



Family of Genres Linked to Didactic Planning: A Genre Analysis¹

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Abstract

This study aims to understand the family of genres linked to didactic planning (DPGs), focusing on their epistemic and argumentative potential. It highlights how associated reading and writing practices contribute to university teacher education. To this end, a mixed-method design was adopted, combining corpus analysis (93 lesson plans, 66 syllabi, and 3 curricular designs) with interviews conducted with pre-service and in-service teachers from diverse teacher training programs. The results reveal a typology of didactic planning genres organized into two subfamilies: authorial genres (lesson plans, didactic sequences, syllabi) and critical reading genres (curricular designs, study programs). These genres are characterized linguistically as polyphonic, polymorphic, and multi-targeted. Although DPGs display highly technical structures, they cannot be reduced to formulated or ritualized writing. Instead, they embody epistemic and argumentative functions that enable reflection, justification, and decision-making in teaching. The implications of these findings for teacher education are twofold. First, they highlight the need to explicitly address the teaching and learning of didactic planning genres as part of professional and training writing practices. Second, they provide linguistic and didactic orientations to foster the development of generic competence among future teachers, promoting critical and reflective engagement with planning as a discursive practice at the core of professional development.

Keywords: Didactic planning; teacher education; genre analysis; argumentation.

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Familia de géneros vinculados con la planificación didáctica: un análisis genérico

Resumen

Este estudio tiene como objetivo comprender la familia de géneros vinculados con la planificación didáctica, centrándose en su potencial epistémico y argumentativo. Así, destaca cómo las prácticas de lectura y escritura asociadas contribuyen a la formación del profesorado universitario. Para ello, se adoptó un diseño de métodos mixtos que combinó el análisis de corpus (93 planificaciones de clase, 66 programas de asignaturas y 3 diseños curriculares) con entrevistas a docentes en formación y en ejercicio de distintos profesorados. Los resultados revelan una tipología de géneros de planificación didáctica organizados en dos subfamilias: géneros de autoría (planificaciones de clases, secuencias didácticas, programas de asignaturas) y géneros de lectura crítica (diseños curriculares, programas de estudio). Estos géneros se caracterizan lingüísticamente por ser polifónicos, polimorfos y con múltiples destinatarios. Aunque estos géneros presentan estructuras muy técnicas, no pueden reducirse a una escritura ritualizada. En cambio, encarnan funciones epistémicas y argumentativas que permiten la reflexión, la justificación y la toma de decisiones en la enseñanza. Las implicaciones de estos hallazgos para la formación del profesorado son dobles. En primer lugar, ponen de relieve la necesidad de abordar explícitamente la enseñanza y el aprendizaje de los géneros vinculados con la planificación didáctica como parte de las prácticas de escritura profesional y formativa. En segundo lugar, proporcionan orientaciones lingüísticas y didácticas para fomentar el desarrollo de la competencia genérica entre los futuros docentes, promoviendo un compromiso crítico y reflexivo con la planificación como práctica discursiva en el centro del desarrollo profesional.

Palabras clave: planificación didáctica; formación docente; análisis de géneros; argumentación.

Introduction

In this paper, we rely on Genre Linguistics ([Adamzik, 2000](#)), a central strand of German textual linguistics, to improve the understanding of written genres linked to didactic planning (DPGs). Our goal is to offer alternatives to technical approaches that treat these texts as formulaic prescriptions rather than original creations by teachers. To do this, we will explore the relationship between genres, often mentioned by the expressions “family of genres” ([Bergmann & Luckmann, 1995](#)), “kinship of genres” ([Martin & Rose, 2002](#)), “genre colonies” ([Bhatia, 2004](#)). We aim to move forward in this debate and exploit the results for the didactic planning genres to propose orientations favoring the acquisition of generic competence in the didactic field.

Why focus on didactic planning and its textualizations? Teaching, as an intentional action, challenges teachers so that they can plan the teaching and learning processes that they deliberately seek to carry out ([Perrenoud, 2004](#); [Zabalza, 2003](#)). Hence, didactic planning as a working tool constitutes one of the professional practices in which students are sought to enter the initial teacher training spaces ([John, 2006](#); [König, Bremerich-Vos, Buchholtz & Glutsh, 2020](#)). The specific literature on planning is pervasive ([Gimeno Sacristán & Pérez Gómez, 1993](#); [Zabalza, 2003](#); [Zoppi, 2008](#); [Feldman, 2010](#)). It emphasizes the importance of understanding it as a working hypothesis that allows reflection on one’s practices and not as a rigid mold that inflexibly delimits contents, purposes, and objectives separated from the practice.

Likewise, [Davini \(2008\)](#) and [Litwin \(2008\)](#) examine its role in teaching, its use as a tool for reflection, and the prescriptions that guide its construction. However, scarce research addresses didactic planning from a linguistic approach that systematizes this professional practice as the core of a family of genres relevant to professional development and teacher training. Thus, the main objective of this study is to characterize the family of genres linked to didactic planning, focusing on their epistemic and argumentative potential as well as on their teaching and learning within university teacher education. On the one hand, we return to relevant antecedents that allow us to delimit a linguistic approach to this professional practice. On the other, we characterize didactic planning as a family of professional genres that has strong implications for initial teacher training, to the extent that it is part of the essential skills that are taught, redefined, and problematized in this area.

