**DISCOURSE AND DISCOURSE ANALYSIS: SELECTED REFERENCES**

**(last updated 27 January 2015)**

Abraham, L. B., & Williams, L. (Eds.). (2009). *Electronic discourse in language learning and language teaching.* Amsterdam, The Netherlands: John Benjamins.

Ahlers, J. C. (2006). Framing discourse: Creating community through native language use. *Journal of Linguistic Anthropology, 16*, 58-75.

Allison, D. (1992). Discourse awareness in student writing. *Hong Kong Papers in Linguistics and Language Teaching, 15*, 75-85.

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah, NJ: Lawrence Erlbaum Associates.

Andersen, G., & Aijmer, K. (Eds.). (2011). *Pragmatics of society.* Berlin, Germany: De Gruyter.

Atkinson, J. M., & Heritage, J. (2006). Jefferson’s transcript notation. In A. Jaworski & N. Coupland (Eds.), *The discourse reader* (2nd ed.) (pp. 158-166)*.* London, England: Routledge.

Barron, C. (2002). Discourse of silence: Intermeshing networks of old and new colonialists. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 116-132). Essex, UK: Pearson.

Barron, C., Bruce, N., & Nunan, D. (2002). Introduction: Knowledge and discourse: Towards an ecology of language. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 1-12). Essex, UK: Pearson.

Belz, J. A. (2004). Discourse analysis and foreign language teacher education. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 341-364). Dordrecht, The Netherlands: Kluwer.

Bennett, A., & Slaughter, H. (1983). A sociolinguistic/discourse approach to the description of the communicative competence of linguistic minority children. In C. Rivera (Ed.), *An ethnographic/sociolinguistic approach to language proficiency assessment* (pp. 2-26). Clevedon, UK: Multilingual Matters.

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education, 20*(2), 157-173.

Bhatia, V. K. (2004). *Worlds of written discourse: A genre-based view.* London, UK: Continuum.

Bloome, D., Carter Power, S., Morton Christian, B., Madrid, S., Otto, S., Shuart-Faris, N., & Smith, M. (2008). *On discourse analysis in classrooms.* New York, NY: Teachers College Press.

Bolton, K., & Hutton, C. (2002). Media mythologies: Legends, ‘local facts’ and triad discourse. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 147-163). Essex, UK: Pearson.

Brown, G., & Yule, G. (1983). *Discourse analysis.* Cambridge, UK: Cambridge University Press.

Bublitz, W., Jucker, A. H., & Schneider, K. P. (Eds.). (2011). *Handbooks of pragmatics.* Berlin, Germany: De Gruyter.

Bublitz, W., & Norrick, N. R. (Eds.). (2011). *Foundation of pragmatics.* Berlin, Germany: De Gruyter.

Cazden, C. B. (1988). *Classroom discourse.* Portsmouth, NH: Heinemann.

Cazden, C. B. (2001). *Classroom discourse: The language of learning and teaching*. Portsmouth, NH: Heinemann.

Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching.* Cambridge, UK: Cambridge University Press.

Celce-Murcia, M. & Olshtain, E. (2005). Discourse-based approaches: A new framework for second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 729-741). Mahwah, NJ: Lawrence Erlbaum.

Cherryholmes, C. H. (1995). Pragmatism, modernity, and educational change. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 149-165). Creskill, NJ: Hampton Press.

Chien, S. C. (2011). Discourse organization in high school students’ writing and their teachers’ writing instruction: The case of Taiwan. *Foreign Language Annals, 44*(2), 417-435.

Chiseri-Strater, E. (1991). *Academic literacies: The public and private discourse of university students.* Portsmouth, NH: BoyntonCook/ Heinemann.

Christie, F., & Derewianka, B. (2009). *School discourse: Learning to write across the years of schooling.* London, UK: Continuum.

Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*.   
Clevedon: Multilingual Matters.

Corson, D. (Ed.). (1995). *Discourse and power in educational organizations.* Cresskill, NJ: Hampton Press.

