

**Multi-Aspectual Analysis
of Personal E-mails**

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ČESTNÉ PROHLÁŠENÍ

Prohlašuji, že téma diplomové práce jsem zpracoval samostatně, za použití uvedené literatury a příspěví vedoucí diplomové práce. Nemám námitek proti zveřejňování či půjčování práce nebo její části.

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1. ABSTRACT

This study is aimed at the genre of personal, informal, exclusively British e-mails.

I analyze this extremely progressive field multi-aspectually. The aspects I concentrate on are graphic, morphological, lexical and pragmatic. Additionally, a separate chapter is dedicated to ellipses. Furthermore, I include analysis based on Biber's conception of dimensions. Most of the linguistic features are statistically evaluated and subsequently interpreted.

My results demonstrate the tendency of written e-mails to share many characteristics with the spoken English language.

My data seem to suggest that this genre is hugely affected by the contemporary trend of economizing the language. Simultaneously, this research reveals that what permeates the written media of personal e-mails considerably is orality.

Key words: - colloquial

- dimension
- genre
- literacy
- orality
- personal e-mail

1. SOUHRN

Cílem této studie je rozbor osobních, neformálních, výhradně Britských e-mailů.

Analyzuji tento rychle se rozvíjející žánr z mnoha hledisek. Soustředím se na grafický, morfologický, lexikální a pragmatický aspekt. Další, samostatná kapitola je věnována elipsám. Navíc připojuji analýzu vycházející z Biberovi koncepcí dimenzí. Převážná většina lingvistických prvků je statisticky zhodnocena a následně interpretována.

Mé výsledky vyjadřují úzké propojení mezi žánrem psaných e-mailů a hovorovým anglickým jazykem.

Vyplývajícím závěrem je, že tyto e-maily jsou do značné míry ovlivněny současným trendem ekonomizace jazyka. Zároveň tento průzkum odhaluje, že to, co nezanedbatelně proniká do psaného média osobních e-mailů je mluvenost.

klíčová slova: - hovorový, neformální jazyk

- dimense
- žánr
- psanost
- mluvenost
- osobní e-mail

Introduction

This survey concentrates on the genre of informal, personal e-mails. There are obviously many comprehensive studies concerned about other genres; nevertheless, this particular genre seems to be omitted or deliberately ignored. I regard this field highly interesting and worth analysis, for it is currently one of the most frequently utilized means of communication.

The computer-mediated communication was developed in the late sixties and its popularity gradually increases. Especially, the younger generation favour using e-mail writing. It is nowadays an extremely progressive field.

Similar to other communication media, these messages involve particular, unique communicative strategies. I find it valuable and beneficial to focus on the presupposed representative characteristic features and rituals accompanying the whole process of e-mailing. However, as the length of this research is to some extent limited, it occupies only the aspects which I assume crucial for this genre.

Undoubtedly, many linguists survey the area of interactive communication; nonetheless, there seems to be the lack of literature and other sources that deal with this genre. It is, therefore, another reason for me to analyze this area and try to cover the gap.

Methodology

The core of this study consists of a multi-level analysis of e-mails. For this purpose, 50 authentic, English written e-mails were gathered from different authors. A sample of five e-mails was later chosen for a small-scale study inspired by Biber. The aim of the whole work is to classify the e-mails according to different criteria.

English variety

To be statistically conclusive, all e-mails encompassed in the corpus represent the same variety of English, which is: the British one; the written medium; and all are of the same character – the personal, intimate and informal.

The structure and aspect of the analysis

Each chapter analyzes e-mails at different linguistic levels: graphic; morphological; lexical and pragmatic. When deciding on which features I would concentrate on and subsequently analyze in minute, to a large extent I acted on the strength of my convictions that the informal, personal genre of my corpus is intimately related to the spoken language, especially the colloquial speech. Chapters are divided into subchapters and each research the particular features individually. Each chapter contains an introduction, quantitative analysis and most of subchapters even conclusions.

Each chapter consists of general characteristics of the analyzed features; tables, which are offered where necessary; and a set of examples to document the findings.

When citing examples taken from the corpus, the construction is in italics (e.g. *Elizabeth*). The italics are applied only when the citing is contained within a text, or where necessary. I do not employ the italics usually in tables or in cases where the extracts are systematically organized.

When I quote, I number the examples taken from the e-mails. The numbers of e-mails are marked by parentheses, while the numbers of sentences are marked by brackets - e.g. 48)14/ .

The final chapter summarize the results from the previous chapters and subchapters. Additionally, I interpret them.

2. SECONDARY LITERATURE

I have found few useful and inspiring articles, which, to some extent, deal with the genre of e-mails.

Ludmila Uhlířová's article '*E-mail as a New Subvariety of Medium and its Effects upon the Message*' offers rather general attitude towards this genre. The author concentrates on various aspects influencing the messages and provides some very interesting ideas to be further investigated. Nonetheless, she does not provide comprehensive and statistically evaluated outcomes.

She suggests that any medium of communication can always be identified by some specific and unique characteristics, which distinguish it from any other medium. And e-mail as a new subvariety of a medium, also bears some defining and peculiar features.

One of the emphasized outstanding features is that there are typically close bonds with other media – both written and spoken. Although e-mails are written messages, they often carry some speech-like specifics, which distinguish this genre from other written varieties. The spontaneity of the message and the common dependency on the received e-mail (initiating e-mail) approximate the spoken and written media.

Furthermore, she concisely describes the usual e-mail structure and additionally, she is concerned with various functions of messages in connection to their interactive nature.

Besides, another relatively short article '*Electronic Mail Communication*' written by W.W. Vasconcelos is worth mentioning. Despite its length, it supplies some useful information on the acceptable and appropriate characters. There are generally many restrictions on the characters applied in e-mail writing and if the rules are not obeyed by the addressors, the message can be seriously affected and its interpretation

may not be possible. The American Standard Code for Information Interchange is introduced in this article and the explicit table of characters is provided.

Interestingly, examples of some special characters and their non-standard combinations are described. These means are frequently used in informal e-mails to express the feelings, states of mind, and emphases non-linguistically. The characters comprised within the ASCII form these units and they have gradually become conventions for they are extremely popular and frequently employed.

The next source of inspiration is served by Li Lan's article '*Email: a challenge to Standard English?*' Within his survey, he describes e-mails as organic, evolving and dynamic hybrid between writing and speech.

He suggests that language-teaching materials should comprehend the adequately defined norms governing the production of e-mails, for its use is radically increasing. He also pinpoints that although English is the common language of e-mail, non-native users of English outgrow the number of the native users.

Lan provides different attitudes towards whether the Standard English should be generalized for e-mails, or not. However, the common practice is that the standards of English vary according to various situations, which is reflected in style, grammar and the choice of vocabulary accordingly.

He searches for the similarities and dissimilarities in various styles between native and non-native English speakers. His study is based on comparative analyses. Contrastively, my survey concentrates on one genre of e-mails written by the native speakers. In spite of this disparity, there are some highly interesting ideas in his article, from which I draw inspiration.

Except for Subjects, Salutations and Closings, he pays attention to the Conversational aspect and the marked Use of Vocabulary.

The following sources I draw upon do not particularly deal with this genre; nonetheless, they offer carefully and minutely organized and comprehensively analyzed components of the wide linguistic area.

Urbanová's '*On Expressing Meaning in English Conversation*' is aimed at the English conversation. She analyzes here the conversation from the semantic and pragmatic points of view. The Semantic Indeterminacy is presented as an inseparable attribute of English conversation. According to the author, it may have various forms: indirectness, impersonality, attenuation, accentuation and vagueness.

She considers three particular genres: face-to-face conversation, telephone conversation and radio interviews.

All of the features associated with the semantic indeterminacy are produced under certain constraints and to decode them the mutually shared knowledge, the context and the topic under discussion are crucial. The medium analyzed here is spoken.

Interestingly, she sometimes refers to writing and compares the two norms. She claims that even though they increasingly tend to merge, the specific and distinguishing characteristics of both can still be traced. On the one hand, she declares that such features as contracted forms, ellipsis, repetitions, indistinct text boundaries and frequent pragmatic markers primarily characterize the spoken utterances. On the other hand, writing seems to be represented by common applying explicit cohesion, more elaborate grammatical structures, abstract vocabulary, etc.

Finally, I would like to introduce Biber's broad, multi-aspectual, multi-dimensional, systematic and detailed study called '*Variation across Speech and Writing*' (1988), which occupies both media of communication – spoken and written.

A whole chapter of my survey is dedicated to this conception. Admittedly, I do not adopt it completely; nonetheless, it serves as great inspiration from many points of view.

The subject of this study is to analyze systematically and comprehensively various spoken and written genres in English. His research is based on the comparative analyses that take into account different theoretical perspectives. He carefully, by means of computational techniques identifies, exploits, categorizes a huge stock of linguistic features, and interprets their functions. This classification is necessary for the following comparisons of various texts.

All the items are numerically quantified and according to their co-occurring tendencies, these linguistic items are assigned to particular Factors. This means that based on its co-occurring tendencies with other features one linguistic feature may appear in different Factors.

Subsequently, all the features within Factors are interpreted in dimensional terms, each dimension having its specific underlying communicative characteristics. Biber has discovered seven dimensions, nonetheless, he concentrates on and interprets only six. The relations among particular genres are specified with respect to these dimensions.

3. GRAPHIC ASPECT

3.0. Introduction

In spite of the fact that the graphic aspect could contain many features, I include and analyze here only four sub-fields, which I consider the typical representatives of my corpus. Therefore, I concentrate on Spelling; Capital letters; Punctuation; and Characters.

Although the medium of communication of e-mails is writing, there are many features related to speech.

“Generally, there are two main potential resources of speech-like features of e-mail: (i) spontaneity of the message vs. advance editing of the text; (ii) close contextual boundness to the message just received, which contributes to its dialogue-like mode vs. its relative context independency.” (UHLÍŘOVÁ, 1994)

All of the 50 e-mails are of personal character. The e-mails are written in a friendly manner. In most cases, the addressers and addressees seem to have very close relationships. Presumably that is the reason why most of the e-mails do not undergo a considerable process of editing before sending. The e-mails are written spontaneously, quickly, in a stream-of-consciousness manner and the writers do not, in most cases, check their e-mails, nor correct them. Even if the writer goes back and sees his/her slips, he or she would not usually take time to rectify them. That is why e-mails are often full of various ‘mistakes’. Although they are mistakes in the formal writing, and for the purposes of my study I call them so, in this style, they are rather standard means.

The common practice is to mention the problem of mistakes shortly at the very end of the e-mail and apologize for making them. Alternatively, the author mentions it, for sure, at the very beginning, in advance. Perhaps such performers do actually know that it is common for them to make mistakes and so they apologize in advance, by means of

which the writers establish alibis. As a consequence of this provided alibi, they do not have to edit their e-mails finally and they know that the addressee will probably not accuse them of carelessness. (e.g. 48) 2/ *ignore my bad English, inexcusable spelling and extremely poor punctuation! (which is even worse tonight..by consuming almost half the bottle of the 'bloody-excellent' vodka...)* It is obvious from this example that the context of situation in which writers produce their e-mails plays a very important role. This close bond between e-mails and circumstances, situations, is remarkably similar to the spoken language.

3.1. SPELLING MISTAKES

Many mistakes are concerned with spelling. Moreover, the spelling can be violated in various ways. In my corpus, I have detected mistakes of different types. I introduce the types in separate subchapters and provide them with all the particular examples found in the texts. The instances cited are provided with the correct form next to them. I call them mistakes because for the purpose of my study I classify them according to the formal style, in which these instances are considered mistakes.

3.1.1. Swapping letters

This is one of the most frequently made spelling mistakes.

3) 3/ *We've been htinking....* → thinking

10/ *and* → and

19/ *and* → and

4) 14/ *...adn lots of love adn luck for....* → and ; and

8) 4/ *...text messages, hte revolution has arrived....* → the

16) 5/ *agian* → again

There are seven cases, in which the writers of the corpus swap letters. This type of spelling mistakes seems to result from haste or inattentiveness.

3.1.2. Leaving out letters

Leaving out letters is also a very typical error. It can sometimes cause trouble for the receiver of the e-mail to guess what the writer means to say. Leaving the letters out may change the meaning of words completely. However, the reader has the context to help him/her and to make it easier to guess.

7) 14/ *Happy birthay and lots....* → birthday

9) 7/ *some prepartion* → preparation

19) 7/ *News is that we no lnger have....* → longer

38) 6/ *I'm sorry I missed you name day....* → your

50) 7/ *I arrive...ad depart....* → and

There are exactly five mistakes of this type. Similar to the above type and likewise the following cases, mistakes can arise from inattentiveness, thoughtlessness, under the influence of time constraints or carelessness. As the writers of the informal, personal e-mails commonly do not edit their texts, the mistakes often stay unnoticed and may cause trouble for the readers to comprehend what the authors mean. In some cases guessing the meaning can be complicated although the reader has the context and shared knowledge to help him/her.

3.1.3. Inserting letters that are inappropriate

This subchapter relates to cases where writers inadequately insert some letter into words.

9) 12/ *As a consequience we're taking....* → consequence

14/ *We miss you enourmously even though....* → enormously

31) 5/ *We are comintg to....* → coming to

I have found only three examples where the authors of my corpus insert letters which are inappropriate. Nevertheless, letters, originally contained within the particular words, are multiplied in four cases. Assumably, owing to this multiplication, writers convey emphasis.

14) 1/ *Yesssss!!!!* → yes

39) 2/ *soooo* → so

7/ *aggghhh* → (interjection)

47) 1/ *sooooooooo* → so

Additionally, there are two instances of multiplication, which are not meant to carry emphases, but are perhaps the results of hitting wrong keys on the boards, caused under the time constraints.

3) 15/ *It's beeen* → been

21) 3/ *e-mail address* → address

3.1.4. Absolute exchange of letters

This subchapter comprises items where the authentic letters of particular words are exchanged for letters that should not be there. I have detected eight members of this class.

15) 3/ *..to let me go to lundon tomorrow....* → London

16) 2/ *mt broad band internet service....* → my

4/ *..to cope with whom they've gor* → got

19) 5/ *Your keyboard does something funny wuth punctuation....* →

with

6/ *oh well, let's do it wuthout punctuation.* → without

20) 2/ *so excitrd* → excited

23) 3/ *preperations* → preparations

29) 14/ *Czeck* → Czech

It is necessary to mention here that it is sometimes hard to classify the absolute exchange of letters in particular e-mails as being incorrect. Some examples (e.g. 15)3/ lundon; 19)5/ wuth + 6/wuthout) seem to be motivated by pronunciation and because there is the close link between my corpus of personal, intimate, rather informal, friendly e-mails and the spoken medium of communication, these seem to be more a matter of style.

3.1.5. Absolute exchange of a number or a character and a letter or a character

This type is not so frequent; I have detected only 2 examples in all 50 e-mails.

39) 7/ *Don@t think i'll go back....* → Don't

38) 7/ *I have only been working I day a week....* → 1 day

→ Presumably, this ‘I’ is applied, for it saves time to write the capital ‘I’ instead of 1, where the writer needs to move his/her hand across almost whole the keyboard.

Although this exchange may be misleading if a reader sees the characters standing separately, the context and common shared knowledge helps him/her to guess the particular meaning.

3.1.6. Absolute exchanges of letters which completely change the meanings of particular words

I have found two representatives of this group. This kind of mistake is quite rare, in comparison to other types, esp. when the writer is a native speaker.

12) 13/ ...*those 3D special affects are quite something!!* → effects

23) 5/ *Perhaps, you and Yitka could....* → Jitka

When the writer changes letters and by means of this he/she creates a different word, it is necessary for the reader to make use of his/her general knowledge, or the common shared knowledge.

In the first example, the reader can explicitly guess what the author means thanks to the context and his/her general knowledge, whereas, in the second example, it is the shared knowledge, which helps the reader to find out whom the author means. If the author and the reader do not share some common background knowledge, the reader can by no means discover that ‘Yitka’ should be ‘Jitka’, the addressee’s friend and not somebody having a foreign name.

3.1.7. Problems with spaces

These mistakes appear in seven e-mails. Nonetheless, I divide this field into subchapters, according to their various characteristics.

a) shifting spaces

There is only one representative in my corpus.

3) 3/ *We've been* → We've been

b) omission of space

This group is especially numerous. As far as the problems with spaces are concerned, this class contains the highest number of instances (six).

3) 10/ *...theplumbing....* → the plumbing

11/ *They'veordered some* → They've ordered

11/... *mobileclassrooms....* → mobile classrooms

12) 3/ *Iknow....* → I know

15) 7/ *Can't waitto see you.* → wait to see

31) 6/ *...booked ahotel....* → a hotel

c) inserting spaces where they should not be

I have detected three members representing this group.

16) 2/ *...I've just got re connected....* → reconnected

41) 6/ *...I could do with out it* → without

50) 8/ *Re cash I shall....* → recash

d) exchange of space and inappropriate letter

There is only one representative of this class in the 50 e-mails.

16) 6/ *We'll look upnflights....* → We'll look up the flights...

The impulses for making these mistakes are presumably similar to those mentioned above. As the writers usually produce personal e-mails under the constraints of time, and as they do not have to worry about the formality, they make mistakes. Nevertheless, they often do not correct them, perhaps even if they notice them, for in most cases they consider it unnecessary.

3.1.8. Leaving out apostrophe

There are only two cases found.

e.g. 14) 2/ *...haven't phoned me by about 9 0 clock,....* → 9 o'clock

17) 8/ *...if you know whats good for you!!* → what's

The meaning without the apostrophe is usually clear if the reader has some general background knowledge. The addressers of private,

personal e-mails probably expect that the addressees have this knowledge; otherwise, they would obviously take care to write correctly, more explicitly and would maybe edit possible mistakes. That the authors presuppose that the recipients of their e-mails have this knowledge at their disposal is assumably the reason why they may deliberately ignore the use of apostrophes.

3.2. CAPITAL LETTERS

The other field where 'mistakes' commonly appear in my corpus is concerned with capital letters. E-mail writers sometimes do not apply capital letters where they are expected to be. Supposedly, the e-mail users often do so deliberately because they try to spare time when typing.

The table bellow comprehends all the items with the non-standard application of capitalization and small letters. It happens sometimes that the writers employ the capital or small letters deliberately in places where they do not ordinarily appear. The authors of such instances usually do so for emphatic purposes.

/ No.of e-m = number of e-mail

No. of sent. = the number of sentence, clause, phrase in the particular e-mail. The numbers are identical with the numbers inserted in e-mails

(em.p.) = emphatic purpose /

No. of e-m	No. of sent.	Items with the problematic use of capital letters	No. of e-m	No. of sent.	Items with the problematic use of capital letters
3)	12/ 18/ 18/ 21/ 22/	WEdnesday THAT's (em.p.) ANY (em.p.) SO (em.p.) please	42)	3/	i
4)	3/	adina	43)	2/	i
11)	1/ 3/ 13/	hello love lots	45)	4/ 5/ 6/ 7/	Holiday (em.p.) well have i'm
12)	4/	not	46)	1/ 3/	dear thursday
14)	2/ 3/	i english	47)	1/ 1/ 1/ 1/ 2/ 2/ 2/ 3/ 3/ 3/ 3/	hi jana ian's prague i i i still spain st ives cornwall

				3/ 4/ 4/ 5/ 6/ 6/ 7/ 7/ 7/ 8/ 8/ 9/ 9/ 10/ 10/ 10/ 11/ 12/ 12/ 12/ 13/ 13/ 13/ 14/ 15/ 16/ 17/ 17/	i just london seems that's portugal problem i september so i i ian but i august seems no i ian's oh i'll prague bristol hope gotta lots speak claudia
15)	1/ 3/ 4/	Disaster (em.p.) london friday	48)	1/ 2/ 4/ 4/ 4/ 5/ 5/ 6/ 7/ 8/ 9/ 10/ 10/	by the way english i english i thank i looking here now let lotsa sal
16)	7/	Luck (em.p.)	49)	1/ 1/ 1/ 1/ 3/ 4/ 5/ 5/	hi highbury finsbury clissold highbury if if cheers clauds
17)	1/	hello	50)	2/	...Gosh (em.p.)
18)	2/ 3/	Hope i			
19)	1/ 4/ 6/ 9/	LOST (em.p.) are oh LONG (em.p.)			

20)	1/ 3/	just thank			
22)	4/	...,From...			
23)	2/	It			
25)	3/ 3/	...Uncle (member of family) Baby Born (member of family)			
26)	2/	...If			
27)	1/	THat			
31)	8/	did			
33)	13/	GINA (em.p.)			
34)	2/	...,Would			
35)	2/	..., Thank			
36)	2/	..., Thanks			
37)	7/ 9/ 9/	SO WHEN ARE YOU COMING HOME? (em.p.) LESLIE... JULIA (em.p.)			
38)	9/ 9/ 13/ 14/ 14/ 14/ 14/ 16/	If PM Dad (member of family) Grandma (member of family) Mom (member of family) Sister(member of family) Grandpa (member of family) Mom(member of family)			
39)	1/ 7/ 7/ 7/ 9/ 13/ 17/ 18/	...Had i'll i've i i nick Me All (em.p.) write			
41)	3/ 3/ 8/	Mom (member of family) Brother (member of family) Mom (member of family)			

The total number of items that contain non-standard capitalization or small letters is 130. It follows from the enumeration of these items that they are obviously one of the most typical features of informal, personal e-mails. It is a question whether to consider these 'mistakes' to be mistakes when they are so widely represented within this particular genre. The possible interpretation could read as follows - although the non-standard use of capital letters and small letters is generally considered as informal and therefore incorrect, it is a typical

representative of the genre of personal e-mails and therefore a standard within this genre.

I find it worth mentioning that, 13 items, which is 10% of the total number of items, have the same character. Presumably, they are employed for the emphatic purposes. The particular cases are all listed in the table above and they are indicated by means of (*em.p.*).

Furthermore, it is noticeable that some of the authors tend to express their subjective attitude towards the members of their family, or other close people, by means of capitalization of the initial letters. To be precise, words that usually do not have their initial letters capitalized, except for the initial letters of sentences, have sometimes capital initial letters. In the corpus, I have identified 11 representatives of this extraordinary group. The e-mailers perhaps want to emphasize their unique relationship to the particular people. I list all the items in the table above and they are provided by means of (*member of family*).

3.3. PUNCTUATION

Similar to the previous chapters, I often apply the term ‘mistake’ here, in spite of the fact that their high frequency seems to suggest that they are not mistakes within this particular informal style. Nonetheless, my analysis of punctuation is carried out in respect to the rules of formal style.

The most commonly made mistakes regard punctuation. It is, however, important to say that these mistakes seem, very often, to be made not by means of carelessness, but deliberately. The tendency to make these mistakes consciously and intentionally may correspond to the current trend of economizing the written language. The writer making the punctuation mistakes on purpose seems to save time and he/she tries to express his/her spontaneous thoughts as quickly and by as few means as possible. E-mail writers often leave out the written items that they perhaps consider unnecessary. These items are such that are obvious and inferable from the context.

One of the areas in which writers commonly leave certain items out is the area of greeting and leave-taking formulae. I call these instances ‘mistakes’ and I include them into this chapter; however, I am inclined to believe that many of these ‘mistakes’ in connection to greeting and leave-taking formulae are perhaps no longer considered to be mistakes. I have seen textbooks in which no punctuation marks are used in letters – only within the greeting and leave-taking formulae, of course. The tendency to leave these items out (especially within leave-taking formulae) is so widely utilized that it may slowly but surely become to be accepted as correct .

e.g. 1) *1/ Hi Michaela_*

Patricia is busy...

2) *3/ Hope all is well_*

Love from all of us_

LESLIE

5) 2/ *Many thanks* _

Henry

6) 9/ *We are really looking forward to seeing you on Sunday* _

Best wishes _

There are nonetheless mistakes that the writers of my corpus do not apparently make deliberately. These mistakes are maybe the result of poor or insufficiently automated knowledge. It means that: under certain circumstances, the writer would evidently be able to use punctuation properly, but, when writing personal e-mails, this writer is not forced to check and concentrate on the form of his/her piece, and therefore he/she often makes mistakes in punctuation.

Punctuation is a very complex area and causes trouble to the majority of people; no matter whether they are native speakers or not. It is therefore not so surprising that I have found in my corpus so many mistakes in punctuation.

It is important to specify what punctuation marks I focus on. For my analyses, I utilize the sources of (LEECH, 1998:401-402, 82-83) and Quirk et al.

, = comma

It is applied:

- 1) -before coordinating conjunctions
- 2) -to follow introductory adverbial clauses of time and introductory words or phrases
- 3) -to separate items in a series (listing)
- 4) -to separate non-restrictive relative clauses and non-restrictive appositives
- 5) -in parenthetical expressions
- 6) -to separate direct speech from identifying the speaker

- 7) –before question tags
- 8) –in geographical names, items, addresses
- 9) –in large numbers

; = semi-colon

It is ‘heavier’ than a comma.

- 1) -between two main clauses not linked by a coordinating conjunction, but kept together
- 2) –before linking devices when placed between main clauses (e.g.however, for example, therefore)
- 3) –to separate a series of grammatically complex items

: = colon

- 1) to introduce an independent part of a sentence which explains the main part or follows from it
- 2) to introduce a list (after e.g. for example)
- 3) in the US, after the salutation in business letters and between figures in time references

The list of wrongly used punctuation

- 1) Comma (only obligatory) missing → 61x
- 2) Full stop missing → 22x
- 3) Full stop or Comma missing → 20x
- 4) Wrongly used Comma → 9x
- 5) Full stop or Semi-colon missing → 7x
- 6) Semi-colon missing → 2x
- 7) Bracket missing → 2x
- 8) Question mark missing → 2x
- 9) Dash missing → 2x
- 10) Comma or Dash missing → 2x
- 11) Colon missing → 1x
- 12) Brackets misused → 1x

13) Wrongly used Brackets → 1x

14) Colon or Dash missing → 1x

The group 'Comma missing' contains the highest number of instances. I include only the commas that are according to the rules of Standard English considered obligatory. I do not reckon the optional commas.

The first three groups - 'Comma missing'; 'Full stop missing'; 'Full stop or Comma missing'- represent the highest numbers. These three groups make 93 mistakes together. The number is high. However, it is important to mention that 34 mistakes, which is 36,6% of the total 93 items, belong to one particular group - the writers made all these mistakes within the greeting and leave-taking formulae.

Referring to what I mention in the chapter of capital letters, many of these 'mistakes' could presumably be regarded as typical features of the genre of my corpus; and therefore not being mistakes, but the standard characteristics of the personal e-mails.

In spite of the fact that for the purpose of my study I label all the cases of the non-standard use of punctuation marks as 'mistakes', I believe that a significant number of these gradually merge into the more formal, standard code.

3.3.1. Direct addressing

Commas should be used after a noun or a phrase in direct address. This occurs within the opening phrases. Writers of my corpus make mistakes remarkably frequently in their opening phrases.

e.g. 1) *Hi Michaela*

Patricia is busy...

28) *Hi Petra*

I hope that this...

37) *Zuzka Hello!*

3.3.2. Greeting and addressing formulae

Full stop should sometimes be used in cases where writers use greeting and addressing formulae and follow them by capital letters. Mistakes in these cases are also very common in personal e-mails.

e.g. 4) *Happy Birthday*

Did you get my e-mail?

6) *Hi Jitka*

Hope all is well with you.

12) *Dear Jana Disaster but not.*

26) *Dear all*

If anyone knows of anyone...

The use of full stops is justifiable in those cases where authors use greeting formulae as 'Hi', 'Hello' because using the full stops there represents the speech-like tendency to exclaim the greeting, then stop, wait for the response and then continue the talk. In cases where the writer uses 'Dear' it would be better to use commas because it is usually followed by an utterance by the same speaker. It is, however, common practice for the writers of my corpus to start the following utterances with capital letters. It is clear from the above examples 12) and 26).

3.3.3. Good-bye phrases and leave-taking formulae

The case with good-bye phrases and leave-taking formulae provides greater freedom for the e-mail user to choose between **comma** or **full stop**. The usually short Good-bye phrase is in most cases followed by the addresser's name, and it is not vague to insert comma or full stop before names. Proper names may stand separately, being separated by means of a full stop, or they may be attached to the previous clause, phrase or sentence by means of comma. Nevertheless, the authors of my corpus make frequently mistakes there. They often employ no means of punctuation at all.

e.g. 1) *HUGS*

Ueli & Patricia

2) *Hope all is well*

Love from all of us

LESLIE

5) *Many thanks*

Henry

6) *We are really looking forward to seeing you on*

Sunday

Best wishes

Henry

I consider these 'mistakes' to be style-specific. Writers of e-mails often leave the punctuation marks out; it supposedly bears some resemblance to the telegraphic style, in which writers omit such items widely.

3.3.4. Optional commas

There are many cases where writers could use commas, but they choose not to. However, as the commas are optional there, my analyses do not comprise them. It is, nevertheless, useful to say that commas in compound sentences are sometimes enormously useful, especially if the writers link the main clauses by one of the coordinators (e.g. copulative – 'and', adversative 'but', disjunctive 'or') and the clauses are too long and contain different subjects. Commas in these cases help the readers grasp the text properly. The receivers of such e-mails do not have to concentrate so much on the form, but may naturally comprehend. I have descried that it is rather rare to use commas before 'and', 'but', 'or', although it would, presumably, be easier for the receivers to read the e-mails if the commas were inserted.

- e.g. 9) 6/ *I'm not convinced that this is the best time to be around there _ but the Foreign Office are not telling people to stay out so they're going!!*
- 15) 1/ *Dear Jana Disaster _ but not.*
- 16) 4/ *I asked Susie and a couple of close friends whether they'd like an au pair for the summer _ but everyone is just happy to cope with whom they've got despite them not being over happy.*
- 44) 6/ *It was lovely to spend some time with you getting to know you better _ and I hope we shall be able to see a bit more of each other.*

All the clauses in compound sentences are independent and main. All the clauses are usually statements. Nonetheless, as we can see in the below example 50), there can be combinations of statements plus interrogative clauses. In such sentences commas before coordinators are obligatory.

- 50) 8/ *Re cash I shall bring some _ but presumably there are machines where I can access my account?*

3.3.5. Coordinative conjunction 'so'

The e-mail users often make another kind of mistake in their e-mails of personal, informal character. This mistake appears in compound sentences of copulative relation expressing the semantic relation of consequence/effect. This relation is realized by means of coordinative conjunction 'so'. The use of **comma** is obligatory before 'so'. However, writers in my corpus usually prefer omitting it.

e.g.

- 3) 18/ *She's working out alright _ so THAT's a help, ...*
- 4) 3/ *adina reminded me that it's your birthday now _ so I'm sending you an e-mail!*
- 9) 6/ *I'm not convinced that this is the best time to be around but the Foreign Office are not telling people to stay _ so they're going!!*
- 11) 8/ *I had to go to hospital last Tuesday to have cyst removed and I have a big wound with 5 stitches on my chest _ so no low cut tops for me.*
- 16) 2/ *Mt broad band internet service wasn't working from Saturday and I've just got re connected _ so sorry for the delay.*

3.3.6. Multiple use of unnecessary punctuation marks

Multiple use of unnecessary punctuation marks is another mistake that the writers of the 50 e-mails sometimes make. It is, nevertheless, surprising that the producers of e-mails use multiple marks, considering the fact that it is the speed and deliberate economy of language that motivate writers to leave out many obligatory items. Here, contrary to my expectations based on the general tendency towards the economy of language, writers apply multiple unnecessary items, even though in the rest of their texts the economy is again striven for.

- e.g. 4) 11/ *Adina is sleeping in your room at the moment because Rosalie & Brian, (Leslie's parents) are going to stay...*
- 31) 11/ *What's news with you...and Katka?...and your boyfriend, (whose name I have momentarily forgotten)?*

3.3.7. Missing full stops

Another richly represented group of mistakes is the group where sentences are not closed by means of **full stops**. This is, in most cases,

probably the result of the e-mail producers wanting to save time while writing. (I do not include opening and leave-taking formulae into this analysis.)

E-mail users make some of these mistakes deliberately; some mistakes are the result of carelessness, arising from the spontaneity and speed accompanying the process of writing personal e-mails. I have discovered three cases of this kind of mistake and all of them occur after a number.

e.g. 6) 8/ *You probably need the UK country code to reach me in*

Prague, namely

0044 7776 256 132_

10) 3/ *If you cannot get hold of me please direct any queries*

you have to my secretary, Margaret Charlton (020 7645

2705) _

27) 2/ *Call me on my cell 917 – 733 – 4272 _*

There are also other different positions where **full stops** are omitted. The motivation is the same as when there are full stops missing at the end of sentences. I have found 5 cases connected with **abbreviations**.

e.g. 8) 4/ *P.S_ I've finally learnt...*

42) 2/ *..., we got into the hotel at 4am both nights!*

49) 1/ *... (great for summer – tennis courts, ponds, cafe etc),...*

2/ *... forward this to as many people as poss, ...*

50) 7/ *I arrive on Weds at 21.10 pm ad depart the following Wds at*

11.00 am.

3.3.8. Listing

There are also cases where writers omit **commas or semi-colons** in listing. Such omissions may cause trouble for the readers of e-mails to comprehend. Sometimes it is clear what the writers meant; however, occasionally readers have to go back and reread the texts for their meaning. In such instances, to get the meaning readers have to concentrate on the form heavily.

e.g. 9) 20/ *Much love*

Suzanne Henry Shulli Sam and Elisheva

37) 9/ *Love to you from us*

LESLIE ... JULIA EITAN. MAYA AND ADINA

→ In these listings of names it is quite clear what the writers want to say. Therefore, the writers, apparently, deliberately leave the commas out. Perhaps the addressers consider it unnecessary to spend time on typing commas.

