

Review of: "Implicit and Explicit Modelling: Case Study of EMU (Eastern Mediterranean University) Teacher Educators' Perceptions and Practice"

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Potential competing interests: No potential competing interests to declare.

The study has raised issues pertinent to teacher education practices. It has also dealt with teacher educators who are expected to implicitly and explicitly expose professional perceptions and identities relevant to practices. The following are concisely bestowed suggestions that need to be reasoned by the author to ameliorate the manuscript's flaws.

- The abstract has no information to convey. The content conferred there is related to what implicit and explicit modelling are all about while educating pre-service and in-service teachers. This section is awaited to succinctly present the aims of the study, methods employed, results/findings incurred, the implications of the meanings retraced, and the conclusions drawn.
- Context of the research is unexplored, which inhibits readers from developing a clear understanding of the background to the study and the existing teacher educators' practices in EMU.
- Procedures the study espoused to select participants are not elucidated. Further, processes of the study are not clear, which is in reality expected to help readers conceive how credible the semi-structured interview items used and their analysis were. It should be apprehended that the use of a single instrument can limit data dependability and believability.
- The study should clarify the processes of data collection and the steps followed to analyse them.
- Most importantly, the methodological approach employed and the instrument in use should ultimately lead the study to emergent themes.
- The study should clarify the relationships between the theoretical arguments presented and the voices and actions of the EMU teacher educators. It should also specify whether it aims to test the theoretical suggestions used or to justify the EMU context reality in line with the theories.
- Concept repetitions are widespread, which has led to misplaced areas like the purposes of the study and the research questions.
- The meanings, mutual relationships, and implications of the voices and actions of EMU teacher educators that the study has premitted need to be rigorously discussed.
- The conclusion should describe and give meaning to the realities of the context the study reveals. Elaborations of concepts (implicit and explicit modelling) provided in the conclusion section are unnecessary. This section should inform and recommend to readers how a professional teacher educator can develop behaviour related to implicit and

explicit modelling that is essential for pre-service and in-service teachers' professional development (indispensable knowledge, skills, dispositions, character, identities, etc.).

- Consistency in using referencing style is obligatory.
- Some blemishes regarding grammar usage which need to be amended exist in the manuscript.