Exploring Socio-Cultural Perspective and Stance in Obituary Emails: A Genre-based Study

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ARTICLE INFO	ABSTRACT
	This paper aims at exploring socio-cultural stance and perspective in writing practices for condolence emails. The social purpose of condolence emails is to express deep sadness on the passing souls. Therefore, such texts note life stories and commemorate inspirations of the deceased both famous and infamous so account for the genre analysis (Christie & Martin, 1997). Since personal emails are written by the individuals concerned so necessarily outline significant cultural elements. The study builds on the topological genre analysis (James R Martin & Rose, 2008) of the condolence emails mainly looking into staging (sequential and ascriptional) and describing linguistic features (Halliday & Matthiessen, 2014). The analysis shows significant socio-cultural variations in writing condolence emails. Therefore, genre features of the selected texts reveal that differences in perspectives and stance in constructing such texts are mainly attributes of the socio-cultural distinction's peculiar to different dominant cultures. For example, texts from the European cultures highlight the deceased's professional achievements then services to the wider community; while emails from the Asian cultures construe interpersonal relationships in the orientation stage then append personal attributes of the deceased followed by the professional services rendered to a wider SFL community. The classified data is obtained from the sys-func and sysfling mailing list archives and has been anonymized to secrete identity.

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1.   Introduction

Systemic Functional Linguistics (SFL) believes that language is a social phenomenon of making meaning through linguistic choices from the language system in specific contexts (Eggins, 1994). It provides a social perspective to language study and regards language as a social semiotic resource. Language and context are inextricably linked according to SFL theory and such a model is, therefore, useful in identifying and describing text types. (Halliday & Matthiessen, 2014) links the contexts of situation to three social functions of language that are field, tenor and mode, called register variables.

From SFL theory there emerged genre theory in 1980, initially developed by Jim Martin and Joan Rothery which kept on expanding with the passage of time. Genre is a term for joining text together and it represents how writers conventionally use language to respond to recurrent situations (Hyland, 2004). In other words, it makes explicit what writers produce when they write. In view of James R Martin and Rose (2008) a genre is a staged, goal-oriented

social process. The Sydney School (Christie & Martin, 1997), which adopts a social approach towards genre and believes in a text-context relationship (i.e. SFL based), emphasizes its communicative purpose, schematic structure and the form-function correlated at the level of the clause. Martin led school has focused on fitting genre into Halliday's systemic model developing the notion of generic staging. For Sydney School of Genre, field, tenor and mode were essentially the framework for studying social context. Henry and Roseberry (2001) argue that *"the analysis of a genre based on data obtained from a small corpus of texts has become a widely used method of obtaining information about language use"* (p. 93). Since the field of genre has become multi-disciplinary approach therefore, genre-based approaches employ many resources for the realization of meanings. Co-articulation (systems working together to achieve a particular effect) is one of the major resources of the genre. It is associated with the sequence of moves or stages (Blackwell, 2004). Ideational resources are concerned with construing experience: what's going on, including who's doing what to whom, where, when, why and how and the logical relation of one going-on to another (James R Martin & Rose, 2008) Ideation focuses on the content of discourse – what kinds of activities are undertaken, and how participants undertaking these activities are described and classified (James R Martin & Rose, 2008).

Recount genre is an important branch of the genre. Recounts are the stories that record personal experiences. These are the types of genres in which something goes wrong. It is because in writing Recount text, the students should be aware of using the schematic structure of Recount text including orientation, the record of events, and reorientation (Anderson & Anderson, 2003). Biographical recounts are those stories that record a sequence of events about a person whereas autobiographical recounts are those which record a sequence of events about individuals (Ravains, 2011). Condolence messages are shared to lessen the pain caused by the passing. They represent special texts because their contents focus exclusively on the expression of grief for the deceased and mitigate the grief of the sufferer. This is why, the language employed in messages of condolence contributes to our cognition of how their life ends and its significance. Condolences are used as a means for the social expression of distress and enable a wide range of communications permitting to bridge the gap between the living and departed as well as between the immediately bereaved and the greater community-in-mourning (Brennan, 2008). Semantically, condolences have a social connotation that refers to the use of language to establish and regulate social relations and to maintain social roles (Mwihaki, 2004). E-mail genre, one form from the colony has attracted the attention of genre analysts. Electronic emails have been employed at many work-sites and within bigger institutions (Gains, 1999) to the extent that they have become an integral part of daily life (Hawisher & Moran, 1993). Baron (2000) points out that email has emerged as a system of language conveyance in places where neither speech nor writing can have easy access.

