group, the fifth as a control group. In both groups, the students engaged themselves in fluency exercises and sustained silent reading in class. In the experimental group, students read ER books in and out of class, whereas in the control group students read SRA reading materials in class and ER books outside class. Instructors in both classes had short counseling sessions with individual students in class, and they also encouraged the students to read outside class. The instructor of the experimental group had counseling about the comprehension of a book, reading rate, and the level of a book for each student. Guidance was based on the pretest results and reading logs, so that the students would read books appropriate for their reading abilities in and out of class. Similar guidance was provided to the control group for their reading in class; however, no specific guidance was provided about book selection for voluntary reading outside class. The participants took the Edinburgh Project on Extensive Reading (henceforth EPER) Placement Test at the beginning and end of the course, as well as the EPER Test of Extensive Reading at the end of the course. The results indicate that a teacher plays a significant role in ER classes, which contribute to successful extensive reading practice.

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Application of Retrodictive Qualitative Modelling (RQM) to Language Teacher Cognition Research

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Complexity theory (e.g. Lewin, 1999) or complex adaptive systems (CAS) (e.g. Gell-Mann, 1994) have been of much interest in second language acquisition (SLA). Burns and Knox (2005) have argued that language classrooms show all the characteristics of dynamic systems, and for the analysis of processes of interaction in the classroom, CAS may provide a new framework in which learning at the individual and group levels can be connected. This paper aims to explore the qualitative research methods used in the study of the cognitions of non-native English speaking (NNES) teachers. Teacher cognition can be difficult to observe (Borg, 2003) under the common research paradigms in the social sciences. In CAS by contrast the elements are protean, numerous and inter-connected and the system’s behavioural outcome depends on the overall constellation of the system components. Dörnyei (2009: 106) explains regarding non-dynamic settled states in complex systems that ‘the answer lies in the concept of attractors and the subsequent attractor states.’ Teacher cognition can be formed or developed spontaneously toward an attractor state to which a system is attracted and may be complex, dynamic, and contextualized. Therefore NNES teachers’ cognitions especially need to be viewed as a set of tools and approaches existing within a complex, dynamic, active and contextualized system. Dörnyei (2011) proposed retrodictive qualitative modeling (RQM) to understand what kind of learner factors and classroom processes influence learners. The present study makes this qualitative research method to see NNES teachers’ cognitions. I interviewed 10 teachers and observed their classrooms and tried to see their cognitions about teaching and teacher education. By using the applied RQM, I discussed 16 featured cognitions of 10 teachers by depicting a ‘complex’ concept map, which represents the signature dynamics that explain why 10 teachers ended up in a particular concept map pattern or attractor state.

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Learner Development During Study Abroad: Associations of Proficiency Gain and Motivation

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The purpose of the present research was to find answers to this question: How is learner motivation related to language gain during one semester of study abroad? For this research purpose, four research questions were generated: 1) Do learners make gains in English