

WRITING GENRES
BY UNIVERSITY
LANGUAGE
PROFESSIONALS

URIEL RUIZ ZAMORA
Coordinador



Universidad Autónoma
del Estado de México



Doctor en Ciencias e Ingeniería Ambientales

Carlos Eduardo Barrera Díaz

Rector

Doctor en Ciencias Computacionales

José Raymundo Marcial Romero

Secretario de Docencia

Doctora en Ciencias Sociales

Martha Patricia Zarza Delgado

Secretaria de Investigación y Estudios Avanzados

Doctor en Ciencias de la Educación

Marco Aurelio Cienfuegos Terrón

Secretario de Rectoría

Doctora en Humanidades

María de las Mercedes Portilla Luja

Secretaria de Difusión Cultural

Doctor en Ciencias del Agua

Francisco Zepeda Mondragón

Secretario de Extensión y Vinculación

Doctor en Educación

Octavio Crisóforo Bernal Ramos

Secretario de Finanzas

Doctora en Ciencias Económico Administrativas

Eréndira Fierro Moreno

Secretaria de Administración

Doctora en Ciencias Administrativas

María Esther Aurora Contreras Lara Vega

Secretaria de Planeación y Desarrollo Institucional

Doctora en Derecho

Luz María Consuelo Jaimes Legorreta

Abogada General

Doctora en Ciencias de la Educación

Yolanda Eugenia Ballesteros Senties

Secretaria Técnica de la Rectoría

Licenciada en Comunicación

Ginarely Valencia Alcántara

Directora General de Comunicación Universitaria

Doctor en Ciencias Sociales

Luis Raúl Ortiz Ramírez

*Director General de Centros Universitarios y
Unidades Académicas Profesionales / A*

Doctora en Ciencias de la Educación

Sandra Chávez Marín

*Directora General de Centros Universitarios y
Unidades Académicas Profesionales / B*

WRITING GENRES BY UNIVERSITY LANGUAGE PROFESSIONALS

DIRECCIÓN DE PUBLICACIONES UNIVERSITARIAS
Editorial de la Universidad Autónoma del Estado de México

Doctor en Ciencias e Ingeniería Ambientales

Carlos Eduardo Barrera Díaz

Rector

Doctora en Humanidades

María de las Mercedes Portilla Luja

Secretaria de Difusión Cultural

Doctor en Administración

Jorge Eduardo Robles Alvarez

Director de Publicaciones Universitarias

WRITING GENRES BY UNIVERSITY LANGUAGE PROFESSIONALS

URIEL RUIZ ZAMORA
Coordinador



Universidad Autónoma del Estado de México

“2023, Conmemoración de los 195 Años de la Fundación del Instituto Literario del Estado de México”

Writing Genres by University language professionals / Uriel Ruiz Zamora, coordinador.

1ª ed.

Toluca, Estado de México : Universidad Autónoma del Estado de México, 2023.

81 p : il.; 23 cm.

ISBN: 978-607-633-570-3

Incluye referencias bibliográficas.

1. Inglés -- Retórica -- Enseñanza.
2. Escritura creativa -- Enseñanza

I. Ruiz Zamora, Uriel, coord.

PE1404 .W75 2022

Este libro fue positivamente dictaminado con el aval de dos revisores externos, conforme al Reglamento de la Función Editorial de la UAEM, y fue sometido a un proceso de identificación de duplicidad de la información mediante un *software* especializado.

Primera edición, febrero 2023

Writing Genres by University Language Professionals

Uriel Ruiz Zamora

Coordinador

Universidad Autónoma del Estado de México

Av. Instituto Literario 100 Ote., Col. Centro

Toluca, Estado de México

C.P. 50000

Tel: 722 481 1800

<http://www.uaemex.mx>

Registro Nacional de Instituciones y Empresas Científicas y Tecnológicas (Reniecyt): 1800233



Esta obra está sujeta a una licencia Creative Commons Atribución-No Comercial-Sin Derivadas 4.0 Internacional. Los usuarios pueden descargar esta publicación y compartirla con otros, pero no están autorizados a modificar su contenido de ninguna manera ni a utilizarlo para fines comerciales. Disponible para su descarga en acceso abierto en: <http://ri.uaemex.mx>

ISBN: 978-607-633-570-3

Hecho en México

El contenido de esta publicación es responsabilidad de las personas autoras.

Director del equipo editorial: Jorge Eduardo Robles Alvarez

Coordinación editorial: Ixchel Díaz Porras

Gestión de diseño: Liliana Hernández Vilchis

Diseño y formación: Jarini Toledano Gil

Diseño de portada: Luis Alberto Maldonado Barraza



CONTENT

INTRODUCTION	
<i>Jorge Roberto Trujillo Cabrera</i>	9
CHAPTER 1	
Genres in Academic and Professional Writing: a study at UAEMex	
<i>Uriel Ruiz Zamora</i>	15
CHAPTER 2	
The genres written in the professional practice of language teachers: a comparative study at the UATx	
<i>Rosalina Domínguez Angel</i>	31
CHAPTER 3	
English Language Teachers Written Genres at the Autonomous University of Hidalgo State (UAEH)	
<i>Bertha Gpe. Paredes Zepeda & Eleanor Occeña Gallardo</i>	51
CHAPTER 4	
The professional written discourse in the University of Quintana Roo Campus Chetumal	
<i>Sandra Valdez Hernández</i>	73

INTRODUCTION

Jorge Roberto Trujillo Cabrera

Universities around the world as well as linguists have studied the writing process to improve the products that professionals in language produce. They have determined the existing different types of genres, and the sections that they must include to be considered as a particular written genre.

Universities in Mexico have included different written genres to be taught in their Undergraduate Programs, particularly in Language Programs. They have incorporated pieces of writing which are asked by certification institutions. However, universities do not always consider the particular types of text that future professionals in language will need to develop themselves during their careers.

This book, *Writing Genres by University Language Professionals*, presents the research carried out in four Universities of Mexico; Autonomous University of the State of Mexico (UAEMex), Autonomous University of Tlaxcala (UATx), Autonomous University of Hidalgo State (UAEH), and University of Quintana Roo (UQROO). The research realized in every university focused on finding out the different types of texts that their language professionals write in their daily academic practices and to comprehend the role that texts have in the social environment where professionals are the main construct (Bazerman, 2004 in Moore & Ruiz, 2016).

The four universities administered an adapted questionnaire that was produced on the information discussed in Moore and Ruiz (2016). The final version was revised by the participants of the universities; they reviewed the relevance and understanding of all the questions. It was created with Google forms and administered by email. The questionnaire focuses on labor and personal information, reasons for writing, types of text produced, communication and actors in writing, types of text, textual genres, procedures for writing.

The first chapter, *Genres in Academic and Professional Writing: a study at UAEMex*; written by Uriel Ruiz Zamora, presents the study held at the Faculty of languages of the UAEMex during the semester Fall 2019 (August 2019 – January

2020). The questionnaire was answered by 11 English teachers who most of their time write in English to perform their jobs. The majority of teachers apply a variety of strategies when they produce different text genres. The professionals at UAEMex consider that undergraduate students should write more frequently in order for to become experts in producing different academic documents.

The second chapter, elaborated by Rosalina Domínguez Angel, *The genres written in the professional practice of language teachers: a comparative study at the UATx*; exposes the results of the study carried out at the UATx with the participation of 41 teacher (15 undergraduate teachers from the Language Teaching program and 26 teachers from the Language Center). Teachers consider that it is very important that readers understand the different text they write. Participants recognized the importance that writing texts represents for the subjects.

The chapter written by Bertha Guadalupe Paredes Zepeda and Eleanor Occeña Gallardo, *English Language Teachers Written Genres at the Autonomous University of Hidalgo State (UAEH)*, was conducted at the English Department at Institute of Social Sciences and Humanities, where 19 English language teachers answered the questionnaire. They expressed that the most written genre by themselves are Lesson Planning and Test design. English language teachers are more concerned about satisfying their students' writing needs instead of their heir own written practice.

The final chapter, *The professional written discourse in the University of Quintana Roo, Campus Chetumal*; was written by Sandra Valdez Hernández. The research was made during the last part of the term 2019 where 12 English professors answered the instrument. Participants expressed the necessity for students to write different types of texts, including examinations, teaching plans, articles, memories and evaluations which considered the most useful texts genres.

Particularly for this book, the concept of genre is presented based on the theories of different language experts. Additionally, the identification and text types are exposed in order to stablish the academic texts included in the questionnaire used by the four universities.

Genres can be defined by several theoretical perspectives, including literature, cognitive science, social perceptions, educational contents, linguistics studies, etc. The idea of the term genre was used in the past only as types of literary text for many years. However, in the las decades it has been using for any type of text, spoken or written, not necessarily with literary expectations (Swales, 1990).

Discourse types, based on linguistics, according to van Dijk (1992) are rhetorical, stylistic, literary, argumentative, or textual structures narratives, or they only describe the structure or use of sentences. Text types are limited to narrative, expository, directive, descriptive and argumentative.

Some authors like Derewianka (1990), Knapp & Watkins (1994) and Bruce (2008) categorize those types of texts as cognitive genres. Text types presented by van Dijk (1992) are seeing as the sequential order of the elements of a text, such as propositions, reasons and conclusions.

Paltridge (2011), as well as Swales (1990) propouses that genres are a type of text that can be spoken or written. In a more modern perspective, Paltridge (2011) says that genres have changed with the new technologies placing in disused some particular genres.

Anna Trosborg (2002) acknowledges that there are many types of genres, some examples are:

Literary genres: poems, short-stories, romantic novel, whodunits, ballads, sonnets, fables, comedies, tragedies, etc.

Popular written genres: instructional manuals, newspaper articles, magazine reports, recipes, etc.

Educational genres: lectures, tutorials, reports/essay writing, leading seminars, examinations, text-book writing, etc.

Business genres: business letters, advertisements, brochures and booklets, catalogues, annual reports, meetings, minutes, etc.

Legal written genres: statues, contracts, deeds, wills, briefs, etc.

Other genres: personal letters, press releases, sermons, obituaries, weather reports, etc. (p. 14).

The different types of genres presented by Schäffner (2002) include not only educational genres, which English teachers must master as language experts; but also other types of genres, such as business and popular genres, which are also written by language teachers. Literary and legal genres are less created by English professors. However, some universities include these types of genres in their language programmes.

Particularly, the conception of genre is essential for academic writing. The study of this type of writing focuses on text such as articles, textbooks, posgraduate theses,

academic courseworks, etc. (Hyland, 2002, as cited in Nesi & Gardner, 2012). It is really important to take into consideration the social and cultural perspectives in the academic writing process. Nesi & Gardner (2012) explain that if a student writes a text in a university test, it is a social (educational) process, different from an essay as a part of a university course.

Different contexts, social and cultural, must be taken into consideration when writing a text, not only the genre. In addition, the writer has to attend the readers characteristics, so the text can fulfill its goal (Nesi & Gardner, 2012). Anna Mauranen (1993) thinks that the written text chooses its reader rather than the opposite way. However, different social groups can access different written genres.

The perspective of genre for this book, considers the variety of definitions exposed by the diverse authors presented in this section. Therefore, a genre is a written text which takes into account the social and cultural background of the target reader. It will be majority appointed to the educational area, not leaving apart other areas such as legal or literary. Nowadays, when writing a text, a writer must consider the use of new technologies, such as emails or memoranda, as new genres.

REFERENCES

- Bruce, I. (2008). *Academic writing and genre*. London: Continuum.
- Derewianka, B. (1990). *Exploring How Texts Work*. Sydney: PETA.
- Knapp, P., & Watkins, M. (1994). *Context, text, grammar: Teaching the genres of grammar of social writing in infants and primary classrooms*. Sydney: Text Productions.
- Mauranen, A. (1993). *Cultural Differences in Academic Rhetoric*. Frankfurt: Peter Lang.
- Moore, P., & Ruiz, U. (2016). The professional identity of English teachers as writers in Mexico. *Manuscrito presentado para su publicación*.
- Nesi, H., & Gardner, S. (2012). *Genres Across the Disciplines: Student Writing in Higher Education*. New York: CUP.
- Paltridge, B. (2011). *Discourse Analysis: An Introduction*. London: Continuum International Publishing Group.
- Schäffner, C. (2002). *The Role of Discourse Analysis for Translation and in Translator Training*. Clevedon: Short Run Press.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. New York: CUP.

Trosborg, A. (2002). Discourse Analysis as Part of Translator Training. In C. Schäffner, *The Role of Discourse Analysis for Translation and Translator Training* (pp. 9-52). Clevedon: Short Run Press.

van Dijk, T. (1992). *La ciencia del texto. Un enfoque interdisciplinario*. Barcelona: Hurope S.A.

AUTONOMOUS UNIVERSITY OF THE STATE OF MEXICO
GENRES IN ACADEMIC AND PROFESSIONAL WRITING:
A STUDY AT UAEMex

Uriel Ruiz Zamora

Autonomous University of the State of Mexico
(Universidad Autónoma del Estado de México)

INTRODUCTION

The Autonomous University of the State of Mexico (UAEMex) was founded on March 3rd, 1828 as the Literary Institute, which was established in Tlalpan, State of Mexico. Nowadays, Tlalpan is not part of the State of Mexico anymore; today it is part of Mexico City. The first courses were given by Friar José de Jesús Villapadierna (UAEMex, 2019a).

The Literary Institute was closed in 1830 when the government of the State of Mexico was transferred to Toluca. The Institute was reopened by Governor Francisco Modesto de Olaguíbe in 1846. After forty years, in 1886, the Literary Institute turned into the Scientific and Literary Institute which became autonomous in 1944 (UAEMex, 2019a).

In 1956, the Scientific and Literary Institute developed into what was to become the Autonomous University of the State of Mexico. This university started its activities with six schools: Junior High School, Medicine, Law, Commerce, Nursing and Pedagogy.

In 1964, the University expanded its main campus and *Colón*¹ campus, where the Faculties of Chemistry, Medicine, Nursing and Dentistry are still located. The postgraduate studies at the UAEMex began in 1978; they became a very relevant area in the history of the University (UAEMex, 2019a).

In the first decade of the 21st century, the UAEMex had 131 Undergraduate majors; 90% of them accomplished the quality standards established by the Interinstitutional Committees for the Evaluation of Higher Education (CIEES in Spanish) (UAEMex, 2009a).

¹ Campus located on Colón street and Tollocan Avenue.

By the second decade of the present century, the UAEMex added 12 undergraduate programs which totaled 143 majors. In 2018 the UAEMex had 103 Graduate Programs, including 24 Doctoral programs, 39 Masters programs and 40 Specialization programs, of which 64% are accredited by the Mexican Postgraduate Quality Program (PNPC in Spanish) of the National Council of Science and Technology of Mexico (UAEMex, 2019b).

The Faculty of Languages is part of the academic colleges of the UAEMex which are located at Colón Campus since its foundation as School of Languages in 1992. The first degree awarded by this school was the Bachelor (BA) of English Language. In 1999 the School of Languages incorporated the Bachelor of French Language and Culture (UAEMex, 2009b).

In 2009 as a result of the restructuration of both BAs, in English Language and in French Language and Culture, they both turned into only one academic program called BA in Languages which is the current program. In order to support the necessities of information and problems faced by the society, the Faculty of Languages changed its program according to the vision of the UAEMex in that time (UAEMex, 2009b).

The School of Languages was the first academic college of the UAEMex to design a Hybrid² Bachelor Program in 2000, called BA of English Language Teaching. This program evolved from hybrid to fully online modality in 2003 (UAEMex, 2009b).

The School of Languages changed its designation to Faculty of Language in 2001 when Graduate studies were incorporated to the programs offered by the institution. The first Graduate program was the Master in Applied Linguistics (UAEMex, 2009b). Six years later, in 2007, the Master's program in English Language Teaching was created in collaboration with the University of North Texas (UNT) offering on-site classes to obtain a Dual Degree (UAEMex, 2012).

The Master's program in English Language Teaching was restructured in 2012. It changed from on-site to online modality. In addition, the agreement with the University of North Texas (UNT) concluded, because of that, the degree was awarded only by the UAEMex since then (Ampudia, 2012). Nowadays, the Master's in English Language Teaching is discontinued since 2018; however, students currently enrolled will be supported as they obtain their degrees.

² Hybrid programs involve both online and traditional face-to-face courses (UH Mānoa, 2020)

At present, The Faculty of Languages has two BAs: 1) in Languages and 2) in English Language Teaching, both of them accomplish the quality standards founded by the Accreditation of Educational Programs in Humanities Council. In addition, the Master in Applied Linguistics is accredited by the Mexican Postgraduate Quality Program of the National Council of Science and Technology of Mexico.

As it has been presented in the last paragraphs, the UAEMex looks forward to certifying the quality of the majority of its undergraduate and graduate programs. Additionally, the University, as a social institution, takes into consideration the trends in education about language learning in all the academic programs.

English Language Learning in the UAEMex is administered by the Language Learning Office (Dirección de Aprendizaje de Lenguas - DAL in Spanish) which has the objective of “Planning, managing and coordinating academic projects to generate innovative teaching strategies in order to strengthen the learning of languages in the different educational modalities, as part of its High school and undergraduate education programs” (UAEMex, 2011).

Particularly, the Faculty of Languages has its own objective about English language proficiency. It states that students must achieve a communicative competence equivalent to level ALTE 4 in order to have a high professional development during their career (UAEMex, 2009b).

On the one hand, some of the abilities that graduates from the Faculty of Language must have in English language are designing, developing and evaluating academic content programs, style correction, the design of linguistic research projects, writing and publishing scientific articles and make academic presentations (UAEMex, 2009b).

On the other hand, the abilities that graduates must acquire during their trajectory in the Faculty of Languages, sometimes are not well developed because the academic content is not enough, or they are not taught.

This chapter focuses on the writing ability which the undergraduate students from the BA in Languages must master to accomplish the objectives of its program. Sometimes the contents in the programs are not according to what is demanded by the companies and the society of the 21st century.

I. METHODOLOGY

This section presents the general framework of the research project carried out in the Faculty of Languages of the UAEMex during the second half of 2019.

