

Chapter 4

State of the Art: Research on Beliefs about Writing in Different Contexts

*OSCAR ARIEL PIERRE VELÁZQUEZ

**ELVA NORA PAMPLÓN IRIGOYEN

DOI: <https://doi.org/10.52501/cc.255.04>

Abstract

This chapter is the literature review of a qualitative research. The objective of this research was to identify the factors involved in the development of a belief system, taking into considerations the emotions and their influence on the writing teaching practices of a group of professors of a B.A. program in English Language Teaching at a public university in the north-west of Mexico. For this purpose, a systematic review of previous studies was carried out to visualize the state of knowledge in different geographical contexts in relation to the fundamental concepts for the research. In other words, the studies which were found related to *a) teachers' beliefs in the context of foreign language teaching and b) teachers' beliefs in teaching and learning writing*. As it will be noted below, this article presents methodological, theoretical, and practical aspects in a list of studies, which led to finding a research gap to be filled and contribute to the knowledge of beliefs and writing in the context of higher education in Mexico, particularly in English teaching.

Key words: *teachers' beliefs, higher education beliefs, writing, literature review, higher education writing.*

* Doctorate in Humanities. English teacher in the Foreign Languages Department at Universidad de Sonora, Mexico. ORCID: <https://orcid.org/0009-0004-9581-2147>

** Doctorate in Humanities in the area of foreign languages. Full-time professor-researcher in the Department of Foreign Languages at Universidad de Sonora, México. ORCID: <https://orcid.org/0000-0002-4677-9107>

Resumen

El presente capítulo brinda una revisión literaria de una investigación cualitativa. El objetivo de esa investigación fue identificar los factores involucrados en el desarrollo de un sistema de creencias, emociones y su influencia en las prácticas didácticas de escritura de un grupo de profesores de una licenciatura en enseñanza del inglés en una universidad pública al noroeste de México. Para tal propósito, se realizó una revisión sistemática de estudios previos con el fin de visualizar el panorama del estado del conocimiento en diferentes contextos geográficos con relación a los conceptos fundamentales para la investigación. Es decir que se encontraron investigaciones relacionadas con *a)* creencias de los profesores en contexto de enseñanza de lengua extranjera y *b)* creencias de profesores en enseñanza y aprendizaje de la escritura. Como se podrá notar a continuación, este artículo visualiza, a través de los estudios visitados, aspectos metodológicos, teóricos y prácticos lo cual propició encontrar un espacio investigativo para abonar al conocimiento de las creencias y escritura en contexto de educación superior en México, particularmente en enseñanza de inglés.

Palabras clave: *creencias de profesores, creencias en educación superior, escritura, escritura en educación superior, revisión literaria.*

Introduction

These days, as globalization has become more recurrent, the urgency of learning English as a foreign language has become a necessity in different economic, social, and academic fields (Crystal, 2003). One of the linguistic skills that has seen an increase in demand in recent decades is writing for different purposes, such as the academic and the professional ones. The broad field of study that English writing represents (English as a second language, ESL or English as a foreign language, EFL) continues to expand both theoretically and pedagogically and this is evidenced through practical, pedagogical, methodological and theoretical studies carried out with-

in this specialized field of study (Cumming, 1995; Carson and Leki, 1993; Ferris and Hedgcock, 2005; Grabe and Kaplan, 1996; Hyland, 2004; Kroll 1990; Leki, 1992; Matsuda and Silva, 2005; Silva and Matsuda, 2001a, 2001b; Zamel, 1998).

This chapter presents part of the literary review that was carried out with the purpose of developing a qualitative research regarding writing. The main objective of this research was to characterize the factors involved in the formation of a belief system, of a group of teachers, considering the role of emotions and its didactic influence on the teaching of writing in a bachelor's degree in English teaching at a public university in northwest Mexico (Pierre, 2023). However, for the purposes of this publication, knowledge and understanding of academic literature on the topic of writing beliefs situated in the context of EFL or ESL teaching is captured below.

As it will be seen, this review of the state of knowledge also includes a critical evaluation of the different sources (specialized articles, theses, edited books) at the time of carrying out this systematic review of previous research, as well as the description of the important role that this literary review had to develop the research as a whole. A general description of academic knowledge until the moment of carrying out this review is provided, which allowed the identification of salient theoretical, methodological and practical trends and also helped recognize relevant gaps in the existing knowledge. Also, this would allow the development of qualitative research of the same nature.

