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A Call for an Epistemic Look at Inconsistencies between ESL/ESL Teachers' Beliefs and Teaching Practice

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Abstract

Almost all previous research on ESL/ESL teachers' stated beliefs is indicative of little or partial correspondence between what ESL/EFL teachers believe about teaching and what they do in class. Phipps and Borg (2009) attribute the cause of this inconsistency to the lack of close attention to the differences between teachers' core and peripheral beliefs in research on teaches' beliefs. Core beliefs are fundamental to an individual's belief system, associated with other beliefs, and are impervious to transformation and modification. On the other hand, peripheral beliefs are derivatives of core beliefs and are comparatively more easily modified. The little attention to the distinction between ESL/EFL teachers' core and peripheral beliefs can potentially result in recurring inconsistencies between teachers' stated beliefs and their teaching practice in future studies. This paper, therefore, suggests that epistemic beliefs (a system of more-or-less independent beliefs about knowledge and learning; Schommer, 1990) be used in future studies in eliciting ESL/EFL teachers' core beliefs. It is argued that epistemic beliefs elicitation provides researchers with teachers 'core and peripheral beliefs. In addition, teachers' core and peripheral beliefs and their relation to epistemic beliefs will be delineated.

Keywords: ESL/EFL, Teacher Beliefs, Teaching Practice, Epistemic Beliefs, Core Beliefs

Introduction

Beliefs are defined as "psychologically held understandings, premises, or propositions about the world that are felt to be true" (Richardson, 1996, p. 103), therefore beliefs effectively influence one's perception of reality. Teachers' beliefs along with their individual experiences and personal values are the gradually acquired attainments that influence and shape their teaching practice in a class environment (Freeman & Johnson, 1998). The ongoing formation of teachers' beliefs begins in their own prior education in school years and never stops evolving as beliefs are also influenced by teachers' teaching practice and teacher training programs (Borg, 2003). The beliefs that teachers hold play a significant role in their daily practice as according to literature, teachers' beliefs have a mutual interaction with pedagogical practices (Phipps & Borg, 2009) and predominantly shape their teaching practice (pajares, 1992). In addition, Johnson (1994) implies that teachers' beliefs stimulate perception and teaching decisions and determine the way their teaching knowledge is reflected in teaching practice.

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Over the past two decades the research on teachers' beliefs has appeared as one significant research area in the field of language teaching (Phipps & Borg, 2009). One ramification of this research interest has covered the correspondence between teachers' stated beliefs and teaching practice (Borg, 1999; Farrell & Bennis, 2013; Pajares, 1992; Phipps & Borg, 2009). Therefore, studying the correspondence between ESL/EFL teachers' stated beliefs and teaching practice has been one of the major research investigations in second language teaching aiming at understanding uncovering and explaining ESL/EFL teachers' practice (Borg & Al-Busaidi, 2012; Farrell & Lim, 2005; Farrell & Kun, 2008; Roothooft, 2014). Consequently, studying ESL/EFL teachers' beliefs has shed light on the correspondence between teachers' stated beliefs and writing corrective feedback (Lee, 2009), grammar instruction (Farrell & Lim, 2005; Farrell & Bennis, 2013), teachers' questions in class (Pham & Hamid, 2013), teachers' oral feedback (Roothooft, 2014), and teaching reading strategies (Bamanger & Gashan, 2014) to name a few. The correspondence between ESL/EFL teachers' beliefs and practice has been reported as existing in previous studies (Al-siyabi, 2008; Alghanmi & Shukri, 2016; Caner, Subasi, & Kara, 2010; Cundale, 2001; Inceçay, 2011; Niu & Andrews, 2012; Yu, 2013). However, other studies report little , partial, or mixed correspondence between ESL/ESL teachers' stated beliefs and their teaching practice (Basturkmen, 2012; Farrell & Lim, 2005; Graham, Santos, & Francis-Brophy, 2014; Lee, 2009; Pham & Hamid, 2013; Roothooft, 2014).

