

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

Haneen Abdaljaleel Alrawashdeh¹

¹ University of Jordan

Potential competing interests: No potential competing interests to declare.

I will present my review in three parts:

First:

The article provides an overview of English for Specific Purposes (ESP), outlining its origins, principles, and emphasis on meeting learners' specific language needs in professional or academic contexts. Needs analysis is highlighted as a crucial step in ESP course design, ensuring that course materials align with learners' real communication needs. The study also examines the challenges faced by ESP teachers in practice, such as selecting appropriate teaching methodologies, designing effective speaking tasks, and conducting needs analysis. The findings underscore the complexity and demands of ESP teaching, particularly in contexts where teachers may lack subject matter expertise or face diverse student proficiency levels.

Here is my suggestion for the Introduction and Literature Review section:

Expand the literature review section to include more recent studies and theoretical frameworks relevant to ESP teaching and teacher cognition. This will help situate the current study within the broader scholarly discourse on ESP pedagogy and teacher education.

Second:

In terms of methodology, the study involved 20 university teachers teaching ESP courses in Tunisia. Semi-structured interviews were used to gather data on teachers' beliefs and challenges in ESP teaching. The results revealed insights into teachers' perceptions of ESP teaching and the practical difficulties they encounter in course planning, material design, and assessment. The article concludes with implications for ESP educators, emphasizing the importance of teacher training, adaptability, and ongoing professional development to address the multifaceted demands of ESP instruction effectively.

Here is my suggestion for this part:

Provide a more detailed description of the research methodology, including information on the data collection process, data analysis procedures, and any steps taken to ensure the validity and reliability of the findings. This will enhance the credibility and trustworthiness of the study's results.

And!

Include direct quotes or excerpts from the interviews with ESP teachers to illustrate their perspectives and experiences more vividly. This will add richness to the article and allow readers to engage directly with the voices of the participants.

Third:

The article provides valuable insights into the perspectives and challenges of ESP teaching in the Tunisian context, contributing to a better understanding of the complexities involved in meeting learners' specific language needs in professional or academic settings. The findings have implications for ESP teacher training programs and highlight the need for ongoing support and resources to enhance the quality of ESP instruction.

Still!

Consider comparing the findings of this study with existing research on ESP teaching in other contexts or countries. Highlighting similarities and differences can provide valuable insights into the universality or specificity of challenges faced by ESP teachers.

You can also:

Expand on the practical implications of the study's findings for ESP teacher training programs, curriculum development, and classroom practice. Offer concrete recommendations or strategies for addressing the identified challenges and enhancing the effectiveness of ESP instruction.

Conclude the article by outlining potential avenues for future research in the field of ESP teaching and teacher cognition. Identify unresolved questions or areas needing further exploration, and suggest possible research methodologies or approaches for addressing them.

Thanks!

Dr. Haneen Alrawashdeh

