

# ON THE USE OF ABSTRACTS AND RESEARCH PAPERS IN ESP CLASSROOM PRACTICE: FROM STAKEHOLDERS' DEMANDS TO STUDENTS' PERCEPTIONS

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**Abstract.** In higher education, learning a foreign language like English subsumes the development of learners' linguistic, discourse and communicative competence. In most universities of Argentina, the rationale behind the inclusion of English for Specific Purposes (ESP) courses was to equip undergraduates with the necessary tools both for their courses of studies and for their future careers. In this globalized world, English has become the channel through which students and professionals seek new opportunities, like scholarships and job opportunities abroad, and even communicate science. Given such importance and considering students' needs at the English Language Course within the School of Agricultural Sciences, Universidad Nacional de Mar del Plata, Argentina, a blended approach to the teaching of ESP which draws from various fields has been designed and implemented. Its prime aim is to bridge an ever-widening gap between theory, needs analysis and classroom practices. This article describes this approach to ESP, explores students' perceptions about the course, its focus on genre and its possible contribution to the development of their disciplinary or academic skills.

**Key words:** higher education, ESP, students' needs, blended approach

## INTRODUCTION

English has long been established as the predominant language for scientific and academic communication around the world; to date, many universities have shifted to English medium instruction for their courses (Doiz and Lasagabaster, 2020; Hashimoto, 2013) and peer-reviewed journals have adopted an 'English only' publication policy, even in non-Anglophone countries. Despite growing concerns about inequality and possible impairments for those outside the so-called 'central spheres' of academic knowledge production (Ammon, 2012; Tietze, 2017), the need to use English is a matter of fact in most multilingual contexts. Latin American countries in general and Argentina, in particular, have not been an exception (Di Bitetti and Ferreras, 2017; Guerrero, 2008). Scholars from different fields are rewarded for getting their research published in English; access to scholarships and funding opportunities, promotions and overall judgments of

their work are very much associated with research production in mainstream publications in the foreign language. As far as university students are concerned, reading and writing in English have become regular requisites to disseminate knowledge before graduation in some Master's and Doctoral degrees and to access content knowledge sources in undergraduate courses, especially in the so-called 'hard-fields' or 'science and technology' areas of study.

In response to external demands for professionals to be able to communicate in the foreign language and in line with regulations by the National Commission for University Evaluation and Accreditation (CONEAU), Argentina state universities have included compulsory English for Specific Purposes (ESP) courses in the curricula. Its inclusion, however, does not necessarily promote access to meaningful tasks and authentic texts nor does it facilitate students' actual engagement with reading as a socially and disciplinary-embedded practice. Just as it has been identified in other contexts (Costa 2012; Basturkmen and Shackelford 2015; Doiz and Lasagabaster, 2020), some approaches tend to over rely either on content or on grammar and vocabulary at the expense of discourse features. Others include notions of genres and discourse communities tightly associated with a contextualized view of language and communication but adopt prescriptive and monolingual perspectives related to reading in English.

## READING IN ENGLISH FOR SPECIFIC PURPOSES

The distinction between General English and English for Specific Purposes (Swales, 1988) originally departed from the consideration of adult learners and their genuine purposes for using the foreign language or, in other words, their 'wider roles' (Swales, 1988: viii) beyond classroom contexts (Johns and Dudley-Evans, 1991). Today, about five decades away from its beginnings, ESP has not only evolved in research and teaching, but it has also gained international recognition for its contribution to the fulfillment of context-specific demands of communication for multilingual users of English. Its absolute components: needs assessment and discourse analysis (Strevens, 1988) remain and constitute the pillars upon which classroom decisions are or should be taken.