Many studies on ESL/EFL teachers' beliefs reveal teachers' beliefs do not always shape their classroom practice and teaching decisions (Basturkmen, Loewen, & Ellis, 2004; Farrell & Lim, 2005; Nishino, 2011; Pham & Hamid, 2013; Roothooft, 2014). Basturkmen, Loewen and Ellis (2004) found that the instructional decisions made by the participating teachers in class are weakly related to their beliefs regarding focus on form. Accordingly, the teachers' approach to correcting learners' oral errors would inadvertently pause a communicative task between the learners, despite the teachers' intention not to interrupt learners' communication as stated in the interview. Similarly, Farrell and Bennis (2013, p. 163) reported that despite inherent complexity, teachers' stated beliefs "are not always realized in their classroom practices". The inconsistency is also reported by Farrell and Lim (2005) in a study on the grammar instruction of two experienced teachers at primary school. The study concluded that although teachers might have complex beliefs in terms of grammar instruction, they sometimes do not use these beliefs in teaching practice. Furthermore, Phipps and Borg (2009, p. 383) found that there were "a number of tensions between the teachers' stated beliefs and their practices, mainly related to inductive and contextualized presentation of grammar, meaningful practice and oral group-work". Pham and Hamid (2013) studied teachers' beliefs about teachers' questions and their connection to the questions they generated and asked in class. The findings revealed that there were moderate to substantial inconsistencies between their beliefs and the teachers' questions regarding the purpose of questions, questions content, wording and syntax, and learners' cognitive level.

Thus far, the current inconsistencies have led to different explanations such as observer effect on teachers' practice (Hos & Kekec, 2014), students' dominant culture (Niu & Andrews, 2012),

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and teachers' concern for learners' emotional well-being (Roothooft, 2014). However, the need for further explanations is still felt, as a review of the literature does not provide a theoretical explanation for such inconsistencies. On the one hand, we know ESL/EFL teachers' practice is not always influenced by their beliefs, on the other hand, there is little discussion on the reasons why ESL/EFL teachers' beliefs do not predominantly shape teaching practice in class. Studying the inconsistencies (for a review see Basturkmen, 2012) to learn where they stem from seems significant as the knowledge will lead to our understanding of how to lower the inconsistencies between ESL/ESL teachers' beliefs and teaching practice in class. In addition, further insights into the causes of the inconsistencies between ESL/EFL teachers' beliefs and teaching practice raise the awareness of obstacles that stop teachers from implementing their beliefs. The academic education and teacher training courses provide teachers with highly effective teaching cognition and beliefs, yet there is little explanation regarding what obstacles in ESL/EFL teachers' beliefs hinder their implementation. Learning about the reasons of the inconsistencies, therefore, contributes to ESL/EFL teacher educators' awareness about the beliefs that hinder implementing the useful beliefs in class.

This paper intends to provide a brief report regarding the inconsistency between ESL/ESL teachers' beliefs and teaching practice. In addition, this paper argues ESL/EFL teachers' core beliefs can be captured by using epistemic beliefs to reach a higher correspondence between teachers' practice and beliefs in future studies. Factors that guided the current study were adopted from the literature described above. This study focused on three factors – year of publication, the chosen methodology, and the research aims. Therefore, studies on ESL/EFL teachers' beliefs published between 2005 and 2017, in which the beliefs were explicitly stated by the participating teachers rather than implicitly inferred by the researchers were chosen. In all the selected studies semi-structured interviews had been used, which provide further input associated with the research questions (Creswell, 2007). Accordingly, 18 studies were selected and the authors decided to review 6 studies excluding 10, as the little or lack of consistency between teachers' beliefs and practice reported in the remaining studies could have an epistemic belief explanation.

ESL/ESL Teachers' Beliefs and Practice:
Learning what beliefs mainly shape one's teaching performance has been an important purpose of research on ESL/EFL teachers' beliefs (Borg, 2011). In other words, the aim of ESL/ESL teachers' beliefs research is learning about the beliefs translated into ESL/ESL teachers' moment-to-moment class decisions and teaching practices. We seem to face certain challenges in learning about the very beliefs that are translated into teaching practice due to the inconsistencies between ESL/ESL teachers' beliefs and practices. In various studies, (for a review see Basturkmen, 2012) while the participating teachers state that they usually follow a certain kind of teaching approach or set of activities, they are not able to act on their beliefs stated in interviews. On the contrary, other studies report that teachers' practice is indeed the reflection of their stated beliefs (Caner et al., 2010; Cundale, 2001). Consequently, the mixed findings regarding the effects of ESL/EFL teachers' beliefs on their teaching practice implies a

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potential dichotomy in teachers' belief system resulting in contradictions among different studies.