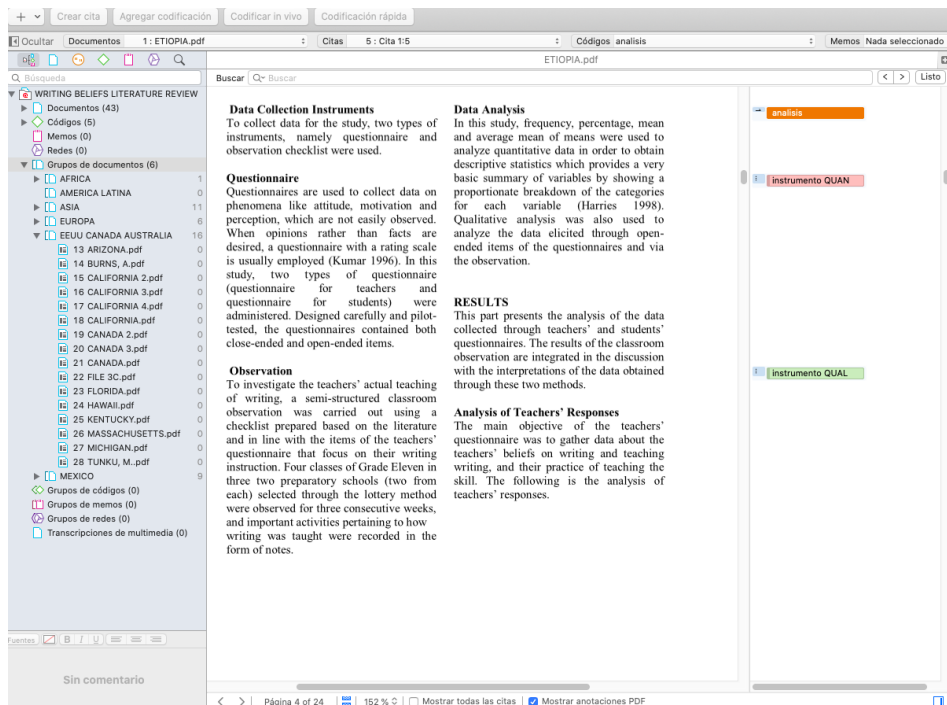
Methodology

With the purpose of providing a systematic review of the existing literature, we organized a list of all published and unpublished studies related to the topic of beliefs about the teaching and learning of writing in the context of higher education. The academic exploration was carried out in different databases such as the Digital Library of the University of Sonora (BIDI), Eric, Springer, Google, EBSCO Education, TESOL Quarterly, ResearchGate, as well as different published physical books. As it has been mentioned, we searched for studies that had the words beliefs, teaching

writing, and learning writing in their title. The search for previous studies was carried out geographically in order to have a first impression about the regions where the topic of writing and beliefs was being investigated and what the research trends were. At the beginning, there were a total of 43 studies, a discrimination was made of all those studies, which for various reasons, did not contribute to the particular topic of beliefs and writing, leaving a total of 25 that informed the general purpose of the research. To have a more systematic process of analyzing the information from the studies, the help of Atlas.Ti, which is a software tool for the organization and visualization of qualitative data, (figura 1) was used.

Once the documents had been added into *Atlas.Ti*, they were read repeatedly to create labels and to be able to visualize relevant aspects such as the summary, the research objective, the research paradigm, the participants, the research instruments, data collection method, data analysis, re-

Figure 1. *Atlas.Ti for the organization and analysis of qualitative data*



Note: own screenshot

sults, and conclusion (table 1) for each of the investigations. From this process, a categorization of studies, detailed below, emerged.