Corson, D. (1995). Discursive power in educational organizations: An introduction. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 3-15). Creskill, NJ: Hampton Press.

Corson, D. (1995). Power and the discourses of policy and curriculum: An introduction. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 133-148). Creskill, NJ: Hampton Press.

Cortazzi, M., & Jin, L. (2002). Cultures of learning: The social construction of educational identities. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 49-77). New York, NY: University Press of America.

Coulthard, M. (1977). *An introduction to discourse analysis.* London, UK: Longman Group Limited.

Crookes, G. (1990). The utterance, and other basic units for second language discourse analysis. *Applied Linguistics, 11*, 183-199.

Dastjerdi, H. V., & Talebinezhad, M. R. (2006).Chain-preserving deletion procedure in cloze: A discoursal perspective.*Language Testing, 23*, 58-72.

Dauenhauer, R., & Marks Dauenhauer, N. (2002). Tlingit clans and shifting patterns of socio-political discourse. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 335-360). New York, NY: University Press of America.

Donato, R., & Adair-Hauck, B. (1992). Discourse perspectives on formal instruction. *Language Awareness, 1*(2), 74-89.

Douglas, D. (2004). Discourse domains: The cognitive context of speaking. In D. Boxer, & A. Cohen (Eds.), *Studying speaking to inform second language learning* (pp. 25-47). Clevedon, UK: Multilingual Matters.

Duchene, A., & Heller, M. (Eds.) (2007). *Discourses of endangerment: Ideology and interest in the defence of languages*. London, UK: Continuum International Publishing Group.

Duff, P. (2004). Intertextuality and hybrid discourses: The infusion of pop culture in educational discourse. *Linguistics and Education*, 14/3-4 (Winter), 231-276.

Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 30, 169-192.

Edwards, J. A. (1993). Principles and contrasting systems of discourse transcription. In J. A. Edwards & M. D. Lambert (Eds.), *Talking data: Transcription and coding in discourse research* (pp. 3-31). Hillsdale, NJ: Lawrence Erlbaum.

Edwards, J. A., & Lambert, M. D. (Eds.). (1993). *Talking data: Transcription and coding in discourse research.* Hillsdale, NJ: Lawrence Erlbaum.

Elbaz, F. (1991). Research on teachers’ knowledge: The evolution of a discourse. *Journal of Curriculum Studies, 23*(1), 1-19.

Ellis, M., Pillai, A. D., & Al Rab’I, A. (2011). Bilingual academic discourse skills: A pre-service teacher training program in Bahrain. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 293-309). New York, NY: Peter Lang.

Englebretson, R. (Ed.) (2007). *Stancetaking in discourse: Subjectivity, evaluation, interaction*. Amsterdam: John Benjamins Publishing Company.

Fairclough, N. (1992). Discourse and text: Linguistic and intertextual analysis within discourse analysis. *Discourse and Society, 3*, 193-217.

Fairclough, N. (1995). Critical language awareness and self-identity in education. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 257-272). Creskill, NJ: Hampton Press.

Fairclough, N. (2010). *Critical discourse analysis: The critical study of language.* White Plains, NY: Pearson/Longman.

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *81*(3), 285-300.

Foucault, M. (1971). *The archeology of knowledge and the discourse on language*. New York: Pantheon.

Fowler, R. (1985). Power. In T. A. van Dijk (Ed.), Handbook of discourse analysis (pp. 61-68).London, UK: Academic Press.

Frawley, W., & Lantolf, J. P. (1985). Second language discourse: A Vygotskyan perspective. *Applied Linguistics, 6*(1), 19-44.

Freed, A. F., & Ehrlich, S. (Eds.) (2010). *“Why do you ask?”: The function of questions in institutional discourse*. New York, NY: Oxford University Press.

Freeman, D. (1991). “To make the tacit explicit”: Teacher education, emerging discourse, and conceptions of teaching. *Teaching & Teacher Education, 7*(5/6), 439-454.

Freeman, D. 1992. Language teacher education, emerging discourse, and change in classroom practice. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on language teacher education* (pp. 1-21). Hong Kong: City Polytechnic of Hong Kong.

