participants spoke a common variety of Spanish and shared the same background knowledge with the main contact.

From an MSN list of 71 Mexican contacts, only 25 volunteered to participate. It was explained to them, through an e-mail, that they would be sent a survey with questions relevant to the study and that their task

would be to chat through IM in a natural manner. The survey was also sent to the remaining 46 contacts.

The participants ranged from 20 to 66 years of age. Their level of education ranged from high school to postgraduate. The survey elicited the following: the location where the participants use MSN messenger (e.g., office, home, school), technological and typing skills⁴, and whether they multitasked while instant messaging. IM conversations were saved in *History* with the participant's permission.

4.2. Research

4.2.1. Pragmatic analysis

When participants use IM as a medium for communication outside of school or office settings, *phatic conversations* are common. The purpose of these conversations is primarily social interaction for its own sake, rather than conveying information or asking questions.

- (3) A: *se parecen a mis tortugas*
 'they look like my turtles'
 A: *están lindas*
 'they're cute'
 A: *pero mis tortus están gigantescas*
 'but my turtles are gigantic'
 B: *hoy pensé que la de abajo se había muerto, pues no respondía*
 'today I thought that the one underneath had died, because it wasn't responding'
 B: *y resultó que estaba bien dormida*
 'and it happened that it was very asleep'
 A: *no, como que hibernan*
 'no, it seems they hibernate'

Interjections, punctuation marks and emoticons are found in most conversations. An example follows:

- (4) A: *hoy hice alitas*
 'today I prepared chicken wings'
 B: *mmmhhh... con que salsa....*

⁴ Interestingly, the majority of males reported that they typed using only two fingers.

- ‘mmm... with what kind of sauce...’
- A: *las acompañe con calabacitas con elotes y ensalada de lechuga...*
 ‘I had them with zucchini and corn kernels and a garden salad...’
- B: *bien bien...*
 ‘good good...’
- A: *con salsa teriyaki las hice en el horno... ;)*
 ‘with teriyaki sauce.... I made them in the oven... ;)’

Mmmmmmmhh is an interjection that expresses emotion. In this conversation it seems to mean that in B’s mind, the chicken wings are delicious and through this interjection, B is expressing a positive reaction.

Emoticons are used to give expression and feelings to what is being said. A wink was used at the end of (4); one interpretation of this form could be agreement that B should prepare the same teriyaki dish some time in the near future.

Punctuation marks like (...) can be found and can be interpreted as a continuation of what had been said, or can indicate something that was not said, an ellipsis. These can also signal a pause in the conversation.

In addition, punctuation marks such as exclamation marks and question marks can suggest an ironic or humorous meaning: in (5), below, question marks give the words a sarcastic tone.

- (5) Topic - *Chicos!!! Los tamales quedaron buenos!*
 ‘Guys!!! The tamales were good!’
- A: *si????, cuantos murieron????*
 ‘is that so????, how many died????’
- B: *nadie!*
 ‘nobody!’
- B: *repitieron!*
 ‘everybody had seconds!’
- B: *lo puedes creer?*
 ‘can you believe it?’

Example (6) shows amusement at the subtle joke.

- (6) Topic - *AGARRA NUMERITO Y ENSEGUIDA TE ATIENDO*
 ‘Take a number and you will be assisted next’
- a. A: *jajajajaja!!! tengo el numero 1!*
 ‘hahahaha! I have number 1!’

- b. A: *ya me puedes atender?*
‘can you assist me now?’
- c. B: *kien dijo ¬¬ uste se kiere meter a la fila vdd?*
‘who said - - you want to get in line, right?’
- d. A: *jajajajaja*
‘hahahaha’
- e. B: *jajajaj como cree!!! uste no necesita numerito ;)*
pasas directo
‘hahaha just kidding!!! You don’t need a
number ;) you go straight on’

In Spanish there are two distinct forms of the second person singular pronoun. The formal form, *usted*, is for an authority or an elder, and informal *tú* is used for friends, family, children, and so forth. In (6a) and (6b), the conversation opens in a very friendly way, the verbal agreement with the second person singular pronoun *you* is informal. In (6c) one can infer that B is joking when he switches to the use of formal *uste(d)*. In (6e) B even clarifies it is just a joke and uses *uste(d)* again, but now in an informal way identifying A as a friend.

