

References

- Agar, M., 1985. Institutional discourse. *Text*, 5, 147-168.
- Akar, D. & Louhiala-Salminen, L., 1999. Towards a new genre: a comparative study of business faxes. In: F. Bargiela-Chiappini & C. Nickerson, eds. *Writing business: genres, media and discourse*. Harlow: Longman, 207-226.
- Aldred, D. & Offard-Gray, C., 1998. *Written business communication: a course for accountants*. Hong Kong: Hong Kong University Press.
- Alexander, R.J., 1999. Business English in Europe: student requirements and course delivery. In: M. Hewings & C. Nickerson, eds. *Business English: research into practice*. Harlow: Longman, 3-13.
- Barbara, L., Celani, M.A.A., Collins, H. & Scott, M., 1996. A survey of communication patterns in the Brazilian business context. *English for Special Purposes*, 15 (1), 57-71.
- Barbara, L. & Scott, M., 1999. Homing in on a genre: invitations for bids. In: F. Bargiela-Chiappini & C. Nickerson, eds. *Writing business: genres, media and discourse*. Harlow: Longman, 227-254.
- Bargiela-Chiappini, F. & Harris, S., eds., 1997a. *The languages of business: an international perspective*. Edinburgh: Edinburgh University Press.
- Bargiela-Chiappini, F. & Harris, S., eds., 1997b. *Managing language: the discourse of corporate meetings*. Amsterdam: John Benjamins Publishing Company.
- Bargiela-Chiappini, F. & Nickerson, C., 1999. Business writing as social action. In: F. Bargiela-Chiappini & C. Nickerson, eds. *Writing business: genres, media and discourse*. London: Longman, 1-32.
- Baugh, L., Fryar, M. & Thomas, D., 1996. *Handbook for business writing*. 2nd ed. Lincolnwood, Ill: NTC Business Books.
- Baynham, M., 1996. Direct speech: what's it doing in non-narrative discourse? *Journal of Pragmatics*, 25, 61-81.
- Bee-Leng, C., 1992. The communication process. In: R.I. Westwood, ed. *Organisational behaviour: Southeast Asian perspectives*. Hong Kong: Longman, 319-242.
- Bell, J., 1984. *Doing your research project - A guide for first-time researchers in education and social science*. Philadelphia: Open University Press.
- Berry, M., 1995. Thematic options and success in writing. In: M. Ghadessy, ed. *Thematic development in English texts*. London: Pinter, 55-84.
- Berry, M., 1996. What is Theme? A(nother) personal view. In: M. Berry, R. Fawcett & G. Huang, eds. *Meaning and form: systemic functional interpretations*. Norwood: Ablex Publishing Company, 1-64.
- Bhatia, V.K., 1993a. *Analysing genre: language use in professional settings*. London: Longman.

- Bhatia, V.K., 1993b. Description to explanation in English for professional communication-application of genre analysis. *In: T. Boswood, R. Hoffman, & P. Tung, eds. Perspectives on English for professional communication.* Hong Kong: City Polytechnic of Hong Kong, 133-157.
- Bhatia V.K., 1994. ESP and the world of professions: bridging the gap or making inroads? *ESP Malaysia*, 2 (1), 19-31.
- Biber, D., Conrad, S. & Reppen, R., 1998. *Corpus linguistics: investigating language structure and use.* New York: Cambridge University Press.
- Bilbow, G.T., 1997. Spoken discourse in the multicultural workplace in Hong Kong: Applying a model of discourse as 'impression management'. *In: F. Bargiela- Chiappini & S. Harris, eds. The languages of business: an international perspective.* Edinburgh: Edinburgh University Press, 21-48.
- Bilbow, G.T., 1998. Look who's talking: an analysis of 'chair-talk' in business meetings. *Journal of Business and Technical Communication*, 12 (2), 157-197.
- Bogdan, R.C. & Bilken, S.K., 1992. *Qualitative research for education: an introduction to theory and methods.* Boston: Allyn & Bacon.
- Bowles, H., 1995. Why are newspaper law reports so hard to understand? *English for Specific Purposes*, 19 (3), 197-220.
- Brandt, D., 1986. Text and context: how writers come to mean. *In: B. Couture, ed. Functional approaches to writing: research perspectives.* Norwood, NJ: Ablex, 93-107.
- Brown, R.L. & Herndl, C.G., 1986. An ethnographic study of corporate writing: Job status as reflected in written text. *In: B. Couture, ed. Functional approaches to writing: research perspectives.* London: Pinter, 11-28.
- Burgess, R.G., 1984. *In the field: an introduction to field research.* Boston: Allen & Unwin.
- Burns, A., 1990. Genre-based approaches to writing and beginning adult ESL learners. *Prospect*, 5 (3), 63-71.
- Buttny, R., 1997. Reported speech in talking race on campus. *Human Communication*, 23 (4), 477-506.
- Carter, R., 1990. When is a report not a report? Observations from academic and non-academic settings. *In: W. Nash, ed. The writing scholar: studies in academic writing.* London: Sage Publications, 171-191.
- Carter, R., Hughes, R. & McCarthy, M., 2000. *Exploring grammar in context.* Cambridge: Cambridge University Press.
- Celani, M.A.A. & Scott, M., 1997. Pinning down the meaning of business terms. *Direct working papers no. 36.* University of Liverpool, UK: CEPRIL, Puc-SP, Brazil & ELU.
- Chandler, F., 1995. *Fundamentals of business communication.* Chicago: Irwin.
- Charles, M., 1996. Business communication: Interdependence between discourse and the business relationship. *English for Special Purposes*, 15 (1), 19-36.
- Charles, M. & Charles, D., 1999. Sales negotiations: bargaining through tactical summaries. *In: M. Hewings & C. Nickerson, eds. Business English: research into practice.* Harlow: Longman, 71-99.