Galaczi, E., & Miller, S. (2010). TKT: Knowledge about language and the assessment of lexis, phonology, grammar and discourse. *Cambridge ESOL Research Notes*, *41*, 31-37.

Gebhard, M. (2005). School reform, hybrid discourses, and second language literacies. *TESOL Quarterly, 39*(2), 187-210.

Gee, J.P. (1996). *Social linguistics and literacies: Ideology in Discourses* (2nd ed.). London, UK: Taylor & Francis.

Gee, J. P. (2002). Discourses at school. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 79-101). New York, NY: University Press of America.

Gee, J. P. (2004). Learning language as a matter of learning social languages within discourses. In M. Hawkins (Ed.), *Language learning and teacher education: A sociocultural approach* (pp. 13-31). Clevedon, UK: Multilingual Matters.

Gee, J. P. (2007). *Social linguistics and literacies: Ideology in discourses* (3rd ed.). New York, NY: Taylor & Francis.

Gee, J. P. (2010). *An introduction to discourse analysis: Theory and method* (3rd ed)*.* London, UK: Routledge.

Gee, J.P. (2011). *How to do discourse analysis: A toolkit*. New York, NY: Routledge.

Gee, J. P., Michaels, S., & O’Connor, M. C. (1992). Discourse analysis. In M. D. LeCompte, W. L. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 227-292). San Diego, CA: Academic Press.

Gilmore, P., & Smith, D. (2002). Identity, resistance and resilience: Counter narratives and subaltern voices in Alaskan higher education in 1991. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 103-134). New York, NY: University Press of America.

Green, C. (1991). Typological transfer, discourse accent and the Chinese writer of English. *Hong Kong Papers in Linguistics and Language Teaching, 14*, 51-62.

Grice, H. P. (2006). Logic and conversation. In A. Jaworski, & N. Coupland (Eds.), *The discourse reader* (2nd ed., pp. 66-77)*.* London, UK: Routledge.

Gu, Y., & Zhu, W. (2002). Chinese officialdom (Guan) at work in discourse. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 97-115). Essex, UK: Pearson.

Gumperz, J. J. (2006). Sociocultural knowledge in conversational inference. In A. Jaworski, & N. Coupland (Eds.), *The discourse reader* (2nd ed., pp. 78-85)*.* London, UK: Routledge.

Gumperz, J. J. (1982). *Discourse strategies*. Cambridge, UK: Cambridge University Press.

Haneda, M., & Nespor, J. (2013). Strangers and professionals: Positioning discourse in ESL

teachers’ work. *The Urban Review*, *45*(3), 251-272.

Hatch, E. (1992). *Discourse and language education.* New York, NY: Cambridge University Press.

Hatch, E. M., & Long, M. H. (1980). Discourse analysis – what’s that? In D. Larsen Freeman (Ed.), *Discourse analysis and second language acquisition research* (pp. 1-40). Rowley, MA: Newbury House.

Herring, S., Stein, D., & Virtanen, T. (Eds.). (2012). *Pragmatics of computer-mediated communication.* Berlin, Germany: De Gruyter.

Hill, J. H. & Irvine, J. T. (Eds.) (1992). *Responsibility and evidence in oral discourse*. Cambridge, UK: Cambridge University Press.

Hinkel, E. (2002). Expressions of L1 literacy in L2 writing. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 465-482). New York, NY: University Press of America.

Hoon, C. H. (2002). The linguistic construction of gender and ideology in judicial discourse. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 173-188). Essex, UK: Pearson.

Hornberger, N. H. (2006). Discursive approaches to understanding teacher collaboration: Policy into practice. *The International Journal of Bilingual Education and Bilingualism, 9*(4), 495-499.

House, J., Kasper, G., & Ross, S. (Eds.) (2003). *Misunderstanding in social life: Discourse approaches to problematic talk*. Harlow, UK: Longman/Pearson Education.

Hubbard, P. (2010). Reflections on teaching discourse functions using a science thesis. *Journal of Writing and Pedagogy*, 1(2), 264-277.