In a call for research to explore the inconsistencies between ESL/ESL teachers' beliefs and teaching practice, Phipps and Borg (2009) differentiate between core and peripheral beliefs in ESL/EFL teachers. Similarly, the separation between teachers' core and peripheral beliefs is endorsed by Tsui, where she introduces teacher cognition as "a network, as a continuum, or as clusters of beliefs with some being core beliefs and others peripheral" (Tsui, 2011, p. 26). Their argument is core beliefs mainly influence the instructional decisions of teachers in class as "core beliefs are stable and exert a more powerful influence on behaviour than peripheral beliefs " (Phipps & Borg, 2009, p. 381). On the contrary, peripheral beliefs may not exert much influence on teachers' practice as they are moderated by contextual factors and are more "theoretically embraced" (Phipps & Borg, 2009, p. 388). Core beliefs are depicted as fundamental, integrated and more stable than peripheral beliefs (Kagan, 1992). Teachers' core beliefs are so resistant to change that the workplace challenges and pressure on individuals will not twist their core beliefs but causes their job dissatisfaction (Day & Kington, 2008). Phipps and Borg (2009) believe that understanding ESL/ESL teachers' core beliefs leads to fewer inconsistencies in future studies between ESL/ESL teachers' beliefs and practices, thereby increasing such correspondence. However, there is little discussion on what constitutes ESL/ESL teachers' core beliefs (Borg, 2006). Therefore, the current study suggests that studying ESL/EFL teachers' core beliefs can be made possible through eliciting their epistemic beliefs. It should be noted that in the literature, epistemic and epistemological beliefs have been used interchangeably, but both terms refer to beliefs about knowledge and learning (Mason, 2010). Therefore, epistemic beliefs have been used in the current study to refer to beliefs about knowledge and the learning.

Epistemic beliefs are the implicit beliefs about the nature of knowledge and learning that influence reasoning, learning and decision making (Schommer, 1994). Perry (1970) introduced epistemic beliefs as unidimensional constructs containing four chief assumptions about the nature of knowledge, which are dualism, multiplism, relativism, and commitment. Individuals with a dualistic view regarding the nature of knowledge conceive of knowledge as either true or false, both of which are dependent on an expert to be transmitted to the learner. Next, being in the multiplism position indicates that the individual accepts some knowledge can be certainly known as true or false and some other knowledge cannot be known with certainty. As the position of epistemic beliefs gets closer to commitment, the concept of knowledge as absolute truths gradually disappears, where in relativism knowledge is considered as a personal construction. Schommer (1994), contrary to Perry (1970), did not conceptualized epistemic beliefs as unidimensional and developmental. Schommer argued that epistemic beliefs are a set of multidimensional beliefs that are independent to a certain extent (1990). According to Schommer individuals might have sophisticated or naïve beliefs about knowing. Individuals with sophisticated views believe that the biggest part of knowledge is still evolving, some knowledge has yet to be discovered, and small amount of knowledge is fixed. Learners with naïve views

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believe that a big bulk of information is certain, some knowledge needs to be discovered, and a very small amount of knowledge is altering.

The relationship between personal epistemic beliefs and teaching has been explored in previous studies. (Cheng, Chan, Tang, & Cheng, 2009; Ketabi, Zabihi, & Ghadiri, 2014). In this regard, Cheng and colleagues (2009) separated personal epistemic beliefs into two categories in terms of the four dimensions, 'innate (or fixed) ability',' learning effort and process', 'authority knowledge' and 'certainty knowledge'. A teacher with sophisticated epistemic views does not believe that learning is in-born and fixed, views learning as a process dependent on effort, and agrees that knowledge is mainly self-constructed, uncertain and evolving. In contrast, a teacher holding naïve epistemic beliefs conceives of learning as an inborn and fixed personal attribute that results in quick learning. In addition, a teacher with naïve epistemic beliefs considers learning as the result of transferring knowledge from an expert. Quite evidently, it should be noted that individuals can have a mixture of naïve and sophisticated beliefs, which according to Cheng and colleagues (2009) might result in viewing learning as a process that depends on personal efforts yet learning is impossible without an expert who transfers that knowledge to learners.