- Cheng, W. & Warren, M., 1999. A corpus-driven approach to learning spoken academic, business and social English. *In: Proceedings of the 12th World Congress of Applied Linguistics AILA*, Tokyo 1999 [CD-ROM].
- Christie, F. & Martin, J.R., eds., 1997. *Genre and institutions: social processes in the workplace and school*. London: Cassell.
- Clark, R.J., 1995. Developing critical reading practices. *Prospect*, 10 (2), 65-75.
- Clark, H. & Gerrig, R., 1990. Quotations as demonstrations. *Language*, 66, 764-805.
- Clark, R. & Ivanič, R., 1997. *The politics of writing*. London: Routledge.
- Coffin, C., 1997. Constructing and giving value to the past: An investigation into secondary school history. *In: F. Christie & J. R. Martin, eds. Genre and institutions: social processes in the workplace and school*. London: Cassell, 196-230.
- Coffin, C., 2001. Theoretical approaches to written language - a TESOL perspective. *In: A. Burns & C. Coffin, eds. Analysing English in a global context*. London: Routledge, 93-122.
- Cohen, L. & Manion, L., 1994. *Research methods in education*. London: Routledge.
- Collins Cobuild, 1990. *Collins Cobuild English grammar*. London: Collins.
- Collins Cobuild, n.d. *The bank of English*. [online]. London: Collins. Available from: <http://titania.cobuild.collins.co.uk/index.html> [Accessed: 1 May 2002].
- Collins, H. & Thompson, S., 1993. Dealing with face threats in oral presentations. *Direct working papers no. 6*. University of Liverpool, UK: CEPRIL, Puc-SP, Brazil & ELU.
- Connor, U., 1999. How like you our fish? Accommodation in international business communication. *In: M. Hewings & C. Nickerson, eds. Business English: research into practice*. Harlow: Longman, 115-128.
- Cooper, A., 1992. *Technical institute graduates, English and the workplace. Part I: research report*. Hong Kong: Hongkong Bank Language Development Fund/Institute of Language in Education.
- Cope, B. & Kalantzis, M., 1993. Introduction: how a genre approach to literacy can transform the way writing is taught. *In: B. Cope & M. Kalantzis, eds. The powers of literacy: a genre approach to teaching writing*. London: University of Pittsburgh Press, 1-21.
- Couture, B., 1992. Categorizing professional discourse: engineering, administrative, and technical/professional writing. *Journal of Business and Technical Communication*, 6 (1), 5-37.
- Creswell, J.W., 1994. *Research design: qualitative & quantitative approaches*. Thousand Oaks, California: Sage Publications.
- Creswell, J.W., 1998. *Qualitative inquiry and research design: choosing among five traditions*. London: Sage Publications.
- Crosling, G. & Ward, I., 2002. Oral communication: the workplace needs and uses of business graduate employees. *English for Special Purposes*, 21 (1), 41-57.
- Davies, F., 1988. Reading between the lines: thematic choice as a device for presenting writer viewpoint in academic discourse. *The ESPEcialist*, 9 (2), 173-200.

- Davies, F., 1994. From writer roles to elements of text: interactive, organisational and topical. *In: L. Barbara & M. Scott, eds. Reflections on language learning.* Clevedon, England: Multilingual Matters, 170-183.
- Davies, F., 1997. Marked Theme as a heuristic for analysing text-type, text and genre. *In: J. Pique & D. Viera, eds. Applied languages: theory and practice in ESP.* Universitat de Valencia: Servei de Publicacions Universitat de Valencia, 45-71.
- Davies, F. & Scott, M., 1992. *An aspect of training: report of the ELU/MIC/MTEC survey of communication skills needs in local organisations.* Liverpool: University of Liverpool.
- Davies, F., Forey, G. & Hyatt, D., 1999. Exploring aspects of context: selected findings from the Effective Writing for Management project. *In: F. Bargiela-Chiappini & C. Nickerson, eds. Writing business: genres, media and discourse.* Harlow: Longman, 293-12.
- Davies, F. & Forey, G., 1996. *Effective writing for management project.* Unpublished report. Bristol: The University of Bristol, School of Education.
- Denzin, N.K. & Lincoln, Y.S., 1998. *Collecting and interpreting qualitative materials.* Thousand Oaks, California: Sage Publications.
- Devitt, A.J., 1991. Intertextuality in tax accounting: generic, referential and functional. *In: C. Bazerman & J. Paradis, eds. Textual dynamics of the professions: historical and contemporary studies of writing in professional communities.* Madison, Wisconsin: The University of Wisconsin Press, 336-357.
- Downing, A., 1991. An alternative approach to theme: a systemic-functional perspective. *Word*, 42 (2), 119-143.
- Downing, A. & Locke, P., 1992. *A university course in English grammar.* London: Prentice Hall.
- Drew, P. & Sorjonen, M., 1997. Institutional dialogue. *In: T. van Dijk, ed. Discourse as social interaction.* Vol. 2. London : Sage, 92-118.
- Du-Babcock, B. & Babcock, R.D., 1995. An analysis of intercultural organisational communication in multinational corporations. *In: P. Daruthiaux, ed. Working papers of the Department of English.* Vol. 7, (1). Hong Kong: City University of Hong Kong.
- Du-Babcock, B. & Babcock, R.D., 1996. Patterns of expatriate-local personnel communication in multinational corporations. *The Journal of Business Communication*, 33 (2), 141-164.
- Dudley-Evans, T., 1997. Genre models for teaching of academic writing to second language speakers: advantages and disadvantages. *In: T. Miller, ed. Functional approaches to written text: classroom applications.* Washington: English Language Programs, 150-159.
- Dudley-Evans, T. & St John, M.J., 1998. *Developing English for specific purposes.* Cambridge: Cambridge University Press.
- Education Commission, 1995. *Education Commission Report No. 6.* Part 1, main report. Hong Kong: Government Printer

