Chapter 15
A Genre–Register Analysis of a Tourism Brochure Written by Students in an EMI University Context

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ABSTRACT

Research conducted at university level reveals that students usually have difficulties in performing cognitive and discursive operations involved in the production of academic and specialized texts, which aggravate when these activities are developed in non-native language. The purpose of this chapter is to analyze a tourism brochure written by students in an English-Medium Instruction (EMI) higher education context from a combined genre-register approach. Particularly, it aims to examine the students' main strengths and weaknesses when writing this particular text genre. A compilation of 37 tourism brochures written in English by Spanish university students is analyzed qualitatively according to an analytic rating scale inspired by Friedl and Auer (2007). Results show that students perform better in terms of register, whereas significant deficiencies regarding genre and discourse are found. This reveals that explicit teaching of discourse and genre issues in university classrooms is necessary in order to help students produce higher-quality specialized texts.

INTRODUCTION

Research conducted at university level reveals that university students often have difficulty in performing the cognitive and discursive operations involved in the comprehension and production of written texts (Atienza & López, 1997; Carlino, 2004, 2005). These difficulties aggravate when this written performance is conducted in a non-native language. In higher education, both university lecturers and

students belong to certain communities of knowledge and practice, understood by Lave and Wenger (1991) as social learning contexts that occur when people who have a common interest in a subject or area collaborate over an extended period of time. In EMI university contexts, the foreign language needs thus to be acquired considering the different genre types used in different subjects as products connected to particular fields of knowledge. Language needs to be understood as text and discourse, rather than merely from a sentence perspective, as in other traditional language teaching approaches.

The notion of discourse communities, defined by Swales (1990) and Bhatia (1993, 2004) as groups of speakers who are organized in communities in which they perform social and discursive practices, turns explanatory to understand the place occupied by language and the difficulties imposed by writing academic or professional texts in higher education. The shared knowledge of such groups is expressed by an expert or specialized discourse, i.e. a set of texts that are distinguished and grouped around a specific non-daily topic, in which prior disciplinary experience and specialized training within a particular conceptual domain is required to participants. These texts reveal a predominantly referential communicative function and circulate in particular situations, which imply that all the many unique features are articulated in 'complex semiotic systems' (Parodi, 2005, p. 26). The comprehension and production of such specialized texts constitute a highly complex task for university students, particularly when conducted in a foreign language.

The language of tourism is one of the most particular specialized languages framed within the language for advertising. The study of tourism discourse is increasingly drawing scholars' attention (Aragón, Eurrutia & Planelles, 2007; Cortés de los Ríos & Cruz, 2004; Cortés de los Ríos & Corral, 2016; Jing Luo, 2015; Montes, 2007). However, very few studies have addressed specifically the analysis of tourism genres written by students in bilingual or EMI university contexts. The purpose of this chapter is to analyze a tourism brochure written by students in an English-Medium Instruction (EMI) higher education context from a combined perspective: genre and register (Alcaraz, 2000; Alcaraz et al., 2007). Particularly, it aims to examine the students' main strengths and weaknesses when writing this particular text genre.

BACKGROUND

Pragmatic and linguistic Features of Specialized English

The existence of specialized communication fields in languages is a reality well known by most of its users. In most cases, such specialized communication fields are identified by the speakers by means of the subject topic. However, the language and texts which convey such specialized knowledge have specific features which usually make them difficult to be recognized by non-specialized members.

According to Cabré and Estopà (2005), there are certain features which allow differentiating specialized language from other types of communication. In their view, among the relevant factors which converge in specialized situations, the speaker conditions, as well as that of the receiver, the situation, the subject matter and the communicative function are highlighted. All these factors make that texts which are produced in specialized situations have specific structural features. In order to determine the guidelines that set the command of a specialized language, it is necessary to know the communication needs of the users of such particular type of language. According to Alcaraz (2000), such needs are conceived according to three basic concepts: (1) professional texts or genres; (2) register; (3) communication itself.

The notion of genre has been specialized in the study of discourse regarding its fields of use from the Theory of Register and Genre of the Sydney school. According to Swales (1990) the term genre is defined as 'a class of communicative events, the members of which share some set of communicative purposes'. As Swales (1990, p. 58) further states, 'these purposes are recognized by the expert members of the parent discourse community, and therefore constitute the rationale for the genre. This rationale shapes the schematic structure of discourse and influences and constrains choice of content and style'. Further authors, such as Halliday (1976), Hasan (1996) and Martin (1992), among others, focus on the schematic structure of different genre types, which includes the register, under the Systemic Functional Theory. The notion of register is defined by Halliday (1976, p. 22) as 'the linguistic features which are typically associated with a configuration of situational features', such as morpho-syntactic and lexical-semantic features. The genre is, therefore, determined by its subject, its format (or structure) and its discourse conventions, among others. The register is characterized by the recurrent use of a series of syntactic structures, morphological processes and the presence of specific lexicon or vocabulary which contribute to the nature of specificity and accuracy of specialized language (Ruiz Moneva, 2001).

