



**THE ESTABLISHMENT OF INTERPERSONAL RELATIONS  
IN E-MAIL BUSINESS CORRESPONDENCE**

**THESIS**

Submitted in partial fulfillment of the requirements  
for the degree of *Magister Pendidikan* (M.Pd.)  
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by

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## ABSTRACT

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As an order of discourse in a business institution and a manifestation of a discursive practice, e-mail business correspondence must have its own sets of convention which determine the type of interpersonal relations that the interactants may establish since any act of writing, whether personal, academic or workplace, is embedded in wider social and discursive practice which carry assumption about participant relationships and how these should be structured and negotiated.

This study aims at describing the interpersonal relations that the interactants in e-mail business correspondence under study establish and explaining how the selections of mood realize the speech function choices in e-mail business correspondence under study.

Ten pairs of e-mail business correspondence, each of which consists of an initiatory e-mail and its reply, were analyzed with reference to the speech function and mood choices. The speech function analysis was conducted in order to capture the interactants' interpersonal relations while mood analysis was conducted in order to find out patterns of congruent and incongruent in the realizations of the speech function choices as well as to find out choices in modality.

From the analyses it is found out that the interactants prefer choosing questions and statements of fact than those of opinion, that most of the extending speech function choices are used to show appreciation to the e-mail recipients, that they prefer choosing supporting replies than the confronting ones and that rather than choosing rejoinders, the interactants prefer responding speech functions. These findings suggest that the interactants in the e-mail business correspondence under study construct interpersonal relations with a low degree of involvement. Furthermore, it is also found out that out of eighteen full declarative mood choices, twelve of them are used to incongruently realize commands and some reacting speech functions such as answers, withholding, disagreeing and non-complying ones, that out of eleven elliptical declarative mood choices, six of them are used for the incongruent realizations of statements of opinion, command and pronging speech function and that out of thirteen imperative mood choices, eight of them are used for the incongruent realizations of open questions of fact and compliances, suggesting that most of the speech function choices in the e-mail business correspondence under study are incongruently realized.

These findings suggest that teachers of English for Business should include in their teaching materials various strategies, formulas and expressions which may be used to perform a particular speech function and give emphasis on the teaching of incongruent realizations of speech functions.





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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

A business organization or a company is structured to work towards certain objectives. In this structure, managers, subordinates and peers, and the external environment are necessarily linked by the company's communication process. Furthermore, to reach its objectives, the company demands that leadership be exercised, people motivated, decisions made, efforts coordinated and operations controlled. Each of these functions involves interaction between persons, and thus involves communication.

Thompson (1996:38) points out that one of the main purposes of communicating is to interact with other people to establish and maintain appropriate social links with them. He further suggests that communication is inherently two-way since whenever we use language to communicate, we are using it to exchange meanings.

In business world, there are various media that business people may choose in their business communication. To mention some, oral media to persons both inside and outside a company may include interviews, telephone conversations and presentations. To communicate with persons inside the company, the written media which are usually used are memos and reports. Meanwhile, written communication with people outside the company – customers, prospective customers, suppliers, job applicants and

others - may be carried out using such media as letters, telegrams, postcards, advertisements, brochures, e-mail, etc.

Although there are both oral and written media of communication, writing is often the only practical means of communication possible in business world. It is because the person a business agent must talk to is not personally present, for instance, or because s/he cannot afford the time for, nor the expense of, a personal visit each time s/he wants to make business transactions. Even when oral communication is possible, by phone for instance, it must be put into writing for understanding and formal confirmation by both sender and receiver and as a source for later reference. In addition, written communication provides authentic evidence. Therefore, written media of communication are preferred to the oral ones in business.

In comparison with other written media of communication with people outside the company, letter is used more extensively in business. Letters are written for such various purposes as: to buy and sell goods, to welcome new customers, to ask for information, to answer inquires, to request or to make adjustments, to collect overdue accounts, and to build a friendly attitude toward a company and its products. Letters are also written to get jobs. Furthermore, Gartside (1995: 1) claims that correspondence covers every conceivable phase of business activity. He further points out that correspondence is the company's silent salesman and, often enough, represents its only contact with the outside world.

The development in telecommunications, computers and information technology has revolutionized the business world. With the advent of widespread computer use and global communications networks, electronic mail (e-mail) is quickly becoming the preferred medium of written exchange. In business, the use of e-mail in correspondence is steadily increasing, even replacing the use of postal correspondence, i.e. letters sent by post, and such other electronic correspondence as telegram, cablegram and fax.

E-mail stands for electronic mail. It is a means of sending and receiving messages through computer network. In order to use e-mail as a means of sending and receiving messages, one has to subscribe to a particular provider. The e-mail user will then receive a mailbox number and a password for confidentiality and s/he can have access to it from anywhere in the world at any time of the day or night.

It is mentioned that the allure of e-mail lies in its speed as well as being cheaper than postal mail or fax. In addition, most business people prefer using e-mail in correspondence to the other forms of mails due to its speed of delivery (creating a sense of communicative immediacy), the ability to attach sound and graphics files, and its much lower cost of transmission (Kern, 2000: 250). Moreover, Ashley points out that in comparison with telex, e-mail is relatively low in cost and does not require a trained operator. He further says that it is also fast, relatively reliable, and messages can be sent or picked up anywhere in the world and stored in the

mailbox until they are retrieved so that it can be particularly advantageous for users who are communicating across international time zones (Ashley, 1993: 242).

E-mail is a form of electronic communication technology. With regard to the increasing use of electronic communication technologies, some writers claim that the technologies have affected and changed our writing practice in some respects. Hyland (2002: 73) listed some of the most significant effects of new communications technologies on writing practices as follows: (1) changes creating, editing, proofreading and formatting processes; (2) combines written texts with visual and audio media; (3) encourages non-linear writing and reading processes; (4) changes the notions of authorship, authority and intertextuality; (5) changes the relationships between writers and readers in texts; (6) blurs traditional oral and written channel distinctions; (7) introduces possibilities for constructing and projecting new social identities; (8) facilitates entry to new on-line discourse communities; (9) reduces linguistic diversity and emphasizes English and the Roman alphabet; and (10) increases the marginalisation of writers who are isolated from new writing technologies. Furthermore, Kern (2000: 255) points out that electronic communication seems to foster bald, sometimes confrontational messages more than normal written correspondence which may be due to the rapidity of response or the perceived ephemerality of the medium or due to a perception that letter writing is more formal and e-mail is more conversational. In addition, it is

claimed that the electronic revolution has brought about profound changes to the way that organizations communicate (NN, 1999: 6-2).

Conducting a textual analysis research on e-mail business correspondence, R.P. Rice (1997) as adapted in Hyland (2002: 174) found out that e-mail messages are interactive and dialogic in nature. This finding means that we may consider e-mail exchange as a linguistic means to express interpersonal meanings about roles and relationships. This is in line with Halliday as cited in Eggins (1994: 149) who points out that whenever we use language to interact, one of the things we are doing with it is establishing a relationship between us: between the person speaking now and the person who will probably speak next. Moreover, Eggins further explains that being able to take part in dialogue means being able to negotiate the exchange of interpersonal meanings, being able to realize social relationships with other language users.

In writing, the choices we make in establishing relationships are influenced by the social and discursive contexts in which we are writing since any act of writing, whether personal, academic or workplace, is embedded in wider social and discursive practice which carry assumption about participant relationships and how these should be structured and negotiated. Most broadly, relationships are underpinned by the orders of discourse or institutional constraints (Hyland, 2002: 69-70). Orders of discourse is defined as totality of discursive practices of an institution and relations between them (Fairclough, 1995: 135) or as sets of conventions

associated with social institutions (Fairclough, 1989: 17), while Foucault in Fairclough (1992: 57) defines discursive practice as rules which underlie actual practice. Fairclough (1992: 71), then, points out that discursive practice is manifested in linguistic form, i.e. in the form of text.

In line with the fact that more and more business communication takes place on e-mail, Healey (2001) suggests that Business English teachers should add e-mail business correspondence writing to their syllabus. Teaching students how to write e-mail business correspondence, however, does not only mean providing students with knowledge about the format of e-mail which is different from conventional correspondence or traditional letters, but also knowledge about the ways interpersonal relations between interactants in e-mail business correspondence structured and negotiated since as an order of discourse in a business institution and a manifestation of a discursive practice, e-mail business correspondence must have its own sets of conventions which determine the type of interpersonal relationship that the interactants may establish which in turn determines lexico-grammatical choices.

The negotiation of social relationships is mediated by tenor along three dimensions: (1) status, the relative position of interlocutors in a culture's social hierarchy, (2) contact, the interlocutors' degree of institutional involvement with each other, and (3) affect, the degree of emotional charge in the relationships between participants. Within the register, tenor is the

projection of interpersonal meaning and is primarily realized through the interpersonal metafunction in language. (Martin, 1992: 523-525).

Interpersonal meanings are realized in the lexicogrammar through selections from the system of Mood. Eggins (1994:77) accounts for that Mood refers to variables such as the types of clause structure (declarative, interrogative, etc.), the degree of certainty or obligation expressed (modality), the use of tags, vocatives, attitudinal words which are either positively or negatively loaded (the 'purr and snarl' words), expressions of intensification and politeness markers of various kinds. Meanwhile, Martin et al. (1997: 57) points out that the system of Mood belongs to the interpersonal metafunction of the language and is the grammatical resource for realizing an interactive move in dialogue.

Mood patterns relate to the expressions of tenor in some areas. Eggins suggests that in an exchange, power is indicated by the person dominating the talking, the speaker role, and the choice between congruent and incongruent realizations of speech functions. The choice of marked Mood structure typically functions to express tenor dimensions such as unequal power, deference or low contact and involvement (1994: 193-196).

However, in order to explore the negotiation of interpersonal relationships in an interactive text, it is not enough if we only analyze the grammatical or semantic resources the interactants deploy. Instead, we need to be able to give functional labels to the activities the interactants are achieving as they interact to each other, such as: questioning, answering, ordering,



complying, non-complying, attending, engaging, stating fact, challenging, etc. and relate them to the grammatical and semantic resources they use to do them.

### **1.2 Statements of the Problems**

- (1) What kinds of interpersonal relations do the interactants in e-mail business correspondence under study establish?
- (2) How do the selections of mood realize the speech function choices in the e-mail business correspondence under study?

### **1.3 Aims of the Study**

In line with the problems stated above, this study is aimed at:

- (1) describing the interpersonal relations that the interactants in e-mail business correspondence under study establish;
- (2) explaining how the selections of mood realize the speech function choices in the e-mail business correspondence under study.

### **1.4 Significance of the Study**

I hope that the findings may provide input for teachers and learners of English for Business. Hopefully, fellow teachers of English for Business may review their syllabus and make necessary revisions based the findings of the study and learners of English for Business may sharpen their understanding of the ways interpersonal relations between interactants in e-mail business correspondence structured and negotiated and may broaden

their knowledge of various lexico-grammatical realizations possibly chosen in e-mail business correspondence.

### **1.5 Definition of Terms**

- (1) E-mail business correspondence is correspondence on business subject matters conducted by means of e-mail, but for practicality, I sometimes use a shorter term, e-mail.
- (2) Pair is a couple of e-mail business correspondence on the same subject matter consisting of an initiatory e-mail and its reply.
- (3) E-mail 1 or initiatory e-mail is the first e-mail sent to discuss a particular subject matter.
- (4) E-mail 2 or responsive e-mail is an e-mail sent in reply to e-mail 1 or the initiatory e-mail.
- (5) Command is one of the four primary speech functions suggested by Halliday (1994) which is used by an interactant to demand goods-&-services.
- (6) Degree of involvement is another term for level of familiarity.

### **1.6 Limitation of the Study**

In line with the problems and aims of the study and due to my limited time and capability, the study is limited on the analyses of mood and speech function choices. Hence, any grammatical, spelling and punctuation error is beyond the discussion of this thesis.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides an overview of the concepts that underlie the study of interpersonal relations construction in e-mail business correspondence I conducted. The overview is divided into the following sub-titles.

#### 2.1 Business Correspondence

In business, correspondence does not merely provide a channel for communication between business houses. Instead, it is an effective substitute for a face-to-face visit, attracting and holding customers, and building a favourable image for a company (Poe, 1988: 1). Moreover, Gartside claims that correspondence covers every conceivable phase of business activity since through correspondence, enquiries are answered, quotations are given, orders are placed complaints are dealt with, transport and insurance are arranged, and accounts are settled (1995: 1). In addition, Stewart points out that one of the most important functions of business correspondence is to build goodwill and to maintain it since many of the people to whom we write never enter into our place of business, never see us or talk to us and the impressions of our business are formed entirely through the letters they receive from us. To business, goodwill is extremely important since it is a feeling of confidence in an organization that makes a customer trade with it rather than with another (1968: 34).

Courtesy is a goodwill builder helping to strengthen present business relationships. In business writing, it is more important than when in face-to-face conversation since when we talk with a customer and see him frown over some expression we use, we can quickly redeem ourselves by a smile, a twinkle in our eyes, our tone of voice, or perhaps a correction. In a letter, however, our words are on the paper forever, and we cannot be with the customer when s/he reads the message (Murphy and Peck, 1972: 92-93).

Courtesy is a quality that enables a request to be refused without killing all hope of future business, or allows a refusal to perform a favour to be made without killing a friendship. It means understanding and respecting the recipient's point of view and resisting the temptation to reply as if they were wrong, i.e. if we feel our correspondent's comments are unfair, we should try to respond tactfully without giving offence, we should try to resist the temptation to reply a rude letter in the same tone. Courtesy also means replying promptly to all letters (Gartside, 1995: 11-12).

### **2.1.1 Common Components of Business Letters**

Burn suggests that the common components of business letters include:

#### **2.1.1.1 Heading**

The heading contains the writer's address and the date of the letter.

Yet, on a letterhead stationary, only a date is needed.

### 2.1.1.2 Inside Address

It shows the name and address of the recipient of the letter. Courtesy titles such as Mr, Mrs, Miss, Ms, etc should be used in addressing the recipient as well as her/his first given name and surname, e.g. *Mr J.E. Smith* or *Mr John Smith*, not *Mr Smith*.

### 2.1.1.3 Salutation

Salutation is the friendly greeting that precedes the body of the letter. In a business letter, the salutation is always formal. It normally begins with the word “*Dear*” and always includes the person’s last name.

### 2.1.1.4 Subject or Reference Line

The subject line announces the main business of the letter. It provides a further reference, saves introducing the subject in the first paragraph, immediately draws attention to the topic of the letter, and allows the writer to refer to it throughout the letter.

### 2.1.1.5 Body of the Letter

It contains the actual message of the letter which is written as text and is never hand written.

### 2.1.1.6 Complimentary Close

If the letter begins with *Dear Sir*, *Dear Sirs*, *Dear Madam* or *Dear Sir or Madam*, it will close with *Yours faithfully*, but if it begins with a personal name, e.g. *Dear Mr Smith*, it will close with *Yours sincerely*.

A letter to a friend or acquaintance may end with *Yours truly* or the casual *Best wishes*.

### **2.1.1.7 Signature Block**

It contains the writer's handwritten signature followed by her/his name and position in the firm. Unless the writer has established a personal relationship with the person s/he is writing to, both her/his first and last name are used.

### **2.1.1.8 End Notations**

There are often several abbreviation or phrases that have important functions typed just below the signature block. They include:

#### **2.1.1.8.1 Enclosures**

Such indications as "*Enclosure*", "*Encl*", "*Enclosures (2)*" are used to make sure that the recipient knows that items accompany the letter.

#### **2.1.1.8.2 Copies**

c.c. (carbon copies) is written when copies are sent to people other than the named recipient.

### **2.1.2 Style in Business Correspondence**

Burne also suggests some important points to be considered when writing business letters.

- (1) When business people open a letter, the first concern is to know what the letter is about, what its purpose is, and why they must spend their time reading it. Therefore, we should let the reader know from the first sentence what the letter is about.