Keeping in view all, this paper aims to find out the generic structure of condolence emails and obituary messages according to the concept of genre presented by James R Martin and Rose (2008). In SFL the genre analysis is done keeping in view the social and cultural elements as James R Martin and Rose (2008) mention that to analyze the genre one focuses on certain aspects like phonology, lexicogrammar and discourse semantics. So, this study also focuses on two aspects of discourse semantics, the system of identification and ideation as the main tools of analysis in discourse semantics to interpret the text. This study aims at highlighting the difference in socio-cultural aspects focusing on the elements of identifications and ideation as how the difference in the choice of these two make the text of one group different from the text of another group.

2.   Literature Review

E-mail is now an extensively used medium of communication. Email comprises of a unique, hybrid type of text and this mixer lets its users to show a large number of discourse styles in email which can be used in different contexts and for varied communicative purposes. A wide range of studies have been conducted to make explicit what the writers of emails intend to express in their messages in terms of communication strategies and discourse styles. Eid (2002) finds the importance of culture and cultural interpretations relevant to expressing condolences. Therefore, cross-cultural studies have shown significant differences in values, beliefs, and approaches to problem-solving e.g. Triandis (2000) and these differences have

proved to be persistent over time (Barkema & Vermeulen, 1997). Cultural differences in emotions inform us about the ways in which socio-cultural environments influence emotions. Emotions stand for certain interpretations of reality, they are culturally "moralized" (Shweder, Haidt, Horton, & Joseph, 2008).

Hartford and Bardovi-Harlig (1996) specifically pay attention to email requests written by L1 and L2 college students to faculty, and they draw analysis from the professors' perspectives. Baron (2000) discuss stylistic aspects like the length of messages, abbreviated and elliptical forms, and the informal nature of emails. Gains (1999) researched generic features such as subjects, closings, openings, in addition to linguistic features like compression, abbreviations, omissions and register. He (ibid) revealed a high degree of consistency in the way writers used in their samples. Further, Lea (1991) pointed out that email users often write fast and spontaneously without paying attention to where to put the most important points in an e-mail message. Studies discovered that students exchange e-mails with their professors to get information or seek advice about course material and quizzes (Marbach-Ad & Sokolove, 2001). Chang and Hsu (1998) examined the request structure in English email messages composed by Chinese learners of English and Native American English speakers. While analyzing condolence emails, may have been the focus of a number of studies, no work of which we are aware has been carried out on exploring socio-cultural perspective and stance in obituary emails by adopting a genre-based approach following topological genre analysis. This effort may help to enlarge the horizon of email analyses made through genre-based approaches.

3. Methodology

It has been hypothesized that there exist different socio-cultural stances in two types of e-mails condolence messages, Western e-mail data and the Eastern e-mails. On the basis of this hypothesis the data, comprising 110 e-mails containing condolence messages, has been selected. These e-mails are related to two deceased souls, Ruqaiya Hasan and Geoff Thompson, the two illustrious linguists. The messages embed certain socio-political stances. The condolence messages illustrate the importance of these two eminent scholars and the invaluable academic contributions they made. The selection has been made keeping in view the nature of condolence messages and only those specific condolence e-mails have been selected as data for analysis which reflect the intensity of grief and highlight the invaluable contribution that the two departed souls made in the field of linguistics and discourse analysis to explore socio-cultural perspectives. A qualitative approach has been adopted for the research project under study. A qualitative based research approaches have great advantages in exploring the meanings that are given by people to incidents they undergo (Bogdan & Biklen, 2003). The selected data has been analyzed by applying different genre parameters. For the pattern of generic structure, the framework of Halliday and Hasan (1989) has been applied to mark the obligatory and optional stages of mails the sub-genre of a genre of writing, From Register Variable Framework (Halliday & Hasan, 1989), Field and Tenor elements have been applied to explore the total impact of meanings. Identification resource (James R Martin & Rose, 2008) has been used to track participants involved in the activity as to how the particular writer has created the identifies of the participants in the text and who these mark the difference between two groups, whereas the Ideation resource (James R Martin & Rose, 2008) to construct the overall picture of people and things as what type of taxonomic relations are there in the text of two groups. Genre analysis (Paltridge, 1994) explores the classification of the discourse from diverse angles.