To characterize didactic planning as a professional discursive practice is to recognize genres as necessary for communication. Without them, we would need to recreate communicative forms each time, making communication impossible. Knowing and deepening the characteristics of a family of genres allows us to understand them, and use them effectively, while also recognizing the changes produced and the various ways they are used and taught. Likewise, in teaching, recognizing these genres crystallizes the fact that, daily, teachers write several texts within the framework of their work and the institutions where they practice. These writings reveal professional writing practices ([Delcambre, 1997](#)), allowing teachers to carry out their tasks, achieve the objectives inherent to their practices, and give meaning to their work ([Barrère, 2002](#)). From this perspective, didactic planning is examined as a situated professional writing practice, which allows positioning this study within the field of Applied Linguistics, insofar as it focuses on the use of language in institutional and professional contexts and provides didactic orientations for teacher education.

In sum, didactic planning as teachers’ professional writing practice has some characteristic traces. In the 1960s and 1970s, it was necessary to specify every one of the elements involved (objectives, activities, resources, contents, etc.), through uniform forms of writing and presentation in which the teacher assumes the place of a technocrat who precisely controls teaching situations ([Brito, 2003](#)). Today, these visions have changed, and teachers are conceived as active participants and decision-makers immersed in a teaching practice that is unpredictable, multidimensional, and complex. Therefore, didactic planning becomes a working hypothesis. At the center of these debates, the didactic planning genres, that we propose to see as a family ([Bergmann & Luckmann, 1995](#); [Ciapuscio, 2007](#)), continue to be stressed by the influence of technical approaches while -simultaneously- searching for new ways of expression.

Didactic Planning Genres as a Family of Genres: Theoretical Background for a Linguistic Approach

Following German textual linguistics ([Adamzik, 2000](#)), we consider texts as complex objects. They are characterized by a property called textuality, which has a prototypical nature. This textuality entails a set of features concerning the texts' different levels or constituent dimensions: functionality, situationality, thematicity, and linguistic form ([Heinemann & Heinemann, 2002](#); [Ciapuscio, 2004](#)). Importantly, texts always belong to a genre, that is, a group or class of texts with recurring, recognizable characteristics. For example, a lesson plan and a unit outline share certain textual dimensions but serve different purposes, making them distinct genres.

Genres must also be distinguished from the textual patterns they derive from ([Heinemann, 2000](#)). There is a consensus that knowledge of global textual patterns is acquired and expanded because of communicative experiences, and this knowledge plays a central role in producing and understanding texts. As speakers, we regularly face communicative tasks and tend to solve them in similar ways. Textual patterns are performed social and structural resources capable of "solving" repeated communicative tasks; they constitute general orientations on the properties of texts, which vary according to the communicative experience of the individual and their field of activity. In short, texts are not isolated units, but structured social products shaped by their purpose, situation, and language. From this standpoint and from an applied linguistics one, this study is situated within the international genre studies tradition that views genres as socially and institutionally embedded communicative actions ([Swales, 1990](#); [Bhatia, 2004](#)). Within this framework, analyzing didactic planning genres contributes to understanding how language shapes professional practices and disciplinary knowledge construction.

Thus, as speakers, we have a "communicative budget" ([Bergmann & Luckmann, 1995, p. 301](#)), consisting of different types of communicative processes, a large part of which has a systematic structure, i.e. a field of communicative genres. These ideas are especially relevant when analyzing the texts teachers produce to plan their classes. At the origins of research on teachers' thinking, [Jackson \(1975\)](#) reflected a clear intuition of the problem of teacher's rationality and laid the conceptual foundations on which subsequent research was based. The intentional, purposeful nature of the teacher's action led him to differentiate three very varied moments of his professional practice: "pre-active", "interactive" and "postactive". What the teacher does inside the classroom, concerning the students, would be interactive teaching; while the work done before entering the classroom would be the preactive teaching and the subsequent reflection on what happened there, the postactive teaching.

These moments differ qualitatively in what refers to the thought processes that the teacher develops. While in preactive and postactive teaching a highly rational type of deliberative intellectual activity appears; interactive teaching is dominated by an activity in which spontaneity prevails, the immediacy and the unpredictability of the classroom. Traditionally, didactic planning is placed within preactive and postactive teaching and understood as the set of actions that guide future teaching ([Contreras Domingo, 1985](#)).

In this vein, genre competence and professional literacy are integral to language teacher development because they entail learning to use language as a professional tool for reflection, communication, and epistemic work ([Borg, 2006](#)). Therefore, developing the ability to read and write didactic planning genres contributes not only to pedagogical expertise but also to the formation of teachers' linguistic and communicative repertoires. These competencies enable teachers to articulate their professional reasoning through language and to participate discursively in educational communities, thus bridging teacher education and applied linguistics perspectives on teacher development ([Molina & Monetti, 2021](#); [Monetti & Molina, 2023](#)).

Didactic planning is the most extended pedagogical writing practice, installed almost exclusively in daily teaching practices, although not without tensions. Concerning this formal and written dimension, from didactics and curricular theory, for a long time, teachers have been encouraged to use a model by objectives as a way of planning their teaching. This model places the teacher in the place of a technician or operator who needs to successively determine the following elements: a) formulation of objectives; b) content selection; c) selection and organization of appropriate learning activities; d) selection of evaluation procedures, among other aspects. In Argentina, during the 1960s and 1970s, educational planning imposed specific formats, language, and technical terminology. Thus, teachers' writing

was marked by a process of decontextualization -general rules to follow, independent of the context-, since it was oriented more by the need to account for the appropriation of the prescribed changes than by their reflective translation into practices. In this framework, pedagogical-didactic writing practices lost their meaning as a way of thinking and producing knowledge about the teaching task.