- (2) Busy recipients who wrote many letters themselves may not remember the letters to us. To avoid problem, we should identify the date and subject of the letter to which we respond in the first paragraph.
- (3) The paragraphs of business letters tend to be short. Paragraphs which are made up of only a single sentence are common and perfectly acceptable, while big, thick, dense paragraphs over ten lines which requires more concentration may not be read carefully or read at all.
- (4) The content of the letter should be compartmentalized. It means that two short separate paragraphs containing the same topic should be joined into one, while a paragraph containing different topics should be split.
- (5) To give recipient clear sense of the content and purpose of each paragraph, a word or phrase indicating the topic should be provided at the beginning of paragraphs.
- (6) To make it easier to pick up the important points rapidly, points should be listed or itemized.
- (7) Information in the first and last of paragraphs tend to be read and remembered better. Therefore, important information should be placed in high-visibility points.
- (8) Often, business letters must convey bad news. Such bad news should be conveyed positively in a tactful way in order to reduce the chance that business relationship with the recipient of the bad news will end.

- (9) Recipient-oriented or “you attitude” should be adopted by focusing on the recipient’s needs, purposes or interests.
- (10) Pompous, inflated, legal sounding phrasing should be avoided.
- (11) To make clear what the writer expects the recipient to do and when, the writer should give her/his business letter an “action ending”.

## **2.2 E-mail Business Correspondence**

E-mail is another type used in business correspondence in addition to letters and faxes. Compared to business letters, business e-mail is considered more conversational. Conducting a textual analysis research on e-mail business correspondence, R.P. Rice (1997) as adapted in Hyland (2002: 174) found out that e-mail messages often combine elements of formal and informal discourse and indicate a spoken flavour to official messages. The results of the study point both to the essentially interactive nature of e-mail messages and a reluctance to abandon more traditional elements of business communication. Moreover, the serial and chronological character of the medium pushes it towards the conversational end of the spoken-written continuum and away from the patterns of more monologic discourse. Even, it is also claimed that e-mail tries to combine aspects of informal speech, formal written communication and new ways of showing emotions and body language. However, as any other types of business correspondence, business e-mail is formal in nature. Therefore,



Kallos suggests that we should never assume a position of formality in our business e-mail.

Rice (1996) as adapted in Kern (2000: 255) points out that e-mail communication tends to level the perceived social status of participants, for example: messages to complete strangers are often written in a friendly, familiar register. Nevertheless, Kallos suggests that in addressing the recipient, we should assume the highest level of courtesy and keep it formal until it is clear that the relationship dictates otherwise.

Swinton claims that every business email we write is like a personal PR agent. What we say in our business e-mail and how we say it affects the image of our company and what people in business world would think about us. Therefore, if we would like people to think of our company as being responsive to their needs, knowledgeable about their problems, considerate of their schedule and deadlines and adaptable to their changing requirements, every line written in our business e-mail has to present our company in a positive way. Smith suggests that well-written e-mail that looks and sounds professional makes it easier for clients, customers and coworkers to do business with us and helps them feel good about our company and us. It means that business e-mail messages still require careful attention to spelling, punctuation, grammar, format, and tone (Borowski) since as Riches suggests, poor spelling and grammar show a lack of attention to detail and sends the wrong message about ourselves and how we do business.

## **2.2.1 Rules of Writing Business E-mail**

In order to provide the right impression of our business house and ourselves, some rules suggested by Soltoff (2003) are presented below.

### **2.2.1.1 Be Accurate**

Any claims made, benefits offered, or statistics quoted, make should be true and not inflated. Nothing is worse than starting off a relationship with exaggerated or even false information.

### **2.2.1.2 Be Brief**

The most important benefit to the recipient needs to be identified and summed up in a short paragraph.

### **2.2.1.3 Be Clear**

The message should be well-prepared so that there are no misspellings as well bad grammar making the content unintelligible.

### **2.2.1.4 Be Genuine**

Since business relationship is built on trust, everything we say should convey you are a genuine, upstanding, honest person running a reputable business.

### **2.2.1.5 Speak Their Language**

People tend to understand and react better to words they use in everyday conversations. Therefore, anything we are going to say in our business e-mail should be written in words the recipient understands and are comfortable with.

### **2.2.1.6 Put Ourselves in Their Shoes**

We should try to picture the daily routine of the people we are contacting and reflect that in our writing, e.g. *"I know you're busy, so I'll get right to the point."*

### **2.2.1.7 Watch Out for a "Knowledge Gap"**

We should not assume recipients have the same knowledge about our product or service we do. After we have captured their interest and have reached the "additional information" stage, we should try to offer a step-by-step walkthrough of whatever we are marketing to help them understand what we are trying to say.

### **2.2.1.8 Write Business E-mails as Letters, Not as Ads**

A forthright communication in letter format is much more effective than an e-mail that looks and smells like an ad.

### **2.2.1.9 Take Our Time**

We should show our business e-mail to colleagues and other business people before sending it to get their opinions since in almost every case other people's input will help us improve our messaging and writing.

### **2.2.1.10 Prepare Your Subject Line Carefully**

The subject line should directly relate to the primary benefit your product or service offers.

### **2.2.1.11 Use Graphics Wisely**

Business people are interested in benefits, details, other customers, and so forth. Unless graphics enhance our message in a meaningful way, we should not use them.

### **2.2.1.12 Make Sure Links Within Your E-mail Display and Work Properly**

When we list "for more information" links, we should make sure that they are clickable so that the recipient does not have to cut and paste. We should also make sure they go to the exact page we want and this landing page is up to

date and provides the information we want them to have. Sending people to our home page and leaving to them to figure out where to go is not a good idea.

#### **2.2.1.13 Be Wary about Sending Attachments**

Most of the time, we don't know what software the recipient has or what filter settings are enabled. Therefore, it would a better idea to provide them links to Web pages where the information contained in the attachments is displayed.

#### **2.2.1.14 Be Complete**

Most business e-mail recipients will form some sort of preliminary conclusion about our product or service before they respond to our e-mail. They will determine for themselves whether our e-mail helps meet their needs. That's why providing details and complete information is important to give recipients the details they need to make the decision to call us or act on our offer.

### **2.2.2 Business E-mail Format**

Business e-mail has a different format from the one used in business letters. It consists of such typical components as:

#### **2.2.2.1 Subject Line (Subject)**

The subject line is essential if we want the message is read anytime soon. It is often used to communicate the major point of the e-mail. Therefore, it should be as informative as possible so that the reader can at glance find out what kind of attention it requires. The information in the subject line will be repeated in the message text, spelled out more completely and with any additional information.

### 2.2.2.2 Date Line (Date)

The e-mail program automatically adds the date. It indicates the date when the e-mail is written.

### 2.2.2.3 Receiver's Address (To)

It indicates the recipient's e-mail address.

### 2.2.2.4 Sender's Address (From)

The e-mail program automatically adds the sender's e-mail address.

### 2.2.2.5 Copy Notation (Cc)

It indicates the e-mail address of the person/s to whom copies are sent.

### 2.2.2.6 Message

It is suggested to open the message with a formal salutation such as 'Dear Mr Smith' and close it with a formal closing such as 'Yours sincerely'. However, writers in Lundquist College of Business do not typically use formal salutations and closings in their e-mails since they think these are reserved for business letters. Instead, they often use some informal type of salutation such as 'Ron' and informal closing such as 'Thanks again'.

To provide a clear description of a business e-mail format, a sample of e-mail is presented below.

*From* : "Tatsuo Odani" [odani\\_t@jkt.itochu.co.jp](mailto:odani_t@jkt.itochu.co.jp)  
*To* : "Kenneth Lee" [klee@batamtex.com](mailto:klee@batamtex.com)  
*Cc* : "JEI" [melly\\_d@jkt.itochu.co.jp](mailto:melly_d@jkt.itochu.co.jp); "Adi" [Adi@batamtex.com](mailto:Adi@batamtex.com)  
*Date* : 16 February 2005, 5:5 PM  
*Subject* : Kapuk / cotton sample yarn

*If my memory is correct, I sent it 3 month ago. You asked me to indicate construction and so on many times. Don't you remember?*

*Odani*

### 2.3 Context of Situation

As Martin (1992) and Eggins (1994) account for, the concept of context of situation derived from the work of Malinowski which was then developed by Firth. Malinowski claimed that language only becomes intelligible when it is placed within its context of situation. His claim was made in relation to the problems he found when he translated specific texts in particular contexts. He made an enormous contribution in identifying the fundamental semantic role of the context of situation and the context of culture, and in developing a functional account of language, then. However, he did not go on to formulate more precisely the nature of these two contexts, nor their relation to the functional organization of language. Furthermore, his observation was restricted by his artificial distinction between primitive and civilized language. Firth extended the notion of context of situation to the more general issue of linguistic predictability. He offered a framework for analyzing context of situation using the following headings: participants, action, other relevant features of the situation and effects.

Following functional-semantic tradition, Halliday and Hasan (1989: 12) propose a conceptual framework serving to interpret the social context of a text, the environment in which meanings are being exchanged. The framework is put into the headings of the field, the tenor and the mode of discourse. While the field of discourse indicates the type of activity in which the discourse operates, its content, idea and institutional focus, tenor handles

the status and role relationships of the participants and mode is concerned with the channel of communication (Swales, 1990: 40). Eggins (1994: 52) calls those three aspects of context of situation register variables. Furthermore, Halliday (1978: 64) points out that the field tends to determine the transitivity patterns belonging to the ideational component of the semantic system, the tenor tends to determine the patterns of mood and of modality which are part of the interpersonal component, and the mode tends to determine the forms of cohesion, the patterns of voice and theme, and the lexical continuity which all fall within the textual component of the semantics. Hence, there are connections between context of situation and language which can be summarized in the Figure 2.1.

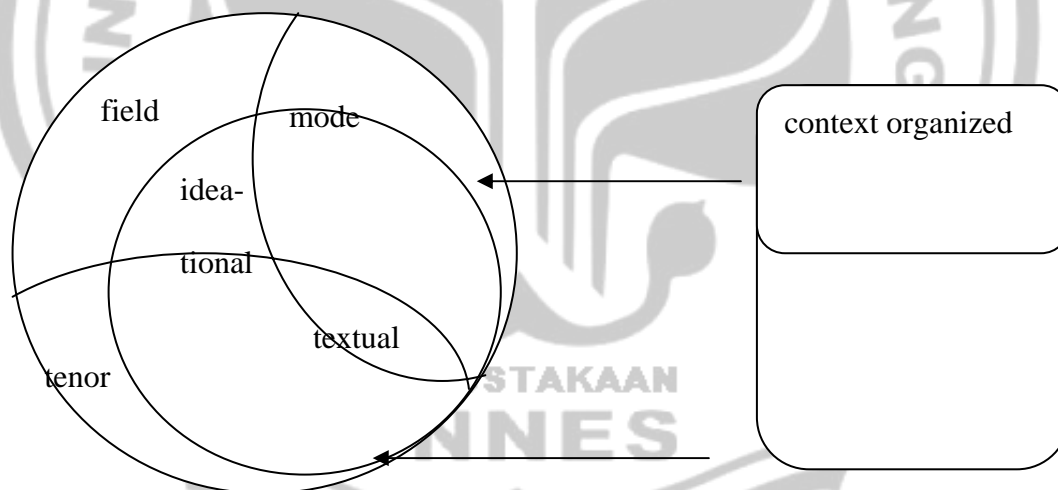


Figure 2.1 Context and Language in the Systemic Function Model

Adapted from Eggins and Slade (1997:51)

With regard to the tenor dimension of register, Eggins and Slade (1997: 52-53) sub-classify role relations into four main dimensions: status

relations, frequency of contact or level of familiarity, degree of affective involvement and orientation to affiliation. On the other hand, Eggins (1997: 64), Gerot and Wignell (1994: 11) and Martin (1992: 523) define the general notion of role relationships as a complex of three simultaneous dimensions of power/status, contact, affective involvement/affect. Status relation is the other term for power/status which refers to the social roles being played by the interactants in an interaction and may be classified into that of equal and unequal one. Affective involvement/affect refers to the degree to which we 'matter' to those with whom we are interacting or to which we are emotionally involved or committed in a situation. Contact or what so called social distance by Halliday and Hasan (1989: 57) refers to the level of familiarity constructed to operate between interactants or as Martin suggests, the degree of involvement between interlocutors. Halliday and Hasan (1989: 57) define social distance with reference to the frequency of encounters or contacts, but Thomas (1995: 128) argues that it is best seen as a composite of psychologically real factors (status, age, sex, degree of intimacy, etc.) which together determine the overall degree of respectfulness within a given speech situation. He further points out that if you feel close to someone because that person is related to you, or you know him or her well or are similar in terms of age, social class, occupation, sex, ethnicity, etc., you feel less need to employ indirectness. Orientation to affiliation refers to the extent to which we seek to identify with the values and beliefs of those we interact within different social contexts.



Regarding the role relationships, Halliday (1978: 144) makes a distinction between first-order and second-order social roles. First-order social roles are those which are defined without reference to language, while second-order social roles are those defined by the linguistic system. In this study, the role relationships between the interactants involved in the e-mail business correspondence under study are defined with reference to the linguistic system, such as: initiator vs. respondent, information searcher vs. information supplier, and supporter.

Meanwhile, Thomas (1995: 127) categorizes power into legitimate, referent and expert power. When someone has legitimate power, s/he has the right to prescribe or request certain things by virtue of role, age or status; someone may be said to have referent power if s/he has power over another because the other admires and wants to be like her/him in some respect; and we may say that someone has expert power if s/he has some special knowledge or expertise which the other person needs. Thomas also points out that we tend to use a greater degree of indirectness with people who have some power or authority over us than those who do not. In this study, an interactant is considered to have some power over the other with regard to either his/her legitimate or expert power and the indirectness of both his/her proposition and proposal is realized by the choice of modalities.

Tenor differences are said to give impact on the kind of language chosen, particularly in respect of the degree of formality (Wales, 2001:388). Eggins (1994: 65–67) draws a contrast between informal and formal situation types in accordance with their typical tenor dimensions as Table 2.1 presents.

Table 2.1 Formal vs. Informal Situation

Informal	Formal
equal power	unequal, hierarchic power
frequent contact	infrequent, or one-off, contact
high affective involvement	low affective involvement

(adapted from Eggins , 1994: 65)

The linguistic differences between formal and informal language as a consequence of different tenor are summarized in Table 2.2 .

Table 2.2 Formal vs. Informal Language

Formal vs. informal language the linguistic consequences of TENOR	
Informal language	Formal language
attitudinal lexis (purr & snarl words)	neutral lexis
colloquial lexis	formal lexis
- abbreviated forms	- full forms
- slang	- no slang
swearing	politeness phenomena (Ps & Qs)
interruptions, overlap	careful turn-taking
first names, nick-names, diminutives	titles, no names
typical mood choices	incongruent mood choices
modalization to express probability	modalization to express
deference	
modalization to express opinion	modalization to express
suggestion	

(adapted from Eggins, 1994: 67)

Fairclough (1989: 65) regards formality as a property of social situations which has peculiar effects upon language forms and manifests an accentuated form the three types of constraint upon social practice: (1) contents, (2) subjects, and (3) relations. In terms of contents, discourse in a formal situation is subject to exceptional constraints on topic on relevance, and in terms of more or less fixed interactive routines. In terms of subject, the social identities of those qualified to occupy subject positions in the discourse of formal situations are defined more rigorously than is usual and in terms of public positions or statuses. In terms of relations, formal situations are characterized by an exceptional orientation to and marking of position, status, and face; power and social distance are overt, and consequently there is a strong tendency towards politeness.

Referring to the characteristics of formal and informal language proposed by Eggins, I may say that the language used in the e-mail business correspondence under study is a combination of formal and informal language as I found both abbreviated and full forms, first names, both typical and incongruent mood choices, modalization to express probability, deference, opinion and suggestion. This is in line with the result of the study of stylistic variables in e-mail business correspondence conducted by R.P. Rice (Hyland, 2002: 172).

Mode as another dimension of register is the semiotic construction of communication technology affecting the kind of interaction that is possible between speaker and listener conditioned by the kind of feedback that is possible (Martin, 1992: 510). Eggins describes the kind of feedback that is possible in a particular situation of interaction as Figure 2.2 suggests.

casual conversation	telephone	e-mail	fax	radio	novel
+ visual contact	- visual	-visual	-visual	- visual	- visual
+ aural	+ aural	-aural	- aural	-one-way aural	- aural
+ immediate		+ immediate		+ rapid	+ rapid
	delayed	-feedback			
feedback	feedback	feedback	feedback	feedback	

Figure 2.2 Spatial or Interpersonal Distance  
Adapted from Eggins, 1994: 54

The figure suggests that in an interaction via e-mail, there is neither visual nor aural contact between the interactants, but it is possible for the interactants to have a rapid feedback.