The participants in this research were the teachers who were members of the English Language Teaching Department (ELTD) of the Faculty of Languages in 2019B (August – January). This department is integrated by a President, a Secretary and the teachers who teach English language classes in every period. During the period 2019B, 16 teachers participated in the ELTD. Members of this Department must hold a BA in Language Teaching or similar as minimum academic formation and they must have a C1 English Language Proficiency international certificate.

The questionnaire was sent by email to the 16 members of the ELTD. A period of 15 days was given to the teachers to answer it, however only eight of them sent their responses. The questionnaire was resent to the eight teachers who had not answered it. After the two weeks given as a deadline to send their answers, other three teachers completed it, summing up a total of 11 teachers out of 16 participated in this study.

II. ANALYSIS AND INTERPRETATION OF THE DATA

This section presents the results obtained from the 11 teachers who answered the questionnaire. The majority of the results are illustrated with figures. The results will be discussed according to the order of the questionnaire.

The first section is about academic and professional background and age; it revealed that more than a third of teachers are very young since they are in the range 23 – 28 years of age. On the other hand, only a low percent is over 50 years old. This demonstrates that English teachers in the Faculty of Languages are a young population. This situation can help to introduce trending topics to the students using Information and Communication Technologies (ICT) (Figure 1).

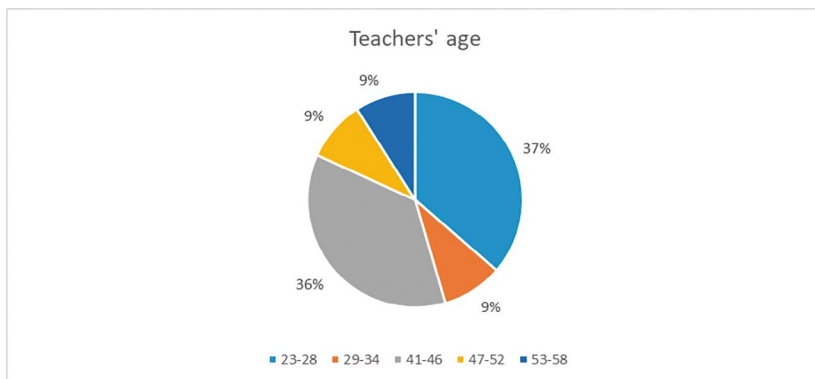


Figure 1. English Teacher' age in the Faculty of Language

The percentage of the type of studies that participants have is very similar in the three levels (Doctorate, Master and Bachelor). It can be established that younger teachers are the ones with a bachelor's degree. Also, we can notice that English teachers are upgrading their degrees following the idea of long-life learning (Figure 2).

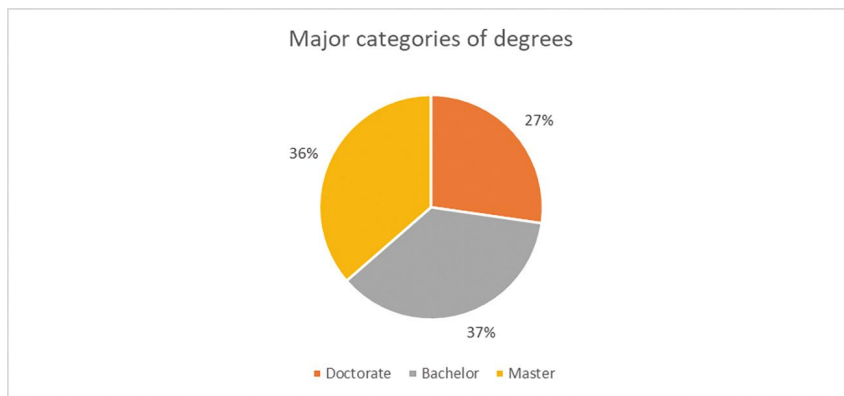


Figure 2. English teachers' major degree hold

As it was mentioned in the methodology of this chapter, the participants in this research are all members of the Faculty of Language staff; however, a third part of them works in a different academic space from the UAEMex (Figure 3). All of them mentioned that they work in private schools. Only one of these teachers said that he had administrative duties in a private school rather than giving English language classes.

Half of these teachers say they have worked in private institutions for more than five years but none of them have worked more than ten year in those schools. A minority of these teachers are beginning to work in institutions different from UAEMex (Figure 4).

In section two of the questionnaire teachers were asked in what situations they write in the English language. They mentioned, for example, that they write when they have to write academic papers, paper submission for conferences, exams, reports, letters, emails, memoranda, grading rubrics, interinstitutional communication, class activities, communication with students, and information to people.

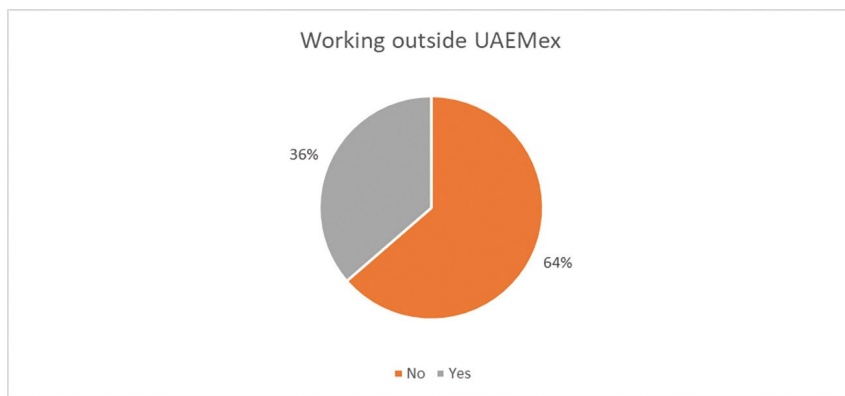


Figure 3. English teachers who work in a different academic space from the UAEMex

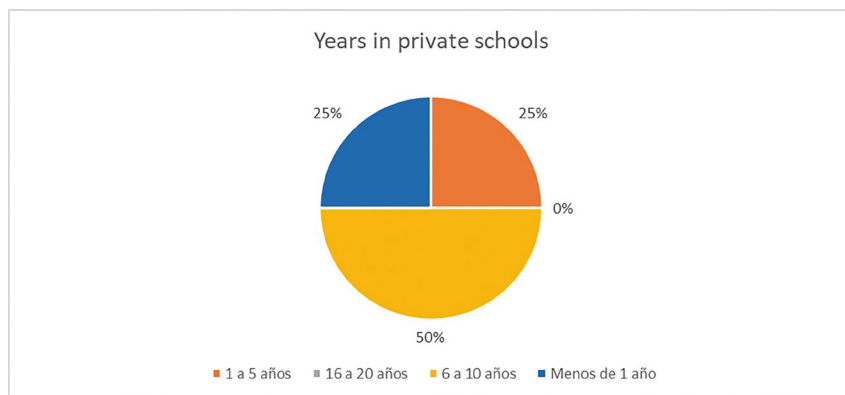


Figure 4. Working experience in private schools

In relation to how often they write in English, without taking into consideration the type of text they produce, the majority of the teachers write in English with high recurrence, even two of them mentioned they always write in English. It can be assumed that they write in English every day (Figure 5).

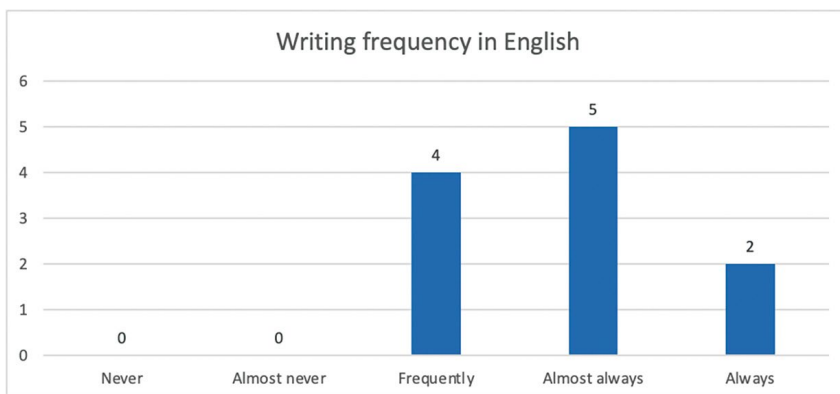


Figure 5. Frequency of teacher writing in English

Teachers mentioned that the latest texts they have produced include, for example, emails, lesson plans, academic articles, exams, class exercises, letters of recommendation, essays, grading rubrics, didactic materials, memoranda. These teachers indicated that the three most frequently written texts are emails, lesson plans and class exercises or didactic materials. In contrast, the three texts that are less produced are academic articles, letters and grading rubrics.

The most written texts are related to the development and preparation of classes; this is an activity which is done every day. It can also be assumed that despite being in front of a group, teachers send emails very frequently, for example, to the university staff, to their students and colleagues.

On the other hand, it can be said that English teachers produce very few academic papers. This situation must be improved if we want to fulfill and satisfy the trends in education about language learning and research.

Most of the English teachers have written communication with a diversity of people related to their job, which includes students, colleagues, university staff and staff from different institutions. However, a few of them mention that they have never written any

communication with students or staff from different institutions (Figure 6). Communication with students is fundamental in order to be able to inform and exchange ideas.

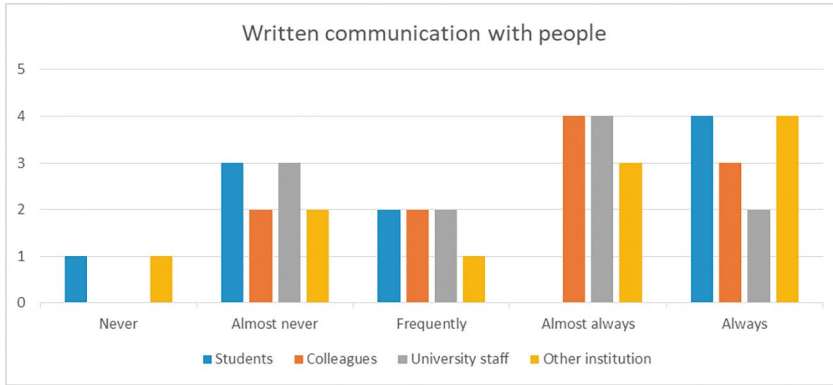


Figure 6. Frequency written communication with people

Today, students are digital natives, because of this, they communicate better with the use of ICT, for example, emails. This form of communication is the most frequently used by teachers to send information to diverse people in their jobs, contrary to letters that are not used (Figure 7).

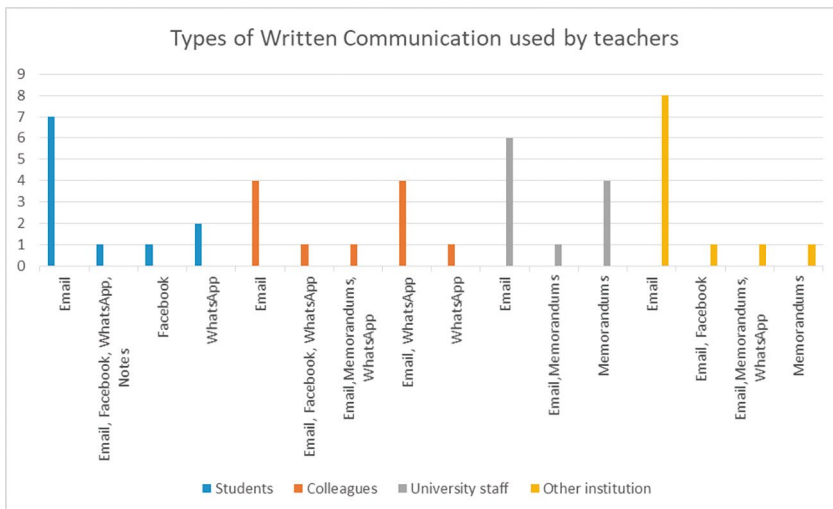


Figure 7. Types of communication used by teachers

The everyday activities of teachers require them to produce different types of texts, they said that they produce exams, reports, lesson plans, essays, review reports, certificates, memoranda, presentations, letter of recommendation, virtual forums and wikis. The documents that teachers write more frequently are exams, reports and lesson plans. But the less produced documents are wikis as well as virtual forums, they are almost never used by teachers.

Teachers use a variety of strategies to write important texts; Figure 8 shows that all the teachers produce a first draft before the final version. Also, one of the most used strategies is to reread the text once it is finished. However, fewer teachers ask their colleagues to revise their text, which could be a great exercise as a peer review activity.

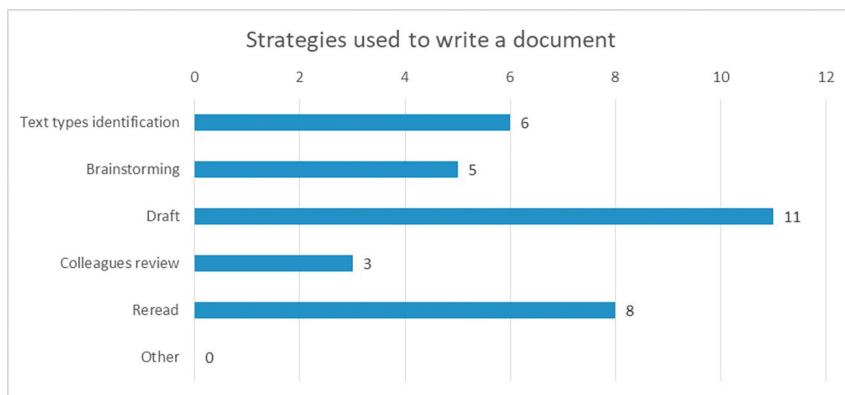


Figure 8. Strategies used by teachers to produce documents

Being read by other colleagues is essential for teachers, all of them say that this aspect is extremely important. It is also imperative that people understand what has been written. To ensure this situation, teachers use different strategies such as reread before sending the text to be clear and concise, write a draft and ask people to verify comprehension.

Regarding to the question about the target audience, the total of teachers said that it is basic to take into consideration who is going to read their text. This aspect is very meaningful to complement the idea of being read and understood as a writer.

Another strategy asked to teachers about the writing process, is if they write their texts individually, in collaboration with colleagues or in both forms (individually

and collaboratively). On the one hand, most of them prefer to write their texts by themselves. On the other hand, very few teachers write collaboratively (Figure 9). Not writing their texts in collaboration with their colleagues could affect their quality and the possibility of being published and well as their comprehension.

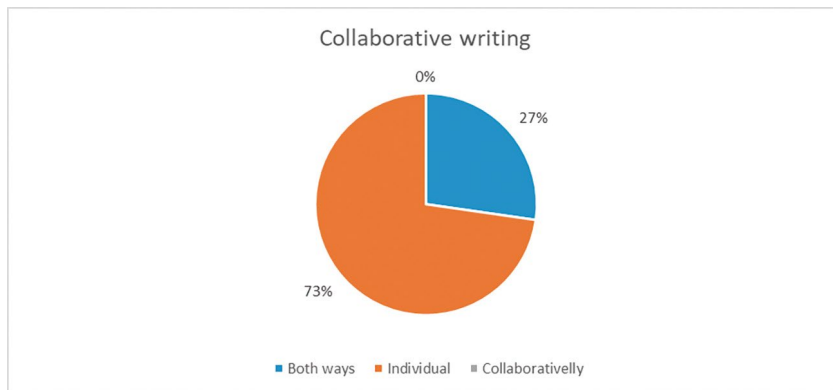


Figure 9. Collaborative writing process by teachers

When someone writes a text, it is expected to be fully read by the receiver. However, in Figure 10, it is seen that teachers think that their texts are not always completely read. This situation that could affect the comprehension of the message that writers want to express in their documents and only a little percentage of teaches is sure that readers revise their documents entirely.

Revising and Editing in the writing process are two important steps in order to have an adequate final document which must be understood by the reader. Referring to these two steps, 50% of teachers mentioned that in their institutions there is a person or group of people who help them to revise and edit their documents before sending them to the readers (Figure 11). It must be understood that this support in editing processes is more related to academic papers than emails or class activities.

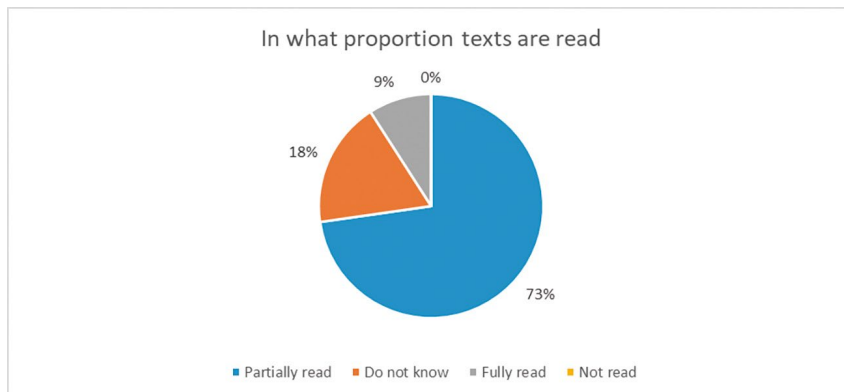


Figure 10. How are text read?

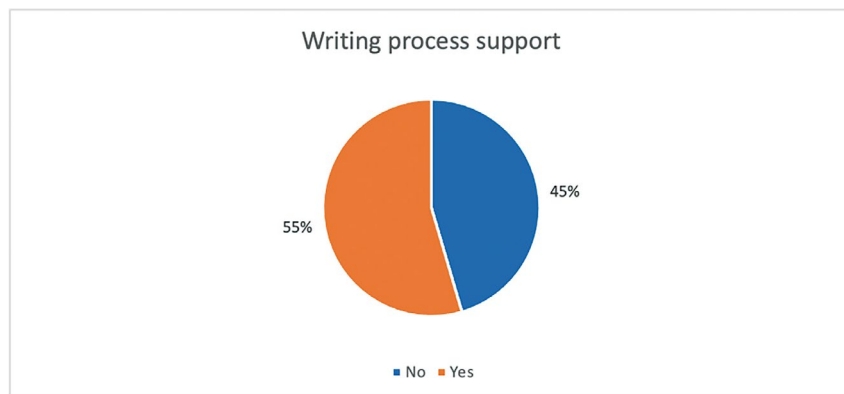


Figure 11. Support in Revising and Editing in the writing process

Teachers who are helped in revising and editing their texts mentioned that their texts are revised collaboratively in relation to, grammar, writing style and some methodological aspects (Figure 12).

