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***Discourse Analysis in the Language Classroom: Volume 1, The Spoken Language**, by Heidi Riggenbach.* Ann Arbor: University of Michigan Press, 1999, 222 pp.

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Heidi Riggenbach's book *Discourse Analysis in the Language Classroom* is aimed at familiarizing language teachers with the fundamental notions that underlie today's most prominent forms of discourse analysis and seeks to supply teachers with the tools to integrate discourse-based speaking activities into the classroom. In essence, the idea is to turn students into mini discourse analysts and thereby raise their sensitivity to the more elusive, yet particularly important, features of spoken discourse. In this process, learners raise their awareness of the features of their own spoken discourse. Furthermore, as analysts themselves, students can then pursue study beyond the classroom walls of issues relevant to their individual situation.

The book is divided into two parts, *Introduction* and *Activities*, and each of these parts is further divided into two chapters. Chapter 1 is intended to provide teachers with a general introduction to discourse analysis, to provide teachers with a basic understanding of the terms most commonly associated with it, and to examine the potential for its use in the language classroom. Here, Riggenbach discusses "the ways in which current pedagogical practices in the language-teaching field support the use of discourse analysis in the language classroom" (p. 36) and provides some considerations regarding materials design and teacher preferences. In Chapter 2, Riggenbach addresses the issue of students as discourse analysts, beginning with a discussion of qualitative research and closing with a six-step model for designing discourse analysis activities for use in the ESL classroom. The six steps are as follows (pp. 45-46):

- Step 1: **Predict** Learners make predictions about the target structure.
- Step 2: **Plan** Learners set up a research plan that will produce samples of the target structures.
- Step 3: **Collect data** Learners observe and/or record the target structure in its discourse environment.
- Step 4: **Analyze** Learners analyze the data and explain results/make conclusions.
- Step 5: **Generate** Learners discuss the target structure or produce the target structure in its appropriate context.

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- Step 6: **Review** Learners summarize their findings or reanalyze the data that they produced, asking whether the data conform to their conclusions in Step 4.

Because discourse analysis may be new to many language teachers, each chapter concludes with a set of useful discussion questions directed at language teachers. These questions address issues raised in the chapter and encourage teachers to reflect further on what discourse analysis is and what it means to integrate discourse analysis into language teaching. In addition to these questions, Riggenbach provides a brief list of suggested readings followed by a more extensive list of references for those teachers who wish to pursue the issues in greater depth.

The bulk of the remainder of the book is devoted to the activities provided in Part 2 as examples of ways that teachers and learners can use discourse analysis to explore spoken language. These activities are intended "to help learners become aware of the patterns that operate in natural discourse" (p. 53) and are divided into two chapters. Each chapter begins with a general introduction to the skill under discussion, provides suggestions for developing discourse activities for teaching that skill, and concludes with a series of actual activities that exemplify how to do so.

In Chapter 3, "Ways of Speaking," Riggenbach addresses issues traditionally not covered in an oral skills class. To do this, she introduces four principal approaches to discourse analysis—Conversation Analysis, Sociolinguistics, Speech Event Analysis, and Ethnography of Communication—and discusses how an analyst working in each of these subfields might view spoken interaction. Next, she offers suggestions for developing original activities, and then concludes with 14 sample activities. These activities are presented using the six-step model introduced above and are supplemented by an *objective*, stated prior to Step 1, and *learner/teacher feedback* after Step 6.

In Chapter 4, Riggenbach presents a discourse-based approach to the teaching of three micro-skills traditionally addressed in oral skills classes: pronunciation, grammar and vocabulary. Much like Chapter 3, this chapter begins with a discussion of these three areas of spoken English, then provides suggestions for developing original discourse-based activities, and concludes with 12 sample activities. Unlike Chapter 3, however, where the goal was raising learners' consciousnesses about the nature of native/expert speaker oral discourse, the aim of Chapter 4 is to "enhance learners' own productive skills and their sense of what, in their own language, needs to be strengthened" (p. 146). The same six-step model used to present the activities in Chapter 3 is used again here and is supplemented by an *objective*, stated prior to Step 1, and *learner/teacher feedback* after Step 6.

Since the activities presented in this book require a certain awareness of language use that lies below the level of consciousness of most native speakers, the activities in this book might seem somewhat intimidating were it not for the

clear introductions that Riggenbach provides at the start of each chapter. Moreover, her skillful use of questions for discussion at the conclusion of each chapter coupled with a very careful selection of suggested readings provides teachers new to a discourse-based approach to language teaching with the resources necessary for self-study. These discussion questions and suggested readings also make this book a natural selection for courses in teacher training.

As a teacher of oral skills, I found this book to be a very pleasant and refreshing read. The activities are creative and inventive and free learners from the teacher by providing them with the awareness necessary to investigate and learn outside of the classroom, and this is what I believe we, as language teachers, are trying to accomplish with our learners. As Riggenbach states, the goal of the discourse-based activities is "to stimulate student interest in language, to develop learners' confidence in their own abilities to 'discover' truths about the structure of language under study, and to help raise learners' consciousness not only about what is systematic about the language they are learning but also about learners' own linguistic strengths and weaknesses" (p. 25). With a little work and flexibility, teachers will serve their students well by learning from this book.