Needs analysis is the process of identifying students' real reasons for using the language and is thus 'an insinuating point for devising syllabuses, courses, materials for specific audiences' (Khalid, 2016: 40). It includes both the present situation analysis (PSA) and the target situation analysis (TSA) in relation to means analysis, or the local situation allowing or constraining implementation. In other words, the process involves an exploration of what students will actually do with the language and what they need in specific disciplinary academic and professional settings. Tightly related to this is the notion of discourse analysis, which contributes to understanding how language works to reflect disciplinary choices. Although uncommon in general English teaching and learning contexts, discourse

analysis is pivotal in ESP. It not only allows teachers to identify preferred patterns of interaction to make them visible when teaching, but also fosters academic literacy; through the overt teaching of disciplinary embedded discourse features and practices, enculturation can be promoted as students learn how to read texts specific to their academic and professional contexts (Artemeva, 2008; Navarro, 2018). Both needs assessment and discourse analysis certainly intertwine and lay the groundwork for classroom planning in ESP contexts. In short, the former involves a thorough analysis of *what* exactly needs to be done in the foreign language and thus what needs to be taught and learned; the latter relates to *how* language is used within the boundaries of specific discourse communities.

Central to the understanding of language use in different professional and academic contexts is the notion of genres (Swales, 1990), which allows for the understanding of discourse choices as influenced by socially constructed conventions and expectations of each discourse community. 'Genres are forms of life, ways of being. [...] Genres shape the thoughts we form and the communication by which we interact' (Bazerman, 2017: 1). Swales (2016), on his part, states that to think of genres as texts or discourses would actually constitute a category mistake. He contends that genres are instantiated through language, thus texts and discourses are best seen as performances of genres. He also points out that genres vary in prototypicality and drift intrinsically. This, alongside many other nourishing contributions, not only shows how intricate it can be to 'teach' genres in an ESP classroom, but it also offers invaluable insights to any methodological decision-making which abides the inclusion and treatment of texts which are misleadingly considered prototypes of a certain genre. Thus, for ESP students to understand genres, it is necessary to go far beyond text types to explore communicative objectives, disciplinary expectations, preferred rhetorical patterns and possible realizations in the foreign language among many other issues at work.

Although genre pedagogy has been tremendously influential around the world, several authors have warned about the risks of reducing the teaching of genres to a few universal features applicable to any field or context and limiting language work to a set of prescriptions to understand and follow unquestionably. Similarly, linguists and discourse analysts have urged ESP practitioners to teach genres not as isolated elements but rather as families or systems of 'constellations' and to work interdisciplinarily with subject specialists so that material selection and task design actually respond to disciplinary discourse practices.

In addition to genres' complexity, reading in a foreign language, and especially in ESP contexts, can also be challenging if the nature of the skill is overlooked. So much so that in recent decades there has been growing interest in the field of reading comprehension in a second or a foreign language (ESL/EFL) because as a manifold cognitive activity, it is often a reliable predictor for successful language learning. Comprehension is not a simple process of accessing word meanings and then combining them. It involves the construction

of a mental representation of a text as a result of intricate cognitive processes (Kintsch, 1998; Zwaan and Radvansky, 1998). As Graves, Juel and Graves (1998) put it, it subsumes the mental processes of learning, memory and problem solving. This complexity becomes ever greater when students have to read in a foreign language because of the interactive nature of variables and factors involved. To comprehend a text, then, several simultaneous operations have been involved: lexical processes, memory retrieval, connections to prior knowledge, and inference processes (MossJ., Schunn, C., Schneider, W., McNamara, D. and VanLehn, K., 2011). In addition to the relevance of understanding the cognitive operations at work at simultaneous levels, several other factors influence and determine reading. As a communicative skill, reading is not only something that occurs in the reader's mind; it is a social, situated and contextualized practice (Cassany and Aliagas Marín, 2012) related to specific social purposes (Zavala, 2012). Texts are the instantiation of genres through which specific discourse communities interact, negotiate meanings and perform specific rhetorical and communicative functions.