#### 2.4 Spoken and Written Discourse

There are many different ways to classify discourse. One dimension is the distinction between spoken and written discourse. This distinction is made in relation to the mode of a discourse and Murcia and Olshtain (2000: 5) point out that this distinction is often referred to as channel or medium due to different psychological process involved in each. However, Halliday and Hasan (1989: 59) emphasize that medium and channel are distinct phenomena, even though they are not unrelated. The term channel is used to refer to the modality through which the addressee comes in contact with the speaker's message, i.e. whether the channel chosen is the phonic/aural or graphic/visual one, while medium refers to the patterning of the wording.

In relation to the mode of a discourse, Eggins contrasts the typical characteristics of spoken and written language situations as Table 2.3

presents. Furthermore, he summarizes the linguistic differences corresponding to the two polar extremes of a spoken and written language situation as Table 2.4 suggests.

The characteristics distinguishing spoken and written discourse proposed by Eggins seem to indicate that the distinction between spoken and written discourse is absolute in nature. Some writers, however, do not go with him.

Table 2.3 Mode: Characteristics of Spoken/Written Language Situations

Mode: typical situations of language use	
Spoken discourse	Written text
<b>+ interactive</b>	<b>non-interactive</b>
2 or more participants	one participants
<b>+ face-to-face</b>	<b>not face-to-face</b>
in the same place at the same time	on his/her own
<b>+language as action</b>	<b>not language as action</b>
using language to accomplish some task	using language to reflect
<b>+ spontaneous</b>	<b>not spontaneous</b>
without rehearsing what is going to be said	planning, drafting and
rewriting	
<b>+ casual</b>	<b>not casual</b>
informal and everyday	formal and special occasions

Adapted from Eggins (1994: 55)

McCarthy (1991: 149) argues that writing is not fundamentally different from speech. With regard to the context dependent/independent variable, he further argues that both spoken and written discourse are dependent on their

immediate context to a greater or lesser degree. Written texts such as essays do tend to be more freestanding, but a sign saying ‘NO BICYCLES’ is highly context dependent since it may mean ‘it is forbidden to ride/park a bicycle here’ or perhaps ‘all available bicycles already hired/sold’, depending on where the notice is located. Furthermore, regarding the formality/informality, Jenkins and Hinds as cited in McCarthy found out that American business letters were generally more informal and reader-oriented, while French business letters remained more formal and writer-oriented.

written discourse is absolute in nature. Some writers, however, do not go with him.

Table 2.4 Characteristic Features of Spoken and Written Language

Spoken and written language: The linguistic implications of MODE	
Spoken language	Written language
turn-taking organization	monologic organization
context dependent	context independent
dynamic structure	synoptic structure
- interactive staging	- rhetorical staging
- open-ended	- closed, finite
spontaneity phenomena (false starts, hesitations, interruptions, overlap, incomplete clauses)	“final draft” (polished) indications of earlier draft removed
everyday lexis	“prestige” lexis
non-standard grammar	standard grammar
grammatical complexity	grammatical simplicity
lexically sparse	lexically dense

Adapted from Eggins (1994: 57)

Hyland (2002: 53) is also in opposition to Eggins. He points out that spoken and written channel do not divide along clear lines of ‘involvement’, ‘formality’, or ‘complexity’; nor do they display exclusive distributions of

particular features; instead, these characteristics are differences in particular uses of these modes.

In relation to the organization of written text, moreover, Martin (1992: 512) argues that all writing reflects turn taking in some respects, that most writing is expectant of some kind of response, even though it may be some time coming. The degree of reply expectation in writing is presented in Figure 2.3.

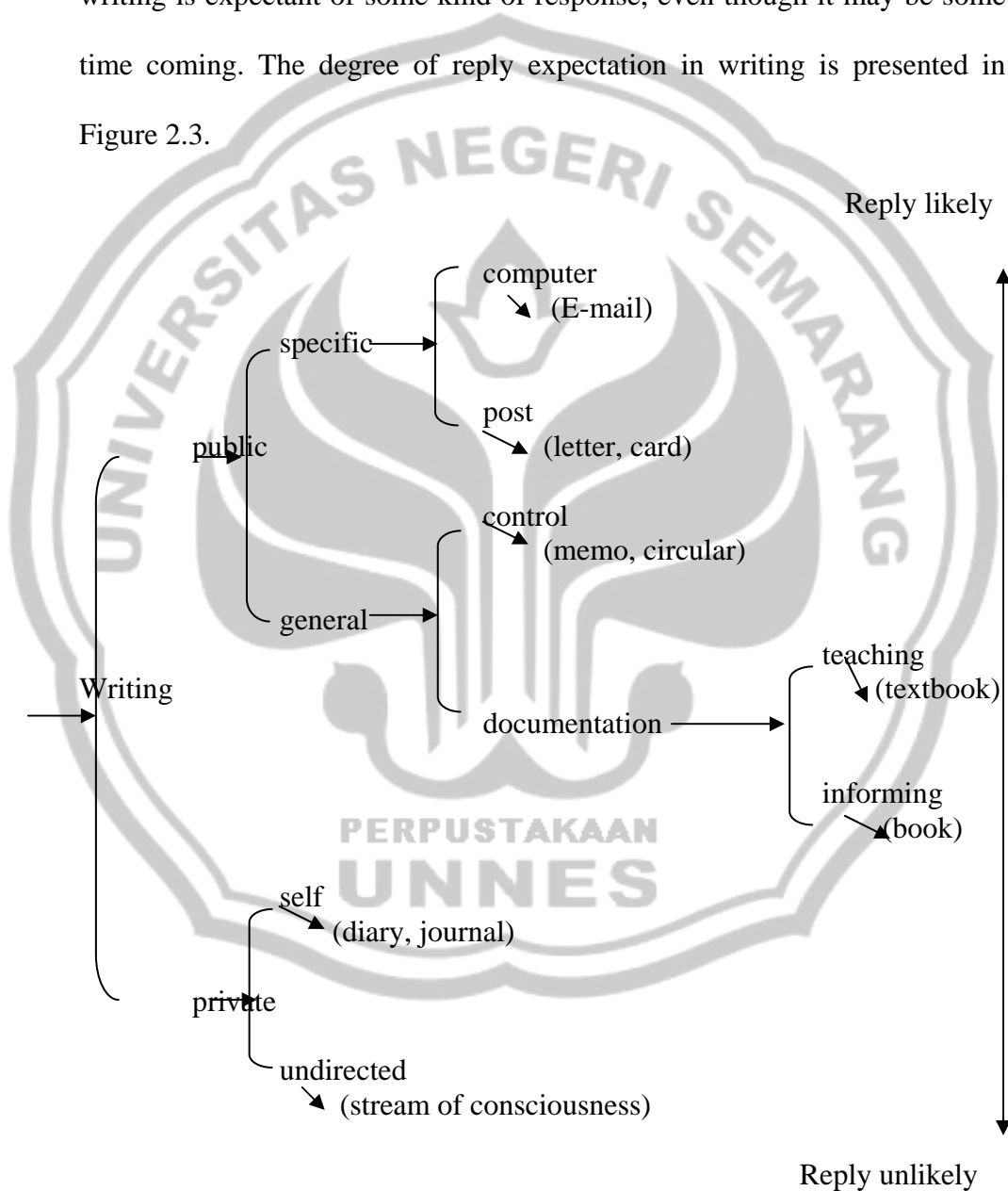


Figure 2.3 Degrees of Reply Expectation in Writing  
Adapted from Martin (1992: 513)

The figure suggests that e-mail is a form of writing with a greater degree of reply expectation compared to letter. In other words, we can say that e-mail is more interactive in nature than letter.

In addition, Gerot and Wignell suggest that we should look at spoken and written language as a continuum with the extremes showing marked differences but with points close together being similar as Figure 2.4 illustrates. To them, the term ‘written language’ does not only refer to language which is written down and ‘spoken language’ does not only refer to language which is said aloud since when someone reads an academic paper aloud, for example, the features of the language are more like those written than spoken language.

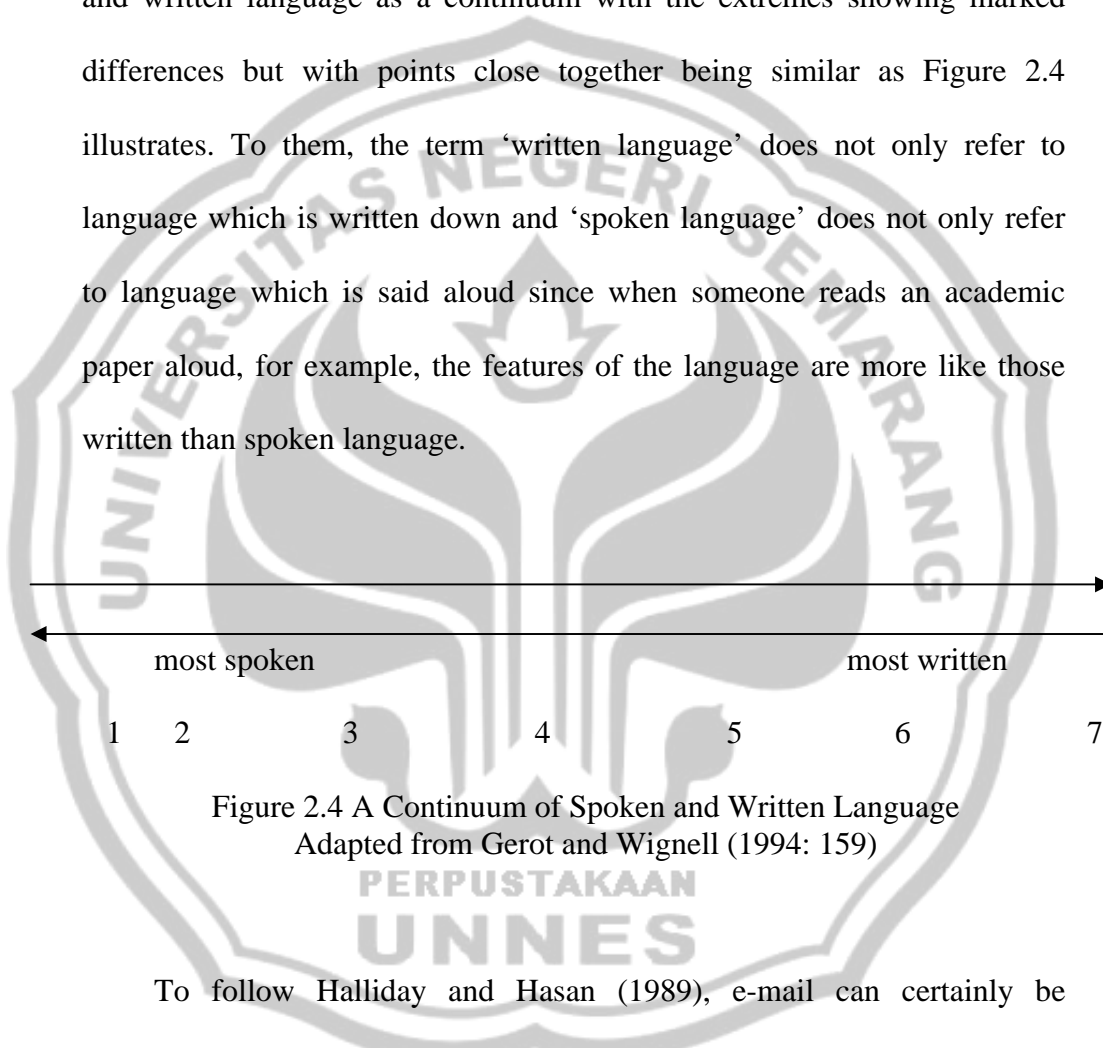


Figure 2.4 A Continuum of Spoken and Written Language  
Adapted from Gerot and Wignell (1994: 159)

To follow Halliday and Hasan (1989), e-mail can certainly be considered as a written discourse with regard to the channel used, i.e. the recipient comes into contact with the writer’s message through graphic or visual representations. Nonetheless, we may also find some characteristic features of spoken discourse in e-mails such as: interactivity, turn-taking organization, and the use of language as action. Hence, e-mail is not a pure



written discourse. Instead, it is a written discourse representing the spoken one. Therefore, I also oppose to Eggins (1994) in terms of an absolute distinction between spoken and written discourse.

## 2.5 Functional-Semantic Model of Dialogue

In ordinary usage, we are likely to think of a dialogue as a kind of conversational interaction involving at least two participants who are exchanging their ideas. However, as it is suggested in Wales' (2001: 108), although dialogues are normally spoken, it is perhaps plausible to think of exchange of letters, for instance, as being a kind of dialogue.

Functional-semantic model of dialogue was initially developed by Halliday. As cited by Eggins (1994), Halliday approaches the grammar of interaction from a semantic perspective. He points out that whenever we use language to interact, one of the things we are doing with it is establishing a relationship between us: between the person speaking now and the person who will probably speak next. Hence, in the model, dialogic structure is interpreted as the expression of interpersonal relations.

Table 2.5 Speech Roles and Commodities in Interaction

Speech role	Commodity exchanged	
	<i>Information</i>	<i>Goods and Services</i>
giving	statement	offer
demanding	question	command

Adapted from Eggins and Slade, 1997:181

In the process of exchange, the interactants choose different speech roles they want to take and at the same time choose the kind of commodity to be exchanged. There are two fundamental speech roles that the interactants may take: (1) giving and (2) demanding. The interactant may choose to take on the speech role of either giving or demanding. Meanwhile, with regard to the nature of the commodity being exchanged, we can make a distinction between (1) goods-&-services and (2) information. When language is used to exchange information, the language is the end as well as the means since the only answer expected is a verbal one. On the other hand, if the commodity being exchanged is that of goods-&-services, language is brought into help the process along since what is being demanded is an object or an action. When a clause is structured to enable us to exchange information, Halliday (1994) refers to it as a proposition, but when it is structured to enable us to exchange goods and services, he refers to it as proposal. Taken the two variables together, the speech role and the commodity being exchanged, we can define the four primary speech functions of offer, command, statement and question (Halliday, 1994: 68-69) as displayed in Table 2.5.

Since a dialogic structure is inherently interactive, typically it involves more than one interactant and when one of the interactants has initiated an exchange, the other/s is/are very likely to respond. Thus, there is a choice between initiating and responding moves.

The choice of responding moves is constrained by the initiating move that has just been made since when adopting for her/himself a particular speech role, simultaneously the interactant assigns to the other a complimentary role s/he wishes her/him to adopt. In asking a question, for example, the interactant is taking on the role of a seeker of information and at the same time s/he is requiring the other to take on the role of a supplier of the information needed. Furthermore, the respondent has to make a choice between supporting and confronting types of responding moves. Supporting responses enact consensus and agreement, while confronting responses enact disagreement or non-compliance. Halliday claims that there is a relationship between the choice of speech functions with the social context since the social role that the participants are occupying in an interaction will constrain the speech functions they have access to when interacting with specific others. In some registers such as e-mail business correspondence, the expected response is a supporting move, but in other registers such as casual conversation, the confronting responses are more common. He puts in pairs each of the four basic initiating speech functions with its possible responses as Table 2.6 suggests.

Table 2.6 Speech Function Pairs

<b>Initiating speech function</b>	<b>Responding speech function</b>	
	<i>Supporting</i>	<i>Confronting</i>
offer	acceptance	rejection
command	compliance	refusal
statement	acknowledgement	contradiction
question	answer	disclaimer

Adapted from Eggins and Slade, 1997:183

Halliday also claims that there is a relationship between speech function with the grammar since each speech function is associated with a typical mood structure as Table 2.7 suggests.

While Table 2.7 suggests congruent realizations of speech functions, Halliday points out that very frequently we encounter incongruent realizations of speech functions which occur when a speech function is not realized by the predicted mood type. Table 2.8 summarizes congruent and incongruent realizations of speech functions.

Table 2.7 Speech Function and Typical Mood in Clause

<b>Speech function</b>	<b>Typical mood in clause</b>
statement	declarative
question	interrogative
command	imperative
offer	modulated interrogative
answer	elliptical declarative
acknowledgement	minor (or non-verbal)
accept	minor (or non-verbal)
compliance	minor (or non-verbal)

Adapted from Eggins and Slade, 1997: 183

The choice between congruent and incongruent realizations of speech functions will be very likely influenced by contextual demands, that is what the register is, and especially, what the tenor relationships are, since the choice of incongruent clause mood typically functions to express tenor dimensions such as unequal power, deference or low contact and involvement.