4. Theoretical framework

The study is based on the theory of genre analysis from the perspective of Systemic Functional Linguistics (SFL). SFL focus on the pattern that organizes the specific genre and the relationship between linguistics features and the impact of social and cultural setting on that particular genre (Halliday & Hasan, 1989). Different communication occurrences linked with a certain place or context are referred to as genres. Every genre may be distinguished by its unique structure and function within a given linguistic group. Hasan (ibid) called genre a type of discourse and J. Martin (1992) defines it as "staged, goal-oriented social processes realized through register" (pg.520). It is social because as members of society we participate in conversations with other social members, and goal-oriented because every conversation is done to accomplish a specific purpose, and staged because it takes few steps to reach these goals (James Robert Martin & Rose, 2003). Every genre is characterized by a certain specific

schematic structure having a clear beginning, middle, and end. To analyze genre, the stages of the genre are marked by Halliday and Hasan (1989) call these obligatory, optional, and iterative elements, and these are predicted by the contextual configuration of the text and the structure genre is called as "generic structure potential" (GSP). Halliday and Hasan (1989) states that the GSP of any text is marked based on the contextual configuration which is a *"specific set of values that realizes the field, tenor and mode permits statements about the text structure"* (Halliday & Hasan, 1989). while on other hand James R Martin and Rose (2008) call the structure of genre *"schematic structures"*. Both Hasan and Martin focus on the correlation of the sequence of elements or stages and the elements of contextual configuration which are field, tenor, and mode. The difference between these two is that for Hasan the choices in elements of contextual configuration are realized by the schematic structure but according to Martin, the schematic structure is realized on basis of these same components of contextual configuration, and the other difference is that Hasan focuses on the obligatory and optional elements while Martin does not make such type of distinction.

The second framework which is used for the analysis includes two aspects of discourse semantics which are identification and ideation. Ideation refers to people and the thing and the situation in which they are participating. What types of lexis are used; how lexical relations are established? The main focus of this study is on taxonomic relations presented in the text. It is concerned with the description and classification of things and people. Identification refers to how the individuals are presented in the text, how the identity of people, places, and things are created in the text under the analysis. J. Martin (1992) categorizes the references of identification in four categories, as references are used differently to refer to different participants and things. The system of identifications consists of presenting, presuming, possessive and comparative references.

5. Analysis
5.1 Obligatory and optional elements in the condolence messages
The elements or the stages of schematic structures identified in the text of obituary emails are as follow. The basic email contains the address of sender and receiver, salutation, the body of the email which contain the main message, closing, and the signature of the sender, but here in this study, the focus is only on the main body of the message as to how the writer of a particular genre of email has delivered his/her messages of condolence and what type of aspects they have focused. Mainly the condolence emails are written to mourn the deceased one, to show sympathy with the family or the concerned community, or to celebrate the commemoration. As genre focus on the way or the stages involved in the composition of the text so the main focus of this study will be on how the condolence is being in the obituary email.

5.1.1 Greetings
This element is the salutation remark from the sender to the receiver, in which the receiver addresses the receiver or the reader, as in the following extracted from data.

1.	Dear (anonymized)
2.	Dear SFL friends and colleagues,

5.1.2 Expression of Sorrow
This element or the stage in the text show the state of sorrow and the heart-felt condition of the writer. This shows how the writer is expressing his grief on hearing the sad news of the death of someone. The examples below show how different writers have expressed their sorrow.

1.	This is a real shock for me. Truly, I kept on waiting for an email stating that Geoff is there with us unbelievable indeed.
2.	I'm deeply saddened by our loss of Geoff Thompson, so sudden and unexpected.

5.1.3 Praise of deceased one
The stage in the condolence messages praises the deceased ones and highlights their qualities. It is the description of the personality of the scholar by mentioning their qualities. The following examples pay attribute.

1.   What a wonderful person, always willing to guide and inspire all of us!
2.   He was a fantastic teacher. I still remember his teachings on processes in a workshop in 2006. He used to make funny jokes and, whenever I met him, he was carrying a smile...

5.1.4   Contribution of the scholars

This stage in condolence messages celebrates and praises the contribution of the scholars in the academic community and the field of SFL in general as given in the following examples.

1.   He helped develop SFL in the UK and supported the European and International Associations with a tremendous amount of energy, enthusiasm, insight and time!
2.   He was so dependable, such a great contributor. He did so much for the whole SFL community and understood it so well.