In some ESP contexts, conversely, the entangled and demanding nature of reading comprehension goes unchecked or unnoticed. More often than not, instructors mistakenly assume that knowledge of subject matter helps and may even override some of the perceived drawbacks of reading in a foreign language. In many such classes, to little or no avail, students are asked to read and comprehend long pieces of texts and even to translate their content verbatim. Although not conducive to learning, these reading practices shed light on a long unresolved dichotomy based on two hypotheses in relation to reading comprehension in a second or a foreign language: is the development of reading skills also rooted in students' proficiency in the language or solely in their reading comprehension skills *per se*? Researchers like Bernhardt and Kamil (1995) claim that both hypotheses are valid yet equally incomplete. Greater reading efficiency in a second or a foreign language seems to be achieved when learners have a solid grounding in the language and they can consciously make use of a wide repertoire of reading strategies they have at their disposal, either because they use them in their mother tongue or because they have acquired them while learning a new language and can thus resort to them when necessary. Both linguistic competence and reading skills dynamically interact and complement each other in such an effective way that the reading comprehension process is enhanced to the fullest. Therefore, those classroom practices which ask students to read and translate pieces of texts just to 'check' or test their comprehension are far-fetched from all the great bulk of work of prolific researchers in the field.

Another drawback of these rather mechanical and artificial reading activities is that far from treating texts as more or less typical or outlier exemplars (Swales, 2016) of a given genre and deciding on which reading strategies to teach, professors and their students work with texts as pieces of written discourse which

seem to have been written in a vacuum for ESP learners to read, comprehend, summarize and/or translate mechanically. It goes without saying that when this happens, the whole reason why English courses are part of the curricula in higher education loses its prime aim: to best equip students, future professionals in their fields, with the necessary tools to engage in appropriate academic practices and communication in a globalized world.

In view of this, and with the aim of bridging an ever-widening gap between theory, needs analysis and classroom practices, this article describes an approach to ESP that resorts to genre pedagogy to develop academic literacy of undergraduate students within the School of Agricultural Sciences, Universidad Nacional de Mar del Plata. In an attempt to triangulate information, it also explores students' perceptions about the ESP course, its focus on the genre and how it might contribute to the development of disciplinary or academic skills.

### **A BLENDED APPROACH TO THE TEACHING OF ESP IN THE SCHOOL OF AGRICULTURAL SCIENCES AT THE NATIONAL UNIVERSITY OF MAR DEL PLATA (UNMDP)**

Since the inclusion of ESP courses in the curricula of the different schools within UNMDP, most ESP professionals have relentlessly tried to cater for their students' specific field-oriented needs. However, in some cases, a rather prescriptive curriculum has taken a toll on some contexts where classroom classes have been subjected to the ebb and flow of either-or syllabuses. In some of these courses, students either work on reading comprehension or on their general command of the language. In some other cases, because of the selected content and different classroom practices, ESP courses at university veer to general English courses which no longer reflect the main reason why university students are required to take an ESP course in the first place.

In this scenario, with the zeal and professional conviction that an ESP course has to cater for undergraduates' real needs and equip them with the necessary tools both for their academic life in college and for their future professional contexts, at the School of Agricultural Sciences UNMDP, traditional ESP practices have been refurbished as a multilayered and hybrid approach was designed and implemented.

As stated before, grounded in contributions made by many experts on the field of ESL/EFL reading, genre pedagogy, discourse analysis, literacy, cognitive linguistics and English for specific purposes, within this approach reading comprehension is viewed as a socially and disciplinary-embedded practice, situated and mediated by a wide range of variables which are mostly rooted in the specific field of knowledge: agricultural sciences, in this particular case. From the interplay of main theoretical tenets and careful decision making on various methodological and didactics issues, classes are planned on the assumption that students'

comprehension skills may be enhanced as they explore various exemplars of related genres: abstracts and research papers in the field of agricultural sciences. Yet, because they are analyzed from a genre perspective, many more elements are overtly taken to classroom practice. Knowledge of the genre community, of the writers/researchers and their target audiences, potential readers, comes in handy while students reflect on the way ideas and information have been put together to write a coherent piece which responds to conventions and expectations of an international community of scholars. To promote genre awareness and facilitate enculturation, text deconstruction is carried out, including discussions about the selection and organization of arguments and other decisions on the part of writers which can be either considered inside out or outside in. To promote meaningful learning, on the other hand, tasks are presented in relation to case analysis or hypothetical situations that trigger selection and comparison of sources and provide arguments for decision-making.