Table 2.8 Congruent and Incongruent Realizations of Speech Functions

Speech function	Congruent clause mood	Incongruent clause mood
command	imperative	modulated interrogative, declarative
offer	modulated interrogative	imperative, declarative
statement	declarative	tagged declarative
question	interrogative	modulated declarative

Adapted from Eggins and Slade (1997:184)

Based on the speech functions system outlined by Halliday, Eggins and Slade (1997) develop a more subtle speech functions network which may be used as a starting point for the description of casual conversation and specific types of conversational (or other interactive) data. The major sub-categories of the speech function classes in the network are presented Figure 2.5.

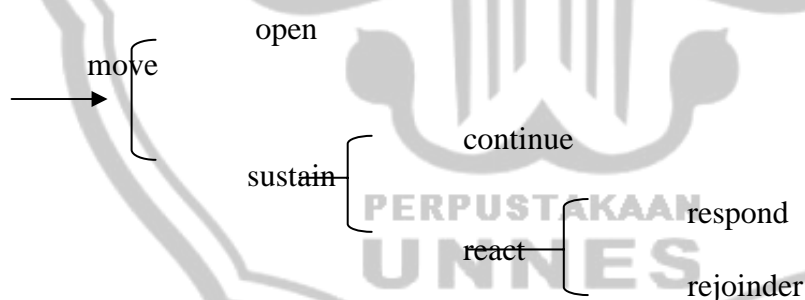


Figure 2.5 Major Sub-categories of the Speech Functions Network  
Adapted from Eggins and Slade, 1997: 192

The figure suggests that first, moves are differentiated into opening and sustaining moves. Opening moves are those which begin or open up exchanges, while sustaining moves are those which sustain exchanges. The

opening moves include attending and initiating speech functions whose functions are merely setting the scene for an interaction and actually getting the interaction under way respectively. The sub-categorizations of the opening moves are presented Figure 2.6.

Sustaining moves include continuing and reacting speech functions. The distinction between continuing and reacting speech functions is made in relation to the speaker who is taking the move. Continuing speech functions are achieved by the speaker who has just been talking, while the reacting ones are achieved by other speakers. Further sub-categories of continuing speech functions are presented in Figure 2.7.

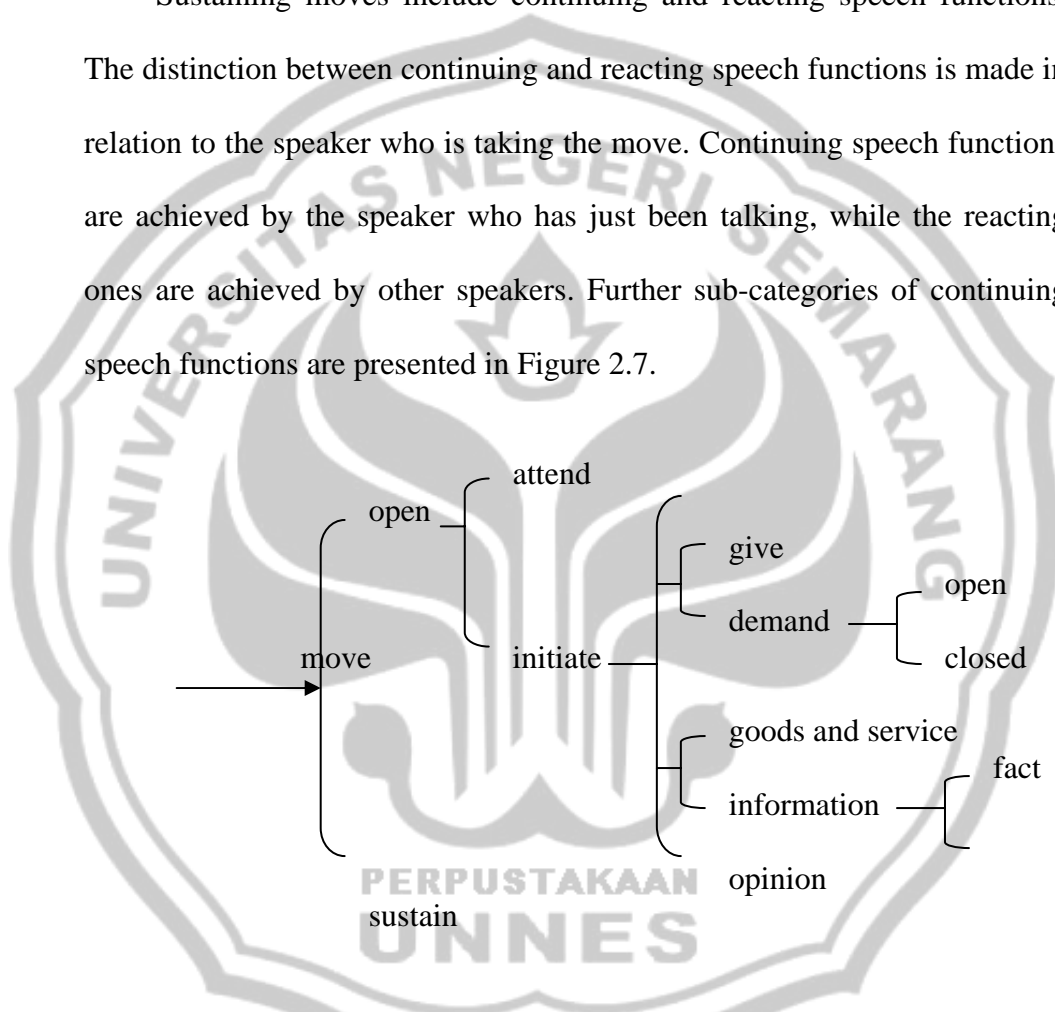


Figure 2.6 Opening Speech Functions in Casual Conversation  
Adapted from Eggins and Slade, 1997: 193

Figure 2.7 suggests that continuing speech functions are further classified into monitoring, prolonging and appending speech functions. Monitoring speech functions are used to indicate an interest in deferring to

or including other speakers and in seeking support for one's own position. Prolonging speech functions are used when the speakers want to add to their contribution by providing further information with elaboration, extension, or enhancement. Appending speech functions are used when a speaker makes one move, loses the turn, but the as soon as s/he regains the turn s/he produces a move which represents a logical expansion of her/his immediately prior move. S/he may append her/his move either by elaborating, extending, or enhancing the information in the prior move.

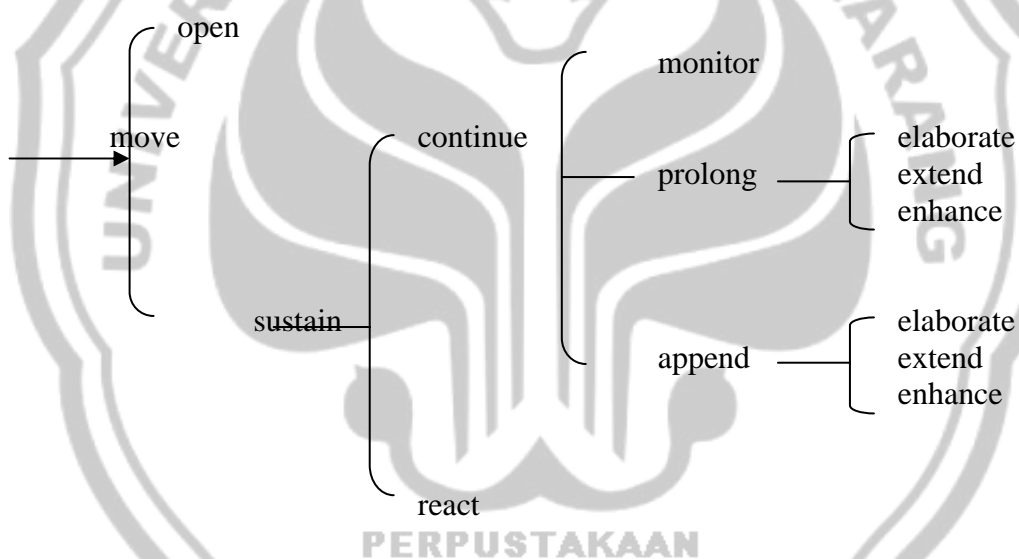


Figure 2.7 Sustaining: Continuing Speech Functions in Casual Conversation  
Adapted from Eggins and Slade, 1997: 195

Reacting moves include responding speech functions and rejoinders. The distinction between responding speech functions and rejoinders is made with regard to the effects they give on the exchanges, i.e., responding speech functions move the exchange towards completion, while rejoinders prolong

the exchange in some way. Responding speech functions are then sub-classified into supporting and confronting ones. Supporting speech functions imply deference and create alignment between the initiator and the supporter, while the confronting ones do not. More detailed sub-categories of responding speech functions are summarized in Figure 2.8.

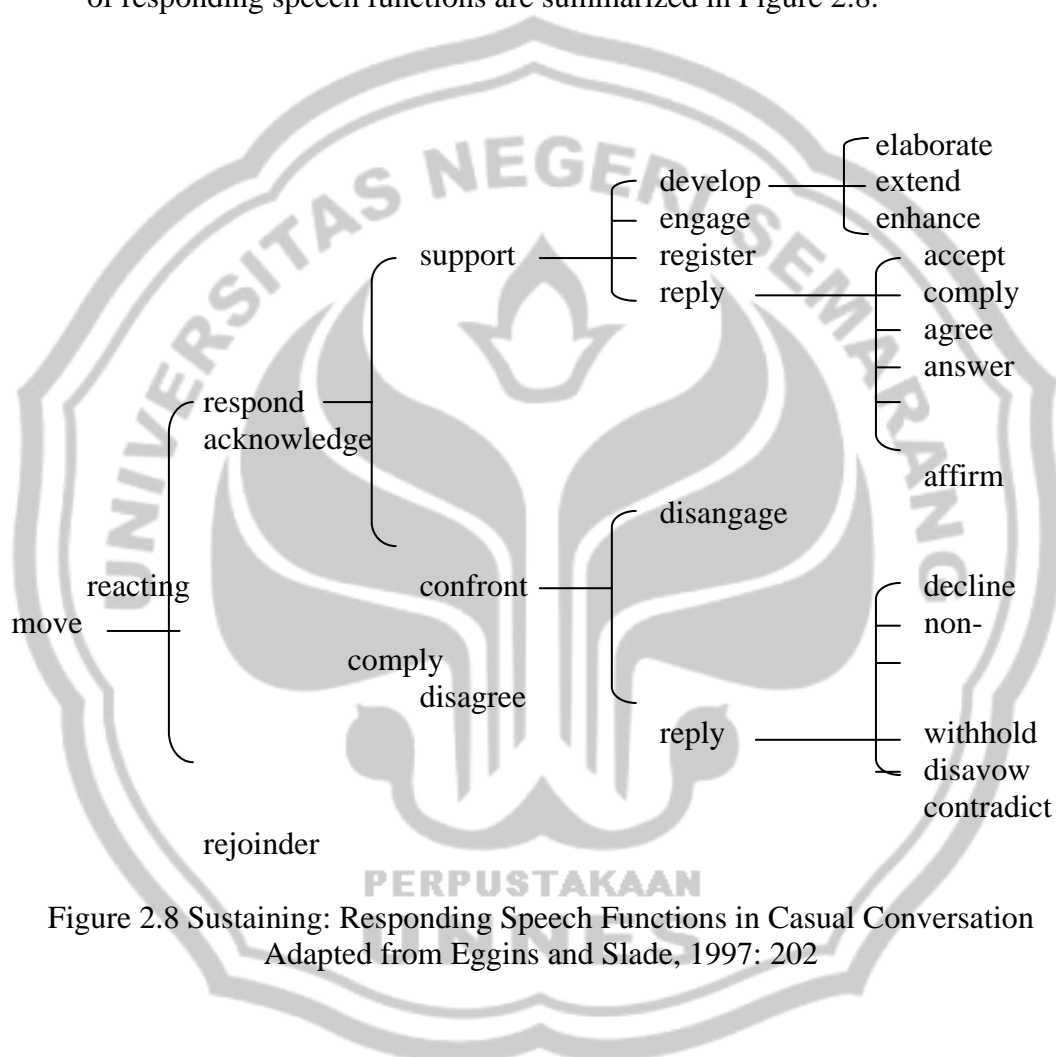


Figure 2.8 Sustaining: Responding Speech Functions in Casual Conversation  
Adapted from Eggins and Slade, 1997: 202

The figure suggests that there are four main categories of supporting speech functions: (1) developing, (2) engaging, (3) registering, and (4) replying. They differ in the degree and type of negotiation they enter into. Developing speech functions indicate a very high level of acceptance of the



previous speaker's proposition by expanding it experientially through elaboration, extension, or enhancement. Engaging speech function is minimally negotiatory as it simply agrees to the negotiation going ahead. Registering speech function does not introduce any new material for negotiation, but provides supportive encouragement for the other speaker to take another turn. Replying speech functions are the most negotiatory of the responding reactions, although they negotiate the proposition given by a prior speaker. There are six sub-types of supporting replies: (1) accepting speech function which is used to indicate the respondent's acceptance of the proffered goods and services; (2) complying speech function which is used to indicate the respondent's willingness to carry out the prior speaker's demand for goods and services; (3) agreeing speech function which is used to indicate the respondent's support of information given; (4) answering speech function which is used to provide information demanded; (5) acknowledging speech function which is used to indicate the respondent's knowledge of information given; (6) affirming speech function which is used to provide positive response to question.

The figure also suggests that there are two main categories of confronting speech functions: (1) disengaging and (2) replying. Disengaging speech function is used to indicate a refusal to participate in the exchange, while the type of confronting replies which may be given, can be paired with the typical initiations. There are six confronting replies: (1) declining speech function which is used to decline proffered goods and services; (2)

non-complying speech function which is used to indicate the respondent's non-compliance to the demand for goods and services; (3) disagreeing speech function which is used to provide negative response to question; (4) withholding speech function which is used to indicate the respondent's inability to provide demanded information; (5) disavowing speech function which is used to indicate the respondent's denial to the acknowledgement of information; (6) contradicting speech function which is used to negate prior information.

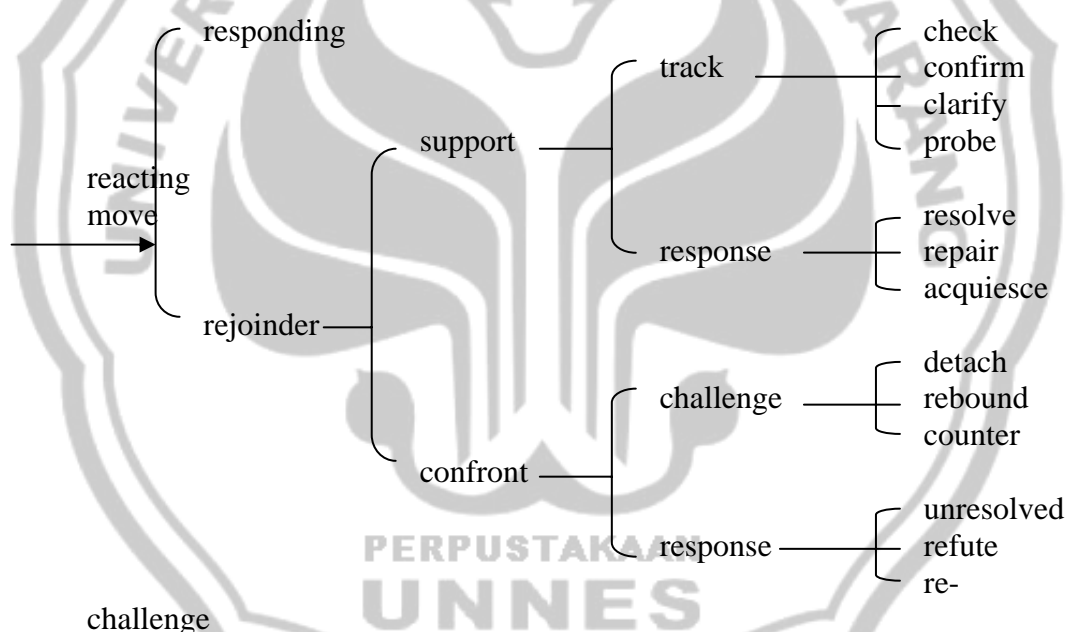


Figure 2.9 Rejoinder Speech Functions in Casual Conversation  
Adapted from Eggins and Slade, 1997: 209

Furthermore, Figure 2.8 suggests that the other types of reacting moves are those of rejoinders. There are two main sub-classes of rejoinders: (1) tracking moves and (2) challenging moves. Tracking moves support a

prior move and they include four speech functions: (1) checking speech function which is used to check the content which has been missed or misheard; (2) confirming speech function which is used to seek verification of what the speaker indicates s/he has heard; (3) clarifying speech function which is used to seek additional information in order to understand prior move; (d) probing speech function which is used to offer further details or propose implications for confirmation by the initial speaker. Challenging moves, on the other hand, confront a prior move and they include such speech functions as: (1) detaching speech function which is used to terminate interaction; (2) rebounding speech function which is used to question relevance, legitimacy, veracity of prior move; and (3) countering speech function which is used to dismiss addressee's right to his/her position. Both tracking and challenging moves more or less obligate the prior speaker to respond. Responses to tracking moves may either be supporting as when a tracking request is resolved or a challenge acquiesced with or repairing. Meanwhile, responses to challenging moves are themselves confronting so that a query cannot be resolved, a counter is refuted or a re-challenge launched. The sub-classifications of rejoinders are summarized in Figure 2.9.