5.1.5   The memory of time spent

The memory of the time spent with the deceased soul is also the part of condolence messages or obituary mails in which the writer remembers the moments spent with the passed soul as in the following.

Personally, I had the chance to meet Ruqaiya in 1979 when I studied under Michael, and I took the chance to learn a lot from her since then, especially in the field of GSP and the application of SFL to literature...!!

5.1.6   Cause of death

Some condolence messages which are aimed at the community also contain the cause of death. See, for example the following.

Colleagues from Liverpool University have told us that very suddenly and tragically Geoff Thompson passed away on Tuesday earlier this week. It appears he stood up and collapsed dead. A heart attack is suspected, but not confirmed.

5.1.7   Attending the funeral

Some also highlight the funeral scene of the passing soul in their message to inform others how the last rituals were performed.

Today was Geoff's funeral. Several of us were able to attend. It was a lovely service, a lovely tribute to Geoff for all who knew him. I have attached the order of service for those who may wish to see it.

5.1.8   Sympathy remarks

Sympathy remarks are the elements in the condolence messages in which the writer shows sympathy with the close ones of the departed. For example,

1.   Deepest sympathies to Sue and his family and friends.
2.   My condolences to his wife, his mother and close friends and also to the hole community.

5.1.9   Condolence prayer

This stage of condolence of messages highlights the prayer of the writer for the deceased person, by making prayer for their next journey as in the following.

1.   You will be dearly missed, Geoff. Rest in perfect peace!
2.   May Allah Almighty his soul rest in peace.

5.1.10 Name of sender

The name of the sender is the closing stage of condolence messages or the emails in which the writer mentions their name.

5.2   The sequence of obligatory and optional elements

The stages in the schematic structure of condolence messages identified to consist of five obligatory and five optional stages. Obligatory stages are those which exist in the text and which define the schematic structure of mail or message are "Greeting (G), Expression of sorrow (ES), Praise of deceased one (P), Sympathy remarks (SR), and closing part the name of the sender (NS)". The optional stages consist of "Contribution of deceased one (C), Memory of time spent with deceased one (M), Cause of death (CD), Condolence prayer (CP), and Attending the funeral (AF)".

5.2.1   Obligatory elements   [G]^ES^P^SR^[NS]

The sequence of elements in the condolence messages is shown by caret sign (^), while the square brackets [] mark the restriction in the sequence of obligatory elements. The elements in the square brackets appear in the same sequence but the elements outside the bracket may change their position according to sender but these are obligatory because these occur in all mails.

5.2.2   Optional elements   (C)^(M).(CP).(CD).(AF)

Round brackets show the optionality of elements, and the dot shows the occurrence of more than one optional element. Optional elements serve to create the difference in the texts of one genre. These elements occur in between the first and last obligatory element, but their presence contributes to providing the additional information in the text.

5.3   The GSP of condolence emails

The GSP of any genre is determined by the structural elements available within that genre Thus, GSP is an "abstract theoretical notion" of text that expresses the range of all optional, iterative, and obligatory elements and their sequence in such a way that we can analyze the text structure choices of every genre and that is appropriate to the contextual configuration of the particular text.

[G]^ES^(CD).(AF)^P^(M).(C)^SR^(CP)^[NS]

There is harmony in the occurrence of the elements in Eastern emails while they differ considerably from that of European emails. The element of condolence prayer is only found in the emails of Eastern emails and is focused on the expression of grief and sorrow and the scholarly contribution of deceased ones along with their contact with them. While European emails talk about the contribution of the deceased at a general level and the memory of time spent with the deceased one.

There are some marginal messages which only have a greeting, expression of sorrow, and name of the sender. One element which is highlighted in every condolence message is that they are not sent to the family of the deceased one but are meant for the larger scholarly community to which the deceased souls belong. This email genre of writing could also be known as a hybrid genre because these not only show sympathy for the families of passed souls or their community but also the condolence on the death and the remembrance of the time spent with these passed souls and their praise and mentioning of their contribution to the academic world shows that these emails are the form of commemoration on the death of someone so these also include in the type of hybrid genre.

5.4   Unfolding the Field

This section explores how distinctively the Western and Eastern e-mails unfold their field and seek directions from the situation generated by their own culture. There is a difference in time management of the field and the to- and fro-ings concerned with the specific field. Thus, in co-articulations the difference of the collective impact of the meaning induced by to-ings and fro-ings has been explored in the fields of the European group of e-mails and Eastern group of e-mails including the role of aspect which also contributes in making a text critical.

