

# Review of: "EFL Teachers' beliefs and Challenges About ESP Teaching"

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**Potential competing interests:** No potential competing interests to declare.

The article "EFL Teachers' Beliefs and Challenges about ESP Teaching" is an attempt to discuss English for Specific Purposes (ESP) in view of teaching. On the basis of research, the author tries to discuss the ESP phenomenon, its teaching, and the attitude of EFL teachers to the ESP phenomenon in Tunisia.

The strong side of the article is that the author devotes separate chapters to the discussion of teachers, their thinking, and their knowledge, in this way trying to cover the teaching phenomenon mainly basing this discussion on citations of well-known scholars. The author distinguishes between the ability of some teachers to teach relevant content and the application of proper methodology by other teachers.

A separate chapter is devoted to the ESP phenomenon. Although it is called "Overview of ESP," it does not cover all aspects of ESP, focusing mainly on needs analysis and the concrete opinions of certain EFL teachers working in an ESP context. All these discussions have a very abstract character.

Such phenomena as teachers, syllabi, and students should be offered for discussion, as these are three main components of the ESP classroom. It would be good if the model of an ESP teacher was offered by the author, considering linguists with subject knowledge versus a subject teacher with knowledge of English. All pros and cons of such ESP teacher models should be discussed in detail. ESP syllabi design should be offered as a separate chapter of this paper, basing the discussion on working out a common syllabi model differentiating terminology depending on the specific field. Some amendments to such ESP syllabi should be added on the basis of needs analysis of the particular field. The model of ESP students should be discussed as well in this paper. Some attention should be paid to such issues as materials design and the methodology of ESP teaching that usually implies an eclectic approach, since a combination of different EFL teaching methods would be the optimum solution to be applied in an ESP classroom for the effective ESP teaching process.

The abstract of the paper is very short, and only the fact that semi-structured interviews were distributed to 20 EFL University Tunisian teachers is mentioned, whereas the article covers some other issues related to teaching and ESP phenomena that are not mentioned in the abstract of the paper at all. These phenomena are discussed in the paper in a very abstract way. It would be better if more detailed information were given as well. Actually, the paper analyses the results of the survey, but since it is related to English for Specific Purposes, all these issues should have been discussed more profoundly, or, at least, works of some ESP scholars should have been cited. The language of the paper requires some proofreading.