15) 3/ *...managed to persuade them to let me go to lundon tomorrow_ wait all day and they should give me a new one.*

→ The case here is completely different from the above (9), 37)) examples. The comma, or even better the semi-colon, is absolutely necessary here, for the series of items are grammatically complex and commas/semi-colons in front of 'wait' and 'and' would help the reader very much.

There is one more case, where the mistake is made in listing. It is also clear what the writer means to say, however, I think he/she does not make it deliberately as in the above examples 9), 37).

e.g. 44) 3/ *I have had another fab time with very good food_ some nice walks and good company.*

3.3.9. Main clauses within sentences

Sometimes the e-mail authors seem to strive to use punctuation marks correctly; despite all their efforts, they do not succeed.

e.g. 8) 4/ P.S I've finally learnt how to text messages, the revolution has arrived!!

9) 3/ Hungary sounded fascinating, Tom must have been a good guide.

4/ My parents are off to the Middle East in two weeks, I can't believe it!!!

13/ Well we saw the updated version for a treat, those 3D special...

14) 2/ Saturday is fine, if you haven't phoned me by about 9 O'clock, i will ...

19) 7/ News is that we no lnger have an au pair, Adina is busy at school as...

42) 2/ We all had a real laugh and really enjoyed the weekend, the meal in Pravda was excellent – thank you for your help with that, there was no shortage of nightlife available, we got into the hotel...

All of these wrongly used commas have something in common. They are of the same origin. They should be replaced by **semi-colons or full stops**. Writers should not use commas in those places for there are main clauses within the sentences not linked by coordinating conjunctions. The writers choose to keep the main clauses together by means of commas, but in cases where the main clauses are joint together without the coordinating conjunction, commas should not be used.

3.3.10. Parenthetical expressions

I have also discovered examples of omitting necessary **commas** attached to parenthetical expressions. The expressions I mention are sometimes labelled comment clauses. “Comment clauses are parenthetical disjuncts. They may occur initially, finally, or medially, and thus generally have a separate tone unit.” (QUIRK et al., 1991:325) Writers should separate these parenthetical disjuncts by commas in order to correspond to the prosody of speech.

e.g. 12) 12/ *You once took Shulli_ I think_ and saw Cyberspace.*

16) 3) *I've written you an invitation letter which_ I hope_ will be fine.*

5) *It's easier than starting again_ I suppose.*

42) 3/ *Speak to you soon_ i hope.*

3.3.11. Disjuncts and Conjuncts

In my corpus, mistakes in punctuation are often related to disjuncts and conjuncts.

A) “ **...disjuncts** have a superior role to sentence elements, being somewhat detached from and superordinate to the rest of the sentence. There are two broad types, each with subtypes. First we have the relatively small class of STYLE disjuncts, conveying the speaker's comment on the style and form of what is being said and defining in some way the conditions under which ‘authority’ is being assumed for the statement. Thus where [1] is stated as an un-supposed fact, [2] is conditioned by a style disjunct:

Mr Forster neglects his children. [1]

From my personal observation, Mr Forster neglects his children.

[2]

The second type is the much larger class of CONTENT disjuncts, making an observation on the actual content of an utterance and on its truth conditions:

To the disgust of his neighbours, Mr Forster neglects his children.

[3] “

(QUIRK et al., 1991:181)

I apply the term ATTITUDINAL disjunct instead of CONTENT disjunct. They both carry the same meaning in connection to disjuncts. Some authors may label one item content disjunct, while for the same item, others chose the term attitudinal disjunct.

Although writers should separate the style and attitudinal disjuncts by **commas**, the authors of my corpus often leave the commas out.

e.g. **Attitudinal disjunct**

12) 10/ *Actually_ he's gone to bed with a sore throat!*

24) 4/ *Obviously_ it should be straightforward on the day.*

Style disjunct

32) 1/ *...to get a message from you, particularly_ as you mentioned rain.*

B) Conjuncts – The other field where mistakes in punctuation commonly appear in my corpus is the area of conjuncts.

“As their name implies, conjuncts serve to conjoin two utterances or parts of an utterance, and they do so by expressing at the same time the semantic relationship (e.g. of time or contingency) obtaining between them.” (QUIRK et al., 1991:184)

Conjuncts serve as means of textual cohesion. It expresses the relationship between something that comes and something that has been said previously. The general tendency, especially in formal writing, is that they should also be obligatorily separated by means of **commas**.

e.g. 9) 12/ *As a consequence_ we're taking the children to Barcelona...*

→ This is a conjunct expressing the causal semantic relation.

There should be a comma before 'we're', but the writer omits it. It seems that the mistake is made not from carelessness, or deliberately - to save time, but because using punctuation marks in this area of disjuncts and conjuncts is not at all easy, and when typing, the writer may probably not realize that the comma should be there.

e.g. 10) 2/ *I can_ however_ be reached on my cellphone..*

15) 3/ *However_ I have managed to persuade them...*

→ These are examples of a conjunct expressing the adversative semantic relation.

In contrast to the above example 9) in these two cases the two mistakes are presumably made from carelessness or deliberately - not to spend too much time on the form of his writing. This is similar to many other mistakes which could be corrected if the writers took time, went back and edited. This 'however' is so frequent in English and it is one of the things always emphasised at schools that the authors do not probably make it as a result of their having poor knowledge.

3.3.12. Adverbial and Relative clauses

Other mistakes that appear more than once in the corpus are concerned with wrong punctuation within complex sentences that contain

a subordinate clause. (I.e. one clause is the main one and the other is dependent on the main.)

A) - There are 3 cases of not used punctuation in if-clauses = **Adverbial clauses of condition**

e.g. 22) 3/ *If you are in London in September _ you are more than welcome...*

28) 4/ *If you happen to see or hear from Philippe _ will you pass on my best wishes to him also*

50) 5/ *I hope if we get together in the evenings _ you will let me cook for you...*

→ This is a multiple sentence having one main clause + subordinate nominal content clause in the function of an object – it contains the Adverbial clause of condition.

B) Additionally, there are mistakes in punctuation within the **Adverbial clauses of time.**

e.g. 12) 7/ *I'm convinced that once he stopped working and began to relax _ the bugs he was fighting settled in!!!*

→ This is also a multiple sentence having one main clause + subordinate nominal content clause in the function of an object, which contains adverbial clause of time.

e.g. 38) 2/ *The last time I sent you an E-mail _ it came back.*

The mistakes in these subordinate sentences correspond to the informal, personal character of the 50 e-mails. Apparently, if the style were different, the writers would be forced to edit and correct their

mistakes. Subordinate sentences are, under certain circumstances, paid much attention to. It is obvious that producers of personal, friendly e-mails do not concentrate on punctuation in subordinate sentences too much; for, presumably, they are usually sure the context is helpful enough for the readers to get the meaning.

C) There is another subgroup of subordinate sentences – **The Relative clauses.**

As far as the meaning of these sentences is concerned, the omission of **commas** within them plays a crucial role. It plays more important role than the omission in adverbial clauses. The writer of an e-mail may completely change the meaning of his/her sentence if he/she uses a comma inappropriately, or if he/she forgets to put the comma necessary for the meaning. That is probably why those who write e-mails do not make so many mistakes in this area. At the very least, my corpus of 50 personal e-mails distinguishes itself by the relative lack of these mistakes. To be more precise, I have found only one mistake of this character, which is a mistake evidently and undoubtedly. That is to say, the problem with relative clauses and their punctuation is that if the writer makes a mistake, the reader does not really have to discover it, for the sentence often carries a logical meaning.

This is the mistake I have found; it is obviously a mistake:

32) 4/ *I heard on the grapevine that Steve cracked his pelvis_ which sounds quite nasty.*

→ it is a non-restrictive adjectival relative clause

3.3.13. Participles

Besides, I have detected some mistakes in punctuation in connection to the area of participles.

e.g. 41) 6/ *Being the recluse person I am_ I could do with out it.*

→ This is the present participle in the function of transgressive. There should be a comma after 'I am'. However, the meaning is clear because the subject is co-referential to the subject of the superordinate clause. What is more, the subject is explicitly expressed in the immediately following juxtaposed adjectival relative clause, so no ambiguity occurs.

In my corpus, there is a significant tendency not to consider the form carefully, which corresponds to the spontaneity associated with the personal e-mail writing. Supposedly, the writers type what comes to their minds and commonly do not think about punctuation. They tend to write spontaneously, which influences the correctness of their e-mails, and do not realize that the readers need punctuation to imitate the prosody of speech. "What we write and read needs to be accompanied by an imagined realization in terms of pronunciation and such prosodic features as stress and intonation. The familiar graphic devices of spaces between words and punctuation marks such as comma, colon, semi-colon, and period help us to recover from writing how sentences would sound if spoken..." (QUIRK et al., 1991:21)

3.3.14. Reaction signals and initiators

Moreover, the writers of the 50 e-mails also do not often use punctuation marks with reaction signals and initiators. The e-mail writers should separate these items by means of **commas**, which would correspond to the speech intonation. Reaction signals and initiators "are important because of their high frequency in spoken English. Some are restricted to the spoken language. These can be assigned to two small classes:

- (i) 'reaction signals', eg: no, yes, yeah, yep, m , hm, mhm

- (ii) 'initiators', eg: well, oh, ah; oh well, well then, why

“

(QUIRK et al., 1991:148)

These features commonly appear in my corpus, but I analyze them within the chapter of interjections and exclamations.

At any rate, I would like to mention some cases in which writers misuse punctuation. More precisely, the authors should use punctuation marks, but it is omitted.

e.g. 8) 2/ *Yes_ that's fab, we'd love to...*

12) 13/ *Well_ we saw the updated version for a treat,...*

47) 16/ *(god_ you have so many of them)*

50) 2/ *Gosh_ I can't believe its only a week away...*

3.3.15. Multiple full stops (...)

As far as the punctuation marks are concerned, there is, furthermore, one truly remarkable feature to be mentioned. Surprisingly, the authors of the 50 e-mails frequently use multiple full stops in various places. I consider the multiplication surprising for it runs counter to the nowadays tendency to economize language.

My research seems to suggest that multiple full stops are introduced for different purposes: e.g. where other punctuation items should be used; when writers want to highlight a pause; when, while writing an e-mail, the brain switches off for a second/minute; when addressers stop writing for a while and then start writing again after a longer period of time; etc. There are obviously many other reasons for using multiple full stops, but they all seem to have close connection to situations in which the authors occur while writing their e-mails.

Multiple full stops reflect the author's reality, the circumstances he/she is under, his/her stream of thoughts, his/ her mood, hesitation, lack of time, running out of words, uncertainty, etc. All of these aspects play the crucial role in spoken communication. Manifestly, multiple full stops demonstrate and prove the claim that the spoken medium of communication has much in common with written medium of e-mail communication.

The close link between the spoken medium of communication and the written medium of my corpus is highly conspicuous in the examples below:

e.g. 3) 7/ *I will e-mail again when Leslie wakes up to confirm the dates ... but I think...*

4) 9/ *We are getting ready for Pesach ...remember?*

9) 16/ *Quite indescribable*

25) 3/ *We miss you ... Julia and the kids went this morning ... with Uncle Fred,...*

29) 12/ *....-Julia is very keen to take the kids to the opera... I see that Carmen is on...*

31) 11/ *What's news with you... and Katka?... and your boyfriend, ...*

37) 2/ *I'll check whether Julia picked up your email ... meanwhile,...*

39) 4/ *...and went trekking in the jungle ... it was fantastic.*

48) 4/ *i don't get paid for my english anyway! ... but i do for my vision and creative mind ... which is my best asset, by far!*

There are, of course, other mistakes in punctuation, but I analyze those that I consider most important, significant, and characteristic for the corpus of 50 personal and intimate e-mails. There are also mistakes that are only individual slips or errors related to the particular author. I do

not include these idiosyncratic mistakes into my analyses, and I usually exclude mistakes that do not appear at, at least, two e-mails of the 50.

3.3.16. CONCLUSION:

When analyzing the 50 e-mails, I have found that Punctuation is the area where most mistakes are made. Punctuation is misused, at least once, in 38 e-mails, while Capital letters are misused, also at least once, in 30 e-mails, and Spelling in 18 e-mails.

The prevailing number of e-mails containing wrongly used punctuation probably corresponds to the general difficulties in employing punctuation. I have discovered that even if the writer of an e-mail paid much attention to the correctness of his/her piece, there are 13 e-mails that contain only the punctuation mistakes and no other. The highly frequent making of mistakes in the field of punctuation presumably does not relate to mere carelessness and spontaneity, but to the poor knowledge acquired in the field of punctuation. Punctuation causes problems in many languages and to many native speakers, even to those who are erudite in the area of their language. Even though spelling and the use of capital letters are perhaps also hard to learn (especially spelling as far as the English language is concerned), punctuation is maybe the most complex of them.

As I have already mentioned, the writers of my corpus misuse the punctuation in 38 e-mails. Presumably, the reasons for it are:

- 1) lack of knowledge
- 2) carelessness
- 3) leaving it out deliberately, when the writer considers its presence unnecessary and he/she thinks that the meaning will be perfectly clear to the addressee/addressees

Capital letters are misused, also at least once, in 30 e-mails. Apparently, the reason for most of the mistakes is that writers save time when typing and they do so usually deliberately. To be precise, the addresser is aware of making mistake; nonetheless, he/she knows that the wrong usage of capital letters do not usually play any crucial role and, in most cases, it does not affect the meaning of words.

Spelling mistakes occur in 18 e-mails, also at least once. Seemingly the number is low; however, it is important to mention that into my analysis I do not include any abbreviations or puns (e.g. 30) *Thank u for your beautiful postcard!*). They are indubitably not spelling mistakes. They are analyzed within the chapter of Abbreviations.

All of these mistakes, concerning punctuation, spelling, and capital letters, usually appear in combinations. It means that in majority of e-mails there are mistakes in punctuation and/or spelling and/or capital letter/letters. The most frequent combination is the combination of all three together (e-mails – 3; 4; 9; 12; 15; 20; 31; 38; 39; 46; 50). The next combination is punctuation + capital letters (e-mails – 11; 14; 17; 18; 22; 27; 36; 42; 49). Then there is the combination of mistakes in punctuation + spelling (e-mails – 8; 16; 28; 29; 41). Finally, there is the last combination of mistakes in capital letters and spelling (e-mails- 19; 23).

That the mistakes in punctuation, spelling, and capital letters appear mostly in combination is, by no means, surprising. It seems to prove the fact that the e-mail writing is related to speech specifically and closely. Additionally, it illustrates that many aspects affecting speech have also huge effects on e-mail writing. What plays an important role and is engaged in personal e-mail writing is: the spontaneity guiding the writing of the message; the circumstances; and the particular situation. Exaggerated concentration on the correctness and final editing of the text would indisputably break the stream-of-consciousness manner. The personal, intimate e-mails contain this spontaneity and as they are written in certain situation and under certain circumstances, it is usually not

expected from the writer to pay much attention to the form. Assumably, it is the content, which is important in these e-mails, not the form.

“Non-edited e-mail messages, representing a real-time processing activity of the performer, are quite common, and their extempore texture is not considered awkward, improper, or indelicate.” (UHLÍŘOVÁ, 1994) It is customary in connection with these personal, rather informal, intimate and friendly e-mails that the reader do not expect the writer to go back and edit what he/she has just written. It is the same with face-to-face conversation: if the participants in the conversation have close relationship, they speak spontaneously, informally and do not concentrate on the form exaggeratedly. The listener in such conversation does not expect the speaker to go back and edit his/her speech.

3.4. CHARACTERS

3.4.1. Standard Code

There are many characters available in forming e-mail messages. Nonetheless, there are also many restrictions as to what characters are not allowed to be used. I analyze e-mails written by the native British speakers; therefore, it is not particularly complicated to use the proper characters. Some other nations could possibly have much more serious trouble, for their alphabet and commonly used characters may differ widely from characters which are allowed. As writers of my corpus sometimes address their e-mails to non-native speakers, the non-native writers respond to them. In such cases, the native speakers sometimes raise objections to the wrong use of characters in e-mails coming to them from non-native speakers. E.g. 19)5/ (*Your keyboard does something funny wuth punctuation and we see’ instead of a full stop.*) These characters appear when writers of e-mails do not play by the rules and use inappropriate characters (e.g. diacritical marks.)

The American Standard Code for Information Interchange (ASCII) includes restrictions on the kind of basic characters which the e-mail-users may use to form messages.

The group of prescribed characters contains:

- “a) the 26 letters of the Roman alphabet (capitalized and non-capitalized);
- b) the ten Arabic numbers;
- c) special characters: ! “ # \$ % ‘ () * + , - . / : ; < = > ? @ [\] ^ _ ` { | } ~ and the space (which is itself also a character)”

(VASCONCELOS, 1998)

The problem is that even though writers may find these symbols on most of the keyboards, all of these symbols are enough to

record the English language, but they may probably not satisfy the needs of other languages. If the writer forgets to use only the ASCII and applies other hybrid forms or completely different characters not comprised within the range of this set code, the connection between computers is not successfully implemented, and the message is corrupted.

3.4.2. “Emoticons” or “Smilies”

Although the range of characters is limited, writers of messages seek solutions and are often highly inventive. Features such as bold-face, underlining, capital letters, small letters, italics and various punctuation marks can be used to represent prosodic or paralinguistic sub-channels. Not only do writers find ways to replace inappropriate characters by characters that may at least imitate or approximate the ideal (e.g. naïve → nai”ve; láska → laaaska), but they also try to express their feelings or indicate gestures and body language by means of ASCII characters. As a result of the frequent use of these solutions, many conventions have developed, and they seem to be considered as a kind of computer-based jargon. For example: if an e-mail user wants to convey humor, he/she may use certain combination of characters that imply this – e.g. :-), : -D , : -)) , €:-))) or «÷) . If the writer wants to express confusion or sarcasm he/she may introduce e.g. %-), %-(, %-O , €:-O , € ÷O or (:-OOOO . These conventions are sometimes called “emoticons” or “smilies”. Their function is obvious: they should bridge the gap caused by the lack of personal touch. They cartoon the face expression under certain circumstances. The clusters of characters are meant to be seen from the side. If the reader rotates the text 90 degrees clockwise, he/she will see the writer’s ‘caricature’.

I find it surprising; nevertheless, my corpus of e-mails provides only two representatives of the group of emoticons/smilies:

- 1.) The common use of multiple x (used in 12 e-mails)

In all the cases it represents the same – kisses.

e.g. 8) 5/ *Much love Suzanne xxxxx*

15) 8,9/ *Jon Jon*

xxxxxxxxxxxxxxxx.

2.) The variation of multiple x – xo (used in 1 e-mail)

It also represents kisses.

e.g. 45) 10/ *Much love, and stay in touch!*

xoxo

Molly

3.4.3. Emphatic means

There is another significant feature, as far as the use of characters is concerned, and it is their application for emphatic purposes. I have found five different ways of e-mail users making emphases in the corpus. Writers may, of course, make use of different ways but they are not so frequent in general. These different ways of making emphases have not proved to be as successful as those, maybe overused, ways. Below, there is a list of five methods utilized to emphasize particular items or clusters of items. The writers of my corpus apply the first three methods most frequently; the last two are not so common.

1.) Multiple use of exclamation marks

They are located in 9 e-mails.

e.g. 9) 19/ *Big hugs and hope the school children are behaving well!!!*

2.) Capital letters

They occur in 4 e-mails.

e.g. 3) 2/ *I was SO pleased to hear from you!*

3.) Multi-letter spelling

They are discovered in 4 e-mails.

e.g. 14) 1/ *Yesssss!!!!*

4.) Multiple use of question marks

I have found them in 1 e-mail.

e.g. 47) 11/ *seems a bit silly to waste the chance of having a free week tho...sure you don't want to come then????!!*

5.) Brackets

I have detected them in 1 e-mail.

e.g. 26) 2/ *If anyone knows of anyone who knows of anyone (this is kind of urgent!) that's looking for a room, could they forward this?*

It is remarkable that the methods often appear in combinations. E.g. 14) 1/ *Yesssss!!!!*

3.4.4. Special characters

In the corpus, there are also some special characters. The writers employ them for specific purposes. Among these special characters I do not embrace the main punctuation marks of English (except for the multiple uses of full stops, for they have a special meaning within the texts). I usually provide these special characters with their meaning.

1) ... - multiple full stops appear in 13 e-mails

- they usually represent a pause; something unsaid; to be continued; something indescribable

e.g. 2) 1/ *Hi Zuzka...*

9) 16/ *Quite indescribable.....*

2) & - occur in 3 e-mails

- it represents 'and'

e.g. 1) 7/ *Ueli & Patricia*

3) **_** - detected in 1 e-mail

- it represents 'and'

e.g. 1) 8/ Dante_Linda125.10.02.JPG

4) **@** - this character appears in no e-mail; however, it is a necessary part of all the e-mail addresses

5) **#** - found in 1 e-mail

- it represents a 'promise'

e.g. 9) 18/ I'll try and write again soon.

#

6) **X** - appears in 1 e-mail

- it represents an unknown name

e.g. 48) 10/ lotsa love,

sal k X

4. MORPHOLOGICAL ASPECT

4.0. Introduction

Although this aspect contains many features, for the purpose of my study, I have selected four genre-specific fields. These comprise: Articles; Interjections and Exclamations; Prepositions; Redundant use of Conjunctions.

4.1. ARTICLES

In my corpus, the use of some articles is marked. The authors sometimes omit articles in their e-mails. As far as the use of articles is concerned, six e-mails contain at least one mistake. The overwhelming majority of the wrongly used articles are attached to the cases where writers leave the items out. The prevailing number of these particular mistakes bears some resemblance to the spoken language, where the articles are sometimes weakened to such an extent that they are almost inaudible. The weak forms do not represent careless pronunciation but are common in a normal delivery of speech. Nonetheless, according to the grammar of the Standard English, in writing the authors should express the articles explicitly, whether they represent weak forms or strong forms.

e.g. 1) 2/ ...*at* _ *moment*...

3) 3/ ...*with* _ *dreadful flood*

6) 4/ ...*at* _ *Best Western Hotel Meteor Plaza*...

26) 5/ ...*at* _ *end of* _ *road*...

29) 4/ ...*have* _ *new au pair*...

47) 7/ ... _ *problem is*...

11/ ...at_ quinta...

15 ...at_ internet café...

Additionally, there is one case where the writer uses the article 'a' for a specific purpose. This case is worth mentioning, for it carries a different function and a different meaning. An article before 'something' is usually not used; however, in the spoken informal language speakers may use it. Such use is considered informal. Nevertheless, it occasionally appears in formal speech, for instance: when the speaker hesitates, needs a short pause or seeks the following word.

Presumably, in the friendly e-mail cited below, the impulses could be similar. It corresponds to the process of putting down anything that comes to the author's mind; the spontaneity perhaps is what plays an important role here, equally as in a friendly talk. 'Something' has the role of a syntactic noun here.

e.g. 18) 4/ *Please e-mail me with your address so that we can send you a something!*

4.2. INTERJECTIONS and EXCLAMATIONS

The corpus of 50 e-mails displays many interjections and exclamations. They are features supporting the impression of a close link between the informal, personal, intimate e-mails and the spoken medium of communication. Interjections and exclamations are usually associated with speech; despite that, my corpus shows that none of them is linked to speaking exclusively. Although they both belong to different linguistic categories, for interjections are a morphological category of a word class and exclamations are distinguished on the bases of syntactical relationships, I include them into this chapter side by side because of their close relationship to the informal, spoken media.

4.2.1. Interjections

They are purely emotive words that do not enter into syntactic relations. The common interjections are e.g. *Oh, Hush, Pshaw*. They are closely related to emotions and situation, which is the reason why they are generally used in spoken language, rather than written.

There are two groups of interjections – Primary and Secondary.

Primary interjections “express various kinds of experience that were not “processed” by the brain, e.g. an emotional response (fie = Czech *fuj*), a state of mind (*oh, Czech ach, brr*), an expression of will (e.g. *hush = pst!, whoa!*.” (PEPRNÍK, 2001:111)

Secondary interjections are those that derive from different parts of speech, e.g. verbs, nouns, pronouns (e.g. *Shit!, Boy!*).

Greetings and Exclamations (e.g. *Cheers, Hurray, Well*) are also interjections.

4.2.2. Exclamations

They are in most cases introduced by means of *what* or *how*. “The *wh*-word indicates an extreme position on some scale of value, and

therefore can only appear at points where an expression of degree is possible: *What* as predeterminer in a noun phrase; and *How* as intensifier of an adjective or adverb, or as a degree adverbial.” (QUIRK et al., 1991:244)

Moreover, there are various ways of expressing exclamations:

Adjectives can be exclamations too, with or without an initial wh-element. (e.g. *Wonderful!*)

Echo exclamations are based on the repetition of part or of the whole preceding utterance.

4.2.3. Table of interjections and exclamations

I provide the primary and secondary interjections with their meanings. The meanings are put in the brackets, which immediately follow the particular interjections.

No.of e-mail	Greetings	Primary Interjections	Secondary Interj.	Exclamations
1)	Hi			
2)	Hi			
3)	Hello			
4)				10/ What a joy!
5)	Hi			
6)	Hi			
7)	Hi			
8)	Hi			
9)	Hi	17/ Oy!! (surprise)		
10)				
11)	Hello			
12)	Hi	5/ eh? (am I right?)		
13)	Hi			
14)			5/ you freak girl (expressing joy)	
15)				
16)	Hi			

17)	Hello Bye	9/HaHa (laughter,irony)		
18)	Hello			
19)		6/ oh (a sudden idea)	6/ well (expressing idea)	
20)				
21)	Hello			
22)				
23)	Well Hello			
24)				
25)	Hello			
26)				
27)				
28)	Hi			
29)	Hi			
30)	Hello			
31)	Hello			
32)	Hello			1/ ...,how brilliant to get a message...
33)	Hi			
34)	Good evening			
35)				
36)				
37)	Hello			
38)	Hi			
39)		7/ aggghhhh!(repulsion +annoyance)		
40)				
41)				
42)			1/ bugger! (surprise +pleasure)	
43)	Hello			
44)	Good morning			
45)	Hi			
46)				
47)	Hi	13/ oh (a sudden	16/ god	1/how

		idea)	(surprise) 13/ well (expressing idea)	wonderful!! 1/ ...and ian's got a job in Prague.. (echo exclamation)
48)			5/ thank god	3/ bargain!! (vague - perhaps an ellipsis of 'What a bargain')
49)	Hi		5/ cheers	
50)			2/ Gosh (surprise)	
	32	6	8	5

4.2.4. CONCLUSION:

The total number of interjections is 51 items, from which the most frequently used interjections are associated with greeting. There are 32 items related to greetings, which is 62,7% from the total number of the total. The table above illustrates that greeting interjections appear in almost all the 50 e-mails. Yet, it is not a rule that greeting interjections are always present and being the essential segments of any e-mails, for there are 18 e-mails without any item of greeting. It is may be the result of the writers being sometimes in a hurry and dropping the items deliberately of from inadvertence. Nonetheless, writers do not have to be under the time constraints to leave these opening and leave-taking interjections out. On the contrary, they can simply omit them because they may consider them unnecessary, and owing to the informality of the genre of my corpus, writers can afford it.

The other interjections are not so frequently employed, but when considering the fact that e-mails are the written medium of communication and the participants are not in personal, face-to-face, contact, it is interesting and remarkable that they occur at all. The Primary interjections emerge in six e-mails and they represent 11,8%

from all the interjections applied. Secondary interjections appear in seven e-mails. There are eight instances, which create 15,7%. Exclamations are detected in four e-mails only. I have incorporated the vague exclamation in 18)3/ *bargain*, so that there are five representatives and they constitute 9,8%.

When thinking about the nature of these and taking into consideration the fact that interjections and exclamations need not be dependent on any previous linguistic context, but may emerge from the situational context, it is extraordinary that they are found in e-mail writing at all. It seems to be the support of the idea that there is a close relationship between speech and intimate, friendly e-mails. These rather informal e-mails are written in a spontaneous, stream-of-consciousness manner. Consequently, many factors that influence the authors while producing their e-mails are expressed in the texts. Introducing interjections and exclamations is one of the ways that have the potential to express these extralinguistic aspects. The authors employ interjections in 32 e-mails, which is 64% from the total 50.

The application of interjections and exclamations also corresponds to the fact that often a strong link is between the e-mail sent to the addresser and the e-mail written in response to it. The writer often reacts directly to what he/she has just read, which is clear from the use of echo exclamations. I have discovered only one e-mail where the echo exclamation appears and is explicitly identifiable.

e.g. 47) 1/ *hi jana – soooooooooo good to hear from you...and ian's got a job in prague – how wonderful!!*

4.3. PREPOSITIONS

The e-mail writers of my corpus do not make many mistakes in this field. I have found only two e-mails in which writers misuse, or more precisely, omit prepositions. I have detected only three cases in which the authors leave them out. They omit prepositions before weekdays. The trend to leave prepositions out before days is especially distinctive in the spoken language, particularly in the informal friendly talk. It is another feature of the nowadays tendency to express oneself by as few items as possible. This also resembles the telegraphic style, which is also considerably influenced by the economy of language.

e.g. 38) *8/ I told them to turn the internet off _
Tuesday.*

*11/ We listed the house a week ago and
the realtor showed it _ Saturday.*

*41) 8/ Roger is coming out fishing and will
bring my Mom along and then I need to
meet him _ Thursday so she can go back
with him.*

4.4. REDUNDANT USE OF CONJUNCTIONS

Surprisingly, even though most of the significant features appearing in the corpus and being connected with the form are apparently motivated by the economy of language, there is one field, where this tendency is broken. The multiple use of words goes completely the opposite direction. The writers of my corpus sometimes utilize unnecessary words, especially in listings. I have found six e-mails in which their authors repeated certain words in places, where they would usually be omitted. The redundant use occurs with conjunctions.

e.g. 4) 14/ Happy birthay adn lots of love adn luck for the next year!

5) 1/ ... where we will be from Sunday onwards, just in case Margaret or one of my clients or colleagues, needs to contact me.

25) 8/ Leslie...Julia, Eitan, Maya and Adina (and Fred and BB

31) 11/ What's news with you...and Katka?... and your boyfriend, (whose name I have...)

38) 14/ How is Grandma, Mom, and Sister, and Grandpa too.

39) 2/ It was soooooo beautiful and peaceful and hot!

These are obviously redundant; however, its nature is also similar to the spoken language, where the extra-linguistic context plays such an important role. Supposedly, the multiple applications of words reflect the sudden shifts in the author's stream-of-consciousness writing. Conceivably, their purpose is to connect the additional thoughts that are originally not meant to be written. Nonetheless, the thoughts suddenly appear and writers of the intimate friendly e-mails spontaneously put

what comes to their minds into their messages, in spite of the fact that it may break the form seriously.

5. LEXICAL ASPECT

5.0. Introduction

Referring to the lexical aspect, I pay attention to two fields. They are: Shortening of naming units and Colloquial speech. They both seem to be motivated by the same impulse, namely the informal speech.

5.1. SHORTENING OF NAMING UNITS

In the corpus of the 50 e-mails, I have realized that there are many cases of shortening of various kinds. There is a general trend in English aimed at the economy of speech and monosyllabism; the process of shortening is evidence of this trend. Owing to the shortening process, the form of the original unit is greatly affected. Nevertheless, the primary meaning often does not alter. Although the denotation is usually preserved, the word's connotations may differ. The most part of the shortening processes is considered a vital component of the informal, colloquial language.

When analyzing the 50 e-mails of personal character I have detected two basic subgroups of shortening, namely CLIPPINGS and ACRONYMS.

5.1.1. Clippings – One of the shortening processes appearing in the corpus is called clipping. A considerable number of items belonging to this group is generally regarded as informal.

During the process of clipping “a lexeme (simple or complex), is shortened, while still retaining the same meaning and still being a member of the same form class. The clipped form is something like an allolexeme.” (ŠTEKAUER, 1992:92)

Related to the process of clipping, it is necessary to mention the particular techniques:

- a) Back clippings – e.g. exam (examination)
 - clipped compounds – e.g. pub (public house)
 - clipping and subsequent suffixation – e.g. grannie (grandmother)
- b) Initial clippings – e.g. phone (telephone)
 - with the suffix –ie/-y
- c) Initial-final clippings – e.g. flu (influenza)
- d) Middle clippings (clipping compounds)
- e) Clipping of first names and surnames

5.1.2. Acronyms – The other representatives of the shortening process occurring in the corpus are labeled as acronyms.

During this process “..not a new naming unit, no word-formative process takes place. Again, there are only formal changes – a longer naming unit is shortened because of the requirement of economy of speech and due to stylistic purposes.” (ŠTEKAUER, 1992:94)

There are also several, particular techniques engaged in the process of making acronyms:

- 1)
 - a) Abbreviations related to the written language – e.g. kg (kilogram)
 - b) Latin abbreviations – e.g. (for example)
 - c) Acronyms – units that represent new root words e.g. NATO
- 2) Acronyms based on spelling pronunciation – e.g. B.B.C. – This group of acronyms is sometimes called “alphabetism”

As far as the attitudes towards acronyms are concerned, the opinions of authors may differ. There are various treatments of them. By way of example, I illustrate some of them below.