The following conversation displays the ability to infer from the context. Conversation (7) takes place after B’s birthday, but in line (7a) A’s sarcasm refers to a conversation both A and B had had some time before regarding a photo. The sarcasm is accentuated by laughter. Line (7h) confirms it is a sarcastic expression as a comeback to a comment made to his photo.

- (7) a. A: *y que Diosito te de el privilegio de vivir la edad que representas,....jajajaja*
‘may God give you the privilege to live the age you represent,...hahaha’
- b. B: *hmmmm... a ver... explicame esa...*
‘mmmmmm... let’s see... explain that one to me...’
- c. B: *me sonó raro... .*
‘it sounded strange. . .’
- d. A: *jajajaja.....*
‘hahahaha.....’
- e. A: *leela bien y la entenderas... no te va a gustar... jajaja*
‘read it correctly and you will understand it... you won’t like it... hahaha’

- f. B: *pues por eso .. me sonó a sarcasmo gacho!!!*
 ‘well, that is why... it sounded like sarcasm to me mean person!’
- g. B: *pero me dije ... bueno, a lo mejor no es tan gacho y entendí mal..*
 ‘but I told myself... well, maybe he is not that mean and I didn’t understand well enough..’
- h. A: *andele canija... te devuelvo lo del gordito pelon de la foto.....jajaja*
 ‘there smarty-pants... I’m getting back at you for when you said the bald chubby person in the pic.....hahaha’

The next two conversations show illocutionary acts. The message-recipients make inferences with respect to the contexts in which the conversations are developed. In line (8a), B suggests that A use the phonebook without really telling him to do so. Apparently, in line (8f) he will do as suggested.

- (8) a. A: *sabes como marcar a canada*
 ‘do you know how to dial to canada’
- b. A: *que lada es*
 ‘what code is it’
- c. B: *desde mexico me imagino que es 01*
 ‘from mexico I guess it is 01’
- d. B: *001*
- e. B: *pero en el directorio, en las primeras páginas te dice cómo marcar*
 ‘but in the phonebook, in the first pages it says how to dial’
- f. A: *ahi checare jejeej*
 ‘I will check there hehehe’

On (9), instead of a “hello” the question *qué haces?* is used. The reply *estoy en una clase de maestría* is understood by A as an indication that B is busy. This is evidenced by A’s reply ‘... *entonces no te molesto para que pongas atención*’.

- (9) A: *qué haces?*
 ‘what are you doing?’
- B: *Estoy en una clase de la maestría*
 ‘I’m in a Master’s class’

- A: *ah! la estás tomando? entonces no te molesto, para que pongas atención*
 ‘ah! are you taking it? then I won’t bother you, for you to pay attention’
- B: ;)
- B: *Gracias por tu comprensión, estamos en contacto, ok?*
 ‘thanks for your understanding, we’ll keep in touch, ok?’
- A: *sale*
 ‘ok’
- A: bye for now... kiss

4.2.2. Conversational approach

Because of the technological and structural factors of the messenger, a variety of different conversational openings can be found. Nevertheless, greetings still occur before the second turn.

In the next extract we can see adjacency pairs in greetings, after making contact regarding the message in the topic.

- (10) Topic – Pray Untill Something Hapens.
- A: happens. . . . *doble p, una s.*
 ‘happens . . . double p, one s.’
- B: *gracias*
 ‘thanks’
- A: you are very welcome my dear
- A: *cómo han estado?*
 ‘how have you been?’
- B: *muy bien y tu*
 ‘very good and you’

In (11), again, the first contact concerns the picture in the conversation box, which is followed by a greeting.

(11)



- A: *qué bonita foto!!!*
 ‘what a nice pic!’

B: *hola, si. . . está muy bonita aquí*
 ‘hi, yes. . . She looks very pretty here’

Example (12) shows a greeting-farewell as a greeting. This can be compared to a real-life situation where one interlocutor is in the living room, and another person goes by and greets the first person by saying she will go to the shower, meaning she will not stay and chat. Something similar happens here.