Much has been discussed about this model ([Gimeno Sacristán, 1982](#); [Schwab, 1973](#); [Stenhouse, 1984](#)), whose technical rationality responded to certain socio-historical, cultural, and theoretical conditions of the educational field in the first half of the 20th century. Since the end of the 20th century and the beginning of the 21st century, this model has been replaced by process-oriented rationality ([Schön, 2002](#)) in which the teacher makes situated decisions and reflects on them, analyzes problems, and seeks solutions. In this way, from a cognitive-communicative approach, as writing practices, the didactic planning genres act as discursive spaces for reflection, analysis, and decision-making that allow us to envision and problematize the complexity and uncertainty of the class.

Added to these debates is the place that planning has in educational institutions at different levels, in which, in many cases, it becomes a mere administrative process of control and bureaucratization of teaching work ([Augustowsky, 2000](#)). In this context, even though some researchers have worked on the recursion and epistemic dimension of writing in teacher training ([Bombini & Labeur, 2014](#); [Cros, 2011](#); [Daunay & Morisse, 2009](#); [Padilla, 2015](#)), it is still necessary to delimit discursively what teachers need to write when they are asked to outline a teaching strategy. Especially because, amid tensions between technical and practical approaches and discussions about the formats adopted (list of items, prose, table, etc.), teachers' didactic writing is a devalued process, a strongly entrenched practice in the daily life of educational institutions ([Dussel, 1994](#)). The forms through which teachers write and report on their teaching tasks crystallize in writing, in which reflection on the task itself becomes unnecessary.

In contrast to this ritualized vision, we adopt a practical-processual approach that incorporates relevant aspects of the technical tradition ([Feldman & Palamidessi, 2001](#)). From this perspective, didactic planning is a process marked by strong argumentative, critical, and epistemic dimensions. Didactic planning requires developing a complex speech act that combines various speech acts (instruct, explain, exemplify, justify, describe, narrate, etc.) ([van Eemeren, 2018](#)). In this sense, didactic planning always requires building a coherent perspective on what, how, for what, for whom, and why what is taught is taught. It implies developing a proposal that challenges students, that is based on the framework of a specific discipline and subject, within curricular design, and that is coherent and situated. Didactic planning is a professional practice that emphasizes the purpose of solving a problem, the representation of a situation, the anticipation of doing something, and the proof or attempt regarding future action ([Feldman & Palamidessi, 2001](#)).

Based on these considerations, in the following section, we delimit a characterization of didactic planning as a family of professional genres and weave together some implications for university teacher training. This characterization problematizes the tensions between the technical and processual approaches to planning and articulates them to understand how, at present, the different components that concern didactic planning are textualized.

Design and methodology

Research design: approach, stages, and context

The results presented and discussed in this article are part of broader mixed-approach research ([Creswell et al., 2011](#); [Johnson et al., 2014](#)), conducted within a triangulation design ([Creswell, 2006](#)), articulating corpus analysis, interviews, and descriptive statistics. From a quantitative perspective, a corpus of course syllabi, lesson plans, and curricular designs were examined. From a qualitative perspective, we conducted semi-structured interviews on writing practices with pre-service and in-service teachers. We also collected the teaching documents used in those classes. This design enabled a comprehensive understanding of the linguistic and didactic foundations of didactic planning practices.

The study was developed at the Universidad Nacional del Sur (Bahía Blanca, Argentina), a medium-sized public university with 29,625 students and 3,212 teachers ([Mastache, Monetti, & Aiello, 2014](#)). Its departmental structure implies that students take subjects both in service departments (e.g., Mathematics, Chemistry, Humanities) and in those specific to their degree. The institution links teaching, research, and extension activities in a marked way and is among the leading universities in Argentina in scientific and technological research.

Participants and interview protocol

The qualitative phase included interviews with 24 last-year students from different teacher training programs and 10 in-service teachers responsible for pedagogical training courses. This selection provided access to both training and professional perspectives on the teaching and learning of didactic planning genres. Participation was voluntary and based on informed consent. Semi-structured interviews were designed to explore participants' experiences with oral, reading, and writing practices related to didactic planning. The protocol included open-ended questions about: (a) the role of lesson plans, syllabi, and other planning documents in their training or teaching; (b) the challenges of writing these genres; and (c) perceptions of their epistemic and argumentative value in teaching. Interviews lasted between 45 and 60 minutes and were audio-recorded with participants' consent.

Beyond describing recurrent themes, interview data were interpreted to highlight how pre-service and in-service teachers position themselves in relation to planning genres. Their reflections often revealed tension between compliance with institutional templates and the desire for discursive authorship. Such interpretive commentary complements corpus-based results, revealing teachers' awareness of the epistemic and linguistic challenges of planning and their negotiation between imposed formats and reflective autonomy.

Ethical considerations

The study complied with the ethical guidelines established by the National Scientific and Technical Research Council of Argentina (CONICET), which funded this research. Those guidelines included: Resolution 1047/05 (Ethical framework for biomedical research), Resolution 2857/06 (Ethical framework for social sciences and humanities), Resolution 540/06 (Principles of ethical behavior for scientific researchers), and National Law 25.517 (regarding Indigenous Communities). In accordance with these standards, participants provided informed consent, anonymity was guaranteed, and all data were handled confidentially.

