

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

Innocent Mbouya Fasse¹

¹ Université de Douala

Potential competing interests: No potential competing interests to declare.

The article addresses a very pertinent topic in an appropriate context and has yielded pertinent results. The literature review is thorough and well crafted. The problem is well posed. However, the write-up poses some issues that in turn lead one to question the veracity of the data.

First, little is known about the Tunisian ESP programme at the university level (duration, recruitment of students, evaluation procedure...). Is the teaching of ESP similar in all Tunisian universities? What are the specializations (of students) involved in the course?

Secondly, the conclusion, which rather refers to the Thai experience, may lead one to question whether the author actually did the work on Tunisia or Thailand.

Lastly, I would recommend the author to review a very recent handbook, that of the Routledge Handbook of Content and Language Integrated Learning by Banegas and Zappa-Holman (2023), which addresses several aspects of ESP from the CLIL perspective.