Table 1. *Summary of information – revised research*

<i>Category</i>	<i>Condensed information</i>
Research	21 published in English and 4 in Spanish. These studies were conducted in countries such as Mexico, United States, Canada Chile, Argentina, Peru, Colombia, Costa Rica, Bangladesh, Iran, Japan, Turkey, Oman, Malaysia, China, Philippines, UK, Spain and Australia
Research design	Qualitative = 14 Quantitative = 5 Mixed design = 6
Instruments	Semi structured interviews = 15 Questionnaires = 9 Ethnographic observations = 7 Document reviews = 4 Likert scales = 3 Focus group = 1 Stimulated recall = 1 Story life = 1
Categories according to research topic	Teachers' beliefs about their experiences with writing = 7 Teachers' beliefs about teaching writing = 11 Teachers' beliefs about their students in relation to writing = 7

As it could be seen, three general categories emerged in which the studies could be classified according to the nature of each investigation: *a)* teachers' beliefs about their experiences with writing, *b)* teachers' beliefs about teaching writing and *c)* teachers' beliefs about their students in relation to writing. As mentioned before, this provides a clear idea of the trends and patterns for conducting research of the same nature. Likewise, a recurring theoretical direction (theorists and critics, as well as theory models) was obtained.

Next, the report of the studies mentioned above is presented, considering the thematic disposition previously explained.

Teachers' Beliefs about Their Experiences with Writing

First, it is important to mention that a large number of empirical studies in relation to beliefs (Borg, 2006) reveal the diversity of topics that have been

investigated in relation to this construct. As explained in the methodology of this literature review, these studies were categorized as follows:

- 1) studies on the nature of writing with respect to English teachers
- 2) studies about teaching and learning writing
- 3) studies on teachers about their students in relation to writing

Furthermore, it seems that a large part of the research carried out in relation to beliefs is related to the teaching of structural aspects of English such as grammar (Borg, 2003), leaving evidence of under-researched areas such as those that have to do with beliefs and emotions of the teachers. Below, some of the studies found in relation to the three categories mentioned above will be broken down.

Studies about the Nature of Writing in Relation to Teachers' Experiences

A type of study related to beliefs that seems to have greater relevance in research is the one concerning the experiences of English teachers and their relationship with the very nature of writing development. Street and Stang in 2009 conducted a study that sought to understand the ways in which teacher education courses affected the way teachers performed as writers. The data analyzed were obtained from a graduate writing course at a university in Southern California in the United States. The participants were 25 graduate students and because it was needed to have a clear idea and explore the teachers' experiences, a mixed methodological design was used. The results indicated that due to the pressure for more students to graduate from public schools with good levels of writing, it was vitally important to understand more effective ways to prepare teachers in charge of teaching writing. In this way, by having teachers with a greater degree of confidence in their writing skills, their classroom practices will be more effective and efficient.

Seifoori, Mozaheb and Beigi (2012) conducted a study in Iran exploring the qualities of what would be considered an effective EFL writing teacher.

The methods for obtaining data were interviews and class observations. A professor, who is considered by his students and his colleagues to be a good writing teacher, was observed for 1680 minutes. The purpose of this observation was to discover the characteristics that made him stand out as a good English writing teacher. The results indicated that being a teacher who likes reading and who seeks strategies to implement writing approaches in the classroom is a particularity that stood out. Other aspects that were noticed were the motivation given to the students, as well as the time devoted to planning the classes, among others.

Another study with similar characteristics to the previous ones was the one carried out by Hall and Grisham-Brown (2011) where two focus groups were developed to examine the beliefs and attitudes of student teachers about writing. The main objective was to understand how beliefs and attitudes developed and how past experiences affected them. The participants were 14 English student teachers at a public university in the Midwest of the United States. The results indicated that early or childhood education has a great influence on their writing work. In addition, the results presented aspects such as positive or negative attitudes about their experiences with writing, personal uses of writing, strengths and weaknesses as writing teachers, and plans for using writing within the classroom.

Daisey (2009) conducted a qualitative and quantitative study at a Midwestern university in the United States that prepares a large number of teacher candidates. Again, in this study, the objective was to evidence the writing experiences of 124 secondary English teacher candidates. To obtain data, a Likert-type survey was used in addition to individual interviews with randomly selected teachers. The results indicated that the participants enjoyed writing since they had had positive experiences in their secondary or upper secondary education with teachers who served as influences on them. This would encourage their work as writing teachers at this educational level.

Similarly, Correa et al (2013) carried out a study where the objective was to determine the personal theories about writing and its teaching in secondary education of six English teachers and six Language and Communication teachers who work in establishments. municipal educational

institutions of two regions of Chile. To access personal theories, teachers were interviewed in order to know their ideas about different aspects of teaching writing. The analysis methodology was qualitative and data processing was carried out with NVivo software. The results obtained indicate that teachers assign high importance to the development of writing, carry out sequenced activities, rely on model texts, favor individual work, and promote the writing of short texts.