Following Alcaraz's (2000) words, the term specialized language refers to the specific language used by some professionals or specialists to transmit information and to negotiate terms, concepts and knowledge within a specific area of knowledge. Initiated in the 60s by Barber (1962) and Herbert (1965), among others, the research line on professional and academic English, or English for Specific Purposes (ESP), began to consolidate in the nineties. According to Alcaraz (2000) and Alcaraz et al. (2007), there are two main research lines on ESP: one from a sentence perspective, and another one from a supra-sentence (pragmatic) perspective. From a supra-sentence (pragmatic) perspective, special-ized languages have the following features: Different cultural framework, determined by the epistemic community which they belong to and the cultural background they come from; professional texts genres (e.g. law, contract, etc. in legal language); specific communicative strategies, purposes and techniques; and, finally, certain discursive preferences characterized by different types of discourse (e.g. expository, descriptive, etc.).From a sentence perspective, they have very idiosyncratic syntactic and stylistic trends, and specific vocabulary that forms the core of the specialty in which there are some etiologic, stylistic, neologisms and organizational features as well as neologisms.

The analysis of the texts under the present study will be developed from a multidimensional perspec-tive combining the analysis of both the genre and register features of the tourism brochure, in accordance with the model proposed by Alcaraz (2000) and Alcaraz et al. (2007):

1. From a supra-sentence (genre) perspective: a) format (or macrostructure) and b) discourse.
2. From a sentence (register) perspective: c) morpho-syntax (grammar) and d) lexicon (vocabulary).

Pragmatic and Linguistic Features of the Tourism Brochure Text Genre

Within the specialized languages, the tourism brochure text genre is framed within the language for tour-ism and advertising. Advertising is a branch of business which is part of a specific discipline, namely marketing. The main objective of advertising is to influence positively on the consumers' behavior with the purpose of arising their interest and the desire of acquiring the advertised product, good or service.

According to the notion of genre described previously, advertising texts are primarily appellative textual types in which the reference and informative function also plays an important role (Montes, 2007). Its main purpose is to raise the action of acquiring the product or service by the receiver. In this

sense, the genre is understood as a concept which comprises a series of texts with particular features. Advertisements are types of genres which may be divided into different subgenres determined by the type of product or service offered. In the field of tourism, in particular, the main discourse typologies found in advertising texts are descriptive (to describe and inform), narrative (to report an event), persuasive or appellative (e.g. to sell, purchase, negotiate, etc.) and prescriptive (e.g. to give instructions) (Aragón, Eurrutia & Planelles, 2007). Tourism brochures and advertisements can be classified, in turn, into different sectors within this industry, e.g. transport, travel agencies, hotels, tourism destinations, etc. All of them must fulfill, among others, the following functions: inform, suggest, advise, motivate, persuade, describe, etc. (Aragón et al, 2007: 235).

Following the model proposed by Alcaraz (2000) and Alcaraz et al. (2007), supra-sentence and sentence features of the tourism brochure text genre can be described as follows. Regarding the macrostructure, and in contrast to more standardized texts, such as scientific-technical genres, tourism brochures do not have a unique and common structure, since, as stated above, the great amount of tourism sub-genres result in an uncountable number of different texts which have certain and specific particularities. Despite the fact that each tourism or advertising genre has a specific format and a particular distribution of information depending on plenty of elements, e.g. channel, discourse practices, etc., the one proposed by Montes (2007) will be considered as a general framework for the present study. According to this author, tourism brochures should contain, at least, the following sections so that they can convey their communicative function in an appropriate way: 1) heading; 2) slogan; 3) body.

The headline usually appears with a particular typography different from the rest of the text. It has both an appellative and informative function. It should contain the highest amount of information about the product or service. Its appellative character requires it to be short in length but concise. With regard to the slogan, it is the most appellative verbal section in a brochure or advertisement. It usually appears within the general structure, not too close to the heading and the body of the text. It is characterized by its brevity, simplicity and wittiness (Montes, 2007). The body is the longest verbal section in the text and it serves as an 'anchor' (Montes, 2007, p. 227) of the heading and the slogan. It develops the objectives explanations regarding the characteristic, benefits and usefulness of the product or service in a coherent way.

With regard to the discourse features, tourism and advertising discourse is characterized by an appellative, descriptive and informative function. For this purpose, discourse markers and linking words are used to organize the ideas presented in order to contribute to the cohesion and coherence of the whole text (Fernández & Gil, 2000). The genre in this case has an appellative and descriptive character as it tries to catch the consumer's attention. It also provides information about a specific good or service (in this case, a tourism destination). In order to introduce the information in a cohesive and coherent way, discourse markers such as explanation, recapitulation, reinforcement and concretion (e.g. 'that is'; 'definitely'; 'actually'; 'in fact'; 'for example', etc.) are abundant in this type of genre.