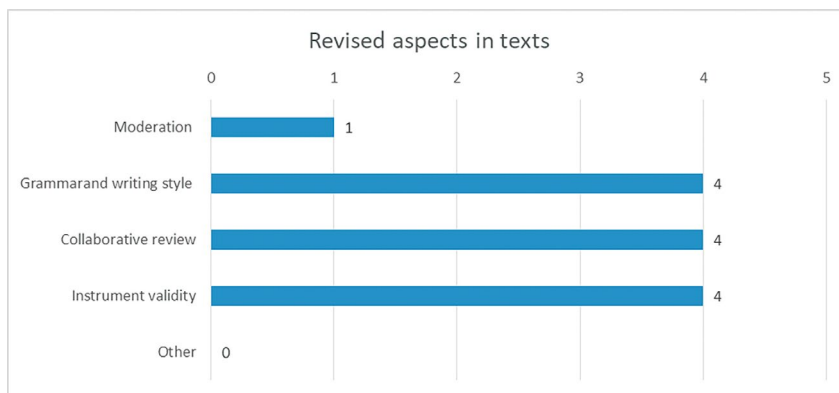


Figure 12. Revised aspects by colleagues

In the last question, teachers were asked about the kind of texts undergraduate students should learn to produce during their major according to their professional experience. Our participants mentioned the following: Exams, Chapter of books, Academic papers, Presentations, Memoranda, Essays, Thesis, Grading rubrics, Letters, Reports and Emails.

The texts that were emphasized more by teachers were: Academic articles and Memoranda, followed by Exams, Essays and Letters. The least mentioned were Book chapters, Presentations, Thesis, Grading Rubrics, Reports and E-mails. As it is seen, teachers recommend that Academic articles and Memoranda ought to be taught to students, however the most written documents by teachers are exams, reports and lesson plans.

CONCLUSIONS

The results obtained by teachers' responses in the questionnaire allow us to indicate the importance of writing skills for undergraduate students in the Faculty of Languages UAEMex. This skill is an everyday ability that professionals use in their jobs constantly. Because of this, teachers should teach more carefully all the different texts that students will use during their professional life.

It can be stated that the objective of this chapter was achieved. The questionnaire permitted to know the different texts that professional teachers write in their everyday activity as teachers as well as educational administrators.

It is recommended that the Faculty of Languages UAEMex considers emphasizing the teaching of those texts that professionals write more frequently in order for undergraduate students to become experts in producing those documents. It is known that textbooks include a huge variety of text to be taught, for example, postcards, insurance claims, stories, among other; however, as it is presented in the results of this chapter, some of the texts recommended in textbooks are no longer written in the present century.

UAEMex English language teachers not only teach classes, but they also have contact with different people while they do their job. They write to students, colleagues, UAEMex staff and people from other institutions and companies, most of the time this contact is by E-mail, which is one of the most important texts to be taught.

Academic papers, such as articles, theses and essays are not frequently written. Nevertheless, they should be taught from now on because the current society in this century is demanding new generations to produce more and new knowledge.

Finally, it must be recognized that writing any kind of text is not a simple activity. It demands the writer to have topic familiarity and know the target reader and his/her necessities. Writers have to work collaboratively in order to produce a high-quality document therefore the message in the manuscript to be understood by any reader.

REFERENCES

- Ampudia, M. d. (8 de Octubre de 2012). Entrevista. (U. Ruiz Zamora, Entrevistador).
- Ruiz Zamora, U., & Solís Carrillo, L. J. (2017). El programa de la Licenciatura en Lenguas de la Facultad de Lenguas de la Universidad Autónoma del Estado de México. *Lenguas en Contexto*, 76-83. <http://www.facultaddelenguas.com/lencontexto/app/revista/DIGITAL/2017sup/revista-2017sup.pdf>
- UAEM. (2017). *Plan Rector de Desarrollo Institucional 2017-2021*. http://planeacion.uaemex.mx/InfBasCon/PRDI_2017-2021.pdf
- UAEMex. (2009a). *Plan rector de desarrollo institucional 2009 - 2013*. http://web.uaemex.mx/PRDI_PGD/PRDI/docs/PRDI_2009-2013.pdf

- UAEMex. (2009b). *Curriculum de la Licenciatura en Lenguas*. Toluca: CIGOME.
- UAEMex. (16 de 05 de 2011). *Manual de Organización de la Secretaría de Docencia*. http://transparencia.uaemex.mx/pdf/01.infPubOfi/01.estOrg/02.manAdm/01.admCen_man/02.secDoc_adm/01.secDoc_fog/Manual_Organizacion.pdf
- UAEMex. (2012). *Curriculum Maestría en Enseñanza del Inglés*. Toluca: UAEMex.
- UAEMex. (2019a). Historia de la UAEM. UNIVERSITARIA. *Universitaria*, 2(10), 20-23. <https://revistauniversitaria.uaemex.mx/article/view/11952/9486>
- UAEMex. (2019b). *Segundo informe anual de actividades de la universidad 2017-2021*. https://www.uaemex.mx/2informe1721/pdf/Segundo_Informe_17-21.pdf
- UH Mānoa. (2020). *Psychology Hybrid Online BA Degree*. <https://psychology.manoa.hawaii.edu/hybrid-online-ba/>

AUTONOMOUS UNIVERSITY OF TLAXCALA
THE GENRES WRITTEN IN THE PROFESSIONAL PRACTICE OF
LANGUAGE TEACHERS: A COMPARATIVE STUDY AT THE UATX

Rosalina Domínguez Angel
Autonomous University of Tlaxcala
(Universidad Autónoma de Tlaxcala)

Introduction

An important contribution in various disciplinary and professional areas requires the knowledge of written genres. Genres are the resources used by professionals to communicate and interact with their social group. These genres are usually linked to the methodology of the area in such a way that they observe the norms, values and ideology of that discipline. Consequently, understanding the genres of written communication in the disciplinary area is important for professional success.

This research was held at the Autonomous University of Tlaxcala (UATx) which was constituted on 20th of november of 1976. The UATx began its academic activities with five undergraduate programs (Law, Nursing, Education, Accounting and Dentistry). Nowadays, the UATx offers 36 Undergraduate programs, 23 Graduate programs and eight Doctoral programs (UATx, 2020).

The participants of this research are members of the Faculty of Philosophy and Language, particularly of the Language Teaching Bachelor. This Faculty has its origins in the Department of Languages with the Bachelor of Language in 1977. In 1982, it changed into Bachelor's in Applied Linguistics for Language Teaching (UATx, 2020).

In this chapter, it is presented the methodology applied, particularly, at the UATx. The researcher included some authors, such as Swales (1990), Cornelius and Cotsworth (2015), etcetera to complement the general theoretical framework of the book. In the results section, first are presented some data from the teachers of the Bachelor in Language Teaching; subsequently, the information from the teachers of the UATx Language Center is analyzed. The closure of this chapter includes some conclusions about the general results obtained.

I. METHODOLOGY

This study focuses on the analysis of the genres used by two groups of English teachers at the Autonomous University of Tlaxcala. The participants are 15 undergraduate teachers from the Language Teaching program and 26 teachers from the Language Center of the same university. These participants were administered a questionnaire that was constructed based on the information discussed in Moore and Ruiz (2016) and whose final version was made by a group of researchers from five universities in the country. The questionnaire focuses on information related to: labor and personal information, reasons for writing at work, types of text produced recently, communication and actors with whom it interacts, types of text, textual genres that are produced, procedures for writing, strategies to be read, and genres that a language teacher must produce. In-depth interviews were also used to collect qualitative information about the views of teachers in relation to their written practices.

In the first instance, we propose a discussion of the notion of gender based on disciplinary and professional cultures. We also carry out the review of studies where gender identification and text types have been the object of study. The following sections will focus on the description of the genres and types of text that the two groups of teachers develop; in the same way, we will focus on the beliefs of these teachers in relation to the academic writing they make in their professional practice.

II. A REVIEW OF THE NOTION OF GENDER

Gender knowledge refers to an individual repertoire of appropriate responses to recurring situations, from immediate encounters to distance communication through written media, and more recently, electronic media (Trosborg, 2000). The conception of gender has its origin in literary studies where different genres such as poems, novels, short stories, plays, have been studied for a very long time. The focus has been the development of taxonomies or classification schemes to establish hierarchical models of the elements of gender that constitute them and that allows us to make generalizations about the substance of the form of gender and context.

Gender is a relatively new concept in the broad field of language teaching. It analyses the way language is used in a certain context and emphasizes aspects like

rhetorical styles and speech types (Swales, 1990). Paltridge (2006) describes gender in a pragmatic way as the means people appeal to in order to do things through the usage of both oral and written speech.

Genres describe the link between the social context where the text is created, and culturally marked linguistic possibilities. They can be considered as a conventional socio-cultural framework with a common purpose and function manifested in structured formats such as: a formal letter or a telephone conversation in which cultural and social conventions are followed (Cornelius and Cotsworth, 2015). The genres are dynamic by nature as they respond to changes in communicative formats such as e-mail, the internet, and text messages and in general; it is a term ‘umbrella’ for the linguistic patterns addressed in the production of a specific text.

According to Paltridge (2007), in recent years attention has been increased to the notion of gender in the area of teaching English, especially in teaching English for specific purposes (ESP), English language teaching in Australia and teaching composition in North America. The gender analysis in ESP is based on studies by Swales (1981, 1990) about the discursive structure and linguistic features of scientific research articles. The genres analyzed in this perspective are the following: introduction, results in research articles, introduction and discussion in thesis, doctoral thesis, summaries in research articles, work applications, legislative documents, and academic presentations, among others.

Berkenkotten and Huckin (1995) (as cited in Trosborg, 2000) see gender as inherently dynamic rhetorical structures that can be manipulated according to the conditions of use, and for this reason knowledge of gender is best conceptualized as “a form of situated cognition included in disciplinary activity ” (p. 24). In the sociocognitive theory of gender, the focus is on five important aspects: dynamism, location, form and content, clarity of structure and belonging to the community.

The knowledge of gender is a product of activity and situations in which it occurs (Brown, Collins and Duguid, 1989). Gender is modified through time responding to the sociocognitive needs of those who use it. Gender represents a situated cognition therefore, our knowledge of them is important as well as our participation in the communicative activities of professional life.

Swales (1990) shows us how members of an academic community use gender regularities to develop relationships, strengthen and challenge those communities, discuss ideas and generally achieve goals. In this way, we know more about the conventions that

characterize certain genres and discursive communities and how these conventions have to do with changes and the emergence of new genres (Hyland, 2015).

Since we stick to the rules of gender to fulfil out professional activities, we build up social structures and at the same time we reproduce those social structures. By using the genres that are commonly utilized by other participants of that specific discursive community, those who participate in the discipline help to build the community and simultaneously reproduce it. Due to this phenomenon, the genres themselves expose much of the norms, epistemology, ideology and social ontology of community discourse. In this concern, Trosborg (2000) states that “when studying the genres, we observe the relationship between available patterns of communicative production and the ability of people to alter or modify such patterns” (x). Genres are containment sites between stability and change. As products of dynamic societies, they are influenced by social structures by changing social systems and by rapid growth of technological development of modern society.

Different studies report the written gender requirements of students at the university level. Paltridge (2002) reports Horowitz’ work (1986) which found that in 54 writing assignments students were asked to write, research essays, summaries, reactions to readings, reports of specific experiences, case studies, research projects and annotated bibliographies.

In the area of languages Hale et al. (1996) in the administration of the TOEFL exam, they analyzed the genres and also the types of text that students had to master in academic contexts. These researchers established that the most common written genres were: summaries, documented essays, proposals and book reviews, as well as short edits of less than one page in response to a specific question (Paltridge, 2002).

Moore and Ruiz (2016), in the context of the Mexican public university, analyzed the types of writing practices of English teaching professionals. The study explores the experiences of three professionals in the area of languages, who were selected for their expertise and high profile in the profession. The subjects reported 26 different types of writing practices, for example, class activities, articles, letters of recommendation, feedback, attendance certificates, emails, course programs, reports, teaching materials, promotional materials, class observations, correspondence administrative, class plans, power-point presentations, proposals for conferences among others. All three subjects reported using six of these genres more frequently:

reports, reviews, emails, exams, course programs and essays. In the second stage of the study, it was found that a lot of time is spent on feedback to students, little creativity is exerted and there is some frustration with the lack of autonomy in relation to textual production processes. Social limitations are manifested in administrative correspondence and curriculum design; here independence is lost by denying the use of the voice and feeling compelled to use the words of others as if they were their own.

III. ANALYSIS AND INTERPRETATION OF THE DATA

In this section the analysis of data is presented in two subsections. Subsection I presents the analysis of the information given by teachers who work at the BA in Language Teaching. Subsection II presents the findings of Teachers of the UATx Language Center.

3.1 Teachers of the Bachelor in Language Teaching: genres and types of text.

The analysis of the data of our participants will allow us to know the genres and writing practices to understand the role that texts play in forming the social environment in which professionals are a central construct (Bazerman, 2004, in Moore and Ruiz, 2016).

The data obtained allow us to get a more defined profile of the first group of study subjects. We know, for example, that the sample population is divided into 80% women and 20% men, whose degrees are the following: 27% bachelor's degrees, 60% master's degrees and 13% doctoral studies (Figure 1).

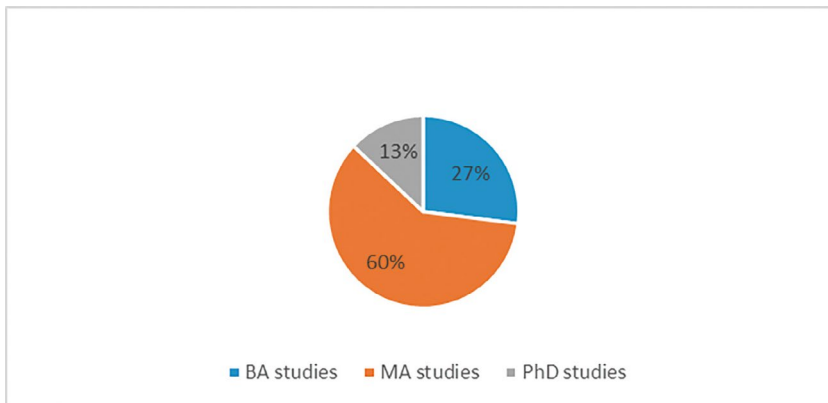


Figure 1. Teachers' studies

In this group of teachers, 46% work exclusively for the Autonomous University of Tlaxcala, and the remaining 54% have another job, usually in public schools; 37.5% work in secondary schools, another 37.5% in high school and the remaining 25% at university level (Figure 2).

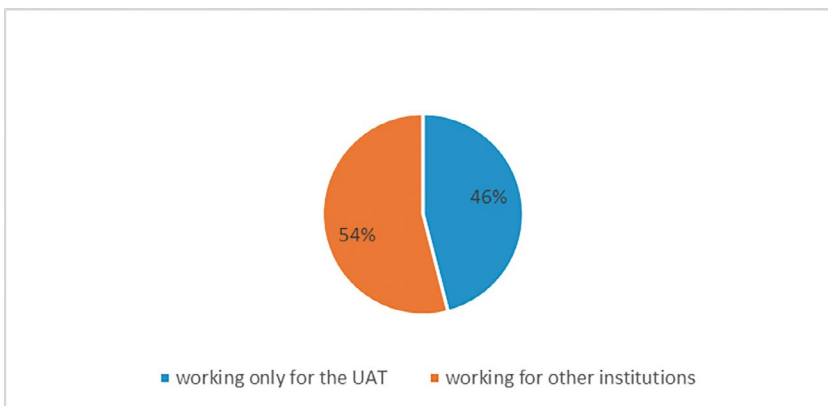


Figure 2. Professional hiring

The type of teacher hiring is as follows: 46% of the teachers were hired as class-hours and 54% as full-time teachers. Another feature of the teacher's profile is

the age range; 13% are between 25-30 years, 34% are in the range of 31-40 years, 40% between 41-50 years and finally 13% are over 50 years.

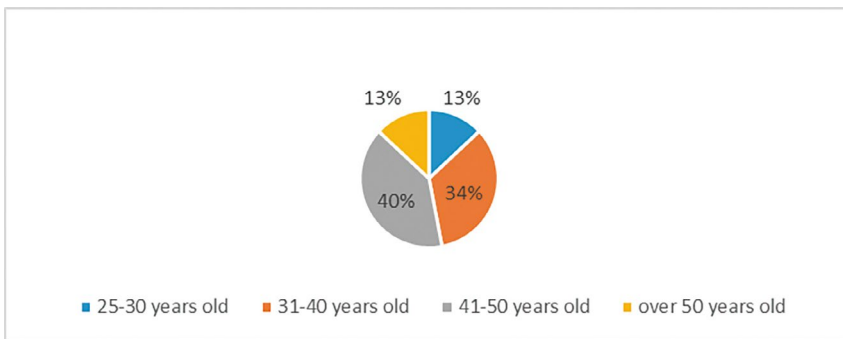


Figure 3. Age range

A final feature that completes the teaching profile of the participants are the years of teaching experience: 26% of them have 1-10 years of experience, 40% 11-20 years and 34% of the teachers have 21- 30 years of teaching experience (Figure 4).