Studies on Teaching Writing in English

Some studies have reported on the relationship between teachers' beliefs and their classroom practices. For example, Uddin (2014) conducted a research with a mixed method approach where 15 professors from private universities in Bangladesh responded to a questionnaire and two professors from the same institutions were interviewed. The objective was to investigate teachers' beliefs regarding the teaching of writing, assuming it as a first step to bring innovations in teaching practices. The results showed a strong discrepancy between teachers' beliefs and their practice. Also, the lack of guidance from teachers regarding approaches to teaching writing was shown. According to Uddin, there is a great pedagogical need within the education of EFL teachers in relation to the training of different approaches to teaching writing, techniques for the development of more active students, ways to increase their motivation and the integration of technology when developing writing.

Similarly, Bidabadian and Tabatabaei (2015) examined and investigated the belief system of EFL teachers in relation to writing strategies and then explored the discrepancies or consistencies between their beliefs and their pedagogical practice activities in different institutes in Iran. Participants were teachers with a range of teaching experience between 5 and 25 years. A questionnaire was administered to these participants, which obtained data that revealed that the majority of Iranian teachers had positive beliefs towards most of the writing activities mentioned in the questionnaire. However, these teachers were not interested in the implementation of metacognitive, cognitive, or affective writing strategies which, accord-

ing to Bidabadian and Tabatabaei, are essential for the facilitation of students' written production tasks.

Another study focused on the relationship between teachers' beliefs and their teaching practices in the EFL classroom was carried out by Khanalizadeh and Allami (2012) in Iran. This research examined EFL teachers' beliefs regarding writing instruction. The sample of subjects in the study was 122 teachers collaborating in private language institutes who were randomly selected. The subjects had different levels of education, years of experience varied, as did genders. In order to obtain the data, a questionnaire was administered to the teachers to then analyze the data and determine if they had a vision of writing aimed at the form, the process or the social context. The results suggested that the majority of teachers were eclectic in their pedagogical orientations, but the form-oriented view of writing was the most predominant.

In a study carried out in Ethiopia, Ferede, Melese and Tefera (2012) carried out a research that examined the perception of English teachers in preparatory schools about writing and their pedagogical practice. Data were collected from 19 teachers and 295 students through questionnaires. With the purpose of obtaining an ethnographic perspective, class observations were carried out to collect additional information. The study identified a weak correlation between teachers' beliefs and their actual teaching practices. That is, although teachers believe that writing is as important as listening, speaking, reading, grammar and vocabulary, and that it needs regular practice, they fail to put their beliefs into practice. Second, despite their expression of views that the process approach to teaching writing is preferable to the product approach, most teachers were not seen regularly exposing their students to writing activities that would allow them to practice the writing process. The authors comment that based on these results, it is recommended 1) that more emphasis be given to the teaching of this important skill, 2) that teachers develop practical writing skills and put their beliefs in relation to this into action and 3) that the Ministry of Education of this country offers a greater number of training sessions for teaching writing.

Another research with similar characteristics was carried out by Yoshihara (2012) where the purpose was to explore teachers' teaching beliefs

and how they are formulated and put into practice in the classroom in Hawaii, United States. Three teachers participated in this study where interviews were conducted about their teaching beliefs, class observations were conducted, and questions were asked for continuity through emails. According to Yoshihara, the participants interpreted their roles with respect to what was proposed by the formal class curriculum because they believed that one of their roles was to understand what the students believed and needed. Teachers showed different approaches when teaching and used different strategies.

Eman (2014) conducted a similar investigation where the relationship between the teacher's cognition and her pedagogical practices was explored. For this study in Palestine, a qualitative multiple case study design was used with 12 EFL writing teachers working in universities in this country. Data were collected using semi-structured interviews, classroom observation, stimulus-reminder interviews, and document review. The results show the influence that cognitions about the nature of writing in EFL, the teaching and learning of this skill and about themselves have on their teaching work.

Tagle, Díaz and Briesmaster (2017) carried out an investigation with the objective of identifying the beliefs of 37 prospective English teachers in their final year at two Chilean universities about the teaching of writing. Data were collected through semi-structured interviews. The results suggested that the participants have beliefs concerning the teaching of writing based on the use of grammar and vocabulary, the reproduction of different types of texts. In the same way, it was identified that these beliefs were acquired in university instruction contexts.