Units of analysis, instruments, and procedures

The corpus analyzed consisted of 66 syllabi covering pedagogical training courses across 16 teaching programs at the Universidad Nacional del Sur, 93 lesson plans written by pre-service teachers, and 3 curricular designs. Following [Cols \(2004\)](#), [Davini \(2008\)](#), and [Feldman & Palamidessi \(2001\)](#), textual segments such as rationale, purposes, objectives, content, teaching strategies, and assessment were identified and examined in terms of function, communicative situation, procedures, textual structure, and stylistic features.

Textual coding followed the interactive and critical realist approach of [Maxwell \(2005\)](#) and the strategies proposed by [Maxwell & Miller \(2008\)](#). Each document was coded individually to identify key themes and communicative functions, which were then systematized through a collective reading of the corpus. Recurring themes were categorized and quantified, integrating qualitative and quantitative analysis ([Fetters, Curry, & Creswell, 2013](#)). The same procedure was followed for interviews' analysis. Descriptive statistics were calculated using Excel to support frequency counts and category distribution.

Results and discussion: characteristics of the families of didactic planning genres

Given the interpretive nature of genre analysis, this section intertwines the presentation of results with their discussion. Characterizing didactic planning genres requires integrating descriptive findings with their theoretical and pedagogical implications ([Ciapuscio, 2005](#)). Rather than pursuing purely taxonomic objectives, the aim is to advance

a dynamic perspective on the relationships among genres (Bergmann & Luckmann, 1995; Bhatia, 2004), one that can be useful for applied purposes, particularly in the teaching and learning of didactic planning genres in teacher education.

Although the core of this study is based on textual analysis, selected excerpts from interviews are included to contextualize the findings. These excerpts provide insights into how pre-service teachers perceive and experience didactic planning. These perspectives are particularly useful in illuminating the tensions between technical and process-oriented approaches (Feldman & Palamidessi, 2001; Schön, 2002), and in showing how teachers navigate between institutional requirements and their own pedagogical reflections (Cols, 2004; Zabala, 2003).

In this vein, didactic planning genres were characterized following the five classificatory levels proposed by Heinemann and Viehweger (1991): function, communicative situation, procedures, textual structure, and prototypical stylistic forms. Didactic planning genres, as textual classes, project the procedures, and practices aimed at concretizing pedagogical intentions. Linguistically, these texts are polyphonic (combining multiple voices and knowledge), polymorphic (taking diverse formats), and multi-targeted (addressing different, sometimes opposing, recipients) (Molina, 2024; Molina & Monetti, 2021). Regarding these linguistic features, one pre-service teacher recognizes that “something that can be confusing when you are a student, but which becomes an advantage when you start teaching, is recognizing that there is no single way to plan, nor is there a mandatory format”.

In the Argentine socio-educative and political context, two families of didactic planning genres were identified based on their general uses: the genres that teachers produce daily (lesson plans, didactic sequences, syllabi) and the genres that teachers consume daily (curricular designs and study plans). From an Applied Linguistics perspective, these findings contribute to the study of professional and institutional genres by showing how didactic planning texts operate as situated communicative practices within educational institutions. Language structures mediate between pedagogical intentions, institutional requirements, and professional decision-making. In this sense, didactic planning genres can be understood as a key site where discourse, knowledge construction, and professional training intersect. These insights strengthen the dialogue between applied linguistics and teacher education by showing how genre-based approaches can illuminate the relationship between discourse, knowledge construction, and professional identity. The identification of recurrent textual and rhetorical patterns in didactic planning genres contributes to the broader applied linguistics agenda of understanding how language mediates professional practice and learning (Biber & Conrad, 2019).

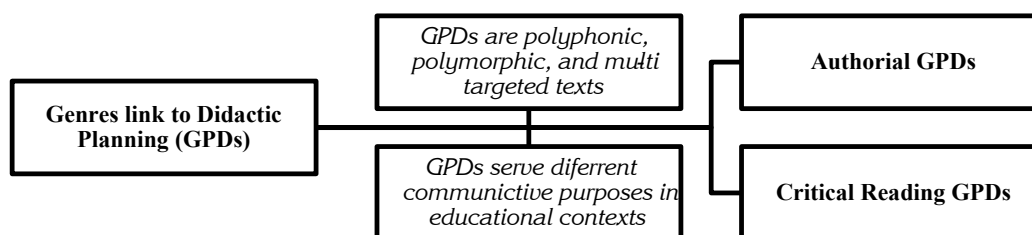
Table 1. *Typology of didactic planning genres (DPG) in the Argentine socio-educative context*

Classificatory Levels	Typology of Didactic Planning Genres (DPG)	
	Subfamily of Authorial DPGs	Subfamily of Critical Reading DPGs
<i>Function</i>	Design, project, or program teaching; establish decisions regarding what, how, why, and for what purpose something is taught.	Present, orient, and disseminate a pedagogical proposal within a specific educational policy or institutional professional training proposal.
<i>Communicative Situation</i>	Working hypothesis and institutional communication.	Educational policy
<i>Procedures and Textual Structure</i>	Purposes, objectives, contents, teaching strategies, evaluation	In addition to the usual DPGs' procedures (purposes, objectives, contents, strategies, etc.), this subfamily includes sections for orientations, and goals proposed for teachers to concretize the pedagogical intentions of the educational policies.
<i>Prototypical Stylistic Forms</i>	Processes of objectification, abundant nominalizations, specific vocabulary, certain collocations.	