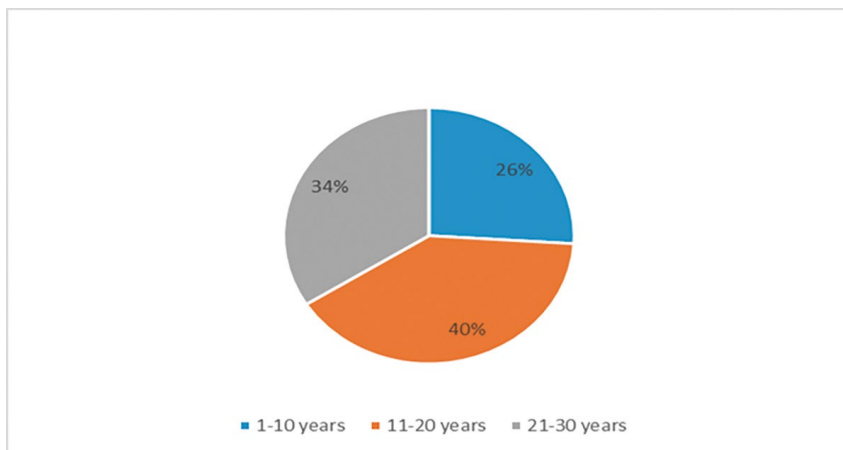


Figure 4. Years of teaching experience

Teachers report preliminary the use of 21 discursive genres of which the most frequent are: activity reports, learning activities, emails, class planning, research. These genres coincide only partially with those reported in Moore and Ruiz (2016), specifically reports, exams and emails. Our subjects also report with a moderate frequency: projects, academy records, tutoring formats, integrative activity. They also mention less frequently: texts for students, model formats, edition of reception work, notes of meetings and courses, translations, tutoring reports, feedback to students, applications, essays for courses, exams, communication in social networks, offices, letters, records. The aforementioned genres were written in Spanish more frequently, in English with a moderate frequency and in French with a lower frequency.

The texts that the bachelor's teachers actually write and whose writing has been done recently are activity reports, emails, class plans, certificates, WhatsApp messages, academy records. Genres that were not mentioned above were included: curriculum vitae, study guides, analytical course programs and, text summaries.

The type of audience that language teachers have for their texts was also identified through the questionnaire. Of these, colleagues represent 34%, students 28%, school administration 23%, people from other institutions 15%. Parents do not represent an audience for teachers.

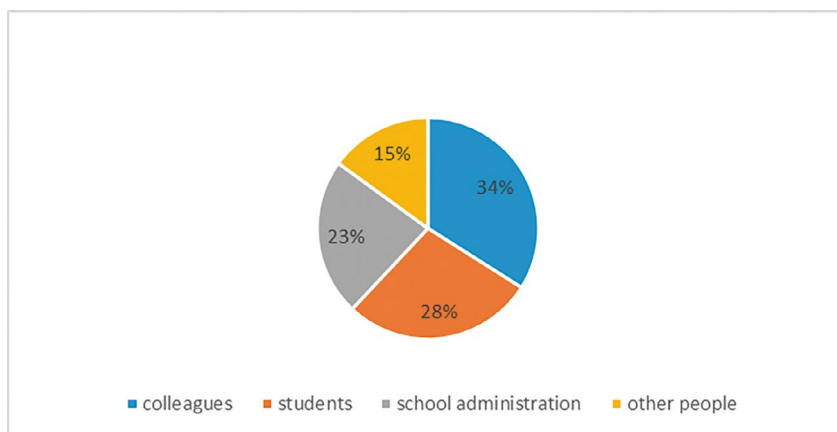


Figure 5. Type of audience

Another aspect that the English teachers indicated were the types of text they write and their respective frequency, thus explanations take the 1st place with 93%,

definitions are in 2nd place with a 91% frequency, and exemplifications in 3rd place with 88% frequency. Following are the instructions (82%), the arguments (71%), and the descriptions (68%). The types of text that record the lowest frequencies are narratives (64%) and classifications (62%) (see Figure 6).

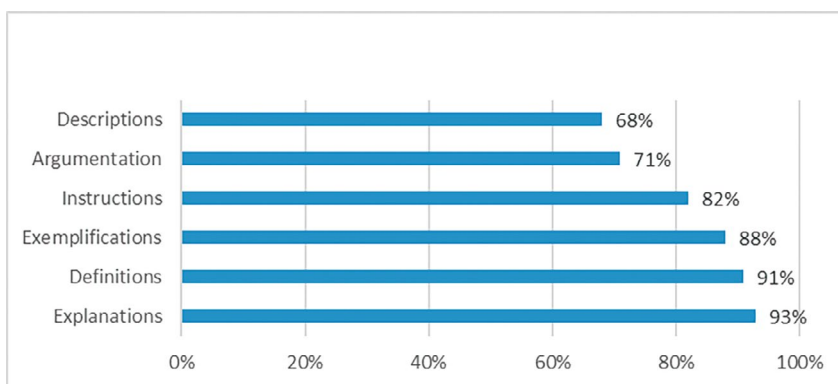


Figure 6. Texts that are frequently written

The medium frequency genres are the following: power point presentations, diplomas, argued class plans and essays. Finally, the least used are genres related to research: abstracts, papers, opinions and book chapters. Likewise, other genres that are not frequently written, belong to the new technologies realm, e.g. forums and wikis. The aforementioned genres could be written in both Spanish and English except for reports, records and diplomas.

The next section focuses on the resources that English teachers use when they have to write any of the genres mentioned before. First, the use of the draft and textual models were mentioned, then brainstorming, search for information and rereading of the texts. Other resources used are consulting with colleagues, and schematization.

Similarly, teachers mention some strategies to ensure that the audience understands the texts. The moderation of the texts is indicated first, this is usually carried out by a colleague. Then reading the texts several times is another strategy used. Other resources are the review of texts for clarity, consistency and the use of appropriate vocabulary. The use of exemplification, editing and comparison of textual models are also used. Finally, on a smaller scale the use of analogies, paraphrases, checklists, connector review, text editing and feedback were mentioned as well.

All language teachers at the bachelor's level believe that it is very important that people who read their texts understand them however 80% of them think that readers read these texts only partially. The other 20% think that readers read the texts completely. It is worth mentioning that all teachers surveyed are graduates of the same academic program in which they currently work, although at different times and with different curricula. Therefore, their suggestions about what students should learn to write has to do with what they do not write frequently and that they would like to write. These suggestions are related to the flaws detected in the students.

First, writing research articles and essays were mentioned frequently; following, diplomas and academic reports. The argumentative texts, class plans as well as the reports were also mentioned with moderate frequency. Other suggested genres are related to research processes, for example: literature discussions, surveys and questionnaires, rubrics and checklists, blogs and journals, projects and theses. Finally, curriculum vitae, letters of recommendation and reviews were considered too.

3.2 Teachers of the UATx Language Center, the genres and the types of text they use.

The teachers of the Language Center of the UATx (CELe) are a younger population compared to those of the Bachelor of Language Teaching since most of them are in the range of 23-28 years of age followed by those who are 35-40 years old. This is explained because generally, new teachers gain experience in the language center or study a postgraduate degree before being hired in the BA program.

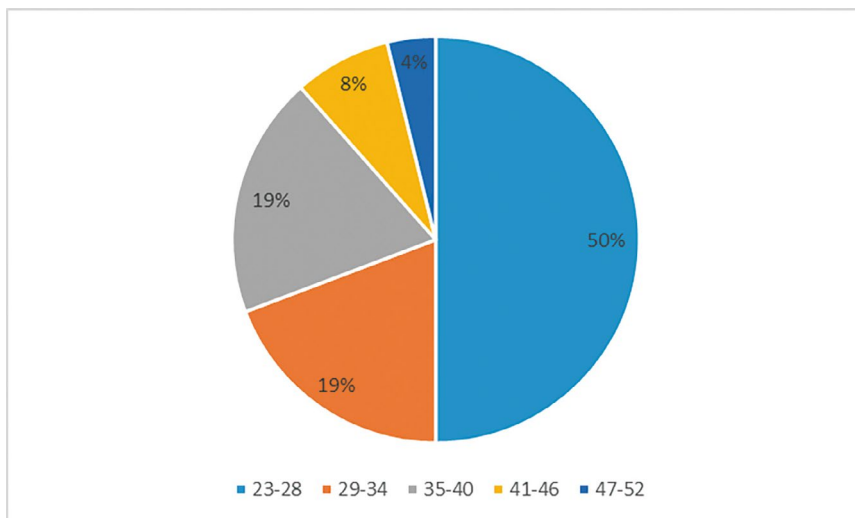


Figure 7. Age range, CELe teachers

The majority of CELe teachers have a bachelor's degree and only 13 % have a master's degree; in the BA program most teachers have a master's degree and even some of them hold a doctoral degree.

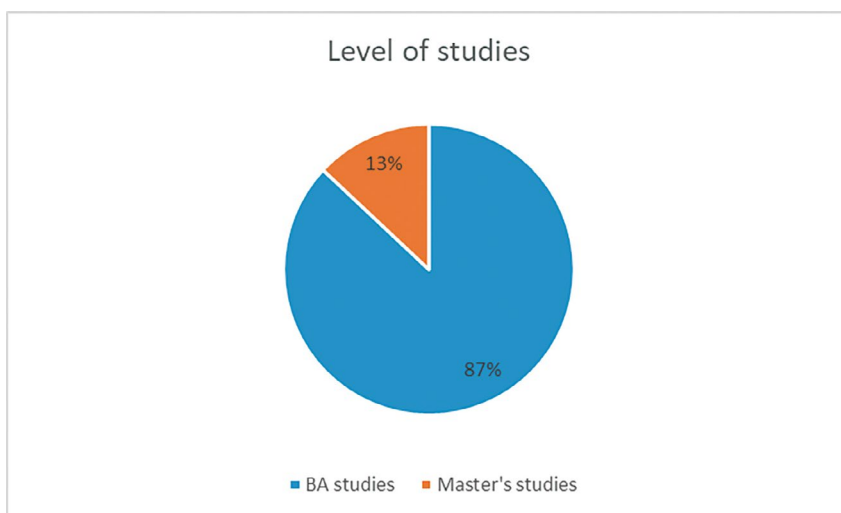


Figure 8. CELE teachers: level of studies

At CELe, more than 85% of teachers work in other institutions. Their teaching activity is rather complementary at the UATx since their most formal and probably better paid jobs are in the morning shift. CELe works only in the evening shift and on Saturdays, which allows these teachers to have two or even three jobs in a day. The institutions where teachers work in addition to CELe are 45% in the public sector and 55% in the private sector.

The other jobs of CELe teachers are mostly at basic level with 46% and secondly at the upper and upper middle level with 27% respectively (Figure 9). Fifty percent of these teachers have been working 1-5 for the UATx, 27% have worked there for 6-10 years, and 23% less than one year. This condition differs greatly from undergraduate teachers, since 74% of them have 11 to 30 years of experience in college. As mentioned above, CELe represents for many teachers the opportunity to gain experience and develop their teaching skills, hence the difference in the average age between the two groups of teachers is significant.

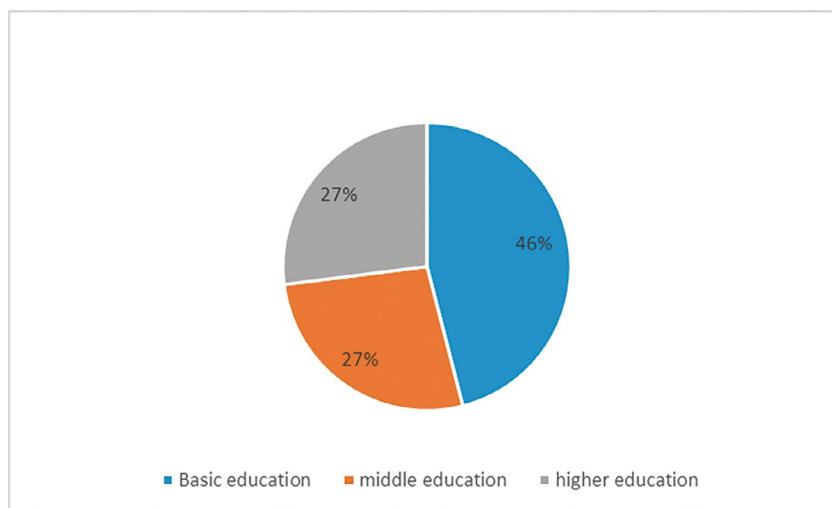


Figure 9. Levels of education: additional job

This group of teachers reports the realization of the descriptive text in the first instance with 48.2%, the descriptive text with 42.3% and thirdly the writing of the argumentative text with 30.7%. These percentages are the result of the answers 'always' or 'almost always'.

The most frequent discourse genres that CELe teachers report are: 1.- class plans, 2.- exams, 3.- power-point presentations, 4.- course programs and 5.- argued class plans. In comparison with bachelor's teachers, CELe teachers did not mention activity reports, learning activities, emails, or research with high frequency since their teaching function does not necessarily require the use of those text types. With moderate frequency, these teachers indicate the writing of reports of teaching activities, essays, records, diplomas and letters of recommendation; projects, academy records, tutoring formats, and integrative activity that are moderately frequent for teachers are not mentioned at all.

CELe teachers explain the reasons why they write and report writing for academic (5) and administrative reasons (4). They write to plan class (6) and to exemplify or model structures (6). They also write to report progress in the course programs (5) and establish communication with the people with whom they interact. In this concern they say the following:

- I write to communicate with my students and my coworkers. On some occasions to model some text for my students.

For some teachers, knowing how to write is a responsibility since their teaching work also lies in teaching their students to write.

- We write because we teach parts of the discourse and to elaborate different types of writings, so it is necessary to know them before teaching them.

The recent texts that these teachers have written are class plans 42%, emails and text messages 31%, academic reports 26%, course programs, texts and stories for students, feedback, review essays and articles. The types of text are similar to the bachelor's teachers who indicate they have recently written activity reports, emails, class plans, diplomas and certificates, WhatsApp messages and academy agreements.

The types of text that these teachers recommend teaching to write in professional training are firstly the essays with 38%, research article with 27%, argumentative text also with 27%. Texts that are related to the professional practice were also mentioned, e.g. the curriculum vitae, letters of recommendation and the application for employment. Finally, mention is made of academic reports and argumentative

planning. All these types of text are surely those that they have had to write at some time and context of their professional life.

Another aspect that the English teachers indicated were the types of text they write and their respective frequency, so that explanations are the 1st place with 93%, definitions are in 2nd place with a 91% frequency, and exemplifications in 3rd place with 88% frequency. Following are the instructions (82%), the arguments (71%), and the descriptions (68%). The types of text that record the lowest frequencies are: narratives (64%) and classifications (62%).

The following section describes the resources that CELe teachers use when they write any of the genres mentioned above. Writing a draft is the most used strategy with 88%, brainstorming is the next strategy in frequency with 65% and is followed by the identification of textual models with 50%. In a secondary way, they also use the rereading and review carried out by a colleague. Bachelor's teachers use these resources as well and add the search of important information and schematization.

CELe language teachers use email to communicate with their students in 65%, WhatsApp messages in 38%; in the same percentage are notes, and the use of Facebook only in 23%. This is relatively normal since teachers can change students every month, then they do not consider it is necessary to have so many students added. The same resources are used for communication with colleagues but the use of offices and memoranda are also used in an important way (50%), the latter are also used very frequently in communication with the school administration.

a. Teachers' beliefs about written practices

The qualitative data included in this section derive from a structured interview, used with two teachers who had previously answered the questionnaire. We chose a full-time teacher and a part-time teacher, both female. The purpose of the interview was to know in more detail their beliefs regarding writing and the genres written in their community of practice.

b. The identity of the language teacher

Both teachers see themselves as professionals in the area of foreign language teaching. The discourse used highlights the importance that students have in relation to the teaching activity they carry out. We find a mitigating element of their responsibility towards them; for example, teacher B) states the following: "I still have a lot to learn, still my repertoire of writings is limited, I see the need for exposure to texts and to reproduce them, this would help me strengthen my identity as a professional".

They reiterate the importance of sharing experiences and strategies with students; however, they need to have that experience before they can share it. Teacher A) emphasizes how important it is to be consistent between what is said and what is done, and this is related to the skills they must possess before training students in writing certain genres.

c. The good language teacher

The vision of our participants in relation to a good English teacher is expressed in terms of what 'should' be done, for example, teacher A) states 'commitment to the profession to do what is right for you, even administratively'. She reiterates the need for preparation and updating in teaching. Teacher B), on the other hand, expresses that passion is required for what is done so that motivation exists and thinks 'I aspire to be competent in the use of the foreign language and in the domain of knowledge and skills that are expected'. She reiterates that there is a tendency towards personalization of education; however, time does not allow it; it is important to give students a sense of achievement and let them see that they can carry out autonomous learning.

d. The practice of academic writing

Both informants say they are satisfied with what they write in both the mother tongue and the foreign language. Writing has identified them in their community of practice as "those who know how to write" in such a way that when they need to write something their opinion or help is asked. In this regard, teacher B) says "writing has an influence on how others perceive me, -ah! you are the one who writes- and ask for help with writing and spelling".

Collaborative work often takes place when reading and correcting work by colleagues and students. This frequent practice has helped improve the writing of our informants. The level of proficiency in writing is also attributed to the fact of accessing university and postgraduate studies. In this regard, teacher A) remarked "there has been a lot of learning and maturity, even emotional learning, my perception of myself is strong and I am certain of what I can do if I obtained a PhD". Teacher B) thinks similarly "It has given me many satisfactions from upper middle, upper and postgraduate levels; I really like to write not only academically but personally".

With both informants a process of growth and improvement is perceived, teacher A) refers to her writing competence in the foreign language and says she feels comfortable and safe, with more tools and refers that the English she has is what

she has learned in public school however, she acknowledges that it is a very good level that allows her to perform her teaching activities satisfactorily. In summary, the analysis of the writing practice of our two subjects shows that this practice represents in many occasions a reason for self-concept and self-esteem to grow and that the opinion of others provides prestige to the writer.

e. How writing is done in the community of practice

When writing texts, in the opinion of our subjects, it is necessary to have a need, a social purpose or a pedagogical or informative purpose. Teacher B) expresses her own requirements to write, “personally, according to my expectations, we need to have the motivation and inspiration to write; when we are already in the mood, the ideas flow and when there is pressure to write there may be a blockage”. Teacher A), on the other hand, refers to writing to conduct research, and how important it is to start from the requirements of the journal where we want to publish, and adhere to those regulations.

f. Writing in Spanish and in the foreign language

Writing in the mother tongue and in English is determined by different purposes because while administrative process documents and some pedagogical documents are made in the mother tongue, publications such as articles and book chapters tend to be written more frequently in English. It is recognized, however, that one language influences the other, generally writing in English has an effect on the writing of Spanish. However, practicing in both languages has given our informants the ability to respond to the requirements that each language imposes. Teacher B) refers to the following: “In Spanish I explain myself a lot because both professional and personal models have led me to that, in our culture the texts are denser, broader”, “There is a point where I am able to moderate myself, I can write extensively or be very specific. There is a very different view of the world when writing in L1 and L2, it is almost like changing glasses of both languages. In the same way Teacher A) states the following “being able to improve my level in the academic domain is the area I have to improve. I have to avoid writing long texts and be more concrete”.