Provided that the current inconsistencies between ESL/ESL teachers' practice and beliefs can be justified through epistemic beliefs, the future research can adopt epistemic beliefs model to study ESL/ESL teachers' core beliefs, in a response to Borg and Phips's (2009) and Borg's (2006) call for studying ESL/ESL teachers 'core beliefs.

Teachers' Epistemic Beliefs

Teaching and learning has been viewed as two poles of a continuum, whose one end represents traditional conceptions of teaching and learning and the other reflects constructivist conceptions (as cited in Cheng et al., 2009). While constructivists believe that knowledge needs to be self-constructed, self-interpreted and discovered, teachers with traditional views perceive learning as silently receiving knowledge from an expert or knowledge authority. In addition, knowledge, according to constructivism is obtained through effort and self-reflection, which is in contrast with traditional views of teaching, which endorse certainty of knowledge and quick learning. This dichotomous view seems to be in line with two dimensions of epistemic beliefs proposed by Schommer (1994). The traditional conceptions of teaching and learning are consonant with *naïve* epistemic beliefs. According to learners with *naïve* epistemic beliefs, a big bulk of knowledge has been discovered and knowledge is transferred by an expert. This view of knowledge and learning in *naïve* epistemic beliefs in turn is fundamentally reflected in traditional views of teaching and learning. The traditional view of teaching and learning portrays the teacher as knowledgeable and as competent as possible, whose competence and knowledge enables him/her to transfer the wealth of knowledge to learners. Another similarity between these two conceptions is that in both models there is little tolerance for mistakes as learning must happen quickly rather than through a developmental process of making mistakes and discovery learning. On the other hand, a teacher with *sophisticated* epistemic beliefs can be

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inferred to have constructivist views of teaching (Hashweh, 1996). Therefore, the consonance between two views of teaching, i.e. traditional and constructivist, and the epistemic beliefs seems to enable us to adopt epistemic beliefs in studying teachers' core beliefs.

Believing that teaching is a cognitive activity like learning, one can conclude that teachers and learners make similar decisions stemmed from their epistemic beliefs. Epistemic beliefs, either *naïve* or *sophisticated*, identify how individuals perceive learning and knowledge and consequently influence teachers' pedagogical choices (Maggioni & Parkinson, 2008). Teachers with *sophisticated* epistemic beliefs introduce activities that engage learners in thinking, learning through discovery and evaluation. On the contrary, teachers with *naïve* epistemic beliefs pursue traditional teaching methods where memory and the retrieval of taught content is the main priority (Schoenfeld, 1998). This relationship has also been researched in second language teaching contexts. Ali & Ismail (2005) studied the effects of epistemic beliefs of 114 pre-service EFL teachers on the strategies they used for learning and teaching . The study found out that participants with *naïve* epistemic beliefs relied on lower-order thinking skills like memory-based practices. This indicates that holding naïve beliefs results in implementing traditional teaching methods. Another pertinent result to the current paper is that "there were significant multivariate and univariate effects of epistemological beliefs on EFL preservice teachers' learning strategies, teaching practices and foreign language classroom anxiety" (Ali & Ismail, 2005, p. 1). The teacher's role was found to be more traditional rather than constructivist as the teacher was believed to be the dominant party in class activities determining the pace, type, and nature of class activities. Therefore, this study implies that teachers' epistemic beliefs are directly related to their teaching practices. Briefly put, this study revealed that studying ESL/ESL teachers' epistemic beliefs decreases the inconsistency between teachers' practice and stated beliefs.