E.g. "An acronym is a word coined by taking the initial letters of the words in a title or phrase and using them as a new word, for example *Strategic Arms Limitation Talks* gives *SALT*. However, not every abbreviation counts as an acronym: to be an acronym the new word must not be pronounced as a series of letters, but as a word. Thus if Value Added Tax is called /vi ei ti/, that is an abbreviation, but if it is called /væɪt/, it has become an acronym." (BAUER, 1983:237)

Another author says:

"Acronyms may be pronounced as words, for example *Unesco*, or as series of letters, for example BBC. Occasionally they are given 'pronunciation spellings', for instance *deejay* (= 'D.J.', = 'disc jockey'), ..." (ADAMS, 1973:136)

I have decided to adopt Štekauer's approach towards acronyms and when analyzing my corpus I accept his division (viz. beginning of 5.1.2.).

5.1.3. Table of shortened naming units

(No.of e-m = the number of e-mail

No.of sent.= the number of sentence, clause, phrase in the particular e-mail. The numbers are identical with the numbers inserted in e-mails

Clipping of n+s = clipping of names + surnames

Abbreviation rel. to wr.l. = abbreviation related to written language

Comp. = compounds

Clip. = clipping

Abbreviation rel.to wr.l./Latin ab = Abbreviation related to written language/Latin abbreviation)

No. of e-m	No. of sent.	Shortened units	Original units	The formation process
1)	2/ 3/ 3/ 3/ 3/ 4/ 8/ 9/	gym Max Margrit Mike BBQ photos JPG JPG	gymnastics Maxmilian Margaret Michael barbecue photos joint photographic group joint photographic group	back clipping clipping of n+s clipping of n+s clipping of n+s alphabetism back clipping abbreviation rel.to wr.l. abbreviation rel. to wr.l.
2)	2/	phone	telephone	initial clipping
3)	22/ 25/	e-mail e-mail	electronic mail electronic mail	middle clipping-clip. comp. middle clipping-clip. comp.
4)	2/	e-mail	electronic mail	middle clipping-clip.

	3/	e-mail	electronic mail	comp. middle clipping-clip. comp.
5)	1/	e-mail	electronic mail	middle clipping-clip. comp.
6)	4/	Tel:	telephone	back clipping
	4/	Fax:	telex	initial clipping
	4/	e-mail	electronic mail	middle clipping-clip.comp.
	8/	UK	United Kingdom	alphabetism
7)	--	--	--	--
8)	2/	fab	fabulous	back clipping
	4/	P.S	postscript	abbreviation rel.to wr.l./Latin ab
9)	2/	quickie	quick note	back clip+subsequent suffixation
	8/	BBC	British Broadcasting Corporation	alphabetism
	21/	Sam	Samuel	clipping of n+s
10)	2/	cellphone	cell telephone	middle clipping-clip.comp.
11)	2/	photos	photographs	back clipping
	6/	Rob's	Robert	clipping of n+s
12)	5/	flu	influenza	initial-final clipping
	8/	flu	influenza	initial-final clipping
	11/	Sam	Samuel	clipping of n+s
	11/	IMAX	image maximum	acronym
	11/	3D	three- dimensional	alphabetism
13)	4/	Sam	Samuel	clipping of n+s
14)	2/	phone	telephone	initial clipping
	2/	OK	all correct	alphabetism
15)	8/	Jon Jon	Jonathan	clipping of n+s -

				reduplication
16)	4/	Susie	Susannah	clip.of n+s +subsequent suffixation
	9/	Suz	Suzanne	clipping of n+s
17)	5/	co.	county	abbreviation rel.to wr.l./Latin ab
18)	5/	e-mail	electronic mail	middle clipping-clip.comp.
19)	1/	e-mail	electronic mail	middle clipping-clip.comp.
20)	1/	e-mail	electronic mail	middle clipping-clip.comp.
	2/	P.S.	postscript	abbreviation rel.to wr.l./Latin ab
21)	3/	e-mail	electronic mail	middle clipping-clip.comp.
22)	4/	pm	post meridiem	Latin abbreviation(after noon)
	4/	pub	public house	back clipping-clip.comp.
23)	4/	e-mail	electronic mail	middle clipping-clip.comp.
24)	--	--	--	--
25)	8/	BB	Baby Born	alphabetism
26)	5/	Pk	park	abbreviation rel.to wr.l.
	5/	secs	seconds	back clipping
	5/	bus	omnibus	initial clipping
	5/	St	street	abbreviation rel.to wr.l.
	5/	St	street	abbreviation rel.to wr.l.
	5/	mins	minutes	back clipping
	5/	mins	minutes	back clipping
	5/	£	pound	abbreviation rel.to wr.l.(Lat.libra)
	5/	£	pound	abbreviation rel.to wr.l.(Lat.libra)
	5/	pcm	per calendar	abbreviation rel.to wr.l.
	5/	excl	month	abbreviation rel.to wr.l.
5/	etc	excluding	abbreviation rel.to	

			et cetera	wr.l./Latin ab (and other things)
	7/ 11/	pubs Clauds	public house Claudia	back clipping-clip.comp. clipping of n+s
27)	2/	cell	cell telephone	back clipping-clipped comp.
28)	5/ 2/ 3/	Ken email email	Kenneth electronic mail electronic mail	clipping of n+s middle clipping-clip.comp. middle clipping-clip.comp.
29)	6/	apt.	apartment	abbreviation rel.to wr.l.
30)		u	you	pun/homophone
31)	10/ 2/ 4/ 7/	'cello e-mail e-mail e-mail	violoncello electronic mail electronic mail electronic mail	initial clipping middle clipping-clip.comp. middle clipping-clip.comp. middle clipping-clip.comp.
32)	4/ 6/ 6/ 6/	Steve Jim C.C. Rob	Steven James Celestine Robert	clipping of n+s clipping of n+s alphabetism reduplication clipping of n+s
33)	12/	Gill	Juliana	clipping of n+s
34)	--	--	--	--
35)	3/	etc.	et cetera	abbreviation rel.to wr.l./Latin ab (and other things)
36)	4/ 6/	taxi Jon	taxi cab Jonathan	back clipping – clip.comp. clipping of n+s
37)	2/	e-mail	electronic mail	middle clipping – clip.comp.
38)	9/ 2/ 14/	pm E-mail Grandma	post meridiem electronic mail grandmomma	Latin abbreviation (after noon) middle clipping-clip.comp.

	14/ 14/ 18/	Mom Grandpa Mom	momma grandpapa momma	back clipping back clipping back clipping back clipping
39)	3/	photos	photographs	back clipping
40)	2/ 4/ 4/ 5/	fax info e mails e mails	telefax information electronic mail electronic mail	initial clipping back clipping middle clipping-clip.comp. middle clipping-clip.comp.
41)	1/ 3/ 4/ 8/	mom mom mom e-mail	momma momma momma electronic mail	back clipping back clipping back clipping middle clipping-clip.comp.
42)	2/ 5/	am ps	ante meridiem postscript	Latin abbreviation (before noon) abbreviation rel.to wr.l./Latin ab
43)	2/ 3/	ok e-mail	all correct electronic mail	alphabetism middle clipping-clip.comp.
44)	3/	fab	fabulous	back clipping
45)	--	--	--	--
46)	3/ 3/ 10/	ok exam Di	all correct examination Diana	alphabetism back clipping clipping of n+s
47)	7/ 7/ 7/ 11/ 14/ 15/ 15/ 16/	mum dad cos tho tho mins cos exams	momma daddy because though though minutes because examinations	back clipping back clipping initial-final clipping back clipping back clipping back clipping initial-final clipping back clipping

	16/	ok	all correct	alphabetism
48)	8/	email	electronic mail	middle clipping-clip.comp.
	10/	Sal	Sally	clipping of n+s
	11/	pps	post postscriptum	abbreviation rel.to wr.l./Latin ab (further postscript)
49)	1/	etc	et cetera	abbreviation rel.to wr.l./Latin ab (and other things)
	1/	mins	minutes	back clipping
	2/	£	pound	abbreviation rel.to wr.l./Latin ab (Latin: libra)
	3/	poss	possible	back clipping
	5/	clauds	Claudia	clipping of n+s
50)	7/	Weds	Wednesday	back clipping
	7/	pm	post meridiem	Latin abbreviation (after noon)
	7/	Wds	Wednesday	back clipping rel.to wr.l.
	7/	am.	ante meridiem	Latin abbreviation (before noon)

5.1.4. CONCLUSION

It is clear from the list above that the writers of the corpus favour utilizing abbreviated and shortened forms, probably as often as possible. I have discovered exactly 124 representatives. The shortened units are present in 46 e-mails, while four e-mails contain not even one.

Most of the shortened forms belong to the informal language. There are nevertheless items, especially among abbreviations, that undoubtedly belong to the formal language. (e.g. 6)4/ *Tel:* → *telephone*; 6)4/ *Fax:* → *telefax*; 8)4/ *P.S* → *postscript*; 49)1/ *etc* → *et cetera*) I am

inclined to believe that most of these units were originally not considered formal; however, the general economizing tendency influences the formal language to a certain extent, and these items gradually attain their formality. Be that as it may, it is necessary to point out that most of the formal instances in my corpus are connected to the written mode.

Contrary to my expectations, I have not detected any case of blending, which is another trend in English aimed at the economy of speech and writing. However, there are 29 cases of clipping compounds. This process closely resembles the process of blending. "It should be noted that blends are always motivated by two independent words. Sometimes, however, words of a different nature are considered blends. A case in point is the clipped compound "trafficator" that goes back to the compound "traffic indicator". In this case, the word "trafficator" is not a new naming unit; it has arisen out of an already available compound naming unit by means of its clipping. As the source of "trafficator" are not two independent units, but only one, clipped naming unit, we cannot speak of the process of blending." (ŠTEKAUER, 1992:90) The vast majority of cases, exactly 24 units, are represented by the clipped compound *e-mail* → *electronic mail*; whereas, the five remaining items are constituted by three various units – *cellphone* → *cell-telephone-2x*; *pub* → *public house-2x*; *taxi* → *taxi cab-1x*.

Furthermore, there are three cases of shortening that may resemble the process of blending or clipping compounds. Nonetheless, they do not really belong to the above group of shortenings because these items (e.g. 47) 8/ *gonna*; 47) 15/ *gotta*; 48) 10/ *lotsa*) are rather non-standard grammatical phenomena and not really a word-formation process.

Additionally, four cases of the abbreviation 'ok' are detected. I label them as alphabetisms although there is actually no absolute agreement on its origin. "Some very common abbreviations can no longer be traced back to their origins which appear to have been forgotten long ago. One of them is the notorious American O.K., now

also very common in Britain, which is sometimes explained – not very convincingly – as being due to the primitively spelled orl korekt (standard all correct).” (VACHEK, 1974:68, 69) This abbreviation is extremely common in the colloquial speech; however, as the personal e-mails contain conversation-like elements (viz.6.2.), it is not astonishing that *ok* occurs here.

The tendency towards the economy of speech and writing is the stylistic identifier and processes of shortening are components of it. The style of e-mail writing, especially the personal, intimate, rather informal style of my corpus, distinguishes itself by this tendency. Items such as (e.g. 50) *7/ Wds*; 49) *3/ poss*) are segments of this tendency, and although somebody could regard them as incorrect, I would not classify them so. The e-mail writing is a specific style and all the shortening processes merely characterize it and are its integral, inseparable components.

5.2. COLLOQUIAL SPEECH

The colloquial style (appearing in speech) has a number of specific features. One of them is, for example, the use of contracted verbal forms, which seem to be inadmissible in formal written English. However, "...the colloquial style has its own regularities, and particularly its own particular norm in which the use of contracted forms is a rule, and thus cannot be regarded as a stylistic error." (VACHEK, 1974:137, 138)

Another typical feature of colloquial speech is the appearance of colloquial and even slangy phrases.

I have decided to concentrate on this aspect for I find the genre of personal, informal e-mails related to the colloquial speech considerably.

5.2.1. Colloquialisms

A colloquialism is a colloquial expression associated with the informal speech. Although the term 'colloquial' is often mistakenly used with a connotation of disapproval, as if it meant 'vulgar' or 'incorrect' usage, it is merely a familiar style used in speaking rather than in writing. Colloquial is often associated with 'conversational' and 'informal', which means appearing mostly in the oral exchange without strict attention to set forms. It simply describes the ordinary, everyday language.

The corpus of the 50 e-mails incorporates these colloquialisms rather frequently. It is another proof of the assertion that e-mails of the personal character are very close to the spoken medium of communication. The intimate e-mail communication distinguishes itself by a number of speech-like features, among which the colloquialisms play one of the most important and significant roles.

5.2.2. Table of colloquial items

In the table below, there are two groups – Colloquialisms and Contracted verb forms. Into the group of colloquialisms, I include abbreviations; nonetheless, those related to written language, or Latin abbreviations are excluded. In the table there are only abbreviations commonly used in everyday speech. The process of their formation is analyzed within the chapter ‘Shortening of naming units’.

Clipping of names frequently used in speech and writing is excluded. I also deal with them within the chapter of shortening.

Brackets that immediately follow the colloquialisms provide the formal equivalents.

(No.of e-mail = number of e-mail

e.g. 2/ = the number of sentence, clause, phrase in the particular e-mail. The numbers are identical with the numbers inserted in e-mails)

No.of e-mail	COLLOQUIALISMS	CONTRACTED VERB FORMS
1)	2/ gym (gymnastics) 3/ BBQ (barbeque) 4/ photo (photograph)	
2)	2/ phone (telephone)	
3)	18/ working out alright (prove to be) get into (accustom) 20/ cook loads (a great quantity)	16/20/ I'm 18/ haven't 18/ THAT's 15/ It's
8)	2/ fab (fabulous) 3/ catch up on (receive)	2/ that's + we'd 3/ can't 4/ I've
9)	2/ quickie (short message) I'm off to work (depart) 4/ are off to (depart)	2/ 7/I'm 2x 4/ can't 7/ it's

	8/ to pick up the BBC (to become acquainted; obtain) 11/ went on line (seek on the Internet) 17/ my 5 minutes are up (passed)	
10)	3/ get hold of (reach) 2/ cellphone (mobile phone)	
11)	2/ photos (photographs) 10/ loads (great quantity)	6/ can't
12)	5/ get over (recovering) 13/ are quite something!! (are worth seeing)	2/ Don't
14)	2/ phoned (telephone) 2x ok (all right)	2/ haven't
15)	6/ messing around (to busy oneself without plan)	5/ hadn't 7/ can't
16)		2/ 3/wasn't; I've 2x 4/ they'd they've 5/ It's 6/ We'll
17)	10/ sausage (familiar addressing)	2/ haven't 3/ it's 8/ whats
21)	5/ going on (happening)	
22)	4/ pub (tavern)	
24)		3/ Don't
26)	2/ this is kind of urgent! (somewhat, rather) 5/ 30 secs (seconds) mins (minutes) 2x 7/ gastros (restaurant where you can eat)	2/ that's 7/ aren't there's

	pubs (taverns) 8/ things are getting kind of urgent (increasingly, really) 10/ catch up soon (meet; transfer; receive information)	
27)	2/ cell (mobile phone)	
29)	14/ getting bigger (growing up)	4/ You'll 8/ We've
31)	10/ 'cello (violoncello) very exciting stuff (action)	6/ haven't we'd 11/ What's
32)	3/ heading back to (return) 8/ that old wandering hand treatment (shake somebody's hand)	9/ That's
36)	4/ taxi (taxicab)	
37)	2/ picked up (receive) 6/ pretty nervous (considerably, fairly well) 8/ drop in (visit)	
38)	9/ get it hooked up (to attach to the internet; connect to a source of power)	6/ I'm
39)	3/ photos (photographs) 10/ loads (a great quantity) 2x 13/ get me through (succeed)	7/ i'll i've 8/ it's we've 12/ how's 2/ can't
41)	2/ Hope you do something fun. (do something amusing)	3/ I'm
43)	2/ ok (all right)	
44)	3/ fab (fabulous)	
45)	7/ got to hang out back (meet with	7/ i'm

	friends in a pub)	9/ I'll
46)	3/ ok (all right)	9/ Ian's
47)	4/ to pluck up the courage (venture) 6/ wicked (excellent) 7/15/ cos (because) 2x 8/ gonna (going to) load (number of friends) 13/ catch up (meet) 15/ gotta (have to) mins (minutes) 16/ ok (all right)	1/12/ ian's 2x 2/ can't 3/ it's 6/ that's 6/12/ you're 10/ nothing's 11/ don't 12/ you've i'll
48)	3/ bloody-excellent (absolutely; excellent) quid (£1) 10/ lotsa (a lot of)	4/ don't 11/ whats
49)	3/ wicked (excellent) 5/ cheers	1/ who'd flat's 4/ anyone's 5/ you're
50)	2/ Gosh (euphemistic alteration of God)	2/ can't don't 4/ I'm

5.2.3. CONCLUSION:

The results of my research seem to suggest that the colloquial speech and my corpus of 50 personal e-mails have much in common. The e-mails contain many features typical of colloquial speech. There are 72 items of colloquialisms. It is clear from the table that employing informal language is highly frequent in the corpus. Colloquialisms appear in 32 e-mails.

Another typical feature of informal, colloquial speech is the frequent use of contracted forms. In my corpus, writers utilize contracted forms at least once in 24 e-mails. It is, of course, a sign of colloquial speech. However, when analyzing the e-mails, I have discovered that non-contracted forms prevail. They prevail even in e-mails where the writers also take advantage of the contracted forms. Therefore, I conclude that, contrary to my expectations, in the case of contracted forms, the corpus seems to be closer to the written formal language.

Except for the above-mentioned colloquialisms and contracted forms, the colloquial speech is commonly associated with other significant features. These features are well known syntactical features such as - dropping of the pronominal subject, especially in the first person singular, but also in the third person (I analyze this topic in the chapter of ellipsis); repetition of the construction 'a bit'; and prevailing use of complex sentence of the copulative type. "...in the Colloquial style the syntactic scheme A + B is not only very popular but also very useful – this of course is not necessarily true about Standard English which undoubtedly demands its users to avail themselves of a greater amount of syntactic variety." (VACHEK, 1974:138, 139)

My corpus suggests the connection with the colloquial style as far as the dropping of the pronominal subject and the use of complex sentences of the copulative type are concerned. Especially the dropping is highly frequent. Nonetheless, as far as my corpus is concerned, I do not regard the repetition of the construction 'a bit' as particularly significant. (Viz. the analysis of hedges)

6. PRAGMATIC ASPECT

6.0. Introduction

For the purposes of my research, I choose to concentrate on two important areas – Opening and Leave-taking formulae; Conversational analysis.

6.1. OPENING AND LEAVE-TAKING FORMULAE

6.1.1. Introduction to opening and leave-taking formulae

There are some conventions about e-mail writing and using opening and leave-taking formulae is one of them. That the writers embody these phrases into their private e-mails is, apart from other things, remarkably similar to the genre of letter writing.

6.1.2. Table of opening and leave-taking formulae

The table below comprises greeting and good-bye phrases, in which the e-mail writers usually explicitly address the recipients. Moreover, I also embrace the opening and leave-taking phrases, which are part of the e-mail writing ritual.

No.of	OPENING FORMULAE	LEAVE-TAKING FORMULAE
e-mail	1.=greeting phrase 2.=opening phrase/phrases (-- =missing)	

1)	Hi Michaela --	HUGS Neli & Patricia
2)	Hi Zuzka --	Hope all is well Love from all of us LESLIE
3)	Hello Zuzka I was SO pleased to hear from you!	Take care, lots of love Julia
4)	-- Happy Birthday	Any way we all miss you Hope you are well. Happy birthay and lots of love... Julia
5)	Hi Jitka Sorry to trouble you..	Many thanks Henry
6)	Hi Jitka Hope all is well with you.	We are really looking forward to seeing you on Sunday Best wishes Henry
7)	Hi Jitka Thanks so much...	We are really looking forward to seeing you again Lots of love Henry
8)	Hi Jitka --	Much love Suzanne
9)	Hi Jitka --	Big hugs and hope the school children are ... Much love Suzanne Henry ...
10)	-- --	Thanks Henry
11)	hello mate,	Hope you are well.

	thanks a million for...	lots of love Sinead
12)	Hi Jitka --	Looking forward to hearing your parents... With much love as always Suzanne and all ...
13)	Hi --	Good Luck, Sam
14)	-- --	Look forward to speaking to you,... love Zara
15)	Dear Jana --	Can't wait to see you. Jon Jon
16)	Hi Jitka --	Good luck again. Much love Suz
17)	Hello there mate, it was great talking to you ...	love Sinead Bye Sausage
18)	Hello, Hope your birthday has ...	Please e-mail me soon as soon as possible, Julia
19)	-- So pleased to hear from you...	--
20)	-- --	e-mail us back soon Julia
21)	Hello Zuzka, It's been a long time...	--
22)	Dear beautiful Zuzana, --	Regards, Daniel.

23)	Well Hello, --	Let me know. Regards, Daniel.
24)	-- Many thanks for...	Hope your teaching goes well Love Peter Maureen sends love. Looking forward to seeing you soon.
25)	Hello! Hope you had a good trip!	Best wishes. Leslie...Julia,...
26)	Dear all --	...,hope all's well and that we'll catch up soon. Lots of autumn love, Clau's
27)	-- --	Talk to you soon! Dana
28)	Hi Petra I hope that this email...	Happy Christmas Ken Garside
29)	Hi Zuzka! You have been writing to the right address...	...we are looking forward to spending time in Czeck! Leslie
30)	Hello! --	--
31)	Hello, I hope that this is the right e-mail for you.	Please reply soon... lots of love Julia
32)	Hello my darling woman, how brilliant to get a message from you...	Love from Pete.
33)	Hi Petra Great to hear from you.	Have a great time in ... Thanks for taking the time to keep in touch.. Gina

34)	Good evening, --	Many thanks in advance & kind regards, Walter Nuyts.
35)	Dear Lea Sebesova, Thank you for...	I greatly appreciate your help. Sincerely, Doug Etter
36)	Dear Jana, Thanks vary much for this.	Lots of love Jon
37)	Zuzka hello! --	Love to you from us LESLIE...
38)	-- ('hi' is mentioned in Subject of the e-mail address) --	Take care and hope you had a nice name day.
39)	Lucie...-- --	Write back soon Lots of love Zara
40)	Dear Jana, --	Much love Diana
41)	-- Just a little note to wish you Happy Birthday.	Hope you have fun on your birthday and ... Love you American Mom
42)	-- --	Speak to you soon i hope. Love Dancan
43)	Hello Praha! --	Duncan
44)	Good morning Jana, ahoj z Anglie. --	...I hope we shall be able to see a bit more of each other.
45)	Hi Jana! How are you?	Much love, and stay in touch! Molly

46)	dear jana, thanks so much for the great ecard.	Hope Ian's with you soon. Lots of love Di
47)	hi jana -soooooo good to hear from you...	Lots of love to you and hope the exams are ok speak soon, Claudia
48)	-- --	...,keep me posted. let me know how you are doing from time to time lotsa love, sal k X
49)	hi all --	cheers everyone, hope you're loving the sunshine and see you all soon. Love. clauds.
50)	Dear Jana, --	More than anything I am looking forward to spending some quality time with you. Love Jonathan

6.1.3. Conclusion on opening and leave-taking formulae

From the table above it is obvious that the greeting, opening, leave-taking and Good-bye rituals are highly frequent. In spite of the fact that the lengths of the 50 e-mails differ substantially, all of the e-mails contain at least one of the rituals.

Greeting expressions (e.g. *Hi, Hello, Good evening, Dear...*) appear in 39 e-mails. Opening phrases (e.g. *Hope... , How are you?, Thank you, How brilliant to get a message from you, It was great talking*

to you) occur in 21 e-mails. Opening phrases are employed frequently and the ritual of utilizing them is perhaps already stereotypical.

It is evident that many writers prefer using greeting phrases in combination with the direct addressing of the recipients.(e.g. *hi all, Dear Jana, Hello Praha*) This tendency is reflected in 30 e-mails. In case that an e-mail is meant to be received by more people, it is a common practice not to address anybody explicitly. Nonetheless, there is the possibility to utilize pronouns (e.g.49) *hi all*); or some substitutive item (e.g. *Hello Praha*).

The number of e-mails in which the opening phrases are omitted seems to be relatively high. Presumably, it corresponds to the current trend of economizing language. There are 19 e-mails beginning with greeting expressions, or at least addressing the recipients by names, but continue straight with the main message. In such e-mails, there are no opening phrases.

However, even if a writer chooses to economize the mode of communication as much as possible, and therefore omits such items as greeting or opening phrases, he/she may try to compensate for the lack at the end of his/her e-mail by means of leave-taking phrases. That is apparently the reason why I have detected not a single e-mail which would comprise greeting, opening, leave-taking or Good-bye phrase.

There is only one e-mail hard to analyze and classify according to the opening and leave-taking rituals. (e-mail 30) This e-mail comprises only the greeting phrase '*Hello*' and one utterance '*Thank u for your beautiful postcard!*'. Considerably, this utterance is a leave-taking phrase because the thanking is often one of the leave-taking phrases. In spite of the fact that 'thanking phrases' are often parts of opening rituals, supposedly, the author would not send a message that contained only the greeting expression and an opening phrase.

The producers employ no greeting expression, or at least no addressing by name, and no opening phrase in six e-mails. These e-mails are mostly very short and the writers probably did not want to spend too

much time on the greeting and opening phrases, when they knew they were going to say 'Good bye' in a few seconds.

Concerning the leave-taking formulae, I do not distinguish between the leave-taking and Good-bye phrases. In the majority of cases, the Good-bye phrases, such as: *Good-bye*, *Bye*, are omitted. There are only four cases where the writers employ them. (17)*Bye*; 22) +23) *Regards,..* ; 49)*Cheers*).

In most cases, the e-mail addressers tend to utilize more than one leave-taking phrase. I have discovered 28 representatives of this group. The combination of leave-taking phrases is highly frequent, for these phrases carry many functions and therefore the writer can introduce for example three of them but none of them would be redundantly repetitive. These phrases usually express wishes, love, thanks, looking forward to, expectations, hope and requests for contact. The overwhelming majority of the leave-taking phrases are clichés and they tend to appear in almost every e-mail. (e.g. *I am looking forward to...*; *Lots of love*; *Much love*; *Hope you're well*; *Take care*)

Equally, opening phrases have many functions. They may express thanks, hope, wish, gratitude, memory ...). Nevertheless, they are not so frequently combined. The writer usually picks only one of these expressions.

6.1.4. Metacommunicative and contact comments at the end + comments on time

When speaking about leave-taking rituals, I must mention another feature that appears relatively often. In my corpus, there are e-mails where the writers apply phrases of metacommunicative function and arrangements of contact before they say 'Good-bye'; or the writers comment on time, by means of which they, in advance, announce that they are going to close their e-mail letters immediately or in a short period.

METACOMMUNICATIVE AND CONTACT COMMENTS

They are often part of the leave-taking process. I have found instances of them in 21 e-mails. I do not incorporate the comments of the same function, which are not part of the leave-taking process, but are parts of the central information of the messages.

3) *please e-mail back. soon.*

6) *My mobile number is...*

9) *I'll try and write again soon.*

10) *direct any queries you have to my secretary, ...*

13) *Cell me if you need anything.*

18) *Please e-mail me as soon as possible, ...*

20) *...,e-mail us back soon.*

26) *...,hope all's well and that we'll catch up soon.*

27) *Call me on...*

Talk to you soon!

28) *...will you pass my best wishes to him also*

31) *Please reply soon...*

37) *SO WHEN ARE YOU COMING HOME?*

39) *write back soon*

40) *Give me a call or send a text or email, if you want more info.*

42) *Speak to you soon i hope.*

43) *Any interesting suggestions for the weekend?*

44) *...I hope we shall be able to see a bit more of each other!*

45) *I'll definitely call whenever I'm in London..*

47) *oh well, if we don't catch up there, i'll just have to see you in prague/Bristol!*

48) *..., keep me posted. let me know how you are doing from time to time.*

49) *...and see you all soon, ...*

COMMENTS ON TIME

Within the sphere of the leave-taking process, I have discovered five e-mails in which the writers comment on time. These comments are especially common in the spoken medium of communication, where they have the same function – to close the conversation quickly and politely.

9) *My 5 minutes are up.*

11) *I'd better go now.*

12) *I'll close now.*

32) *That's my half-hour slot over so I shall say good bye, and see you soon.*

47) *gotta go cos at internet cafe and only got a couple of mins left.*

6.2. CONVERSATION ANALYSIS

6.2.1. Introduction to conversation analysis

Each e-mail corresponds to one turn (everything one speaker says before another speaker begins to speak). “The communicative purpose of an e-mail is never limited to a simple passing on of a relevant piece of information, though it is its main function. The mode of communication via computer is of an interactive nature in the sense that the receiver of an e-mail message is always expected to react, and to react promptly; sometimes he or she is explicitly asked to do so, ...” (UHLÍŘOVÁ, 1994:276)

The e-mails (turns) commonly consist of more moves. E.g., the writer of an e-mail receives an answer to his/her last e-mailed message. Therefore, in the e-mail he/she sends in response, he/she first thanks for the received e-mail; then he/she informs the addressee about something; then he/she directs the addressee to do something; and finally, the writer may shortly respond to the addressee’s initiation move contained within the received e-mail.

The e-mails I selected are analyzable from the conversation point of view because they resemble conversation significantly. This analysis comprises only those elements, which are supposedly important from the conversation point of view and to which the writers may, and probably do, expect some reactions. I base my analysis on Amy B. M. Tsui (1994).