The traits that prevail in academic writing in both languages were identified. Teacher B) asserted “the differences are in extension and in concreteness of the idea, without giving it so many turns and selecting appropriate vocabulary”. These assertions lead us to conclude that the language teacher is very aware of the linguistic

and textual differences implicit in the management of both the mother tongue and the second language and that they can control these differences by using one or another language.

CONCLUSIONS

We mentioned previously that genres are the vehicles used for communication and that they are representative of the values, needs and practices of members of a discourse community. We have analyzed the genres produced by two groups of English teachers and have described the purposes of these genres. In the same way, the narratives of our participating teachers have realized the implicit needs and practices and have repeatedly shown the values that the writing of texts represents for the subjects, especially highlights the prestige, having a robust self-concept and in a practical way achieve certain labor prerogatives.

Finally, we can conclude that the genres and types of text we have mentioned are those required by a community of practice focused on the teaching-learning process in the area of foreign languages. Research articles, essays and discussions of literature have been identified as the genres that require the most attention; therefore it is worth determining to what extent these genres are worked on in the curriculum of the educational program in question. In this way, gender analysis can be approached as a method of writing that offers students a 'procedural scaffolding' (Hyland, 2003) as a starting point for the production of the text and establish not only gender similarities but also explore acceptable alternative configurations in a given context.

REFERENCES

- Cornelius, S. & Cosworth, B. (2015). Genre analysis and genre-based approaches to EFL writing: A critical analysis. Institute of Foreign Language Education and Research Kansai University: https://www.kansai-u.ac.jp/fl/publication/pdf_forum/14/2_simon.pdf.
- Gardner, S. & Nesi, H. (2013). A classification of genre families in university student writing. *Applied Linguistics*, 34 (1), 25-52.

- Hale, G., Taylor, C., Bridgeman, B., Carson, J., Kroll, B. & Kantor, R. (1996). A study of writing tasks assigned in academic degree programs. *Research Report 54*. Princeton, NJ.: ETS.
- Hyland, K. (2003). *Writing and teaching writing in Second language writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2015). Genre discipline and identity. *Journal of English for Academic Purposes*, 19, 32-43. DOI: 10.1016/j.jeap.2015.02.005.
- Johns, A.M. (1997). *Text, role and context*. Nueva York: CUP.
- Johns, A. M. (2002). *Genre in the classroom: multiple perspectives*. Nueva York: Routledge.
- Moore, P. & Ruiz, U. (2016). *The professional identity of English teachers as writers in Mexico*. [Unpublished document].
- Paltridge, B. (2002). Genre, text type, and the English for academic purposes (EAP) classroom. In Johns, A. M. (Ed.). *Genre in the classroom: multiple perspectives* (pp. 73-90). New York: CUP.
- Paltridge, B. (2006). *Discourse analysis*. London: Continuum.
- Paltridge, B. (2007). Approaches to genre in ELT. In Cummins, J. y Davison, C. (eds.) *International handbook of English language teaching* (pp. 849-861). New York: Springer.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Nueva York: CUP.
- Trosborg, A. (2000). *Analysing professional genres*. Amsterdam: John Benjamins Publishing.
- UATx. (2020). Historia. <https://uatx.mx/universidad/historia>

AUTONOMOUS UNIVERSITY OF HIDALGO STATE ENGLISH LANGUAGE TEACHERS WRITTEN GENRES AT THE AUTONOMOUS UNIVERSITY OF HIDALGO STATE (UAEH)

Bertha Gpe. Paredes Zepeda

Eleanor Occeña Gallardo

Autonomous University of Hidalgo State
(Universidad Autónoma del Estado de México)

INTRODUCTION

The Autonomous University of Hidalgo State (UAEH) is mainly concerned with the quality of education in all its educational levels. The Mission of the UAEH is the development of human capital in accordance with the needs of a globalized society. It has set its Vision as an institution of higher learning, as an international entity in all its functions and activities, inclusive, multicultural, as well as its contribution to the local, regional and global development. The institution is recognized for its local, national, regional and international prestige (UAEH, 2020a). The University believes that to achieve this vision, it is necessary to educate its graduates with knowledge on computing, research methods and a *foreign language*.

The UAEH has considered the teaching and learning of a foreign language, in all the study programs of the Institution, of vital importance in this globalized world and of great use to all its speakers, allowing them to maintain and update knowledge related to culture, science and technology, and most importantly, making possible the internationalization of these study programs. Therefore, in December of 1992, the UAEH incorporated the teaching of languages in all its study programs. This initiative was approved and implemented, starting the school year 1993 (Dirección Universitaria de Idiomas, 2013).

The UAEH study programs are spread throughout six middle schools, six study faculties called Institutes and nine other schools located around the state of Hidalgo and where some of its study programs are extended. Each of these schools has a Language department predominantly teaching English. Other languages taught in some of the schools are French, German and Italian. Every language department is made up of the

language teaching staff, mainly part-time language teachers, and an elected coordinator of each respective school or Institute (Dirección Universitaria de Idiomas, 2013).

In 2000, the President of the UAEH instituted an English office, establishing a central body to coordinate the language departments as well as to organize the teaching and learning process of the languages for purposes of institutional planning, programming and accountability. Its main purpose is to standardize the teaching and learning of languages in all its levels and modes of studies, allowing for the development of the desired linguistic competences in its students that will allow them to become professional forerunners in local, regional and international contexts (Dirección Universitaria de Idiomas, 2013).

The creation of what is now called the Centro de Lenguas, headed by a Director and a staff, has also standardized the policies, strategies, methodologies, evaluation processes and activities for all the language departments through its Programa Institucional de Lenguas (PIL) written in November 2013. All language department coordinators now report to the Centro de Lenguas and they also hand down information from the central office to the department staff (Dirección Universitaria de Idiomas, 2013).

At the Institute of Social Sciences and Humanities (ICSHu), one of the six Institutes at the UAEH, the language department is made up of 19 part-time teachers from 10 study programs: *Political Science and Public Administration, Communication, Law, Social Work, Sociology, Regional Planning and Development, Education, English Language Teaching, Mexican History, and Social Anthropology*. It should be mentioned, that the BA in ELT does not follow the English Department policies due to the nature of the academic program; full-time teacher-researchers and part-time teachers from various disciplines staff the program (UAEH, 2020b).

The English Department at ICSHu does follow the policies and activities of the central English Office. The teachers in the English Department at ICSHu are part-time teachers who cover a number of class hours not only in the various study programs at ICSHu, but also in different UAEH Institutes (UAEH, 2020b).

- English language teaching at ICSHU

Until quite recently, English Language Teaching (ELT) has been considered a discipline on its own as it demands a specialized knowledge gained through academic

study and practical experience. Lorimer and Shulte (as cited in Torres-Rocha, 2019, p.154) state that “English language teachers have gained professional status by participating in and contributing to the field”. In fact, this book-chapter is the result of a collaborative effort of teacher-researchers at five public universities in Mexico.

The purpose of the study of this chapter is to identify the types and genres of written texts ELT professionals at ICSHu are expected to produce as part of their daily workload. As well as to determine if the BA in ELT program addresses the textual written practices required by the future ELT professionals.

Research has shown that writing is recognized by teachers as a useful means for development in one’s professional as well as personal progress.

Writing is widely accepted as a tool in the personal and professional development of teachers (Rathert & Okan, 2015). Professional development has been defined as the “process of continual intellectual, experiential, and attitudinal growth of teachers which may occur in pre-service and in-service training programs and encompasses continued growth both before and throughout a career” Lange (cited in Bailey, Curtis & Nunan, 2001, p.4). That is to say, professional development is seen as an essential factor to quality teaching. Hence, teachers have to reexamine and reflect on their beliefs and teaching practices in order to meet the needs of learners in the modern demanding world.

I. METHODOLOGY

The research approach for the study is Case Study as it refers to a particular case with special characteristics. The results of Case Studies tend to be illuminative rather than conclusive as they might not be representative of what happens in general (Bell, 2004). This study employs both qualitative and quantitative research methods. One of the main purposes of using Mixed Methods research is that quantitative and qualitative inquiry can support and inform each other (Miles & Huberman, as cited in Zoltán, 2007, p.42). The research technique used to collect data is a questionnaire designed and modified by the leaders of the research project and the researchers from the universities’ participants. One of the main benefits of a questionnaire is its efficacy for tapping into the knowledge, opinions, and, experiences of the research population to be studied (Wallace, 1998).

The questionnaire includes 19 items; the first three items fall under the type of *nominal or categorical* data and the rest of the quantitative items under the type of *ordinal* data (Zoltán, 2007). Zoltán (2007) defines nominal or categorical data as the variables that have no numerical values, such as gender or level of studies, as used in this study; whereas ordinal data involves ranked numbers. The questionnaire also includes open-ended questions; for gathering research population sample specific information as well as their comments and opinions. The questionnaire was written in Spanish. The main foundation for designing the questionnaire in Spanish is that, some authors like Mackay and Gass, (2005), believe that forcing the respondents not to use their mother tongue, might have a negative effect on the quality and quantity of the data gathered.

The questionnaire was administered online to 19 English language teachers – the whole population of English teachers - at ICSHu; as it has been mentioned these teachers belong to the English Department and are part-time workers. They teach for a designated number of class hours per week. The whole research population received an e-mail invitation to participate in the project, however, only seven teachers agreed to participate in the study. According to the head of the English Department at ICSHu, the low response occurred because of lack of time, as many part time teachers, teach in various Institutes.

II. ANALYSIS AND INTERPRETATION OF THE DATA

In order to ensure the consistency for data processing, the research project participants made use of a similar Excel statistical analysis. The items intended to measure the frequency of the research population written demands, are measured on a five-point Likert scale of 1 to 5, with 1 signifying *Never*, 2 *Almost never* 3 *Frequently*, 4 *Almost always*, and 5 *Always*. Open questions were analyzed qualitatively via conventional inductive content analysis, in which coding categories are derived directly and inductively from the raw “data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1278).

2.1 Findings and Discussion

The results will be discussed in the order of the questionnaire. The first three items refer to Research sample participants demographic information; regardless of the small sample size, we consider that it is a representative sample of the target population to be studied, English language teachers at ICSHu; because of research sample participants characteristics.

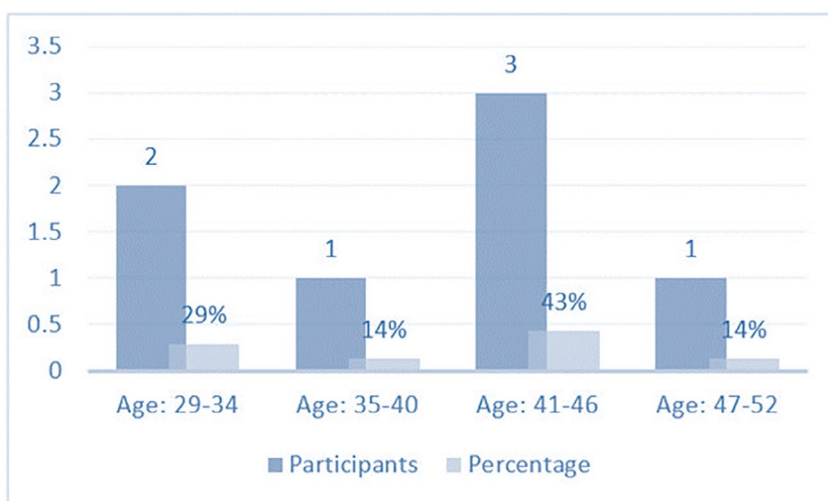


Figure 1. Research Population Demographic Information -age-

Figure 1 shows that three language teachers are above the age of forty years (43%), one (14%) in the mid-thirties, one (14%) in the late forties, and two (29%) in their early thirties. This information can be seen in terms of teachers' teaching experience.

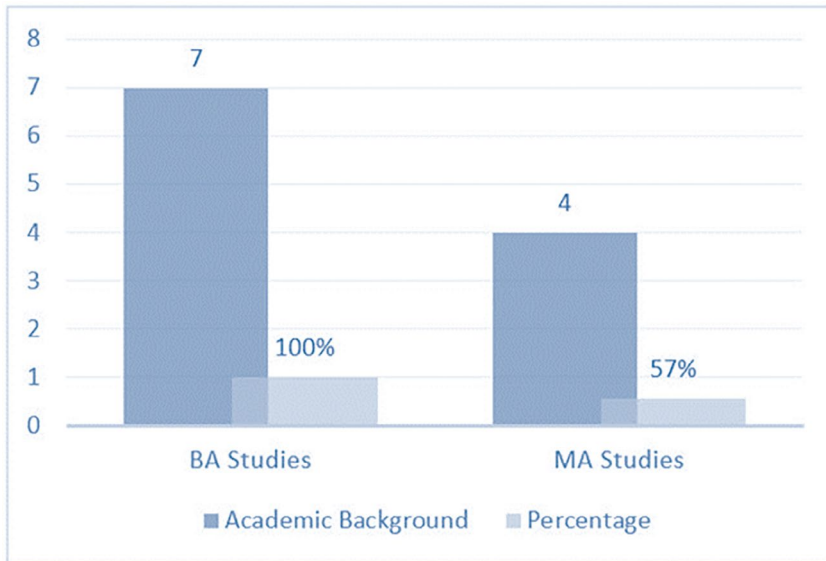


Figure 2. Research Population Studies Level

An aspect that attracted our attention Figure 2, is that the majority of the language teachers four, (57%) holds a Master's degree, although in different disciplines. In fact, none of the language teachers in ICSHu has pursued postgraduate studies in the field. This finding made us reflect on the importance individuals give to one's professional development. Some authors, like Bolam, (2000); Craft, (1996); Fullan, (2001); Glatthorn, (1995); and Kennedy, (1995) think of professional development as a continuous commitment that commences from the time one pursues studies at university all through the path that is taken in one's chosen profession.

Conceive Professional development not just as a short term involvement but a life-long process starting from training at university and going on throughout the working life of the individuals. We consider that further studies have to be conducted to get a deeper understanding of this phenomenon.

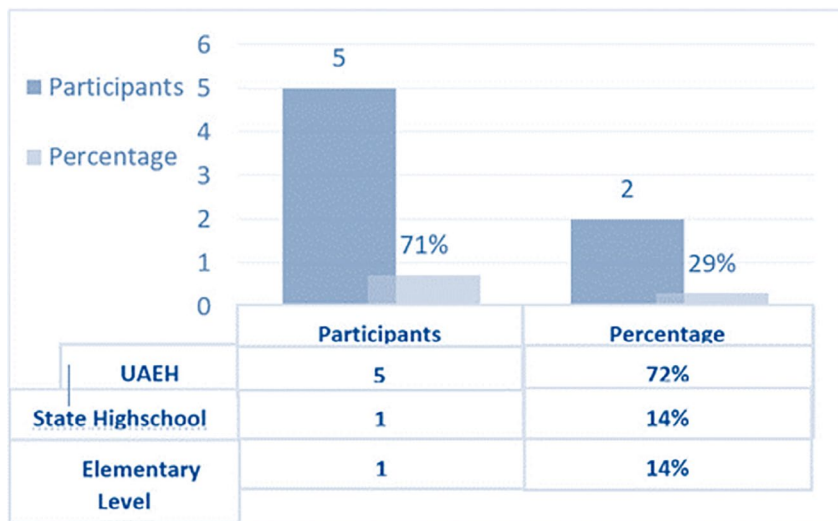


Figure 3. Research Population Workplace

Figure 3 provides information about participants' work-place, if in addition to the UAEH work for another Institution, only 2 (29%) language teachers work for a different institution, whereas the majority, 5 (71%) do not. The ones that work for a different institution teach elementary level in a private school and the other one teaches in a public school.

The figures to question 3.4 raise doubts as only two teachers provided an answer, we believe respondents misunderstood question 3.4. The figures show that they have been working from 1-5 years. However as it has been mentioned, it is not clear if these numbers relate to their working at the UAEH or in a different institution.

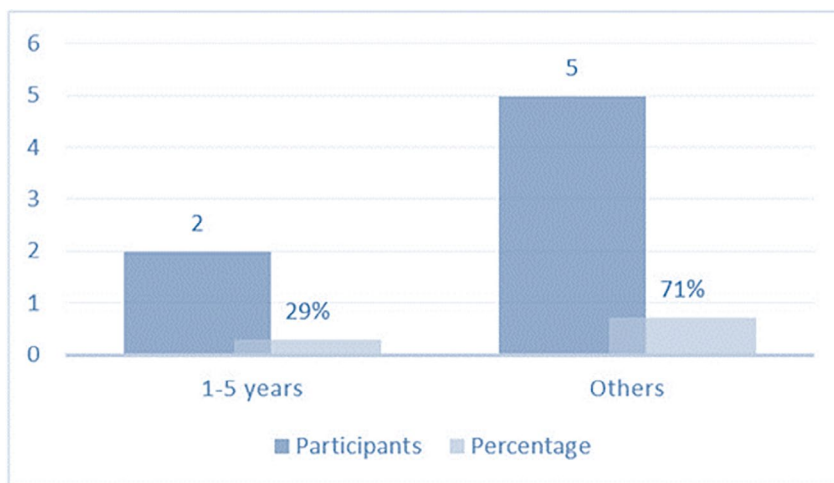


Figure 3.4 Working-years

Item 4 is an open question related to teachers' reasons for writing as part of their teaching responsibilities. Five (71%) of the respondents answered *for planning my classes*; and one of them included a different genre, *letters, for providing information to stakeholders*. We think that the teacher who provided this extra genre is the one working for a private elementary school. It is a common practice at this level of education to have direct communication with the students' parents and the school administrators, although we think that this type of letters are written in Spanish. The answer of one of the respondents was quite interesting: *I write texts that can be used as models to my students*; although he or she did not provide further information. It could be assumed that the text models might refer to written tasks that students must write as part of their language course. Another respondent answered: *because I have to*; but did not add further information. From the information provided it could be concluded that research population reasons for writing are mainly related to meeting the demands of their teaching practicum.