- Ede, L. & Lunsford, A., 1985. Research on co- and group authorship in the professions: a preliminary report. *In: Paper presented at the 36th Annual Meeting of the Conference on College Composition and Communication*, Minneapolis 21-23 March 1985.
- Eggs, S. & Slade, D., 1997. *Analysing casual conversation*. London: Cassell.
- Eisner, E.W. 1991. *The enlightened eye qualitative inquiry and the enhancement of educational practice*. New York: Macmillan Publishing Company.
- Ewald, H. & Burnett, R., 1996. *Business communication*. Upper Saddle River, NJ: Prentice Hall.
- Fairclough, N., 1992. *Discourse and social change*. Cambridge: Polity Press.
- Fairclough, N., 1995. *Critical discourse analysis: the critical study of language*. London: Longman.
- Feak, C.B., Swales, J.M. & Feak, C.A., 2001. *English in today's research world: a writing guide*. Michigan series in English for academic & professional purposes. Michigan: University of Michigan Press.
- Field, Y. & Mee Oi, Y.P., 1992. A comparison of internal conjunctive cohesion in English essay writing of Cantonese speakers and native speakers of English. *RELC Journal*, 23 (1), 15-28.
- Flower, L. & Hayes, J. R., 1981. A cognitive process theory of writing. *College English*, 44, 765-77.
- Forey, G. & Nunan, D., 2002. The role of language and culture in the workplace. *In: C. Barron, N. Bruce, & D. Nunan, eds. Knowledge and discourse: language ecology in theory and practice*. Harlow: Pearson Education Ltd, 204-220.
- Francis, G., Hunston, S. & Manning, E., 1996. *Grammar patterns 1: verbs*. London: HarperCollins.
- Francis, G., Hunston, S. & Manning, E., 1998. *Grammar patterns 2: nouns and adjectives*. London: HarperCollins.
- Fries, P.H., 1983. On the status of theme in English: Arguments from discourse. *In: J.S. Petofi & E. Soezer, eds. Micro and macro connexity of texts: papers in textlinguistics*. Hamburg: Helmut Buske Verlag, 116-152.
- Fries, P.H., 1995a. A personal view of theme. *In: M. Ghadessy, ed. Thematic development in English texts*. London: Pinter, 1-19.
- Fries, P.H., 1995b. Themes, methods of development, and texts. *In: R. Hasan & P.H. Fries, eds. On subject and theme: a discourse functional perspective*. Amsterdam: John Benjamins Publishing Company, 317-359.
- Fries, P.H., 1995c. Patterns of information in initial position in English. *In: P.H. Fries & M. Gregory, eds. Discourse in society: systemic functional perspectives*. Norwood, New Jersey: Albex Publishing Corporation, 47-66.
- Fries, P.H. & Francis, G., 1992. Exploring theme: Problems for research. *Occasional papers in systemic linguistics*, 6, 45-60.
- Ghadessy, M., 1995. Thematic development and its relationship to registers and genres. *In: M. Ghadessy, ed. Thematic development in English texts*. London: Pinter, 129-146.

- Ghadessy, M. & Gao, Y., 2001. Small corpora and translation comparing thematic organization in two languages. *In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. Small corpus studies and ELT theory and practice.* Amsterdam: John Benjamins Publishing Company, 333-359.
- Gibson, T.R., 1993. *Towards a discourse theory of abstract and abstracting.* Monographs in Systemic Linguistics 5. Nottingham: Department of English Studies, University of Nottingham.
- Gimenez, J.C., 2000. Business e-mail communication: some emerging tendencies in register. *English for Special Purposes*, 19 (3), 237-251.
- Goatly, A., 1995. Marked theme and its interpretation in A.E. Housman's A Shropshire Lad. *In: M. Ghadessy, ed. Thematic development in English texts.* London: Pinter, 164-197.
- Goatly, A., 2000. *Critical reading and writing: an introductory coursebook.* London: Routledge.
- Gouveia, C.A.M. & Barbara, L., 2001. Marked or unmarked that is NOT the question, the question is: where's the Theme? *Direct working papers no. 45.* University of Liverpool, UK: CEPRIL, Puc-SP, Brazil & ELU.
- Green, C., Elsie, C.R., Lam, J. & Mei, K., 2000. The incidence and effects on coherence of marked themes in interlanguage texts: a corpus based enquiry. *English for Specific Purposes*, 19, 99-113.
- Guffey, M., 1991. *Essentials of business communication.* 2nd ed. Boston, MA: PWS-Kent Publishing Company.
- Guba, E.G. & Lincoln, Y.S., 1998. *Fourth generation evaluation.* Newbury Park, California: Sage.
- Guba, E.G. & Lincoln, Y.S., 1999. Naturalistic and rationalistic enquiry. *In: J.P. Keeves & G. Lakomski, eds. Issues in educational research.* Amsterdam: Pergamon, 141-149.
- Gunnarsson, B., Linell, P. & Nordberg, B., eds., 1997. *The construction of professional discourse.* London: Longman.
- Halliday, M.A.K., 1978. *Language as a social semiotic: the social interpretation of language and meaning.* London: Edward Arnold.
- Halliday, M.A.K., 1985. *Spoken and written language.* Geelong, Victoria: Deakin University Press [Republished by Oxford University Press in 1989].
- Halliday, M.A.K., 1994. *An introduction to functional grammar.* 2nd ed. London: Edward Arnold.
- Halliday, M.A.K. & Hasan, R., 1976. *Cohesion in English.* London: Longman.
- Halliday, M.A.K. & Hasan, R., 1985. *Language, context, and text. Aspects of language in a social semiotic perspective.* Deakin University: Deakin University Press.
- Halliday, M.A.K. & Martin, J.R., 1993. *Writing science literacy and discursive power.* London: Falmer Press.
- Halliday M.A.K. & Matthiessen, C.M.I.M., 1999. *Construing experience through meaning : a language-based approach to cognition.* London: Cassell.