5.5 Co-articulation in field of European group e-mails

Co-articulation can be detected in the European e-mails as:

M1: *He help**ed** develop SFL in the UK and support**ed** the European and International Associations with a tremendous amount of energy, enthusiasm, insight and time! I will miss him deeply and I'm sure all in the SFL community will miss him too!*

M2: A few hours before he **died**, he **was** in conversation by email with me, **discussing** with passion how to develop the system of Appraisal, and **infecting** us with his unconditional happiness: "Yes, it **was** a great time, wonderful to see you all again and to have time not only to discuss serious matters (to misquote a Liverpool football manager: 'linguistics **is**n't a matter of life and death - it**'s** much more important than that') **but** to chat and have fun (and ice cream).

M3: "I **shall now** add mine - as a friend, a co-worker in **developing** and **keeping** the 'infrastructure' of SFL running efficiently, and a very fine scholar.

Geoff and I **have**... No, it is **now** "**had**", I **realize**, which **shows** hard it is to accept that he really is no longer with us... a great deal in common.

We **came** into SFL at different times and in different ways, which **explains**, at least in part, the differences in our viewpoints within the theory. Geoff's linguistics **was set** firmly within the framework of Halliday's description of English in IFG, while mine involv**ed** building on Halliday's 1970s concept that the choice. This **was** almost always within the IFG framework – as we **might expect**, from a scholar who **is** probably most widely **known** and **respected** for the book (with three editions) that **is** widely regard**ed** as the best introduction to Halliday's IFG. […] I **recall** an extended public discussion that he and I conduct**ed** via sysfling. It**'s been read** by everyone. […] But it **seems** right that it **should** be so.

Geoff's Introduction to Halliday's Introduction **remains** his best-known publication, but he **has** also co-edit**ed** two volumes relating to 'evaluative' language - and he was, at the time of his death, involv**ed** in co-edit**ing** another volume and writing yet another. One especially influential role that he **has** play**ed has been** the time-consuming job of being one of the three editors of Functions of Language, yet another **has been** his **willingness to be** a travelling speaker as a sort of 'ambassador-at-large' for SFL. He **has been** especially active in this role in the last few years.

Geoff **has** serv**ed** as the Chair of both the International Association and the European Association, and as a long-term member of both committees. He **has** always **been** available as a source of friendly advice to his successors in both roles. He, [..,] and I were responsible for **hammering out** the constitution for ESFLA.

Finally, I **should say** that all of these many contributions to SFL **have been** hugely enhanc**ed**, throughout his long and active life, by the simple fact that Geoff **was** a very nice man. I **shall** really **miss** Geoff enormously – and SFL **will miss** Geoff enormously too."

M4: "We **have los**t a formidable scholar in Ruqaiya, but one whose ideas **will remain** ever fruitful through her many publications."

M5: He **was** will**ing to provide** me with extremely generous guidance in a friendly manner despite his busy schedule **whenever** I rais**ed** questions. He **was** also help**ing** me a great deal with my scholarly achievements.

M6: I **am** in utter shock over this incredibly sad news. Geoff **has** contribut**ed** in so many ways to the SFL community - through his publications […] Geoff **was** a very talented teacher. I **have seen** him **convey** highly complex concepts in accessible and understandable ways. […] Geoff **was** a good friend to many people and he **will** be sorely miss**ed**. Our academic community **has** lost a wonderful person and an excellent scholar.

M7: Many of you **knew** Ruqaiya much better than I **did** and many of you **have** already express**ed** my own thoughts on losing her from our active world. Ruqaiya was incredibly supportive to me personally and to what we **have been** doing in Cardiff, especially

our summer school and that **will** always **stay** with me. And I **will** constantly **try** to **live up** to her advice. I know I **feel** honored to **have met** her and to **have** discuss**ed** language and life with her. There **were** still miles to go ... we **can** pick up the path and continue the journey for her, many of you already **are**.

5.6   Co-articulation in field of Asian group of e-mails
Difference of present tense usage

M1: This **is** really very sad and unexpected. Geoff **was** a very lovely friend and a great scholar (as well as an excellent teacher).[…] We **shall miss** him. Our thoughts and love **are** with his family in Liverpool."

