

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

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Potential competing interests: No potential competing interests to declare.

EFL Teachers' Beliefs and Challenges About ESP Teaching

Article Review Feedback

Article is on a very intriguing issue, "EFL Teachers' Beliefs and Challenges About ESP Teaching." Following are my observations, which may improve the quality of the article.

1. EFL and ESP full forms need to be mentioned in the abstract in the overview section.
2. Results reported in the abstract, "Tunisian university teachers had **alimited understanding of ESP concepts**, and they consider it as a challenging task. Moreover, the results strongly suggest **more professional training** in ESP teaching," are not in alignment with the title or the research questions about "**EFL Teachers' beliefs**" and "**Challenges About ESP Teaching**." This may be due to a lack of focus and rigor in interview questioning and its (qualitative) analysis and also due to 50 percent of teachers not being trained, as mentioned in the participants sub-heading of the research methodology.
3. The introduction section needs to be expanded to provide context and rationale, such as the issues related to EFL teachers offering ESP courses to university students in Tunisia, and why there is a need to investigate. The rationale leading to the research questions needs to be converted into research objectives so that the article is not between question and answer but rather objective to be fulfilled through methodology, data, analysis, and findings.
4. The literature review is not focused on teachers' beliefs and teaching EFL as ESP. Most of the references are dated and not in chronological order, leading to some conclusions being used in shaping this research.
5. Text under Overview on ESP, Situations for Teaching ESP, and Needs Analysis needs to be updated (be specific to the context) and placed after the introduction.
6. In the Research Methodology section, include the research design. Since participants are very heterogeneous (60% doctorate, 50% no training) and cannot be changed, the analysis needs to be categorized (beliefs and challenges for each category). Research instrument (interview questions) details are not provided, such as how many questions were related to exploring beliefs and how many questions were for challenges, which broad categories of beliefs and challenges were explored through how many questions.
7. The Results and Discussion section needs to be organized under "Beliefs" and "Challenges" within these categories, with further findings from different categories of teachers (60% doctorate, 50% no training).
8. Text under Conclusions and Implications needs to be mapped with objectives and findings.

9. Most of the references are dated and not in standard form.