Source: Author's own elaboration. No AI was used to create this figure.

To complement Table 1, Figure 1 highlights the main features of the two identified subfamilies while also showing their shared characteristics.

Figure 1. *Typology of Didactic Planning Genres: shared linguistic features, different communicative purposes.*



Source: Author's own work. No AI was used to create this figure.

Although these didactic planning genres take place in different communicative situations and entail diverse functions, they share not only similar procedures and textual structures but also prototypical stylistic forms. Below, we advance a description of these didactic planning genres based on the five classificatory levels of [Heinemann and Viehweger \(1991\)](#).

As we noted, from textual linguistics with a cognitive-communicative approach ([Ciapuscio, 2005](#)), didactic planning genres refer to a family of genres whose communicative purposes are recognized, accepted, and shared by a particular scientific community – the field of Educational Sciences– and by the educational institutions in which teachers work. The set of communicative purposes gives planning, as a family of genres, the internal structure that characterizes it and restricts the choice of content and style.

Likewise, thinking about the didactic implications for this work, we return to the distinction between professional and training genres. The discursive genres of training have as their objective “the instruction, introduction, and evaluation of new members of disciplinary cultures” ([Navarro, 2014, p. 33](#)); they are epistemic genres or “teaching artifacts” ([Thaiss & Myers Zawacki, 2006](#)), but they cannot be thought of as disconnected from the professional practices with which they dialogue ([Russell & Cortés, 2012](#)). For this reason, we work on the forms of textualization of didactic planning at the level of professional genre. Still, understanding that, at the same time, they constitute a set of training genres and that, one and the other, constantly overlap and intertwine.

Function

The overall objective of didactic planning genres is to design and project teaching practices, establishing decisions regarding what, how, and why what is taught is taught. In didactic planning genres, the functions that prevail, in a hierarchical order, are fundamentally three: command, inform, and express ([Ciapuscio, 2012](#)). Commanding and informing functions contribute to projecting to the extent that, within the intentional dimension of teaching, didactic planning needs to define and substantiate possible courses of action and interrelate them with classroom practice.

The function of commanding is evident in the orientation of didactic planning genres toward the practical execution of actions. In both subfamilies of didactic planning genres – authorial and critical reading DPGs-, the questions that underlie are how, what, and why to do something in a class. In the subfamily of authorial DPGs, the teacher (or future teacher) needs to design and project the desired teaching practices, that is, establish decisions regarding what, how, why, and for what purpose something is taught. In the subfamily of critical reading DPGs, the enunciator -often a government entity or an institutional authority- tends to present, orient, and disseminate a pedagogical proposal within a specific educational policy or institutional professional training proposal.

Despite commanding, didactic planning genres are based on a deep decision-making process that builds reasoning about how and why that class is done—or expected to be done. On the surface, didactic planning genres seem to be instructive genres, but they advance an argument: they express the teacher or enunciator's theoretical and epistemological perspective on education while informing about a specific pedagogical intention.

Communicative Situation

The communicative situations where didactic planning genres are produced and received respond to the organization of educational institutions. On the one hand, authorial DPGs, as professional genres, are created considering a double recipient: the teacher himself/herself and his/her colleagues and/or the institution in which he/she is inserted. They are tools to make explicit, explain, and substantiate one's teaching intentions while sharing, discussing, and elaborating them with other teachers and directors. However, the first recipient of authorial DPGs is always the teacher himself/herself: taking advantage of these writings as instances of reflection on one's practice implies delving into the epistemic potentials of writing ([Carlino, 2005](#)).

On the other hand, critical reading DPGs are produced within the framework of public policies. This means that they are a key aspect of the curriculum, understood as the synthesis of cultural elements that make up a political-educational proposal conceived and promoted by various groups and social sectors whose interests often are diverse and contradictory ([De Alba, 1995](#)). These genres constitute the raw material with which teachers mold their authorship ([Gimeno Sacristán & Pérez Gómez, 1993](#)).

[Cols \(2004\)](#) assures that if didactic planning is a constitutive part of teaching and includes the processes and decisions linked to materializing pedagogical intentions, then more than an added procedure to respond to external demands for control and communication of teaching practices, didactic planning obeys a principle of structuring and internal regulation. Thus, it distinguishes three basic functions concerning planning and its production circumstances:

- a. A function of regulation and guidance of action: didactic planning outlines a course of action and defines a strategy that allows dealing with uncertainty and gives a visible framework to the teaching task.
- b. A function of justification, analysis, and legitimation of the action: didactic planning provides rationality to the teaching task and accounts for the principles that guide decisions.
- c. A function of representation and communication: didactic planning makes it possible to capture and make public pedagogical intentions and decisions in a plan, scheme, or project – which may present varying degrees of formalization.

To these functions outlined by [Cols \(2004\)](#), we add:

- d. A political function in the sense of power and how didactic planning materializes the concrete aspects of education as a social institution. This function is emphasized in the subfamily of critical reading DPGs.
- e. A control function frequently exercised by educational institutions, which permeates teachers' daily practice of didactic planning: teachers need to plan according to institutional mandates, imbuing their planning with bureaucratic characteristics that externally regulate what occurs, or is intended to occur, within the classroom.
- f. An epistemic function: didactic planning as an instance in which teachers reflect, research and build knowledge about their teaching practice. From a dialogical and dialectical perspective, it is possible to postulate that didactic planning, as an argumentative enterprise, is a privileged resource in the processes of knowledge construction ([Leitão, 2007](#)). These last two functions are central to authorial DPGs.