Díaz, Alarcón and Ortíz (2014) carried out a case study with 16 EFL teachers in Chile to identify their beliefs. Data were collected with the use of a semi-structured interview and a Likert survey. Semantic content analysis and qualitative software were used to transcribe, code and segment data and then establish categories and sub-categories that showed the participants' beliefs regarding the teaching and learning of English. The results show that beliefs are immersed in the semantic memory of teachers as cognitive and affective constructs that have different levels of fixation depending on their professional, academic or personal experiences.

Sawaed (2011) conducted a study where the objective was to investigate teachers' cognition about teaching writing in the English language in Libya. The results were generated through interviews, class observations and academic workshops with the participation of 21 English writing teachers from different universities in that country. These results showed that, although teachers share many characteristics of their teaching contexts, they have different visions about pedagogical practice. Furthermore, results demonstrate that participants rely heavily on their own professional development and informal learning to confront challenges such as inconsistent curricula.

A final study within this second category is the one conducted by Mora (2010) from the University of Guanajuato in Mexico who led a study that investigated teachers' feedback practices, focusing on the dichotomy of written feedback of native and non-native speakers of English, and how their attitudes and beliefs manifest in their practices. The study was conducted under the qualitative methodology using questionnaires, interviews and composition analysis of the participants. There were four teachers from a private university and four from a public university, and most of them had training in language teaching. The results demonstrated that teachers' feedback on errors are not congruent with their beliefs as teachers. Although teachers believed that students should learn to locate and correct errors, their written feedback practice often did not allow this to happen, and in some cases, their feedback could be considered aggressive.

Studies in Relation to Teachers about their Students

Another research interest related to beliefs in the field of foreign or second language has to do with students and their development as writers seen from the teacher's perspective. For example, Tunku Mohtar et al (2017) investigated the beliefs and effectiveness of an English teacher teaching students who had linguistic weaknesses, particularly in written ability at a university in Malaysia. The research was a case study where a semi-structured interview was conducted to probe the pedagogical strategies used to improve or enhance their beliefs about their own teaching abilities. Also,

class observations were conducted to investigate students' development specifically in writing. The results showed that the English teacher's beliefs about her students helped shape the activities implemented in her classes and helped her decide about which writing learning activities to use because she trusted them and her teaching skills.

In 2011, Méndez López conducted a study with the purpose of obtaining a better understanding of the emotional experiences originated during classroom instruction and their impact on student motivation. This was a qualitative study focused on 18 students in an English teaching program at a university in southeastern Mexico. Data were collected through personal narratives, a diary of emotional reactions, and semi-structured interviews. Analysis and interpretation of the findings was conducted using a grounded theory approach to focus on the views of the participants. The results reveal the widespread influence of emotional reactions on students' motivation. The emotional reactions reported by participants primarily originated from the teachers' interpersonal skills and the classroom environment. Although participants in this study reported more negative than positive affective experiences, the outcomes of these experiences were positive. This research highlights the crucial role of language learners' emotional experiences. Recommendations are offered for language teachers so that they can help foreign language learners minimize the negative impact of emotional experiences on their learning process.

A study by Méndez (2015) reports on the emotional experiences of Mexican language students in their second year of an English teaching program at a state university. The objective was to identify the effects of emotions on the motivational behavior that students showed in their daily classes. The instruments used were personal narratives, electronic journals and semi-structured interviews. The results demonstrated that emotions are a source for students' development and that meta-emotions can help them feel more motivated. The study revealed that emotions, both positive and negative, can help students develop awareness, responsibility and commitment to their language learning process.

Ross (2015) conducted a doctoral study in Australia where a mixed methods research approach was adopted, with semi-structured qualitative interviews used to investigate into students' emotions, and then a quanti-

tative structural equation modeling approach to investigate the causal relationships between emotions and aspects of motivation. The quantitative aspect was driven by two separate survey instruments: one focused on emotion and another on motivation. The results of the study suggest that students' emotional experiences are significant and diverse and are an important part of their language learning experience. Furthermore, there are significant causal relationships between emotions and motivation, and the concept of ideal second language learners. As such, the results suggested that there is a need for greater consideration and investigation of language learners' emotions in future research as well as in the situated classroom environment.