- Halliday, M.A.K., McIntosh, A. & Stevens, P. 1964 *The linguistic sciences and language teaching*. Longman: London.
- Hamilton, H.E., 1998. Reported speech in survivor identity in on-line bone marrow transplantation narratives. *Journal of Sociolinguistics*, 2 (1), 53-67.
- Hammersley, M., 1992. *What's wrong with ethnography?* London: Routledge.
- Hammond, J., Burns, A., Joyce, H., Brosnan, D. & Gerot, L., 1992. *English for social purposes*. Sydney: NCELTR, Macquarie University.
- Hartnett, C.G., 1995. The pit after the theme. In: M. Ghadessy, ed. *Thematic development in English texts*. London: Pinter, 198-212.
- Harvey, A., 1995. Interaction in public reports. *English for Specific Purposes*, 14 (3), 189-200.
- Harvey, N., 1993. Text analysis for specific purposes. *Prospect*, 8 (3), 24 - 41.
- Henry, A. & Roseberry, R.L., 2001. Using a small corpus to obtain data for teaching a genre. In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. *Small corpus studies and ELT theory and practice*. Amsterdam: John Benjamins Publishing Company, 93-134.
- Hewings, M., 2002. Editorial. *English for Specific Purposes*, 21 (3), 209-210.
- Holliday, A., 1995. Assessing language needs within an institutional context: an ethnographic approach. *English for Specific Purposes*, 14 (2), 115-126.
- Housman, A.E., 1967. *The collected poems*. London: Cape.
- Hunston, S., 1994. Evaluation and organization in a sample of written academic discourse. In: M. Coulthard, ed., *Advances in written text analysis*. London: Routledge, 191-218.
- Hyland, K., 1996. Talking to the academy: forms of hedging in science research articles. *Written Communication*, 13 (2), 251-281.
- Hyland, K., 1997. Scientific claims and community values: articulating an academic culture. *Language and Communication*, 17 (1), 19-31.
- Hyncer, H.H., 1999. Some guidelines for the phenomenological analysis of interview data. In: A. Bryman & R.G. Burgess, eds. *Qualitative research*. London: Sage Publications, 143-164.
- Hyon, S., 1996. Genre in three traditions: implications for ESL. *TESOL Quarterly*, 29 (1), 38-67.
- Iedema, R.A.M., 1995. *The language of administration: write-it-right industry research report stage three*. Sydney: NSW Dept of Education, Disadvantaged Schools Program, Metropolitan East.
- Iedema, R.A.M., 1997. The language of administration: organizing human activity in formal institutions. In: F. Christie & J. R. Martin, eds. *Genre and institutions: social processes in the workplace and school*. London: Cassell, 73-100.
- Iedema, R.A.M., 1998. Institutional responsibility and hidden meaning. *Discourse and Society*, 9 (4), 481-500.
- Iedema, R.A.M., 1999. Formalizing organizational meaning. *Discourse and Society*, 10 (1), 49-65.