### **ESP CLASSROOM ACTIVITIES AND THE RATIONALE BEHIND NIVEL DE IDIOMA INGLÉS**

This reading comprehension course in English has been a training requirement for undergraduate students at the School of Agricultural Sciences for over three decades now. Before its inclusion as a compulsory course for students majoring in Agricultural Sciences, Plant and Animal Production and Food Science and Technology, English language learning was already identified as central for the advancement of research and teaching within this context. Institutional decisions by the so-called *Integrated Unit* between the National Institute of Agricultural Technology and the School of Agricultural Sciences (INTA-FCA) favored a pioneer agreement with Michigan State University which resulted in funding to create a language laboratory for the training of novice Argentinian professionals to pursue Master's and Doctoral degrees abroad. Although the perceived instrumental value of English has changed, its conception as the language of science has remained unaltered in this research-oriented context. Scientific publications constitute the basis for classroom teaching and research outcomes in the form of abstracts and research papers make up much of the bibliography students handle in their courses. Topics are presented within specialized or content-specific courses like Plant Pathology, Ecology and Soils Management, to mention just a few examples, around scientific outcomes, and students are often asked to look for, analyze and discuss findings of research from mainstream publications in English.

In this scenario, the subject *Nivel de Idioma Inglés* is grounded on needs assessment and is intended to ensure equitable access to knowledge sources in the form of international publications in English. Although the number of hours is restricted to a 34h-period of instruction, its inclusion in the first two years of

studies is intended to mediate students’ access to disciplinary expert knowledge in the foreign language. Beyond language work, in line with recent research (Carlino, 2008; Cassany and Morales, 2008; Ocegüera, 2021) reading comprehension in English revolves around the exploration of main scientific genres as a strategy to foster academic and disciplinary enculturation (Flowerdew, 2010; Navarro, 2018).

The process of genre enculturation is gradual and situated; it begins with the analysis of titles, keywords and abstracts to promote awareness of their function not only to access and index texts but also to persuade readers of the relevance of research. This is the moment where the use of a small, yet fruitful corpus, reaches the surface and the main tenets behind corpus-based pedagogy informed most of the teaching practices in this matter. To select a corpus, an array of abstracts published in renowned journals within the last ten year or so was selected. The analysis was carried out along the lines of Motta-Roth and Hendges’s (see Figure 1). As explained by Innocentini (2020) this model paved the way for analysis of rhetorical moves and the sub-functions identified in genre-related texts. As Boulton stated in his work on empirical studies on ESP applications of corpora: ‘An analysis of the individual papers shows that students can use corpora successfully for ESP and are generally favourable to the approach, whether as a learning tool or as a reference resource’ (Boulton, 2012:261).