As for the grammar, the main purpose of tourism brochures is to catch the attention of the customers to arouse their interest in acquiring the advertised good or service. The use of certain morpho-syntactic elements can contribute to reinforce this purpose. According to many authors (Aragón et al., 2007; Cortés de los Ríos & Cruz, 2004; Montes, 2007), the main grammar features of tourism advertising and brochures are:

- Verb Tenses

As stated above, some of the main language functions of tourism advertisements are descriptive (to describe and inform) and narrative (to report an event). Therefore, the use of simple (especially present) tenses dominates tourism advertising texts, that is, the specification of property, the description of a hotel or destination, etc. (e.g. 'The hotel offers equipped bathroom'; 'The hotel's facilities include (...)'; 'It has a privileged location'; etc.). On the other hand, and due to prescriptive character of this type of texts – they tend to give instructions to catch the customers' attention - the use of imperative forms is usual (Aragón et al., 2007) (e.g. 'Enjoy exquisite local dishes'; 'Relax on Goa's golden beaches'; 'Find our hotel in the heart of the city center'; etc.).

- **Passive Voice:** It is used to highlight the properties of a certain good or service (e.g. 'The bathrooms are equipped with (...); this functional and modern space is created for (...)'; 'A sample of the best gastronomy can be found (...)', etc.).

- **Fronting:** It is a syntax phenomenon by which a clause element that is usually placed after the verb is moved to the first position in the clause, that is, before the subject and the verb. The effect of fronting is usually that the fronted element receives special emphasis, often because it contrasts with something mentioned earlier. Due to the appellative character of tourism advertising texts, this is a very recursive element (e.g. 'Unique in its designed feature the hotel is renown (...)'; '(...) set in lush tropical gardens leading on to the beach, this modern hotel offers (...)', etc.) (Cortés de los Ríos & Cruz, 2004).

- **Nominal Structures:** Although nominal structures in this type of genre are not as long as in the two previous ones (lab report and press article on Economy), they also abound in tourism advertising texts in the search for clarity and conciseness (e.g. '72 ample rooms with views (...)'; '24-hour reception area', etc.).

With regard to the lexicon, tourism advertising texts are characterized by the abundance of semi-specialized vocabulary, although, in some cases, certain specialized terms can appear in order to describe particular features of tourism spaces (e.g. 'therapeutic jets'; 'hydro-massage'; 'salus per aqua (SPA)'; etc.) (Cortés de los Ríos & Cruz, 2004). Among the main feature of this semi-specialized vocabulary, the following vocabulary features can be highlighted:

- **Intensifying Adverbs:** These adverbs are frequently used in tourism brochures to emphasize the qualities and benefits of the goods or services advertised (e.g. 'ideally situated'; 'the most advanced equipment'; 'highly recommended', etc.).

- **Positive-Degree Adjectives:** As well as intensifying adverbs, positive-degree adjectives are a usual resource in appellative texts such as tourism advertisements, whose main function is also to highlight the properties of the described products or services (e.g. 'modern'; 'bright'; 'spacious'; 'high-ranking'; 'ideal'; 'exquisite', etc.).

- **Loanwords:** In tourism advertisements in English, the use of loanwords taken from French or other languages is frequent (e.g. 'chef', 'suite', 'cuisine', 'buffet', etc.).

METHODOLOGY

Context and Participants

The present study takes place at the University of Almeria (UAL), a public university of the region of Andalusia (South-East Spain). This university launched a Plurilingualism Promotion Plan by which different courses from all the degrees offered by the institution are taught in a language different from Spanish. The sample under study belongs to a course in Tourism Marketing, a 6-ECTS compulsory course taught in the second academic year in a four-year undergraduate degree. The course was divided into a teaching group and two working groups. The teaching group was totally taught in English, and the working groups were taught one in Spanish (working group A) and one in English (working group B). The sample of analysis was taken from the working group B during the academic year 2013-2014.

The students' written production was gathered during the academic year 2013-2014. This yielded a total amount of 37 students (17 males and 20 females) of an average age of 20.1. The 37 tourism brochures analyzed in this case, with an average length of 214 words, yielded a total amount of 5,778 words. The participants of this study were asked to write a short tourism brochure to promote the Natural Park of Cabo de Gata-Níjar (Almería, Spain) and its main attractions. Some days before the writing assignment in class, the lecturer provided the students with a handout with some instructions for its design, which contained different samples and templates.

In an attempt to guarantee the reliability of this study and the equality among participants, only the texts produced by Spanish-native speakers were selected in order to avoid any bias in the writing task because of the English language level. To do this, a preliminary questionnaire was passed to the students at the beginning of the study in order to know their mother tongue or second language and whether they had a certified English level. Out of them, and in order to achieve a homogeneous sample, only those who had a certified English level between B1or B2 according to the CEFR were selected.

All the texts analyzed are part of the evaluation procedure to pass the corresponding course. They were produced during the class hours and they were written in English with no support materials (dictionary, computer, etc.)

