

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

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Potential competing interests: No potential competing interests to declare.

My review comments on the article:

## **EFL Teachers' Beliefs and Challenges About ESP Teaching**

The issue raised by the author could be of interest to many, especially for those contexts where the English language is considered as L2. Below are suggestions that need to be considered by the author for the purpose of transmutation and enrichment.

The abstract should illuminate issues related to the methodological approaches employed and the implications of the results for the Tunisian education system and international readers. It should also recommend practical solutions on how to alleviate the challenges related to ESP learning and teaching.

Discussion on the methodological approach is very important. The study does not clearly state whether it is testing a theory or inductively investigating a context and thereby synthesizing it with theories. It also has to illustrate the kind of instrument and question items that are necessary and imperative. The author also needs to justify the legitimacy of a single instrument usage that practically deters triangulation. It should also elucidate how many universities were selected and why purposive sampling was used in the study. This can help readers to see how credible the instrumentation is that measures teachers' cognitive processes – how they knew, believed, and thought about the practices of ESP. The study should also succinctly show the procedures and phases of the research that enabled the author to collect data on what university teachers do and think about ESP. Further, there is a necessity to demonstrate the steps followed to analyse the data collected.

The author should also make it clear whether the study is directed by theories and ultimately tests the results or if it intends to inductively generate theories through this particular study. There are various claims made by other researchers that are directly or indirectly related to ESP mentioned by the author. However, such claims are not specifically aligned and synthesized with the results of the study conducted in the Tunisian context. The study has not convincingly constructed knowledge and come up with contextual reality regarding Tunisian university teachers' professional identity in relation to their pedagogical stances, beliefs, curriculum perspectives, essential professional skills, and dispositions relevant to the teaching of ESP. There is no discussion about the qualities or standards that Tunisian university teachers or others are required to have. The study should also show readers how the university course management, design, schemes, implementation, and evaluation processes are sketched that make the ESP course relevant or otherwise.

The study is expected to develop themes from the data analysed. The results (findings?) of the study should show emergent themes that characterize the contextual reality in connection to Tunisian university teachers and the ESP programs. Much space needs to be given to the results section, and the selection and discussion of theories needs to be purpose-built, relevant, and terse.

The conclusions drawn must be data-driven. Furthermore, it is due to show what the data mean or imply to all local and international agents of learning. It should also tell readers what the results of the study are in relation to practical solutions.

The study seems to be about the Tunisian context. It is, however, very confusing to read about the Thai that is mentioned in the conclusion.

Purposeful concept usage is crucial. The author needs to be highly critical of the multifaceted concepts used. If unintentional, certain concepts may lead readers to struggle in understanding them and making sense of their significance.

Proper use of acronyms is essential for readability purposes.

Finally, the following in-text citations are not found in the reference list: Otilia, 2015; Miles et al., 2014; Thomson, 1984; Zeichner, 1983; Kagan, 1988; Freeman, 1990; Woods, 1996; Shulman, 1987; Warters, 1987; Chamnankit, 2015; Chankasikub, 2014; Chatsungnoen, 2015; Chetsadanuwat, 2018; Chumtong, 2014; Sompuing, 2014; Hiranburana, 2017; Anuyato (2015), Ruang & Chuenchaichon, 2016; Nonthisong, 2015; Kennedy, 1990. The author should be careful in using and properly acknowledging them because such limitations may be considered as a sign of plagiarism.