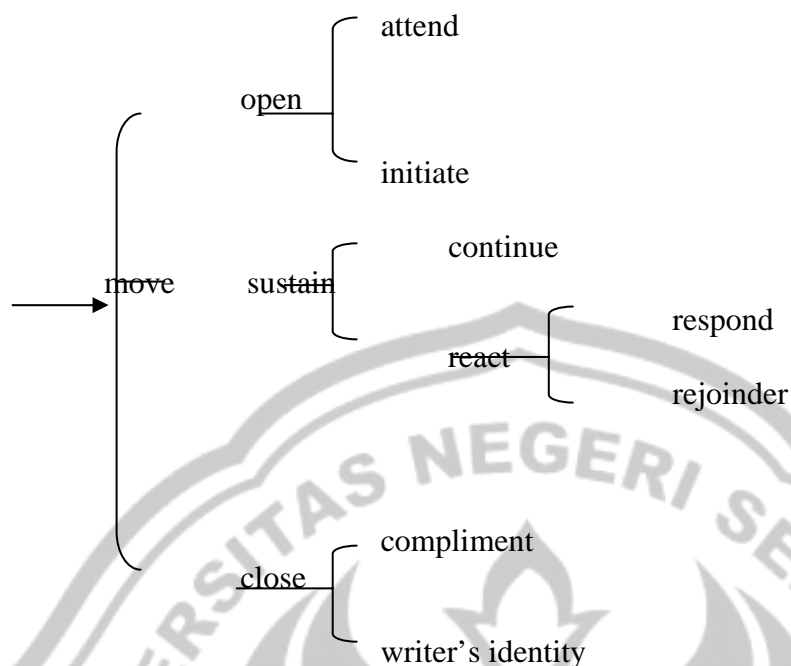


Figure 2.10 Major Sub-categories of the Speech Functions Network in Correspondence

To apply the speech functions network offered by Eggins and Slade (1997) in this study, I think I have to add to it other speech functions, i.e. compliment and writer's identity, which are typical in correspondence. The speech functions are classified into closing speech functions. They are used both by the initiator and the respondent to end up their turns. Hence, we may have another figure to describe major sub-categories of speech functions network in correspondence as Figure 2.10 suggests.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

#### **3.1 Type of Study**

I applied a qualitative approach in order to find out the interactants' construction of their interpersonal relations through a speech function analysis and to find out the patterns of congruence and incongruence of the realization of speech functions revealed from the speech function analysis through a mood analysis. The study was conducted in line with a model analysis offered by Eggins and Slade (1997) and Eggins (1994).

Simple quantification was also employed in order to show some tendencies concerning the interactants' construction of their interpersonal relations and patterns of congruence and incongruence of mood realization.

#### **3.2 Units of Analysis**

When we conduct a mood analysis, the units of analysis are, of course, clauses since it is through clauses that grammatical patterns of mood are expressed. Clauses also constitute units of analysis in the analysis of speech functions since moves as the units which express speech functions are expressed through clauses. Thus, the units of analysis in this study were the clauses produced by the writers of e-mails business correspondence under study.

### **3.3 Objects of the Study**

The objects of the study were ten pairs of e-mail business correspondence I got from a company for which my student works. Each pair consists of two e-mails on the same subject: an initiatory e-mail on a particular subject title and its reply. They are e-mails used by the company to communicate with other companies. Thus, a pair of e-mails may consist of either an e-mail the company sent in reply to an initiatory e-mail from other company or an initiatory e-mail the company sent to other company and its reply.

### **3.4 Procedure of Obtaining Data**

I got access to the data from one of the administration staff in a garment company which for the ethical reasons I can not mention its name here. I did not ask for a formal permission from the authority to copy the e-mails since they do not deal with something considered confidential.

E-mails on ten different subject matters were provided. Each subject matter are discussed in a series of e-mails, but then I selected only two of them as the data in this study, the first e-mail sent to discuss a particular subject matter and its reply.

### **3.5 Data Presentation**

The data were coded or labeled for the sake of mood and speech function analysis. The coding or labeling was carried out in accordance with:

- (1) pair number for each pair of e-mails on a particular subject title;
- (2) e-mail number in each pair, i.e. whether it is the first e-mail or the second one; the second e-mail is a reply to the first one;
- (3) types of mood the writers are choosing;
- (4) polarity categories of positive or negative polarity;
- (5) adjunct categories of circumstantial, textual and interpersonal adjunct;
- (6) modalization and modulation;
- (7) clause categories of major or minor clause;
- (8) speech functions of moves;
- (9) clause realization.

The coding or labeling was conducted in the coding sheets as presented in the appendix.

### **3.6 Data Analysis**

To follow Eggins and Slade's (1997), I conducted two types of analyses, i.e. speech function analysis and mood analysis.

#### **3.6.1 Speech Function Analysis**

The analysis of speech functions was aimed at capturing the interactants' interpersonal relations. Conducting the speech function analysis, I worked through the following steps.

### 3.6.1.1 Identifying Moves

First of all, I divided every piece of e-mail into moves. Halliday identified the move as the unit which expresses speech function, while Martin (1992:59) defined it as a discourse unit whose unmarked realization is a clause selecting independently for MOOD.

To be consistent with Martin's definition of a move (1992) and Eggins and Slade's (1997), I used grammatical criteria for the identification of move. Thus, such clauses which do not select independently for mood as dependent clauses, embedded clauses and quoting or reporting clauses were not considered as separate moves, for examples: '*Please advice when you can arrange it*' (e-mail 1, pair 4), '*I suppose you still keep it in your factory, right?*' (e-mail 1, pair 5) and '*Did you send 1 roll as requested?*' (e-mail 1, pair 6). The underlined clauses are dependent on the main clauses and cannot independently select their own moods so that they are not considered separate moves.

### 3.6.1.2 Coding Speech Functions

After dividing every piece of e-mail into moves, I assigned each move a speech function label using a framework offered by Eggins and Slade (1997). However, as the framework offered by Eggins and Slade is intended for an analysis of a casual conversation, I added to it some additional labels for some typical moves in correspondence, i.e. compliment and writer's identity for the closing moves.



The labeling was done contextually: that is, the function of each move was decided in relation to its relationship to prior moves. Hence, each move in the initiatory and responsive e-mails was given a speech function label in relation to the prior moves in the same e-mails and each move in the responsive e-mails was given a label in relation to the function of the corresponding move in the initiatory e-mails which is being responded to, for example: '*It is about 10,000 kgs per 20 ft container*' (e-mail 2, pair 2) is labeled an answer because it is a response to '*how many kgs per 20t ctnr?*' (e-mail 1, pair 2) which is labeled question:open:fact.

### **3.6.1.3 Interpreting Speech Function Analysis**

After the speech function analysis has been carried out over the whole e-mail business correspondence under study, I gave a synoptic interpretation of it by quantifying the overall speech function choices made by the interactants as Table 4.1 will show in order to show some tendencies in their interpersonal relations.

### **3.6.2 Mood Analysis**

I conducted mood analysis in order to find out patterns of congruence and incongruence in the realization of speech function choices revealed from the speech function analysis and also to find out choices in modality since Eggins (1994:153) points out that the choice between a marked / unmarked structure will be influenced by the register, and especially the tenor relationship.

The first step I took in conducting mood analysis was dividing every piece of e-mail into clauses. After segmenting the e-mails into clauses, I came to the identification of mood choices the interactants made in their e-mails, that is, whether the clause is a declarative, an imperative, a wh-interrogative, a polar interrogative, or a minor clause, for examples: '*PDX requested 0.5 yd for checking and confirming the weight*' (e-mail 1, pair 4) is a declarative, '*please send 2 proforma invoices of 17.000 m*' (e-mail 1, pair 6) is an imperative, '*When did you send to me?*' (e-mail 2, pair 5) is a wh-interrogative, '*Is client ok with the price?*' (e-mail 1, pair 7) is a polar interrogative, and '*thanks*' (e-mail 1, pair 10) is a minor clause. With regard to a clause complex or a sentence, it is only the mood of the main/independent clause which determines the mood of the clause complex, for example: '*(1) could you please check it once again for me (2) cause the buyer have to know the actual information (3) so to proceed making washing label & tag*' (e-mail 1, pair 8). The example is a clause complex consisting of three clauses whose clauses were numbered individually (a, b, c). Clause (1) is a polar interrogative, clause (2) is a declarative and clause (3) is declarative. However, the clause complex was assigned to a polar interrogative mood since it is clause (1) which constitutes the main clause of the clause complex.

Except for the minor clauses, the categorization of moods is also based on the forms, whether they are full forms or the elliptical ones, for examples: '*What is the qty?*' (e-mail 1, pair 7) is a full wh-interrogative

since there is no ellipsis in the clause and *'will send you sample today'* (e-mail 2, pair 4) is an elliptical declarative since the subject of the clause is ellipsed.

In addition to the identification of mood, each clause is also categorized into a major and minor clause. Eggins (1994:172) defines a major clause as a clause which has a mood component even though that mood component may sometimes be ellipsed and a minor clause is defined as a clause which never has had a mood constituent. Therefore, *'The earliest delivery is end Feb / early March from USA post'* (e-mail 2, pair 2) is a non-elliptical (full) major clause, *'Look forward to your soonest reply'* (e-mail 1, pair 2) is an elliptical major clause since the subject of the clause is ellipsed, and *'Thank you!'* (e-mail 2, pair 3) is a minor clause.

Furthermore, a clause is also analyzed in relation to the adjunct it may contain. The adjuncts are classified into circumstance, textual, and interpersonal adjunct. Hence, *'Please have the Vc opened urgently'* (e-mail 2, pair 6) contains a circumstance adjunct *'urgently'*, *'because we want to use it for another development'* (e-mail 1, pair 5) contains a textual adjunct *'because'* and a circumstance adjunct *'for another development'*, while *'I suppose you still keep it in your factory, right?'* (e-mail 1, pair 5) contains an interpersonal adjunct *'I suppose'*.

The mood analysis is accompanied with the analysis of its associated subsystems of polarity and modality. Concerning polarity, a clause may be considered as having positive or negative polarity, for examples: *'We are*

*still rushing the sample roll*' (e-mail 2, pair 6) has a positive polarity and '*I haven't any idea on it*' (e-mail 2, pair 5) has a negative one. Meanwhile, in the analysis of modality I categorized modalities used in the e-mails under study into two categories, that is modalization and modulation. While polarity offers an absolute choice between yes and no for arguing a proposition and a proposal, modality offers intermediate degrees of choice between positive and negative poles. Halliday (1994:890) and Eggins (1994:179&187-188) point out that modalization is used to argue about the probability or frequency of propositions, while modulation is used to argue about the obligation and inclination. However, in addition to the two types of modulation previously offered, Halliday (1994:359) also points out that there is one further category that lies on the fringe of the modality system, that of ability/potentiality. Eggins and Slade (1997:102) also put this type of modulation into their category of modulation. In this study, I classified modulation into those three types. In addition to this categorization, the modalities used in the e-mail business correspondence under study are also distinguished from the variables of orientation and value. Based on the orientation variable, I classified the modalities into the subjective and objective variants and the explicit and implicit ones, and in accordance with the value that is attached to the modal judgment, the modalities can be classified into those of high, median or low. The examples of the analysis of modalities are presented in the Table 3.1.

The last step I worked through is relating the mood choices found out from the mood analysis with the speech function choices found out from the speech function analysis in order to capture patterns of congruence and incongruence and providing interpretations about them. An open question of fact, for example, is incongruently realized by an imperative, i.e. *'Please advise about overmaterial is tearing'* (e-mail 1, pair 1). The use of incongruent realization of the speech function may be interpreted as an attempt to show deference since the interactants' interpersonal relations are those of low degree of involvement.

Table 3.1 Categorization of Modalities

Clause	Modalization	Modulation	Orientation	Value
<p>I <u>could</u> get reply from them on Wednesday at the latest</p> <p><u>Would</u> you please arrange sample of 0.5 yd with correct weight (380g/sqm) to me?</p> <p>Please advise when you <u>can</u> arrange it.</p> <p><u>I suppose</u> you still keep it in your factory, right?</p> <p><u>I would like</u> you to send it back to PT Itochu (Ms Melly)</p>	<p>probability</p>	<p>capability</p> <p>obligation</p> <p>capability</p> <p>obligation</p>	<p>subjective, implicit</p> <p>subjective, implicit</p> <p>subjective, implicit</p> <p>subjective, explicit</p> <p>subjective, implicit</p>	<p>median</p> <p>median</p>

<p><u>Could</u> you please check it once again for me cause the buyer have to know the actual information so to proceed making washing label &amp; tag</p>		obligation	subjective, implicit	high  medium
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## CHAPTER IV

### DATA ANALYSES AND INTERPRETATIONS

In this chapter, I would like to present a speech function analysis on the e-mail business correspondence under study. The analysis was carried out in line with Eggins and Slade (1997:182) who claim that the social roles that participants are occupying in an interaction will constrain the speech functions they have access to when interacting with specific others. Furthermore, Eggins and Slade (1997:54 and 224) also point out that the choice of speech function is a key resource for negotiating degrees of familiarity and that comparative degrees of involvement can be inferred from the frequency and types of moves each interactant makes towards the others. Hence, conducting a speech function analysis, I tried to find out the interpersonal relations the interactants are constructing.

In addition to the speech function analysis, mood choices which are found in the e-mail business correspondence under study together with their associated sub-systems of polarity and modality are analyzed. The analysis was carried out in order to capture patterns of congruence and incongruence by relating the mood choices to the speech functions found out from the speech function analysis. This is to follow Eggins (1994:196) who points out that the choice of marked mood structure typically functions to express tenor dimensions such as unequal power, deference, low contact or degree of familiarity or solidarity and involvement.

Table 4.1 Summary of Speech Function Choices





## 4.1 Speech Function Analysis

The speech function analysis was carried out in order to capture the interactants' interpersonal relations, and before coming to the more specific discussion on each type of speech functions, I would like to put forward here the result of the analysis of speech function choices found out in the e-mail business correspondence under study as Table 4.1 presents.

### 4.1.1 Opening Speech Functions

Table 4.1 shows that opening speech functions are not only used in the initiatory e-mails, but also used in a responsive e-mail, i.e a command is used in a responsive e-mail '*please wait*' (e-mail 2, pair 7). It means that there may be possibility to have shift in roles between interactants. Rather than retaining his role as a respondent, the writer of the responsive e-mail in pair 7 turns his role into an initiator by giving a command.

Table 4.2 presents the opening speech functions used to initiate the interactions in e-mail business correspondence under study. From the table, it is evident that attending speech function is found in every pair of e-mails under study. There are two e-mails in each pair, one of them is an initiation and the other is the response. Thus, there are ten e-mails functioning as the initiations and all of them are opened with attending speech function. The use of attending speech function in every initiatory e-mail is due to the fact that most of them are what in correspondence called salutations. Salutation is typical in correspondence and it is usually used to open a letter.