- Iedema, R.A.M., 2000. Bureaucratic planning and resemiotisation. *In: E. Ventola, ed. Discourse and the community*. Tübingen: Gunter Narr Verlag Tübingen, 47-69.
- Inkster, R. & Kilborn, J., 1999. *The writing of business*. Boston, MA: Allyn & Bacon.
- Ivanič, R., 1998. *Writing and identity: the discursive construction of identity in academic writing*. Amsterdam: John Benjamins Publishing Company.
- Ivanič, R. & Simpson, J., 1992. Who's who in academic writing? *In: N. Fairclough, ed., A critical language awareness*. London: Longman, 141-173.
- Johnstone, B., 1993. Community and context: Midwestern men and women creating their worlds in conversational storytelling. *In: D. Tannen, ed. Gender and conversation interaction*. Cambridge: Cambridge University Press, 62-82.
- Joyce, H., 1992. *Workplace texts in the language classroom*. Sydney: New South Wales Adult Migrant English Services.
- Judd, K. & O'Halloran, K., *Systemics - Software*.
<http://courses.nus.edu.sg/course/ellkoh/Overview.html> [Accessed: 1 May 2002].
- Krizan, A., Merrier, P. & Jones, C., 2002. *Business communication*. 4th ed. Cincinnati, OH: South-Western Thomas Learning.
- Lahiff, J. & Penrose, J., 1997. *Business communication: skills and strategies*. Englewood Cliffs, NJ: Prentice Hall.
- Lehman, C. & DuFrene, D., 1998. *Business communication*. 12th ed. Cincinnati, OH: South-Western College Publishing.
- Levinson, S.C., 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Louhiala-Salminen, L., 1996. The business communication classroom vs reality: what should we teach today? *English for Specific Purposes*, 15 (1), 37 - 51.
- Louhiala-Salminen, L., 2002. The fly's perspective: Discourse in the daily routine of a business manager. *English for specific purposes*, 21 (3), 211-231.
- Lynch, B.K., 1996. *Language program evaluation: theory and practice*. Cambridge: Cambridge University Press.
- Macken-Horarik, M., 2002. "Something to shoot for": a systemic functional approach to teaching genre in secondary school science. *In: A.M. Johns, ed. Genre in the classroom: multiple perspectives*. London: Lawrence Erlbaum Associates, Publishers, 17-42.
- Mann, C.M., Thompson, S. & Matthiessen, C., 1992. Rhetorical structure theory and text analysis. *In: C.M. Mann & S. Thompson, eds. Discourse description: diverse linguistic analyses of a fund-raising text*. Amsterdam: John Benjamins Publishing Company, 39-78.
- Martin, J.R., 1983. Participant identification in English, Tagalog and Kate. *Australian Journal of Applied Linguistics*, 3 (1), 45-74.
- Martin, J.R., 1984. Language, register and genre. *In: F. Christie, ed. Children writing: reader*. Geelong, Victoria: Deakin University Press, 21-30.
- Martin, J.R., 1985/89. *Factual writing: exploring and challenging social reality*. Geelong, Victoria: Deakin University Press (Republished by OUP 1989).

- Martin, J.R., 1991. Critical literacy: the role of a functional model of language. *The Australian journal of reading*, 14 (2), 117-132.
- Martin, J.R. 1992a. *English text*. Amsterdam: John Benjamins Publishing Company.
- Martin, J.R. 1992b. Theme, method of development in existentiality: the price of reply. *Occasional papers in systemic linguistics*, 6, 147-184.
- Martin, J.R., 1993a. A contextual theory of language. In: B. Cope & M. Kalantzis, eds. *The powers of literacy: a genre approach to teaching writing*. London: Falmer Press, 116-136.
- Martin, J.R., 1993b. Genre and literacy – modelling context in educational linguistics. *Annual Review of Applied Linguistics*, 13, 141-172 .
- Martin, J.R. 1995. More than what the message is about: English theme. In: M. Ghadessy, ed. *Thematic development in English texts*. London: Pinter, 223-258.
- Martin, J.R. 1997. Analysing genre: Functional parameters. In: F. Christie & J.R. Martin, eds. *Genre and institutions: social processes in the workplace and school*. London: Cassell, 3-39.
- Martin, J.R., 2000a. Beyond exchange: APPRAISAL system in English. In: S. Hunston & G. Thompson, eds. *Evaluation in text: authorial stance and the construction of discourse*. Oxford: Oxford University Press, 142-175.
- Martin, J.R., 2000b. Close reading: Functional linguistics as a tool for critical discourse analysis. In: L. Unsworth, ed. *Researching language in schools and communities: functional linguistic perspectives*. London: Cassell, 275-303.
- Martin, J.R. 2001. Language, register and genre. In: A. Burns & C. Coffin, eds. *Analysing English in a global context*. London: Routledge, 149-166.
- Martin, J.R., 2002. Applied genre analysis: analytical advances and pedagogical procedures. In: A.M. Johns, ed. *Genre in the classroom: multiple perspectives*. London: Lawrence Erlbaum Associates, 279-284.
- Martin, J.R. & Rothery, J., 1986. What a functional approach to the written task can show teachers about ‘good writing’. In: B. Couture, ed. *Functional approaches to writing: research perspectives*. Norwood: Albex, 241-265.
- Martin, J.R. & Rothery, J., 1993. Grammar: Making meaning in writing. In: B. Cope & M. Kalantzis , eds. *The powers of literacy: a genre approach to teaching writing*. London: Falmer Press, 137-153.
- Martin, J.R., Christie, F. & Rothery, J., 1994. Social process in education: a reply to Sawyer and Watson (and others). In: B. Stierer & J. Maybin, eds. *Language literacy & learning in educational practice*. Clevedon, England: Multilingual Matters, 232-247.
- Martin, J.R., Matthiessen, C. & Painter, C., 1997. *Working with functional grammar*. London: Edward Arnold.
- Martin, J.R. & Veal, R., eds., 1998. *Reading science critical and functional perspectives on discourses in science*. London: Routledge .
- Martin, J.R. & Rose, D., forthcoming. *Working with discourse*. London: Continuum.
- Matthiessen, C., 1992. Interpreting the textual metafunction. In: M. Davies & L. Ravelli, eds. *Advances in systemic linguistics: recent theory and practice*. London: Pinter, 37-81.