Instruments for Analysis

The students' written production has been analyzed qualitatively according to an analytic rating scale used, considering the fact that students do not necessarily develop all aspects of the writing ability at the same rate, resulting in significant differences (Hughes, 2003), as the results of this study show. An analysis of each student's writing was conducted according to four parameters in order to examine the differences among the students' specific aspects regarding their writing skills, and considering both the pragmatic and linguistic aspects of the tourism brochure text genre.

The rating scale used in this study was an adapted version from Friedl & Auer (2007). It consists of four equally-weighted aspects or parameters of written language competence. For each category, scores ranged according to a five-level Likert scale: from 0 (not enough to evaluate) to 5 (very good). The four parameters included in this rating scale are: (1) Task fulfillment; (2) Organization; (3) Grammar; and (4) Vocabulary (cf. Appendix).

Parameter 1: *Task Fulfillment.* According to this parameter, the students' written production was analyzed in accordance with the degree to which the purpose of the written assignment was fulfilled. More particularly, it was assessed according to the degree of task fulfillment and the appropriateness in terms of text format (appropriate structure), length and register (adequate style and language use).

Parameter 2: *Text Organization.* With regard to this parameter, texts were assessed according to the textual competence of the students and the extent to which the communicative purpose of the particular text genre was achieved. In particular, the aspects considered for analysis were overall structure of the texts, the use of paragraphs as a structure device, the appropriate use of discourse markers and the extent to which the texts were written in a cohesive and coherent way.

Parameter 3: *Grammar.* The aspect addressed by this category was the appropriate use of the morhpo-syntactic elements according to the particular text type. In particular, the accuracy shown by the students in the use of grammar rules and forms and the variety and complexity of the structures used were assessed.

Parameter 4: *Vocabulary.* As for this category, the appropriate use of lexical-semantic elements in accordance with the particular text genre was analyzed. More particularly, the range of vocabulary, the appropriateness of the words chosen by the students, formal accuracy and correct spelling were assessed.

The results according to this qualitative analysis will allow fulfilling the objective of this study: to examine the students' main strengths and weaknesses when producing this particular text genre se. In this sense, one will be able to know the writing dimensions where students find more difficulties when writing this particular text genre, i.e. at a textual and discourse level, or at a grammar and lexical-semantic level, which may revert in certain amendments from a pedagogical point of view to a achieve a higher quality in the students' foreign language written production at tertiary level.

RESULTS

Global Results

Table 1 and Figure 1 show the writing analysis average scores achieved (out of a total of 5 for each parameter) of the text genres studied in this sample.

As can be observed, the writing analysis average score of the tourism brochures stands above the minimum score considered as 'adequate' (2.5/5) in all parameters, except for parameters 1 (TF) and 2 (ORG),

Table 1. Average scores of the texts analyzed and standard deviation (SD)

Parameter	Range	Average Scores	Standard Deviation (SD)
TF	1-5	2.46	.867
ORG	1-5	2.10	.809
GRAM	1-5	2.50	.762
VOC	1-5	3.02	.600
n= 37			

Figure 1. Average scores per parameter analyzed
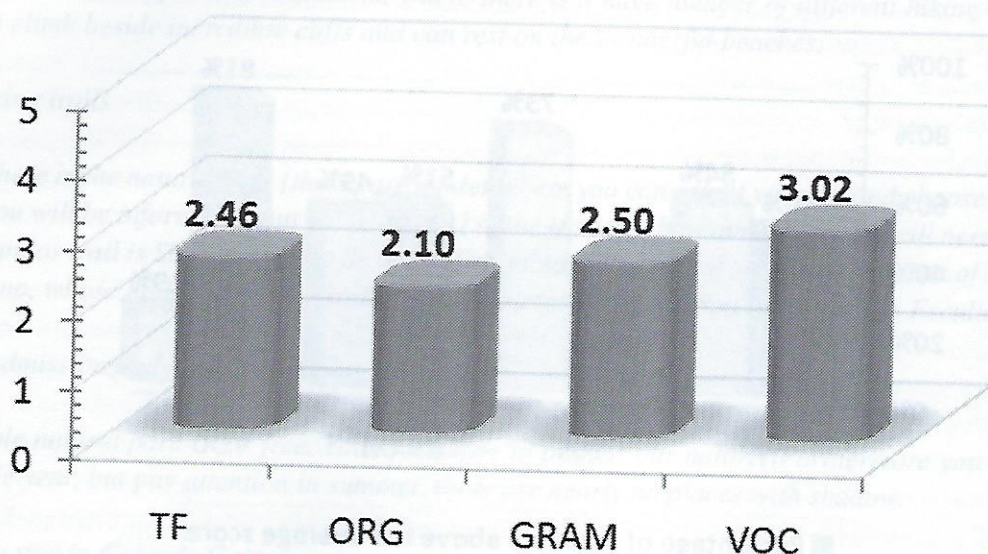
which stand below the average (2.46 and 2.10, respectively). With regard to parameter 3 (GRAM), the average score equals the minimum score (2.50). As for VOC, the average overcomes more significantly the writing analysis average score (3.02).