Question 5 is a Licker scale by means of which Research Population sample have to provide information about the frequency with which they produce written texts in English. Four (57%) of the participants write in English Quite frequently; whereas one of them (14%) provided an answer of frequently and two of them (29%) answered Always. The data gathered reflects that the respondents do write in English

quite frequently; and based on the information provided in the previous item, we believe that the genre they write quite frequently refers to planning their English classes (Figure 4).

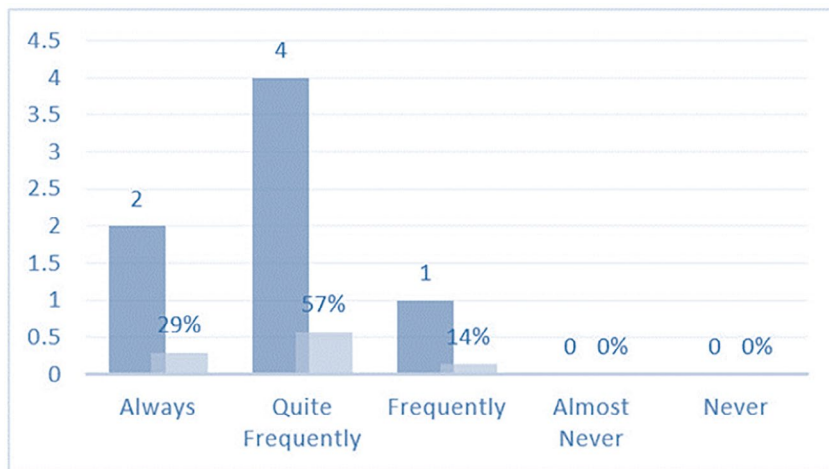


Figure 4. Written texts in English

Item 6 is an open question in which the respondents are asked to inform about three different written genres they have recently produced. The whole population (100%) reported writing lesson plans for their classes, 57% of them mentioned writing e-mails but only one mentioned writing e-mails to a friend, although the respondents did not mention if the e-mails were written in English or Spanish. 43% research participants reported writing practice essays for their students. One participant reported writing a newspaper article; it should be mentioned that the UAEH sponsors a local newspaper, although the articles are written in Spanish. From the data gathered it could be concluded as reported in question 4 of this study, that research population reasons for writing are mainly related to meeting the demands of their teaching practicum.

Data in item 7 reflect the frequency with which the study participants establish written communication with their stakeholders, specifically with their students. Three of the respondents (43%) answered *Always*, whereas two (29%) provided an answer of *almost always*. The other two respondents (29%) answered *frequently*.

According to the data gathered in the previous items, it could be assumed that research sample' written communication with their students is mainly done for providing feedback to the written tasks that students must perform as part of their language course.

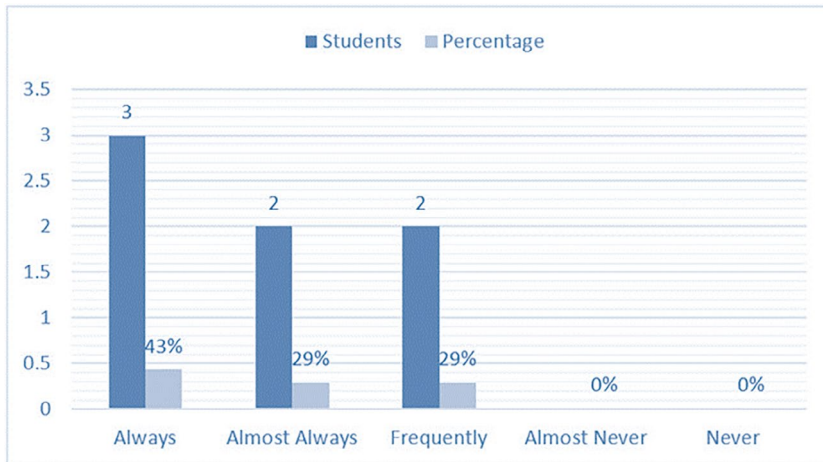


Figure 5. Written Communication with stakeholders–students

Item 8 refers to the most common means of communication research sample participants make use of to contact their stakeholders, colleagues, school administrators, and others (Figure 6). The whole research sample participants, 7 (100%) considered e-mails as the most common means of communication with their colleagues; and 5 (71%) included WhatsApp; but did not mention if the e-mails and WhatsApp were written in English or Spanish. With regard to communication with school authorities, the use of e-mails prevailed, 5 (71%); whereas the other two (29%) respondents make use of letters and memoranda to communicate with school authorities. According to the figures, communication with others 7 (100%) is mainly done by means of e-mails and just two respondents (29%) added the option of WhatsApp; although it is not clear if the communication is carried out in English or Spanish.

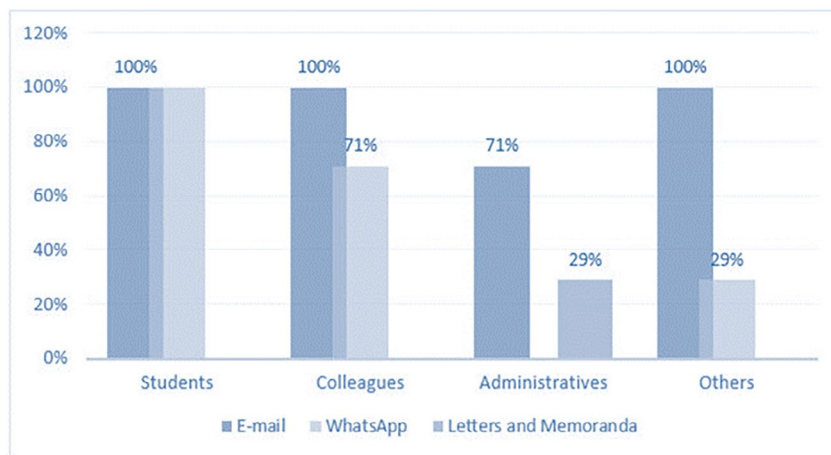


Figure 6. Stakeholders' common written media

Item 9 shows the frequency of the most common genres language teachers have to write in their workplace. It attracted our attention the low numbers that expository, descriptive, and argumentative written genres received. Three (43%) of the respondents, always make use of expository, descriptive, writing; the same number of respondents 3 (43%) make use of argumentative writing; this means that, less than the half of the complete research population, make use of these genres. Two respondents (29%) provided an answer of almost always to argumentative and descriptive writing and the other two respondents (29%) answered frequently. Regarding argumentative genre, the remaining four respondents (57%) almost never make use of this genre. Research has shown that expository writing is the most frequent genre practiced by undergraduate students; whereas international examination boards frequently assess the argumentative and descriptive genres (Leki, Cumming and Silva, 2008, p.87). It should be mentioned that at the UAEH one of the requirements for undergraduate students to obtain their degree qualification is to pass an international language test. We believe that further studies have to be conducted to get a deeper understanding of the lack of practice of these genres. The figures reflect that the least used genre by the respondents is critical writing genre.

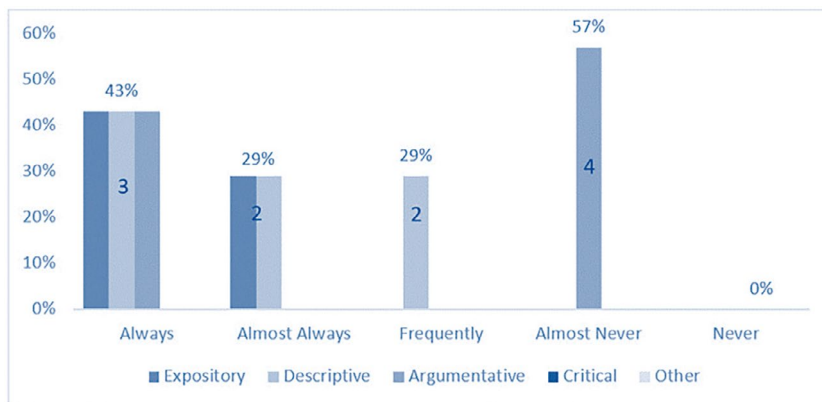


Figure 7. Frequency of the most common written genres

Among a list of writing genres, respondents had to choose the ones they most commonly have to produce as part of their teaching responsibilities, question 10. The genre that obtained the highest scores 5 –*always*– was, *Test design* as the whole research population (100%) have to design their own achievement exams Hughes (2003, p.13) states that the purpose of achievement tests is to “establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives”. It should be mentioned that language teachers design the exams collaboratively, according to learners’ language level proficiency. The majority of the research population, 5 (71%) *always* write their lesson plans in English; and the remaining 2 (29%) respondents selected the item of *almost always*. Regarding the option of writing a *justified lesson plan*, only 2 (29%) of the respondents do have to justify their reasons for planning their classes the way they do. As it can be seen in Figure 8, the rest of the genres are hardly ever practiced by the language teachers.

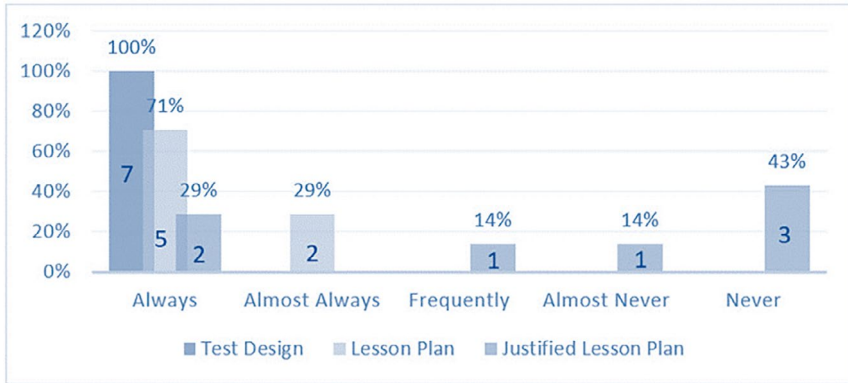


Figure 8. Written genres production

Item 11 addresses the writing approach the respondents make use of to produce a piece of writing. The whole research population 7 (100%) make use of the process approach to writing (Hyland, 2003). Even if not all the participants follow the same sequence when producing, a piece of writing. Research studies have shown that the process approach is not necessarily a linear one. This means for example, that the stage of revising can be done not only at the end of the writing process but also at any other stage until the final product is concluded.

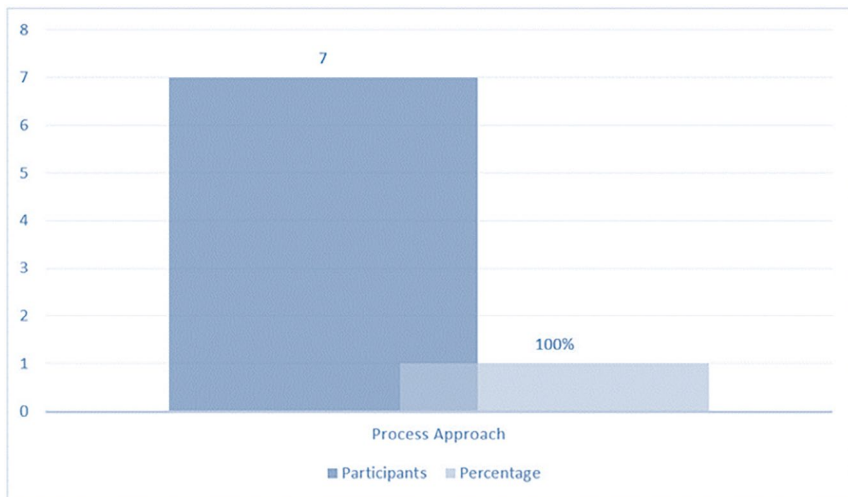


Figure 9. Writing approach

The data in Figure 10, item 12 show that for the majority of the respondents 6 (86 %) it is very important. that their readers understand their written texts; except for one (14%) who provided the answer of important.

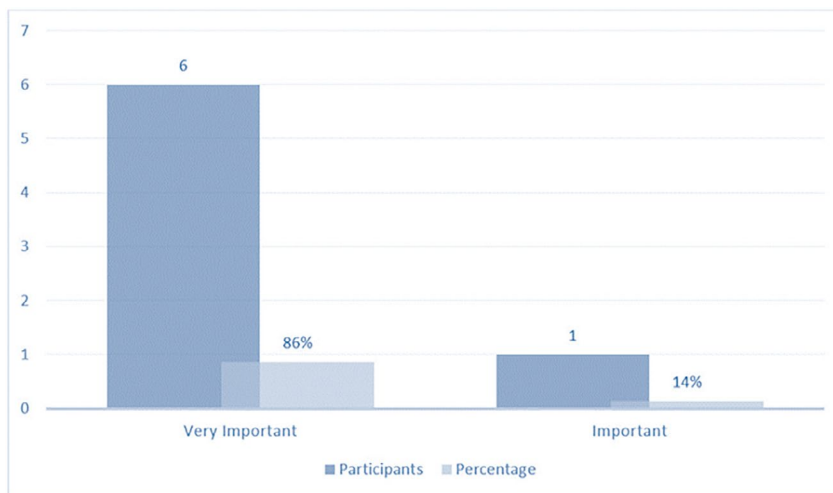


Figure 10. Readers understanding of the written text

Regarding the strategies employed by the language teachers to assure the comprehension of their written texts, question 13; the whole research population 7 (100%) provided the answer of *asking a colleague to read it*. Research has shown that specifically in non-English academic speaking societies, it is a common practice to ask a colleague to read one's paper for producing an accurate written text. In fact, Karimnia (2013) conducted a study to determine the strategies employed by a group of non-English experienced and novice researchers to overcome their linguistic difficulties for publishing journal articles in English; the findings revealed that one of the most used strategies to assure their readers comprehension of their texts, was to ask a colleague to read them.

Data in figure 11, item 14 suggest that the majority of the respondents 5 (71%) do consider their audience when producing a piece of writing, whereas 2 (29%) partially do. The latter figure attracted our attention, as Holiday et al. (1994) consider audience awareness as a critical component of all good writings; that is to say, skilled

writers think about their target audience needs and expectations for producing a written text. In addition, Nystrand (as cited in Li, 2016) states that skilled writers “don’t merely ‘will’ a text on readers; rather, they mold their text by balancing their intentions and purposes with the expectations and needs of the reader” (p. 71). We believe that it would be worthwhile to explore respondents’ reasoning for selecting such option in more depth.

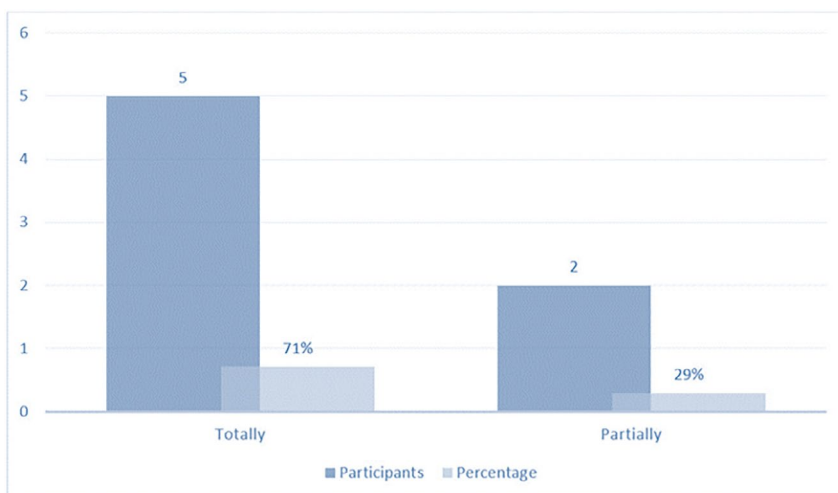


Figure 11. Audience involvement for producing a written text

Research population balanced responses to question 15 are not surprising, as some written tasks required by the English Department have to be produced *individually* whereas others *collaboratively*. Hence the figures reflect this trend, 4 (57%) of the respondents chose the option of individually and the other 3 (43%) in collaboration with colleagues. Collaborative work allows teachers to learn from each other and develop their expertise together for obtaining better results in a given task (Richards and Rodgers, 2004).

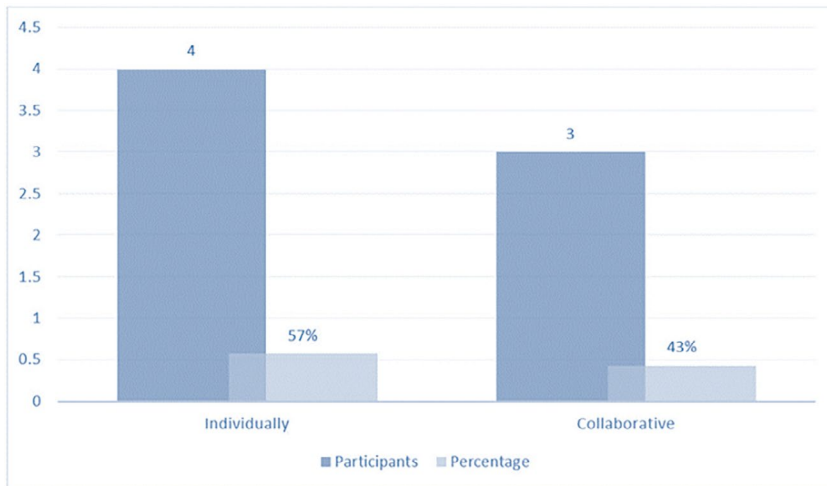


Figure 12. Individual and collaborative written production

Item 16 addresses writers' perceptions about readers' reading approach to their written texts. In our experience as ELT practitioners, we have learned that a reading text is often broken down into sub-categories in order to facilitate the processes that occur as we read a written text; we might read the text quickly to get a main idea, or we might only be interested in obtaining specific information, among others. That is to say, the approach to a reading text relies on the varied types of reading material and the purposes for reading (Blue, 2018).

Will depend upon the type of text and the reason/s for reading it the majority of the research population respondents 4 (57%), believe that their written texts are not read in depth in contrast to 1 (14%) respondent who thinks that the written text is read in depth. The other 2 (29%) respondents have no idea how the readers approach their written texts.