(12) A: *hola! Me toca la regadera*
 ‘hi! It is my turn for the shower’
 A: *ahí te dejo :)*
 ‘See you’
 B: *jajajajajja*
 ‘hahahahaha’
 B: *bueno*
 ‘ok’

A typical Latin good-bye is shown in (13). The farewell is marked by *bueno*, ‘well’, which is used as a discourse marker for the beginning of a topic, the end of a topic, or the preamble to a farewell. *Bueno* in the following extract will be the preamble before the last good bye which happens in the fourth turn in lines (13i) and (13j).

(13) a. A: *bueno tia me retiro*
 ‘well aunt I’m leaving’
 b. A: *que estes bien*
 ‘hope you are well’
 c. A: *te cuidas*
 ‘take care’
 d. A: *y que termines pronto*
 ‘hope you finish soon’
 e. B: *igualmente...*
 ‘the same...’
 f. B: *que descanses...*
 ‘rest well...’
 g. A: *saludos a todos*
 ‘say hi to everybody’
 h. B: *besos a todos*
 ‘kisses to everybody’
 i. A: *igualmente bye*
 ‘the same bye’
 j. B: *bye*

The following example illustrates a complete conversation, translated in its entirety in Appendix 1. It is approximately one hour in length, and illustrates several of the points mentioned so far.

- (14)
- a. A: (6:47:03 PM) hola
 - b. A: (6:47:06 PM) que haciendo?
 - c. B: (6:52:51 PM) hola!!
 - d. B: (6:52:53 PM) trabajando! :(
 - e. A: (6:53:05 PM) eso esta bien .
 - f. A: (6:53:20 PM) ah, es que apenas seran las 6 en *lugar*⁵
 - g. B: (6:53:30 PM) si y salgo a las 6.30
 - h. B: (6:53:30 PM) :(
 - i. B: (6:53:33 PM) como ah estado??!!
 - j. A: (6:53:40 PM) ah bueno... pues ya pronto
 - k. A: (6:53:46 PM) yo conectada?
 - l. A: (6:53:56 PM) ah, que como he estado... bien bien
 - m. A: (6:53:58 PM) tu?
 - n. B: (6:54:28 PM) y .. le quedaron bien los tamales?
 - o. A: (**6:55:09 PM**) pues a todo mundo les gustaron....
a mi no tanto, obviamente me falta practica
 - p. B: (**7:36:42 PM**) de que los hizo?
 - q. A: (7:36:59 PM) pollo y puerco
 - r. A: (7:37:07 PM) pero a mi no me supieron como los de alla
 - s. A: (7:37:29 PM) igual aqui a todos les encantaron... una amiga repitio y se sirvio mas de todo
 - t. A: (7:38:01 PM) **pero bueno**, ya los hare otra vez
 - u. B: que bien!!
 - v. B: (7:38:37 PM) es una friega
 - w. A: (7:38:39 PM) y en que estas trabajando ahora?
 - x. B: (7:38:41 PM) a mi no me gusta cocinar
 - y. A: (7:38:45 PM) si, bastante friega
 - z. B: (7:38:56 PM) ahorita esoty en una planta que produce felloaleaciones..
nitrogenadas

⁵ The words in italics are proper names that have been substituted by other words for the sake of anonymity. Words/phrases, line letters, and timestamps in boldface are those specifically discussed following this excerpt.

