less than the study of language as a self-contained system independent of the context in which it functions (p. 4). The importance of the former is illustrated further by the theories advanced by Bakhtin and Wittgenstein. Microethnography and conversation analysis (CA) are listed as approaches to the analysis of talk-in-interaction. Unit A2, "Talk in context," sketches the relationship between language and context, between utterance and beliefs, and between talk in the present moment and talk in the past. Unit A3, "Interaction resources," includes both linguistic and interactional resources. Systemic Functional Grammar and CA are outlined as two methodologies for interpreting how participants exploit these resources to construct meaning and identities. Unit A4, "Discursive practice," explores the roots of Practice Theory and brings in concepts like membership in social groups and power to reflect on the connection between social activities and language use. Unit A5, "Describing discursive practices," makes it clear that discursive practice can be shaped, modified, and changed by identity, linguistic, and interactional resources that participants resort to. Unit A6 distinguishes interactional competence from linguistic and communicative competence in the sense that the former underscores what a person does together with others rather than what she or he knows: It presupposes intersubjectivity. Unit A7, "Talk and identity," highlights the formation and reformation of identity in interaction. Unit A8, "Community and communities," features the collaborative construction of discourse by coordinating individual members' interactional, linguistic, and nonverbal resources. Unit A9, "Developing skills in social interaction," views learning as both a social and a cognitive process.

Part B units guide readers to identify how the production of interaction is woven into social reality through detailed theoretical analysis from an interdisciplinary perspective. Part C units invite readers to do their own discourse analysis with the help of the author's guided questions. Revealed in a continuum throughout the book is an internal logic based on the evolving process of the social construction of language use and language learning. The reader-friendly nature of this volume is evident in its organization, which is consistent with that of other textbooks in the Routledge Applied Linguistics series. It achieves its aim in "hon[ing readers'] research skills both in the field and in the library" (xix).

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Theresa Heyd, *Email hoaxes: Form, function, genre ecology*. Amsterdam: John Benjamins, 2008, Pp. vii, 239. Hb. €95.00.

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This is one of the first major studies of online deception phenomena. The book traces the beginning of hoaxing and its spread, with an in-depth account of its place as a genre of computer-mediated communication (CMC). In the context of genre studies, the book answers the question whether email hoaxes (EHs) satisfy the criteria to be subsumed as a digital genre. The book sets out to describe and analyze how the concept of genre relates to EHs, and how the label "hoaxing" is appropriate to the phenomenon. In the same vein, the book describes in detail genre antecedents of EHs and related discourse types, and how they may be incorporated into the model of hoaxing. It also explains how EHs may be disambiguated from other forms of "spam" products of CMC.

Heyd acknowledges that there is a great deal of research on genre theory and the hoaxing phenomenon. Much previous work has limited the concept of "hoaxes" in both spoken and written discourse and has adopted a more social-scientific approach, however. Heyd offers an elaborate account of the "communicative" purpose of EHs for the first time, a term that has become a focal point in genre theory in recent years. With a sizeable corpus of both representational and real-life data from online anti-hoax archives, selected on typology-based criteria, the author gives an outline and a description of the various types of e-mail hoaxes and their discourse features and structural elements.

The analyses are based on a linguistic/discourse analytical approach, consisting more of qualitative than of quantitative methodology and requiring the description of the forms of e-mail hoaxes, their pragmatic contents, and their communicative purposes. Analyses also include an in-depth account of their textual patterns, persuasive strategies, and narrative structures and sequences, which are systematically examined in order to account for the continued existence, spread, and proliferation of EHs. The author's comprehensive pragmatic analyses of the data pay attention to the cooperative mechanism and speech acts in the message contents and how these strategies provide evidence of deception in the messages. Analyses also include a detailed description of the narrative structure of the EHs, how narrativity theories form the basis for a discourse study of EHs, and how these provide the foundation for the current study.

Email hoaxes as a genre study indeed provides a justification for considering EHs as a genre. The book is a well-researched study of e-mail hoaxing phenomena and will be very useful to all those interested in e-mail genre studies, computer-mediated discourse analysis, and pragmatics. This is one of the best accounts of this branch of computer-mediated communication in recent times.

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