- Matthiessen, C., 1995. Theme as an enabling resource in ideational 'knowledge' construction. In: M. Ghadessy, ed. *Thematic development in English texts*. London: Pinter, 20-47.
- Maybin, J., 1997. Story voices: the use of reported speech in 10-12 year olds' spontaneous narratives. In: L. Thompson, ed. *Children talking: the development of pragmatic competence*. Clevedon, England: Multilingual Matters, 36-48.
- McCarthy, M., 1998. *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.
- McGregor, W., 1994. The grammar of reported speech and thought in Gooniyandi. *Australian Journal of Linguistics*, 14, 63-92.
- McGregor, W., 1997. *Semiotic grammar*. Oxford: Clarendon Press.
- Mulholland, J., 1997. The Asian connection: business requests and acknowledgements. In: F. Bargiela-Chiappini & S. Harris, eds. *Managing language: the discourse of corporate meetings*. Amsterdam: John Benjamins Publishing Company, 94-114.
- Myers, G., 2000. Unspoken speech: hypothetical reported discourse and the rhetoric of everyday talk. *Text*, 19 (4), 571-590.
- Nation, P., 2001. Using small corpora to investigate learner needs: two vocabulary research tools. In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. *Small corpus studies and ELT theory and practice*. Amsterdam: John Benjamins Publishing Company, 31-46.
- Nesbitt, C. & Plum, G., 1988. Probabilities in a systemic grammar: the clause complex in English. In: R.P. Fawcett & D. Young, eds. *New developments in systemic linguistics* vol. 2. London: Frances Pinter, 6-38.
- Nickerson, C., 1998. Corporate culture and the use of written English within British subsidiaries in the Netherlands. *English for Special Purposes*, 17 (3), 281-294.
- Nickerson, C., 1999. The use of English in electronic mail in a multinational corporation. In: F. Bargiela-Chiappini & C. Nickerson, eds. *Writing business: genres, media and discourse*. Harlow: Longman, 35-56.
- Nickerson, C. & Van Nus, M., 1999. Teaching intercultural business communication research. In: M. Hewings & C. Nickerson, eds. *Business English: research into practice*. Harlow: Longman, 25-34.
- Nunan, D., Forey, G., Fossard, R. & Foo, J., 1996. *Communication in the professional workplace project, Phase 1*. Research report, part 1. Hong Kong: Hong Kong Society of Accountants & English Language Centre, University of Hong Kong.
- Nunan, D. & Forey, G., 1996. *Communication in the professional workplace project Phase 1*. Research report, part 2. Hong Kong: Hong Kong Society of Accountants & English Language Centre, University of Hong Kong.
- Ooi, V.B.Y., 2001. Investigating teaching genres using the world wide web. In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. *Small corpus studies and ELT theory and practice*. Amsterdam: John Benjamins Publishing Company, 175-203.
- O'Donnell, M., 2002. *Systemic Coder -- a Text Markup Tool Version 4.5 Users Guide* [online]. WagSoft Linguistic Software: <http://www.wagsoft.com/Coder/index.html> [Accessed: 1 May 2002].

- Painter, C., 2001. Understanding genre and register: omplications for language teaching. *In: A. Burns & C. Coffin, eds. Analysing English in a global context.* London: Routledge, 167-180.
- Paltridge, B., 2002. Genre, text type, and the English for Academic Purpose (EAP) classroom. *In: A.M. Johns, ed. Genre in the classroom: multiple perspectives.* London: Lawrence Erlbaum Associates, 73-90.
- Pennycook, A. 1994. *The cultural politics of English as an international language.* London: Longman.
- Pennycook, A., 1998. *English and the discourses of colonialism.* London: Routledge.
- Peres de Souza, M.C., 1994. The analysis of verbal interaction: A meeting. *In: L. Barbara & M. Scott, eds. Reflections on language learning.* Clevedon: Multilingual Matters, 195-203.
- Perrett, G., 2000. Researching second and foreign language development. *In: L. Unsworth, ed. Research language in schools and communities: functional linguistic perspectives.* London: Cassell, 87-110.
- Phillipson, R., 1992. *Linguistic imperialism.* Oxford: Oxford University Press.
- Plum, G., 1988. *Textual and contextual conditioning in spoken English: a genre-based approach.* Thesis (PhD). Department of Linguistics, University of Sydney.
- Plum, G. & Candlin, C.N., 2002. Becoming a psychologist: student voices on academic writing in psychology. *In: C. Barron, N. Bruce, & D. Nunan, eds. Knowledge and discourse: language ecology in theory and practice.* Harlow: Pearson Education Ltd, 238-266.
- Poon, W., 1992. *An analysis of the language needs of accountants and company administrators in Hong Kong.* No. 12, December. Hong Kong: City Polytechnic of Hong Kong.
- Poynton, C., 1993. Grammar, language and the social: poststructuralism and systemic-functional linguistics. *Social Semiotics*, 3 (1), 1-21.
- Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J., 1985. *A comprehensive grammar of the English language.* London: Longman.
- Rabotas, D. & Berkenkotter, C., 1998. Voices in the text: the use of reported speech in psychotherapists notes and initial assessment. *Text*, 8 (2), 211-239.
- Ragan, P.H., 2001. Classroom use of a systemic functional small learner corpus. *In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. Small corpus studies and ELT theory and practice.* Amsterdam: John Benjamins Publishing Company, 207-236.
- Ravelli, L., 1995. Metafunctional interaction from a dynamic perspective: implications for the description of Theme. *In: R. Hasan & P.H. Fries, eds. On subject and theme: from the perspective of functions and discourse.* Amsterdam: John Benjamins Publishing Company, 187-234.
- Ricoeur, P., 1991. Life in quest of a narrative. *In: D. Wood, ed. On Paul Ricoeur: Narrative and interpretation.* London: Routledge, 20-33.