Ketabi, Zabini, and Ghadiri (2014), similarly studied pre-service EFL teachers' epistemic beliefs and their relationships to teaching conceptions. The study found that ESL/ESL teachers' epistemic beliefs were naïve epistemic beliefs and they believed that knowledge was certain and thus resistant to change and learners' ability for acquiring knowledge was innate and fixed. These beliefs were in line with their traditional teaching conceptions, as the participants highlighted the teachers' role in transmitting linguistic knowledge to learners. They highlighted lower-order thinking skills embracing memorization and rote learning as practical ways of learning English. These associations undoubtedly reveal the meaningful link between epistemic beliefs regarding English language knowledge and what one believes about how English as a second or foreign language needs to be practiced and instructed. This connection, further implies that an ESL/ESL teacher's epistemic beliefs are in fact their core beliefs about learning and teaching a second language. Therefore, by studying ESL/ESL teachers' epistemic beliefs, the future research might be able to gain more consistencies between ESL/ESL teachers beliefs and practice, which are the authors' proposal to avoid the current inconsistency between ESL/ESL teachers' teaching practice and stated beliefs. In the following section, the authors will evaluate

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previous research findings regarding the inconsistency and congruencies between teachers' beliefs and practice through the window of epistemic beliefs.

Inconsistencies between Teachers' Beliefs and Practice

Observations made in a large number of studies indicate limited correspondence between what ESL/ESL teachers state as their beliefs and their teaching practice (Basturkmen, Loewen, & Ellis, 2004; T. S. Farrell & Lim, 2005; Farrell & Bennis, 2013; Nishino, 2011; Pham & Hamid, 2013; Phipps & Borg, 2009; Roothooft, 2014). Basturkmen, Loewen and Ellis (2004), found that teachers' instructional practices in class are weakly influenced by their beliefs about focus on form in communicative lessons. Despite the participating teachers' awareness of the appropriate time to pause a communicative task to focus on learners' errors, they were unable to discern an appropriate time when a pause does not interrupt learners' communications. In another study, Farrell and Bennis (2013, p. 163) found that "teachers indeed possess a set of complex beliefs that are not always realized in their classroom practices". Similarly, in a study on teaching grammar, Farrell and Lim (2005) reported that the participating teachers' complex beliefs about teaching grammar did not lead to similar teaching practice in class. In a similar study of teaching grammar Phipps and Borg (2009, p. 383) reported a general alignment between beliefs and practice, however, the research data "also highlighted a number of tensions between the teachers' stated beliefs and their practices, mainly related to inductive and contextualized presentation of grammar, meaningful practice and oral group-work". Pham and Hamid (2013) investigated the effect of thirteen participating teachers' beliefs about teacher questions on the questions asked in class. The findings showed despite "a general congruence between teachers' beliefs and practices", there were discrepancies, from moderate to substantial "between their beliefs and the teacher questions regarding the purpose of questions, questions content, wording and syntax, and learners' cognitive level.

One question that is raised here is whether there is a cause for the little or lack of correspondence between teachers' beliefs and their teaching practice. In other words, how can this inconsistency between teachers' stated beliefs and teaching practice be explained. This question, however, has drawn the attention of different researchers. For example, Basturkmen, Loewen and Ellis (2004) assume what teachers state in their interviews is technical rather than practical knowledge. Confirming the hardship of proving an explanation for the inconsistency, Roothooft (2014) believes the teachers' concern for their learners' emotional wellbeing and confidence might stop them from putting all their beliefs into practice. Lee (2009) believes that contextual and individual influences such as school pressure and exam policy could be the main cause. However, this study adopted Phipps and Borg's (2009) argument in favor of studying the source of inconsistencies through teachers' core and peripheral beliefs.

Therefore, to seek an explanation for the gap between stated beliefs of ESL/ESL teachers and their teaching practice the authors reviewed previous studies with an eye on epistemic beliefs in the belief that epistemic beliefs could shed some light on this gap. In doing so, the authors first reviewed the data elicitation process to find a potential reason for the gap. It was revealed

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that first the researchers managed to elicit ESL/ESL teachers' beliefs about teaching and learning through semi-structured interviews, surveys or self-report journals. Then the very teaching practice, based on which the ESL/ESL teachers' beliefs were elicited were observed in class. In one case Yu (2013) elicited the teaching practice in the same interview used to elicit their teaching beliefs. However, there was no account of core or peripheral beliefs in the instruments. In other words, the interviews that were used to elicit teachers' beliefs could not enable the researcher to gain insights into core or peripheral beliefs of ESL/ESL teachers. In addition, the analyses were not core or peripheral beliefs. Presumably, the reported research findings in terms of teachers' beliefs are most probably embrace both core and peripheral beliefs combined. This interpretation is resonant with teacher cognition concept, which Tsui introduces as "a network, as a continuum, or as clusters of beliefs with some being core beliefs and others peripheral (Tsui, 2011, p. 26).