6.2.2. Table of conversation analysis based on Amy B.M.Tsui

(No.of e-m = number of e-mails

No.of sent. = number of sentences)

No. of e-m	No. of sent.	Particular MOVES	FUNCTIONS
1)	3/	Initiation	<i>Informative</i> – report
	4/	Initiation	<i>Informative</i> - report
2)	2/	Initiation	Elicitation – elicit:inform
	3/	Initiation	Elicitation – elicit:confirm (indirect)
3)	2/	Follow-up	endorsement
	3/	Initiation	Informative - report
	4/	Initiation	Elicitation – elicit:inform
	5/	Initiation	Elicitation – elicit:inform
	6/	Initiation	Elicitation – elicit:inform
	7/	Responding	temporization
	8/	Initiation	Elicitation – elicit:confirm (indirect)
	9/	Initiation	Informative – report
	10/	Initiation	Informative - report
	11/	Initiation	Informative - report
	12/	Initiation	Informative - report
	13/	Initiation	Informative - report
	14/	Initiation	Informative - report
	15/	Initiation	Informative – assessment
	16/	Initiation	Elicitation – elicit:agree (indirect)
	17/	Initiation	Informative – assessment
	18/	Initiation	Informative – assessment
	21/	Initiation	Informative – assessment
22/	Initiation	Requestive – request for action	
23/	Initiation	Elicitation – elicit:inform	
24/	Initiation	Elicitation – elicit:inform	
25/	Initiation	Directive – mandative	
4)	2/	Initiation	Elicitation – elicit:confirm
	3/	Initiation	Informative – report
	4/	Initiation	Elicitation – elicit:confirm (indirect)

	5/	Initiation	Elicitation – elicit:confirm (indirect)
	6/	Initiation	Elicitation – elicit:confirm (indirect)
	7/	Initiation	Elicitation – elicit:confirm
	8/	Initiation	Elicitation – elicit:confirm
	9/	Initiation	Elicitation – elicit:confirm
	10/	Initiation	Informative – expressive
	11/	Initiation	Informative – report
	12/	Initiation	Informative – report
	13/	Initiation	Elicitation – elicit:confirm (indirect)
	14/	Initiation	Informative – expressive
5)	1/	Initiation	Requestive – request for action
6)	2/	Initiation	Elicitation – elicit:confirm
	3/	Initiation	Informative – report
	4/	Initiation	Informative - report
	5/	Initiation	Informative - report
	6/	Initiation	Informative - report
	7/	Initiation	Informative - report
	8/	Initiation	Informative - report
	7)	1/	Follow-up
8)	2/	Responding	positive
	3/	Initiation	Elicitation – elicit:inform
	4/	Initiation	Informative – report
9)	2/	Responding	positive
	3/	Responding	positive
	4/	Initiation	Informative – expressive (lament)
	5/	Initiation	Informative – expressive (lament)
	6/	Initiation	Informative – expressive (lament)
	7/	Responding	positive
	8/	Initiation	Directive – advisable (indirect)
	9/	Initiation	Directive – advisable (indirect)
	10/	Initiation	Directive – advisable (indirect)
	11/	Initiation	Informative – assessment

	12/	Initiation	Informative – assessment
	13/	Initiation	Informative – assessment
	14/	Initiation	Informative – assessment
	15/	Initiation	Informative – assessment
	16/	Initiation	Informative – assessment
	19/	Initiation	Elicitation – elicit:inform/confirm (indirect)
10)		Responding	negative
11)	2/	Initiation	Informative – expressive
	4/	Initiation	Elicitation – elicit:inform
	5/	Initiation	Elicitation – elicit:confirm (indirect)
	6/	Initiation	Informative – report
	7/	Initiation	Informative – report
	8/	Initiation	Informative – report
	9/	Initiation	Informative – assessment
	10/	Initiation	Informative – assessment
	12/	Initiation	Elicitation – elicit:confirm (indirect)
12)	2/	Responding	positive
	5/	Initiation	Elicitation – elicit:confirm (indirect)
	10/	Initiation	Informative – report
	18/	Initiation	Elicitation – elicit:inform (indirect)
13)	2/	Responding	positive
	3/	Initiation	Directive – advisable
14)	1/	Responding	positive
	2/	Initiation	Elicitation – elicit:confirm
	4/	Initiation	Elicitation – elicit:confirm
15)	1/	Initiation	Informative – report
	2/	Initiation	Informative – report
	3/	Initiation	Informative – report
	4/	Initiation	Informative – report
	4/	Responding	positive
	5/	Initiation	Informative – report
	6/	Initiation	Informative – report

16)	3/	Initiation	Informative – report
	4/	Initiation	Informative – report
	4/	Responding	positive
	5/	Initiation	Informative – report
	6/	Initiation	Informative – report
17)	1/	Initiation	Informative – expressive
	2/	Initiation	Elicitation – elicit:confirm (indirect)
	3/	Initiation	Directive – mandative
	4/	Initiation	Directive – mandative
	5/	Initiation	Directive – mandative
	6/	Initiation	Directive – mandative
	7/	Initiation	Elicitation – elicit:confirm (indirect)
	8/	Initiation	Directive – advisable
18)	2/	Initiation	Elicitation – elicit:confirm
	3/	Initiation	Informative – assessment (self-denigration)
	4/	Initiation	Requestive – request for action
	5/	Initiation	Requestive – request for action
19)	2/	Initiation	Elicitation – elicit:inform
	4/	Initiation	Elicitation – elicit:commit
	6/	Initiation	Directive – mandative
20)	1/	Initiation	Requestive – request for action
21)	3/	Initiation	Elicitation – elicit:confirm
22)	2/	Follow-up	
	3/	Initiation	Requestive – invitation
	5/	Initiation	Elicitation – elicit:inform (joke)
23)	3/	Initiation	Elicitation – elicit:inform
	4/	Initiation	Requestive – request for action
	5/	Initiation	Elicitation – elicit:confirm
	6/	Initiation	Directive – mandative
24)	1/	Follow-up	endorsement
	5/	Follow-up	endorsement
	8/	Initiation	Elicitation – elicit:confirm (indirect)

25)	2/	Initiation	Elicitation – elicit:confirm (indirect)
	5/	Initiation	Directive – mandative
	6/	Initiation	Informative – report
26)	2/	Initiation	Requestive – request for action
	8/	Initiation	Requestive – request for action
27)	1/	Responding	positive
	2/	Initiation	Directive – mandative
28)	2/	Initiation	Elicitation – elicit:confirm
	2/	Initiation	Requestive – request for action
29)	2/	Responding	positive
	3/	Follow-up	(eliciting exchange) endorsement
	6/	Initiation	Informative – report
	9/	Initiation	Elicitation – elicit:confirm
	10/	Initiation	Elicitation – elicit:inform
30)		Follow-up	endorsement
31)	1/	Initiation	Elicitation – elicit:confirm
	3/	Initiation	Requestive – request for action
	6/	Initiation	Requestive – request for action (indirect)
	7/	Initiation	Requestive – request for action
	8/	Initiation	Elicitation – elicit:confirm
	11/	Initiation	Elicitation – elicit:inform
	12/	Initiation	Requestive – request for action
32)	1/	Follow-up	endorsement
	3/	Initiation	Elicitation – elicit:confirm
	5/	Initiation	Elicitation – elicit:inform
	6/	Initiation	Elicitation – elicit:inform
	8/	Initiation	Requestive – request for action
33)	2/	Follow-up	endorsement
	3/	Follow-up	endorsement
	4/	Initiation	Elicitation – elicit:confirm (indirect)
	5/	Initiation	Elicitation – elicit:confirm (indirect)
	6/	Responding	positive

	11/ 13/ 13/	Initiation Initiation Follow-up	Informative – report Directive – mandative endorsement
34)	2/	Initiation	Requestive – request for action
35)	2/ 3/	Follow-up Initiation	endorsement Requestive – request for action (indirect)
36)	2/ 3/ 4/ 5/	Follow-up Follow-up Initiation Initiation	endorsement endorsement Directive – mandative (indirect) Requestive – request for action
37)	2/ 2/ 7/ 8/	Responding Initiation Initiation Initiation	temporization Informative – expressive Elicitation – elicit:inform Requestive – invitation
38)	4/ 5/ 6/ 7/ 8/ 9/ 10/ 11/ 12/ 13/ 14/ 15/ 16/ 20/	Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation Initiation	Elicitation – elicit:confirm (indirect) Informative – report Informative – report Informative – report Informative – report Informative – report Informative – report Informative – report Elicitation – elicit:confirm (indirect) Elicitation – elicit:inform Elicitation – elicit:confirm (indirect) Elicitation – elicit:inform Elicitation – elicit:confirm (indirect)
39)	5/ 8/ 10/ 11/	Initiation Initiation Initiation Initiation	Elicitation – elicit:confirm Requestive – invitation Elicitation – elicit:inform Elicitation – elicit:confirm

	12/	Initiation	Elicitation – elicit:inform
	14/	Initiation	Elicitation – elicit:confirm
	16/	Initiation	Elicitation – elicit:inform
	17/	Initiation	Requestive – request for action
	18/	Initiation	Requestive – request for action
40)	2/	Responding	positive
	3/	Responding	positive
	4/	Initiation	Directive – advise
41)	2/	Initiation	Elicitation – elicit:confirm (indirective)
	9/	Initiation	Elicitation – elicit: confirm
42)	1/	Follow-up	endorsement
	2/	Follow-up	endorsement
43)	2/	Initiation	Elicitation – elicit:confirm (indirect)
	4/	Initiation	Elicitation – elicit:inform
44)	2/	Follow-up	
	6/	Initiation	Elicitation – elicit confirm (indirect)
45)	2/	Initiation	Elicitation – elicit:inform
	3/	Follow-up	endorsement
	4/	Responding	positive
	8/	Initiation	Elicitation – elicit:confirm (indirect)
	10/	Initiation	Directive – mandative
46)	1/	Initiation	Informative – expressive
	3/	Initiation	Elicitation – elicit:confirm (indirect)
	4/	Initiation	Elicitation – elicit:confirm (indirect)
	9/	Initiation	Elicitation – elicit:confirm (indirect)
47)	1/	Follow-up	endorsement
	6/	Follow-up	endorsement
	9/	Initiation	Requestive – invitation (indirect)
	11/	Initiation	Elicitation – elicit:confirm
	14/	Initiation	Elicitation – elicit:confirm (indirect)
	16/	Initiation	Elicitation – elicit:confirm (indirect)
48)	2/	Initiation	Directive – mandative

	8/	Initiation	Requestive – request for action
	9/	Initiation	Requestive – request for action
	11/	Initiation	Elicitation – elicit:inform
49)	1/	Initiation	Elicitation – elicit:inform (indirect)
	3/	Initiation	Requestive – request for action (indirect)
	5/	Initiation	Elicitation – elicit:confirm (indirect)
50)	3/	Initiation	Elicitation – elicit : confirm (indirect)
	5/	Initiation	Elicitation – elicit:confirm (indirect)
	6/	Initiation	Elicitation – elicit:inform
	8/	Initiation	Elicitation – elicit:confirm

6.2.3. CONCLUSION:

INITIATIONS: 193x

Informatives = 70x

Elicitation = 82x

→ elicit inform = 26x

+ indirect 2x

→ elicit confirm = 19x

+ indirect = 33x

→ elicit agree = 1x

→ elicit commit = 1x

Requestives = 26x

Directives = 19x

FOLLOW-UPS: 20x

RESPONSES: 18x

It follows from the corpus that there are many speech-like features similar to conversation. The total number of moves in the corpus is 231. “The communicative purpose of an e-mail is never limited to a

simple passing of a relevant piece of information, though it is its main function.” (UHLÍŘOVÁ, 1994:276) The interactive nature of the intimate, friendly, personal e-mails is obvious from the high number of moves that they contain.

I divide the moves according to their functions and I have found that Elicitations are represented by the prevailing number – 82, which amounts to 42,5% of all the initiating moves detected. The writers usually elicit informs, confirms or commits, and they expect addressees to react to them, preferably as soon as possible, which is sometimes mentioned at ends of e-mails.

The discourse function of Elicitations is to elicit an obligatory verbal response or its non-verbal substitute. However, the function of Elicitations here, in the 50 e-mails, is to request a linguistic, verbal response. It is also necessary to mention that there are supposedly more of them expressed indirectly; nevertheless, as the explicit interpretation is sometimes crucially dependent on the mutually shared background knowledge among the participants, I cannot identify them.

Informatives represent the second most numerous group of Initiations, they account for 36,3%. They cover utterances, which provide information, report events or state of affairs, or recount personal experience. Additionally, the Informatives contain beliefs, thoughts, judgements; and the writers usually expect some reactions, verbal or non-verbal.

I have discovered that there are not many Follow-up moves and Responding moves. Responding moves (which can be positive, negative or temporization) are those which fulfil the interactional expectations set up by initiation acts. The Follow-up moves follow positive responses, negative responses or temporizations. From the total number of moves, they constitute 16,5% altogether. Follow-up moves account for 8,7% and Responding moves amount to 7,8% Nevertheless, I consider the relatively low numbers being partly the result of the difficulty to identify them exactly; the problem is I did not have at my disposal the previous e-

mails to which the writers of my corpus respond. In spite of this unavailability, I analyze all the cases, which are obvious and clearly derivable.

In other words, although the Responses are distinct in 18 cases and Follow-ups in 20, there are presumably more of them; nonetheless, they are unidentifiable, as I could not work with the initiation texts.

7. ELLIPSES

7.1. Introduction of ellipses

I largely base my analysis on Dušková's and Quirk et al.'s approaches to ellipses.

In my study, I distinguish between:

- A) STRUCTURAL ELLIPSIS
- B) TEXTUAL ELLIPSIS
- C) STYLISTIC ELLIPSIS
- D) MINOR SENTENCE
- E) APOSIOPESES

7.1.1. STRUCTURAL ELLIPSIS

As far as structural ellipses are concerned, the knowledge of grammatical structures is crucial for their interpretation. I provide two examples below.

One of the most commonly used structural ellipses is the ellipsis of the conjunction *that*.

e.g. 3)7/ ...*but I think* _ *we are coming to Prague just before...*

Another ellipsis of this kind, which is frequently introduced, is the ellipsis of prepositions.

e.g. 4)8/ ... *and then I need to meet him* _ *Thursday so she can go back...*

7.1.2. TEXTUAL ELLIPSIS

In textual ellipsis, the interpretation depends on what is said or written in the linguistic context. There are basically two kinds of textual ellipsis – ANAPHORIC and CATAPHORIC ellipses. Their distinction is grounded on the relative positions of the ellipsis and its antecedent.

The textual ellipses may have various functions: intra-sentential or inter-sentential. The inter-sentential ellipses are means of textual cohesion and to be able to interpret them, it is necessary to have the surrounding context.

e.g. 3)14/ *Eitan will start on Wed 25th and Maya on Monday 30th.*

– Anaphoric, non-cohesive

3)12/ *Adina is to be first ... on Wednesday.* – Anaphoric, cohesive (viz. sent.9/)

Those who want, may come. - Cataphoric

7.1.3. STYLISTIC ELLIPSIS

The lexicalization of a phrase is largely affected (e.g. I am sorry. → Sorry.). There is usually some element missing in the sentence, and we do not actually know what the element is.

e.g. 38) 16/ *Any big trips planned for the summer.*

Clichés are other representatives of this group of stylistic ellipses. The results of my research demonstrate that they appear extremely frequently, from which I assume that one of the most identifying and fundamental characteristics of this genre.

e.g. 1) 6/ *HUGS*

2) 3/ *Hope all is well*

4/ *Love from all of us*

7.1.4. MINOR SENTENCES (in Dušková)

Apart from ellipses, there is a different kind of structure, which slightly resembles ellipses. As far as their classification is concerned, the opinions are contradictory.

“ The minor verbless clause is, with regard to the content and the form, complete. The one-nucleus verbless clause represents the adjacent, less frequently used sentence type, which is characteristic mainly of the

colloquial speech and some styles of the written language.” (DUŠKOVÁ, 1994: 379)

“The borderline between the verbless clause and an ellipsis is, however, continuous, indistinct and indefinite, which results in disagreement and differences of opinions whether particular representatives rank among ellipses or verbless clauses.” (DUŠKOVÁ, 1994:377)

7.1.5. APOSIOPESES

It is a sudden breaking off in the midst of a sentence, as if from inability or unwillingness to proceed.

e.g. 21) 2/ *It's been a long time...*

49) 4/ (*room, not me. ooh, in fact...*)

7.2. Table of ellipses

No.of e-mail	Ellipses
1)	1/ Minor sentence(sent.) – verbless – function(fce): vocative/greeting 5/ Textual ellipsis (Ell.) – anaphoric - cohesive(4) – clausal ellipsis + nominal ellipsis 6/ Stylistic ellipsis – cliché
2)	1/ Minor sent. – verbless – fce: vocative/greeting 3/ Stylistic Ell.- cliché 4/ Stylistic Ell.- cliché
3)	1/ Minor sent. – verbless – fce: vocative/greeting 5/ Stylistic Ell. 7/ Structural Ell. (conjunction <i>that</i> missing) 12/ Textual Ell. – anaphoric - cohesive(9) 14) Textual Ell. – anaphoric - non-cohesive (clausal Ell.)

	21/ Stylistic Ell.- cliché 25/ Minor sent. – verbless – fce: wish
4)	1/ Minor sent. – verbless – fce: wish 4/ Stylistic Ell. – cliché 5/ Textual Ell. – anaphoric - cohesive (4) (appended clause) 6/ Textual Ell. – anaphoric - cohesive (4) (appended clause) 9/ Stylistic Ell. 10/ Minor sent. – verbless – exclamatory 13/ Stylistic Ell. – cliché 14/ Minor sent. – verbless – fce: wish
5)	1/ Minor sent. – verbless – fce: vocative/greeting + Stylistic Ell. 2/ Minor sent. – verbless – fce: thanking
6)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Stylistic Ell. – cliché 3/ Stylistic Ell. 10/ Minor sent. – verbless – fce: wish
7)	1/ Minor sent. – verbless – vocative/greeting + Minor sent. – verbless – fce: thanking 3/ Stylistic Ell. - cliché
8)	1/ Minor sent. – verbless – fce: vocative/greeting 3/ Stylistic Ell. 5/ Stylistic Ell. - cliché
9)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Stylistic Ell. 7/ Stylistic Ell. 16/ Minor sent. – verbless – adjectival or Aposiopesis 17/ Minor sent. – verbless – fce: interjectional 19/ Stylistic Ell. – cliché + Stylistic Ell. 20/ Stylistic Ell. – cliché
10)	4/ Minor sent. – verbless – fce: thanking

11)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Minor sent. – verbless – fce: thanking 3/ Stylistic Ell. 10/ Textual Ell. – anaphoric – cohesive (9) 12/ Stylistic Ell. – cliché 13/ Minor sent. – verbless – fce: wish
12)	1/ Minor sent. – verbless – fee: vocative/greeting 5/ Stylistic Ell. 8/ Stylistic Ell. 9/ Stylistic Ell. 18/ Stylistic Ell. 19/ Stylistic Ell. - cliché
13)	1/ Minor sent. – verbless – fce: greeting 4/ Minor sent. – verbless – fce: wish
14)	1/ Minor sent. – verbless – adverbial – affirmative 5/ Stylistic Ell. – cliché + double-nucleus verbless clause
15)	1/ Minor sent. – verbless – fce: vocative/greeting + Minor sent. – verbless – fce: exclamatory 3/ Stylistic Ell. 6/ Stylistic Ell. – cliché 7/ Stylistic Ell.
16)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Stylistic Ell. – cliché 7/ Minor sent. – verbless – fce: wish 8/ Stylistic Ell. – cliché
17)	1/ Minor sent. – verbless – fce: vocative/greeting 7/ Stylistic Ell. – cliché 9/ Minor sent. – verbless – interjectional 10/ Minor sent. – verbless – fce: greeting + Stylistic Ell. – cliché
18)	1/ Minor sent. – verbless – fce: greeting

	2/ Stylistic Ell. – cliché
19)	1/ Stylistic Ell. 6/ Minor sent. – verbless – interjectional 10/ Stylistic Ell.
20)	1/ Stylistic Ell. 3/ Stylistic Ell. (fce: thanking) – kind of cliché
21)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Aposiopesis
22)	1/ Minor sent. – verbless – fce: vocative 4/ Stylistic Ell. – cliché 6/ Minor sent. – verbless – fce: greeting
23)	1/ Minor sent. – verbless – fce: greeting 7/ Minor sent. – verbless – fce: greeting
24)	1/ Minor sent. – verbless – fce: thanking 5/ Stylistic Ell. – cliché 8/ Stylistic Ell. – cliché 9/ Stylistic Ell. – cliché 11/ Stylistic Ell. – cliché
25)	1/ Minor sent. – verbless – fce: greeting 2/ Stylistic Ell. – cliché 6/ Stylistic Ell. 7/ Minor sent. – verbless – fce: wish
26)	1/ Minor sent. – verbless – fce: greeting 3/ Stylistic Ell. 4/ Stylistic Ell. 5/ Stylistic Ell. 6/ Stylistic Ell. 9/ Stylistic Ell. (fce: thanking) – kind of cliché + Textual Ell. – anaphoric – cohesive (8) 10/ Stylistic Ell. 11/ Minor sent. – verbless – fce: wish
27)	3/ Stylistic Ell.

28)	1/ Minor sent. – verbless – fce: vocative/greeting 5/ Minor sent. – verbless – fce: wish
29)	1/ Minor sent. – verbless – fce: vocative/greeting 3/ Stylistic Ell. 4/ Stylistic Ell. 5/ Minor sent. – verbless – fee: titling/indicative 6/ Structural Ell. (verbal operator missing) 15/ Stylistic Ell. – cliché
30)	1/ Minor sent. – verbless – fce: greeting 10/ Stylistic Ell. – cliché (fee: thanking) – kind of cliché
31)	1/ Minor sent. – verbless – fce: greeting 10/ Stylistic Ell. 12/ Stylistic Ell. – cliché
32)	1/ Minor sent. – verbless – fce: vocative/greeting + double nucleus verbless clause (how + infinitive) 9/ Stylistic Ell. – cliché 10/ Stylistic Ell. – cliché
33)	1/ Minor sent. – verbless – fce: vocative/greeting 2/ Stylistic Ell. 3/ Stylistic Ell. 7/ Stylistic Ell. 8/ Stylistic Ell. 9/ Stylistic Ell. 10/ Stylistic Ell. 13/ Minor sent. – verbless – fee: thanking
34)	1/ Minor sent. – verbless – fce: wish 3/ Minor sent. – verbless – fce: thanking + Minor sent. – verbless – fce: greeting
35)	1/ Minor sent. – verbless – fce: vocative 2/ Stylistic Ell. – cliché (fce: thanking) – kind of cliché 6/ Minor sent. – verbless – fce: adverbial
36)	1/ Minor sent. – verbless – fce: vocative

	<p>2/ Minor sent. – verbless – fce: thanking</p> <p>3/ Stylistic Ell.</p> <p>6/ Stylistic Ell. – cliché</p>
37)	<p>1/ Minor sent. – verbless – fce: vocative/greeting</p> <p>2/ Minor sent. – verbless – fce: thanking</p> <p>4/ Minor sent. – verbless – fce: exclamatory</p> <p>9/ Stylistic Ell. – cliché</p>
38)	<p>12/ Stylistic Ell.</p> <p>16/ Stylistic Ell.</p> <p>17/ Textual Ell. – anaphoric – cohesive (16) – clausal</p> <p>20/ Stylistic Ell. – cliché</p> <p>+ Stylistic Ell. – cliché</p>
39)	<p>1/ Minor sent. – verbless – fce: vocative</p> <p>2/ Stylistic Ell.</p> <p>3/ Stylistic Ell.</p> <p>+ Stylistic Ell.</p> <p>7/ Stylistic Ell.</p> <p>10/ Syntactic Ell. (kind of a question tag)</p> <p>13/ Stylistic Ell.</p> <p>19/ Stylistic Ell. – cliché</p>
40)	<p>1/ Minor sent. – verbless – fce: vocative</p> <p>3/ Stylistic Ell.</p> <p>5/ Stylistic Ell. – cliché</p>
41)	<p>1/ Stylistic Ell.</p> <p>2/ Stylistic Ell. – cliché</p> <p>5/ Stylistic Ell.</p> <p>+ Textual Ell. – anaphoric – cohesive (4) – nominal</p> <p>8/ Structural Ell. (preposition <i>on</i> missing)</p> <p>9/ Stylistic Ell. – cliché</p> <p>10/ Stylistic Ell. – cliché</p>
42)	<p>1/ Stylistic Ell.</p> <p>+ Stylistic Ell.</p>

	<p>+ Minor sentence – verbless – fce: interjectional (secondary interjection)</p> <p>2/ Stylistic Ell. (fce: thanking) – kind of cliché</p> <p>3/ Stylistic Ell.</p> <p>4/ Stylistic Ell. – cliché</p>
43)	<p>1/ Minor sent. – verbless – fce: vocative/greeting</p> <p>4/ Stylistic Ell.</p>
44)	<p>1/ Minor sent. – verbless – fce: wish/vocative</p> <p>7/ Textual Ell. – anaphoric – non-cohesive</p>
45)	<p>1/ Minor sent. – verbless – fce: vocative/greeting</p> <p>3/ Stylistic Ell.</p> <p>4/ Stylistic Ell.</p> <p>+ Structural Ell. (conjunction <i>that</i> missing)</p> <p>5/ Minor sent. – verbless – fce: adverbial</p> <p>6/ Stylistic Ell.</p> <p>7/ Structural Ell. (conjunction <i>that</i> missing)</p> <p>10/ Stylistic Ell. – cliché</p>
46)	<p>1/ Minor sent. – verbless – fce: vocative</p> <p>+ Minor sent. – verbless – fce: thanking</p> <p>3/ Stylistic Ell.</p> <p>4/ Stylistic Ell.</p> <p>6/ Stylistic Ell.</p> <p>8/ Stylistic Ell.</p> <p>9/ Stylistic Ell.</p> <p>10/ Stylistic Ell. – cliché</p>
47)	<p>1/ Minor sent. – verbless – fce: vocative/greeting</p> <p>+ Stylistic Ell. – cliché</p> <p>+ Minor sent. – verbless – exclamatory (How + adj.)</p> <p>2/ Stylistic Ell.</p> <p>3/ Stylistic Ell.</p> <p>4/ Stylistic Ell.</p> <p>5/ Stylistic Ell.</p>

	<p>11/ Structural Ell. (anticipatory <i>it</i> missing) + Stylistic Ell.</p> <p>12/ Minor sent. – verbless – fce: adverbial – negative response</p> <p>13/ Minor sent. – verbless – fce: interjectional</p> <p>14/ Stylistic Ell.</p> <p>15/ Stylistic Ell.</p> <p>16/ Stylistic Ell. – cliché + Stylistic Ell.</p> <p>17/ Stylistic Ell. – cliché</p>
48)	<p>3/ Minor sent. – verbless – fce: exclamatory</p> <p>5/ Stylistic Ell. (fce: thanking) – kind of cliché</p> <p>6/ Stylistic Ell. – cliché</p> <p>7/ Stylistic Ell. – cliché</p> <p>10/ Stylistic Ell. – cliché</p>
49)	<p>1/ Minor sent. – verbless – fce: vocative + Stylistic Ell.</p> <p>2/ Stylistic Ell.</p> <p>4/ Stylistic Ell. + Aposiopesis + Stylistic Ell.</p> <p>5/ Minor sent. – verbless – fce: wish + Stylistic Ell. + Stylistic Ell. – cliché + Stylistic Ell. – cliché</p>
50)	<p>1/ Minor sent. – verbless – fce: vocative</p> <p>10/ Stylistic Ell. – cliché</p>

7.3. CONCLUSION

It is clear from the table above that in the genre of personal e-mails, ellipses and minor sentences are utilized extremely frequently. Hypothetically, authors of my corpus favour using ellipses and minor

sentences for the economizing purposes. The application of these means has been found in every e-mail, without an exception. I have identified 228 representatives of this group, from which: Minor sentences amount to 35,1% (80 units); Stylistic ellipses account for 30,7% (70 items); Clichés constitute 25,4% (58 representatives); Textual ellipses represent 4,4% (10 instances); Structural ellipses reach 2,6% (6 units); Aposiopeses number 0,9% (2 items); and Double-nucleus verbless clauses make 0,9% (2 representatives).

Furthermore, there are only two e-mails containing only one instance of these means (*e-m 10+27*). Additionally, the length of these two writings presumably causes the relatively limited use of ellipsis and minor sentences. Assumably, the style of the e-mail *10*) also influences the restricted choice of these items, for it is quite different from the rest of the e-mails. It is a kind of a recorded message that is automatically sent to everybody who cannot immediately reach the person e-mailed.

I regard it necessary to mention that I do not include into my analysis of ellipses and minor sentences one particular kind of structural ellipses, which is concerned with the omission of subjects in particular coordinate sentences. I exclude those ellipses, where the subjects in coordinate sentences are left out when being identical in all of the sentence clauses. The identical subject is typically introduced in the initial clause of the whole sentence and then it is deleted in the following clause(s). This kind is often perceived as not real ellipsis, but regarded to contain multiple predicate for one shared subject.

e.g.

11) 6/ I am going to Rob's wedding with Paul next weekend and can't wait

11) 9/ I felt very tired since then but am recovering slowly!

41) 8/ Roger is coming out fishing and will bring my Mom along...

42) 2/ We all had a real laugh and really enjoyed the weekend,...

These ellipses appear in the majority of my e-mails. If the subjects of particular clauses are clearly this case, I do not embrace them in my analysis; nonetheless, cases in which the subjects are not explicitly identifiable and unambiguously interpretable are included within the table – such cases are labelled as stylistic ellipsis, which are typically not fully recoverable.

Apart from other things, there is another type of ellipses, which I do not include into my analysis. This type refers to structural ellipses and is extremely frequent. This type occurs in “hope”-constructions in which, at least as far as my corpus is concerned, the conjunction *that* is almost characteristically omitted. Many of these constructions are cliché-expressions.

e.g. 2) 4/ *Hope all is well*

4) 4/ *Hope you have a lovely day.*

9) 19/ *Big hugs and hope the school children are behaving well!!!*

Ellipses and minor sentences tend to appear routinely in colloquial, spoken and informal English. However, my corpus proves that they may also be employed in the written medium; what is more, they can be utilized with remarkably great frequency. The economy of speech and writing seems to be the leading motive for their wide use. ‘Something is left unsaid, but nevertheless it is understood; something goes without saying’ – these are the main principles of ellipses and minor sentences. The writers of my corpus seem to favour applying them as much as possible. Even in e-mails in which the writers, presumably, do not want to sound excessively informal, the opportunity to use them at least within the cliché, opening or leave-taking phrases is not missed.

Although ellipses and minor sentences are generally associated with the informal, colloquial speech, I am convinced that there is no clear cut between spoken and written language. My research substantiates that

spoken and written language may have both much in common, and ellipses together with minor sentences rank among the closest bonds.

8. ANALYSIS BASED ON BIBER'S **CONCEPTION OF DIMENSIONS**

8.0. INTRODUCTION TO BIBER'S CONCEPTION

I base my analyses of this particular chapter on the Douglas Biber's book called 'Variation across speech and writing' (1988).

In his survey Biber demonstrates that neither speech nor writing is primary and both deserve careful analysis. "In theory, writing is disregarded as secondary and derivative from speech. In practice, however, speech is also disregarded as unsystematic and not representative of the true linguistic structure of a language." (BIBER, 1988:7)

None of the two representatives of language has primacy over the other and represents the 'true language'; they are both rather different systems and both are applied in different situations depending on which of the two modes is more suitable and therefore appropriate. "Although either speech or writing can be used for almost any communicative need, we do not in fact use the two forms interchangeably....For example, we have no trouble choosing between leaving a note for someone or speaking to the person face-to-face; the situation dictates the mode of communication." (BIBER, 1988:8)

All the Biber's analyses in this book are aimed to describe the textual relations between speech and writing. Biber analyzes here a large number of functionally diverse linguistic features. He uses the Macroscopic analyses to define the seven overall dimensions of variation in English and he uses the Microscopic analyses which are concerned with the communicative functions of particular linguistic features (e.g. a high frequency of nouns indicates great density of information – Dimension 1). "The analysis of speech and writing presented here

depends on both approaches: it uses a macroscopic approach to analyze the co-occurrence patterns among 67 linguistic features in 481 texts, identifying seven textual dimensions; and it uses microscopic analyses to interpret these dimensions in functional terms.” (BIBER, 1988:63)

Biber utilizes the computer-based text corpora and the specialized computer program to count the frequencies of certain linguistic features. The computer program also takes advantage of multivariate statistical techniques to find co-occurrence relations among linguistic features. I do not have the possibility to work with this means; and therefore, I have to search out, identify and count the frequency counts of linguistic features by hand. It is the reason why I do not analyze all the 67 linguistic features as Biber does, but I collect only some of them. To be more precise, I concentrate only on those features that I consider crucial, interesting or typical representatives of the genre of personal e-mail writing.

Biber’s analysis serves as an inspiration for my analysis, and one of the sound reasons is: in spite of the fact that his study is rather comprehensive and detailed, he does not include all the genres into his survey. Therefore, I consider it interesting and useful to analyze the genre of personal e-mail writing on the basis of Biber’s study. Unquestionably, it would be even more interesting to supply Biber’s statistics with the results from the genre of personal e-mails. Nevertheless, I cannot complete his tables with my numbers because his statistics are based on the comparative analyses of texts of various genres and the computer program count; whereas, my research concentrates on one genre only and the results are not calculated by means of computer. However, for the purposes of my study, I acquire many Biber’s procedures.

One of the reasons why Biber does not include the genre of e-mails into his analysis and why I cannot incorporate my results into his statistics is that he excludes all the texts that are shorter than 400 words. Nonetheless, my study deals with the genre of personal, intimate e-mails and from my own experience these e-mails seldom reach the number of

400 words per one e-mail. I could undoubtedly collect texts that would contain 400 and more words; however, I have tried to collect e-mails that could represent the genre of personal, intimate e-mails as a whole, which results in that the analyzed e-mails are typically much shorter.

8.1. NORMALIZATION OF FREQUENCY COUNTS

The frequency counts are counts of particular linguistic features and they give an accurate and quantitative characterization of a text (e.g. there are 4 private verbs in e-mail 11); 8 in e-mail 12; 8 in e-mail 39). Texts can be therefore compared very precisely.

“The frequency counts of all linguistic features are normalized to a text length of 1,000 words. This normalization is crucial for any comparison of frequency counts across texts, because text length can vary widely. A comparison of non-normalized counts will give an inaccurate assessment of the frequency distribution in texts.” (BIBER, 1988:75) I apply his algebraic formulae for normalizations of counts to my e-mails, so that the normalized counts represent frequencies per 1,000 words.

Example of normalization:

e-mail 11) Total number of words = 123

The Summary of private verbs in this e-mail = 4

Normalized Count = $4:123 \times 1000 = 32,5$

8.2. DIMENSIONS

The individual frequency counts do not identify linguistic dimensions. What is important is the co-occurrence pattern among features. Features can define particular dimensions when they consistently co-occur in texts. When the co-occurring features are, owing to the quantitative analysis, identified, it is possible to interpret them in

functional terms. “This approach is based on the assumption that strong co-occurrence patterns of linguistic features mark underlying functional dimensions. Features do not randomly co-occur in texts. If certain features consistently co-occur, it is reasonable to look for an underlying functional influence that encourages their use.” (BIBER, 1988:13)

On the basis of co-occurring features, Biber identifies seven textual dimensions:

- 1) ‘Informational versus Involved Production’
- 2) ‘Narrative versus Non-Narrative Concerns’
- 3) ‘Explicit versus Situation-Dependent Reference’
- 4) ‘Overt Expression of Persuasion’
- 5) ‘Abstract versus Non-Abstract Information’
- 6) ‘On-line Informational Elaboration’
- 7) ‘marks academic hedging or qualification’

Each dimension contains different set of linguistic features, which perform different communicative functions. Each dimension also defines the similarities and dissimilarities among genres. According to Biber, it is necessary to ponder all the dimensions; otherwise, an adequate description of the relations among spoken and written texts is impossible.

Biber divides linguistic features into seven Factors that are later interpreted as textual dimensions. I also structure the linguistic features into these Factors. High frequencies of particular linguistic features typically co-occur with other linguistic features and these co-occurring features always represent a particular Factor.

From the fifty collected private e-mails, I have chosen only five that I analyze in detail (number – 11, 12, 39, 47, and 48). They are not selected at random; I have tried to pick them carefully, so they could be regarded as the characteristic representatives of the genre of private,

personal-intimate e-mails. All the numbers and counts relate to these five selected e-mails.

As far as the particular Factors are concerned, each of the items belonging to the particular Factor groups need to be analyzed individually and precisely. It is necessary to identify all the items that are representatives of particular linguistic groups. When all the particular items per one e-mail are identified and summed up, and after having counted their normalized frequencies per 1,000 words, the same process has to be done with all the rest of e-mails. Subsequently, from all the five e-mails I count the average.

8.3. FACTOR 1 = Informational versus Involved production

8.3.1. Private verbs

These verbs “express intellectual states and intellectual acts that are not observable” (QUIRK et al., 1991:346)

Number of an e-mail	Sentence number	Verbs	----	Number of an e-mail	Sentence number	Verbs
11)	3/ 5/ 9/ 12/	love hope felt hope		47)	1/ 2/ 3/ 6/ 9/ 12/ 13/ 14/	hear believe thinking love wish know see hope
12)	3/ 4/ 5/ 12/ 12/ 13/ 16/	know know hope think saw saw learn		48)	2/ 9/	ignore know
39)	3/ 4/ 6/ 7/ 9/ 14/ 16/	remember found felt think hope remember know				

Into this group I include verbs in any form in which they may appear, e.g. infinitives and imperatives. The only criterion is that these verbs have to be the private verbs.