In 2016, Manchón, Conesa and De Larios conducted research on writing and beliefs. In this study, Spanish students' beliefs about various aspects of composition in a foreign language context were investigated. The participants were two groups of college English students with different amounts and types of writing and instructional experiences. The data came from a questionnaire completed by the students and an interview with the writing teacher. The results indicate the existence of well-founded beliefs about the learning potential of writing in ESL, the strategic dimension of writing and feedback processes. Other beliefs related to the personal dimension of writing proved to be dependent on the instructional context.

With very similar characteristics to the aforementioned studies, Miras, Solé and Castells (2013) carried out an investigation on the relationships between the beliefs of 120 Spanish students about reading and writing, the quality of their synthesis writings, and the level of learning they reached after completing it. The secondary education students participated in the study, who wrote a summary text after reading three texts. The results indicate that the writings of students who hold more transactional beliefs show better organization and greater integration of content; They also indicate that those who create more integrated texts are those who obtain the greatest benefits in terms of learning.

Tapia-Carlin (2010) was in charge of leading a dissertation writing and professional development investigation. The objective of this case study was to identify the beliefs of eight pre-service professors about thesis writ-

ing after they finished writing their bachelor's thesis. The research was carried out in the Modern Language Teaching area of the Autonomous University of Puebla. The participants had just taken two courses where they wrote their bachelor's thesis. The methodology used to identify students' beliefs was survey research with a questionnaire designed for this study: Thesis and Professional Development Questionnaire. The Likert scale findings showed that the majority of participants had similar beliefs about dissertation writing. Regarding their self-assessment as thesis writers, their responses are unequal because each subject had different experiences.

Critical Evaluation of the Studies Revised

The three categories into which the studies visited were broken down with the purpose of taking a look at the state of current knowledge about writing and beliefs show a certain inclination towards the development of research by theorists and critics within this field. The section that shows the studies in relation to the beliefs of English teachers and their teaching and learning practices (as is the case of the present research) shows a greater number of studies in the different geographical contexts. Considering the present investigation of studies carried out, it seems that the relationship between beliefs and writing has not been the focus of empirical studies in our disciplinary field. Given these research gaps in relation to the constructs involved here, it was considered pertinent to carry out an investigation that included the teachers' beliefs regarding the teaching of writing and that contemplated the affective role of emotions for making teaching decisions.

Teachers' beliefs about their experiences with writing are critically important in determining how they approach teaching this skill. From the review of research in different contexts that were listed here, it could be said that the theoretical construct of beliefs is perceived as a system of particular knowledge about writing which considerably influences decision making in relation to writing, the teaching and learning of written communication skills in English (Pajares, 1992; Rokeach, 1968). In fact, it is possible to note that this belief system has a clear presence in relation to

didactic instruction in aspects such as the adaptation of the official curriculum of the subject, what teachers consider appropriate in terms of didactic material and their own criteria for determining how they are progressing in writing issues.

The studies visited, at the time of carrying out this research, show that the authors begin by conceptualizing writing in different ways and this seems to have a reflection within the classroom. Apparently, beliefs about writing are the result of teachers' own experiences and their personal and professional system of knowledge, because of this, individual aspects make it evidently reflected within the classroom. Likewise, it seems that the conception of beliefs about writing are part of a continuum where at one end students are required to master structural aspects and skills of writing while, at the other end, there are teachers who see writing more holistically. The vision and beliefs of teachers who view writing in a more structural way could be associated with more traditional approaches to writing such as the product or even process approach (Hyland, 2009) while teachers who view writing in a more integrative and holistic way, that could be associated with the genre approach (Hyland, 2004).

Conclusion

Teachers' beliefs seem, then, to affect the environment within the classroom. According to some of the studies (Street and Stang, 2009; Hall & Grisham-Brown, 2011; Daisey, 2009; Correa *et al.*, 2013), an important function of teachers is to create environments conducive to the development of students' writing through the planning, organization and implementation of learning experiences for the pedagogical instruction of writing. It seems that the teachers' decisions regarding the position of writing are based on their own past experiences and their beliefs about the very nature of this linguistic skill.