M2: We, the academic community in Pakistan, **are** greatly saddened on this news. **May** Allah Almighty her soul rest in peace, Ameen!! Ruqaiya Aapa **did** a great job in promoting research culture in Pakistan particularly in **SFL.** She always remain**ed** generous and supportive toward Pakistani community, and particularly toward young scholars. Personally, I **am** very much indebt**ed** to her for her warm support, encouragement and motivation. As truly said earlier that the academic world **is** poorer without her. We **will keep cherishing** her ideas and contribution toward SFL.

M3: On behalf of all JASFL members, we **would like** to **send** our deepest condolences for the loss of Dr. Geoff Thompson.[…] We **are** deeply shock**ed** not to be able to welcome him again, but **are** grateful to **have** access to his profound understanding of SFL through his publications.

M4: Indeed, this **is** such sad news! Geoff **was** an all-round SFL scholar, with profound and accessible/memorable pieces such as 'but me some buts', 'the sound of one hand clapping', 'unfolding Theme'. **May** Geoff rest in peace!"

M5: Personally, I **had** the chance to **meet** Ruaqiya **in 1979** when I **studied** under Michael, and I **took** the chance to **learn** a lot from her since **then**, especially in the field of GSP and the application of **SFL** to literature. Hope Michael and my friends in Sydney **will tide over** this attack soon.

M6: Like everyone else in the wider SFL community I **am** also very much indebt**ed** to Geoff. We **are** in contact **since 2008** when I **was** plann**ing** to visit Liverpool. Throughout my contact, I found him very helping and supportive. He **was** the one who put on the SFL road and help**ed** me discover illuminating facts about language in a real context. He not only guid**ed** me but motivat**ed** and encourag**ed** me to present my own work in ISFC and similar other conferences around the world. **[...]** We last talk**ed** when he **was** pack**ing** up and rush**ing** out to Santa Maria. In addition, I proudly **acknowledge** his contribution building my personal library. He **used** to **send** me many books including Nottingham monographs. […] He **was** very curious and interested in promoting SFL in countries like Pakistan. Such a friend, teacher, mentor and facilitator he **was** that I **will** always cherish the conversations we **have had**. It **was** early this morning that I **was** telling my colleagues that the best tribute we **can pay** to Geoff is to **keep** go**ing** his scholarship and support.

M7: I**'m** deeply saddened by our loss of Geoff Thompson, so sudden and unexpected. I **first met** Geoff in person in Tunisia, and in Beijing **shortly after that**. **Before** and **after** these Conferences we **have** exchang**ed** a number of mails. He **has been** such an inspiration and a source of great motivation! My heart and prayers **are** with his wife and family. You **will** be dearly miss**ed**, Geoff.

5.7   Tenor: Evaluating time
This section aims to explore the time management which makes the text interpersonally critical towards meanings. Specifically talking about the western groups of e-mails the time management of past, present and predicting the future expresses the importance of decease and the contribution of decease in development of the academic society. In the following Table 1 (see below) the engagement of time has been expressed with respect to pattern formed in Western e-mails. For example, in the case of Western e-mails, the

time management is explored with the patterns like grief on death, identification (recognition in society and personal interaction) and condolences.

Table 1

Mail no.	Marked theme	Subject/theme	New
1	our	shared friendship	with Flo Davies lead to our edited Book in honour of Flo.
2		I	wanted to share with you all some words I could finally write about Geoff.
	Last week	we	enjoyed the tremendous happiness, energy, relentless irony, curiosity, generosity, and intelligence of Geoff Thompson.
		The notice of his death	has left us totally devastated, not only for the injustice of his passing, not only for the pain we imagine of his spouse and friends, but also for the contrast….
	only days before	he	he gifted us
	for the first time	I	Interacted….with him because I needed, at the beginning of my doctoral investigation,….
	Last week	I	recounted to him this story of disinterested generosity and I thanked him again, now as two colleagues invited to the same conference.
	The last day of this same congress,	some of us	escaped with Geoff…
	A few hours before	he	Died
		I	add to the memories and the sadness of his colleagues and friends from different places around the planet.
3	Over a week after	I	am writing this well….. hearing the news of Geoff's untimely death
	Now	Geoff and I	have... No, it is …had, I realize, which shows hard it is to accept
	a couple of years ago,	it	was a great pleasure….to combine the two.
	After jointly teaching a short course	Geoff and I	to the MA students at the University of Science and Technology Beijing ….indulged our shared interest in mountain walking…..
	Like many systemic functional linguists,	the focus of Geoff's SFL work	was on describing the functional structure of texts (rather than modelling the system networks and realization rules which describe the lexicogrammar from which they have been generated…
	Starting before dawn,	we	left our farmhouse base at the foot of the mountain range along which a 'wild' portion of the Great Wall of China runs…
	in the last few years ……	He	has been especially active in this role
	Finally,	I	should say that all of these many contributions to SFL have been hugely enhanced.