In a similar vein, particularly regarding authorial DPGs, [Feldman and Palamidessi \(2001\)](#) maintain that didactic planning always occurs in a double framework. On the one hand, it is framed in some rules officialized by an institution. Those rules are variable, and their prescriptive force fluctuates according to the type of educational institution in question. There are very different traditions regarding the level of decisions that must be made institutionally and the margins of teachers' autonomy. On the other hand, the teaching preparation process is guided by each teacher's way of seeing things. The teacher plans based on his/her knowledge and experiences and thus defines a perspective that combines concepts about learning, teaching, his/her discipline, the purposes of education, etc. This double framework permeates the communicative situation where authorial DPGs occur because they belong not only to an

institutional context but also to a context of reflective praxis. Regarding this reflexive nature, a biology pre-service teacher emphasizes: “I believe that the planning process allows us to reflect on the type of teachers we aspire to be and how we can become them. Until now, I had not stopped to think about the real relevance of planning, both for my own work and for student learning and collaboration with other colleagues. I found it challenging to leave behind the idea of planning as a mere administrative formality and understand its true value as a guide in the teaching process”.

Procedures and textual structures

The concept of procedure refers to how the reader and writer interact to achieve certain effects or purposes in specific situations (Ciapuscio, 2012). Heinemann and Viehweger (1991) call “textual development processes” what and how much information is laid out in a text. That information is conveyed using resources such as description, explanation, foundation, and instruction.

Didactic planning information is distributed in a rough set of mandatory categories that account for the logic behind decision-making and projections around teaching. In both subfamilies of DPGs, teachers and policymakers need to follow these categories while working with a certain margin of freedom. Table 2 indicates the possible distribution of the information, without delimiting a rigid order. In most of the texts analyzed, DPGs are organized based on these categories as discrete entities, although many times two categories can be constructed almost merged, or they can alternate accordingly with what the author wants to emphasize. The third column of the table summarizes the textual development procedures, in terms of the relationship between the type of information in each part and the most common procedure used to develop it. In this sense, it is worth noting that, in the 93 lesson plans analyzed, 88% (82 lesson plans) complied with this prototypical textual structure that was worked on explicitly (through models, theoretical contributions, and various drafts). The remaining 12% (11 lesson plans) organized their texts in other ways: combining teaching strategies and learning activities, omitting the framing and evaluation sections, or confusing purposes and objectives.

Table 2. *Main categories, information, and information development procedures in didactic planning genres*

Category	Information	Information development procedures
Framing	Location of the proposal within the framework of a specific subject, year, institution, characterization of the group, etc.	Foundation - Explanation
Purposes	Identification, from the teacher's perspective, of the educational purposes or goals to be achieved that provide direction to the teaching proposal.	Foundation- Expression
Objectives	Define specific learning objectives for a teaching situation.	Indication – Expression
Contents	The teacher “works” with the content: he/she selects, sequences, and organizes it according to various criteria such as difficulty, characteristics of the students, context, educational purposes, and the learning objectives that are established, etc. Details of the decisions about how to teach the selected content considering the objectives and purposes (why and for what). Indicate the orientation that the teaching will adopt, whether the emphasis will be towards instruction (with greater prominence and guidance from the teacher) or guidance (with greater prominence from the group of students, guided by the teacher). Establish whether learning concepts or principles or developing skills and practices will predominate in teaching. Explain the resources and materials to be used.	Indication - Explanation
Teaching strategies	Explain what activities students should do to learn the content. Learning activities must be consistent with the characteristics of the content and the teaching strategy adopted.	Indication – Explanation - Foundation
Learning activities	Evaluation constitutes a process by which varied knowledge is built about the teaching and learning processes and their results. Indicate what (criteria) and how (instruments) learning will be evaluated.	Explanation
Assessment (criteria and instruments)	Imperative of internal coherence between the different categories,	Indication

Source: Author's own work. No AI was used to create this table.

[Table 2](#) shows that, in general terms, didactic planning demands a comprehensive superstructure whose components need strong internal coherence. In didactic planning, the central functions of commanding, informing, and expressing rest on this internal coherence, understanding that designing a teaching project, planning a lesson, creating syllabuses, etc., always require the expression of a pedagogical intention open to the conditions of practice. Following [Schwab \(1973\)](#), planning requires exercising deliberative practice: choosing a course of action and supporting it from a coherent proposal.

Concerning teacher training, didactic planning is presented to pre-service teachers as a complex writing practice and sometimes imprecise in its structuring. Imprecise to the extent that, within didactics, the debates between the technical and practical or process-oriented approaches have located planning - and, in a certain way, its textual manifestation - at the center of the controversies. From there, the formats have multiplied exponentially: one can plan with a list of items, in prose, with a conjectural script, in a table, etc.

However, when thinking about its communicative situation and functions, didactic planning requires deep reasoning and extreme accuracy that accounts for the foundations and courses of action necessary to carry out a certain teaching proposal. Working with pre-service teachers requires emphasizing that planning, despite being a highly technical professional genre, whose structure shows disconnected sections without explicit articulation, can never be formulaic and ritualized. Didactic planning genres articulate and tension technical and procedural rationalities and, in these articulations and tensions, their textualization needs to be problematized. The writing of didactic planning hides in its conciseness and iteration, the epistemological and practical complexities of teachers' professional practice.