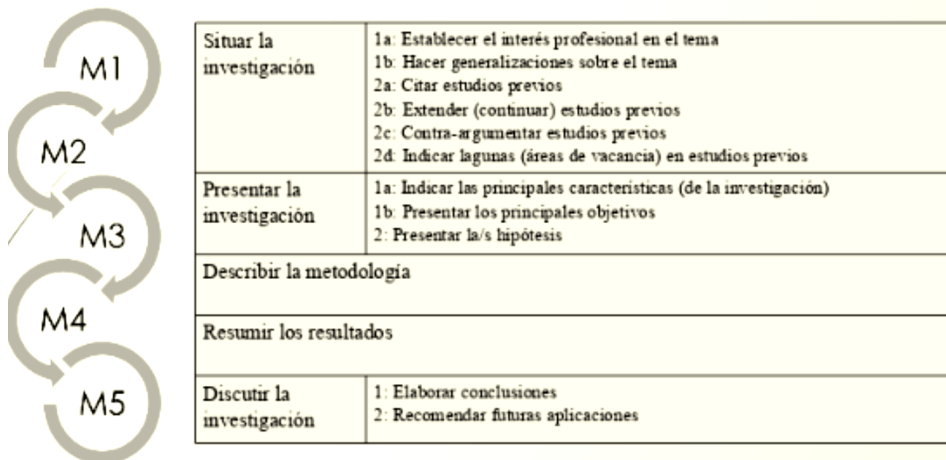


Figure 1 Model of rhetorical moves (M) and sub-functions as presented in Motta-Roth and Hendges (1996, 2010), adapted from Bittencourt’s model (our translation of the Portuguese version)

From these very first ‘encounters’ the reader-text-writer relationship is introduced to students and reflection about the promotional nature of abstracts and how this may influence writers’ decisions in terms of language choices is stimulated. Linguistic realizations and recurrent patterns are identified, as exemplars that account for the accomplishment of particular rhetorical and communicative functions. For instance, the preference for noun phrases over assertions in research titles in the discipline is overtly analyzed in class, and its implications are discussed, in terms of communication with the intended readership.

Patterns visibility, in terms of moves and steps or sub-functions, is a recurrent teaching strategy to develop reading of selected texts; it is therefore carried out explicitly and systematically as a tool for understanding and deconstructing genres. Awareness raising is promoted regarding how certain forms are associated with certain rhetorical moves and how external factors can influence the writers’ linguistic choices. In this sense, the role of the so-called ‘gatekeepers’ and publication norms are considered, and samples from central academic spheres (Anglophone speakers/writers) are compared with others from peripheral positions (multilingual speakers/writers). Expectations from each discourse community are reflected upon and possible reasons accounting for certain choices (like the use of mitigation or reinforcement, the inclusion of certain moves and omission of others) are analyzed, among other socio-political aspects accounting for heterogeneous patterns of scientific communication (Donahue, 2018).

Sequencing is carried out attending to issues of difficulty and relevance. From the work with titles, abstracts and surrounding paratextual features (journal, year of publication, authors and institutional affiliation), we move on to the analysis of research papers, making special emphasis on the functions of each section and the usefulness of paratextual information as facilitators of understanding. Graphic abstracts are introduced, and their function and organization patterns are contrasted with traditional textual versions, and the reading of tables and figures is promoted as a strategy to establish comparisons and make informed decisions, which may further be supported with the textual information, if students consider it necessary.

In addition to genre analysis and text deconstruction at the beginning of each class, tasks are designed for students to work with issues which are current concerns in their discipline. Very often hypothetical situations and case analysis are used as prompts for students to search for updated bibliography on the web or to guide strategic reading of the selected genres. Materials selection by the teacher is based on common topics in the syllabuses of specialized subjects and case analysis tasks are designed to reflect the actual demands about reading in English in their academic or potential professional settings (i.e., seminar presentations in other subjects, thesis project and completion, field trials design, farming management decisions or suggestions). To a lesser extent, materials selection by the students is also promoted, with the aim of gradually reducing



teacher centeredness; once again, discipline-specific case analysis triggers search and group work discussion to select or discard sources and to decide on appropriate strategies to approximate reading, design a PowerPoint presentation and share in whole-class discussions. Group analysis of each text is presented orally with visual aid and arguments are included to support its usefulness to respond to the case / hypothetical situation given. A final question-and-answer stage is included to promote interaction with the audience. This final assignment is done through different stages along which interaction with peers and teachers is central; feedback originated in the discussion of each instance promotes the review and progress to the next stage. In addition to the motivational aspect included in this task, students are able to transform knowledge acquired through reading research papers in English into a new academic genre which integrates written and oral academic communication in a meaningful way and involves the development of rhetorical skills to account for text selection and decision-making originating from it, and thus persuade the audience of its relevance.