Nevertheless, the use of first names in the attending speech functions in most initiatory e-mails, for example *Dear Chris* (pair 3), is interesting to mention here since the typical salutation in business correspondence is *Dear + title + surnames*. In addition, I found out that some of the attending speech functions seem to be conversational in nature, e.g. *Hi Kevin* (pair 4) and *hello kenneth, good evening* (pair 8). With regard to the use of first names to address others, Thomas (1995:151) points out that first names or diminutives are used to show a friendly, non-deferential relationship. In addition, Poynton in Eggins (1994:66) states that where affective involvement is low, we use formal ‘given’ names. Thus, these findings suggest friendly, non-deferential and a lesser degree of formality in the interactants’ interpersonal relations. To provide a description of the attending speech functions’ realizations in the initiatory e-mails under study, I would like to present Table 4.3.

Table 4.2 Distribution of Opening Speech Function Choices

SPEECH FUNCTION	TOTAL CHOICE	OCCURRENCE (IN PAIRS)
1. Attending	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Statement:fact	4	4, 5, 8, 10
3. Statement:opinion	2	2, 9
4. Question:open:fact	8	1, 2, 3, 4, 7, 10
5. Question:closed: fact	3	6, 7
6. Question:closed:opinion	1	5
7. Command	9	4, 5, 6, 7, 8, 9, 10

Table 4.2 also shows that questions are the second preferred speech functions used to initiate interactions in the e-mails under study. All the

interactions, except those in pair 8 and 9, are initiated using questions. Using questions to initiate the interactions, the initiators are constructing dependent relationship with the respondents. They are dependent on the respondents' responses. This finding suggests that most initiators of the interactions in e-mail business correspondence under study favour enacting roles of information searchers and the very frequent use of questions may indicate that there is information imbalance between the interactants which then suggests a relatively low degree of involvement in their interpersonal relations since we hardly find information imbalance among those who are highly involved, e.g. among close friends or family members.

The table further shows that all questions used in the initiatory e-mails under study, except the one in pair 5, are questions of fact. It means that most of the e-mail business correspondence under study are written for the purpose of getting factual information from the recipients rather than getting their opinion about something and this also suggests a relatively low degree of involvement in the interactants' interpersonal relations since usually we can only ask for opinion to those we are deeply engaged or emotionally involved.

Commands are also used to initiate the interactions in e-mail business correspondence under study. Out of the ten pairs under study, seven of them are initiated using commands (pairs 4, 5, 6, 7, 8, 9 and 10) and there are nine commands all together in those pairs. This finding suggests that the initiators of the interactions in those pairs of e-mails are taking on the roles

of superiors. Besides, this finding also suggests inequality in the interactants' interpersonal relations since normally it is the superior who gives commands or orders to the subordinate.

Table 4.3 Realizations of the Attending Speech Functions

PAIR NO.	REALIZATION
1	Dear Elizabeth,
2	Dear Eric,
3	Dear Chris,
4	Hi Kevin,
5	Att Mr K Lee
6	Dear Aris,
7	Dear Mr. Carlos Puente,
8	hello kenneth, good evening!
9	Dear Pak Dadang
10	Mr.Raymond/Wulan

In addition to the opening speech functions previously mentioned, I found statements. They are used to initiate interactions in six pairs of e-mails out of ten pairs under study, i.e. pairs 2, 4, 5, 8, 9, and 10. This finding suggests that the second preferred roles that the initiators are taking on are the roles of information suppliers. From Table 4.2, it is also evident that the initiators preferred giving statement of fact to statement of opinion. This is

consistent with their preference for questions of fact, and hence their preference for both requesting and giving factual information suggests a relatively low degree of involvement in their interpersonal relations since frequently we can discuss opinion freely only with those we are sufficiently intimate.

To summarize the analysis of the opening speech functions, it seems that when initiating the interactions in the e-mail business correspondence under study, most initiators favour constructing interpersonal relations with a relatively low degree of involvement.

#### 4.1.2 Continuing Speech Functions

The analysis reveals that prolonging speech functions are the only continuing speech functions used by the interactants in the e-mails under study; neither monitoring speech functions nor the appending ones are found.

Table 4.4 Distribution of Continuing Speech Function Choices

SPEECH FUNCTION	TOTAL CHOICE	OCCURRENCE (IN PAIRS)
Prolong:extend	9	3, 4, 5, 6, 8, 10
Prolong:enhance	1	5

Table 4.4 presents information of the distribution of the continuing speech functions in pairs. The table reveals the fact that both the initiators and the respondents are prolonging their own moves by extension and enhancement. There are nine extending and one enhancing speech functions.

Out of nine extending speech functions used, two of them are used neutrally to give additional information (pairs 3 and 6), for example, '*We are still rushing the sample roll (disagreement and non-compliance) and hope we could send within this week*' (extension), and the rest are used to show appreciation to the addressee in relation to the interactants' demanding roles (pairs 3, 4, 5, 8, 10), for example, '*Please kindly advice the progress of the testing against our denim sample D2092z*' (open question). '*tkz*' (extension). The use of extending move to show appreciation to the addressee indicates politeness phenomena which suggest that the interactants assumed they are interacting in formal situation. Assuming to interact in formal situation, the interactants may also assume that their interpersonal relations are those of hierarchic and relatively low degree of involvement. Meanwhile, the only one enhancement is found in pair 5. It is used in relation to the initiator's command, i.e. *I would like you to send it back to PT Itochu (Ms Melly) (command) because we want to use it for another development (enhancement)*. Using an enhancement in relation to a command by providing a reason, the interactant may try to offer a justification for his command. In other words, he may think that he does not have the right to give a command and feels reluctant to do so because he is not highly involved with the other interactant and he does not think that he has some power over the other interactant either.

### 4.1.3 Reacting Speech Functions

Reacting speech functions are responses to initiating speech functions. In this study, the reacting speech functions whose selection is to some extent determined by its initiating counterparts in the initiatory e-mails, are found in the responsive e-mails. The writer of the initiatory e-mail in pair 9, for example, is initiating the interaction using a command '*Pls kindly send the yargade (FOC) of G8531F/T2933 any light colour to Eralda in Jakarta (Attn.Mia) along with the hanger*'. The respondent, the writer of the corresponding responsive e-mail, may respond to this command either with a complying or non-complying speech function, but he decides not to comply with the order and hence give the following response: '*Below fabric sample we do not have available stock.*'

Table 4.5 Distribution of Reacting Speech Function Choices

SPEECH FUNCTION	TOTAL CHOICE	OCCURRENCE (IN PAIRS)
1. Supporting reply		
a. Engage	8	1, 2, 3, 4, 5, 6, 8, 9
b. Answer	6	1, 2, 4, 10
c. Comply	5	4, 6, 8
d. Agree	1	8
e. Thanking	2	3, 10
2. Confronting reply		
a. Withhold	2	3, 7
b. Disagree	4	5, 6, 7
c. Non-comply	3	5, 6, 9

Table 4.5 presents a description of the distribution of the reacting speech function choices. The table shows that out of the ten pairs of e-mails under study, two of them are without engaging speech functions, i.e. pairs 7

and 10. The absence of this speech function in the responsive e-mails then may be considered as a sign of impoliteness since it is usually considered impolite if someone calls you by your name but you do not give a response.

From the table, it is also revealed that compared to the number of other responding speech functions, the number of engaging speech functions is far greater. It is again not surprising because the speech function takes the form of salutation which is considered typical in correspondence. Most interactants use first names in addressing others. Thus, in relation to its initiating counterpart, attending speech function, I have to say that they are reciprocal. The reciprocal use of vocatives is found in pairs 1, 2, 3, 4, 6, and 8 as Table 4.6 shows.

Table 4.6 Reciprocal Use of Vocatives

PAIR	E-MAIL 1	E-MAIL 2
1.	Dear Elizabeth,	Andy,
2.	Dear Eric,	Dear Kevin,
3.	Dear Chris,	Hi Kevin,
4.	Hi Kevin,	Dear Chris,
6.	Dear Aris,	Dear Volker,
8.	Hello Kenneth, good evening!	Hi Tracy

The reciprocal use of vocatives may suggest that most interactants share equal power and their interpersonal relations are those of high degree of involvement.

Table 4.1 also shows that the informative questions used in the initiatory e-mails are all verbally responded. However, comparing the total number of answering speech functions to the number of the withholding as



Table 4.5 suggests, I assume that most of the respondents favour taking on the supporting roles while enacting their roles as information suppliers. Their preference for supporting or facilitative roles suggests a relatively low degree of involvement in the interactants' interpersonal relations and that their relations are those of dependence and subordination.

Compliance and non-compliance are the possible responses to commands. However, Table 4.1 seems to indicate that there is no response to the command found in the initiatory e-mail in pair 10, and in fact sometimes in such a written communication as in correspondence, it is possible to show compliance by giving no explicit verbal response to the command since giving no objections may mean compliance. The total number of compliances is, then, greater than the total number of non-compliances. The respondents' preference for providing compliance than non-compliance to the command suggests that they prefer enacting submissive and supporting roles which then also suggests a relatively low degree of involvement in their interpersonal relations.

With regard to the yes/no questions used in the initiatory e-mails, Table 4.1 indicates that they are all responded confrontationally. It seems inconsistent with the selection of the other responding speech functions I have previously explained.

It is surprising to find out that there are only one agreeing and one rebounding speech function which may constitute responses to statements, while there are six statements in the initiatory e-mails. Nevertheless, if we

study the result of the analysis presented in the appendix further, we may find out that the statements are in fact supportively responded although they are not explicitly stated. In pair 4, there is a statement of fact which is not explicitly responded, *'PDX requested 0.5 yd for checking and confirming the weight'* and so is in pair 10, *'We had issued a job order greige T62056 for Dewhirst'*. The respondents' reason for not giving verbal responses may be due to efficiency. They may consider that their responses to the next initiating speech functions, i.e. *'OK'* as a response to a command *'Would you please arrange sample of 0.5 yd with correct weight (380gr/sqm) to me?' (pair 4)* and *'The J/O no is T. 3273'* as a response to a command *'Please advice us the J/Ono'* (pair 10), have implicitly responded the statements since the commands seem to closely relate to the statements. In addition, there are three statements of opinion which are not verbally responded either. Those statements constitute expressions of the initiators' wishes, i.e. *'Look forward your soonest reply'* (pair 2), and *'Awaiting to your AWB#'* (pair 9). The statements in pairs 2 and 9 of course do not need verbal responses since by sending prompt replies, the respondents have automatically responded to those statements.

The presence of thanking speech function in the responsive e-mails may be considered typical since in correspondence people usually open their letters by showing their appreciation for the letters they receive from others. The use of this speech function in the responsive e-mails makes the interactions in e-mail sound formal. Hence, it also suggests inequality and a

relatively low degree of involvement in the interactants' interpersonal relations.

Table 4.5 further shows us that the number of responding speech functions is much greater than the rejoinders. This may mean that most interactants incline to move the interactions towards completion rather than to prolong them. Their preference for using responding speech functions than rejoinders also suggests a relatively low degree of involvement in their interpersonal relations.

To summarize, when compared to the number of confronting replies, the number of supporting replies is far greater. It means that most respondents prefer playing supporting roles to the confrontational ones. Selecting supporting replies, the respondents create alignments with the initiators but the selections also suggest that their interpersonal relations are those of dependence and subordination since supporting replies are deferential in nature. Their most frequent choice of supporting replies seems, thus, in line with their preference for responding speech functions to rejoinders since confronting replies are usually chosen by interactants with a relatively high degree of intimacy/involvement.

#### **4.1.4 Closing Speech Functions**

These types of speech functions are added to the speech functions network offered by Eggins and Slade (1997) that I employed in this study since they are typically used by both the initiator's and the respondent's to

end up his/her turns in correspondence. In this study, the speech functions are labeled compliment and writer's identity as Table 4.7 suggests.

Table 4.7 Distribution of Closing Speech Function Choices

SPEECH FUNCTION	TOTAL CHOICE	OCCURRENCE (IN PAIR)									
		1	2	3	4	5	6	7	8	9	10
Compliment	12	1	1	1	1	2	2	2	1	0	1
Writer's identity	19	2	2	1	2	2	2	2	2	2	2

#### 4.1.4.1 Compliment

From Table 4.7, it is revealed that most interactants use compliments non-reciprocally, meaning that in most interactions, the interactants do not mutually give compliments one to another when closing the interactions. Moreover, the compliments used, i.e. *Regards*, *Best Regards*, *Rgds*, *B regards*, *B. Rgds*, are those considered informal in business correspondence and consequently imply the informal nature of the interactants' interpersonal relations.

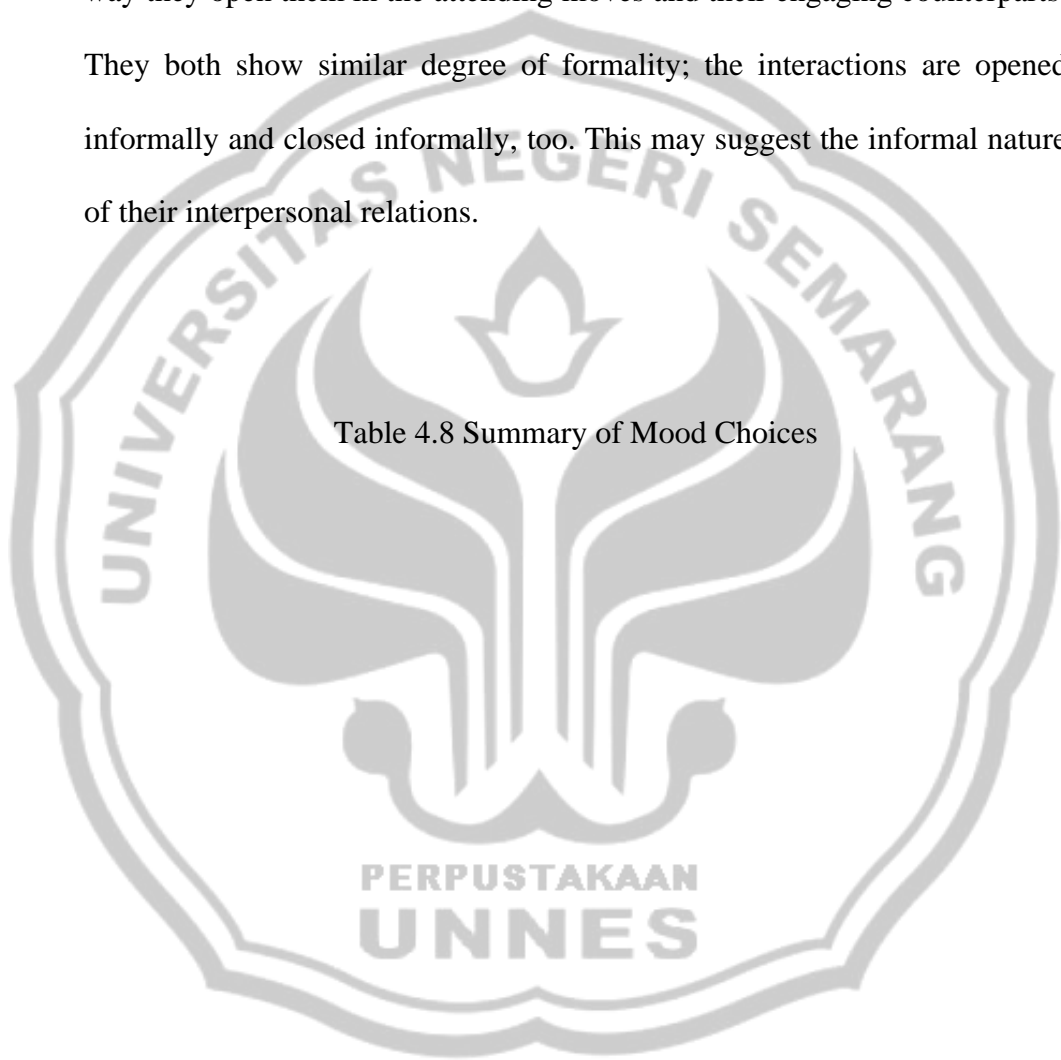
#### 4.1.4.2 Writer's identity

Table 4.1 suggests that except for the writer of the initiatory e-mail in pair 3, every writer tells his/her identity to close his/her e-mail. The way interactants tell their identities, however, may be considered personal and informal in nature since they only provide their first names without indicating their status. The term status is used here to refer to the same term

in sociology referring to a general term for social importance influenced by office (Cook, 1989:89).

