

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

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While the introduction and literature review cover a wide range of topics related to ESP teaching and teacher cognition, ensuring that all sections directly align with the specific focus of the study on EFL teachers' beliefs and challenges in ESP teaching would enhance the relevance and coherence of the paper. The researcher also needs to ensure consistent citation and referencing throughout the introduction and literature review to maintain academic rigor and credibility. The introduction effectively outlines the purpose of the study, which is to investigate EFL teachers' perceptions and challenges in ESP teaching. However, it could be strengthened by clearly stating the significance of the research and its potential contributions to the field of ESP education. The research questions are clearly stated, which is commendable. However, providing a brief rationale for why these questions are important would enhance the introduction. While the introduction and literature review provide a strong foundation for the research, there are areas that could be further developed to enhance clarity, coherence, and alignment with the research focus. The literature review effectively integrates previous research on teacher cognition, teacher knowledge, and ESP. However, the connection between these areas and the specific focus of the current study could be more clearly articulated. While the literature review covers a wide range of topics related to teacher cognition, teacher knowledge, and ESP, some areas could be explored in more depth. For example, further discussion on specific theoretical frameworks or models related to teacher cognition and knowledge could provide a richer context for understanding the research topic. The literature review briefly mentions previous studies on ESP teaching and learning but does not synthesize their findings in relation to the current study's focus on EFL teachers' beliefs and challenges. Providing a more comprehensive synthesis of existing research findings would help contextualize the current study within the broader literature on ESP education. The literature review covers a wide range of topics, but the organization and structure could be improved for clarity and coherence. Consider grouping related studies together and providing clear transitions between different sections to enhance readability. The conclusion effectively summarizes the key points discussed in the literature review. However, it could be strengthened by providing a clear transition to the next section of the paper, which would be the methodology section. While the conclusion briefly mentions the significance of the study, further discussion on the potential implications of the research findings for ESP teaching practice and teacher education would be beneficial.

The previous research paper delves into an important and relevant topic in the field of English language education: EFL teachers' beliefs and challenges regarding ESP (English for Specific Purposes) teaching in Tunisia. It aims to explore how EFL teachers perceive and navigate the complexities of ESP instruction, shedding light on their approaches, perceptions, and practical challenges.

The research paper follows a structured format, beginning with a clear introduction that outlines the purpose of the study and presents the research questions. It effectively sets the stage for the subsequent sections by highlighting the significance of investigating EFL teachers' perspectives on ESP teaching.

The literature review provides a comprehensive overview of key theoretical concepts and previous research findings related to teacher cognition, teacher knowledge, and ESP. It demonstrates a thorough understanding of the theoretical underpinnings of the research topic and contextualizes the study within the broader literature on ESP education. However, there are areas where the literature review could be further strengthened, such as by providing a more focused synthesis of existing research findings and enhancing the coherence and structure of the discussion.

The methodology section outlines the research design and data collection procedures in a clear and concise manner. The use of semi-structured interviews with EFL university teachers in Tunisia is appropriate for exploring their beliefs and experiences related to ESP teaching. However, providing additional details on participant selection criteria and interview questions could enhance the transparency and rigor of the study.

The results and discussion section presents the findings of the research, offering insights into EFL teachers' perceptions of ESP teaching and the practical challenges they face. The analysis is supported by direct quotes from participants and references to relevant literature, providing a robust foundation for the conclusions drawn. However, there are opportunities for further exploration of the implications of the findings for ESP teaching practice and teacher education.

Overall, the research paper contributes valuable insights to the field of English language education by highlighting the complexities and challenges of ESP instruction from the perspective of EFL teachers in Tunisia. While there are areas where the paper could be further developed, such as in the synthesis of existing research findings and the discussion of implications, it represents a significant contribution to our understanding of ESP teaching in EFL contexts.