### **STUDENTS' PERCEPTIONS: FOCUS GROUP**

At the end of the academic year in 2021, and with the aim of getting insights into students' opinions and perceptions about course content and classes in the ESP course within the School of Agricultural Sciences, UNMDP, five students were invited to take part in an extended interview in the format of a focus group meeting. The criteria for selection revolved around those students with the highest grade point average (GPA) in this course at the end of the academic year. All such students excelled in tasks, assignments and tests, and also stood out in every class as they always completed their course work in due time and participated actively in class. Within the selected group, the age ranged between 18 and 25 years old, and the students' academic background at university was also different. Two of the students were in their senior year, two were in their junior year and one was a first-year student.

Although parts of the group discussion were guided by the professor in charge of the course and the adjunct instructor, students were encouraged to intervene spontaneously as well. Some of the questions asked had been crafted beforehand, yet a certain degree of spontaneity was both expected and welcomed knowing it would enrich the conversation and bring forth a lot of information for later analysis.

### **CONCLUSIONS**

In this meeting, in a relaxed, stress-free environment, *Nivel de Idioma Inglés* students were first asked about their backgrounds regarding language learning, their academic life as students within the School of Agricultural Sciences, their

expectations before and after taking the course, and their strategies to tackle the different tasks and to meet course requirements. They were also invited to comment on their performance, their feelings, their goals and expected outcomes as agricultural engineering majors learning a foreign language at university.

In relation to their background as students of English, all of them commented on having studied English in high school. Two of them explained that because they had been part of what in Argentina is known as technical education, English as a high school subject was intended to be taught as ESP, yet their contributions as to what kind of content they were asked to work with and how useful it was were a bit blurry. Some of them did not remember much, while others were sure they had not learned as much as they would have liked to. In addition to their high school, three of the students explained they had also studied English in private institutions like language schools. This information helped us confirm that in the case of these three students, they were clearly not the average high school graduates in terms of their command of the language. Because of that, they surely had more tools at their disposal from the get go, from the very first class within this ESP course at university. Needless to say, self-perception, a positive attitude and a confident stand in the face of the new tasks may have also played a part in these students' overall performance and outcomes.

Considering what experts like Bernhardt and Kamil (1995) contend about how linguistic competence may enhance the reading process in English, the first approach of these students to an abstract and later to a research paper could have been less challenging or demanding than to less proficient students. Rightfully so, when asked about these perceived notions, one of the students commented on how 'calm' it made her feel when she started reading a complete paper for the first time and would soon realize she could, at least, get some ideas or throughline. In this particular case, the student was in her first year of studies, thus she did not have extensive background knowledge on the papers' content and research fields, yet knowledge of English boosted her confidence.

Two other students with a solid grounding in English because of formal instruction in a language school were finishing their course of studies when they took this English course. Thus, they were what can be considered 'ideal students': proficient in English and with extensive knowledge of the field. In addition, they proved themselves to be committed and hard-working learners, so it did not come as a surprise when they excelled in every task they were given. These 'ideal' learners, however, do not represent the majority of students who take this ESP course every year. Many of them are not highly proficient in English and not all of them are four-year-students. In this program, students can take *English* at any moment in their courses of studies. Having heard about its content, some freshmen and sophomores decide to wait, yet that is not a decision others share and thus enroll in this course in their first year of studies. This certainly represents an extra challenge and should be taken into consideration when deciding

about course content, reading load, assignments, tasks and the scaffolding necessary in the different sequences of activities offered in class.