Except for the first calculation, I use abbreviations in my counts, which are introduced in brackets next to their full forms.

The summary (S) = 30 items in all 5 e-mails (e-m)

e-m 11) Total number of words in the whole e-mail (TNo) = 123

Summary of items (S) = 4

Normalized count (Norm.C.) = $4:123 \times 1000 = 32,5$

e-m		e-m	
12)	TNo=197 S=8 Norm.C.= $8:197 \times 1000 = 40,6$	47)	TNo=276 S=8 Norm.C.= $8:276 \times 1000 = 29$
39)	TNo=205 S=8 Norm.C.= $8:205 \times 1000 = 39$	48)	TNo=107 S=2 Norm.C.= $2:107 \times 1000 = 18,7$

The Average (0) = $32,5 + 40,6 + 39 + 29 + 18,7 = 159,8$

$159,8 : 5 = 31,96$

$0 = 31,96 = 32$

8.3.2. THAT deletion

“While contractions are a form of phonological (or orthographic) reduction, subordinator-*that* deletion is a form of syntactic reduction.” (BIBER, 1988:244)

It is common in the narrow corpus that the *that*-clause is connected asyndetically to its head. Writers mostly omit *that* in clauses that appear as nominal content clauses in the functions of objects.

e-m	No.of sentence	<i>That</i> deletion + function of the clause with the deleted <i>that</i>
-----	----------------	--

11)	5/ 12/	I hope you had a nice rest...= nominal content clause in the function of an object (NCC – fce-obj.) Hope you are well. = NCC – fce-obj.
12)	5/ 7/	I hope Tom is getting over ...= NCC-fce-obj. ...the bugs he was fighting...=restrictive adjectival relative clause
39)	7/ 9/	Don@t think i'll go back now...=NCC-fce-obj. I hope i will get to see you..=NCC-fce-obj.
47)	2/ 7/ 11/ 12/ 14/ 16/	..., i can't quite believe i stayed... = NCC-fce-obj. ..., mum and dad have said i can have...=NCC-fce-obj. ...sure you don't want to come then? = NCC-fce-complementation of adjective no, i know you're going with ian's family = NCC-fce-obj. hope we can coincide at quinta tho! = NCC-fce-obj. ...hope the exams are ok = NCC-fce-obj.
48)	--	--

S = 12 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=2 Norm.C.=16,3	47)	TNo=276 S=6 Norm.C.=21,7
12)	TNo=197 S=2 Norm.C.=10,2	48)	TNo=107 S=0 Norm.C.=0
39)	TNo=205 S=2 Norm.C.=9,8		

$$(16,3 + 10,2 + 9,8 + 21,7 + 0) : 5 = 11,6$$

$$\underline{0 = 11,6}$$

It is clear that the *that* deletion is usually connected to the function of an object; however, I have discovered that there are also cases in which the nominal content clause carries the function of the complementation of an adjective, or the clause is a restrictive adjectival relative clause. Nevertheless, these cases are not as significant for the personal e-mail writing as the deletion in nominal content clauses in the function of an object.

8.3.3. Contractions

I include all contractions with pronouns (e.g. I'm; she's; he'd) and all contractions of auxiliary forms and negatives (e.g. wouldn't; haven't; didn't). I exclude the contractions on nouns when they are parts of possessive forms. The other cases are included.

e-m	the list of particular contracted items
11)	can't; I'd
12)	Don't; I'm; doesn't; he's; I'll
39)	Don@t; i'll; i've; it's; we've; how's
47)	ian's; can't; it's; that's; you're; i'd; nothing's; don't; you're; ian's; you've; don't; i'll
48)	don't

S = 27 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=2 Norm.C.=16,3	47)	TNo=276 S=13 Norm.C.=47,1
12)	TNo=197 S=5	48)	TNo=107 S=1

	Norm.C.=25,4		Norm.C.=9,3
39)	TNo=205 S=6 Norm.C.=29,3		

$$(16,3 + 25,4 + 29,3 + 47,1 + 9,3) : 5 = 25,5$$

$$\underline{0 = 25,5}$$

I presupposed a much higher number of contractions. Nonetheless, taking into consideration that the writers of this kind of e-mails commonly use ellipses (especially the initial ellipses of subjects and/or operators), it is probably not so surprising that there are not as many contractions as could be expected. This fact influences the application of contractions significantly. I consider it useful to mention some of the frequently and repeatedly used ellipses, from which it is clear that the writers often choose not to use contractions, which are already time-saving and remarkably economical, but the latter to take the advantage of ellipses because the latter are even more economical.

e.g.

12) 18/ *Looking forward to hearing your parents reactions to Tom.*

9/ *Only joking!!*

11) 12/ *Hope you are well.*

39) 3/ *Seems a bit like a dream now though, got nice photos to remember it.*

47) 1/ *hi jana – soooooooo good to hear from you...*

15/ *gotta go cos at internet café and only got a couple of mins left.*

Another factor having influence on the lower number of contraction is probably the application of appended clauses, which rank among ellipses, a type of special ellipses. “An appended clause is an elliptical clause (usually parenthetical or an afterthought) for which the

whole or part of the preceding or interrupted clause constitutes the antecedent.” (QUIRK et al., 1991:261)

e.g. 48) 3/ (*which is even worse tonight by consuming almost half the bottle of the 'bloody-excellent' vodka bought from the airport..for 6 quid! Bargain!!*)

8.3.4. Present tense verbs

I include into this group all the verbs in present tense forms, except for infinitives, which I analyze separately in 8.6.1.

It is necessary to mention here that cases which contain auxiliary verbs are classified as one unit with its main verb.

I also incorporate the semi-auxiliary *have to* into this group because although it carries the modal meaning, it is often not considered a pure modal verb. “Two categories of verbs are intermediate between auxiliaries and main verbs. They express modal or aspectual meaning.” (QUIRK et al., 1991:40) According to these authors, the two categories are the modal idioms (e.g. had better, would rather, have got to, be to) and the semi-auxiliaries (e.g. be able to, be bound to, be going to, be likely to, have to). Therefore, for the purpose of my study, I have decided not to include ^{have to} it into the group of modals, but to classify it as a verb in a present tense form. The reason for my choice is that I do not find it obvious from Biber’s explanations, definitions and tables, whether he includes these verbs into the group of main verbs or modals.

Other items I include are BE as a main verb and DO as a pro-verb.

I also attach imperatives to this group, but only the ones the interpretation of which is not ambiguous and vague. (e.g. 47) 17/ *speak soon*)

e-m	No.of sent.		e-m	No.of sent.	
11)	2/ 3/ 4/ / 5/ / 6/ 7/ 8/ 9/ 10/ 12/ /	thanks love are doing doing hope is am going have have am recovering have hope are	47)	3/ / 4/ 6/ / 7/ / / 9/ 11/ 12/ / 13/ 14/ 16/ /	thinking 's have to 're going 's come is is wish don't want know 're going don't catch up hope hope have
12)	2/ 3/ 4/ 5/ / 8/ 12/ 13/ 14/ 16/ / 18/	don't worry know know hope is getting doesn't relax think are are continues is Looking forward to.	48)	2/ 3/ 4/ 5/ / 6/ 8/ / 9/ / 11/	ignore is is thank get looking forward.. have keep let are 's
39)	7/ 8/ 9/ 10/ / 11/ 12/ 13/ 14/ 16/ / / 17/ 18/	don't think want hope have have are is have to Do remember do know are are Tell Write back			

There are some cases where writers utilize present tenses in ellipses. I include them into my analyses of present tense verbs only

when the present tense is unambiguously interpretable. (e.g. 12) 18/
Looking forward to hearing your parents reactions to Tom.)

S = 68 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=13 Norm.C.=105,7	47)	TNo=276 S=16 Norm.C.=58
12)	TNo=197 S=12 Norm.C.=61	48)	TNo=107 S=13 Norm.C.=121,5
39)	TNo=205 S=14 Norm.C.=68,3		

$$(105,7 + 61 + 68,3 + 58 + 121,5) : 5 = 83$$

$$\underline{0 = 83}$$

8.3.5. 2nd Person pronouns

The second person pronouns are:

singular – *you, yourself, your, yours*

plural – *you, yourselves, your, yours*

S = 34 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=5 Norm.C.=40,7	47)	TNo=276 S=12 Norm.C.=43,5
12)	TNo=197 S=4 Norm.C.=20,3	48)	TNo=107 S=3 Norm.C.=28

39)	TNo=205 S=10 Norm.C.=48,8	
-----	---------------------------------	--

$$(40,7 + 20,3 + 48,8 + 43,5 + 28) : 5 = 36,3$$

$$\underline{0 = 36,3}$$

8.3.6. DO as pro-verb

According to Biber, this group contains the DO-items which are not parts of the following constructions: DO as an auxiliary and DO as question. "As a main verb, *do* can function as a pro-predicate or pro-predication referring to some unspecified action or actions, alone or in combination with *so*, *it*, *this*, *that*, interrogative *what*, or an indefinite pronoun:

I don't know what *to do*, so I *did* nothing.

A: I'm throwing these books away.

B: Why are you *doing* THAT?

A: What have they been *doing* to the road?

B: Widening it." (QUIRK et al., 1991:39)

e-m	No.of sent.	Item + its source sentence
11)	4/	doing (How are you <i>doing</i> ?)
12)	--	---
39)	--	---
47)	--	---
48)	4/ 9/	do (i don't get paid for my english anyway...!...but i <i>do</i> for my vision...) doing (let me know how you are <i>doing</i> from time to time)

S = 3 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=1 Norm.C.=8,1	47)	TNo=276 S=0 Norm.C.=0
12)	TNo=197 S=0 Norm.C.=0	48)	TNo=107 S=2 Norm.C.=18,7
39)	TNo=205 S=0 Norm.C.=0		

$$(8,1 + 0 + 0 + 0 + 18,7) : 5 = 5,4$$

$$\underline{0 = 5,4}$$

8.3.7. Analytic negation

In comparison to synthetic negation, the analytic negation is more fragmented. I incorporate all the cases where *not* appeared in the five selected e-mails, regardless of whether the form of the negative particle *not* is contracted or not. The group of analytic negation comprehend both forms. *Not* is the most important negative word, which makes a whole clause negative.

Biber excludes *no* as a response from the group of synthetic negation. I have decided to include it among the items of analytic negations. *No* can function as a determiner, response word, an adverb, or it can be a part of certain idioms (e.g. no longer). Moreover, it can feature as a prefix of indefinite pronouns (e.g. nobody). Nonetheless, I embody in the group of analytic negation only the case where *no* functions as a response word. “*No* as a response word gives a negative answer to YES-NO questions, Imperatives, Requests, etc. E.g. ‘Did he pass the driving test?’ ‘No, he failed it.’” (LEECH, 1989:285)

No.of e-m	No.of sent.	Negative item -analytic	-- -	No.of e-m	No.of sent.	Negative item -analytic
11)	6/	..can't wait!		47)	2/ 11/ 12/	..., i can't quite believe.. ..sure you don't want.. no, i know you're going..
12)	2/ 4/ 8/	Don't worry about not so long ago I was.. Now he doesn't relax,		48)	4/	i don't get paid for...
39)	7/	Don@t think i'll go ...				

S = 9 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=1 Norm.C.=8,1	47)	TNo=276 S=3 Norm.C.=10,9
12)	TNo=197 S=3 Norm.C.=15,2	48)	TNo=107 S=1 Norm.C.=9,3
39)	TNo=205 S=1 Norm.C.=4,9		

$$(8,1 + 15,2 + 4,9 + 10,9 + 9,3) : 5 = 9,7$$

$$\underline{0 = 9,7}$$

8.3.8. Demonstrative pronouns

The meanings of demonstratives are connected to showing or pointing to something. Basically, there are four words that can be employed to refer and point to something in particular situations – *this*, *that*, *these*, *those*.

“*This* and *these* are called ‘near’ because they indicate something near to the speaker. *That* and *those* refer to something less near to the speakers.” (LEECH, 1989:115) *That* and *those* are sometimes called ‘far’.

However, there are also other uses of these pronouns, which do not express the ‘near’ or ‘far’ differences. “*Those* can mean ‘not near’ both in a physical sense and in an emotional sense. For example, *those* expresses a negative feeling. (E.g. I really hate *those* new supermarkets, don’t you?) *Those* in writing can mean ‘the people...’. (E.g. James admires *those* who succeed.) *Those* in writing can also be a replacement for an earlier phrase. It means ‘the ones...’ (E.g. Clothes which are made by hand last much longer than *those* made in a factory.” (LEECH, 1989:476)

I include all of the possible uses of these pronouns into my analysis. Nevertheless, it is necessary to mention that each of these four words have to be analyzed carefully to exclude the items which are not demonstrative pronouns, although they have the same form. Especially the use of *that* can be problematic, for it often appears in the function of a conjunction introducing a that-clause. (e.g. 48)5/ *thank god...for that i get a good income!!; 11)5/ I hope you had a nice rest and that your boyfriend is well.)*

That can also be a relative pronoun which introduces the restrictive adjectival relative clause (e.g. The man that we met yesterday...), however, there was no example of this kind in the selected five e-mails.

No.of e-m	No.of sent.	
11)	--	--
12)	13/	Well we saw the updated version for a treat, those 3D special affects..
39)	12/ 13/ 14/ / 15/	And how's that boyfriend of yours? ...have to drink lots of wine to get me through this year! Do you remember that night at camp... ...when Neil stole that wine and cheese from the kitchen? That was fun!
47)	6/ 7/	that's wicked you're going to portugal -, cos they come home before that.
48)	---	---

S = 8 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=2 Norm.C.=7,2
12)	TNo=197 S=1 Norm.C.=5,1	48)	TNo=107 S=0 Norm.C.=0
39)	TNo=205 S=5 Norm.C.=24,4		

$$(0 + 5,1 + 24,4 + 7,2 + 0) : 5 = 7,3$$

$$\underline{0 = 7,3}$$

8.3.9. Hedges with increasing and decreasing powers

Both groups – general emphatics + amplifiers and hedges + downtoners are concerned with the category of degree.

“ (a) Increased intensification to various degrees is realized by amplifiers, as in:

They *fully* appreciate the problem.

He has *completely* ignored my question.

She was badly in need of help.

How (very much) they must have suffered!

(b) Decreased intensification to various degrees is realized by downtoners, as in:

They have *practically* forced him to resign.

In spite of his manners, I *rather* like him.

She *sort of* laughed at the idea. ” (QUIRK et al., 1991:179)

AMPLIFIERS versus EMPHATICS

Biber uses the term ‘emphatics’, while Quirk et al. offer the term ‘emphasizers’. I have chosen to use Biber’s term; however, Quirk et al.’s definitions of the term seem to be more comprehensible and exemplary. They claims that “Emphasizers have a general heightening effect and are generally attributive only, eg: a *real* hero; *plain* nonsense” while “Amplifiers scale upwards from an assumed norm, and are central adjectives if they are inherent and denote a high or extreme degree: a *complete* victory ~ The victory was complete; *great* destruction ~ The destruction was great. On the other hand, when they are non-inherent, amplifiers are attributive only: a *complete* fool ≠ The fool is complete” (QUIRK et al., 1991:142)

Quirk et al.'s explanation of the difference between amplifiers and emphatics plus his subsequent examples seems to be obvious and clearer. "...amplifiers are only attributive when they are used as emphasizers, conveying principally emphasis rather than degree. For example, *total* in *total nonsense* is an emphasiser, while in *total destruction* it is an amplifier and has a literal application (the destruction of everything)." (QUIRK et al., 1991:143)

DOWNTONERS versus HEDGES

"Downtoners have lowering effect, usually scaling downwards from an assumed norm" (QUIRK et al., 1991:143)

On the one hand, downtoners have generally more syntactic and semantic weight than hedges. If we omit the downtoner we change the whole meaning of the sentence. On the other hand, hedges have huge pragmatic effects and are generally considered as informal and less specific markers. Biber claims that "Downtoners give some indication of the degree of uncertainty; hedges simply mark a proposition as uncertain" (BIBER, 1988:240)

As far as my study is concerned, I have found that it is often impossible to classify these markers separately and unambiguously into four specific groups because many of the items may belong into more groups simultaneously. That is to say, my analyses suggest that the semantic meaning has frequently direct and profound impact on the pragmatic interpretation.

I therefore consider it better and more objective to unite the four groups (emphatics, amplifiers, downtoners, hedges) and cover these units under one overall title – HEDGES. Owing to this method, I avoid the parallel ranking of one item into several different groups. I think that the division into the four particular groups would be inevitably subjective and different authors would probably treat the items differently. E.g. 12)

9/ *Only joking!!* Biber would probably come to the conclusion that ‘only’ is undoubtedly a downtoner. To be more precise, the computer programme he worked with would classify this term among downtoners, which I conclude from the fact that *only* is listed in the examples of downtoners. Quirk et al. lists *only* among other examples as well. What is more, the phrase ‘*I was only joking*’ is introduced as the representative of downtoners. Nevertheless, I am sure that the word *only* has also a pragmatic value and therefore it should be classified as a hedge. I suppose that the writer wanted to point out something more than the bare degree.

Within the group of hedges, I make the only division and it is done according to the decreasing of increasing power of particular expressions. There are two groups: HEDGES with INCREASING POWER – that roughly correspond to united general emphatics and amplifiers; and HEDGES with DECREASING POWER – that roughly correspond to united downtoners and hedges.

No.of e-m	No.of sent.	Hedges with increasing power + Source of particular hedges
11)	2/ 10/ 13/	...,thanks <i>a million</i> for the amazing photos. Still have <i>loads of</i> homework to do... <i>lots of</i> love
12)	4/ 13/ 14/ 15/ 19/	not <i>so long</i> ago I was the same, as you know,... ..., those 3 D special affects are <i>quite something!!</i> They came home tired and happy and are now <i>fast asleep</i> . Elisheva went to sleep over with Emma and Sarah to whom she is <i>absolutely</i> devoted. With <i>much love</i> as always.
39)	1/	Had <i>the most</i> amazing time <i>ever!!</i>

	2/ 4/ 7/ 9/ 10/ 13/ 19/	It was <i>soooooo</i> beautiful and peaceful and hot! We found deserted beaches it was <i>very</i> romantic,... ...,i've got <i>far too much</i> work on... ..., it's been <i>so long</i> since we've spoken. I have <i>loads and loads</i> of work for exams,... ...,have to drink <i>lots of</i> wine to get me through this year! <i>lots of</i> love Zara xxxxx
47)	1/ 2/ 2/ 2/ 2/ 3/ 8/ 16/ 16/	hi jana – <i>soooooooooo</i> good to hear from you... i moved a couple of weeks ago to a different flat – <i>so much</i> better,... ..., i can't <i>quite</i> believe i stayed... ...i stayed in the other one for <i>so</i> long,... ..., it was <i>so dreadful!</i> ...it's <i>totally</i> magical and... so i was gonna take <i>a load of</i> friends out. <i>lots of</i> love to you... (god you have <i>so many</i> of them)
48)	2/ 3/ 3/ 4/ 10/	ignore my bad english, inexcusable spelling and <i>extremely</i> poor punctuation! (which is <i>even worse</i> tonight...by consuming ...) (...almost half the bottle of the ' <i>bloody-excellent</i> ' vodka...) ...which is my <i>best</i> asset, <i>by far!</i> <i>lotsa</i> love,...

S = 30 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=3 Norm.C.=24,4	47)	TNo=276 S=9 Norm.C.=32,6
12)	TNo=197 S=5	48)	TNo=107 S=5

	Norm.C.=25,4		Norm.C.=46,7
39)	TNo=205 S=8 Norm.C.=39		

$$(24,4 + 25,4 + 39 + 32,6 + 46,7) : 5 = 33,6$$

$$\underline{0 = 33,6}$$

No.of e-m	No.of sent.	Hedges with decreasing power + Source of particular hedges
11)	---	---
12)	9/	<i>Only</i> joking!!
39)	3/ 6/	Seems <i>a bit like</i> a dream now though,... I felt <i>a bit</i> left out actually.
47)	5/ 10/ 11/ 12/ 13/ 15/	seems <i>like a bit of</i> a weird thing to do on your own. but nothing's arranged, so perhaps i should <i>just</i> come seems <i>a bit</i> silly to waste the chance of having... ...you're going with ian's family and you've <i>probably</i> booked your flights. ..., i'll <i>just</i> have to see you in pragu/bristol! Gotta go cos at internet café and <i>only got a couple of</i> mins left.
48)	3/	...by consuming <i>almost</i> half the bottle...

S = 10 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=6 Norm.C.=21,7
12)	TNo=197	48)	TNo=107

	S=1 Norm.C.=5,1		S=1 Norm.C.=9,3
39)	TNo=205 S=2 Norm.C.=9,8		

$$(0 + 5,1 + 9,8 + 21,7 + 9,3) : 5 = 9,2$$

$$\underline{0 = 9,2}$$

8.3.10. 1st Person pronouns

(*I, me, we, us, my, our, myself, ourselves*)

$$\underline{S = 55}$$

e-m		e-m	
11)	TNo=123 S=8 Norm.C.=65	47)	TNo=276 S=14 Norm.C.=50,7
12)	TNo=197 S=10 Norm.C.=50,8	48)	TNo=107 S=10 Norm.C.=93,5
39)	TNo=205 S=13 Norm.C.=63,4		

$$(65 + 50,8 + 63,4 + 50,7 + 93,5) : 5 = 64,7$$

$$\underline{0 = 64,7}$$

8.3.11. Pronoun 'it'

"It is the most generalized pronoun, since it can stand for referents ranging from animate beings to abstract concepts. This pronoun

can be substituted for nouns, phrases, or whole clauses.” (BIBER, 1988:225)

No.of e-m	No.of sent.	Particular examples of pronoun ‘it’
11)	---	---
12)	3/	I know how hard it can be to write.
39)	2/ 3/ 4/ / 9/	It was sooooo beautiful and peaceful and hot! ..., got nice photos to remember it. We found deserted beaches it was very romantic,... ...it was fantastic. I hope i will get to see you next year, it’s been so long since...
47)	2/ 3/	...i stayed in the other one for so long, it was so dreadful! ...it’s totally magical and...
48)	---	---

S = 8 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=2 Norm.C.=7,2
12)	TNo=197 S=1 Norm.C.=5,1	48)	TNo=107 S=0 Norm.C.=0
39)	TNo=205 S=5 Norm.C.=24,4		

$$(0 + 5,1 + 24,4 + 7,2 + 0) : 5 = 7,3$$

$$\underline{0 = 7,3}$$

8.3.12. BE as main verb

The main verb BE is a main verb when it appears in a copular function. It can be followed by a numeral, a noun phrase, an adjective, a prepositional phrase. The linking verb *be* links the subject with a complement that describes it. The structure is: subject + verb + complement.

Writers of e-mails which I analyze use this verb in its various forms and I include all of them into my classification. Strictly speaking, this group contains even the past participle form, the infinitive form and contractions.

No.of e-m	No.of sent.	Main verb BE + its source
11)	5/ 12/	I hope you had a nice rest and that your boyfriend <i>is</i> well. Hope you <i>are</i> well.
12)	3/ 4/ 13/ 14/ 16/	I know how hard it can <i>be</i> to write. not so long ago I <i>was</i> the same,... ..., those 3D special affects <i>are</i> quite something!! They came home tired and happy and <i>are</i> now fast asleep. ...and <i>is</i> fairly well.
39)	2/ 4/ / 9/ 11/ 12/ 13/ 15/ 16/	It <i>was</i> soooooo beautiful and peaceful and hot! ...it <i>was</i> very romantic,... ...it <i>was</i> fantastic. ..., it's <i>been</i> so long since we've spoken. <i>Are</i> you better then? And how 's that boyfriend of yours? Me and nick <i>are</i> fine,... That <i>was</i> fun! <i>Are</i> you still in touch with Michelle and Neil,...

	/	... <i>are</i> they together do you know?
47)	2/ 3/ 6/ 7/ / 9/ 16/	..., it <i>was</i> so dreadful! ...it's totally magical... that's wicked you're going to portugal-... problem <i>is</i> , mum and dad have said... ...,which <i>is</i> the second week of September, ... i wish you and ian could <i>be</i> there then. lots of love to you and hope the exams <i>are</i> ok
48)	3/ 4/ 11/	(which <i>is</i> even worse tonight....) ...which <i>is</i> my best asset, by far! pps. whats your address?

S = 27 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=2 Norm.C.=16,3	47)	TNo=276 S=7 Norm.C.=25,4
12)	TNo=197 S=5 Norm.C.=25,4	48)	TNo=107 S=3 Norm.C.=28
39)	TNo=205 S=10 Norm.C.=48,8		

$$(16,3 + 25,4 + 48,8 + 25,4 + 28) : 5 = 28,8$$

$$\underline{0 = 28,8}$$

8.3.13. Causative subordination

“*Because* is the only subordinator to function unambiguously as a causative adverbial. Other forms, such as *as*, *for*, and *since*, can have a range of functions, including causative.” (BIBER, 1988:236) Biber includes only the subordinator *because*, and therefore I follow his example. All the same, I have found none of the other causative conjunctions.

S = 1 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=1 Norm.C.=3,6
12)	TNo=197 S=0 Norm.C.=0	48)	TNo=107 S=0 Norm.C.=0
39)	TNo=205 S=0 Norm.C.=0		

$$(0 + 0 + 0 + 3,6 + 0) : 5 = 0,7$$

$$\underline{0 = 0,7}$$

The only case I have found is the conjunction *because* in its clipped form ‘*cos*’. Email 47)15/ *gotta go cos at internet café....*

8.3.14. Discourse particles

Discourse particles serve to maintain conversational coherence.

“As well as connecting utterances, some of the commonest conjuncts such as *now* and *so* have a major role as discourse initiators. Consider the following as the first words of a street encounter: -*So* you’re

better again, Bill! – Here an extralinguistic situation seems to be conjoined as it were, with an appropriate linguistic reaction to it: ‘I see you up and about, *so* I conclude you’ve recovered from your illness.’ (QUIRK et al., 1991:185)

Well; now; anyway; anyhow; anyways rank among the most commonly used discourse particles. Although some of these could probably be embraced in the group of conjuncts, see Quirk et al. or Dušková, for the purpose of my study, I consider them discourse particles and I classify them so. The thing is that these items mostly occur in conversational genres, and I believe that personal e-mails partially belong to these genres.

No.of e-m	No.of sent.	Discourse particles + their sources
11)	---	---
12)	13/	<i>Well</i> we saw the updated version...
39)	---	---
47)	13/	oh <i>well</i> , if we don't catch up...
48)	1/	<i>by the way</i> ..
	4/	i don't get paid for my english <i>anyway</i> !

S = 4 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=1 Norm.C.=3,6
12)	TNo=197 S=1 Norm.C.=5,1	48)	TNo=107 S=2 Norm.C.=18,7
39)	TNo=205 S=0 Norm.C.=0		

$$(0 + 5,1 + 0 + 3,6 + 18,7) : 5 = 5,5$$

$$\underline{0 = 5,5}$$

8.3.15. WH questions

These questions contain one of these interrogative words: *who*; *why*; *whose*; *whom*; *which*; *when*; *where*; *why*.

No.of e-m	No.of sent.	WH questions
11)	4/	How are you doing?
12)	--	--
39)	12/	And how's that boyfriend of yours?
47)	--	--
48)	11/	pps. whats your address?

S = 3 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 1 Norm.C. = 8,1	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 0 Norm.C. = 0	48)	TNo = 107 S = 1 Norm.C. = 9,3
39)	TNo = 205 S = 1 Norm.C. = 4,9		

$$(8,1 + 0 + 4,9 + 0 + 9,3) : 5 = 4,5$$

$$\underline{0 = 4,5}$$

8.3.16. WH clauses

This group comprises only those WH clauses that have the function of the nominal content clause in the function of an object. The other types of WH clauses are classified below.

I may have slightly modified Biber's categories of WH and THAT clauses. It is difficult for me to comprehend his definitions, for he introduces different terminology and it is common that he does not provide any explanations of some linguistic features. However, as his methods are not completely identical with mine and because he employs the specific computer programmes, the particular detailed definitions are not necessary for the purposes of his survey. For this reason, I use other sources to help me with particular categorizations. Therefore, I have decided to adopt Dušková's approach to these clauses. Incidentally, the other chapters concerning this kind of clauses are also inspired by Dušková's theory.

No.of e-m	No.of sent.	WH clauses as nominal content clauses in the function of an object
11)	--	--
12)	3/	I know how hard it can be to write.
39)	--	--
47)	--	--
48)	9/	let me know how you are doing...

S = 2 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 1	48)	TNo = 107 S = 1

	Norm.C. = 5,1		Norm.C. = 9,3
39)	TNo = 205 S = 0 Norm.C. = 0		

$$(0 + 5,1 + 0 + 0 + 9,3) : 5 = 2,9$$

$$\underline{0 = 2,9}$$

8.3.17. Conditional subordination

The analyzed conditional subordinators are *if; unless*. This set of subordinators has, according to Biber, also a considerable, and even more important, impact on the Factor 4. (viz. below)

No.of e-m	No.of sent.	Conditional subordinations
11)	--	--
12)	--	--
39)	--	--
47)	13/	oh well, if we don't catch up there, i'll just have to see you in prague/bristol!
48)	--	--

S = 1 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 1 Norm.C. = 3,6
12)	TNo = 197 S = 0 Norm.C. = 0	48)	TNo = 107 S = 0 Norm.C. = 0

39)	TNo = 205 S = 0 Norm.C. = 0	
-----	-----------------------------------	--

$$(0 + 0 + 0 + 3,6 + 0) : 5 = 0,7$$

$$\underline{0 = 0,7}$$

The three analyses that follow concentrate on features with negative weights on this Factor 1.

8.3.18. Nouns

This group comprises all nouns, except for nominalizations or gerunds.

According to Biber's divisions of Factors, this group belongs to the features with negative weights. The features with negative weights on this factor mark high density of information.

Nouns are the primary bearers of referential meaning and have a high informational value.

No. of e-m	No. of sent	Nouns	No. of e-m	No. of sent	Nouns	No. of e-m	No. of sent	Nouns
11)	1/	mate	48)	2/	english	47)	1/	jana
	3/	photos		3/	bottle		1/	ian
	3/	Yoan		3/	vodka		1/	prague
	4/	rest		3/	airport		2/	weeks
	4/	boyfriend		3/	quid		2/	flat
	6/	Rob's		3/	bargain		3/	spain
	6/	Paul		4/	english		3/	place
	8/	hospital		4/	mind		3/	st ives
	8/	Tuesday		4/	asset		3/	cornwall

	8/	cyst		5/	god		3/	job
	8/	wound		5/	income		4/	courage
	8/	stitches		8/	address		4/	london
	8/	chest		8/	time		5/	thing
	8/	tops		8/	time		6/	portugal
	10/	homework		10/	love		7/	problem
	10/	college		10/	sal		7/	mum
	10/	week		11/	address		7/	dad
	10/	love					7/	week
	10/	Sinead					7/	week
							7/	september
12)	1/	Jitka	39)	1/	Lucie		7/	home
	1/	time		1/	time		8/	friends
	4/	tail		3/	dream		9/	ian
	5/	Tom		3/	photos		10/	week
	5/	flu		4/	beaches		10/	august
	6/	Henry		4/	fish		11/	chance
	6/	weekends		4/	jungle		11/	week
	7/	bugs		5/	emails		12/	ian's
	8/	flu's		7/	work		12/	family
	10/	bed		7/	job		12/	flights
	10/	throat		7/	year		13/	prague/bristol
	11/	children		9/	year		14/	quinta
	11/	Shulli		10/	work		15/	cafe
	11/	Sam		10/	exams		15/	mins
	11/	cinema		12/	boyfriend		16/	exams
	11/	Waterloo		13/	nick		17/	claudia
	12/	Shulli		13/	wine			
	12/	Cyberspace		13/	year			
	13/	treat		14/	camp			
	13/	affects		14/	Neil			
	14/	home		14/	wine			

15/	Elisheva	14/	cheese
15/	Emma	14/	kitchen
15/	Sarah	15/	fun
16/	English	16/	touch
18/	parents	16/	Michelle
18/	Tom	16/	Neil
19/	love	19/	love
20/	Suzanne	19/	Zara
20/	mob		

S = 131

e-m		e-m	
11)	TNo = 123 S = 19 Norm.C.=154,5	47)	TNo = 276 S = 36 Norm.C.=130,4
12)	TNo = 197 S = 30 Norm.C.=152,3	48)	TNo = 107 S = 17 Norm.C.=158,9
39)	TNo = 205 S = 29 Norm.C.=141,5		

$$(154,5 + 152,3 + 141,5 + 130,4 + 158,9) : 5 = 147,5$$

$$\underline{0 = 147,5}$$

8.3.19. Past participial WHIZ deletion relatives

These clauses function as reduced relatives. (e.g. *the chair broken by my children*)

In my corpus of 5 e-mails, there are no participial of this kind identified.

8.3.20. Present participial WHIZ deletion relatives

Similar to the above kind (8.3.19.), these phrases also function as reduced relatives. (e.g. *the conclusion resulting from this analysis*)

Equal to past participial WHIZ deletion relatives, there are no instances detected.

8.4. FACTOR 2 = Narrative versus Non-Narrative concerns

8.4.1. Past tense verbs

This field comprises: Past simple, Past continuous tenses.