Table 2 explicates how the management of time has been evaluated of the Eastern e-mails with respect to the pattern formation. For example, the time management is expressed within patterns like grief on death, interaction with scholars (personal interaction and of association) and condolences.

Table 2

Mail no.	Marked theme	Subject/theme	New
1		This	is really very sad and unexpected.
	for the past years	He	had been a frequent visitor to many universities in China
	The two editions of his book _	Introducing Functional Grammar	_ were republished in China
		We	shall miss him.
2	the academic community in Pakistan	We	are greatly saddened on this news.
		RuqaiyaAapa	did a great job in promoting research culture in Pakistan particularly in SFL."
	Personally,	I	am very much indebted to her for her warm support, encouragement and motivation.
		We	will keep cherishing her ideas and contribution toward SFL.

5.8 Field

In the field of the e-mails, the following section figures out the evidences proving that how the participants have been presented throughout the e-mails establishing the difference between the way of identification in Eastern and Western oriented e-mails.

5.8.1 Identification

In this section, the way through which the participants are presented has been explored in the Westerns and Eastern e-mail. There are the contrast identities expressed by the Western and Eastern group of e-mails expressing the condolences for the same personality of deceased. This contrast has been shown in the following examples.

Identification in Western e-mails

The three main participants have been presented in the field of Western oriented e-mails. They include the representation of deceased, of the writer of the concerned e-mail and the representation of their concerned academics. The resources of the identification (James R Martin & Rose, 2008) are used as a tool of analysis and the frequency of the occurrences of those resources has been figured out in the table 3 (see in the appendix B).

Table 3: Identification of deceased in Western e-mails

Resources	Mail no.	Examples
Presenting	1	**Geoff** was a lovely friend….
	2	…I could finally write about **Geoff**.
	3	…a week after hearing the news of **Geoff**'s untimely death…
Presuming	1	**He** helped….
	2	Last week **we** enjoyed the tremendous happiness…
	3	**Geoff** and I have….
Possessive	1	"…**his** house or whenever the opportunity arose!"
		"**Our** shared background, and **our** shared friendship…"
	2	…**his** comments and suggestions in the hallway…
Comparative	3	Like many systemic functional linguists, the focus of Geoff's SFL Work…

Table 3 shows that the identification of deceased has been traced out with the help of resources of identification. In the Table 4, the identification of the writer of the e-mails have been traced out through the same identification resources.

Table 4

Resources	Mail no.	Examples
Presenting	1	**Our** shared background, and **our** shared friendship…
	2	**I** wanted to share with you…
	3	**I** am writing this well over a week…
Presuming	1	**I**'m sure all in the SFL community.
	2	**I** could finally write….
	3	**I** shall now add mine…
Possessive	1	**My** thoughts and love are with Sue and family in Liverpool!
	2	I can't help writing it in **my** mother tongue…
Comparative		No evidences found

Similarly, in the Table 5 the identification of the academics has been traced out which in turn represents that how the Westerns view their academic culture without the deceased.

Table 5

Resources	Mail no.	Examples
Presenting	1	…a great buddy to catch up with at a conference…
	2	…intelligence of Geoff Thompson at the ALSFAL conference in Santa Maria, Brazil.
	3	….a co-worker in developing and keeping the 'infrastructure' of SFL running efficiently…
Presuming	1	He helped develop SFL in the UK and supported the European…
	2	Geoff's presentation was intense…
Possessive	3	…which must be SFL's ultimate goal…
		…the best introduction to Halliday's Introduction to Functional Grammar..
Comparative	3	We came into SFL at different times and in different ways"
		But Geoff and I have shared another interest almost as strongly as SFL…

5.8.2 Identification in Eastern e-mail

As mentioned above the e-mails on general level include the representation of deceased, the e-mail writer and the academics. Therefore, these sections are aimed to figure out the identification to track these participants. The Table 6 below describes the evidences of the racking of the participants with the help of the resources of identification (James R Martin & Rose, 2008).