Once students exchanged information about their background as language learners, the conversation drifted to abstracts, research papers and research in general both within their courses of studies and in their future professional careers. All students agreed on the rather substantial role research has in their courses of studies. Senior and junior students took the lead to point out how some of the core courses they had had to take in the program included a great bulk of research papers. Because of their experiences while taking such courses, these students deemed highly useful and necessary the exploratory, genre-oriented work carried out in the ESP course. One of the students claimed that when he first approached a research paper, having never read that kind of work, he felt at a loss. He did not know how to start reading, what to pay attention to and he even wondered if he could skip the theoretical framework and go straight into the conclusions or rather memorize general details about it. Now, with the benefit of hindsight, he reckoned how helpful it would have been for him to know more about the standard format of a research paper, textual and paratextual features, about conventions, the wider research community in which that paper circulated, and many other fruitful details about the genre. Comments like this – and dozens of others – together with researchers' contributions (Bazerman, 1997; Flowerdew, 2010; Swales 2016; Navarro, 2019) strengthen our convictions: genre pedagogy has a lot to offer to ESP students. Furthermore, another question arose out of these students' contributions: the need to treat research papers from a genre perspective in the other courses where students are asked to read research papers as well, knowing how beneficial it can be for students, their reading process and their overall comprehension.

As regards their professional careers, all of the students in this focus group stated that even though their work during the year had not been an easy path but rather challenging and demanding, after a lot of practice, they were well aware of their own improvement and, in the end, they felt they could do what – at the very beginning – had seemed so difficult: read a whole research paper, follow the throughline and identify core concepts and contributions, if any. On that note, they commented on how useful it would be for them, in the future, to know that they could count on their knowledge of genre to approach every new text and profit from reading it with a practical purpose in mind: understand and learn about phenomena and find answers and feasible solutions to problems.

As well as reading papers, some of the students commented on the need of producing them, either because they would like to carry out research themselves or merely because it is a requirement before they graduate. Even though this ESP course does not have within its goals the development of writing skills nor does it train students to write research papers, the work carried out is meant to plant seeds in relation to the symbiotic relationship between reading and writing.

It might be that part of the work carried out in this course has already paved the way for a rich experience when the time comes for students to work on their writing skills and take the role of researchers to write their papers.

## **PEDAGOGICAL IMPLICATIONS**

In light of the above, after assessing students' performance throughout the year, after weighing and considering the ideas and perceptions shared in the focus group meeting and being true to our professional convictions, the comforting feeling is that this blended approach to the teaching of ESP in college is on the right track. Far from considering it the 'panacea', it just feels this is a steppingstone on the way to make the most of ESP courses in higher education.

The blended and hybrid approach described in this work, as complex and multilayered as it may seem, can be a means to an end. It can be the threshold to help students find in the foreign language a powerful tool which will contribute to their academic life and professional careers and also help them to boost their participation in a globalized world in which the academic spheres view English as the international language for communication.

As it has been stated, ESP courses in higher education should not be reduced to grammar-oriented courses in which the work on grammar leads the way, or else to develop either students' linguistic competence or their reading comprehension skills. Academic literacy entails a lot more than that and ESP courses at university have a lot to offer in that respect. This, by no means, demonizes the role of grammar in language teaching, conversely, it just argues in favor of informed decisions as regards the role of grammar, and when and how it should be taught.

It can be claimed, and rightfully so, that only a few students' coursework and their perception can be of limited value to account for this approach's contributions to the teaching of ESP in college. This may hold true, if stronger claims about the course input was made. However, in this scenario, only the analysis of a fruitful match between students and professors' objectives is brought forth. Gladly, it was mainly in students' spontaneous answers where the richness of their contribution lies.

By analyzing their accounts on the characteristics of the texts they explored thoroughly in the course, an increasing aware of genre and the types of texts associated with it could be seen. In the same way, none of the students in this focus group hesitated to comment on how much their confidence before setting out to complete a reading task had improved. Increasingly, they recalled thinking about how much they actually knew about the way language worked, the prototypicality of type of text they were about to read, and as such what they were supposed to expect. As Swales (2016) points out knowledge of central types of text but also of those samples which may constitute outliers is of outmost

importance. It is in that direction that tasks and activities had been designed. Yet, usefulness and ultimate success in reaching class and course objectives can never be guaranteed. That is one of the main reasons why this type of contributions, out of students' extended interviews, becomes so nourishing. They help professors to tailor their decisions even further and they, as it was in this case, can shed light on the feeling that the right path has been chosen.

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## INTERNET SOURCES

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