Hunston, S., & Thompson, G. (Eds.). (2000). *Evaluation in text: Authorial stance and the construction of discourse*. Oxford University Press.

Hyland, K. (2009). *Academic discourse: English in a global context.* London, UK: Continuum.

Hyuk, E. (S. J.) (2003). The role of discourse structuring in second language listening comprehension*. Modern Language Journal,* 87(4), 562-577.

Ilieva, R. (2010). Non-native English speaking teachers’ negotiations of program discourses in their construction of professional identities within a TESOL Program. *The Canadian Modern Language Review*, *66*(3), 343–369.

Jackson, S. (1986). Building a case for claims about discourse structure. In D. G. Ellis & W. A. Donohue (Eds.), *Contemporary issues in language and discourse processes* (pp. 129-147). Hillsdale, NJ: Lawrence Erlbaum.

Jacobs, S. (1986). How to make an argument from example in discourse analysis. In D. G. Ellis & W. A. Donohue (Eds.), *Contemporary issues in language and discourse processes* (pp. 149-167). Hillsdale, NJ: Lawrence Erlbaum.

Jaffe, A. (2007). Discourses of endangerment: Contexts and consequences of essentializing discourses. In A. Duchene & M. Heller (Eds.), *Discourses of endangerment: ideology and interest in the defense of languages* (pp. 57-75). London, UK: Continuum International Publishing Group.

Johnstone, B. (2001). Discourse analysis and narrative. In D. Schiffrin, D. Tannen, & H. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 635-649). Malden, MA: Blackwell.

Ju, M. K. (2000). Overpassivization errors by second language learners: The effect of conceptualizable agents in discourse. *Studies in Second Language Acquisition, 22*, 85-111.

Kang, M. K. (2010). The second modernization failed: Discourse politics from ‘new Korea’ to ‘globalization.’ In P. Gilroy, L. Grossberg & A. McRobbie (Eds.), *Without guarantee: In honor of Stuart Hall* (pp. 181-192). New York: Verso.

House, J., Kasper, G., & Ross, S. (Eds.) (2003). *Misunderstanding in social life: Discourse approaches to problematic talk*. Harlow, UK: Longman/Pearson Education.

Kecskes, I. (Ed.). (2011). *Intercultural pragmatics.* Berlin, Germany: De Gruyter.

Kiesling, S. F. (2009). Fraternity men: Variation and discourses of masculinity. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistic reader* (pp. 187-200). Basingstoke, UK: Palgrave Macmillan.

Kirkpatrick, A., & Yonglin, Y. (2002). The use of citations and authorial voice in a genre of Chinese academic discourse. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 483-508). New York, NY: University Press of America.

# Koester, A. (2006). *Investigating workplace discourse*. London, UK: Routledge.

Kranich, S., Becher, V., Hoder, S., & House, J. (Eds.). (2011). *Multilingual discourse production: Diachronic and synchronic perspectives.* Amsterdam, The Netherlands: John Benjamins.

Kutz, E. (1997). *Language and literacy: Studying discourse in communities and classrooms.* Portsmouth, NH: Boynton/Cook.

Labov, W., & Fanshel, D. (1977). *Therapeutic discourse: Psychotherapy as conversation.* New York, NY: Academic Press.

Larsen Freeman, D. (1980). (Ed.), *Discourse analysis and second language acquisition research*. Rowley, MA: Newbury House.

Lee, L. (1993). Discourse modes for decision-transmission at staff meetings in banks. In T. Boswood, R. Hoffman & S. Hsia (Eds.), *Perspectives on English for professional communication* (pp. 183-202). Hong Kong: City Polytechnic of Hong Kong.

Levinson, S. C. (1983). *Pragmatics.* Cambridge, UK: Cambridge University Press.

Li, D. C. S. (Ed.). (2002). *Discourses in search of members.* Lanham, MD: University Press of America.

Li, D. C. S. (2002). Pragmatic dissonance: The ecstasy and agony of speaking *like* a native speaker of English. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 559-593). New York, NY: University Press of America.