Table 6

Resources	Mail no.	Examples
Presenting	1	**Geoff** was a very lovely friend
	2	May Allah Almighty **her** soul rest in peace…
Presuming	1	**He** had been a frequent visitor…
	2	**Ruqaiya Aapa** did a great job in promoting research culture…
Possessive	1	The two editions of **his** book
	2	…**her** ideas and contribution toward SFL.
Comparative		No evidences found.

The Table 7 similarly, contains the evidences of the identification tracking of the second participant presented in the condolences e-mails. Therefore, Table 3.2 aims to explore the representation of the e-mail writer's identification through the identification resources.

Table 7

Resources	Mail no.	Examples
Presenting	1	…including **my** own university…
	2	**We, the academic community** in Pakistan…
Presuming	1	**We** shall miss him.
	2	…**I** am very much indebted…
Possessive	1	…including **my own university**…
	2	**We**, the academic community in Pakistan…
Comparative		No evidences found.

Similarly, in the Table 8 below, there is a tracking of the third identification, which is the representation of the academics in the Eastern oriented e-mails through resources of identification.

Table 8

Resources	Mail no.	Examples
Presenting	1	…and **a great scholar** (as well as an excellent teacher)
	2	Ruqaiya Aapa did a great job in promoting **research culture in Pakistan particularly in SFL**."
Presuming	1	He had been a frequent visitor to **many universities** in China….
	2	She always remained generous and supportive toward **Pakistani community**…
Possessive		No evidences found.
Comparative	6	…similar **other** conferences around the world.
		SFL would not be **the same** now onwards.

5.9 Ideation

In this section of data analysis, the construal of experience in the discourse of e-mail has been explored (James R Martin & Rose, 2008). For this purpose, three sorts of relations have been employed. These relations explore the experiences which text unfolds (James R Martin & Rose, 2008). These relations are:

1) Taxonomic relations
2) Nuclear relations
3) Activity sequences

5.9.1 Taxonomic relations

The taxonomic relations explore the way through which the picture of people and things has been build up in a discourse.

5.10 Taxonomic relations in Western e-mails

As described above, that in the taxonomic relation the way through which the picture of people has been construed is explored. Therefore, in the following Table 9 there is the representation of the classification of self (Western e-mail writers) and the deceased in the Western oriented e-mails.

Table 9

Mail no.	Writer themselves	Deceased
1 up	Our shared background, and our shared friendship with Flo Davies lead to our edited book	Geoff was a lovely friend, a great buddy to catch with… **He helped develop SFL in the UK and supported**…"
2	…I interacted for the first time with him because I needed, at the beginning of my doctoral investigation… we were happy, accomplices in an adventure almost of childhood."	.we enjoyed the tremendous happiness, energy, relentless irony, curiosity, generosity, and intelligence of Geoff Thompson at the ALSFAL conference in Santa Maria… …**this story of disinterested generosity**… we were happy, accomplices in an adventure almost of childhood. …discussing with passion how to develop the system of Appraisal…

5.11 Taxonomic relation in Eastern e-mails

Similarly, the Table 10 given below, marks the taxonomic relations explored which have categorically found in the Eastern e-mails.

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Table 10

Mail no.	Writer themselves	Deceased
1		Geoff was a very lovely friend and a great scholar…
2	We, the academic community in Pakistan…	She always remained generous and supportive toward Pakistani community, and particularly young scholars.

6. Conclusion

A genre–based study reveals that the Western as well Eastern e-mails embed different socio-cultural perspectives. The condolence messages reveal that for considering the overall impact of meanings there is the predominance of past tense usage in the Western e-mails and the present tense usage in Eastern e-mails. The European e-mails admire the two eminent linguists' fame in public and individual interaction. The Eastern e-mail messages are focused on personal contact and relationship. From a recount viewpoint, the e-mails can be taken as recounts and they suggest different generic stages. In Eastern recount (e-mails) the expression of grief is intimate and heartfelt and there is a deep appreciation for the scholarly contributions, in Western's recount (e-mails) the stance is not so deep but there is grief and general appreciation. In the West oriented e-mails, the events are connected through conjunctions so they contain the features of the autobiographical recount, while in East-oriented e-mails we hop through time, moving from one event to another hence they embed the features of the biographical recount.

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