No.of e-m	No.of sent.	Past tense items	No.of e-m	No.of sent.	Past tense items
11)	5/ 8/ 9/	you had I had to go I felt very tired	39)	1/ 2/ 3/ 4/ 4/ 4/ 4/ 4/ 5/ 6/ 14/ 15/	Had the most It was soooooo got nice photos we found it was very and swam and went it was fantastic Did you receive I felt Neil stole That was fun
12)	4/ 6/ 7/ 7/ 7/ 7/ 11/ 12/ 12/ 13/	I was the same used to get ill once he stopped and began the bugs he was fighting settled in we took You once took Shulli and saw Cyberspace Well we saw	47)	2/ 2/ 2/ 3/ 15/	i moved i stayed it was so dreadful and i got only got couple

	14/	They came			
	15/	Elisheva went			
			48)	--	--

S = 32 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 3 Norm.C. = 24,4	47)	TNo = 276 S = 5 Norm.C. = 18,1
12)	TNo = 197 S = 12 Norm.C. = 60,9	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 12 Norm.C. = 58,5		

$$(24,4 + 60,9 + 58,5 + 18,1 + 0) : 5 = 32,4$$

$$\underline{0 = 32,4}$$

8.4.2. 3rd Person personal pronouns

“Third person personal pronouns mark relatively inexact reference to persons outside of the immediate interaction.” (BIBER, 1988:225) This group of pronouns contains items: *she; he; they; her; him; them; his; their; himself; herself; themselves*, contracted forms inclusive.

S = 12 in all 5 e-m

e-m		e-m	
11)	TNo=123 S=0 Norm.C.=0	47)	TNo=276 S=3 Norm.C.=10,9
12)	TNo=197 S=8 Norm.C.=40,6	48)	TNo=107 S=0 Norm.C.=0
39)	TNo=205 S=1 Norm.C.=4,9		

$$(0 + 40,6 + 4,9 + 10,9 + 0) : 5 = 11,3$$

$$\underline{0 = 11,3}$$

8.4.3. Perfect aspect verbs

Regardless of the fact that there can be various perfect aspect forms, within this agglomeration, Biber seems to operate exclusively with the simple present perfect form. Therefore, despite the fact that besides the simple present perfect also present perfect progressive, past perfect and past perfect progressive, could perhaps belong here, I adapt my analysis to the Biber's approach. All the same, within the five e-mails, there are no other perfect forms employed, except for the simple present perfect.

Apart from the full forms, the contracted forms are also included.

No.of e-m	No.of sent.	Present perfect aspect form
11)	--	--
12)	10/	he's gone to bed
39)	7/ 9/	i've got far too much work on it's been so long

	9/	since we've spoken
47)	1/ 7/ 12/	and ian's got a job mum and dad have said you've probably booked
48)	--	--

S = 7 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 3 Norm.C. = 10,9
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 3 Norm.C. = 14,6		

$$(0 + 5,1 + 14,6 + 10,9 + 0) : 5 = 6,1$$

$$\underline{0 = 6,1}$$

8.4.4. Public verbs

Public verbs are those expressing communication with external addressee/addressees. This area of verbs comprises for instance: *tell, say, acknowledge, agree, assert, claim, complain, deny, promise, hint, explain, mention, protest, remark, ...*

No.of e-m	No.of sent.	Public verbs
11)	--	--

12)	--	--
39)	17/	Tell me all
47)	7/	they have said
48)	--	--

S = 2 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 1 Norm.C. = 3,6
12)	TNo = 197 S = 0 Norm.C. = 0	48)	TNo = 107 S = 0 Norm.C. 0
39)	TNo = 205 S = 1 Norm.C. = 4,9		

$$(0 + 0 + 4,9 + 3,6 + 0) : 5 = 1,7$$

$$\underline{0 = 1,7}$$

8.4.5. Synthetic negation

This group is formed by elements such as: *no + quantifiers, adjectives, nouns* and *neither, nor*. *No* as a response is excluded.

No.of e-m	No.of sent.	Synthetic negation
11)	7/ 8/	nothing no low
12)	--	--
39)	--	--

47)	--	--
48)	--	--

S = 2

e-m		e-m	
11)	TNo = 123 S = 2 Norm.C. = 16,3	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 0 Norm.C. = 0	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 0 Norm.C. = 0		

$(16,3 + 0 + 0 + 0 + 0) : 5 = 3,3$

0 = 3,3

8.4.6. Present participial clauses

These are non-finite clauses. Biber embraces in this group the present participles in the function of transgressive.

There are only two examples detected and both are participial clauses with the unexpressed agent identical with the subject. I have not discovered any participial phrases with the unexpressed agent, who would be identical with the general agent (style disjunct). Furthermore, there is no dangling or absolute participle.

No.of e-m	No.of sent.	Present participial clauses
11)	--	--

12)	4/ 16/	I was the same, as you know, forever <i>chasing my tail!</i> She continues to learn her English <i>reading words and spellings</i> and...
39)	--	--
47)	--	--
48)	--	--

S = 2 in all 5 e-m

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 2 Norm.C. = 10,2	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 0 Norm.C. = 0		

$$(0 + 10,2 + 0 + 0 + 0) : 5 = 2$$

$$\underline{0 = 2}$$

Present tense verbs + Past participial WHIZ deletions are features with the negative weights on Factor 2. They both are analyzed above (viz. 8.3.4., 8.3.19.).

8.5. FACTOR 3 = Explicit versus Situation-Dependent Reference

8.5.1. WH relative clauses on object position (Restrictive Adjectival WH clauses modifying objects)

I partially modify Biber's terminology, for I find his definitions and examples difficult to understand. He provides his short explanations of particular features with short instances; nonetheless, as they are commonly taken out of their contexts, I consider it hard to interpret them. The problem is that Biber does not refer to particular texts in which the readers could control the items' backgrounds and substantially their functions. Therefore, I often draw upon other sources.

Supposedly, Biber means, according to the examples provided and other WH and THAT clauses analyzed, the Restrictive Adjectival Relative WH clauses having the function of modification on an object. Be that as it may, in the five e-mails, there is no instance of the modification of an object by means of Restrictive Adjectival Relative WH clause.

8.5.2. Pied-piping relative clauses (Restrictive Adjectival Relative clauses in postpositions of prepositions)

Supposedly, Biber means the Restrictive Adjectival Relative clauses in postpositions of prepositions. These constructions are preposed by means of prepositions.

No.of e-m	No.of sent.	Pied-piping relative clauses
11)	--	--

12)	15/	Elisheva went to sleep over with Emma and Sarah <i>to whom</i> she is absolutely devoted.
39)	--	--
47)	--	--
48)	--	--

S = 1

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 0 Norm.C. = 0		

$(0 + 5,1 + 0 + 0 + 0) : 5 = 1$

0 = 1

8.5.3. WH relative clauses on subject positions (Restrictive Adjectival WH clauses modifying subjects)

Similar to the above subchapter (8.5.1.), I slightly accommodate Biber's terminology. For the purpose of my analysis, I rank here exclusively the Restrictive Adjectival WH clauses that modify subjects.

No.of e-m	No.of sent.	Restrictive Adjectival WH clauses modifying subjects
11)	--	--
12)	7/	...the bugs he <i>was fighting settled in!!!</i>
39)	--	--
47)	--	--
48)	--	--

S = 1

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 0 Norm.C. = 0
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 0 Norm.C. = 0		

$$(0 + 5,1 + 0 + 0 + 0) : 5 = 1$$

$$\underline{0 = 1}$$

8.5.4. Nominalizations

Emulating Biber's example, into my analysis of nominalizations, I include only those words ending *-tion*; *(-sion)*; *-ment*; *-ness*; or *-ity*.

No.of e-m	No.of sent.	Nominalizations
11)	--	--
12)	13/	version
39)	--	--
47)	--	--
48)	2/ 4/	punctuation vision

S = 3

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C.=0	47)	TNo = 276 S = 0 Norm.C.=0
12)	TNo = 197 S = 1 Norm.C.=5,1	48)	TNo = 107 S = 2 Norm.C.=18,7
39)	TNo = 205 S = 0 Norm.C.=0		

$$(0 + 5,1 + 0 + 0 + 18,7) : 5 = 4,8$$

$$\underline{0 = 4,8}$$

8.6. FACTOR 4 = Overt Expression of Persuasion

8.6.1. Infinitives

Both the bare and to-infinitives are included. However, this analysis does not comprehend ambiguous or vague cases, e.g. 47)17/ *speak soon*. This particular case involves an ellipsis; however, it is not explicitly interpretable, whether it is an imperative or an ellipsis of: *Speak!*, *Let's speak*, *We'll speak...* As mentioned earlier, these cases are excluded.

No.of e-m	No.of sent.	Infinitives bare + to-inf.	No.of e-m	No.of sent.	Infinitives bare + to-inf.
11)	6/ 7/ 8/ 8/ 10/ 11/	can't wait nothing to wear had to go to have cyst removed homework to do I'd better go now	47)	1/ 2/ 4/ 4/ 5/ 6/	good to hear can't quite believe just have to pluck up courage to leave weird thing to do love to see you
12)	2/ 3/ 3/ 6/ 7/ 15/ 16/ 17/	time to reply can be be to write used to get ill began to relax went to sleep continues to learn I'll close now		7/ 8/ 9/ 10/ 11/ 11/ 13/ 14/ 15/	i can have gonna take could be there i should just come silly to waste want to come have to see you can coincide at gotta go cos
39)	3/	photos to remember	48)	9/	let me know

	7/	i'll go back now			
	7/	need to get			
	8/	You can come			
	8/	come and stay			
	9/	i will get			
	9/	get to see you			
	13/	have to drink			
	13/	wine to get			

S = 39

e-m		e-m	
11)	TNo = 12 S = 6 Norm.C.=48,8	47)	TNo = 276 S = 15 Norm.C.=54,3
12)	TNo = 197 S = 8 Norm.C. = 40,7	48)	TNo = 107 S = 1 Norm.C.=9,3
39)	TNo = 205 S = 9 Norm.C.=43,9		

$$(48,8 + 40,7 + 43,9 + 54,3 + 9,3) : 5 = 39,4$$

$$\underline{0 = 39,4}$$

8.6.2. Prediction modals

will + shall + would and their contractions

I exclude semi-modals and modal idioms.

No.of e-m	No.of sent.	Prediction modals
11)	--	--

12)	17/	I'll close now.
39)	7/ 9/	i'll go back i will get...
47)	13/	i'll just have
48)	--	--

S = 4

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 1 Norm.C. = 3,6
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 0 Norm.C. = 0
39)	TNo = 205 S = 2 Norm.C. = 9,8		

$$(48,8 + 5,1 + 9,8 + 3,6 + 0) : 5 = 39,4$$

$$\underline{0 = 3,7}$$

8.6.3. Conditional Subordination

This linguistic field is dealt with in the subchapter 8.3.17. (Factor 1). According to Biber's results, Conditional Subordination has greater positive weight on this Factor 4.

8.6.4. Necessity modals

ought ; should ; must + their contractions

(semi-modals and modal idioms are excluded)

No.of e-m	No.of sent.	Necessity modals
11)	10/ 11/	must work I'd better go
12)	--	--
39)	--	--
47)	10/	i should just come
48)	--	--

S = 3

e-m		e-m	
11)	TNo = 123 S = 2 Norm.C.=16,3	47)	TNo = 276 S = 1 Norm.C. = 3,6
12)	TNo = 197 S = 0 Norm.C. = 0	48)	TNo = 107 S = 0 Norm.C.=0
39)	TNo = 205 S = 0 Norm.C. = 0		

$$(16,3 + 0 + 0 + 3,6 + 0) : 5 = 4$$

$$\underline{0 = 4}$$

8.6.5. Split auxiliaries

The structure of split auxiliaries contains – auxiliary verb + adverb + verb. The modal auxiliaries are also embraced.

No.of e-m	No.of sent.	Split auxiliaries
11)	11/	I'd better go now.
12)	15/	...to whom she is absolutely devoted.
39)	--	--
47)	2/ 10/ 12/ 13/	..., i can't quite believe... ..., so perhaps i should just come... ...and you've probably booked your flights. ..., i'll just have to see you...
48)	--	--

S = 6

e-m		e-m	
11)	TNo = 123 S = 1 Norm.C.=8,1	47)	TNo = 276 S = 4 Norm.C.=14,5
12)	TNo = 197 S = 1 Norm.C.=5,1	48)	TNo = 107 S = 0 Norm.C.=0
39)	TNo = 205 S = 0 Norm.C.=0		

$$(8,1 + 5,1 + 0 + 14,5 + 0) : 5 = 5,5$$

$$\underline{0 = 5,5}$$

8.6.6. Possibility modals

can; may; might; could + contractions

S = 7

No.of e-m	No.of sent.	Possibility modals	- e- - m		e- m	
11)	6/	can't wait	- -	11) TNo=123 S = 1 Norm.C.=8,1	47)	TNo=276 S = 4 Norm.C.=14,5
12)	3/	hard it can be		12) TNo=197 S = 1 Norm.C.=5,1	48)	TNo=107 S = 0 Norm.C.=0
39)	8/	You can come		39) TNo=205 S = 1 Norm.C.=4,9		
47)	2/ 7/ 9/ 14/	i can't quite believe i can have ian could be there hope we can coincide				
48)	--	--				

$$(8,1 + 5,1 + 4,9 + 14,5 + 0) : 5 = 6,5$$

$$\underline{0 = 6,5}$$

8.7. FACTOR 5 – Abstract versus Non-Abstract information

8.7.1. Conjuncts

These means conjoin utterances or their parts and explicitly mark the logical relations between them. While joining these phrases they express various semantic relationships between them. They serve as means of textual cohesion.

No.of e-m	No.of sent.	Conjuncts	-----	No.of e-m	No.of sent.	Conjuncts
11)	7/	though		47)	8/	so
12)	10/	Actually			10/	but
39)	3/	though			11/	tho
	6/	actually			14/	tho
	7/	though				
			48)	4/	anyway	

S = 10

e-m		e-m	
11)	TNo = 123 S = 1 Norm.C.=8,1	47)	TNo = 276 S = 4 Norm.C. = 14,5
12)	TNo = 197 S = 1 Norm.C.=5,1	48)	TNo = 107 S = 1 Norm.C. = 9,3
39)	TNo = 205 S = 3 Norm.C.=14,6		

$$(8,1 + 5,1 + 14,6 + 14,5 + 9,3) : 5 = 10,3$$

$$\underline{0 = 10,3}$$

8.7.2. Past participial clauses

I have not detected any instance of past participial clause. There are only two phrases, in which the past participles are used to function as pre-modifications; nevertheless, they do not function as past participial clauses. (12)13/... *we saw the updated version for a ...*; 39)4/ *We found deserted beaches...*)

8.7.3. Past participial WHIZ deletion

These clauses function as reduced relatives. (e.g. *the chair broken by my children*) Past participial WHIZ deletions have, according to Biber's statistics, relatively high positive weight on this Factor 5. Apart from this factor, there is also Factor 1, on which these features have impact; nonetheless, they have the negative weight. In any event, in my corpus of 5 e-mails, there are no participial of this kind identified.

8.7.4. Other adverbial subordinators

Only those subordinators are comprised, which carry multiple functions.

No.of e-m	No.of sent.	Adverbial subordinators having multiple functions
11)	8/	...I have a big wound with 5 stitches on my chest <i>so</i> no low cut tops...
12)	8/	Now he doesn't relax, <i>so</i> less flu's!!!
39)	8/ 9/ 14/	You can come and stay with me <i>whenever</i> you want to. ... it's been so long <i>since</i> we've spoken. Do you remember that night at camp <i>when</i> Neil stole that

		wine...
47)	10/	but nothing's arranged, so perhaps i should just come...
48)	5/	thank god...for that i get a good income!!

S = 7

e-m		e-m	
11)	TNo = 123 S = 1 Norm.C.=8,1	47)	TNo = 276 S = 1 Norm.C.=3,6
12)	TNo = 197 S = 1 Norm.C.=5,1	48)	TNo = 107 S = 1 Norm.C.=9,3
39)	TNo = 205 S = 3 Norm.C.=14,6		

$$(8,1 + 5,1 + 14,6 + 3,6 + 9,3) : 5 = 8,1$$

$$\underline{0 = 8,1}$$

8.8. FACTOR 6 – On-line Informational Elaboration

8.8.1. THAT clauses as verb complements (Nominal Content Clauses functioning as Objects)

Supposedly, Biber by THAT clauses as verb complements means the Nominal Content Clauses functioning as objects. Equal to some other linguistic categories, Biber employs terminology which is not close to me. I have therefore decided to apply a different one, based on Dušková and Quirk et al. After a careful exploration of Biber's examples, the conclusion is that this group comprises Nominal Content Clauses as objects.

It is not obvious from Biber's introductions of features and particular adduced examples, whether he includes also clauses which are connected asyndetically. Nonetheless, for the purposes of my analyses these are embraced. (e.g. 47)2/...*i can't quite believe i stayed in the other one for so long,...*)

No.of e-m	No.of sent.	Nominal Content THAT clauses functioning as objects
11)	5/ 5/ 12/	I hope you had a nice rest and... I hope...that your boyfriend is well. Hope you are well.
12)	5/	I hope Tom is getting over the flu, typical eh?
39)	7/ 9/	Don@t think i'll go back now though, ... I hope i will get to see you next year, ...
47)	2/ 7/	..., i can't quite believe i stayed in the other one for so long, ... problem is, mum and dad have said i can have their last week,...

	9/ 12/ 12/ 14/ 16/	i wish you and ian could be there then. no, i know you're going with ian's family and... ..., i know.....and you've probably booked your flights. hope we can coincide at quinta tho! ... hope the exams are ok
48)	5/	thank god ...for that i get a good income!!

$$S = 14$$

e-m		e-m	
11)	TNo = 123 S = 3 Norm.C.=24,4	47)	TNo = 276 S = 7 Norm.C.=25,4
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 1 Norm.C.=9,3
39)	TNo = 205 S = 2 Norm.C.=9,8		

$$(24,4 + 5,1 + 9,8 + 25,4 + 9,3) : 5 = 14,8$$

$$0 = 14,8$$

8.8.2. THAT relative clauses on object position (Restrictive Adjectival THAT clauses modifying objects)

Resembling 8.5.1.(WH relative clauses on object position), THAT relative clauses on object position are presumably the Restrictive Adjectival THAT clauses modifying objects. However, in the five e-mails, I have found no instance of the modification of an object by means of Restrictive Adjectival Relative THAT clause.

8.8.3. THAT clauses as adjective complements (Nominal Content clauses as Complementation of Adjectives)

Equal to other clauses above, I slightly modify Biber's terminology. From Biber's example (I'm glad that you like it) I conclude that this kind of THAT clauses are the Nominal Content clauses complementing adjectives.

I could not fathom whether Biber includes the asyndetically joined clauses; nonetheless, my analysis incorporates them.

No.of e-m	No.of sent.	Nominal Content clauses as complementation of adjectives
11)	--	--
12)	7/	I'm convinced that once he stopped working and began to relax the bugs he was fighting settled in!!!
39)	--	--
47)	6/ 11/	that's wicked you're going to portugal - ... seems a bit silly to waste the chance of having a free week tho..sure you don't want to come then????!!
48)	--	--

S = 3

e-m		e-m	
11)	TNo = 123 S = 0 Norm.C. = 0	47)	TNo = 276 S = 2 Norm.C. = 7,2
12)	TNo = 197 S = 1 Norm.C. = 5,1	48)	TNo = 107 S = 0 Norm.C. = 0

39)	TNo = 205 S = 0 Norm.C. = 0	
-----	-----------------------------------	--

$$(0 + 5,1 + 0 + 7,2 + 0) : 5 = 2,5$$

$$\underline{0 = 2,5}$$

8.8.4. Demonstrative pronouns

Demonstrative pronouns are minutely discussed in 8.3.8. According to Biber they have once as high positive impact on Factor 1 than on this Factor 6. However, they are still statistically important here.

as

8.8.5. WH relative clauses on object positions

As mentioned in 8.5.1., these clauses are the Restrictive Adjectival WH clauses modifying objects. In spite of the fact that they have once as high positive impact on Factor 3, in this Factor 6 they also create a significant and inseparable component. Nevertheless, in my corpus there are no instances of them.

8.9. FACTOR 7 - marking Academic Hedging or Qualification

This factor is only introduced in the Biber's study; nevertheless, he does not consider it in his detailed analyses and statistics, for he claims, "the factorial structure of Factor 7 is not strong enough for a firm interpretation..." (BIBER, 1988:114)

8.9.1. Downtoners

Apart from others, this group contains Downtoners. I analyze them above in the subchapter 8.3.9. as a component part of Hedges with decreasing power; therefore, for the purposes of my study, they form an inseparable joint with hedges.

8.9.2. Concessive subordination

Concessive clauses are generally introduced by means of: *although; though; while; whereas; even if*. However, those having multiple functions are excluded and are analyzed within the subchapter 8.7.4., so the only two conjunctions which remain and are concentrated on are *although* and *though*.

I have discovered that there is not any instance connected to this type of subordination.

8.10. CONCLUSION

To interpret all the above-analyzed linguistic features within particular 7 Factors, I first of all provide a graphic account of all the features and the average numbers of the particular representatives in a table.

(Average number of items per 1,000 words = Av. This number is based on the normalized counts in the five selected e-mails.

Above the interrupted line, there are features with the positive weight; below this line, there are features with the negative weights.)

FACTOR 1	Av	FACTOR 2	Av
Private verbs	32	Past tense verbs	32,4
THAT deletion	11,6	3 rd person personal pronouns	11,3
Contractions	25,5	Perfect aspect verbs	6,1
Present tense verbs	83	Public verbs	1,7
2 nd person pronouns	36,3	Synthetic Negation	3,3
DO as pro-verbs	5,4	Present Participial clauses	2
Analytic Negation	9,7	-----	
Demonstrative pronouns	7,3	Present tense verbs	83
Hedges with increasing power	33,6	Past Participial WHIZ deletion	2
1 st person pronouns	64,7	FACTOR 3	Av
Pronoun IT	7,3	WH relative clauses on object position	0
BE as main verb	28,8	Pied-piping constructions	1
Causative subordination	0,7	WH relative clauses on subject position	1
Discourse particles	5,5	Nominalizations	4,8
Hedges with decreasing power	9,2	FACTOR 4	Av
WH Questions	4,5	Infinitives	39,4
WH Clauses	2,9	Prediction modals	3,7
Conditional subordination	0,7	Conditional subordination	0,7
-----		Necessity modals	4
Nouns	147,5	Split auxiliaries	3,9
Present Participial	2,6	Possibility modals	6,5
WHIZ deletion			
Past Participial WHIZ deletion	2		

FACTOR 5	Av	FACTOR 6	Av
Conjuncts	10,3	THAT clauses as verb complements	14,8
Past Participial clauses	0	THAT relative clauses on object position	0
Past Participial WHIZ deletion	0	THAT clauses as adjective complements	2,5
Other adverbial subordinators	8,1	Demonstrative pronouns	7,3
FACTOR 7	Av	WH relative clauses on object positions	0
Downtoners (hedges with decreasing power)	9,2		
Concessive subordination	0		

8.10.1. Interpretation of Factor 1 = Informational versus Involved Production

From the table above, it is obvious that Factor 1 is the most powerful and numerous. Biber claims that this is the basic dimension of variations among spoken and written texts in English.

As far as the features having strong negative weights on this Factor are concerned, I concentrate on nouns, present participial WHIZ deletion relatives and past participial WHIZ deletion. Frequent occurrences of these features mark a high informational focus.

Taking account of the nouns, remarkably they represent in my analyses the highest amount of instances – 147, 5 per 1,000 words. Nevertheless, the great density of information seems to be slightly misleading, for the stock of nouns used is not at all as diverse as it could appear at the first sight. To exemplify, the repetition of the generally most frequently employed vocabulary is common. My assertion is evident from instances such as *week* (introduced 6 times, being 4, 6% from the total number of nouns); *love* (4 times = 3,1%); *time* (4 times = 3,1%); and others. Supposedly, the common repetition of these words bears a resemblance to the colloquial speech. Correspondingly, the direct addressing of addressees by means of nouns, in most cases by proper names, emerges in 80% of e-mails, which, in my view, also accord with the spoken language, rather than the written.

Concerning the present and past participial WHIZ deletions, they are usually involved in marking highly abstract types of information. However, it is patent from the table that these features are rare within this genre. When joined together, there would be only 4,6 representatives per 1,000 words.

I am inclined to believe that the genre of personal e-mails is more of an involved and non-informational focus, for there are more features with the positive weight on this Factor. Most of the features are represented by relatively great quantity. The purpose of these items

within texts is primarily interactive or affective and their prevalence is often due to the highly constrained production circumstances.

According to my survey, private verbs appear on average 32 times in 1,000 words long personal e-mails. They express private attitudes, intellectual states, thoughts and emotions. Undoubtedly, these expressions are usually not accepted within the highly informational production.

My opinion that personal e-mails are tightly linked to the interactive discourse is grounded on the fact that the first and second pronouns are so strongly represented here. These two characteristics constitute together 10% of the whole texts. They refer directly to the writer and the addressee(s), which frequently appear in the highly interactive discourse.

Worth mentioning is also the fact that the involved style is, apart from other features, characterized by the use of hedges. Especially those with the increasing power mark heightened feelings. Those with the decreasing power serve together with possibility modals as markers of uncertainty and precision-deficiency, which are usually considered inadmissible and improper in highly informational production.

Additionally, there are features, strictly speaking: the THAT-deletions; contractions; proverb DO; pronominal form IT and demonstrative pronouns, which substitute for full phrases. These features simply reduce the original full forms. They are commonly connected to an uncertain presentation of information and the fragmented production.

Furthermore, discourse particles are also applied in my corpus although they are generally attached to informal conversational genres. They seem to be rare outside these genres. They are used in involved discourse. "They help to maintain textual coherence when a text is fragmented and would otherwise be relatively incoherent." (BIBER, 1988:106) There are not many in my corpus (5,5 per 1,000 words); nevertheless, I assume that they are probably one of the typical characteristics of personal e-mail writing and one of the features that

render outstanding service to removing prominent divergences between the spoken and written media.

Another feature worth mentioning is that in this genre there is a clear tendency to utilize analytic negation (74,6% of all negations), rather than the synthetic. Equal to the relatively frequent use of BE as main verb (which can on average be detected 28,8 times in 1,000 words), analytic negation is associated with fragmented texts, while its synthetic counterpart is more integrative.

As far as the causative and conditional subordination are concerned, they are not noticeably important in my texts. Both are employed only once, which meets my expectation that subordination prevails in elaborated, highly informational discourse. However, my findings do not correspond to the Biber's.

The last two features co-occurring with other positive-weight features are WH questions and WH clauses. Questions carry an interpersonal functions and involvement. They are typically utilized in spoken communication. Nonetheless, authors of my corpus employ them similarly. Likewise, WH clauses in object position are usually components in spoken, interpersonal discourse. They serve as means to talk about questions.

8.10.2. Interpretation of Factor 2 = Narrative versus Non-Narrative Concerns

Similar to Factor 1, here are also features with positive and negative weights. The six analyzed features with the positive weight are markers of the narrative action.

The most numerous group of items is concerned with past tense verbs, which on average appear 32,4 times in a 1,000 words long text. These verbs, together with perfect aspect verbs, which are not so widely

represented, provide the possibility of describing past events. These two often co-occur and are characteristically utilized in the narrative.

Biber claims that “The complementary distribution of present and past tense verbs on Factor 2 is intuitively transparent: a discourse typically reports events in the past or deals with more immediate matters, but does not mix the two.” (BIBER, 1988:109) From the enumeration of past and present tense verbs, it is obvious that personal e-mails tend to combine both, the narrative and the non-narrative discourses. When all of them are counted together, the result is that the prevailing number belongs to the present tense verbs (72%) and rest (28%) to the past tense verbs. To sum up, the narrative concerns seem to predominate over the non-narrative. Nevertheless, they both have a significant role in this genre. 2

Correspondingly, it is necessary to mention the important role part of third person personal pronouns. Their function is to refer to animate referents, typically human, which are outside the immediate speaker and addressee/addressees. They may be applied to inanimate objects, when the speaker has an intimate relationship to the referent. On the basis of my results, where these pronouns occur 11,3 times in 1,000 words long texts, I dare say that the narrative discourse is largely determined by the two features – past tense verbs, describing the past events, and the third person personal pronouns, being the relatively specific animate participants.

In addition to the above-mentioned features, public verbs sometimes co-occur with them, for they introduce indirect, reported statements.

Furthermore, the present participial clauses play a certain role in the narrative discourse, “...the narration of past events is often framed by the vivid imagery provided by present participial clauses.” (BIBER, 1988:109)

I am not confident about the impact of synthetic negation on this factor. Presumably, it maybe preferred in the narrative genres, for they are sometimes considered to have stronger emphatic force.

8.10.3. Interpretation of Factor 3 = Explicit versus Situation-Dependent Reference

In my corpus this Factor is not remarkably represented. WH relative clauses on object position, equally to WH relative clauses on subject position, refer explicitly and elaboratively to their referents in a text. They have only one representative together. Supposedly, this fact implies that, personal e-mails tend to be not explicit but more situation-dependent.

However, the group of nominalizations, comprising on average 4,8 items per 1,000 words, is relatively numerous in comparison to the other linguistic features of highly explicit, context dependent reference having very few representatives. Therefore, I am inclined to claim that e-mail genre seems to occasionally make use of referentially explicit, integrated and informational means.

8.10.4. Interpretation of Factor 4 = Overt Expression of Persuasion

All of the features analyzed function together “to mark persuasion: either explicit marking of the speaker’s own persuasion (the speaker’s own point of view) or argumentative discourse designed to persuade the addressee.” (BIBER, 1988:111)

Infinitives amount to the highest number of items. They are predominantly employed in writing for integrative and structurally elaborative purposes.

As for the modals, there are three categories concentrated on, which have a considerable impact on the degree to which persuasion is expressed overtly. In my corpus, possibility modals rank among the more significant linguistic features having effect on persuasion. From all the modals applied within this Factor, possibility modals account for 46,4%, necessity modals 28,6% and prediction modals 26,4%. In the majority of cases the discovered split auxiliaries are related to modals.

Additionally, there is the conditional subordination to be mentioned; however, it is only poorly represented.

Presumably, there is a trace of expression of persuasion in the genre of personal e-mails; nonetheless, contrary to my expectations, it is relatively minute.

8.10.5. Interpretation of Factor 5 = Abstract versus Non-Abstract Information

The abstract informational discourse associated with the formal language and the non-abstract information are both involved in this dimension.

The group of Conjuncts contains the highest amount of members, which could falsely suggest that 10,3 items per 1,000 words are entirely enough to label personal e-mails as formal and abstract. Conjuncts generally mark the relations between clauses or phrases plus serve as means of elaborate textual cohesion and therefore are associated with the highly informational and abstract discourse. Nonetheless, I believe that conjuncts in my corpus do not mark the same. To be precise, 50% of all the conjuncts are informal and some of the others could assumably be regarded to stand on the borderline between formal and informal language.

Furthermore, there is the group of other adverbial subordinators, which is the second most numerous group. Considering the wide stock of

items, belonging to subordinating conjunctions having multiple functions, writers of the focused genre usually limit their choice to those most commonly employed conjunctions. This limitation, presumably deliberate, seems to be closely related to the informal, non-abstract, colloquial speech.

Moreover, both, the past participial clauses and the past participial WHIZ deletion, are generally attached to writing, not speech. Nevertheless, there is no instance of them detected in the corpus, which resembles the spoken, rather than the elaborated, abstract written language.

8.10.6. Interpretation of Factor 6 = On-line Informational Elaboration

The co-occurring features within this Factor are underlying the on-line informational elaboration produced under real-time constraints.

This dimension is grounded on the link between two seemingly unrelated and remote fields – the informational elaboration and the unplanned, informal production. Strictly speaking, THAT clauses as verb complements, THAT relative clauses on object position, THAT clauses as adjective complements, WH relative clauses on object position are attributed to the informational elaborated discourse, while demonstrative pronouns are often ascribed to the informal, unplanned language. However, these two different fields cooperate within this dimension.

Interestingly, there is relatively high quantity of THAT clauses as verb complements, they account for 87,1% of all subordinating clauses applied within this Factor. The other classes are not so significantly utilized. Assumably, the authors of my corpus show the occasional tendency to produce informational elaboration, which is influenced by the real-time constraints.

Additionally, it is possible for the writers to insert an affective element into the informational elaboration. These are often components of wish- or hope-sentences.

8.10.7. Interpretation of Factor 7 = marking academic hedging or qualification

This particular Factor is not explicitly interpretable; however, Biber's conception is that Factor 7 "seems to mark academic qualification or hedging." (BIBER, 1988:114) I have nothing to add to this Factor, for I do not concentrate on it in detail.

9. VAGUENESS

When analyzing the linguistic features in the corpus of 50 personal e-mails, I encountered many inexplicit, ambiguous, incomplete and indirect units. Supposedly, vagueness often accompanying these specifics is one of the defining and salient characteristics of this genre. Therefore, I consider it useful and interesting to list and describe those, which I regard, typical, unique, highly frequent or noticeable. Nonetheless, I evidently do not list every item and one of the reasons is that many items are obscured for the straight identification; e.g. an indirect speech act, in which the author performs an act, but the illocutionary act is different. The writer communicates more than is said. The interpretations of these acts are often crucially determined by the mutually shared background knowledge between the participants. Speech acts, which I find evidently indirect, are classified within the chapter 6.2. (Conversation Analysis)

This chapter also comprises those features, which are not explicitly and unambiguously classifiable into specific groups. Where possible I provide the particular explanation(s). These items or units are not analyzed within the above chapters, and that is the reason why they are embraced here.