- Rogerson-Revell, P., 1999. Meeting talk: a stylistic approach to teaching meeting skills. *In: M. Hewings & C. Nickerson, eds. Business English: research into practice.* Harlow: Longman, 55-70.
- Rose, D., 1997. Science, technology and technical literacies. *In: F. Christie & J.R. Martin, eds. Genre and institutions: social processes in the workplace and school.* London: Cassell, 40-72.
- Rose, D., Korner, H. & McInnes, D., 1992. *Write it right: scientific literacy in industry research project Stage 1.* Sydney: NSW Dept of Education, Disadvantaged Schools Program, Metropolitan East.
- Rothery, J., 1993. *Literacy in secondary school English.* NSW: Metropolitan East Disadvantaged Schools Program.
- Rothery, J. & Stenglin, M., 1997. Entertaining and instructing: exploring experience through story. *In: F. Christie & J.R. Martin, eds. Genre institutions: social process in the workplace and schools.* London: Cassell, 231-263.
- Rothery, J. & Stenglin, M., 2000. Interpreting literature: the role of APPRAISAL. *In: L. Unsworth, ed. Researching language and schools and communities: functional linguistic perspectives.* London: Cassell, 222-245.
- Rude, C., 1995. The report for decision making genre and inquiry. *Journal of Business and Technical Communication*, 9 (2), 170-205.
- Santos, V.B.M.P. dos, 2002. Genre analysis of business letters of negotiations. *English for Special Purposes*, 21 (2), 167-199.
- Schriffin, D., 1996. Narrative as self-portrait: sociolinguistic constructions of identity. *Language and Society*, 25, 167-203.
- Scollon, R. & Scollon, S.W., 1995. *Intercultural communication.* Oxford. Blackwell.
- Scott, D., 1996. Methods and data in educational research. *In: D. Scott & R. Usher, eds. Understanding educational research.* London: Routledge, 52-73.
- Scott, D. & R. Usher, eds., 1996. *Understanding educational research.* London: Routledge.
- Scott, M., 2001. Comparing corpora and identifying key words, collocations, and frequency distributions through the WordSmith Tools suite of computer programs. *In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. Small corpus studies and ELT theory and practice.* Amsterdam: John Benjamins Publishing Company, 47-70.
- Shuman, A., 1993. Get outa my face: entitlement and authoritative discourse. *In: J. Hill & J. Irvine, eds. Responsibility and evidence in oral discourse.* Cambridge: Cambridge University Press, 135-160.
- Simons, H., 1984. Negotiation conditions for independent evaluations. *In: C. Adelman, ed. The politics and ethics of evaluation.* London: Croom Helm, 56-68.
- Sinclair, J., 1991. *Corpus, concordance, collocation.* Oxford: Oxford University Press.
- Sinclair, J., 1992. Trust the text. *In M. Davies & L. Ravelli, eds. Advances in systemic linguistics: recent theory and practice.* London: Pinter Publishers, 5-19.

- Sinclair, J., 1997. Corpus evidence in language description. *In: A. Wichmann, S. Fligelstone, T. McEnery, & G. Knowles, eds. Teaching and language corpora.* London: Longman, 27-39.
- Sinclair, J., 2001. Preface. *In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. Small corpus studies and ELT theory and practice.* Amsterdam: John Benjamins Publishing Company, vii-xv.
- Smart, G., 1998. Mapping conceptual worlds: using interpretative ethnography to explore knowledge-making in a professional community. *The Journal of Business Communication, 35* (1), 111-127.
- Stainton, C., 1993. *Metadiscourse and the analytical text: a genre based approach to children's written discourse.* Thesis (PhD). University of Manchester.
- Stainton, C., 1996. The technical review as genre. *Nottingham working papers no. 3.* Nottingham: Department of English Studies, University of Nottingham.
- St John, M.J., 1996. Business is booming: business English in the 1990's. *English for Specific Purposes, 15* (1), 3-18.
- Stubbs, M., 1993. British traditions in text analysis - from Firth to Sinclair. *In: M. Baker, G. Francis, & E. Tognini-Bonelli, eds. Text and technology, in honour of John Sinclair.* Amsterdam: John Benjamins Publishing Company, 1-33.
- Stubbs, M., 1996. *Text and corpus analysis.* Oxford: Blackwell.
- Stubbs, M., 2001. Computer-assisted text and corpus analysis: lexical cohesion and communicative purpose. *In: D. Schrifin, D. Tannen, & H.E. Hamilton, eds. The handbook of discourse analysis.* Massachusetts, Oxford: Blackwell Publishers Ltd, 304-320.
- Sturman, A., 1999. Case study methods. *In: J.P. Keeves & G. Lakomski, eds. Issues in educational research.* Amsterdam: Pergamon, 103-112.
- Suchan, J. & Dulek, R., 1998. From text to context: an open systems approach to research in written business communication. *Journal of Business Communication, 35*, 87-110.
- Swales, J.M., 1990. *Genre analysis: English in academic and research settings.* Cambridge: Cambridge University Press.
- Swales, J.M., 2000. Languages for specific purposes. *Annual Review of Applied Linguistics, 20*, 59-76.
- Taft, R., 1999. Ethnographic research methods. *In: J.P. Keeves & G. Lakomski, eds. Issues in educational research.* Amsterdam: Pergamon, 113-120.
- Tadros, A., 1985. *Prediction in text.* Discourse analysis monograph no. 10. Birmingham: University of Birmingham Printing Section.
- Tadros, A., 1994. Predictive categories in expository texts. *In: M. Coulthard, ed. Advances in written text analysis.* London, New York: Routledge, 69-82.
- Thill, J., 1991. *Excellence in business communication.* New York: McGraw Hill.
- Thomas, S. & Hawes, T., 1997. *Theme in academic and media discourse.* Monographs in systemic linguistics no. 8. Nottingham: Department of English Studies, University of Nottingham.

