
A Model Analysing the Core and Peripheral Positions of Beliefs of Language in ESL

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The current perspective of Teaching English as a Second Language (TESL), observes postmethod condition and it embodies a personalized psychological association to pedagogic practice aligning with cognitive theory and reflective practice of teaching. In this context the paradigm of teacher beliefs is of pivotal recognition and also according to scholastic view teacher's beliefs should become a significant concentration of educational inquiry and in teacher education. However, due to their inherent complexity of origin and existence depending on the idiosyncratic perceptual variation, investigating the nature of their existence is rather difficult. They are wider in perspectives, abstract in perception and implicit in action and thought. In the contemporary understanding of ESL pedagogic action, it is concerned as reflective decision making on contextual factors. In this milieu, the investigation of the nature of existence of ESL teacher beliefs of language is indispensable. According to research the strongest or the core, and the less and the least strong or the peripheral positions is worthy of investigation as the core or the more strong beliefs make tension with the peripherals and that its ultimate balance defines the boundaries of pedagogic action. This study forms a model to understand the above in relation to beliefs of language. The present study conforms an applied linguistic perspective to ESL in determining the key belief points and their related values of language in relation to TESL. In presenting this hypothetical model for core and peripheral positioning, the study employs three major concepts of language as discussed in linguistic theory. This model is devised using mathematical conceptualization of the ven diagram and follows a justification for the conceptualization in interpretive statistics. It is presented in graphic mode using EXCEL 2016. The three major beliefs of language concerned in the model are: the Saussurian view- Language as a structural system, Hallidayan view- Language as a functional system and the view of Language as ideology forwarded by P.V. Kroskrity, A.Pennycook and P.Bourdieu. In the selection of these three belief points scholarly literature related to these specific areas in linguistics and applied linguistics pertaining to ESL were considered. In view of these belief points, the characteristic values that belong to each of them were devised in a restricted ESL perspective. The core position of the model consists all the three belief points, while the periphery comprises two areas: the closest to the core consisting the combinatory forms of any two belief points, and the furthest periphery consisting single belief points in isolation. Each belief point is identified in terms of its unique values devised with regard to ESL. The strength of a particular belief point in isolation or in combination is determined depending on the agreement of each of their related values. The terms total and partial force are introduced in order to determine the dynamism of this agreement. Therefore, when a particular belief point is agreed with all the given values it is assumed that it gains total force. When they are partially agreed the force is observed as partial. This model provides insight to investigate about teacher beliefs in ESL as well as any field of study and it also has the provision to be further developed by adding more belief points or more related values for each point. The validity of the model can be tested in empirical research.

Keywords: beliefs of language; core and its periphery; ESL, model, total and partial force
