

***La comunicación escrita en el siglo XXI, Quaderns de Filologia, Estudis Lingüístics Vol. XVI, Nicolás Estévez, José Ramón Gómez and María Carbonell, The University of Valencia, 2011.***

Reviewed by Francisca González Arias  
The University of Massachusetts, Lowell, USA.

The editors, Nicolás Estévez, José Ramón Gómez and María Carbonell, are to be commended for bringing together a valuable collection of essays on the teaching and learning of writing. Their cogent and thoughtfully documented introduction to the issue offers a helpful guide to navigating the information.

The volume is divided into two parts: the first, relating to the issue's title, *La comunicación escrita en el siglo XXI*, applies diverse approaches: linguistic, pedagogical, and, perhaps most relevant, the role of new digital technology and multimedia formats, including social media. The latter are the focus of the second part, which studies their use in the development of writing on the academic, journalistic, and literary and cultural levels.

In the first part's initial essay, Alasdair Archibald's "Tracking Essay Writing Strategies of University students Writing Academic Assignments in English as an L2" follows students' planning, research and revising strategies to effectively challenge the traditional view that writing is a linear process involving a series of four distinct stages: Prewriting, Composing, Rewriting, and Editing.

In "Errores discursivos y estilísticos en la expresión escrita: categorización y valoración," José M. Bustos Gisbert helpfully offers a taxonomy of the four most common types of writing errors, privileging revision of the resulting text over revision during the writing process, while he highlights the importance of developing students' awareness of the need for revising and editing their texts.

"Genre Analysis in the Academic Writing Class: With or Without Corpora?" by Viviana Cortés, offers a timely contribution to WAP (Writing for Academic Purposes) scholarship, revealing that while the writing by students who were provided with electronic *corpora*, and that of students who were provided with articles in print showed no essential differences, the reaction of the first group to the materials used was much more positive than that of the second.

Krista Jauregui cogently addresses the process and effects of multimodal environments in the teaching and learning of writing in "La negociación de procesos de escritura a través de la videocomunicación," presenting a case study of the interaction between a student and her tutor at Utrecht University.

Sandra Kies's "Accommodating generation 1.5 in the 21st century academy: new approaches to writing pedagogy" is a particularly relevant study that speaks to the realities of today's global society. It highlights the need for a more inclusive approach to immigrant children in the U.S. who attend local schools, but who speak another language at home, citing factors of bilingualism, multilingualism, the level of socialization, and identity issues.

In “La comunicación escrita en la Sociedad del Conocimiento. Formación universitaria y desempeño profesional,” Estrella Montolío offers a valuable overview of the role of the university in providing students with the skills necessary to transmit professional knowledge effectively, and points to the growing need to incorporate new media technology and formats, as well as an awareness of the evolution of new professional genres, into the learning process.

Likewise, in “L’enseyament-aprenentatge de la competència comunicativa escrita com a competència transversal en els currículum *TIC* de la *UOC*,” Ribera, Campos, Marco-Galindo and Pellicer, citing guidelines of the European Space for Higher Education (ESHE), compellingly highlight the need for universities to include courses to develop students’ writing skills, redefining and differentiating these from oral communication, in all academic and professional fields.

Initiating the volume’s second part, Francisco Collado Rodríguez’s “Traumatic Techo-Ideology in Contemporary U.S. Fiction and Film: The Limits of the Human in the Post-human era,” reflects on the collapse of the traditional barriers between teaching and learning. His exploration of the intriguing concept of the posthuman in the study of postmodernist American fiction, criticism and film impels students to discover and implement reading in a multimodal way, while at the same time making them aware of their own posthuman condition.

David Estrada’s “Humor per a la lectura a la literatura infantil i juvenil,” convincingly promotes the use of children’s literature in the classroom citing the enjoyment it provides through the expression of familiar cultural traditions and human situations.

In “El *scriptorium* vacío,” García Martínez, García-Raffi and Hernández Dobón assert cogently that the incorporation of the visual image into the classroom -- overcoming the traditional preference for the written-- will only serve to enhance the communicative skills of students who already possess a highly sophisticated visual culture.

Dolors Palau Sampio’s relevant “Del patchwork electrònic a la trama digital. El desafiament narratiu,” focuses on journalism and the combination of skills needed to apply narrative structures to juxtaposed multimedia fragments in order to enhance the cyber reader’s comprehension.

In “El metadiscursio interpersonal y la persuasión en géneros periodísticos: aplicación a la didáctica de la traducción” Francisca Suau Jiménez also addresses journalistic genres, perceptively noting their suitability for teaching translation because of the particular author-reader relationship inherent to the genre with its focus on informing, entertaining and persuading.

The appendix of abstracts in both English and Spanish or Catalan contributes to the edition’s clarity and usefulness. Composed of thoughtful and detailed studies by national and international experts, this impressive volume published by the University of Valencia is a welcome and significant addition on a global level to the multi-faceted field of writing and communication studies.