Liddicoat, A.J. (2007) Discourses of the self and other: *Nihonjinron* and the intercultural in Japanese Language-in-Education policy. *Journal of Multicultural Discourses,* *2*(1), 1-15.

Liddicoat, A.J. (2008) *Discourse, genre and rhetoric: The French verb in research writing in science and technology*. Munich, Germany: Lincom Europa.

Linguistic Politeness Research Group. (Eds.). (2011). *Discursive approaches to politeness.* Berlin, Germany: De Gruyter.

Linnell, P., & Markova, I. (1993). Acts in discourse: From monologic speech acts to dialogical inter-acts. *Journal for the Theory of Social Behaviour, 23*, 173-195.

Liskin-Gasparro, J.E. (1996). Circumlocution, communication strategies, and the ACTFL Proficiency Guidelines: An analysis of student discourse. *Foreign Language Annals*, *29*(3), 317-330.

Long, M., & Sato, C. (1983). Classroom foreigner talk discourse: Forms and functions of teachers’ questions. In H.W. Seliger, & M. H. Long (Eds.), *Classroom-oriented research in second language acquisition* (pp. 268-285). Rowley, MA: Newbury House.

Luke, A., Kale, J., Singh, M. G., Hill, T., & Daliri, F. (1995). Talking difference: Discourses on Aboriginal identity in grade 1 classrooms. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 211-231). Creskill, NJ: Hampton Press.

Luukka, M. (2002). Social and interpersonal perspectives on scientific discourse. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 221-237). Essex, UK: Pearson.

Magnan, S. S. (Ed.) (2008). *Mediating discourse online*. Amsterdam: John Benjamins.

Makoni, S. B. (2012). Language and human rights discourses in Africa: Lessons from the

African experience. *Journal of Multicultural Discourses*, *7*(1), 1-20.

Manchon, R. M. (2011). *L2 writing development: Multiple perspectives.* Berlin, Germany: De Gruyter.

Mantero, M. (2004). Transcending tradition: Situated activity, discourse, and identity in language teacher education. *Critical Inquiry in Language Studies*, *1*(3), 143-161.

Menard-Warwick, J. (2007). “Because she made beds. Every day‟. Social positioning, classroom discourse, and language learning. *Applied Linguistics, 29*(2), 267-289.

McCarthy, M., & Carter, R. (1993). *Language as discourse*. London, UK: Longman.

Mehan, H. (1985). The structure of classroom discourse. In T. van Dijk (Ed.), *Handbook of discourse analysis: Discourse and dialogue* (Vol. 3) (pp. 119-131). London, UK: Academic Press.

Mehler, A., & Romary, L. (Eds.). (2011). *Handbook of technical communication*. Berlin, Germany: De Gruyter.

Michaels, S., & Sohmer, R. (2002). “Discourses” that promote new academic identities. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 171-219). New York, NY: University Press of America.

Myers, G. (2010). *The discourse of blogs and wikis.* London, UK: Continuum.

Norris, S. (2011). *Identity in interaction.* Berlin, Germany: De Gruyter.

Oller, J. W., Chihara, T., Chávez-Oller, M. A., Yü, G. K. H., Greenberg, L., & de Vivas, R. H. (1993). The impact of discourse constraints on processing and learning. In J. W. Oller, (Ed.), *Methods that work: Ideas for literacy and language teachers* (2nd ed.) (pp. 206-229). Boston, MA: Heinle.

Pennycook, A. (1998). *English and the discourses of colonialism.* London: Routledge.

Pennycook, A. (2002). Prologue: Language and linguistics/discourse and disciplinarity. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 13-27). Essex, UK: Pearson.

Piirainen-Marsh, A. (2002). On identity and membership in multicultural broadcast interaction. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 393-442). New York, NY: University Press of America.

Pujolar, J. (2007). The future of Catalan: Language endangerment and nationalist discourses in Catalonia. In A. Duchene & M. Heller (Eds.), *Discourses of endangerment: Ideology and interest in the defense of languages* (pp. 121-148). London, UK: Continuum International Publishing Group.