- a' B: (7:39:21 PM) refinamos el mineral y lo vendemos en polvo o pierda segun lo pida el cliente y lo exportamos a otros paises
- b' A: (7:40:07 PM) ah! interesante!
- c' A: (7:41:03 PM) y de que te encargas tu?
- d' B: (7:41:13 PM) soy gerente de compras
- e' A: (7:42:08 PM) y compras solamente internamente o tambien compras de fuera del pais?
- f' B: (7:42:47 PM) de todo
- g' B: (7:42:59 PM) lo q pida el cliente
- h' A: (7:43:14 PM) **que bien!**... entonces ustedes son como intermediarios..
- i' A: (7:44:08 PM) me da gusto que los ex alumnos que tengo que siguen en contacto conmigo, son exitosos
- j' B: (7:44:20 PM) si ahi le llevo poco a poco
- k' A: (7:44:31 PM) Felicidades!
- l' A: (7:44:39 PM) y que pasó con el *Bob*?
- m' B: (7:44:53 PM) sigo con el
- n' B: (7:45:05 PM) el esta trabajando en *compañía*...
- o' A: (7:45:15 PM) bien...
- p' B: (7:45:32 PM) primero empezo como su pervisor de cuarto de control.. y ahorita ya lo subieron de puesto.. ahora es Ing. en procesos
- q' A: (7:45:42 PM) perfecto!
- r' B: (7:45:42 PM) estuvo capacitandose en mexico por 3 meses
- s' A: (7:45:51 PM) me lo saludas *mucho* también
- t' B: (7:45:56 PM) y pues ahi esta trabajando.. muy feliz .. le gusta mucho lo que hace
- u' A: (7:46:03 PM) eso es importante
- v' B: (7:46:04 PM) si de rato q lo vea :D
- w' A: (7:46:14 PM) bueno...
- x' B: (7:53:20 PM) **bueno** pues me retiro
- y' B: (7:53:20 PM) gusto en saludarla
- z' B: (7:53:20 PM) tqm
- a'' B: (7:53:22 PM) bye
- b'' A: (7:53:28 PM) bien;
- c'' A: (7:53:35 PM) yo te quiero tambien
- d'' A: (7:53:36 PM) cuidate
- e'' A: (7:53:38 PM) kiss
- f'' A: (7:54:38 PM) bye
- g'' B: (7:54:56 PM) bye

As is evident from the excerpt, this conversation contains both a greeting and a farewell in the form of adjacency pairs. The farewell begins with a preamble marked by *bueno*, ‘well’ on line (14x’) and a typical Latin good bye. Four changes of topic can be observed. The first one from lines (14f-j), the second from line (14n) where *y*, ‘and’, marks the change of topic, to (14t) where *pero bueno*, ‘but well’, indicates an end of topic. Although it seems the second topic will continue in lines (14u-y), line (14w) is a third change of topic that continues to line (14k). Notice that the expression *que bien!*, ‘nice!’ in line (14h’) is marking that third topic coming to an end. The word *y*, ‘and’, marks another change of topic, which will be the fourth one from lines (14l’-v’). There is only one repair that happened when A got confused with a message between lines (14k-l). The confusion was the result of A multitasking. The question in (14m) was not answered, which in a face-to-face conversation would have been considered rude, but in CMC communication, due to the fast paced exchange of replies, is apparently disregarded by the participants. It is important not to break the rhythm of the communication. Although lines (14q’) and (14r’) show an overlap in the messages indicated by the time stamp, the communication was not interrupted. The whole conversation moves swiftly and with a stable rhythm except for two long silences, one between lines (14o) and (14p) of approximately 40 minutes and the second one between lines (14w’) and (14x’) with 7 minutes of silence. Because B is working at an office, and both silences were produced before B replied, we can infer the silences happened due to B multitasking.

5. Conclusions

A series of features and characteristics of spoken discourse were found in IM conversation in this study. In face-to-face conversation, speakers utilize both intonation and non-linguistic features; there is a paralinguistic environment that helps to express emotions or to give emphasis to some phrases. This paralinguistic environment is full of gestures and body movements, objects and scenery that set specific contexts. The same paralinguistic environment cannot be found when participating in IM conversations; therefore, participants of these conversations use forms represented by words, punctuation marks or emoticons, all of them having different functions depending on the situational context.

Because IM conversations are often fast-paced and the technological platform used enables the inclusion of various media (photo and file sharing, webcam, email, etc.), participants develop or manipulate written conversations in a natural manner so that they can be interpreted as a face-

to-face conversation. This medium allows us to explain how the *speaker* and the *listener* interact with one another and even in some cases with other *speakers* and *listeners* in the same conversation. Prescriptive written style is often omitted, and the use of punctuation and capitalization mark different functions (e.g. ;) represents a wink and, :D a happy face). Emoticons, punctuation marks, and descriptive expressions are used to convey thoughts, feelings, and emotions. In other words, participants of IM conversations are not different from participants in face-to-face conversations because they have to make use of pragmatics through inferences of what is being said and meant and how the message is interpreted.