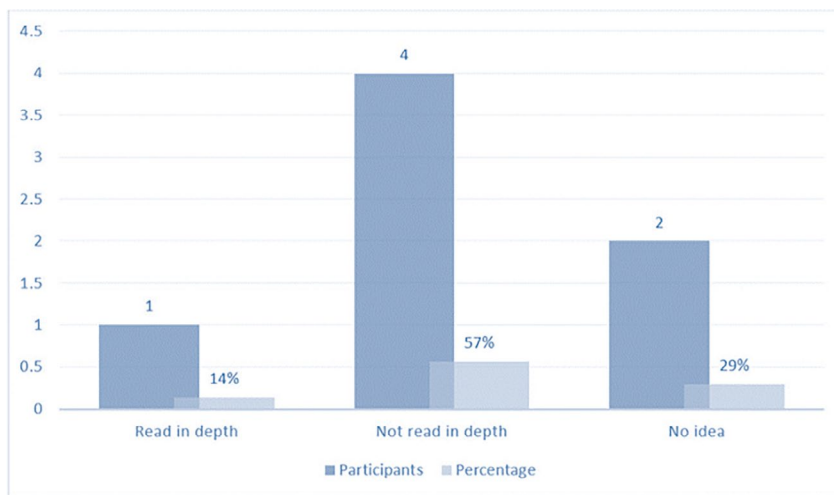


Figure 13. Readers' reading approach

None of the respondents provided an answer to the *Yes/No* option and the follow-up question: items 17 and 17.1. It should be mentioned that at the UAEH, researchers -full time teachers- and project collaborators mainly carry out the process of editing. Part time teachers are not necessarily involved in research, although they can participate in research projects as collaborators or conduct their own research studies.

Respondents' comments about the written genres that prospective English Language Teachers should learn in the BA in ELT program at the UAEH, are quite illuminative as the whole research population 7 (100%) agreed on the teaching of essays. Only two (29%) respondents added the teaching of reports and formal letters. The data suggest that, language teachers are more concerned about their students writing needs rather than proposing written genres that might be useful to prospective language teachers in their future praxis to the BA in ELT administrators. We consider that it would be worthwhile to explore this aspect in more depth.

The last question, item 19, is open; in which the participants are required to provide comments or any further information. The recurrent comments were in terms of their *lack of participation in the activities*; although they did not specify what type of activities or reasons for supporting this statement exist. As well as, *we are not considered in the process of decision-making*; as in the previous statement research sample, participants did not support their claims.

Two of the respondents answered: none. It attracted our attention the nature of respondents' comments, as they are not related to the purpose of this study. In fact, it should be mentioned that a common complain among part-time teachers is that they do not feel included, in other words, there seems to be a gap between full-time and part-time teachers. Participants' comments made us think about the sense of belonging to a social group.

Professional identity; according to Slay and Smith (2011) can be conceived as an individual's image of who they are as a professional; the type of attributes, beliefs, values, motives and experiences that people use to define themselves in their professional capacity (Schein, 1978). Wenger (1999) state that "there is a profound connection between identity and practice" (p. 149). We believe it is worth looking in more depth at participants' comments and how they affect them; therefore, further studies have to be conducted.

CONCLUSION

From the data gathered, it could be concluded that the most common written genres employed by English language teachers at ICSHu are: *Lesson Planning and Test design*; it could also be concluded that language teachers do not see themselves as writers, as they are primarily focused on their teaching practicum. However, due to the small size of the research population, generalizations cannot be made.

In addition, even if this finding is beyond the scope of this study, it has yielded valuable information for getting a better understanding of part-time language teachers at ICSHu. Language teachers are more concerned about meeting their students' writing needs rather than looking at their own written practice needs. As a result, one of the purposes of this study was not achieved, as they did not include any written genres proposals that could be useful to the prospective language teachers in their future praxis as professionals.

We also consider the need to conduct further research studies for addressing the inconclusive aspects of this study, as well as to take into account the variables that were not included. These variables refer to part-time language teachers written needs, language teachers' educational background, teachers' perceptions of themselves as part of a social group –professional identity construction- among others.

REFERENCES

- Bailey, K. M, Curtis, A. & Nunan, D. (2001). *Pursuing Professional Development*. USA: Heinle Cengage.
- Bell, D. (2004). *Sharing our success: Ten case studies in aboriginal schooling*. Kelowna: SAAE research series.
- Blue, J. (2018). *World of better learning. Reading skills*. Promoting Strategic Reading. <https://www.cambridge.org/elt/blog/2018/01/08/reading-skills-strategic-reading/>
- Bolam, R. (2000). Emerging policy trends: some implications for continuing professional development. *Journal of In-Service Education*, 26(2), 267-280.
- Craft, A. (1996). *Continuing professional development: a practical guide for teachers and schools*. London: Routledge.
- Dirección Universitaria de Idiomas. (2013). Programa Institucional de Lenguas. https://www.uaeh.edu.mx/adminyserv/gesuniv/div_docencia/dui/pil.html
- Fullan, M. (2001). *The New meaning of educational change*. New York: Teachers College Press. Fuller.
- Glatthorn, A. (1995). *Teacher development*. In L.W. Anderson (Ed.). International Encyclopedia of Teaching and Teacher Education. (2nd Edition) (pp. 41-57). London: Pergamon Press.
- Holiday, W. G., Yore, L. D., & Alvermann, D. E. (1994). The reading-science learning-writing connection: Breakthroughs, barriers, and Promises. *Journal of Research in Science Teaching*, 31(9), 877-893. <http://dx.doi.org/10.1002/tea.3660310905>
- Hsieh, H. F., & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hyland, K. (2003). *Writing and teaching writing*. In J. C. Richards (Ed.), *Second language writing*. Cambridge: Cambridge University Press.
- Karimnia, A (2013). Writing Research Articles in English: Insights from Iranian University Teachers' of TEFL. *Procedia Social and Behavioral Sciences*, 70, 901–914.
- Kennedy, J. (1995). Getting to the heart of the matter-the marginal teacher. *The Teacher Trainer*, 9(1), 10-14.
- Leki, I, Cumming, A and Silva, T. (2008). *A Synthesis of Research on Second Language Writing in English*. New York: Routledge Taylor & Francis Group.
- Li, X. (2016). Promoting the Audience Awareness of EFL Writing in Chinese Communicative Context: A case study of “Notice”. *English Language Teaching*, Vol. 9, No. 9; 2016.

- ISSN: 1916-4742. E-ISSN: 1916-4750. Published by Canadian Center of Science and Education 64.
- Lorimer, C. & Shulte, J. (2011). Remaining TESOL professionalism: The graduate student perspective. *CATESOL Journal*, 23 (1), 31-44.
- Mackay, A, & Gass, S. (2005). *Second Language Research: Methodology and Design*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Miles, M. B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. 2nd. Edition. Thousand Oaks: Sage.
- Nystrand, M. (1989). A social-interactive model of Writing. *Written Communication*, 6, 66-85. <http://dx.doi.org/10.1177/0741088389006001005>
- Rathert S. & Okan, Z. (2015). Writing for publication as a tool in teacher development. *ELT Journal*. Volume 69, Issue 4, October 2015, pages 363-372, <https://doi.org/10.1093/elt/ccv029>
- Richards J. & Rodgers, T. (2004). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Schein, E.H. (1978). *Career Dynamics: Matching Individual and Organizational Needs*. Reading, MA: Addison-Wesley.
- Slay, H. & Smith, D.A. (2011). Professional identity construction: Using narrative to understand the negotiation of professional and stigmatized cultural identities. *Human Relations*, 64, 85-10.
- Torres-Rocha, J. C. (2019). EFL Teacher Professionalism and Identity: Between Local/Global ELT Tensions. *HOW Journal*, 26(1), 153-176 <https://doi.org/10.19183/how.26.1.501>
- UAEH. (2020a). *Misión y Visión*. Retrieved from: <https://www.uaeh.edu.mx/excelencia/mision.htm>
- UAEH. (2020b). Antecedentes. Instituto de Ciencias Sociales y Humanidades. <https://www.uaeh.edu.mx/campus/icshu/antecedentes.html>
- Wallace, M. J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wenger, E. (1999). *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press.
- Zoltán, D. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodology*. Madrid: Oxford University Press.

UNIVERSITY OF QUINTANA ROO
THE PROFESSIONAL WRITTEN DISCOURSE IN THE
UNIVERSITY OF QUINTANA ROO CAMPUS CHETUMAL

Sandra Valdez Hernández
University of Quintana Roo
Campus Chetumal

INTRODUCTION

There are different skills that have to be mastered in English, the comprehension skills and the production skills. The first skills are those related to comprehending the language: listening and reading; and the second skills are those related to produce and create discourse with language. When thinking about the most difficult skills you might think it is speaking, and probably it is. But writing, which is another skill for production, is undoubtedly difficult, even if you have the time to think about the mechanics and register, you have to be familiarized with the topic, the formats and the audience; and then you have to think about the grammar, the rules, the length, the purpose for writing and so many other things that need to be taken into account when writing. The present study explores teachers' perceptions of the professional discourse in text in the professional context. This paper analyzes the results of the survey applied to a group of professors at a Mexican university in order to identify the kinds of texts mostly applied in the professional context, in order to determine what kinds of texts are necessary to emphasize in the classroom.

The University of Quintana Roo (UQRoo), is a relatively new university; it is only 28 years old. It is embedded in the heart of Quintana Roo, Chetumal. It could be described as the biggest university in the State, as well as the most diverse in majors and options for college students, undergraduate and graduate students. In the University of Quintana Roo, there are about 5000 students in 17 majors only in Chetumal, but there are more in the other campuses. It is a fact that it is one of the most complete universities with 8 Master degrees in different areas and two Ph Doctorate programs in Campus Chetumal (UQRoo, 2019a).

The qualifications of the academic group of professors of the university satisfactorily meets the official criteria at the national level, and then according to the Ministry of Education standards, the UQRoo is considered as a University of excellence.

In the academic group of professors, 87.6% of are full-time professors and career researchers; 15.7% of them belong to the National System of Researchers, and 66% have the profile documented by the Ministry of Public Education (UQRoo, 2019b).

The mission of the University is to train professionals committed to the progress of human beings, through a comprehensive educational model that fosters and develops values, attitudes and skills that allow them to integrate into social, economic development in a competitive environment; generate and apply innovative knowledge useful to society through a revealing relationship; as well as preserve scientific, cultural and natural knowledge; exchange knowledge and resources with national and international institutions to take advantage of the opportunities generated in the world, with the intention of contributing to social and economic development, as well as strengthening the culture of Quintana Roo and Mexico (UQRoo, 2016).

The University of Quintana Roo has an updated educational model, focused on the learning process. Its educational programs are related to the model that considers the integral formation of the student, the international dimension and develops their skills to solve environmental problems with a scientific, humanist, innovative perspective, as well as with ethics and leadership. According to the Vision of the University (UQRoo, 2010).

The focus on this research is to find out information in the language department specifically the English Language Major at UQRoo. There are about 350 students in the major; 130 male, and 220 female students in different semesters; 21 full time professors in the Department and 19 subject professors.

The English language major is designed for English language teachers. In this major, the students must acquire knowledge of theory and practice; they must develop skills for language and for teaching as well. After they graduate, they can work as a teacher and as a researcher. Studying English language implies studying all of the skills of the language, and pedagogical skills; and sometimes there are some skills which are harder for the students and even for the professionals, some of them are regarded in this article, and some will be left for future research.

I. METODOLOGY

1.1 Literature Review

The professional discourse plays an important role in different contexts, because it is necessary to communicate in different forms and with different people, then it is a topic which has been emphasized in languages research.

Many professors find that they are spending a lot of time doing something that is not clearly stated in their job descriptions—correcting the writing of their international students, according to Lax (2002):

pointed out that unlike university-level writing assignments in one's native language, for international students writing in English may have been limited to non-academic writing. In fact, international students tend to be familiar with grammar rules, but they have had little practice writing in English (p. 1).

In the study of English academic language skills: *Perceived difficulties by undergraduate and graduate students, and their academic achievement* by Berman and Cheng (2010) established that:

A limited number of studies on the language needs of international students have been carried out within Canadian universities (e.g. Sun, 1987; Chacon, 1998). In Chacon's survey of international students' academic life at the University of Alberta, he discovered that 37.7% and 36.7% of international students found speaking and writing, respectively, somewhat of a problem or a big problem. Similar proportion found it difficult to understand their instructors, and that academic stress was high among over two thirds of the group (p. 26).

Writing is a complex process, where writers are required to do several things at the same time. They have to produce their ideas, which need to be monitored, selected, and prioritized; to interpret the controlled ideas into text, using correct lexicon, grammar and genre rules; and to evaluate the text in order to clarify meaning and remove errors. To facilitate the complexity, writers need to develop a *writing strategy* so that they can partition and sequence the components of the writing

process to make it manageable (Torrance, Thomas & Robinson, 1994). Strategies are likely to vary between novice and expert writers, between native tongue and second language writers, as well as between individuals of the same competence (Biggs et al., 1999, p. 293).

Almost 50% of graduate students doing a doctoral degree in the United States quit the university and do not complete their degrees, they leave school while doing the research proposal or thesis writing phases (Cassuto, 2013 cited in Huerta et al., 2017).

According to Swales, English as a Second Language (ESL) instructors are “nonmembers of the target course community although they may be knowledgeable about discourse analysis and teaching” (Cited in Lax, 2002, p. 1). “Approaches to learning are affected both by the teaching/learning environment and by individual factors” (Biggs et al., 1999, p. 296).

Writing is one known barrier for individuals aspiring to a master’s or a doctoral degree (from here on referred to as graduate students). For example, nearly 50% of graduate students pursuing doctoral degrees in the United States leave the university without completing their degrees, dropping out during the research proposal or dissertation-writing phases (Cassuto, 2013 cited in Huerta et al., 2017, p. 3).

Johns and Swales, (cited in Cooper and Bikowski, 2007):

an awareness of and exposure to a variety of writing tasks is useful for non-native English-speaking students. For graduate students, this understanding is only possible if we in fact know what types of writing tasks are assigned in graduate courses. In sum, despite the difficulties of preparing EAP students for the genres and/or tasks in their specific disciplines, their specific disciplinary needs cannot be ignored when designing curriculum (p. 208).

Berman and Cheng (2010) take the idea of Benesch, 1996 “Needs assessment plays an important role in language education planning and in English for Academic Purposes and English for Special Purposes” (p. 25).

1.2 Sampling and Procedures

The participants in this research were asked to fill in the survey; they were recruited for this study by being sent an email invitation, alongside a link to an online survey. The invitation was sent twice to remind the professors, because they did not respond the first time, but they didn't accede to answer the survey the first time, nor even the second time. Therefore, the survey in print was applied to N=15 English professors in person, but some of them did not return the surveys completed which were deemed invalid. The teacher's participation was voluntary; the participants' responses were anonymous. Our final sample size included 12 professors in the University of Quintana Roo, Campus Chetumal in December 2019. A total of 12 participants.

1.3 Instrument and Measures

The survey instrument included 15 questions and took approximately 20 minutes to complete. The instrument included demographic questions (age, gender, place of work if applicable to different universities), degree level (master's or doctoral), academic department, area of study, and years in their department. The second part included the objectives of the research academic writing in the language context, text production, frequency, text genres, language used, and edition. The consistency of the tool was verified and validated by experts.

II. ANALYSIS AND INTERPRETATION OF THE DATA

This section reports the survey's findings applied to the English language teachers in the UQRoo.

The survey was applied to 12 teachers, 5 men and 7 women with an average age of 46 years old; all of them in higher education, working in the university of Quintana Roo, in the English Language Program. Most of them, professors and researchers, and a few of them working in the university as well as in another institution (Figure 1).

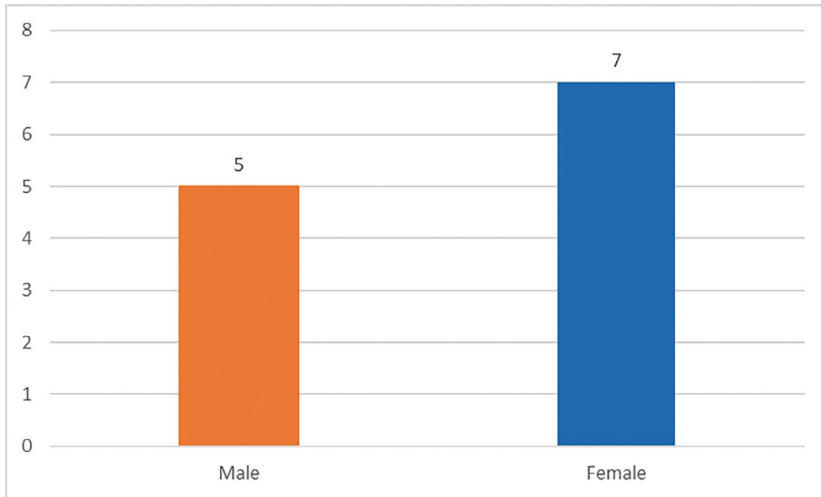


Figure 1. UQRoo teachers's sex

Regarding the academic level, all of the professors have a graduate level of proficiency in the area; 50% of the professors with a Master's degree, 40% with a Doctor's degree, and a 10% with a Bachelor degree in English. Some of them have the profile recognized by the Ministry of Public Education, and a few of them belong to the National System of Researchers (Figure 2).

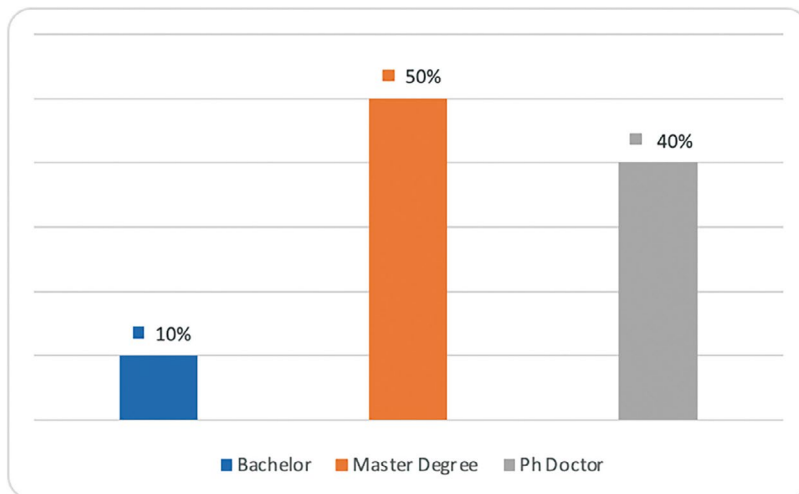


Figure 2. Academic Level

One of the questions was, how often do you write in English and in Spanish? The frequency varied from 17% who mentioned that they always write documents in English, which is a minority compared with those who write in Spanish. 83% mentioned that sometimes they write documents in English. Looking at these answers it can be inferred that the language most used for writing documents most of the time is Spanish; but sometimes English is used for writing documents in the work context, especially academic documents, programs, lesson, letters, reports and presentations (Figure 3).