The general impression at this point is that the students perform better in terms of VOC than in the other three parameters, together with GRAM, which, in this case, reaches the minimum score considered as 'adequate'. Regarding TF and ORG, none of them reaches the minimum acceptable score, being the latter the lowest scored. As for the standard deviation (SD), it is higher in TF and ORG (,867 and, 809, respectively) than in GRAM and VOC (,762 and, 600, respectively), which indicates that the highest significant difference between the higher and lower-scored student is observed, particularly, in TF; whereas the lowest significant difference is appreciated in VOC. However, in order to get a more accurate picture of the subjects under study, the results from the analysis are examined in next section in accordance with the number of students who stand above and below the minimum writing analysis average score considered as 'adequate' in the rating scale (2.5).

Results According to Average Score

Figure 2 shows the percentage of students who stand above and below this average writing score.

As Figure 2 shows, out of all the students analyzed, 81% stand above the writing analysis average score in terms of VOC. This percentage is followed by GRAM (51%), TF (46%), and ORG (27%), which seems again to be the parameter which poses more difficulties to the students. With regard to the four parameters analyzed, the following results are found:

Parameter 1: *Task Fulfillment*. In general, lower-scored texts (54%) show a limited overall structuring and frequent mistakes in paragraphing. Most of these did not contain the minimum sections of a tourism brochure, as explained in Chapter 4: (1) heading; 2) slogan; 3) body). In contrast, most

Figure 2. Percentage of students above and below the average score
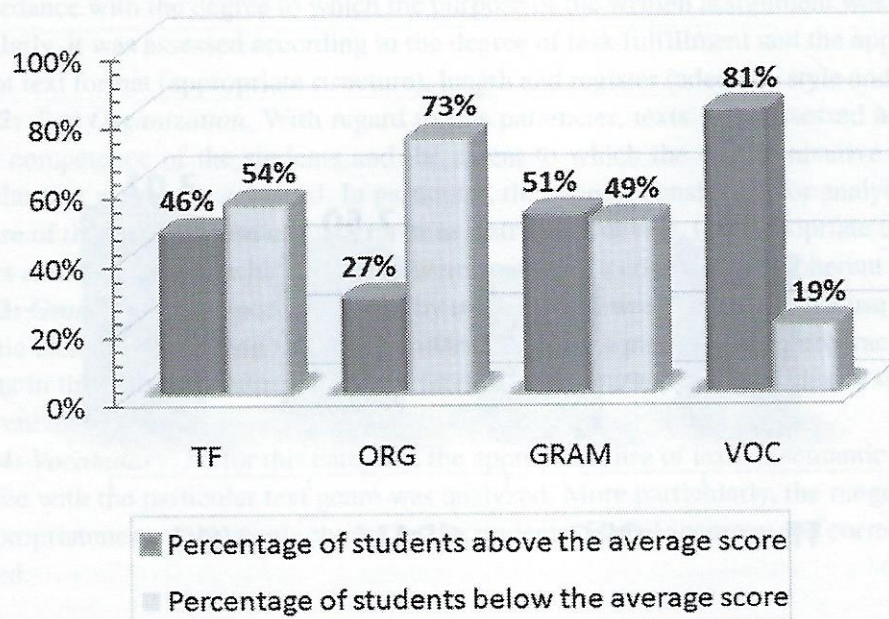
of them use an essay, or even, a list structure to organize the information, which impairs from the recognition of the appellative, descriptive and informative communicative functions of such genres. E.g.:

Sample of lower-scored text:

Cabo de Gata

What to see: wonderful beaches; Fantastic landscapes; Marvelous sunsets; Stunning little villages-

What to eat: Fantastic tapas; Delicate fish; Exquisite paella; Exquisite wine.

What to do: Exciting horseback riding; Fantastic scuba diving; Fantastic kayaking; Amazing boot trips. (TOUR, 05)

• Sample of higher-scored text:

Natural Park Cabo de Gata

Feel the spirit of hiking in Andalusia!

Why hiking in Cabo de Gata?

The cliffy coasts has[ve] an extreme beauty and a huge biodiversity. Cabo de Gata has a size of 38.000 hectare and it is the jewel of Andalusia, where there is a huge number of different hiking trails. Here you can climb beside incredible cliffs and can rest on the wonderful beaches.

Best hiking trails

Everywhere in the natural park [there] are guides where you can orient yourself and choose your route. There you will be informed about the length[th] of the trail and how much time you will need for it. The most popular trail is Sierra delCabo de Gata. This mountain range of 500 metre consists of dark stones of volcano, whose highest peak is Fraile with 493 metres, between San José and Los Escullos.

Costs, Admission and hours of opening

The whole natural park is for free. You don´t have to pay for our nature! Furthermore you can hiking the whole year, but pay attention in summer, there are nearly no places with shadow.

Where to stay in Cabo de Gata

There are many offers to stay while your hiking trip. You can choose between hostals, hotels, hostels, apartments and holiday flats. (...)