Ramanathan, V., & Makoni, S. (2007). Bringing the body back: The (mis)languaging of bodies

in bio-medical, societal and poststructuralist discourses on diabetes and epilepsy. Critical Inquiry in Language Studies, 4, 283-306.

Riggenbach, H. (1999). *Discourse analysis in the language classroom. Volume 1: The spoken language.* Ann Arbor, MI: The University of Michigan Press.

Riley, P. (Ed.). (1985). *Discourse and learning.* London, UK: Longman.

Riley, P. (1994). Aspects of learner discourse: Why listening to learners is so important. In E. M. Esch (Ed.), *Self-access and the adult learner* (pp. 7-19). London, UK: CILT.

Rine, E. & Hall, J. K, (2011). Becoming a teacher: Changing participant frameworks in

international teaching assistant (ITA) discourse. In J.K. Hall, J. Hellermann, & S. Pekarak Doehler (Eds.), Interactional competence and development (pp. 244-274). Clevedon, UK: Multilingual Matters.

Robinson, V. M. J. (1995). The identification and evaluation of power in discourse. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 111-130). Creskill, NJ: Hampton Press.

Rose, K. R. (1994). On the validity of discourse completion tests in non-Western contexts. *Applied Linguistics, 15*, 1-14.

Rothkegel, A., & Ruda, S. (Eds.). (2012). *Communication on and via technology.* Berlin, Germany: De Gruyter.

Sánchez, E., Rosales, J., & Cañedo, I. (1999). Understanding and communication in expositive discourse: An analysis of the strategies used by expert and pre-service teachers. *Teaching and Teacher Education, 15*, 37-58.

Schegloff, E.A. (1982). Discourse as an interactional achievement: Some uses of ‘uh huh’ and other things that come between sentences. In D. Tannen (Ed.), *Analyzing discourse: Text and talk* (pp. 71-93). Washington, DC: Georgetown University Press.

Schendl, H., & Wright, L. (Eds.). (2011). *Code-switching in early English.* Berlin, Germany: De Gruyter.

Schiffrin, D. (1987). *Discourse markers.* Cambridge, UK: Cambridge University Press.

Schiffrin, D. (1994). *Approaches to discourse.* Oxford, UK: Basil Blackwell.

Schmid, H. J. (Ed.). (2012). *Cognitive pragmatics.* Berlin, Germany: De Gruyter.

Shriewer, J. (Ed.). 2000. *Discourse formation in comparative education.* New York, NY: Peter Lang.

Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language.* Cambridge, UK: Cambridge University Press.

Selinker, L. (1979). On the use of informants in discourse analysis and language for specialized purposes. *International Review of Applied Linguistics in Language Teaching, 17*(3), 189-215.

Shakeshaft, C., & Perry, A. (1995). The language of power versus the language of empowerment: Gender difference in administrative communication. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 17-29). Creskill, NJ: Hampton Press.

Shohamy, E. (1991). Discourse analysis in language testing. *Annual Review of Applied Linguistics, 11*, 115-131.

Sinclair, J. McH. & Coulthard, R. M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils.* London, UK : Oxford University Press.

Spack, R. (1993). Student meets text, text meets student: Finding a way into academic discourse. In J. G. Carson, & I. Leki (Eds.), *Reading in the composition classroom* (pp. 183-196). Boston, MA: Heinle.

Spitulnik, D. (1996). The social circulation of media discourse and the mediation of communities. *Journal of Linguistic Anthropology, 6*, 161-187.

Storey, P. (1997). Examining the test-taking process: A cognitive perspective on the discourse cloze test.*Language Testing, 14*, 214-231.

Storey, R. (1997). *The art of persuasive discourse.*  London, UK: Gower.

Strauss, S. (2005). Cognitive realization markers:  A discourse-pragmatic study of the sentence

ending particles –kwun, -ney,  and –tela.  Language Sciences, 27, 437-480.