Concerning the information worked on in the lesson plans, [Table 3](#) shows that pre-service teachers see themselves as active subjects and their proposals seek to bring the disciplinary content closer to the students' interests. The contents include conceptual and theoretical aspects of the subjects, as well as practices, skills, dispositions, and attitudes. These issues are evidence of a decision-making process on the part of the teacher training students about how they see their disciplines and their teaching, how they see their students, and how they plan their teaching tasks. For instance, several lesson plans exhibit conditional and concessive constructions ("if students have difficulties..., although this may vary depending on the group") that index the teacher's anticipation of classroom contingencies. Metadiscursive markers such as "it is important to highlight" or "the proposal aims to" show how writers construct stance and guide the reader through pedagogical reasoning. In curricular designs, nominalizations ("the implementation of activities," "the articulation of objectives and content") condense processes into conceptual entities, signaling institutionalized discourse typical of educational policy texts. These linguistic realizations illustrate how grammatical and rhetorical choices materialize epistemic and professional positioning.

Prototypical stylistic forms

To the prototypical stylistic forms, we can highlight, among others, objectification processes, abundant nominalizations, use of infinitives, specific words, and certain collocations that are typical of didactic planning.

- Objectification processes: didactic planning genres tend to hide the subject who produces them. In authorial DPGs, the teacher, as author, is usually absent. Only in the teaching strategies (as long as they are not written in the passive voice), could some traces of enunciation be found (use of the first person, singular or plural, for example).
- Abundant nominalizations: in didactic planning genres the substantiation of verbs or the use of infinitives with substantive value is frequent. Nominalization is a lexical-syntactic procedure that manifests itself, as a grammatical metaphor while also contributing to this process of objectification.
- Specific words: didactic planning genres require that teachers use specific didactic terminology (contents, purposes, objectives, etc.) and combine them with others from their disciplinary fields of reference. The drawback is that many of the specific didactic categories of didactic planning have a correlation in everyday language (objectives, purposes, criteria, for example), so it is necessary to emphasize the logic of didactics as a full-fledged disciplinary field so as not to fall into common sense interpretations of such words. Some of the specific words that teachers and policymakers include in didactic planning genres are "critical thinking", "problem-solving", "collaborative work", "democratic citizenship", etc.

Table 3. Excerpts from lesson plans written by pre-service teachers from different teacher training programs,

Category	Writing Examples
Framing	"The following planning is intended for the 6th 'A' class (Humanities orientation, morning shift) of School XXX. It is a class with 22 students, 13 girls and 9 boys between 16 and 18 years old. The subject in which this class is framed is 'Literature', with 3 modules per week. A first diagnosis reveals a favorable environment, in which a good predisposition for work is perceived (probably influenced by the close link between the subject and the chosen orientation) and a close link with the teacher which favors the educational process. [...] [The students] are arranged in three rows of double benches, and this order has not been seen to change over the weeks, which also gives us the impression that it is an organized group" [<i>Literature Lesson Plan</i>].
Purposes	- "To highlight the fundamentally heterogeneous nature of our society and our language" [<i>Literature Lesson Plan</i>]. - "To transmit an image of science as a socially and historically contextualized activity, whose results and conclusions are partial, provisional and changing" [<i>Chemistry Lesson Plan</i>]. - "To encourage the debate of ideas and the confrontation of different positions in group work, during the process of resolving the situations posed" [<i>History Lesson Plan</i>].
Objectives	- "To recognize, in the text worked on, historical marks that have repercussions on the present day" [<i>Literature Lesson Plan</i>]. - "To analyze cultural processes and social and communicational practices from a critical point of view in order to develop critical thinking in relation to the influence of the media and media manipulation" [<i>Educational Sciences Lesson Plan</i>]. - "To get students to recognize the importance of symbolic expressions in chemistry in terms of their use, meaning and significance of equations" [<i>Chemistry Lesson Plan</i>]. - "Acquire group work habits, establishing agreements during the task, expressing disagreements or specifying ideas" [<i>Mathematics Lesson Plan</i>].
Contents	- "Sainete y grotesco criollo. Dramatic work: Mustafá by Armando Discépolo" [<i>Literature Lesson Plan</i>]. - "Media manipulation (according to Noam Chomsky)" [<i>Educational Sciences Lesson Plan</i>]. - "Critical analysis of speeches, newspaper articles and editorials, and their influence on society" [<i>Educational Sciences Lesson Plan</i>]. - "Group work" [<i>Philosophy Lesson Plan</i>].
Teaching strategies	- "Use of the blackboard simultaneously with each student's personal contribution, collecting key words to recognize common experiences among family histories" [<i>Literature Lesson Plan</i>]. - "Questioning students about their own prior knowledge of the image: 'did anyone see it, do you know it, what ideas do you think of when you see this image, what does it represent for you, what do you think the author wanted to represent, how do you think this process could be characterized, in terms of strategies that include media manipulation'" [<i>Education Sciences Lesson Plan</i>]. - "Students are asked to collect the materials they think are appropriate to carry out the experience and begin with the development of activity 2. They are informed that at the end of the class they must hand in the resolution of the activities in writing (one per group) and a separate sheet with the grade of each of the members" [<i>Chemistry Lesson Plan</i>].
Learning activities	- "Taking notes of what has been exposed in relation to the historical and literary context" [<i>Literature Lesson Plan</i>]. - "Response and socialization of brainstorming, thoughts and positions in relation to the image presented" [<i>Philosophy Lesson Plan</i>]. - "Each group collects the materials they think are necessary to carry out the experience, they start planning the experience, they write it down detailing the steps to be followed, and then they carry it out and record the results. Finally, they comment in writing whether the results of the experiment met the proposed objective, and if not, they should indicate where they think the error was" [<i>Chemistry Lesson Plan</i>].
Evaluation (criteria and instruments)	Criteria: - "Correct presentation of the work according to what was requested, in due time and form" [<i>Mathematics Lesson Plan</i>]. - "Use of symbolic expressions of chemistry" [<i>Chemistry Lesson Plan</i>]. Instruments: - "Observation and recording in checklists of the dynamics developed in them (groups)" [<i>History Lesson Plan</i>]. - "Written production" [<i>Geosciences Lesson Plan</i>].