Taking into consideration the attributes introduced above, I believe that in my corpus they are among the strongest links between the spoken and written discourse. To be explicit, phenomena, such as 'inexplicitness', 'incompleteness', 'vagueness', 'non-fluency', 'indirectness', are generally attached to conversation. Nonetheless, they frequently appear in the corpus of personal e-mails.

As far as my corpus is concerned, vagueness is connected to various aspects, from the graphic to the pragmatic. Vagueness in connection to the graphic aspect is dealt with within the Chapter 3 in particular instances. Therefore, punctuation marks and characters are excluded. However, there are other aspects influenced by vagueness,

which frequently remove the borders among them. To illustrate: ellipses are often vague - they mark forms, therefore, the lexical or syntactic aspects are affected; nonetheless, ellipses are often produced for the stylistic and/or pragmatic purposes. This is the reason, why ellipses, similarly to other vague units, are treated here multi-aspectually but not divided into strictly lined categories. The instances below are not organized according to any aspects. I simply introduce them and provide them with explanations. The aim of this chapter is not to provide the statistical outcomes, as in the previous chapters, I merely want to point at 'vagueness' being the outstanding characteristic of my corpus; therefore, I provide only some illustrating examples.

Vagueness in connection to blurred boundaries among Punctuation;
Lower case; Capital letters; Conjunctions; Conjuncts

48)4/ *i don't get paid for my english anyway! ... but i do for my vision and creative mind*

→ It is not obvious, whether *but* is an inter-sentential coordinator, or whether the it is an initial element of an Appended clause and therefore an intra-sentential connector. Everything in this e-mail is written in the lower case, even the initial letters of sentences, proper names or *I*-pronouns. Moreover, what aggravates the classification is the non-standard application of punctuation marks.

Hedges; Downtoners; Amplifiers; or Emphatics

For the purposes of my survey, I join hedges, downtoner, amplifiers and emphatics together; for a considerable number of them overlap. It is often not strictly interpretable, whether the author means the expression more syntactically or pragmatically.

12)9/ Only joking!!

→ Undoubtedly, *only* can sometimes be classified as a downtoner; nevertheless, in this particular case, it is not apparent, whether it is a downtoner or an emphatic or a hedge. Syntactically and semantically, it is a downtoner; however, having the pragmatic modification. Supposedly, it bears a touch of irony or banter, which is indirectly expressed. Conceivably, it is not a mere downtoner.

12)16/ *She continues to learn her English reading words and spellings and is fairly well.*

→ The problem here is the interpretation of *fairly*. It is not explicitly identifiable whether it belongs to the class of downtoners, hedges, amplifiers or emphatics. Presumably, it bears multiple explanations. It may mean: a) she is already/indeed good; b) she is rather good; c) she is extremely good now.

I consider this item so vague that I include it into this chapter only, for I find it impossible to objectively decide whether it should belong to the group of hedges with increasing or decreasing power.

Ellipses or Imperatives

39)7/ Don't think i'll go back now though, ...

→ It is a question whether this is an ellipsis of 'I don't think', or an imperative. These ambiguous clauses are widely represented in my corpus, for ellipses of subjects seem to be immensely popular. (viz. Ellipsis)

47)17/ Speak soon, claudia xxxx

→ These elliptical leave-taking formulae are extremely common for personal e-mail writings, personal letters and presumably the telegraph messages. Their interpretation depends largely on the general background knowledge or the mutually shared knowledge. The context also plays a crucial role. However, the difficulty with their interpretation lies in the fact that units similar to this are multi-interpretational. E.g. Speak soon!; I hope we'll speak soon; I hope you'll speak to me soon; I can't wait to speak to you soon; ...

Vague elliptical phrases

1)5/ *Next Saturday we invited Dante, Linda, Celica, Ian, Max, Margit and Mike to a BBQ. We will have more photos then. Maybe one or two at the time?*

→ Presumably, to interpret this phrase may be difficult even for the receiver who shares the background knowledge to a great extent with the addressor. As far as the form of this ellipsis is concerned, it is apparently the cohesive textual nominal ellipsis. Nonetheless, the meaning seems to be extremely vague. Supposedly, the author refers to the previous context; nevertheless, it is entirely indistinct what he/she particularly refers to. Assumably, he/she talks about the photos; nevertheless, it is vague whether the e-mailer means double pictures of one film, or two separate developed films because more people will take photographs.

Vague lexical items

46)1/ *dear Jana, thanks so much for the great ecard.*

→ The word *ecard* does not exist. Supposedly, the writer refers to some picture or a photo received from the addressee; nonetheless, even if I was right and there should be ‘e-card’, meaning e-mail enclosure, my interpretation would be highly subjective. The explicit interpretation depends on the mutually shared background knowledge between the addressor and the addressee.

Conjuncts or Temporal Adjuncts

11)10/ *I felt very tired since then but am recovering slowly! Still have loads of homework to do for college unfortunately and must work hard this week.*

→ There seems to be a lack of clarity. It is not obvious whether *Still* is meant to function as an adversative conjunct meaning ‘Yet’ or ‘However’, or a temporal adjunct.

Perfect tense or Past tense

39)3/ *Seems a bit like a dream now though, got nice photos to remember it.*

→ Although the form is evidently the past tense, and owing to its form I include this item in my analyses into past tense forms, I am convinced that originally it is the perfect.

10. CONCLUSION

The aim of this study was to survey the genre of authentic, English, informal, personal e-mails. I approached the present subject multi-aspectually and considered it from various linguistic and functional points of views. Five areas were attempted in my exploration: graphic; morphological; lexical; pragmatic; and dimensional. For this purpose, 50 exclusively British, personal e-mails were selected. All the e-mails were written by the native speakers.

Since the late sixties, when the computer-mediated communication was developed, its popularity has increased to such an extent that currently it is one of the most preferred means of communication. Computers gradually replace pens and typewriters, which means that the art of hand-written letters rapidly deteriorates under the enormous influence of e-mail writing. Computers are highly effective tools, for they are relatively reliable means, allowing transferring data from one computer system to another, which may be thousands of kilometres away. What is more, this process is remarkably fast. Similar to other communication media, these messages involve particular communicative strategies characteristic for it and simultaneously distinct from any other media.

Despite the fact that the primary aim of this survey had been to carry out a multi-aspectual analysis of this genre and to identify the typical features plus some of the routines and rituals governing this genre, as my investigation proceeded, the aim was slightly modified. Previously I had expected this genre to be the continuum transition between the colloquial spoken language and the personal written communication. During my research I realized that those presuppositions were fulfilled and even more important than anticipated. I encountered so many features that resembled the spoken language that by dint of their importance, I regarded them and referred to them frequently. Hoffmanová claims that “even the spoken text can be ‘literate’ (prepared,

literary ...) and the written text can be 'oral'; we can realize written text by means of 'spoken' style." (HOFFMANOVÁ, 1995:520) This aspect gradually transformed into an essential and inseparable component of my analysis, and finally it constituted the central point of my attention.

As for literacy, the unquestionable marker of it in my corpus was that it employed graphic means to represent particular linguistic tasks (viz.3.1.-Spelling; 3.2.-Capital letters; 3.3.-Punctuation; 3.4.-Characters). There were, nonetheless, other characteristics generally assigned to literacy. More precisely, the typical features of literate texts are usually: preparedness; formality; complex thematization; abstract expressions; situation-independency; explicitness; analytic items; objectivity; rationality; high organizational aspect; planning; cohesion; complex syntactical phrases; complex sentences; punctuation; monologue character; and standard style (see Hoffmanová). Representatives of these parameters were obvious within the analyzed texts. However, from my research it follows that they may be frequently violated. Undoubtedly, there are no strict, prescribed restrictions and the authors of personal e-mails can relatively freely break the 'formal' rules according to their needs.

In my study, I dwelled on punctuation and the use of characters. Generally, in the written medium, punctuation marks represent the modulation of voice, together with the stress and intonation patterns of an utterance, and therefore are important means to interpret the messages correctly. Nevertheless, in my corpus, punctuation was often deviated (viz.3.3.). Supposedly, reasons for mistakenly applied punctuation were: the lack of knowledge; carelessness; and deliberate omissions. Apparently, what ordinarily plays an important role and is engaged in personal e-mail writing is: the spontaneity guiding the writing of a message; the concomitant circumstances; and the particular situation. Similar to informal conversation, all these aspects affect the genre of

personal e-mails. All of these influence considerably not only punctuation, but also capitalization and spelling.

Considering the modality parameter, my data seem to suggest that in this genre the spontaneous mode prevails over the edited mode. Bartell declares, "The spontaneous mode may be defined as the non-edited use of language in any substance and medium. The edited mode, on the other hand, is the use of language whose production has been carefully prepared and arranged." (BARTELL, 1992:167)

My corpus did not display many signs of careful preparation or arrangement. Ensued from the commonly broken standard rules of punctuation, capitalization, spelling, and redundant use of conjunctions (viz.4.4.), it appeared rather non-edited. These features are often considered incorrect within the more formal styles. Throughout my study, I called them 'mistakes'. However, I am convinced that actually they are style-specific and within this genre they are presumably not mistakes, but almost unique and defining characteristics.

Seemingly, applications of paralinguistic features, playing a crucial role in shaping the messages in spoken discourse, are impossible in the written communication. However, I discovered that the addressors of personal e-mails sought and subsequently inserted into their texts the appropriate and miscellaneous solutions to express them. Gesticulation, facial expression, intonation, marked pronunciation, and other means of expression were commonly substituted by various tools, such as: multiplication of letters and/or punctuation marks; capitalization; non-standard application of punctuation marks and/or letters; specific use of characters; and combinations of characters (smilies, emoticons). (viz.Chapter 3)

Given the deviations from the standard use of punctuation, capitalization and spelling, it may sometimes be difficult, if not impossible, for the receiver(s) of a message(s) to interpret the intended meaning. The degree of general and mutual knowledge plays a considerable role in the decoding processes. Nonetheless, the knowledge

does not necessarily suffice in all cases. In the spoken interaction the hearer is capable of making inferences more easily and in appropriate moments he/she can interrupt the speaker's talk to verify his/her interpretation; however, this is thwarted in the written communication of personal e-mails, for the addressor-addressee's interaction does not proceed simultaneously. The speaker may doubtlessly ask for specification; nonetheless, in most cases of my corpus it was apparently not relevant, because the answer would have been significantly delayed.

Interestingly, there was one more field by means of which the genre of personal e-mails preserved the characteristics of the written medium, i.e. retains literacy. It was the use of particular shortened items. In spite of the fact that most detected items could be associated with the informal speech, there were shortened items assigned to the formal language, and most of those formal instances in my corpus could be attributed to the written medium exclusively. They were related especially to the process of abbreviations (viz.5.1.2.).

Additionally, features such as: planning, organizing, arrangement, etc., commonly associated with literacy, were reflected in the structure of e-mails. What follows is the discussion about rituals and routines, typically accompanying the production of personal e-mails.

Reposed on my survey, Greeting, Opening, Leave-taking, and Good-bye rituals were employed characteristically. Indisputably, such components correspond to the components routinely appearing in the genre of letters. As far as personal letters are concerned, these rituals are probably a norm. Nonetheless, I believe that in personal e-mails they are a convention, but not a stiff norm. In the majority of selected e-mails, they were however favoured and all the e-mails contained at least one of them. A large number of texts comprised almost stereotypically expressions such as (e.g. *How are you?*; *Hope...*). I dare say that generally they are on the borderline between frequently used phrases and clichés. Considering the leave-taking phrases in the analyzed personal e-

mails, the overwhelming majority of them were clichés (e.g. *Lots of love*; *Much love*).

Furthermore, connected to the phrases from the previous paragraph, I regard it useful to allude to certain, remarkable, significantly utilized phrases, which accompanied the leave-taking rituals. Incidentally, they also commonly occurred in personal letters. For the purposes of my analysis, I labelled them the Metacommunicative and Contact Comments at the End, together with Comments on Time (viz.6.1.). Apart from this genre and the genre of personal letters, all of these phrases, not exceptionally, are introduced in the spoken language, especially conversational styles.

In contrast to personal letters, the e-mail structural components are to some extent predetermined by the automatic heading. The e-mail system generates the memo-style cap and confers it on each message. This prefix contains 'a subject' (the addressor writes the title of his/her message); the date and hour of sending; the addressee's e-mail address; and the sender's address, from which the message is sent to the recipient.

Subsequently, I consider it necessary to raise the subject of orality. Contrary to literacy, orality is typically defined by means of unpreparedness; much simpler thematization; informality; situation-dependency; concrete prevails abstract expressions; minimal degree of organisation; a high number of deictic means and ellipses; non-standard and paralinguistic components; pragmatic components (emotional involvement, implicitness, fragmentation, subjectivity, indirectness); self-correction; etc. (viz. Hoffmanová). Based on my research, I conclude that personal written e-mails are to some extent realized by means of spoken style. This assertion can be illustrated by evident examples, such as the highly frequent use of ellipses (viz. chapter 7), colloquialisms and contracted forms (viz.5.2.); and speech acts (viz.6.2.). Owing to these features, the orality penetrates into the written texts.

First, I would like to mention the marked use of colloquial expressions, usually associated with the informal conversation (viz.5.2.). Nevertheless, in my corpus I detected their frequent applications. In spite of the fact that colloquialisms and contractions, being almost a rule in the colloquial speech, are probably in many written genres regarded as inadequate and inappropriate, they should presumably be considered stylistic identifiers and characteristics of this genre. Founded upon my results, colloquial expressions, contractions inclusive, are highly popular in this genre and are among the most defining characteristics. What is more, I suppose the contractions would have represented even higher numbers, had it not been for the extremely frequent application of ellipses, affecting frequently the pronominal subjects.

Second, there was another strongly represented genre-specific area. It dealt with the lexical aspect – Shortening of naming units. Equal to contractions, processes engaged in shortening seem to be usually motivated by the informal speech and by the current tendency of economizing the language. These processes belonged among the essential and deeply significant components of this genre. Assumably, writers favoured utilizing abbreviated and shortened forms as often as possible. Most of the identified forms were associated with the informal language. There were, nevertheless, shortened items connected to the formal language, and most of the formal instances in my corpus were assigned to the written medium of communication. Regarding this fact, it is evident that this genre still pertains to the written medium and retains the characteristics of the written language.

Considering the problem of interpretability, apart from some interpretative trouble with punctuation, capital letters and spelling, there were also other phenomena causing difficulties in this area. These phenomena are usually involved in the spoken language, especially in the conversation. However, in my corpus they likewise occurred frequently. They were inexplicitness; incompleteness; indirectness; and from them occasionally ensuing ambiguity and/or vagueness. By means of these,

orality penetrated through the written medium. Urbanová claims that “Vagueness is defined as a lack of explicitness and precision with regard to the choice of lexical items and their functioning in the utterance.” (URBANOVA, 2003:29) In my corpus, vagueness was unquestionably an inseparable component of the genre of personal e-mails. It follows from chapter 9 that vagueness can be attached to various aspects, from the graphic to the pragmatic.

Noticeably, one of the most characterizing features, which distinguishes this genre from most of the other written genres, is its interactive nature. I devoted the whole chapter 6.2. to this field. It is typical for the interactive communication that the addressee(s) is always expected to react. For the reaction he/she can be asked directly or indirectly. The addressees of my corpus were usually asked directly. Nonetheless, indirectness of initiating moves was not always explicitly identifiable. The problem is that the mutually shared background knowledge among the participants can often play a crucial role in their decoding.

Resulting from my research, the quotient of indirect expressions within the conversation analysis (viz.6.2.) was remarkably high. Especially the frequent occurrence of indirect elicitations, expressing the act of inquiry, amounted to considerable numbers. As Urbanová declares, such features are deeply significant in everyday conversation, and I dare propose that they rank among the remarkably important tendencies in this genre, by means of which the orality merges into the written texts.

Moreover, Urbanová deals with a special category of declarative questions. She explains that these phrases contain lexical verbs which have the function of an embedded interrogative. I encountered many phrases which could be classified as indirect declarative questions. They were often introduced by hypothetical verbs (e.g. *I suppose, hope, guess*); hearsay verbs (e.g. *I understand, hear*); inferential adverbs (e.g. *then, so*); potential adverbs (e.g. *perhaps, probably*); and other elements. Many of these embedding units marked involvement and mutuality.

All the same, taking into consideration all of the moves analyzed, to be explicit – Follow-ups; Responses; Initiations, especially Elicitations, Requestives, Directives – there were perhaps more of them; however, as I mentioned in the partial conclusion 6.2.3., the interpretation of indirect Elicitations, Requestives and Directives could sometimes be crucially dependent on the mutually shared knowledge. It may cause trouble for somebody else to interpret what is meant. To add, in comparison to initiations, the number of Follow-up moves and Responding moves was relatively low, which was presumably motivated by similar impulses to those influencing the quantity of identifiable indirect Initiations. Precisely, their sum total was undoubtedly higher; nevertheless, I did not have the antecedent e-mails to which the authors of my corpus reacted at my disposal; and therefore, the identifiability of their functions could be difficult, or impossible.

The decoding of indirect expressions is always determined by the degree of indirectness. “The direct versus indirect scale represents two extremes on the continuum. Various degrees of semi-directness can be identified in informal conversation.” (UHLÍŘOVÁ, 2003:41)

Equally, writers of my written corpus employed various degrees of semi-directness. Supposedly, the writer’s expectations about the reader/readers have a substantial impact. Unquestionably, there are different degrees of shared knowledge. By virtue of the addresser’s expectations about the recipient’s extent of shared knowledge and depending on the particular situation, the writer can afford to decide on the degree of indirectness.

Considering vagueness in my corpus, there was one hugely important source of it, which was attached to ellipses. The extremely marked use of ellipses belonged to the most salient features. They were apparently utilized for the economizing purposes. From all the analyzed features, the representation of ellipses accounted for one of the highest numbers. They appeared in every e-mail, and one instance occurred in

only two e-mails. Deriving from this, it is obvious that writers of personal, informal e-mails tend to apply them frequently.

Owing to the fact that ellipses represented such an enormous amount of items, I am convinced that employing ellipses is one of the most significant characteristics of this genre. Moreover, I assume that the considerable use is one of the major connections between the written and spoken media. I classified and statistically enumerated ellipses within chapter 7. In the partial conclusion of this chapter, I stated that ellipses and minor sentences tended to appear routinely in the informal colloquial English. My findings substantiate that the spoken and written languages may have both much in common, and ellipses together with minor sentences rank among the closest bonds.

Finally, I consider it necessary to sum up the results from chapter 8 offering the detailed analysis founded on Biber's conception of dimensions. Having realized that all the chapters preceding the eighth chapter were to some extent influenced by orality, I decided to concentrate on the mergence of written and spoken media more comprehensively. For this purpose I adopted Biber's exhaustive and detailed conception. His study is aimed at the textual relationships between speech and writing. He analyzes a large number of functionally diverse linguistic features which have a tendency to co-occur. He concentrates on the particular co-occurrence patterns and they are subsequently interpreted in functional terms. These patterns are organized in Factors, and these Factors in turn underline particular dimensions. Various functional influences motivate linguistic features to co-occur. Therefore, each Factor comprises different sets of linguistic items. There are seven Factors identifying seven textual dimensions. Within particular sub-chapters, the features I dwelled on were carefully classified and statistically quantified.

Unlike Biber's conclusions, which are grounded on comparative analyses of diverse written and spoken genres, my survey embodied only

one genre. Nevertheless, I construed my results in dimensional terms. Except for the seventh dimension labelled 'Marks Academic Hedging or Qualification', all the remaining dimensions were explicitly interpretable. Biber's dimensions, which I included into my study, are: 'Informational versus Involved Production'; 'Narrative versus Non-Narrative Concerns'; 'Explicit versus Situation-Dependent Reference'; 'Overt Expression of Persuasion'; 'Abstract versus Non-Abstract Information'; and 'On-line Informational Elaboration'.

Resulting from my research, I discovered some specific, defining and unique characteristics of this genre. For the purpose of minute analyses, I selected five e-mails from the 50. They were not picked at random, but I tried to select them to be the credible representatives of the genre of personal e-mails. The choice was determined not only by the length, containing both, the long and short texts, but also by the individual topics. Moreover, I took into account the structure and particular accompanying circumstances.

First, I espied that there was a common repetition of nouns, which obviously bears a resemblance to the colloquial speech. I noticed an accordance with the spoken language as far as the direct addressing of addressees in most cases by proper names was concerned. According to the quantities of linguistic features in Factor 1, I am inclined to believe that my corpus was more of involved and non-informational foci, for the features co-occurring under this communicative function apparently prevailed. The purpose of these items was primarily interactive and/or affective. The use of private verbs also supported the inclination towards the involved production. Moreover, I found that my corpus had a strong link to the interactive discourse, owing to the considerable use of the first and the second person pronouns.

There were many features tending to appear in the involved style. Surprisingly, there was also the remarkable application of discourse particles. Although usually associated with the informal conversational genres, they were employed in this genre, albeit occasionally. All the

same, as mentioned in 8.10.1., I assume that they are probably one of the typical characteristics of personal e-mail writing and one of the features that render outstanding service to removing prominent divergences between the spoken and written media.

Considering the second dimension – ‘Narrative versus Non-Narrative Concerns’, my conclusion was that my personal e-mails were prone to combine both, the narrative and the non-narrative discourses. Nonetheless, features with the non-narrative characteristics prevailed; especially the present tense verbs achieved, in comparison to the past tense verbs, much greater impact. In addition, referring to the ‘Explicit versus Situation-Dependent Reference’, this dimension was not remarkably represented. However, the analyzed personal e-mails seemed to be in some respect situation-dependent. This fact substantiates that personal e-mails tend to be neither the typical representatives of the written, nor of the spoken media. Presumably, this genre is on the continuum transition between them. To illustrate, the extremely low number of WH relative clauses on object and subject positions, which according to Biber characterize the explicit reference, seems to incline to situation-dependent reference. Nevertheless, together with nominalizations, which also mark highly explicit reference, they undoubtedly composed a worth-attention constituent of this dimension. Therefore, I assume that although this genre showed characteristics of situation-dependent reference, there were elements referring explicitly and were integrative and informational.

Furthermore, there is dimension four, labelled ‘Overt Expression of Persuasion’. Infinitives comprehended the highest amount of items. Predominantly they are employed in writing for integrative and structurally elaborative purposes. Other features having a considerable impact on the degree to which persuasion was expressed overtly in my corpus, were modals and conditional subordination. All the same, the detected instances did not account for significant numbers; they were rather scarce. Therefore, I suppose there is a trace of expression of

persuasion in the genre of personal e-mails; nonetheless, contrary to my expectations, it is relatively minute.

The following dimension, which is the scale of 'Abstract versus Non-Abstract Information', is founded on the fact that the abstract informational discourse is associated with the formal language and the non-abstract information is involved in informal speech. Interestingly, although I detected units that belonged into the group of conjuncts, which are generally regarded as explicit markers of relations between clauses, or phrases, plus being the means of elaborate textual cohesion in highly informational and abstract discourse, in my view the conjuncts in my corpus carried slightly different functions. In spite of the fact that they maintained their function of serving as means of textual cohesion, the majority of them were either highly informal, or presumably stood on the fragile linguistic boundary between the formal and the informal. Doubtlessly, my corpus of personal e-mails displayed a tendency to resemble the spoken, informal, colloquial language, more than the elaborated, abstract, written language.

Lastly, it is useful to allude to dimension six, which treats the 'On-line Informational Elaboration'. This dimension is grounded on the link between two seemingly unrelated and remote fields – the informational, elaborative and the unplanned, informal production. (viz.8.10.) The authors of my corpus occasionally revealed the tendency to produce informational elaboration influenced by the real-time constraints. Presumably, this specific interconnection is characteristic for this genre, and it appears to be the penetration of orality and literacy. This assertion follows from the fact that the informational elaboration is preferred within the written discourse and is generally associated with literacy, while the effect of real-time constraints is often a concomitant circumstance of orality.

To sum up, I share Biber's opinion that there is no absolute difference between spoken and written modes. Despite the fact that speakers typically have in common high amounts of knowledge, time

plus space, and their productions are commonly affected by real-time constraints, there is no prohibition against utilizing highly elaborative and abstract means. Equally, writing is usually more suitable for highly informational and integrated production; however, as the results of my analyses substantiate, under certain circumstances, writing can be influenced by spacio-temporal constraints together with the mutually shared knowledge. What is more, in spite of the fact that the interactional, attitudinal, and other involved purposes are usually associated with the informal conversational discourse, in my corpus, I identified these purposes frequently. This finding proves that personal e-mail writing unquestionably combines features of both, written and spoken media.

As a final point, I would like to remark that it would obviously be useful to carry out a further research based on comparative analyses among various genres, representing both, the written and spoken media. I dare suggest that it would make a particularly significant contribution to compare the genre of informal, personal e-mails with the genre of letter-writing, informal conversation, and maybe the personal telephone conversation. I assume that there are considerably close bonds among these specific fields.

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PRIMARY SOURCES

Přijatý e-mail

Předmět (Subject): Re: just photos
Datum (Date): 1.5.2003 22:16
Od (From): "Michaela Stara" <michaelastara@hotmail.com>
Komu (To): silhavaRomana@seznam.cz

>From: Kläui <Ueli@clear.net.nz>
>To: Michaela Stara <michaelastara@hotmail.com>
>Subject: just photos
>Date: Mon, 03 Mar 2003 21:43:10 +1300
>

1 >Hi Michaela
2 >Patricia is busy with her parents and the gym at moment. Next Saturday we
>invited Dante, Linda, Celica, Ian, Max, Margrit and Mike to a BBQ. We will
>have more photos then.
5 >Maybe one or two at the time?
6 >HUGS
7 >Ueli & Patricia
8 ><< Dante130.12.02.JPG >>
><< Dante_Linda125.10.02.JPG >>

Add photos to your e-mail with MSN 8. Get 2 months FREE*.
<http://join.msn.com/?page=features/featuredemail>

2)

VOLNY mail | tisk zprávy

1 Hi Zuzka...
2 Is there a number that we can phone you to talk?
3 Hope all is well
4 Love from all of us

LESLIE

3)

- 1 Hello Zuzka,
- 2 I was SO pleased to hear from you! We've been thinking about you and your family this summer with dreadful flood. Were you affected? How Badly?
- 6 Have you finished university now?
- 7 I will e-mail again when Leslie wakes up to confirm the dates...but I think we are coming to Prague just before Christmas for about 4 or 5 days? I hope we can see you and maybe visit your family!
- 4 The kids should have gone back to school 2 weeks ago but there was a fire and most of the old building has burnt down. The fire destroyed the electricity supply to the site and the plumbing is not working for enough toilets.
- 11 They've ordered some mobile classrooms but the kids are going back a little bit at a time. Adina is to be first...on Wednesday. She will not be impressed that she's going to school alone! Eitan will start on Wed 25th and Maya on Monday 30th. It's been a bit of a nightmare! You can imagine, I'm sure!
- 17 Thankfully, we have a new au pair. She's working out alright so THAT's a help, although, of course, we haven't got into ANY routine yet.
- 19 It was Rosh Hashanah last week, Jewish New Year and tomorrow is the day we fast. I'm cooking loads as people are coming here to break their fast.
- 21 Again, SO pleased to hear from you.
- 22 please e-mail back soon. Is this your personal e-mail address now? Have we been using the wrong one?
- 25 Take care,
lots of love
Julia

4)

VOLNY mail | tisk zprávy

- 1 Happy Birthday
- 2 Did you get my e-mail? Adina reminded me that it's your birthday now so I'm sending you an e-mail! Hope you have a lovely day. Eat lots of cake. Sing lots of songs!
- 7 When are you going to come and see us? Shall we come to Prague?
- 9 We are getting ready for Pesach... remember? What a joy!
- 11 Adina is sleeping in your room at the moment because Rosalie & Brian, (Leslie's parents) are going to stay with us for three weeks and it will just be easier than them living in the playroom.
- 12 Any way, we all miss you. Hope you are well.
- 17 Happy birthday and lots of love and luck for the next year!
Julia

5)

Jitka

Od: <Henry.Clinton-Davis@haledorr.com>
Komu: <jitka.krcova@worldonline.cz>
Kopie: <Margaret.Charlton@haledorr.com>
Odesláno: 12. srpna 2003 23:22
Předmět: RE: letter

1 Hi Jitka - sorry to trouble you but please could you email me, copying my secretary, Margaret Charlton. with the contact details of the hotel in Moravia, where we will be from Sunday onwards, just in case Margaret or one of my clients or colleagues, needs to contact me.

2 Many thanks

Henry

-----Original Message-----

From: Clinton-Davis, Henry
Sent: 12 August 2003 23:00
To: 'Jitka Krcova'
Subject: RE: letter

1 Hi Jitka

2 Hope all is well with you.

3 Just to let you know our Prague contact details:

4 We are staying at Best Western Hotel Meteor Plaza
Hybernská 6/999, Praha 1, Staré Město, Czech Republic CZ-110 00
Tel: 00 420 224 192 111, Fax: 00 420 224 213 005
email: <mailto:reservations@hotel-meteor.cz> (This is the reservations line - I do not know if they will pass on emails to guests)

6 We are here from Wednesday evening until Sunday morning.

7 My mobile number is 07776 256 132. You probably need the UK country code to reach me in Prague, namely 00 44 7776 256 132

9 We are really looking forward to seeing you on Sunday

10 Best wishes

Henry

-----Original Message-----

From: Clinton-Davis, Henry
Sent: 11 August 2003 08:31
To: 'Jitka Krcova'
Subject: RE: letter

1 Hi Jitka - thanks so much again for all you are doing and all the tireless research you have carried out.

2 We are really looking forward to seeing you again

3 Lots of love

Henry

Jitka

Od: suzanne clinton-davis <sclintondavis@hotmail.com>
Komu: <jitka.krcova@worldonline.cz>
Odesláno: 8. dubna 2002 23:37
Předmět: English tea at home in London!!

8)

- 1 Hi Jitka
- 2 Yes that's fab, we'd love to see you for tea on the 20th.³ Can't wait to hear all your news and you can catch up on ours.
- 4 P.S I've finally learnt how to text messages, hte revolution has arrived!!
- 5 Much love Suzanne xxxxx

Jitka

Od: suzanne clinton-davis <sclintondavis@hotmail.com>
Komu: <jitka.krcova@worldonline.cz>
Odesláno: 25. října 2001 9:44
Předmět: Re: letter

9)

- 1 Hi Jitka
- 2 Just a quickie as I'm off to work in 5 minutes, but I wanted to reply.
- 3 Hungary sounded fascinating, Tom must have been a good guide.⁴ My parents are off to the Middle East in two weeks, I can't believe it !!!⁵ They are taking a cruise boat down through Libya(Tripoli) and Egypt (CAiro).⁶ I'm not convinced that this is the best time to be around there but the Foreign Office are not telling people to stay out so they're going!!
- 7 Well done on getting a job in Prague and it's an excellent way of keeping your English going through having to do some preparation.⁸ On the radio you may be able to pick up the BBC World Service.⁹ This is for English speaking people abroad and would probably reinforce your listening to very good English.¹⁰ Its format is quite old fashioned but I would think it could be very helpful!
- 11 We went on line the other night and found some incredible deals to cities in Europe.¹² As a consequence we're taking the children to Barcelona on 26 December for 4 days.¹³ It should be very interesting.¹⁴ We miss you enourmously even though we're all very busy and I have to say I think about you often, at the strangest times!!¹⁵ When people leave who you genuinely have a close relationship with , there is such a void left.¹⁶ Quite indescribable.....
- 17 Oy!! My 5 minutes are up. I'll try and write again soon.
#¹⁸
- 19 Big hugs and hope the school children are behaving well!!!
- 20 Much love

Suzanne Henry Shulli Sam and Elisheva

10)

Jitka




Od: <Henry.Clinton-Davis@haldorr.com>
Komu: <jitka.krcova@worldonline.cz>
Odesláno: 24. června 2003 19:52
Předmět: Out of Office AutoReply: letter

¹I am now out of the office for the rest of this afternoon (24 June 2003). ²I can however be reached on my cellphone 07776 256 132. ³If you cannot get hold of me please direct any queries you have to my secretary, Margaret Charlton (020 7645 2705)

⁴Thanks Henry

11)

From : sinead kelly <sineadkelly@utvinternet.com>
Sent : Saturday, November 29, 2003 9:57:18 AM
To : "Petra Novotna" <petra_novotna@hotmail.com>
Subject : hi

 |  |  | Inbox

¹ hello mate,

² thanks a milion for the amazing photos. ³love the ones with Yoan and yourself!! ⁴How are you doing?

⁵ I hope you had a nice rest and that your boyfriend is well. ⁶I am going to Rob's wedding with Paul next weekend and can't wait! I have nothing to wear yet though. ⁷I had to go to hospital last Tuesday to have cyst removed and I have a big wound with ⁸5 stitches on my chest so no low cut tops for me.

⁹ I felt very tired since then but am recovering slowly! ¹⁰Still have loads of homework to do for college unfortunately and must work hard this week. ¹¹I'd better go now. ¹²Hope you are well.

¹³ lots of love
Sinead x x x

12)

Jitka

Od: suzanne clinton-davis <sclintondavis@hotmail.com>
Komu: <jitka.krcova@worldonline.cz>
Odesláno: 25. listopadu 2001 0:19
Předmět: Just a quick chat!

1 Hi Jitka

2 Don't worry about taking your time to reply.³ I know how hard it can be to write.⁴ not so long ago I was the same, as you know, forever chasing my tail.

5 I hope Tom is getting over the flu, typical eh?⁶ Henry always used to get ill on our weekends away together.⁷ I'm convinced that once he stopped working and began to relax the bugs he was fighting settled in!!!⁸ Now he doesn't relax, so less flu's!!!!⁹ Only joking!!¹⁰ Actually he's gone to bed with a sore throat!