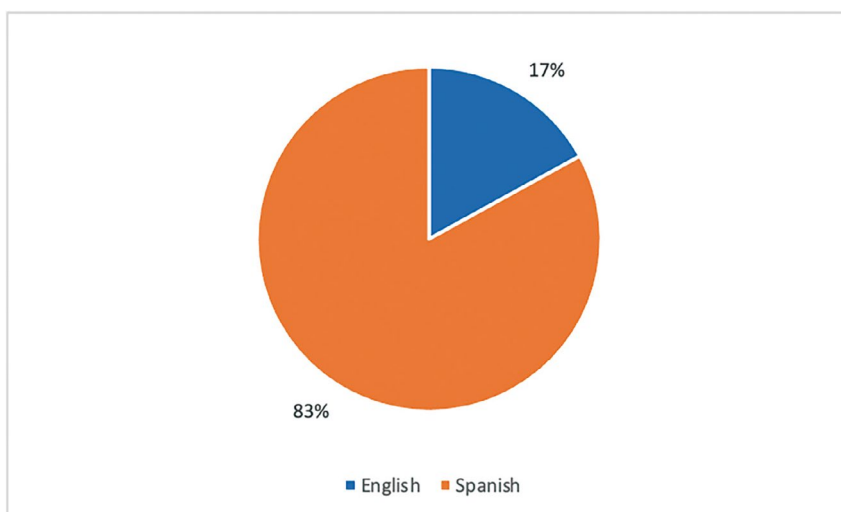


Figure 3. Language used and frequency in use

There are several reasons for writing a text: when you write a note to your child in your house or as a teacher in the classroom, or an e-mail sending the homework or reminding something, everything you usually write has a purpose. One of the questions was to identify the different types of texts used in the English language field. Then, the reasons for writing in your job was another request and the answers are listed in Table 1. Most of the teachers reported that they write to inform about the subjects, the topics, students, or something; they also write to request information, some of them write to give an opinion or to give a report; and most of them write for planning and for evaluation. There is a consistency between the purpose for writing and the major which involves planning and evaluation.

Table 1. Reasons for writing in your job

To inform
To request
To give an opinion
To give a report
For planning
For evaluation

As you can see most of the activities for writing are related to the teaching activity; to give an inform, a report, a request, for planning and evaluation. They are all part of the process of teaching, thinking, planning and evaluation.

Every document requires a different type of text, for different purposes, if you need to give an argument, explain, give your opinion, describe. Therefore, the type of text and the purpose for writing was another question and it is described in Figure 4.

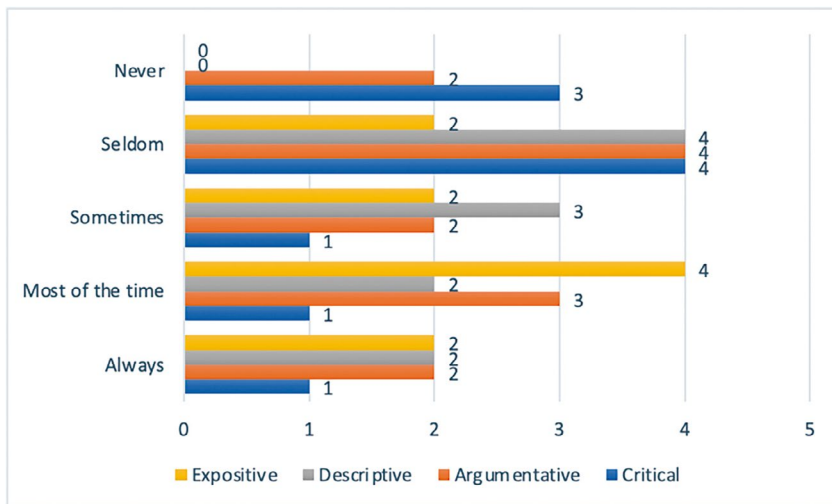


Figure 4. Types of texts and frequency

When you are writing a text you have to think about the objective of your document; having that in mind you are able to choose the most suitable type of text for that

document. Then, according to the surveys applied, most of the people expressed that they use expository texts **most of the time**; which was followed by those who mentioned that they use expository texts **always** and **sometimes** but with less frequency **seldom**, as seen in Figure 4.

It was followed by argumentative texts, which was mentioned to be used **always** and **sometimes** with the same scale but in a lower scale **most of the time**, and with a higher frequency **seldom** and lower **never**. Then, it can be deduced that several texts which are required for language teachers in this university compel the skills to give an argument.

A few people mentioned that they use descriptive texts **always** and **most of the time**, but there is a third part of the people who mentioned that they use descriptive texts **sometimes** whereas only a third mentioned that they **seldom** use descriptive writing.

Critical texts are scarcely used because **seldom** and **never** were the most prominent options used in this part. At least, there are not many critics required in the department according to the results.

Table 2. Types of texts lately used

Text	Number of repetitions	Percentage
E-mails	11	91 %
Chapter of a book	3	25 %
Students reports	2	16.6 %
Planning	6	50 %
Letters	10	83.3 %
Presentations	5	41.6 %
Research documents	4	33.3 %

There are several texts that a person writes everyday, some of them are done as part of our daily activities and some are required for the job. As shown in table 2, most of the professors surveyed reported that they have mostly written letters and e-mails lately; with a marked upward trend being 91% reported for e-mails and 83% for letters; this was followed by planning and presentations with 50% and 41% correspondingly. Similarly, but less pronounced, the following tendency is for research documents and chapter of a book which is included in research 33% and 25%; finally students reports

with 16%. As it can be seen, all of these activities are required by the professors of the major which is teaching and includes planning, tutoring, research and management.

When asked for a document one must think about the audience, the purpose, the range, the register, the mechanics, the way to communicate and connect with the audience, and the best way to communicate between you and others. One of the questions was about the activities you do when you are writing an important document. The teachers surveyed answered that all of them re-read the document and used drafting. Almost all of them consulted with colleagues before sending the document. Another activity they mentioned was brainstorming and identification of textual models. They also tend to identify the textual models to do what they need to do. Finally, another activity that was mentioned is proofreading. Another activity that one needs to have in mind when writing a document is the textual genre which is explained below.

Table 3. Activities to do for important documents

Activities for important documents					
Identification of textual models	Brainstorming	Draft	Consulting with colleagues	Rereading	Another
80%	80%	100%	95%	100%	5%

Talking about the textual genre, there were different opinions about what the professors are used to writing; then the texts were categorized in three sections to clarify the consistency and the diversification; teaching, research and management. As shown in table 4.

Table 4. Textual Genre

Teaching	Research	Management
Examinations	Articles	Reports
Teaching plans	Memories	Job documents
Syllabus and Programs	Conference	Recommendation letters
Presentations	Essays	Presentations
Forum	Evaluation	Evaluations

Everything that involves teaching was aligned in section one, then examinations, lesson plans, syllabus and programs, presentations and forum were part of this section. The responses appear in descending order of frequency.

Most of the teachers surveyed are researchers as well, therefore they mentioned that they do research and many texts related to it; they write essays, articles, memories, conferences and they do evaluation. All of these activities are part of their duties as a professor and a researcher and they are reported every year. It is necessary to underline here, that most of the activities are required in Spanish, which is the first language, but there are some teachers who write in English or in a different language only for pleasure or because they belong to the National System of Researchers or have the profile recognized by the Ministry of Public Education.

Cooper and Bikowski (2007) mention that besides teaching, another responsibility that most of the teachers have is management, because they have to elaborate different documents almost all of the semester and all of the cycles. Some of the documents they do are reports, job documents, presentations, evaluations and different kinds of letters, one of the most common mentioned was recommendation letter; this is especially required when the students want to travel for a scholarship or similar circumstances. The documents mentioned before are some of the most frequent documents the professors usually do. Prior studies mentioned that essays are required as a regular activity across the academic department.

2.1 Strategies to ensure text comprehension

One of the concerns we have as teachers is to make sure students or the audience understand what we are saying. Then, it is necessary to apply strategies to avoid misunderstandings. The following question was: **What strategies do you use to ensure text comprehension?** The responses varied, as shown in table 5. For a focused discussion we listed them in order of frequency, the largest proportion of answers was for **writing a first draft**, followed by **asking for understanding** which also figured prominently; they **ask information** to find out if the message was what they were trying to say. Similarly, they answered that they try to give a clear message, with adequate register, having in mind the audience. In addition, they stressed that **giving examples** is another good strategy. Others pointed out that it is important to **specify points and follow the structure of the text**. Another point mentioned was to **avoid ambiguities which might cause misunderstandings**. The last but not least was to **draw a schema of your points and connections** and the **use of dictionary**.

Table 5. Strategies to ensure text comprehension

↻	First Draft
↻	Rereading
↻	Asking for understanding
↻	Simple message
↻	Adequate register
↻	To give examples
↻	To avoid misunderstandings
↻	To specify important points
↻	To draw a scheme
↻	Use of dictionary

When you are writing a text, it is necessary to think about the purpose for writing and how to get your goal. It is also necessary to think about the person who is going to read the document. Most of the people in the research completely and totally agreed that the audience influenced their documents most of the time; that means that they think about the audience whenever they have to write a text. Whereas only a few mentioned that they are partially or not at all influenced by the audience, as showed in Figure 6.

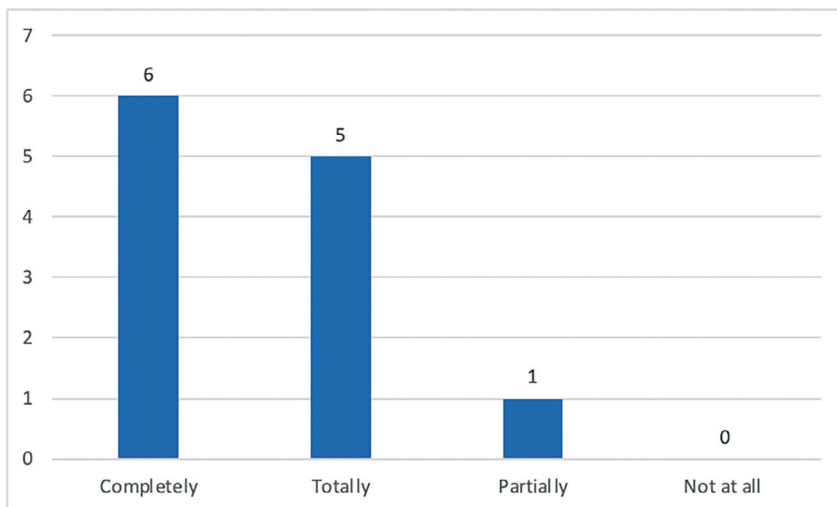


Figure 6. Audience influence

Figure 7 shows the results about editing. Most of the professors reported that they do not have a department for editing when they need to write an important document, but they do have friends and colleagues who help them by reading the text and giving some advice for writing, edition and about the information; then they give advice about the form and the content of the text. Only a few people expressed that they **always** do edit a text, about 17%, and **almost never**: 17%. **Usually** and **almost always** are as follows almost always with 25% of the people surveyed, and usually with 41% usually of the people surveyed. A total of 83% of the people mentioned that they edit their texts. Therefore, despite the fact that they do not have an editing department, they look for the way to improve their texts.

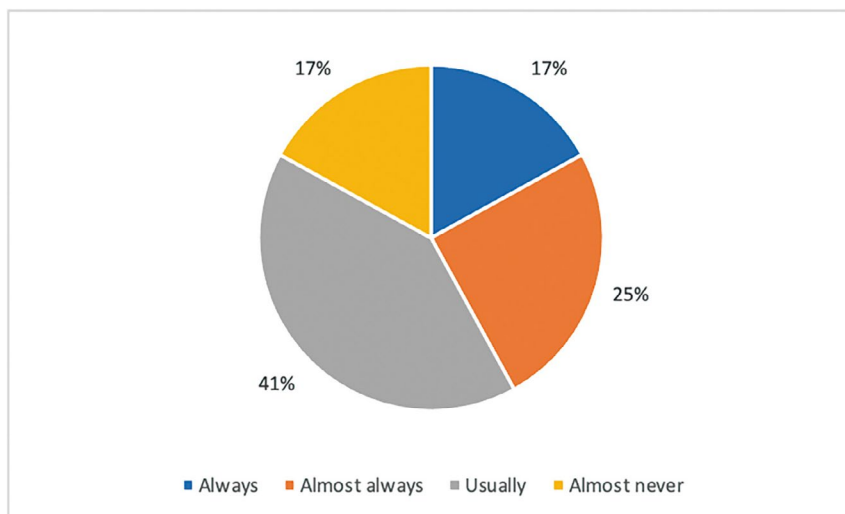


Figure 7. Text editing

CONCLUSIONS

The above results suggest that most of the students in the university need to write different types of texts, but the most useful texts and which probably need to be implemented as writing activities in class are reports, examinations, teaching plans, articles, memories and evaluations. These findings are consistent with Hale and

Horowitz (cited in Cooper and Bikowski, 2007) because this study also found these texts as the most common writing tasks in professional teachers.

Different kinds of texts are required in the professional context and that is why it is necessary to expose the students with different kinds of texts to identify the structure, the range, the niche, the register and the mechanics required for the texts, as Johns and Swales (2002) mentioned.

We as teachers have different strategies for writing, then it is also necessary to make sure students do apply these strategies too, especially those that are particular for the purpose of the text, drafting, asking for understanding, asking for information to find out if the message was clear, with adequate register, having in mind the audience, avoiding ambiguities, to draw a schema and use the dictionary.

REFERENCES

- Berman, R. and Cheng, L. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *RCLA-CJAL*, (4), pp. 25-40.
- Biggs, J., Lai, P., Tang, C. & Lavelle, E. (1999). Teaching writing to ESL graduate students: A model and illustration. *British Journal of Educational Psychology*, (69), pp. 293-306.
- Cooper, A. and Bikowski, D. (2007). Writing at the graduate level: What tasks do professors actually require?. *Journal of English for Academic Purposes*,(6), pp. 206-221.
- Huerta, M., Goodson, P., Beigi, M.& Chlup, D. (2017). Graduate Students as Academic Writers: Writing Anxiety, Self-Efficacy, and Emotional Intelligence. LJM University Research on-line. Liverpool John Moores University.
- Johns, A., & Swales, J.M. (2002). Literacy and Disciplinary practices: Opening and closing perspectives. *Journal of English for Academic Purposes*, I, pp. 13-28.
- Lax, J. (2002). Academic Writing for International Graduate Students. ASEE/IEEE Frontiers in Education Conference F3H-8, Boston, MA.
- Torrance, M., Thomas, G. V. and Robinson, E. J. (1994). The Writing Strategies of Graduate Research Students in the Social Sciences. *Higher Education*, Vol. 27, No. 3 (Apr., 1994), pp. 379-392.
- UQROO. (2010). Modelo educativo. Retrieved from: <http://www.uqroo.mx/modeloeducativo/modeloeducanew.pdf>

UQROO. (2016). Plan estratégico para el desarrollo Institucional 2017 – 2020. Retrieved from: <http://pedi.uqroo.mx/files/libro/pedi-uqroo.pdf>.

UQROO, (2019a). Universidad de Quintana Roo. Retrived from: <http://www.uqroo.mx/>

UQROO. (2019b). Identidad Universitaria. Retrieved from: <http://www.uqroo.mx/nuestra-universidad/identidad-universitaria/capacidad-academica/>

Uriel Ruiz Zamora

Maestro en Lingüística Aplicada por la Universidad Autónoma del Estado de México (UAEM), maestro en Tecnología Informática Educativa por la Universidad Autónoma de Zacatecas y doctor en Educación. Pertenece al Sistema Nacional de Investigadores del Conacyt con perfil Prodep. Miembro de la Red de Cuerpos Académicos de Lenguas Extranjeras, de la Red Internacional en Investigación Educativa, Innovación y Aprendizaje de la UAEM, así como de la Red Comunidad de Tecnologías de la Información y Comunicación para la Educación y líder del Cuerpo Académico Investigación Educativa en Lenguas. Docente de la UAEM desde 1999, inició sus actividades como maestro de Lengua Inglesa en el Centro de Enseñanza de Lenguas. En 2006 se incorporó a la Facultad de Lenguas de la UAEM como miembro de la Academia de Inglés y en 2012 obtuvo el nombramiento como profesor de tiempo completo en dicha Facultad. Su investigación se enfoca en la enseñanza y aprendizaje de lenguas con tecnología educativa. Ha publicado diversos artículos de investigación y divulgación, así como libros y capítulos de libros.

El Marco Europeo de Referencia establece que la comunicación en una lengua extranjera es una de las ocho competencias clave para lograr el desarrollo personal, la inclusión social y laboral; este libro ayudará a desarrollar dicha competencia en la producción escrita de la comunidad universitaria a nivel nacional.

El libro, escrito en lengua inglesa, está compuesto por cuatro capítulos desarrollados por profesores de las universidades del Estado de México, de Tlaxcala, de los estados de Hidalgo y de Quintana Roo. Su objetivo principal es identificar los tipos de textos que producen los profesionales del área de lengua inglesa en lo académico, administrativo e investigativo. Los resultados obtenidos por las cuatro instituciones participantes permiten a las universidades nacionales conocer los textos que son necesarios enseñar a sus estudiantes para un mejor desarrollo profesional. El texto está dirigido a lingüistas, investigadores educativos y estudiantes de licenciatura y posgrado.

SDC