Core and peripheral beliefs are different in that the former is established and strengthened through the experiences teachers have had during teaching practice and the latter reflects teachers' beliefs about idea teaching practice (Borg, 2006). Therefore, teachers' practice is in fact the reflection of their very core beliefs, leaving their peripheral beliefs under the influence of contextual and social factors. The authors' inference is that eliciting teachers' beliefs without an instrument that differentiates teachers' core and peripheral beliefs provides researchers with teachers' cognition, which embraces both core and peripheral beliefs. Teachers' cognition, according to Johnson (as cited in Burns, Freeman, & Edwards, 2015) can both converge and diverge from teaching practice. Therefore, eliciting teachers' cognition is likely to result in mixed findings in terms of having correspondence with the teaching practices. This is evidenced in different similar studies, where the researchers reported both inconsistencies and consistencies in their results section. (Farrell & Lim, 2005; Farrell & Bennis, 2013; Inceçay, 2011; Niu & Andrews, 2012; Shahrani & Aziz, 2013)

In the inconsistencies found it can be concluded that in previous studies the researchers have in fact managed to capture teachers' cognition about teaching a second language. What the teachers stated in their interviews did not appear in their teaching practice, therefore, it can be concluded that their beliefs as *sophisticated* as they could be were in fact a part of their teaching cognition that according to Johnson (1992) does not necessarily converge with teaching practice. In other words, the interview questions led to the elicitation of the participating teachers' cognition, which were in fact *sophisticated* epistemic beliefs. However, these beliefs are peripheral as they constitute one's cognition or teaching knowledge and are mediated by contextual factors and mandates (Phipps & Borg, 2009). On the contrary, the observation of class performance of the participating teachers illustrated their very *naïve* epistemic beliefs that do converge with one's teaching practice, hence can be considered as one's core beliefs. Table 1 illustrates the inconsistencies introduces in previous studies along with the explanations in terms of core and peripheral beliefs illuminated by epistemic naïve and sophisticated beliefs.

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Study	Participants	Teaching practice	Stated Beliefs	Instrument	Findings	Analysis
Yu (2013)	26 university teachers, (2-27 years of experience)	Use of peer feedback in writing tasks	(a)Perspectives regarding feedback, (b) Whether they use peer feedback in writing classes	Semi-structured interview	Despite the teachers' beliefs in the effectiveness of peer feedback, the teachers did not use peer feedback in class	There is no account of core and peripheral beliefs in research instruments therefore, the participants' support of peer feedback mentioned in interviews can be interpreted as their peripheral beliefs, which did not converge with their practice. The teaching practice is indicative of naïve epistemic beliefs.
Niu and Andrews (2012)	4 female university teachers (7-40 years of experience)	Teaching vocabulary	(a)Beliefs about vocabulary instruction, (b)The way vocabulary should be taught	Semi-structured interviews, class observation, stimulated recall	Dictionary use was either not observed or rarely observed in class despite teachers' stated beliefs in favor of dictionary use, in addition, no discovery learning for learning the	The rare observation of students using a dictionary to learn words is inconsistent with the participants' beliefs. Using a dictionary promotes self-discovery but is time consuming,

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					meaning of words was found.	which is contrary to quick learning in naïve epistemic belief. Therefore, the inconsistencies reported might stem from the inconsistencies between teachers' peripheral beliefs, which were sophisticated and teachers' core beliefs which were naïve epistemic beliefs.
Hos and Kekec (2014)	60 language instructors	Teaching grammar	Beliefs about teaching grammar	open-ended questionnaire, class observation	There were inconsistencies between beliefs and grammar instruction including error correction, communicative language teaching, inductive teaching, and contextualized teaching.	The teachers' support of communicative language teaching, priority of fluency over accuracy, inductive learning and contextualized grammar instruction represented sophisticated epistemic beliefs. Yet, class observation