To summarize the analysis on the closing speech functions, the way the interactants close the interactions in their e-mails is consistent with the way they open them in the attending moves and their engaging counterparts. They both show similar degree of formality; the interactions are opened informally and closed informally, too. This may suggest the informal nature of their interpersonal relations.

Table 4.8 Summary of Mood Choices



## 4.2 Mood Analysis

I conducted a mood analysis for the purpose of finding out the patterns of congruence and incongruence in the realization speech function choices found out from the speech function analysis and the choices of modality. However, before providing further discussion on each type of mood chosen by the interactants in the e-mail business correspondence under study, I would like to present the result of the mood analysis I have conducted in Table 4.8.

### 4.2.1 Declaratives

Compared to the other mood choices, except the minor clauses, the total number of full declaratives is the greatest of all. Table 4.9 presenting the summary of speech function choices realized by full declaratives may account for this.

Table 4.9 Summary of Speech Functions Realized by Full Declaratives

PAIR	E-MAIL	SPEECH FUNCTION	TOTAL
2	2	answer, answer, answer	3
3	2	withhold, prolong:extend	2
4	1	statement:fact	1
5	1	statement:fact, command, prolong:extend	3
	2	disagree	1
6	1	command	1
	2	disagree & non-comply	1
7	2	disagree, disagree & withhold	2
8	1	statement:fact	1
9	2	non-comply	1
10	1	statement:fact	1
	2	answer	1
		TOTAL	18

To follow Eggins and Slade (1997), full declaratives typically realize statements, extending prolonging speech functions and the enhancing ones. However, Table 4.9 tells us that they were not only used to realize statements and prolonging speech functions but also commands and some reacting speech functions, i.e. answers, withholding, disagreeing and non-complying speech functions. Thus, in e-mail business correspondence under study, full declaratives are mostly used to realize incongruently speech functions other than statements and prolonging speech functions since out of eighteen mood choices only six of them are used for congruent realizations of statements and prolonging speech functions and it is interesting to account for these findings here.

In such an interaction which calls for an immediate feedback as in spoken interaction, it is quite possible to give either a supporting or confronting response to a question using an elliptical declarative, for example:

Initiator : What time did you get up this morning?

Respondent : Five.

In e-mail business correspondence interaction, however, there is no immediate feedback and it is sometimes quite impossible to respond to a question using an elliptical declarative, in particular when there are a series of questions in the initiatory e-mail such as in pair 2, i.e.

*Dear Eric,*

*Please advice the best delivery and price for 1x20 fcl of Tencel fibre (as last shipment).*

*How many kgs per 20t ctnr?'*

If the respondent responded to those questions using elliptical declaratives, i.e. :

*Dear Kevin,  
 'End February / early March from USA post and US\$2.50/kg CIF Semarang.  
 About 10,000 kgs per 20 ft container*

it might result in difficulty for comprehension.

Apart from that, the use of full declaratives to realize such responses to questions as answers, disagree and withhold makes the interactions sound formal and suggest a low degree of involvement in their interpersonal relations.

There are two commands realized by full declaratives, they are: '*I would like you to send it back to PT Itochu (Ms Melly)*' (e-mail 1, pair 5) and '*noiles wants 20' container*' (e-mail 1, pair 6). Realizing the first command with modulated full declarative, the initiator shows deference to the respondent, while using unmodulated full declarative to realize his command, the initiator assumes that he has some power over the respondent. Both, in fact, suggest a relatively low degree of involvement in their interpersonal relations.

Table 4.9 also suggests that full declaratives are also used to incongruently realize non-compliances. The ones used in pair 6 '*We are still rushing the sample roll*' and in pair 9 '*Below fabric sample we do not have available stock*' may be intended to provide reasons for the respondents' non-compliances which they do not want to implicitly express. It happens



may be due to the fact that they do not want to overtly show the confrontation.

On the other hand, elliptical declaratives are used to initiate the interaction, prolong one's move and give a response. Table 4.10 is presented here to provide a summary of the speech function choices that the elliptical declaratives realize.

Table 4.10 Summary of Speech Function Choices Realized by Elliptical

Declaratives

PAIR	E-MAIL	SPEECH FUNCTION	TOTAL
1	2	answer	1
2	1	statement:opinion	1
4	2	answer	1
5	1	prolong:extend	1
	2	non-comply	1
6	1	command	1
	2	prolong:extend	1
8	1	prolong:extend	1
	2	agree, comply	2
9	1	statement:opinion	1
		TOTAL	11

Table 4.10 provides us with evidence that there are eleven speech function choices. Among those choices, only five of them which are congruently realized, i.e. answers, non-compliance, agreement and compliance.

The use of elliptical declarative to realize non-compliance seems in consistent with the previous mood selections in which full declaratives are used for the realizations of non-compliances. This finding suggests an

informal nature of the interaction since the elliptical declarative, i.e. *'sorry'* (e-mail2, pair 5) sounds conversational.

Furthermore, Table 4.10 tells us that elliptical declaratives are also used to incongruently realize such initiating speech functions as statements of opinion, e.g. *'Look forward your soonest reply'* (e-mail 1, pair 2) and *'Awaiting to your AWB'* (e-mail pair 9), command, e.g. *'one asap and the next 2 weeks later'* and prolonging speech functions of extensions, e.g. *'Thank you four your cooperation'* (e-mail 1, pair 5), *'and hope we could send within this week'* (e-mail 2, pair 6) and *'thank you for your kind attention'* (e-mail 1, pair 8). Although the subjects of those declaratives are ellipsed, it does not provide the respondents with obstacles for comprehension since the elliptical subjects may be easily deduced from the context. This finding suggests the spontaneity phenomena of e-mail interaction and makes the e-mail interactions sound conversational and informal.

The fact that elliptical declarative is also used to realize a command, i.e. *'one asap and the next later'* (e-mail 1, pair 6) also suggests informality.

#### **4.2.2 Imperatives**

Compared with the total number of commands found in the e-mails under study, the number of imperatives is greater. This implies that instead of congruently realizing commands, some imperatives are also used to realize incongruently other speech functions. The summary of speech

function choices realized by imperatives is presented in Table 4.11 to provide evidence.

Reading Table 4.11, it is evident that there are thirteen speech function choices realized by imperatives and only five of them are congruently realized imperatives, i.e. commands. Besides, from Table 4.11, it is revealed that imperatives are also used to incongruently realize wh-questions and some compliances.

Table 4.11 Summary of Speech Function Choices Realized by Imperatives

PAIR	E-MAIL	SPEECH FUNCTION	TOTAL
1	1	question:open:fact	1
2	1	question:open:fact	1
3	1	question:open:fact	1
4	1	question:open:fact	1
6	1	command, command	2
	2	comply, comply, comply	3
7	2	command	1
9	1	command	1
10	1	question:open:fact, command	2
		TOTAL	13

The use of imperatives to realize questions, i.e. *'Please advise about overmaterial is tearing'* (e-mail 1, pair 1), *'Please advise the best delivery and price for 1x20 fcl of Tencel fibre (as last shipment)'* (e-mail 1, pair 2), *'Please kindly advise the progress of the testing against our denim sample D2092z'* (e-mail 1, pair 3), *'Please advise when you can arrange it'* (e-mail 1, pair 4), and *'Please advise us the J/O no ...'* (e-mail 1, pair 10) may be aimed at giving stronger impact which may suggest that the initiators have some power over the respondents. On the contrary, when imperatives are used to realize compliances

to commands, i.e. *'Please find 2 proforma invoices enclosed'*, *'Please have the /c opened urgently'*, and *'Please reconfirm the destination whether they are in Marsailes, France or Tunis, Tunisia'* (e-mail 2, pair 6) the respondent may assume that he has equal status with the initiator since generally we can only mutually give commands one to another if we have equal status.

#### 4.2.3 Interrogatives

Table 4.8 tells us that there are three wh-interrogative mood choices and six polar interrogatives while from the speech function analysis it is evident that there are eight open questions and four closed ones in the e-mails under study. Since wh-interrogative is the typical mood choice for the realization of open question and polar interrogative is the congruent realization of closed question, these findings suggest that the interactants prefer realizing their speech function choices incongruently. Table 4.12 is presented to provide summary of speech function choices realized by interrogatives.

Table 4.12 Summary of Speech Function Choices Realized by Interrogatives

MOOD	PAIR	E-MAIL	SPEECH FUNCTION	TOTAL
Wh-interrogatives	2	1	question:open:fact	1
	5	2	challenge:rebound	1
	7	1	question:open:fact	1
Polar interrogatives	1	1	question:open:fact	1
	4	1	command	1
	6	1	question:closed:fact	1
	7	1	question:closed:fact, question:closed:fact	2
	8	1	command	1
			TOTAL	9

As has been previously explained and shown in Table 4.11, the interactants in the e-mail business correspondence under study prefer realizing incongruently open questions using imperatives which may aim at giving stronger impact. Therefore, it is only natural that as Table 4.12 suggests there are only three wh-question mood choices. Table 4.12 also suggests that among those three mood choices, two of them are used to congruently realize open questions of fact, i.e. *'how many kgs per 20t ctnr?'* (e-mail 1, pair 2) and *'What is the qty?'* (e-mail 1, pair 7) and the other one is used to congruently realize a challenge:rebound, i.e. *'When did you send to me?'* (e-mail 2, pair 5). Furthermore, from Table 4.12 it is evident that among six polar interrogative mood choices, three of them are used for the congruent realizations of closed questions of fact, i.e. *'Did you send 1 roll as requested?'* (e-mail 1, pair 6), *'Will client place new order of RIVER/DTMF 26644B in black colour in short time?'* and *'Is client ok with the price?'* (e-mail 1, pair 7) while three of them are used for the incongruent realizations of an open question of fact and commands. The use of modulated polar interrogatives to realize commands, e.g. *'Would you please arrange sample of 0.5 yd with correct weight (380/sqm) to me?'* (e-mail 1, pair 4) and *'could you please check it once again for me cause the buyer have to know the actual information so to proceed making washing label & tag'* (e-mail 1, pair 8) are aimed at expressing deference since the interactants may assume that their relations are those of hierarchical and of a relatively low degree of involvement.

#### 4.2.4 Tagged Declarative

There is only one tagged declarative found. The use of modalized full declarative, i.e. *'I suppose you still keep it in your factory, right?'* (e-mail 1, pair 5) suggests that the interactant is less assertive in presenting his opinion. The fact that there is only one tagged declarative suggests the very assertive nature of the interactants' roles.

#### 4.2.5 Minor Clauses

Minor clauses are used to realize attending, engaging, and closing speech functions which as has been previously mentioned reflect the informality in the interactants' interpersonal relations. Besides, minor clauses are also used to realize some expressions of thanks expressing politeness phenomena which are considered as a part of formal, hierarchical interpersonal relations.

#### 4.2.6 Adjuncts

Table 4.8 tells us that circumstantial adjuncts are most frequently used compared to the interpersonal and textual ones. This suggests that the interactants in e-mail business correspondence under study have great concern for both requesting and providing detailed information as the following excerpts suggest:

*'Will client place new order of RIVER/DTMF 266644B in back colour in short time?'* (e-mail 1, pair 7)

'Since PDX is on holiday on Monday, I could get reply from them on Wednesday at the latest.' (e-mail 2, pair 3).

On the other hand, the total number for interpersonal adjunct choices is the least of all. There is only one interpersonal adjunct used by the interactants in e-mail business correspondence under study, i.e. *'I suppose you still keep it in your factory right?'* (e-mail 1, pair 5). The least frequent use of interpersonal adjunct seems consistent with the interactants' preference for giving factual information rather than giving opinion. This finding suggests the assertive nature of the interactants' roles and the absence of intensifying and mitigating interpersonal adjuncts suggests no emotional involvement in the interactants' interpersonal relations.

#### **4.2.7 Negations**

I found only two negations, i.e. *'I haven't any idea on it'* (e-mail 2, pair 5) and *'Below fabric sample we do not have available stock'* (e-mail 2, pair 9), while there are six confronting replies, i.e. those of withholding, non-compliance, and disagreement. Hence, the interactants prefer employing positive realizations rather than the negative ones and it may imply that they try to disguise their confrontation. The small number of negations reflects the interactants' preference for taking on supportive roles and this finding suggests a relatively low degree of involvement in their interpersonal relations.

## 4.2.8 Modalities

### 4.2.8.1 Modalization

The number of clauses involving modalization is very limited since there are only three modalized clauses. Two of them are median, subjective, explicit probability modalization realized incongruently by a metaphorical expression of probability, i.e. 'I suppose you still keep it in your factory, right?' (e-mail 1, pair 5) and '(I hope we could send within this week' (e-mail 2, pair 6), while the other one is a median, subjective probability realized both explicitly by incongruent metaphorical expression of probability and implicitly by a modal finite, i.e. 'He will inform us soon, I hope.' The fact that there are only three modalized clauses suggests the very assertive nature of the interactants' roles.

### 4.2.8.2 Modulation

There are six modulated clauses three of which encoded obligations and three capabilities. The three obligations are those of median, subjective, implicit ones which are congruently realized by modal finites *would* and *could* as the following excerpts show: 'Would you please arrange sample of 0.5 yd with correct weight (380g/sqm) to me?' (e-mail 1, pair 4), 'I would like you to send it back to PT Itochu (Ms Melly)' (e-mail 1, pair 5) and 'could you please check it once again for me cause the buyer have to know the actual information so to proceed making washing label & tag' (e-mail 1, pair 8). The capabilities are also those of subjective, implicit ones



congruently realized by modal finites *can* and *could* as the following excerpts show: ‘*I could get reply from them on Wednesday at the latest*’ (e-mail2, pair 3), ‘*Please advise when you can arrange it?*’ (e-mail 1, pair 4) and ‘*(I) hope we could send within this week*’ (e-mail 2, pair 6) .

There are nine commands and three of them are realized by modulated clauses. This finding may indicate that the interactants prefer issuing the commands directly rather than indirectly by employing modulated clauses and suggests that their interpersonal relations are those of a higher level of solidarity.

#### **4.2.9 Congruence/Incongruence of Speech Function Realizations**

Except for attending, engaging, thanking and closing speech function choices, there are the fifty nine speech function choices all together. Meanwhile, it is found out that there are thirty incongruent mood choices. It means that more than a half of the total number of speech function choices is realized incongruently. The interactants’ preference for marked or incongruent mood structures may suggest such tenor dimensions as unequal power, deference, low contact or level of familiarity or solidarity and involvement.