24- hour hotline: 0043 123 456 789. (TOUR, 06)

Parameter 2: *Organization.* With regard to this parameter, only 27% of the analyzed texts show an appropriate use of connectives and punctuation. They include some discourse markers typical in such text genres (e.g. explanation, recapitulation, reinforcement and concretion). It should be noted however that more than half of the texts analyzed contain extra-linguistic elements such as pictures, images, etc. which reinforces the appellative function of the text genre (Montes, 2007). Some examples which illustrate these results which correspond to higher and lower-scored texts regarding this parameter can be highlighted:
Sample of lower-scored text:
‘Fantastic tapas; delicate fish; exquisite paella’ (TOUR, 05).
‘Barceló Cabo de Gata Hotel; Cabogata Mar Garden Hotel & Spa; Cortijo el Paraiso and Hotel de NaturalezaRodalquilar& Spa Cabo de Gata’ (TOUR, 19).
Sample of higher-scored text:
‘Furthermore you can hiking the whole year’ (TOUR, 16).
‘But one thing is for sure: It never gets boring (...)’ (TOUR, 22).
Parameter 3: *Grammar.* As for GRAM, in this case, nearly half of the sample (lower-scored texts, 49%) show deficiencies in the use of grammar rules and forms and sentences are simple coordinated sentences with frequent syntax errors and limited variety of structures, little use of imperative forms, passive voice and noun phrases (as suggested by Cortés de los Ríos & Cruz, 2004; Montes, 2007, Aragón et al, 2007; among others). In contrast, higher-scored texts (51%) show more accurate use

of grammar and structures, limited number of syntax errors and use of complex sentences. Some examples which illustrate these results which correspond to higher and lower-scored texts regarding this parameter read as follows:

Sample of lower-scored text:

'In Cabo de Gata there you find a variety of marine and terrestrial fauna' (TOUR, 19).

'Cabo de Gata has a total of 15 beaches that are part of Cabo de Gata' (TOUR, 24).

Sample of higher-scored text::

'Come and enjoy the wonderful beaches (...)' (TOUR, 26).

'There are also some camping grounds, where you can live the pure nature and relax' (TOUR, 11).

Parameter 4: *Vocabulary.* With regard to VOC, both highly and lower-marked brochures contain, to a lesser or greater extent, an appropriate use of vocabulary (lexical-semantic elements appropriate to the particular text genre), being this the parameter which outperforms the other three, as occurred in the previous samples. It is noteworthy that 81% of the tourism brochures analyzed contain a wide range of vocabulary, intensifying adverbs, some positive-degree adjectives, and few spelling mistakes. Only 19% of the texts analyzed show a poorer range of vocabulary, some repetitions and errors of form and usage or spelling mistakes. These are some examples which illustrate these results:

Sample of lower-scored text:

'Fantastic tapas; fantastic landscapes; fantastic scuba diving (…)' (TOUR, 04).

'Relaxed[ing] holiday' (TOUR, 24).

Sample of higher-scored text::

'Incredible cliffs' (TOUR, 36).

'Extremely beauty and a huge biodiversity' (TOUR, 06).

As can be observed, writing analysis average score of texts stands above the minimum score considered as 'adequate' (2.5/5) in all parameters, except for parameter 2 (ORG), which seem to be the parameters which pose more difficulties among the students analyzed, especially the first one. On the contrary, in all samples, the highest-scored parameters are VOC, followed by GRAM, which seem to represent less difficulties among the students analyzed. This reveals that students have clear deficiencies with regard to the awareness of the text format, organization and discourse issues of the tourism brochure text genre (TF, and, especially, ORG). In contrast, with regard to GRAM and VOC, the three samples show, to a lesser or greater, a rather appropriate use of grammar and vocabulary of tourism and advertising language, being the latter the parameter which outperforms the other three.

DISCUSSION

In light of the results obtained from the analysis, this study shows significant advantages on the writing of the tourism brochure text genre in those areas concerning purely linguistic skills (grammar and vocabulary). These parameters are considerably better performed in terms of accuracy, range of vocabulary and spelling. However, the other parameters analyzed (task fulfillment and text organization) show deficiencies with regard to text format, organization and discourse issues, which reveal that more textual and pragmatic skills should be encouraged in EMI lessons.

With regard to the parameters analyzed, both highly and lower-marked brochures contain a wide range of vocabulary appropriate for this particular text genre, such as intensifying adverbs, some positive-degree adjectives, as supported by some specialists (Aragón et al, 2007; Cortés de los Ríos & Cruz, 2004; Cortés de los Ríos & Corral, 2016; Montes, 2007). As for grammar, nearly half of the texts show accurate use of grammar and structures, limited number of syntax errors and use of complex sentences. In contrast, more than a half of the brochures analyzed show a limited overall structuring and frequent mistakes in paragraphing. Most of these did not contain the minimum sections of a tourism brochure (Montes, 2007). Furthermore, most of them use an essay, or even, a list structure to organize the information, which impairs from the recognition of the appellative, descriptive and informative communicative functions of the tourism brochure text genre. Finally, and most significantly, most of the brochures analyzed show a deficient use of connectives and punctuation, which makes the reading of many samples rather difficult.