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APPENDICES

Appendix 1: English translation of (14)

- a. A: (6:47:03 PM) hello
- b. A: (6:47:06 PM) what (*are you*) doing?
- c. B: (6:52:51 PM) hello!!
- d. B: (6:52:53 PM) working! :(
- e. A: (6:53:05 PM) that is good .
- f. A: (6:53:20 PM) ah, it's just gonna be 6 in *city**
- g. B: (6:53:30 PM) yes and I leave at 6.30
- h. B: (6:53:30 PM) :(
- i. B: (6:53:33 PM) how have you been??!!

- j. A: (6:53:40 PM) ah good. .. well (*you will leave*) soon
- k. A: (6:53:46 PM) me connected?
- l. A: (6:53:56 PM) ah, you mean how have I been ... good good
- m. A: (6:53:58 PM) you?
- n. B: (6:54:28 PM) **and** .. were the tamales good?
- o. A: (**6:55:09 PM**) well, *the whole world* (=everyone) liked them... I didn't really, I obviously need more practice
- p. B: (**7:36:42 PM**) what did you make them of?
- q. A: (7:36:59 PM) chicken and pork
- r. A: (7:37:07 PM) but to me they didn't taste like the ones over there
- s. A: (7:37:29 PM) anyway here everybody liked them... a friend *went for seconds* and got more of everything
- t. A: (7:38:01 PM) **but well**, I will make them again
- u. B: sweet!!
- v. B: (7:38:37 PM) it's *lots of work*
- w. A: (7:38:39 PM) **and** what are you working on now?
- x. B: (7:38:41 PM) I don't like to cook
- y. A: (7:38:45 PM) yes, lots of work
- z. B: (7:38:56 PM) I am now in a plant that produces nitrogenated alloys
- a' B: (7:39:21 PM) we refine the mineral and we sell it as a powder or stone depending on the client's need and we export it to other countries
- b' A: (7:40:07 PM) ah! interesting!
- c' A: (7:41:03 PM) and what are you in charge of?
- d' B: (7:41:13 PM) I'm (*the*) buying manager
- e' A: (7:42:08 PM) and do you buy only within the country or also abroad?
- f' B: (7:42:47 PM) everything
- g' B: (7:42:59 PM) whatever the client asks for
- h' A: (7:43:14 PM) **nice!**... then you're like intermediates...
- i' A: (7:44:08 PM) I'm glad that my ex students who are still in contact with me, are successful
- j' B: (7:44:20 PM) yes I am making it slowly
- k' A: (7:44:31 PM) Congratulations!
- l' A: (7:44:39 PM) **and** what happened with the *Bob*?
- m' B: (7:44:53 PM) I'm still with him
- n' B: (7:45:05 PM) he's working at *company*...
- o' A: (7:45:15 PM) good...
- p' B: (7:45:32 PM) first he started as control room supervisor.. and now he was promoted.. he is now Eng. in processes
- q' A: (**7:45:42 PM**) perfect!
- r' B: (**7:45:42 PM**) he had been training in mexico for 3 months
- s' A: (7:45:51 PM) tell him I say hi

t' B: (7:45:56 PM) and well there he is working.. very happy .. he likes
what he does lots
u' A: (7:46:03 PM) that is important
v' B: (7:46:04 PM) yes later when I see him :D
w' A: **(7:46:14 PM)** ok...
x' B: **(7:53:20 PM)** well so I have to go
y' B: (7:53:20 PM) nice to say hi to you
z' B: (7:53:20 PM) I love you a lot
a'' B: (7:53:22 PM) bye
b'' A: (7:53:28 PM) goodj
c'' A: (7:53:35 PM) I love you too
d'' A: (7:53:36 PM) take care
e'' A: (7:53:38 PM) kiss
f'' A: (7:54:38 PM) bye
g'' B: (7:54:56 PM) bye