Strauss, S., & Xiang, X. (2009). Discourse particles:  Where cognition and interaction

intersect—the case of final particle –ey in Shishan dialect.  (Hainan Island, P.R. China).  Journal of Pragmatics,  41, 1287-1312.

Sullivan, P., & Girginer, H. (2002). The use of discourse to enhance ESP teacher knowledge: An example using aviation English. *English for Specific Purposes, 21*(4), 397–404.

Tannen, D. (1989). *Talking voices: Repetition, dialogue, and imagery in conversational discousre .* Cambridge, UK: Cambridge University Press.

Thorne, S. L., Reinhardt, J., & Golombek, P. (2008). Mediation as objectification in the development of professional discourse: A corpus-informed curricular innovation. In J. P. Lantolf & M. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 256-284). London, UK: Equinox.

Trent, J. (2012). The discursive positioning of teachers: Native-speaking English teachers and educational discourse in Hong Kong. *TESOL Quarterly, 46*(1), 104-126.

Tyler, A. (1992). Discourse structure and the perception of incoherence in international teaching assistants' spoken discourse. *TESOL Quarterly*, *26*(4), 713-729.

van Dijk, T. A. (Ed.). (1985). *Handbook of discourse analysis, Volume 3: Discourse and dialogue.* London, UK: Academic Press.

Walsh, S., & O’Keeffe, A. (2007). Raising language awareness through analysing discourse in context. *Language Awareness, 16*(3), 151-152.

Warschauer, M. (1996). [Heterotopias, panopticons, and Internet discourse](http://gse.uci.edu/person/warschauer_m/heterotopias.html). *University of Hawai'i Working Papers in ESL 14*(1), 91-121.

Warschauer, M. (2002). [Networking into academic discourse](http://gse.uci.edu/person/warschauer_m/networking.html). *Journal of English for Academic Purposes 1*(1), 45-58.

Warschauer, M., & Ware, M. (2008).  [Learning, change, and power: Competing discourses of technology and literacy](http://gse.uci.edu/person/warschauer_m/docs/lcp.pdf). In J. Coiro, M., Knobel, C. Lankshear, & D. J. Leu (Eds.) *Handbook of research on new literacies* (pp. 215-240). New York, NY: Lawrence Erlbaum Associates.

Watanabe, S. (2003). Cohesion and coherence strategies in paragraph-length and extended discourse in Japanese oral proficiency interviews. *Foreign Langauge Annals*, *36*(4), 555-565.

Watts, R. J. (1999). The social construction of standard English: Grammar writers as a ‘discourse community’. In T. Bex & R. J. Watts (Eds.), *Standard English: The widening debate* (pp. 40-68). London, UK: Routledge.

Wells, G. (1996). Using the tool-kit of discourse in the activity of learning and teaching. *Mind, Culture, and Activity, 3*(2), 74-101.

Wennerstrom, A. (2001). *The music of everyday speech: Prosody and discourse analysis.* Oxford, UK: Oxford University Press.

Wodak, R. (1995). Power, discourse, and styles of female leadership in school committee meetings. In D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 31-54). Creskill, NJ: Hampton Press.

Wodak, R. (Ed.) (1997). *Gender and discourse*. Thousand Oaks, CA: Sage Publications.

Young, R. F. (2002). Discourse approaches to oral language assessment. *Annual Review of Applied Linguistics, 22*, 243-262.

Young, R., & He, A.W. (Eds.) (1998). *Talking and testing: Discourse approaches to the assessment of oral proficiency*. Amsterdam: John Benjamins.

Yueguo, G. (2002). Guanxi: Backdoor practice as goal-directed discourse. In D. C. S. Li (Ed.), *Discourse in search of members: In honor of Ron Scollon* (pp. 273-297). New York, NY: University Press of America.

Zuengler, J., & Cole, K. (2008). Introduction. In Cole, K. & J. Zuengler (Eds.), *The research process in classroom discourse analysis: Current perspectives* (pp. 1 – 12)*.* New York, NY: Lawrence Erlbaum Associates.