## CHAPTER V

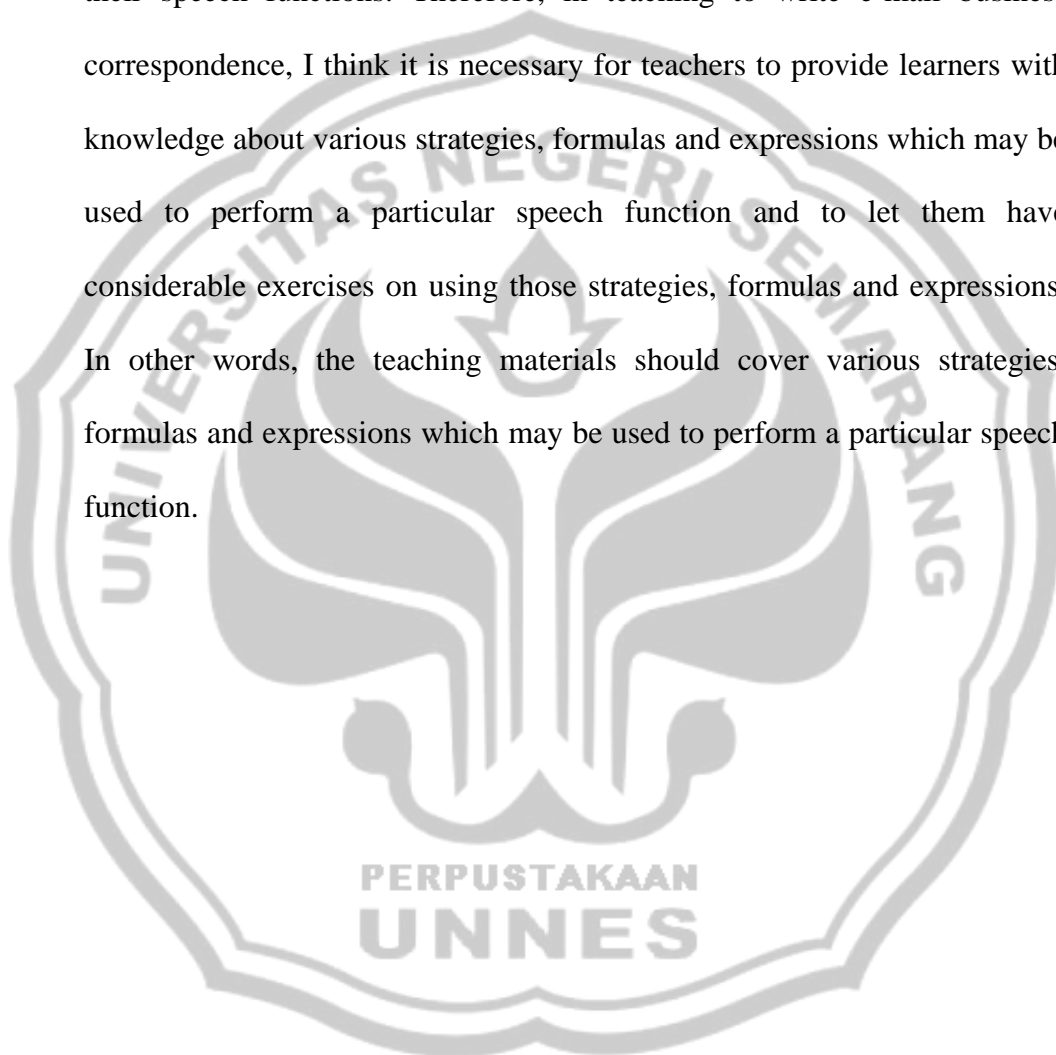
### CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

#### 5.1 Conclusions

- (1) In general, I may conclude that the interactants are establishing interpersonal relations with a relatively low degree of involvement. It is indicated by their preference for choosing questions of fact and statements of fact than those of opinion to initiate the interactions. The fact that seven out of nine extending speech functions chosen in the continuing moves are used to show appreciation to the e-mail recipients may also indicate that their interpersonal relations are those of hierarchic and relatively low degree of involvement. Furthermore, their preference for supporting replies than the confronting ones and for using responding speech functions than rejoinders may also indicate the relatively low degree of involvement in their interpersonal relations.
- (2) In general, I may conclude that most of the speech function choices are realized incongruently since out of eighteen full declarative mood choices, twelve of them are used to incongruently realize commands and some reacting speech functions such as answers, withholding, disagreeing and non-complying ones. In addition, out of eleven elliptical declarative mood choices, six of them are used for the incongruent realizations of statements of opinion, command and pronging speech function and out of thirteen imperative mood choices, eight of them are used for the incongruent realizations of open questions of fact and compliances.

## 5.2 Pedagogical Implications

As it is found out in this study, interactants in e-mail business correspondence prefer choosing incongruent realizations of their speech function choices suggesting that they tend to be less direct in performing their speech functions. Therefore, in teaching to write e-mail business correspondence, I think it is necessary for teachers to provide learners with knowledge about various strategies, formulas and expressions which may be used to perform a particular speech function and to let them have considerable exercises on using those strategies, formulas and expressions. In other words, the teaching materials should cover various strategies, formulas and expressions which may be used to perform a particular speech function.



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## CODING SHEET

### CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS

PAIR 1

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Dear Elizabeth,
	Imper: full	Positive	Circum			Major	Quest:open:fact	Please advise about overmaterial is tearing.'
	Polar inter: full	Positive	Circum			Major	Quest:closed: fact	Is that happen to the first finished fabric after stitch or after wash?
	Minor					Minor	Compliment	Rgds
	Minor					Minor	Writer's identity	Andy
2	Minor					Minor	Engage	Andy,
	Declar: ellip (S)	Positive	Circum			Major	Answer	<i>Tears after washing</i>
	Minor					Minor	Writer's identity	Elizabeth



CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 2

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Dear Eric,
	Imper: full	Positive	Circum			Major	Quest:open:fact	Please advise the best delivery and price for 1x20 fcl of Tencel fibre (as last shipment)
	Wh-inter: full	Positive				Major	Quest:open:fact	how many kgs per 20t ctnr?
	Declar: ellip (S)	Positive				Major	State:opinion	Look forward your soonest reply.
	Minor					Minor	Writer's identity	Kevin
2	Minor					Minor	Engage	Dear Kevin,
	Declar: full	Positive				Major	Answer	The best price of 1.4 dtex x 38 mm standard Tencel fibre is US\$2.50/kg CIF Semarang.
	Declar: full	Positive	Circum			Major	Answer	The earliest delivery is end Feb / early March from USA post.
	Declar:full	Positive				Major	Answer	It is about 10,000 kgs per 20 ft container.
	Minor					Minor	Compliment	Regards
	Minor					Minor	Writer's identity	Eric

CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 3

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Dear Chris,
	Imper: full	Positive				Major	Quest:open:fact	Please kindly advise the progress of the testing against our denim sample D2092z
	Minor					Minor	Prolong:extend	tk
2	Minor					Minor	Engage	Hi Kevin,
	Minor		Textual			Minor	Thanking	Thanks for checking
	Declar: full	Positive	Circum			Major	Withold	and I'll check with PDX about the test result.
	Declar: full		Textual			Major	Prolong: extend	Since PDX is on holiday on Monday, I could get reply from them on Wednesday at the latest.
			Circum		Capability			
	Minor					Minor	Prolong: extend	Thank you!
	Minor					Minor	Compliment	Best Regards,
	Minor					Minor	Writer's identity	Chris Choi

CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 4

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Hi Kevin,
	Declar:full	Positive	Textual			Major	State:fact	PDX requested 0.5 yd
								for checking and
				Circum				confirming the weight.
	Polar inter: full				Obligation:med	Major	Command	Would you please
								arrange sample of 0.5 yd
								with correct weight
								(380g/sqm) to me?
	Imper:full				Capability	Major	Quest:open:fact	Please advise when
								you can arrange it.
Minor						Minor	Prolong:exted	Thank you!
Minor						Minor	Compliment	Best Regards,
Minor						Minor	Writer's identity	Chris Choi
2	Minor					Minor	Engage	Dear Chris,
	Minor					Minor	Comply	OK,
	Declar:ellip (S)	Positive				Major	Answer	will send you sample
								today
	Minor					Minor	Writer's identity	Kevin

CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 5

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Attn Mr K Lee
	Declar: full	Positive	Circum			Major	State:fact	We before sent Kapuk/ cotton Ne 10/1sample to you from Kumatex.
	Tagged dec		Interper	Probability:med		Major	Quest:closed:	I suppose you still keep it in your factory right?
			Circum				opinion	
	Declar: full	Positive	Circum		Obligation:med	Major	Command	I would like you to send it back to PT Itochu (Ms Melly)
	Declar: full	Positive	Textual			Major	Prolong:enhan	because we want to use it for another development.
			Circum					
	Declar:ellip: (S)		Circum			Major	Prolong:extend	Thank you for your cooperation.
Minor					Minor	Compliment	Regards	
Minor					Minor	Writer's identity	Odani	
2	Minor					Minor	Engage	Hi Odani san
	Declar: ellip (S^Fin)	Positive				Major	Non comply	sorry,
	Declar: full	Negative	Circum			Major	Disagree	I haven't any idea on it!
	Wh-inter: full	Positive	Circum			Major	Chal:rebound	When did you send to me?
	Minor					Minor	Compliment	B regards
	Minor					Minor	Writer's identity	K Lee

CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
P A I R    6

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE	
						CATEGORY	FUNCTION		
1	Minor					Minor	Attending	Dear Aris,	
	Imper:full	Positive				Major	Command	please send 2 proforma invoices of 17.000 m.	
	Declar:full	Positive				Major	Command	noiles wants 20' container.	
	Declar:ellip (Fin^pred)	Positive	Circum			Major	Command	one asap and the next 2 weeks later	
	Polar inter full	Positive				Major	Quest:closed: fact	Did you send 1 roll as requested?	
	Imper: full	Positive				Major	Command	please confirm	
	Minor					Minor	Compliment	b. regards	
	Minor					Minor	Writer's identity	volker	
	2	Minor					Minor	Engage	Dear Volker,
		Declar:full	Positive				Major	Disagree & non-comply	We are stil rushing the sample roll
Declar:ellip: (S)			Textual Circum	Probability:med	Capability	Major	Prolong:extend	and hope we could send within this week.	
Imper:full		Positive				Major	Comply	Please find 2 proforma invoices enclsoed.	
Imper:full		Positive	Circum			Major	Comply	Please have the l/c opened urgently.	
Imper:full		Positive	Circum			Major	Comply	Please reconfirm the destination whether they are in Marsailes, France or Tunis, Tunisia.	
Minor						Minor	Compliment	Rgds	
Minor						Minor	Writer's identity	Aris	

CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 7

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Dear Mr. Carlos Puente,
	Polar inter:		Circum			Major	Quest:closed:	Will client place new
	full						fact	order of RIVER/DTMF
								26644B in black colour
								in short time?
	Wh-inter:	Positive				Major	Quest:open:fact	What is the qty?
	full							
	Polar inter:	Positive		Circum		Major	Quest:closed:	Is client ok with the price?
	full						fact	
	Minor					Minor	Compliment	Rgds
	Minor				Minor	Writer's identity	Aris	
2	Declar:full	Positive				Major	Disagree	client is checking
	Declar:full		Circum	Probability:med		Major	Disagree &	he will inform us soon,
							Withold	I hope,
	Imper:full	Positive				Major	Command	please wait.
	Minor					Minor	Compliment	regards
		Minor				Minor	Writer's identity	carlos puente



CODING SHEET FOR MOOD AND SPEECH FUNCTION ANALYSIS  
PAIR 9

EMAIL NO.	MOOD	POLARITY	ADJUNCT	MODALIZATION	MODULATION	CLAUSE	SPEECH	CLAUSE
						CATEGORY	FUNCTION	
1	Minor					Minor	Attending	Dear Pak Dadang,
	Imper:full	Positive	Circum			Major	Command	Pls kindly send the
								yargade (FOC) of G8531F
								/T2933 any light colour to
								Eralda in Jakarta (Attn.Mia)
								along with the hanger.
	Declar:ellip (S^Fin)	Positive				Major	State:opinion	Awaiting to your AWB#.
	Minor					Minor	Prolong:extend	Thanks,
	Minor					Minor	Writer's identity	Dewi
2	Minor					Minor	Engage	Dear Dewi
	Declar:full	Negative				Major	Non-comply	Below fabric sample we
								do not have available stock
	Minor					Minor	Writer's identity	Dadang





SUMMARY OF MOOD CHOICES

Mood (clause type)	PAI R 1		PAI R 2		PAI R 3		PAI R 4		PAI R 5		PAI R 6		PAI R 7		PAI R 8		PAI R 9		PAI R 10		Total
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
declarative full				3		2	1		3	1	1	1		2	1			1	1	1	18
declarative elliptical		1	1					1	1	1	1	1			1	2					11
declarative total		1	1	3		2	1	1	4	2	2	2		2	2	2		1	2	1	29
imperative full	1		1		1		1				2	3		1				1		2	13
imperative elliptical											2	3									13
imperative total	1		1		1		1				2	3		1				1		2	13
wh-interrogative full				1					1				1								3
wh-interrogative elliptical									1				1								3
wh-interrogative total				1					1				1								6
polar interrogative full	1						1				1		2		1						6
polar interrogative elliptical							1				1		2		1						6
polar interrogative total	1						1				1		2		1						12
tagged declarative									1												1
minor	3	2	2	3	2	5	4	3	3	3	3	3	3	2	3	3	3	2	4	2	58
negation										1								1			2
adjunct circumstantial interpersonal	2	1	1	1		2	1		5	2	1	3	2	1	3	1	1			2	29
adjunct circumstantial textual						2	1		1						1						3
adjunct circumstantial total	2	1	1	1		4	2		7	2	1	4	2	2	4	1	1			2	37
modalization probability									1			1		1							3
modulation obligation							1		1						1						3
modulation capability						1	1					1									3
tot. no. of modalities						1	2	1					1		1						6
incongruent mood	1		2	3	1	1	2		3	2	2	4		2	2	1	1	1	1	1	30
Total	7	3	7	9	5	9	0	4	4	7	3	3	9	8	9	0	6	4	1	4	161

SUMMARY OF MOOD CHOICES IN MEMOS

Mood (clause type)	TEXT 1		TEXT 2		TEXT 3		TEXT 4		TEXT 5		TEXT 6		TEXT 7		TEXT 8		TEXT 9		
	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	
number of clauses	4	1	5	6	5	4	5	5	26	23	25	4	22	23	5	5	8	11	187
declarative:																			
full				2	1	3		4	15	12	13		12	9	1	1	1	6	80
elliptical		1								2			1	4		1	1		10
imperative:																			
full	1		2	1			1		3	1	3	1	1		1		1		16
elliptical																			
wh-interrogative:																			
full									1		2			1					4
elliptical																			
polar interrogative:																			
full										1	1		1						3
elliptical																			
minor	3		2	3	2		3	1	3	2	3	3	2	4	3	3	4	3	44

## SUMMARY OF MOOD CHOICES

Mood (clause type)	TEXT 1		TEXT 2		TEXT 3		TEXT 4		TEXT 5		TEXT 6		TEXT 7		TEXT 8		
	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	
number of clauses	6	3	5	6	3	8	8	4	5	4	7	10	5	14	10	6	104
declarative																	
full				3		2	1		1	1	1	4		7	3	1	24
elliptical		1	1					1			1	1		1	1	1	8
imperative																	
full	1		1		1		2		1		2						8
elliptical																	0
wh-interrogative																	
full			1													1	2
elliptical																	0
polar interrogative																	
full	1										1	1	1	1			5
elliptical																	0
minor	3	2	2	3	2	5	4	3	3	3	3	4	4	3	3	3	50
	5	3	5	6	3	7	7	4	5	4	7	10	5	12	8	6	97

## SUMMARY OF MOOD CHOICES

Mood (clause type)	TEXT 9		TEXT 10		TEXT 11		TEXT 12		TEXT 13		TEXT 14		TEXT 15		TEXT 16		
	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	Writer 1	Writer 2	
number of clauses	10	11	6	6	13	10	10	5	5	3	9	3	17	5			113
declarative																	
full	1	1		2	3	3	1			1	1	1	5	1			20
elliptical	2	1				1		2	1				1				8
imperative																	
full	2	3		1	1				1			2		4			14
elliptical																	0
wh-interrogative																	
full				1										1			2
elliptical																	0
polar interrogative																	
full	1			2			1							1			5
elliptical																	0
minor	3	3	3	2	4	3	4	3	3	2	4	2	3	4			43
	9	8	6	5	8	7	6	5	5	3	7	3	15	5		92	

SUMMARY OF SPEECH FUNCTION CHOICES

SPEECH FUNCTION	PAIR 1		PAIR 2		PAIR 3		PAIR 4		PAIR 5		PAIR 6		PAIR 7		PAIR 8		PAIR 9		PAIR 10		TOTAL
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
<b>OPEN</b>																					
1. Attending	1		1		1		1		1		1		1		1		1		1		10
2. Statement:fact							1		1						1				1		4
3. Statement:opinion			1														1				2
4. Question:open:fact	2		2		1		1						1						1		8
5. Question:closed:fact										1		2									3
6. Question:closed:opini									1												1
7. Command							1		1		3		1	1		1		1		1	9
Total	3		4		2		4		4		5		4	1	3		3		4		37
<b>CONTINUE</b>																					
1. Prolong:extend					1	2	1		1		1				1				1	1	9
2. Prolong:enhance									1												1
Total					1	2	1		2		1				1				1	1	10
<b>REACT:RESPONDING</b>																					
<b>1. Supporting reply</b>																					
a. Engage		1		1		1		1		1		1		1		1		1			8
b. Answer		1		3				1												1	6
c. Comply							1			3				1							5
d. Agree														1							1
e. Thanking						1														1	2
Total		2		4		2		3		1		4			3		1		2		22
<b>2. Confronting reply</b>																					
a. Withold					1								1								2
b. Disagree									1		1		2								4
c. Non-comply									1		1						1				3
Total					1				2		2		3				1				9
<b>REACT:REJOINDER</b>																					
<b>1. Challenge:rebound</b>																					
									1												1
Total									1												1
<b>CLOSE</b>																					
1. Compliment	1			1		1	1		1	1	1	1	1	1	1	1				1	12
2. Writer's identity	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19