According to recent studies (Jexenflicker & Dalton-Puffer, 2010; Ruiz de Zarobe, 2010), in which different text genres were assessed according to a similar analytic rating scale as the one used in this study, the best performed language parameters were related to pure linguistic skills (grammar and vocabulary), as occurs in the present study. As for text organization, the authors state that, on the whole, these skills were not very well developed, which is also borne out by the present study. According to the previous results, several aspects of this dimension represent a considerable challenge for the students analyzed. While they seem to benefit more from their larger lexical knowledge, awareness of the textual and discourse elements required by their respective genres was not particularly high. The same point can be made even more strongly for the use of paragraphing in structuring the text into distinct but coherent phases, which also appears explicitly on the study conducted by Jexenflicker & Dalton-Puffer (2010).

These findings can be explained in the sample analyzed by the fact that the students may have studied grammar and lexical aspects of the English language that can be applied to tourism discourse in previous years more in depth than issues regarding text format, and, especially, discourse aspects of this particular text genre.

SOLUTIONS AND RECOMMENDATIONS

The inclusion of genre awareness in teaching writing in specialized teaching contexts, especially in a foreign language, is considered to be an essential practice (Hyland, 2004). Hyland (2005) supports the idea that those individuals who master discourse skills obtain better academic results and are able to produce more complete and complex texts with an academic purpose, as evidenced by the results of the present study. An explicit teaching of genres allows students to produce discursive frameworks in which they organize the disciplinary content, while constructing and developing an identity as writers of a discipline in a foreign language (Muñoz, 2011).

The way in which the written production has been addressed in Higher Education so far can be described as highly decontextualized, since it is not taught to fulfill real purposes outside the classroom. In contrast to the pedagogical suggestions of Thornbury (2005), the teaching of writing is not usually with a real purpose (where it occurs). Writing for real purposes implies that students' should not only learn 'anecdotal' writing (Muñoz, 2011, p. 303), but also the text genre types that belong to the particular students' discipline.

Spanish students, normally, do not receive written text models based on real texts to be followed. Consequently, they may find difficulties to recognize the linguistic patterns of the text genre in question, which constitutes an obstacle both for their own reading comprehension and written production, as it has been attested to by the results of this study. According to some studies (Cisneros, 2008; Henao & Toro, 2008; Murillo Fernández, 2010), while writing processes were initially oriented from a language and linguistic perspective, today, there is a clear tendency to orient them from content and language teaching, considering its epistemic function. In bilingual university contexts, as in the present study, it would be necessary therefore to introduce the foreign language in classrooms with the purpose of teaching disciplinary content considering language aspects which go beyond grammar and syntax, as it is usually approached in earlier educational levels.

FUTURE RESEARCH DIRECTIONS

Further research in this line could be developed by extending this study to wider samples from different contexts so that an overall view on the main strengths and weaknesses of university students when writing this particular text genre could be observed on a larger scale. This could provide more sustained and substantial information on the needs of university students following bilingual Higher Education courses that may lead to pedagogical reformulations and teaching adaptations to provide them with the necessary resources to overcome their deficiencies on the matter.

Another research line could be comparing these results with the students' performance in their mother tongue, as some studies have already done, although from a more general perspective (Breeze, 2012; Llinares & Whittaker, 2006; Whittaker & Llinares, 2009). Extending the detailed analyses of this study to writing contexts in the native language would allow ascertaining whether students show the same or different strengths and weaknesses in both languages and at which language levels, which would encourage further cooperation among content and language instructors.

CONCLUSION

As observed in this chapter, the university students analyzed perform better in terms of vocabulary and grammar than in the other parameters when writing a tourism brochure. This reveals that there are clear deficiencies with regard to text format, organization and discourse issues. Considering that these levels correspond with the lower-performed language levels by the students in this study, it seems evident that a special focus should be paid to them in class if our purpose is to increase the quality of university students' written production in English.

The analysis of the students' written production allows the researcher to identify which areas need more attention, both at a micro-linguistic (morpho-syntax and lexicon) and, especially, at a macro-linguistic (macrostructure and discourse) level (Muñoz, 2011) when writing this particular text genre. Consequently, and in view of these results, the pedagogical implications should be focused mainly on the improvement of students' pragmatic and discourse skills from a genre-based perspective, since it seems that these are the language areas which need more attention in disciplinary courses of EMI higher education contexts.

According to Canale & Swain (1980), a good writer must have good language competence, textual competence and sociolinguistic or pragmatic competence. More particularly, and in accordance with Lillis & Curry (2006), university students can be considered good writers as long as they show to be competent in terms of content compilation; specifications of text genre, discourse, grammar and lexical levels. As observed in the results of this study, the students under study respond to a model of 'inexperienced' or 'novice' writers (Muñoz, 2011, p. 270) and do not usually develop discipline contextualization of their writings, therefore, their textual and pragmatic (communicative) competence seems to be rather limited.