- Thompson, G., 1994. Propositions, projections and things. *Paper presented at 21st ISFC*, Gent 1-5 August 1994.
- Thompson, G., 1996. *Introducing functional grammar*. London: Arnold.
- Thompson, G., 2000. Corpus, patterns and grammar: is it enough to trust the text? *Paper presented at 11th Euro-International systemic functional linguistics workshop*. Glasgow University July 2000.
- Thompson, G. & Ramos, G. 1995. Ergativity in the analysis of business texts. *Direct working papers no. 21*. University of Liverpool, UK: CEPRIL, Puc-SP, Brazil & ELU.
- Thompson, G. & Thetela, P., 1995. The sound of one hand clapping: the management of interaction in written discourse. *Text*, 15 (1), 103-127.
- Thompson, G. & Ye, Y.Y., 1991. Evaluation in reporting verbs used in academic papers. *Applied Linguistics*, 12 (4), 365-382.
- Thompson, G. & Zhou, J., 2000. Evaluation and organisation in text: the structuring role of evaluative disjuncts. In: S. Hunston & G. Thompson, eds. *Evaluation in text: authorial stance and the construction of discourse*. Oxford: Oxford University Press, 121-141.
- Thompson, S. & Collins, H., 1993. Grammatical aspects of roles in culturally diverse oral presentations. *Direct working papers no. 7*. University of Liverpool, UK: CEPRIL, Puc-SP, Brazil & ELU.
- Treece, M., 1994. *Successful communication for business and the professions*. 6th ed. Boston, MA: Allyn and Bacon.
- Tribble, C., 2001. Small corpora and teaching writing. In: M. Ghadessy, A. Henry, & R.L. Roseberry, eds. *Small corpus studies and ELT theory and practice*. Amsterdam: John Benjamins Publishing Company, 381-408.
- Unsworth, L., 2000. Investigating subject-specific literacies in school learning. In L. Unsworth, ed. *Researching language in schools and communities: functional linguistic perspectives*. London: Cassell. 245-274
- Usher, R., 1996. A critique of the neglected epistemological assumptions of educational research. In: D. Scott & R. Usher, eds. *Understanding educational research*. London: Routledge, 9-32.
- van Leeuwen, T., 1996. The representation of social actors. In: C.R. Caldas-Coulthard & M. Coulthard, eds. *Texts and practices: readings in critical discourse analysis*. London: Routledge, 32-70.
- Vande Kopple, W.J., 1991. Themes, thematic progression, and some implications for understanding discourse. *Written Communication*, 8, 311-347.
- Veel, R., 1997. Learning how to mean - scientifically speaking: apprenticeship into scientific discourse in the secondary school. In: F. Christie & J. R. Martin, eds. *Genre institutions: social process in the workplace and schools*. London: Cassell, 161-195.
- Ventola, E., 1990. Linguistic difficulties in institutional discourse. In: M.A.K. Halliday, J. Gibbons, & H. Nicholson, eds. *Learning, keeping and using language*. Vol 1. Amsterdam, John Benjamins Publishing Company, 493-508.

- Weiss, G and Wodak, R. eds. 2003. *Critical discourse analysis : theory and interdisciplinarity*. Basingstok: Palgrave Macmillan.
- Whittaker, R., 1995. Theme, processes and the realisation of meaning in academic articles. *In: M. Ghadessy, ed. Thematic development in English texts*. London: Pinter, 105-128.
- White, P.R.R., 1997. Death, disruption and moral order: the narrative impulse in mass-‘hard news’ reporting. *In: F. Christie & J. R. Martin, eds. Genre institutions: social process in the workplace and schools*. London: Cassell, 103-133.
- White, P.R.R., 2000. Media objectivity and the rhetoric of news story structure. *In: E. Ventola, ed. Discourse and the community*. Tübingen: Gunter Narr Verlag Tübingen, 379-397.
- Widdowson, H.G., 1984. *Explorations in applied linguistics*. Vol. 2. Oxford: Oxford University Press.
- Widdowson, H.G., 1997. The use of grammar, the grammar of use. *Functions of Language*, 4 (2),145-168.
- Williams, M., 1988. Language taught for meetings and language used in meetings: is there anything in common? *Applied Linguistics*, 9 (1), 46-58.
- Willing, K., 1997. Modality in task-oriented discourse: the role of subjectivity in ‘getting the job done’. *Prospect*, 12 (2), 33-42.
- Winsor, D.A., 1993. Owning corporate texts. *Journal of Business and Technical Communication*, 7 (2), 179-195.
- Wodak, R and Meyer, M. eds. 2001 *Methods of critical discourse analysis*: London: Sage