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						reflected teaching activities that were indicative of naïve epistemic beliefs. Therefore, the teachers' stated beliefs were peripheral but sophisticated and the teaching practice was informed by core but naïve epistemic beliefs.
Roothoof t (2014)	10 teachers of English (1.5-42 years of Experience)	Oral corrective feedback	Beliefs about oral corrective feedback?	A questionnaire , class observation	The participating teachers did not favor correcting mistakes by reformulating learners' utterances, i.e. *recast*, but, their class observation revealed that recast was the most prominent technique	The teachers' core beliefs seen in their practice were more of naïve epistemic beliefs, which projects the teacher as a knowledge authority whose main responsibility is to transfer the fixed knowledge to learners. In addition, to a teacher with naïve epistemic

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						beliefs learning occurs quickly, therefore he/she prefers *to recast* as a useful technique to immediately correct mistakes that can quickly become a part of learners' knowledge.
Farrell and Bennis (2013)	1 experienced and 1 novice ESL/ESL teacher	Language teaching	Language teaching	Survey, class observation, interviews	The participating teacher's stated belief in the importance of using different techniques for different learners in correcting grammar mistakes was inconsistent with his practice in corrective mistakes.	The participating teacher's interview revealed he knew different learners need different techniques to be corrected. This reflects sophisticated epistemic beliefs, where knowledge is self-constructed, therefore every learner has a separate way to construct knowledge. However, the observation of his teaching practice revealed he

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						only used face-correction, which reflects naïve epistemic beliefs.
Phipps and Borg (2009)	3 experienced EFL teachers	Teaching grammar	Teaching grammar	Interviews and class observation	The participating teachers provided formal explanations of grammatical forms and functions in practice, while her stated beliefs did not support formally explaining grammatical forms.	The inconsistency between teaching grammar and the teacher's stated beliefs is indicative of the existence of core and peripheral beliefs, where the former reflects naïve epistemic beliefs and the later indicated sophisticated epistemic beliefs.

Conclusion

The inconsistencies between teachers' practice and beliefs have generated a call for research to study ESL/ESL teachers' core and peripheral beliefs (Phipps & Borg, 2007, 2009). In addition, the current studies have used research tools incapable of eliciting teachers' core and peripheral beliefs, which in turn might have been the cause of tension between ESL/ESL teachers' beliefs and teaching practice. In addition, the literature on ESL/ESL teachers has not provided a framework or research tool that can capture ESL/ESL teachers' core and peripheral beliefs. Hence, the current paper suggests that future research on the relationship between teachers' belief and practice employ teachers' epistemic beliefs (Schommer, 1994) as the framework to elicit their core and peripheral beliefs. The literature on epistemic beliefs indicates that teachers' epistemic sophisticated or naïve beliefs about knowledge and learning influence their instructional practices (Epler, 2011). The analysis of the previous research on ESL/EFL teachers' stated beliefs reveals that almost all participating teachers' stated beliefs reflected sophisticated epistemic beliefs. On the contrary, the observation of their teaching practice was indicative of naïve epistemic beliefs. This controversy, can be the cause of the current mismatch

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between ESL/EFL teachers' beliefs and teaching practice, as the research instruments elicited general beliefs, which despite their sophisticated epistemic nature were in fact peripheral. However, the teachers' teaching practice is influenced by their core beliefs, which happened to be naïve epistemic beliefs. Therefore, it is presumed the inconsistencies between beliefs and practice decline by eliciting ESL/EFL teachers' epistemic beliefs. This paper did not review all previous studies on the divergence between teachers' belief and practice, therefore, the speculation about core and peripheral beliefs remain limited to the very studies reviewed. It is suggested that a systematic review be made in the future to gain fuller insights into the cause of teachers' beliefs and practice inconsistency, core and peripheral beliefs considering ESL/ESL teachers' epistemic beliefs.

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