This chapter focused on the investigation and discussion of beliefs and emotions in relation to teaching or learning writing. The above is framed in the understanding that writing in English is a socially constructed phenomenon which involves collaboration from culturally structured

contexts (Vygotsky, 1978; Lantolf and Thorne, 2006). Information that conveys specific meaning, functions, and values is derived from the interactions and relationships that occur at the time of writing. Pajares (1992) comments on this by mentioning that teachers have well-defined and labeled beliefs about their work, their students, their subjects, and their roles and responsibilities.

Being more familiar with and knowing the relevance of teaching EFL writing in the context of higher education leads us to understand that currently there is a need for a greater amount of research of this nature that allows developing approaches and methodologies that manifest characteristics social and cultural in the aforementioned environment (Canagarajah, 1999; Pennycook, 2001 and Warschauer, 2000). For this reason, it is necessary to consider the teachers' beliefs about writing teaching and the factors that are influencing their teaching practice that will allow us to visualize real situations in our country.

From this systematized review of the aforementioned studies, we can also highlight the fact that Mexico is a fertile area to pay attention to the topic of beliefs and emotions regarding the teaching and learning of writing in the context of foreign language teaching. According to Reyes Cruz (2009), in Mexico studies on beliefs in language teaching are very incipient. With an investigation of the nature of the present study, we contribute to the field of research on beliefs and emotions and offer supported data that allow us to grasp an idea about the didactic and pedagogical structures and the reasons for these in Mexico.

References

- Bidabadian, H. & Tabatabaei, O. (2015). The relationship between Iranian EFL institute teachers' beliefs and their instructional practices regarding writing strategies. *Theory and Practice in Language Studies*, 5(9), 1828-1835.
- Borg, S. (2006). *Teacher cognition and teacher education: Research and practice*. London Continuum.
- Borg, M. (2003). Key concepts in ELT: Teachers' beliefs. *ELT Journal*, 55(2), 186-188.
- Canagarajah, S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.

- Carson, J. y Leki, I. (1993). *Reading in the composition classroom: Second language perspectives*. Boston: Heinle and Heinle.
- Correa, C., Tapia, M., Martínez, A. & Ortiz, M. (2013). Language teacher personal theories about teaching writing in the Chilean public educational system. *Trabajos Lingüísticos Aplicados*, 52(1), 165-184.
- Cortazzi, M. y Jin, L. Cultures of learning: Language classrooms in China. in H. Coleman (ed.) *Society and the Language Classroom*, pp. 169-206.
- Cruz López, Y. (2008). La educación superior en México, tendencias y desafíos. *Revista da Avaliação da Educação Superior*, 13 (2), 293-311.
- Crystal, D. (2003) *English as a Global Language*, 2nd ed. Cambridge, UK: Cambridge University Press.
- Cumming, A. (1995). Fostering writing expertise in ESL composition instruction: Modeling and evaluation. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 375-397). Norwood, NJ: Able.
- Daisey, P. (2009). The writing experiences and beliefs of secondary teacher candidates. *Teachers Education Quarterly*, 5(9) 157-172.
- Díaz, C., Alarcon, P., & Ortiz, M. (2014). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 23, 171-186.
- Eman, I. (2014). Investigating the pedagogical practices of EFL writing teachers in Palestinian universities: A cognitive-ecological perspective. Doctoral thesis in education. Victoria University of Wellington.
- Ferede, T., Melese, E. & Tefera, E. (2012). A descriptive survey on teachers' perception of EFL writing and their practice of teaching writing in preparatory schools in Jimma Zone. *Ethiopian Journal of Education and Science*, (8)1, 41-61.
- Ferris, D. and Hedgcock, J. (2005). *Teaching ESL Composition: Purpose, Process, and Practice*. Mahwah: Lawrence Erlbaum.
- Grabe, W. y Kaplan, R. (1996). *Theory and Practice of Writing*. London, Longman.
- Hall, A. & Grisham-Brown, J. (2011). Writing development over time: Examining teachers' attitudes and beliefs about writing. *Journal of Early Childhood Teacher Education*, 32(2), 148-158.
- Hidalgo, H. (2010). Higher education in Mexico and its writing practices: The role of literacy. In S. Santos, (Ed.), *EFL writing in Mexican universities: Research and experience*. (pp. 181-208). Tepic, Nayarit: Universidad Autónoma de Nayarit.
- Hyland, K. (2004). *Second Language Writing*. Cambridge: Cambridge.
- Hyland, K. (2009). *Teaching and Researching Writing*. 2nd ed. Pearson Education Ltd.
- Kroll, B. (1990). *Second language writing: Research insights for the classroom*. Cambridge: Cambridge.
- Lantolf, J. P., y Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. New York: Oxford University Press.
- Leki, I. (1992). Understanding ESL writers: A guide for teachers. Portsmouth: Heinemann.
- Manchón, R. (2011a). Situating the Learning-to-Write and Writing-to-Learn Dimensions of L2 Writing.