11 Tonight we took the children, Shulli and Sam, to the IMAX cinema in Waterloo.¹² You once took Shulli I think and saw Cyberspace.¹³ Well we saw the updated version for a treat, those 3 D special affects are quite something!!

14 They came home tired and happy and are now fast asleep.

15 Elisheva went to sleep over with Emma and Sarah to whom she is absolutely devoted.¹⁶ She continues to learn her English reading words and spellings and is fairly well.

17 I'll close know.¹⁸ Looking forward to hearing your parents reactions to Tom.

19 With much love as always

20 Suzanne and all the mob!!!

XXXXXXXXXXXXXXXXXX

13)

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:46
Připojit: CONTINUITY SHEET MASTER.doc; DAILY DIARY MASTER.doc; PRINT CHECK MASTER.doc
Předmět: Fw: THE BROTHERS GRIMM CONTINUITY MASTER - diplomka

----- Original Message -----

From: Sam Holt

To: JOSI.NEMEC@POST.CZ

Sent: Wednesday, October 22, 2003 10:41 AM

Subject: THE BROTHERS GRIMM CONTINUITY MASTER

1 Hi,

2 Here are the masters as promised. ³ Call me if you need anything.

4 Good Luck,

Sam

Některé soubory nebylo možné zkontrolovat

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).
Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

14)

>From zkmelling@hotmail.com Thu Oct 25 14:52:24 2001
Received: from f57.law4.hotmail.com ([216.33.149.57]:6404 "EHLO hotmail
by data.centrum.cz with ESMTP id <S9130594AbRJYMvk>;
Thu, 25 Oct 2001 14:51:40 +0200
Received: from mail pickup service by hotmail.com with Microsoft SMTPSVC;
Thu, 25 Oct 2001 05:51:37 -0700
Received: from 129.11.157.67 by lw4fd.law4.hotmail.msn.com with HTTP;
Thu, 25 Oct 2001 12:51:36 GMT
X-Originating-IP: [129.11.157.67]
From: "zara melling" <zkmelling@hotmail.com>
To: taruska@centrum.cz
Subject: speaking on the phone
Date: Thu, 25 Oct 2001 12:51:36 +0000
Mime-Version: 1.0
Content-Type: text/plain; format=flowed
Message-ID: <F57ppHHMnRihyDAGmbS000159a9@hotmail.com>
X-OriginalArrivalTime: 25 Oct 2001 12:51:37.0314 (UTC) FILETIME=
[C8A6FC20:01C15D53]
Return-Path: <zkmelling@hotmail.com>
X-Orcpt: rfc822;taruska@centrum.cz

²
^Yesssss!!!! Saturday is fine, if you haven't phoned me by about 9 0 clock,
i will phone you, ok?³ My number is 01924 362549 with the english code.⁴ Is
yours the same as in the camp booklet?⁵ Look foward to speaking to you, you
freak girl!

⁶Love Zara xxx

15)

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:48
Předmět: Fw: Prague

----- Original Message -----

From: "Jonathan Leonard" <jonathanleonard@talk21.com>
To: <josi.nemec@post.cz>
Sent: Wednesday, October 22, 2003 1:10 PM
Subject: Re: Prague

1 > Dear Jana Disaster but not. I have lost my passport. However I have managed to persuade them to let me go to lundon tomorrow wait all day and they should give me a new one. I have rebooked my flight for friday at the same time!! This could have been much worse if they hadn't let me get a new passport so quickly!! Sorry for messing you around through being so stupid. Can't wait to see you.

2 > Jon Jon

3 > xxxxxxxx.xxxxxxxx.

>

16)

Jitka

Od: suzanne clinton-davis <sclintondavis@hotmail.com>
Komu: <jitka.krcova@worldonline.cz>
Odesláno: 18. června 2003 10:47
Předmět: Re: letter

1 Hi Jitka

2 Mt broad band internet service wasn't working from Saturday and I've just got re connected so sorry for the delay.

3 I've written you an invitation letter which I hope will be fine.

4 I asked Susie and a couple of close friends whether they'd like an au pair for the summer but everyone is just happy to cope with whom they've got despite them not being over happy 5 It's easier than starting again I suppose.

6 We'll look up flights and chat this week.

7 Good Luck again.

8 Much love

9 Suz

17)

From : <sineadkelly@utvinternet.com>
Reply-To : sineadkelly@utvinternet.com
Sent : Monday, November 10, 2003 9:26:59 PM
To : petra_novotna@hotmail.com

☺ | ☺ |

1 hello there mate,
it was great talking to you today. 2 I hope you get this email and that I haven't made a mistake writing it down. 3 Send me one back to let me know that it's the correct address.

4 My email is sineadkelly@utvinternet.com

5 Home address is Glenbeigh, Green Road, Kildare Town, Co. Kildare, Ireland.

6 You must send me your address too. 7 Hope you are relaxed and happy! 8 Have a lovely holiday and keep that bedroom door locked if you know what's good for you!! 9 Ha Ha!!

10 Bye Sausage, love Sinead XX

- 1 Hello,
2 Hope your birthday has been fun.³ Adina is desperate to send you a present and i feel bad that I didn't organise it sooner.⁴ Please e-mail me with your address so that we can send you a something!
✓ Please e-mail me as soon as possible,
Julia
-

18)

- 1 So pleased to hear from you as I had LOST your e-mail.² We miss you so much.
3 when shall we see you?⁴ are you coming to see us in the summer? Your keyboard does something funny wuth punctuation and we see’ instead of a full stop.⁶ oh well, let's do it wuthout puctuation.⁷ News is that we no Inger have an au pair, Adina is busy at school as are both Eitan and Maya.
8 We had a wonderful time in Australia.⁹ It's an amazing country and it is such a LONG way away.⁹ It was fabulous weather, a chance to spend time with family and do surfing.
-

19)

- 1 just sent you a reply and forgot to say the very important Good-bye, e-mail us back soon
Julia
2 P.S.
Adina was so excitrd to get the card from you, she slept with it and has put the stickers in a very special drawer.² thank you for remembering her!
-

20)

- 1 Hello Zuzka,
2 It's been a long time.⁴ I hope this e-mail address is still working for you.⁴ We have a lot of news to tell you.² Let me tell you a little of what has been going on since you left us.
6 First of all, Adina started school.
-

21)

- 1 Dear beautiful Zuzana,
2 I am really sad to hear that you and Jitka are back in the Czech Republic, but I am sure you are happy to be at home.
3 If you are in London in September you are more than welcome to come to mine and your sister's wedding.⁴ It will take place in the Avenue House park behind the Queens Head pub on 21st September, From 12.30pm, see you there.
5 P.S. Do you still remember all the kings and queens of England?
6 Regards, Daniel.
-

22)

- 1 Well Hello,
>>
2 >> It is you.⁴ So have you made any more
>> preperations for your Scotland trip?
>>
4 >> Send me a response e-mail.
>>
5 >> Perhaps, you and Yitka could meet up with me
>> and your sister this weekend,
>> for a drink at the Queen's Head.
>>
6 >> Let me know.
>>
7 >> Regards, Daniel.

23)

24)

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:48
Předmět: Fw: Prague visit

----- Original Message -----

From: clark
To: josi.nemec@post.cz
Sent: Tuesday, September 16, 2003 11:24 AM
Subject: Prague visit

- ¹ Many thanks for all the trouble you have taken in booking a hotel for us. ² It looks fine. ³ Don't worry about the tickets. ⁴ Obviously it should be straightforward on the day. ⁵ Thank you too for my birthday card.
- ⁶ We have great memories of our holiday in Portugal. ⁷ Let's hope we can do it again sometime!
- ⁸ Hope your teaching goes well
- ⁹ Love PeterXX ¹¹
- ¹⁰ Maureen sends love. Looking forward to seeing you soon. XX

Odchozí zpráva neobsahuje víry.
Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).
Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

25)

- ¹ Hello!!
- ² Hope you had a good trip! We miss you.... Julia and the kids went ³ this morning... with Uncle Fred, and Baby Born (Eitan is very irritated)! They arrived safely, and the house is very quiet...
- ⁵ Enjoy your time with your family. I am leaving on Wednesday... will leave you a note before I leave! ⁶
- ⁷ Best wishes.
- ⁸ Leslie... Julia, Eitan, Maya and Adina (and Fred and BB

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
 Komu: "Romana" <silhavaromana@seznam.cz>
 Odesláno: 5. listopadu 2003 18:46
 Předmět: Fw: ROOM FOR RENT

----- Original Message -----

From: claudia harkavy

To: alantyers@hotmail.com ; Andrea0054@aol.com ; annakerr75@yahoo.com ;
Annie.Dare@shots.net ; gaby@harkavy-bradshaw.freemove.co.uk ;
hmelluish@yahoo.com ; josi.nemec@post.cz ; jimeliot@yahoo.co.uk ;
Wood.jude@mtvne.com ; juliacopland@doctors.org.uk ; jcwland@yahoo.com ;
julie_chan@blossomsbury.com ; lara.v@virgin.net ; mat@dsl.pipex.com ;
Roberta@kaspereurope.co.uk ; kathryn.good@fox-publishing.com ;
vicky.aykroyd@hellomagazine.com ; tdjkennedy@hotmail.com

Sent: Wednesday, October 22, 2003 9:56 AM

Subject: ROOM FOR RENT

1 Dear all

2 If anyone knows of anyone who knows of anyone (this is kind of urgent!) that's looking for a room, could they forward this?

3 Good sized double room in Highbury in light and spacious flat spread over 3/4 floors (kitchen, living room, two bathrooms), to share with two other girls.⁴ Quiet road.

5 Between Highbury, Finsbury Pk and Arsenal tubes and 30secs from excellent buses, Clissold Park (beautiful: lake, deer, tennis courts) at end of road. Upper St 5 mins by bus, Oxford St. 25mins door to door. £412pcm excl (with bills, council tax etc ends up being about £480-490 all in).⁶ The local pubs aren't great but, with Canonbury down the road, there's a few good gastros you can walk to.

7 Could you forward this to everyone you know (things are getting kind of urgent rent-wise) - and if anyone springs to mind, could you give them my number 07986 512455?

8 Thank you, thank you, thank you - is much appreciated.¹⁰ And to all those I've not seen/spoken to, hope all's well and that we'll catch up soon.

9 Lots of autumn love,

Clauds xxx

Stay connected whilst on the move. Now you can get Hotmail sent directly to your mobile phone. [Click here for details.](#)

27)

Seznam E-mail - Přijatý e-mail



Romana silhava <silhavaRomana@seznam.cz>

Přijatý e-mail

Předmět (Subject): Re: ahoj

Datum (Date): 1.5.2003 22:11

Od (From): "Michaela Stara" <michaelastara@hotmail.com>

Komu (To): silhavaRomana@seznam.cz

>From: "Dana Litvack" <Dana.Litvack@parks.nyc.gov>

>To: <michaelastara@hotmail.com>

>Subject: Re: ahoj

>Date: Tue, 29 Apr 2003 13:30:03 -0400

>

¹ >THat sounds good to me. ² Call me on my cell 917-733-4272

³ >Talk to you soon!

>-Dana

28)

From : Ken Garside <KEN@saracenltd.fsnet.co.uk>

Sent : Tuesday, December 09, 2003 1:31:29 PM

To : "Petra Novotna" <petra_novotna@hotmail.com>

Subject : Happy Christamas from Ken Garside

¹ Hi Petra

² I hope that this email finds you well and not to overworked!

³ I just thought that I would email you to wish you a very happy Christmas and send you my best wishes for the new year.

⁴ If you happen to see or hear from Philippe will you pass on my best wishes to him also

⁵ Happy Christmas

Ken Garside

29)

Předmět:	our trip to prague
Odesílatel:	finchleybensons@btopenworld.com
Datum:	27.11.2002 - 10:00:24
Příjemce:	zuzanka_s@post.cz

- 1 Hi Zuzka!
- 2 You have been writing to the right address - you've got all the right details!
- 3 Great to hear your news... we are really looking forward to seeing you again. (You'll be pleased to know that we have new au aupair - also Zuzka - and Adina decided that she must be wonderful because she has the same name as you! She's from Slovakia, taking a year from studying, seems very nice).
- 5 So: details of our stay -
- 6 We arriving on Saturday 21 December in the morning, and our address will be: Vlasska 8, apt. 4, Mala Strana, Prague 1. We have a telephone there too, and the number is 420 25753 1264.
- 8 We've already booked a car to take us to the apartment. Would you like to meet us there? How much time do you have free?
- 11 We are returning to London on the 24th. We have not yet made any plans for what we are going to do - Julia is very keen to take the kids to the opera. I see that Carmen is on at the Prague State Theatre, so that is one option... otherwise, we're hoping to discuss that with you.
- 14 So that is all for now, other than to say that we are all well, the kids are getting bigger and we are looking forward to spending time in Czeck!
- 15 See you soon
- Leslie

30)

>>>From: <taruska@centrum.cz>
>>>To: <zkmelling@hotmail.com>
>>>Subject: from Lucinka
>>>Date: Tue, 23 Oct 2001 12:12:08 +0200
>>>
>>>Hello!
>>>
>>>Thank u for your beautiful postcard!

31)

- ¹ Hello,
² I hope that this is the right e-mail for you.³ Please let us have a telephone number so that we can call you.⁴ E-mail is a bit unpredictable!
⁵ We are coming to Prague 21st-24th December.⁶ We haven't booked a hotel in Prague yet because we'd like your advice.⁷ Please, Zuzka, e-mail back soon.⁸ Did I tell you that Adina broke her arm?⁹ That's old news now.¹⁰ Maya has started cello lessons and Eitan has just got into the choir at school....very exciting stuff!
¹¹ What's news with you...and Katka?...and your boyfriend, (whose name I have momentarily forgotten)?
¹² Please reply soon...lots of love Julia

32)

From : cameron hornbuckle <cphombuckle@hotmail.com>
Sent : Monday, August 18, 2003 1:49:34 AM
To : petra_novotna@hotmail.com
Subject : a short message from a slow typist...

↕ | ↕ |

- ¹ Hello my darling woman, how brilliant to get a message from you, particularly as you mentioned rain. I have been in baking hot Mexico for six parched weeks, with five more to go on "Troy". I will be heading back to London after this film, and am planning to pop over to Ireland for a visit about six weeks from now, will you all still be there?
⁴ I heard on the grapevine that Steve cracked his pelvis which sounds quite nasty. How are the rest of the gang?
⁶ Gentleman Jim, C.C. the ladies' favourite, you of course, Rob?⁷ Love from the big poof to everyone.⁸ Please give Adam, Caimin, and Andy Williams that old wandering hand treatment from me too.⁹ That's my half-hour slot over so I shall say good bye, and see you soon.
¹⁰ Love from Pete. XXXX

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33)

From : <Ginaljohnson@aol.com>
Sent : Tuesday, August 05, 2003 1:58:55 AM
To : petra_novotna@hotmail.com
Subject : Re: hallo from Ireland

↕ | ↕ |

- ¹ Hi Petra
² Great to hear from you.³ Sounds like you are very busy!⁴ I thought I remember you saying you were going to Egypt. Did you ever go there?
⁶ I have been working too.⁷ Earlier this year went to Los Angeles to work on a big horse film called "Hidalgo".⁸ Then in May went to Utah to work on a dog movie called "Benji Returns" for almost 3 months.⁹ Had a great time there.¹⁰ Now I will be taking some vacations and then possibly to work on another movie in Miami- this time with horses again.
¹¹ I have lost touch with Peter but would still very much like to see the pictures you have.¹² I have been in touch with Gill- she is going to be working on a film in Marrakech.
¹³ Have a great time in Ireland and thanks for taking the time to keep in touch with me.

GINA

Hlavní identita

Od: "Lea Sebesová" <sebesova@ipos-mk.cz>
Komu: <ondrej.horak@nobl.cz>
Odesláno: 25. listopadu 2003 10:32
Předmět: Romca - diplomka

----- Original Message -----

From: IPOS-ARTAMA
To: Lea Sebesová
Sent: Thursday, November 06, 2003 9:10 AM
Subject: Fw: Jihlava-competition

----- Original Message -----

From: Nuyts Walter
To: artama@ipos-mk.cz
Sent: Wednesday, November 05, 2003 6:33 PM
Subject: Jihlava-competition

- 1 Good evening,
- 2 Would you please be so kind to mail me all information on the next Jihlava competition?
- 3 Many thanks in advance & kind regards,
Walter Nuyts.

—
Odchozí zpráva neobsahuje viry.

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).
Verze: 6.0.536 / Virová báze: 331 - datum vydání: 3.11.2003

35)

Hlavní identita

Od: "Lea Sebesová" <sebesova@ipos-mk.cz>
Komu: <ondrej.horak@nobl.cz>
Odesláno: 25. listopadu 2003 10:32
Předmět: Fw: International Composer's Competition Jihlava 2004

----- Original Message -----

From: "Doug Etter" <dougetter@earthlink.net>
To: "Lea Sebesová" <sebesova@ipos-mk.cz>
Sent: Wednesday, November 05, 2003 10:00 PM
Subject: RE: International Composer's Competition Jihlava 2004

>
1> Dear Lea Sebesova,
>
2> Thank you for your response. I am wondering if I can get detailed
> information about the competition (such as how long the piece should be,
> where to send the music, etc.). The information I have now is somewhat
> vague. I greatly appreciate your help.
>
3> Sincerely,
> Doug Etter
>

36)

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:49
Předmět: Fw: Prague

----- Original Message -----

From: "Jonathan Leonard" <jonathanleonard@talk21.com>
To: <josi.nemec@post.cz>
Sent: Thursday, October 16, 2003 5:00 PM
Subject: RE: Prague

1> Dear Jana,
>
2> Thanks very much for this.³ Can't wait.⁴ You are not to come to the
> airport - I shall come to you by taxi.⁵ Just let me have your full
> address and telephone number in Prague.
>
6> Lots of love
>
> Jon

RNDr. Václav Šolc

Od: Leslie Benson <LeslieJulia@compuserve.com>
Komu: Zuska <dnd@iol.cz>
Odesláno: 9. dubna 2002 0:54
Předmět: Greetings from the Czech Republic

¹ Zuzka hello!

² I'll check whether Julia picked up your earlier email.... meanwhile, thanks so much for the birthday wishes! We had a great evening out - we all went to see a percussion/dance performance at Sadlers Wells (did you get there?)... the kids, Julia and me... and all parents and other family. ³A really big outing.

⁴ My parents have been with us for several weeks - and are going home tomorrow. They're pretty nervous about returning to Israel... hopefully things will calm down soon. ⁵That means that Adina gets to move back from your bedroom to her bedroom - SO WHEN ARE YOU COMING HOME?

⁶ Seriously, whenever you want to drop in... just do so!

⁷ Love to you from us

LESLIE... JULIA EITAN MAYA AND ADINA

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:51
Předmět: Fw: Hi

----- Original Message -----

From: Carol & Gerald Dunbar
To: jana Nemcova
Sent: Sunday, May 25, 2003 11:59 PM
Subject: Hi

- 1 I will try this again.² The last time I sent you an E-mail it came back.³ I still had your old address.⁴ I hope this one works.⁵ I am moving the e-mail to the ranch on Tuesday, so I will have to forward you my new address.⁶ I'm sorry I missed you name day last week.⁷ I have only been working 1 day a week and the computer is still here at Callaway.⁸ I told them to turn the internet off Tuesday.⁹ So If I do not hear from you by Monday PM, I will sent the new address when I get it hooked up.¹⁰ I am in the process of trying to pack and with all the stuff I seem to keep, it is a chore.¹¹ We listed the house a week ago and the realtor showed it Saturday.¹² Like to see it go fast, but that means I have to pack faster too.¹³ How is your Dad doing, I hope he recovered from the surgery.
- 14 How is Grandma, Mom, and Sister, and Grandpa too.¹⁵ I suppose you will be glad when the school year is over and you can spent time with Ian in England.¹⁶ Any big trips planned for the summer.¹⁷ We do not.¹⁸ I just hope to spend some time with my Mom this summer.¹⁹ I will be helping Gerald in the hay field a lot too.²⁰ Take care and hope you had a nice name day.

Odchozí zpráva neobsahuje viry.

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).

Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

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>> Komu: taruska@centrum.cz
>> CC:
>> Datum: Wed, 24 Oct 2001 15:50:03 +0000
>> Předmět: from zara.....
>>

>> Lucie...

>>

¹>> Had the most amazing time ever!! ²It was soooooo beautiful and
>peaceful and

>> hot! ³Seems a bit like a dream now though, got nice photos to
>remember it.

⁴>> We found deserted beaches it was very romantic, and swam with
>tropical fish

>> and went trekking in the jungle...it was fantastic.

>>

⁵>> Did you receive camp e mails? ⁶I felt a bit left out actually.

⁷>Don@t think

>> i'll go back now though, i've got far too much work on and i
>need to get a

>> proper job next year, agggghhh! ⁸You can come and stay with me
>whenever you

>> want to. ⁹I hope i will get to see you next year, it's been so
>long since

>> we've spoken. ¹⁰I have loads and loads of work for exams, have
>you? ¹¹Are you

>> better then? ¹²And how's that boyfriend of yours? ¹³Me and nick
>are fine, have

>> to drink lots of wine to get me through this year! ¹⁴Do you
>remember that

>> night at camp when Neil stole that wine and cheese from the
>kitchen? ¹⁵That

>> was fun! ¹⁶Are you still in touch with Michelle and Neil, are
>they together

>> do you know? ¹⁷Tell Me All!!!!

>>

¹⁸>> write back soon

¹⁹>> lots of love Zara xxxxx

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:54
Připojit: JANA 2.dat; JANA 1.dat
Předmět: Fw:

----- Original Message -----

From: <DDianaDill@aol.com>
To: <josi.nemec@post.cz>
Sent: Tuesday, June 03, 2003 6:58 PM

- 1 > Dear Jana,
 - 2 > I will fax the notes as well in case you can't download this attachment.
 - 3 > My text said that I hadn't tried 1st Daughter as am hoping the request will come from Charles and will give it a bit of time.
 - 4 > Give me a call or send a text or email, if you want more info.
 - 5 > Much love Diana (this may be 2 emails as I think I have to attach documents separately.
- >

Některé soubory nebylo možné zkontrolovat

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).
Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:52
Předmět: Fw: Happy Birthday

----- Original Message -----

From: Carol & Gerald Dunbar

To: jana Nemcova

Sent: Tuesday, June 10, 2003 4:37 AM

Subject: Happy Birthday

! Just a little note to wish you Happy Birthday.⁴ Hope you do something fun.⁴ I'm going to Loup City to meet my Mom and Brother.⁴ Mom will go with me to my going away coffee at the Hospital.⁵ Seems that Marvin thinks I need one of those.⁶ Being the recluse person I am I could do with out it.⁷ However, you do what you need to do.⁸ Roger is coming out fishing and will bring my Mom along and then I need to meet him Thursday so she can go back with him.

? Hope you have fun on your birthday and be good.¹⁰ Love You
American Mom

Odchozí zpráva neobsahuje viry.

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).

Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

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Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:51
Předmět: Fw: Hello from Praha.

----- Original Message -----

From: "Duncan Watts" <duncan.watts@tiscali.co.uk>
To: "Josi Nemec" <josi.nemec@post.cz>
Sent: Sunday, September 14, 2003 10:49 PM
Subject: Re: Hello from Praha.

- 1 > Just got back and just got your e-mail - bugger!
2 > We all had a real laugh and really enjoyed the weekend, the meal in Pravda
> was excellent - thank you for your help with that, there was no shortage
> of
> nightlife available, we got into the hotel at 4am both nights! Speak to you
> soon i hope.
>
4 > Love
>
> Duncan xx
>
5 > ps It was good to see you both in Le Monde the other night.
>
>

43)

- > ----- PŮVODNÍ ZPRÁVA -----
> Od: "Duncan Watts" <duncan.watts@tiscali.co.uk>
> Komu: "Jana Němcová" <josi.nemec@post.cz>
> Předmět: Re: Hello from Praha.
> Datum: 10.9.2003 - 0:11:05
>
1 >> Hello Praha! i hope your journey home was ok.
2 >> There was no message in your e-mail. Any
3 >> interesting suggestions for the weekend??
>>
>> Duncan

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:55
Předmět: Fw: Dobre rano z Prahy

----- Original Message -----

From: Jonathan Leonard
To: 'Jana Nimcová'
Sent: Sunday, November 02, 2003 9:56 AM
Subject: RE: Dobre rano z Prahy

¹ Good morning Jana, ahoj z Anglie,

² I too have been up very early this morning as I have spent the last few mornings with my godchildren waking me up!! I have had another fab time with very good food some nice walks and good company. Almost as good as my time in Prague. I really did enjoy myself so much and it was too good of you to give up your bed. It was lovely to spend some time with you getting to know you better and I hope we shall be able to see a bit more of each other. I have attached two photos taken with my camera not very good but nice reminders.



45)

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
Komu: "Romana" <silhavaromana@seznam.cz>
Odesláno: 5. listopadu 2003 18:49
Předmět: Fw: picks from the boat

----- Original Message -----

From: Smith, Molly

To: 'Josi Nemec'

Sent: Monday, August 18, 2003 6:05 PM

Subject: RE: picks from the boat

Hi Jana! How are you? So good to hear from you. So glad you get to go on Holiday now! well deserved. have so much fun. i'm so glad we all got to hang out back in London. We have to do that more often! I'll definitely call whenever I'm in London and Prague to see where you all are! Much love, and stay in touch!

xoxo

Molly

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
 Komu: "Romana" <silhavaromana@seznam.cz>
 Odesláno: 5. listopadu 2003 18:50
 Předmět: Fw: No Subject

----- Original Message -----

From: <DDianaDill@aol.com>
 To: <josi.nemec@post.cz>
 Sent: Tuesday, January 28, 2003 11:20 AM
 Subject: No Subject

1> dear Jana,
 > thanks so much for the great ecard. I finally managed to open it. 2 Hope
 your
 > exam last thursday went ok. 4 Hope the worst is over! 5 I'm in very wet
 and
 > windy Wales. 6 Today waiting interminably for men to service windows. 7 No
 > film news as yet, need a degree in kung fu to get last interview! 8 All
 very
 > uncertain with war or no war news. 9 Hope Ian's with you soon.
 > Lots of love
 > Di
 >

Odchozí zpráva neobsahuje viry.

Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).

Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
 Komu: "Romana" <silhavaromana@seznam.cz>
 Odesláno: 5. listopadu 2003 18:49
 Předmět: Fw: Portugal!

----- Original Message -----

From: claudia harkavy
To: josi.nemec@post.cz
Sent: Monday, May 12, 2003 2:23 PM
Subject: Re: Portugal!

- 4 hi jana - sooooooooooooo good to hear from you...and ian's got a job in prague - how wonderful!!⁶ i moved a couple of weeks ago to a different flat - so much better. i can't quite believe i stayed in the other one for so long, it was so dreadful!³ still thinking about spain, and also a place called st ives in cornwall...it's totally magical and i got myself a waitressing job there.⁷ just have to pluck up the courage to leave london.
- 5 seems like a bit of a weird thing to do on your own.
- 6 that's wicked you're going to portugal - i'd love, love, love to see you there.⁷ problem is, mum and dad have said i can have their last week, which is the second week of september, cos they come home before that.⁸ so i was gonna take a load of friends out.
- 9 i wish you and ian could be there then.¹⁰ but nothing's arranged, so perhaps i should just come for the second week of august.¹¹ seems a bit silly to waste the chance of having a free week tho...sure you don't want to come then????!¹² no, i know you're going with ian's family and you've probably booked your flights.¹³ oh well, if we don't catch up there, i'll just have to see you in prague/bristol!¹⁴ hope we can coincide at quinta tho!
- 15 gotta go cos at internet cafe and only got a couple of mins left.
- 16 lots of love to you and hope the exams are ok (god you have so many of them)
- 17 speak soon,
- claudia xxx

Hlavní identita

Od: "Jana Nemcová" <josi.nemec@post.cz>
 Komu: "Romana" <silhavaromana@seznam.cz>
 Odesláno: 5. listopadu 2003 18:47
 Předmět: Fw: ps..!

----- Original Message -----

From: "Sally Kershaw" <sally.kershaw@virgin.net>
 To: "Jani Grotto" <josi.nemec@post.cz>
 Sent: Saturday, March 01, 2003 12:44 AM
 Subject: ps..!

- 1 > by the way..
 >
 2 > ignore my bad english, inexcusable spelling and extremely poor
 punctuation!
 3 > (which is even worse tonight..by consuming almost half the bottle of the
 > 'bloody-excellent' vodka bought from the airport..for 6 quid! bargain!!)
 4 > i don't get paid for my english anyway!...but i do for my vision and
 > creative mind...which is my best asset, by far!
 5 > thank god...for that i get a good income!!
 >
 6 > looking forward to meeting up again⁷ here or there.
 8 > now you have my email address, keep me posted⁹ let me know how you are
 doing
 > from time to time.
 >
 10 > lotsa love,
 >
 > sal k X
 >
 11 > pps. whats your address?
 >
 >
 >
 >

 Odchozí zpráva neobsahuje viry.
 Zkontrolováno antivirovým systémem AVG (<http://www.grisoft.cz>).
 Verze: 6.0.516 / Virová báze: 313 - datum vydání: 1.9.2003

Hlavní identita

Od: "Jana Němcová" <josi.nemec@post.cz>
 Komu: "Romana" <silhavaromana@seznam.cz>
 Odesláno: 5. listopadu 2003 18:46
 Předmět: Fw: ROOM

----- Original Message -----

From: claudia harkavy

To: alicebraham@sugarmagazine.co.uk ; anna@photovoice.org ;
Annie.Dare@shots.net ; clare_wigfall@hotmail.com ; delphinejaudeau@yahoo.co.uk ;
edwardsunderland@oilspace.com ; info@swanky-doodles.com ;
galahadclark@yahoo.com ; bdobbin@FosterandPartners.com ; gshell@mail.com ;
george@bluemud.net ; grgriffiths@hotmail.com ; harriet.cooper@standard.co.uk ;
hmelluish@yahoo.com ; ineshym@hotmail.com ; josi.nemec@post.cz ;
jessica.reiter@mailonsunday.co.uk ; jamesls@europe.com ;
jojomullet35@hotmail.com ; julie_chan@blossbury.com ;
Wood.jude@mtvne.com ; juliacopland@doctors.org.uk ; icwland@yahoo.com ;
kate.stewart@nof.org.uk ; katharine.fortin@nortonrose.com ;
kirstyohyes@yahoo.com ; lpomurphy@hotmail.com ; lisabealby@hotmail.com ;
henderson_lucy@hotmail.com ; mat_jackson@yahoo.com ;
matilda_mclean@hotmail.com ; jemimastilwell@hotmail.com ;
oweetch@hotmail.com ; Pinnygrylls@aol.com ; rachaelgriffiths@hotmail.com ;
robin.collingwood@natmags.co.uk ; Roberta@kaspereurope.co.uk ;
ruairidhm@hotmail.com ; ruthquayle@yahoo.com ; sbentovim@almeida.co.uk ;
editorial@spinoffinag.com ; kmbgood@yahoo.co.uk ; tdjkennedy@hotmail.com ;
tjmstilwell@hotmail.com ; vicky.aykroyd@hellomagazine.com ;
alastair_thomson@mac.com ; williamscott@wildmail.com

Sent: Tuesday, July 15, 2003 1:30 PM

Subject: ROOM

hi all - am, finally, getting some plans into action, which involve going away for a month or so...and wondering if anyone knows of anyone who'd like to rent a biggish double room between highbury and finsbury park - share with two others, flat's over 3 floors, quiet, clissold park is at the end of the road (great for summer - tennis courts, ponds, cafe etc), and highbury fields about 5/10 mins walk? £412 for a calendar month: if you could forward this to as many people as poss, that'd be wicked. if anyone's interested, the number to call (me) is 07986 512455 - available (room, not me. ooh, in fact.....) within next couple of weeks - can negotiate.

cheers everyone, hope you're loving the sunshine and see you all soon,

love,

clauds xxxx

>>> ----- PUVODNÍ ZPRÁVA -----

>>> Od: "Jonathan Leonard" <jonathanleonard@talk21.com> Komu:
josi.nemec@post.cz

>>> Predmet: Prague

>>> Datum: 15.10.2003 - 20:18:29

50)

>>>

1 >>>> Dear Jana,

>>>>

>>>>

>>>>

2 >>>> Gosh I can't believe its only a week away and

>>>> I shall be in Prague. I do

>>>> hope you still don't mind me coming to stay

>>>> as it is a whole week? I'm

>>>> very good at looking after myself and really

>>>> looking forward to seeing

>>>> all the sights. I hope if we get together in

>>>> the evenings you will let

>>>> me cook for you or take you out/ I gather

>>>> there are quite a lot of

>>>> concerts on and perhaps we can do one

>>>> together? Shall I bring warm

>>>> clothes and is there anything else you can

>>>> recommend?

>>>>

>>>>

>>>>

4 >>>> I arrive on Weds at 21.10pm ad depart the

>>>> following Wds at 11.00am.

>>>>

2 >>>> Re cash I shall bring some but presumably

>>>> there are machines where I can

>>>> access my account?

>>>>

>>>>

>>>>

? >>>> More than anything I am looking forward to

>>>> spending some quality time

>>>> with you.

>>>>

>>>>

>>>>

10 >>>> Love

>>>>

>>>> Jonathan

>>>>

>>>>

>>>>

>>>>

>>>>

>>> Potrebujete vice prostoru pro vase stranky? Ptejte se na

http://sluzby.volny.cz/cs/product/ftp_paid

>>>

>>>