

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

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This study explores the pedagogical challenges and needs of ESP (English for Specific Purposes) teaching in Tunisia through interviews with 20 EFL university teachers. The paper presents findings indicating a limited understanding of ESP concepts among Tunisian university teachers, highlighting the need for more professional training in ESP teaching. The study has several limitations:

- 1. Introduction:** The introduction is notably brief, providing limited context for the study. It does not thoroughly set the stage for the research or adequately frame the study's significance within the broader field of ESP teaching. A more substantial introduction could offer a comprehensive overview of ESP's evolution, current debates, and the specific gap this study aims to address. The introduction also lacks a detailed theoretical background that could anchor the study's objectives. It misses an opportunity to discuss relevant theories or models related to ESP teaching, which could strengthen the rationale for the research and its methodology. Although the introduction outlines the study's research questions, it could do more to articulate the research objectives clearly. Explaining how answering these questions will contribute to the field of ESP teaching or address specific pedagogical challenges would offer clarity on the study's intended impact.
- 2. Literature review:** The literature review provides a foundational overview of key concepts within English for ESP and its relevance to English language teaching. However, there are several areas where the literature review could be strengthened to enhance the critical engagement with existing research and theoretical frameworks. That is, while the review covers a range of topics, including the emergence of ESP, needs analysis, and teacher knowledge, it lacks depth in critically analyzing these areas. For example, while needs analysis is mentioned, there is minimal discussion on how evolving understandings of needs analysis impact ESP course design and teaching practices. A more detailed exploration of current debates and methodologies in needs analysis could provide richer context and justification for the study. The review could benefit from a more comprehensive integration of recent studies, especially those published in the last few years. Incorporating newer research would not only update the review but also demonstrate how the study contributes to filling gaps in the current literature. Also, the literature review often presents findings from previous studies without critically examining their methodologies, contexts, or the implications of their findings. A more critical approach, highlighting strengths, limitations, and contradictions within the existing literature, would strengthen the argument for the study's relevance and originality. The methodology section lacks detailed information on data analysis methods, making it difficult to assess the validity of the findings.
- 3. Results and Discussion:** While the section provides a summary of teacher responses, it lacks detailed analysis. For

instance, it mentions that 18 out of 20 participants agree on the challenges of ESP teaching but doesn't delve deeply into the nuances of these challenges or how they vary among participants. Including direct quotes is helpful, but the analysis would benefit from a more nuanced discussion of these views. Also, the discussion somewhat connects the findings to previous studies but does so in a cursory manner. A more detailed comparison with existing literature could highlight how this study's findings confirm, extend, or contradict previous research. This would significantly enrich the discussion and provide a stronger argument for the study's contributions to the field.