- Matsuda, P. y Silva, T. (2005). *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*. Mahwah: Lawrence Erlbaum.
- Méndez López, M. (2015). Emotion and language learning: an exploration of experience and motivation in a Mexican university context (Tesis de doctorado no publicada). University of Nottingham, Reino Unido.
- Miras, M., Sole, I. & Castells, N. (2013). Creencias sobre escritura y escritura, producción de síntesis escritas y resultados de aprendizaje. *Revista Mexicana de Investigación Educativa*, 18(57), 437-459.
- Mora, I. (2010). Mismatches between teachers' beliefs and practices when giving feedback: A comparison between and non-native English-speaking teachers. En S. Santos, (Ed.), *EFL writing in Mexican universities: Research and experience*. (pp. 239-258). Tepic, Nayarit: Universidad Autónoma de Nayarit.
- Pajares, F. M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Pennycook, A. (2001). *Critical applied linguistics*. Mahwah: Lawrence Erlbaum Associates.
- Pierre, O. (2023). Las creencias y emociones sobre la enseñanza-aprendizaje de la escritura de profesores de la Licenciatura en Enseñanza del Inglés de la Universidad de Sonora (Tesis de Doctorado no Publicada). Universidad de Sonora, Hermosillo, México.
- Reyes Cruz, M. (2009). Creencias y realidades sobre el aprendizaje del inglés como lengua extranjera. En M. Reyes Cruz (Ed.), *Creencias, estrategias y pronunciación en el aprendizaje de lenguas extranjeras*. (pp. 247-288). Quintana Roo, México.
- Rokeach, M. (1968). *Beliefs, attitudes, and values: A theory of organization and change*. San Francisco, CA: Jossey-Bass.
- Ross, A. (2015). An exploration of the emotions and motivation of tertiary English language learners in Australia (Tesis doctoral no publicada). University of Canberra, Australia.
- Sawaed, H. (2011). Teaching cognition and classroom teaching practice: An investigation of English teaching writing at the university level in Libya. Doctoral thesis in education. The University of Glasgow.
- Seifoori, Z., Mozaheb, M. & Beigi, A. (2012). A profile of an effective EFL writing teacher. *English Language Teaching*, 5(5), 107-117.
- Silva, T. y Matsuda, P. (2001a). *On Second Language Writing*. Mahwah: Lawrence Erlbaum.
- Street, C. & Stang, K. (2009). In what ways do teachers' education courses change teachers' self-confidence as writers? *Teachers Education Quarterly*, 5(2), 75-94.
- Tagle, T. et al (2017). Pre-service teachers' beliefs about teaching writing: A case study in two Chilean universities. *Electronic Journal of Foreign Language Teaching*. 14(2), 187-200.
- Tapia-Carlin, R. (2010). Thesis writing and professional development beliefs. En S. Santos (Ed.), *EFL writing in Mexican universities: Research and experience*. (pp. 209-238). Tepic, Nayarit: Universidad Autónoma de Nayarit.

- Tunku, M. *et al.*, (2017). Analysis of teachers' beliefs and efficacy for teaching writing for weak learners. *English Language Teaching*, 10(9), 208-217.
- Uddin, E. (2014). Teachers' pedagogical beliefs and its reflection on the practice of teaching writing in EFL tertiary context in Bangladesh. *Journal of Education and Practice*, 5(29), 116-129.
- Vygotsky, L. (1978). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-35.
- Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*, 34 (3), 511-535.
- Yoshihara, R. (2012). ESL teachers' beliefs and practices: A case study of three teachers in an ESL program in Hawaii. *General Cultural Studies*, 18(1), 41-61.
- Zamel, V. (1998). Teaching composition in the ESL classroom: What we can learn from research in the teaching of English. *TESOL Quarterly* (10), 67-76.