Writing at university involves producing texts that fall within a specific communicative situation within a certain context and this requires complex reasoning processes including the knowledge of the subject matter as well as the management of the textual organization of the required texts. This study shows that just writing is not enough to master the subject content of what is being communicated, but it is necessary to adapt the texts to the reading audience, to achieve the intended purpose, and to coordinate and organize the written ideas taking into account the communicative situation (Muñoz, 2011). Having certain notions of genres will help students produce higher-quality texts, increasing thereby their linguistic awareness within a specific field of knowledge (Thornbury, 2005). As Nelson and Calfee (1998) state, this knowledge is essential to learn a discipline, since 'a student needs to learn how people in that discipline support their arguments' (Nelson & Calfee, 1998, p. 33). In this sense, the students of the present study are far from being able to carry out high-quality written productions with such features. This coincides in fact with the common reality in Europe that university students have large weaknesses in their writing performance (Björk, 2003), especially, according to the findings of the present study, in terms of discourse and structure patterns. Consequently, a conscious and specific focus on writing activities in accordance with specific fields of knowledge is necessary, which are besides more complex when they take place in a foreign language.

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KEY TERMS AND DEFINITIONS

Communities of Practice: Social learning contexts that occur when people who have a common interest in a subject or area collaborate over an extended period of time.

Discourse Communities: Group of people involved in and communicating about a particular topic, issue, or in a particular field.

Discourse Markers: Words and phrases used in speaking and writing to signpost discourse by organizing the ideas and contributing to the cohesion and coherence of the whole text.

Genre: A type of communicative event whose purposes and pragmatic features are recognized by the expert members of the parent discourse community.

Register: Morpho-syntactic and lexicon-semantic features which contribute to the nature of specificity and accuracy of specialized language.

Specialized Discourse: A set of oral or written texts that are distinguished and grouped around a specific non-daily topic, in which prior disciplinary experience and specialized training within a particular conceptual domain is required to participants.

Supra-Sentence Linguistics: Branch of linguistics which studies the pragmatic and textual features of language above the sentence level.

APPENDIX

Table 2. Rating scale inspired by Friedl & Auer (2007) used to analyze the tourism brochures written by the students

Parameter 1: Task Fulfillment	
5	Task fully achieved; appropriate format, length and register.
4	Task almost fully achieved, content mostly relevant; mostly appropriate format, length and register.
3	Task adequately achieved, acceptable format, length and register.
2	Task achieved only in a limited sense, often inadequate format, length and register.
1	Task poorly achieved; inadequate format, length and register.
0	Not enough to evaluate.
Parameter 2: Organization	
5	Clear overall structure, meaningful paragraphing; very good use of connectives, no editing mistakes, conventions of punctuation observed.
4	Overall structure mostly clear, good paragraphing, good use of connectives, hardly any editing mistakes, conventions of punctuation mostly observed.
3	Adequately structured, paragraphing misleading at times, adequate use of connectives; some editing and punctuating errors.
2	Limited overall structuring, frequent mistakes in paragraphing, limited use of connectives; frequent editing and punctuation errors.
1	Poor overall structuring, no meaningful paragraphing, poor use of connectives; numerous editing and punctuation errors.
0	Not enough to evaluate.
Parameter 3: Grammar	
5	Accurate use of grammar and structures, hardly any errors of agreement, tense, word order, articles, pronouns, etc.; meaning clear, great variety of structures, frequent use of complex structures.
4	Mostly accurate use of grammar and structures, few errors of agreement etc.; meaning mostly clear; good variety of structures, readiness to use complex structures.
3	Adequate use of grammar and structures; some errors of agreement etc.; meaning sometimes not clear; adequate variety of structures; some readiness to use complex structures.
2	Limited use of grammar and structures; frequent errors of agreement etc.; meaning often not clear; limited variety of structures; limited readiness to use complex structures.
1	Poor use of grammar and structures; numerous errors of agreement etc.; meaning very often not clear; poor variety of structures.
0	Not enough to evaluate.
Parameter 4: Vocabulary	
5	Wide range of vocabulary; very good choice of words; accurate form and usage; hardly any spelling mistakes; meaning clear.
4	Good range of vocabulary; good choice of words; mostly accurate form and usage, few spelling mistakes; meaning mostly clear.
3	Adequate range of vocabulary and choice of words; some repetitions; some errors of form and usage; some spelling mistakes; meaning sometimes not clear; some translation from mother tongue.
2	Limited range of vocabulary and choice of words; frequent repetitions; frequent errors of form and usage; frequent spelling mistakes; meaning often not clear; frequent translation from mother tongue.
1	Poor range of vocabulary and choice of words; highly repetitive; numerous errors of form and usage; numerous spelling mistakes; meaning very often not clear; mainly translation from mother tongue.
0	Not enough to evaluate.