Source: Author's own work. AI was used only to assist with the translation and readability of the data excerpts included in this table.

The appearance of certain collocations, that is, frequent use of certain syntactic constructions and fixed combinations of words that present together and their concurrence is typical of some communicative areas (Ciapuscio, 2005). In didactic planning, for example, many purposes are stated with infinitives and stereotyped actions such as "encourage critical thinking," or "promote group work." In the evaluation, it is also common to find "observation and registration in a checklist." These relatively fixed combinations of words are linked to theoretical concepts defined within the field but are often reproduced uncritically without thinking about the uniqueness of the proposal. These prototypical stylistic forms are oriented in this sense. Didactic planning genres are highly patterned, with a structure that seems disconnected from the action itself. However, this rigid structure contrasts with a writing practice that should express one's creative ideas.

To summarize the results and discussions presented, it is worth noting that comparative evidence from Uruguay and Brazil reinforces the relevance of these findings within Latin America. In Uruguay, curricular reform initiatives by ANEP (Administración Nacional de Educación Pública) have promoted teacher participation in curriculum design, yet research shows persistent asymmetries between official discourse and effective involvement ([Di Pizzo Mateus & Cabrera Borges, 2021](#)). In Brazil, studies on the Base Nacional Comum Curricular (BNCC) reveal similar tensions: teachers are called to adapt national frameworks while operating within highly prescriptive structures ([Roso, 2019](#)). The Argentine context, characterized by centralized curricular determination under the Consejo Federal de Educación, mirrors these dynamics ([Gvirtz & Palamidessi, 1998](#); [Feldman, 2010](#)). Across the three countries, researchers converge on a regional insight: teachers' engagement with curricular and planning genres reflects both their institutional constraints and their capacity for discursive agency.

Conclusions

This study highlights the complexity and significance of didactic planning as a professional writing practice within teacher education. The analysis states that didactic planning constitutes a family of professional genres, each with distinct communicative purposes and structures that reflect the epistemological and practical dimensions of teaching. Through corpus analysis and qualitative interviews, the study identifies two main subfamilies of didactic planning genres: those produced by teachers as part of their professional practice (lesson plans, didactic sequences, syllabi) and those that serve as reference texts for teachers (curricular designs, study programs). They are named as authorial and critical reading DPGs, respectively.

A key finding is that, despite its structured and technical format, didactic planning cannot be reduced to a formulaic or prescriptive process. Instead, it is a discursive practice that requires argumentation, decision-making, and adaptation to specific teaching contexts. The study emphasizes the tensions between technical and process-oriented approaches to planning, illustrating -particularly in authorial DPGs- how teachers navigate between institutional demands and their pedagogical reflections. The results also underscore the role of didactic planning in fostering professional writing competencies among pre-service teachers, reinforcing its function as both a professional and training genre. Moreover, the research sheds light on the textual characteristics of didactic planning genres, identifying prevalent stylistic patterns such as objectification, nominalization, and specialized collocations. These features contribute to conceptualizing didactic planning as an academic and institutionalized writing practice while posing challenges for novice teachers in mastering these genres.

Beyond teacher training, these findings also inform applied linguistics by showing how professional and institutional genres shape communication in educational contexts. They also provide useful insights for educational policy and curriculum development, since planning genres not only regulate classroom practices but also mediate between institutional expectations and teachers' professional autonomy.

This study is not without limitations. As the analysis was predominantly corpus-based, the use of interview data was limited to contextualization. Future research could deepen the exploration of teachers' perspectives by incorporating larger samples, longitudinal designs, and comparative analyses across institutions and educational levels. Such studies would further illuminate how didactic planning genres evolve in practice and how they can be more effectively taught in teacher training programs.

In sum, by situating didactic planning within a broader linguistic and pedagogical framework, this study clarifies teachers' professional writing practices and their role in shaping teaching. It provides a foundation for rethinking how planning is taught in teacher training programs, advocating for an approach that balances technical rigor with critical reflection. Ultimately, recognizing the epistemic potential of didactic planning genres strengthens its role as a vital tool for professional development and educational decision-making.

Use of Artificial Intelligence

During the preparation of this article, the author used ChatGPT and Grammarly (as a Microsoft Word plug-in) to assist with English writing, the translation of data excerpts from Spanish into English, and improving the clarity and readability of the manuscript. The author reviewed and edited all AI-assisted output and takes full responsibility for the content of the submitted article, including its accuracy and originality.

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