

## 学位論文の要約

Role of Teacher Cognition in ELT: Results from Practitioner Research  
(英語指導における教師認知の役割-実践者研究成果に基づいて-)

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This dissertation examines the role that teacher cognition plays in English language teaching (ELT). More specifically, it seeks to contribute to our understanding of how teachers learn, how they act, and what the cognitive bases of their actions are by examining the results from practitioner research. In addition, it breaks down the practitioner research cycle into four steps that are used to guide the author-practitioner through a process of inquiry that results in an accumulation of knowledge, which can be used to make informed choices about practice both now and in the future.

To develop teacher cognition so that teachers are better equipped to take action, this dissertation proposes four steps or acts and possibly an action. First, there is the initial step that requires a practitioner to identify an issue that s/he would like to gain knowledge on. This does not have to be a problematic issue. It could in fact be a desire to find a more effective way of doing something (i. e., How best to teach grammar?), a checkup (i. e., How are lessons perceived?), or a voyage of exploration (i. e., What is a soft systems approach to language pedagogy?). The second step involves going on a fact-finding journey to learn as much as possible about the desire or problematic issue. This could involve a search for information to justify the rationale for making changes to pedagogy, and/or it could be a quest for information on how to begin a course of action. In addition, this might involve a self-study of relevant textual literature, discussions with colleagues or peers, or attendance at a conference or workshop. Furthermore, it could be a qualitative or quantitative research project which will have its own set of procedures and protocols that need to be adhered to. The third act requires an act of reflection to determine the next course of action. Finally, at the fourth step, the practitioner decides to conclude by acting or not. However, due to the range of possible knowledge-seeking opportunities available, action is not always necessary. This is because the seemingly simple act of enhancing language teacher cognition has the potential to exert positive and informed action in the future, be it at the planning stage for a new course, the development of teaching materials or giving feedback to students or colleagues. However, if at Step 4 a practitioner decides to take action, it could involve the dissemination of information, like writing up discoveries in an academic journal or presenting them at a teacher development workshop or conference. It could also be more local in scope and take the shape of informed action on how to enhance or improve a teaching context or lead to another round examination,

exploration or experimentation followed by reflection.

The reason for this approach to practitioner research is because not only are practitioners significant stakeholders in ELT, but they also have tremendous influence over learning outcomes, which necessitates learning about them as individuals so that the body of literature on the role of teacher cognition in ELF can gain “a holistic appreciation of the larger field” (Mercer & Kostoulas, 2018, p. 79).

In accordance with the precept above, this dissertation is motivated by the research question: (RQ) “What is the role of teacher cognition in English language teaching (ELT)?” . To examine this question, the following sub-questions are asked so as to triangulate as comprehensive an answer as possible. They are: (1) “How do teacher diaries and learner diaries influence teacher cognition?” ; (2) “How does conversation analysis on in-class interactions affect teacher cognition?” ; (3) “How does peer collaboration impact teacher cognition?” ; (4) “How does quantitative analysis direct teacher cognition?” ; (5) “How does interdisciplinary research guide teacher cognition?” ; and (6) “How does using soft-systems methodology to research practice stimulate teacher cognition?” .

To answer the sub-questions, there are six individual chapters dedicated to answering a respective sub-question. For example, Chapter 2 is a practitioner research case study that uses the exploratory practice framework and teacher and learner diaries to develop teacher cognition, while Chapter 3 is a practitioner research case study that uses a conversation analysis methodology to cultivate teacher cognition. Chapters 4 and 5 are also practitioner research case studies that involve a peer collaboration and a quantitative methodology to enhance teacher cognition. Lastly, Chapters 6 and 7 are case studies on interdisciplinary research and soft-systems methodology, and they reveal how these practitioner research cases promote teacher cognition.

The findings from the six case studies listed above show that: (1) teacher and learner diaries can give teachers an understanding of how age-related factors influence ELT and how a pedagogical grammar called MAP Grammar is appropriate for older EFL learners; (2) conversation analysis can give teachers knowledge of their contexts on how effectively they are managing turn-taking so that they can enhance EFL learning; (3) peer collaborations can allow for greater insights in ELT through greater knowledge of university students’ motivations; (4) qualitative surveys teach practitioners about how EFL learners struggle with linguistic self-confidence issues the most during their second and third years of learning and that the longer students study EFL, the more they want authentic products; (5) researching outside of the EFL domain is beneficial to teacher cognition and practice through a greater understanding of what can influence learning outside the classroom; and (6) soft-systems methodology promotes teacher cognition by bringing stakeholders into an in-depth discussion of needs and how to meet them so that practice can be more informed and enhanced.

Based on the answers from the sub-questions above, the answer to the main research question, is that by developing teacher cognition in ELT, the act can: (1) be the inquiring and critically motivated teacher's panacea to solve problems related to any of the internal or external factors that could be confounding classroom practice; (2) empower teachers to generate knowledge through self-reflective inquiry that is situated within a specific classroom practice to the end that context-specific solutions are uniquely able to resolve the practitioner's pedagogical conflict or conundrum; (3) allow practitioners to become agents of knowledge rather than recipients of it; and (4) lead to teachers being happier and more motivated—a state of contagion that leads to reciprocally happier and more motivated learning and teaching environment.

The significance of this study is that it informs our theoretical understanding of how practitioner research leads to developments in teacher cognition, which in turn affects English language teaching pedagogies by informing on matters related to practice so that practice can be improved. That is, teacher cognition hitherto lacking can be developed through practitioner research so that policy makers, teacher trainers, and educational leaders are better informed on how and what kind of support is needed for the development of teacher cognition so that stakeholders in the ELT domain can benefit. In addition, for practitioners that are not sure about what steps to take to improve their practice, this dissertation can be used to guide practitioners in practitioner research though the four steps highlighted here. Practitioners only need to identify an area or issue upon which they would like to gain greater understanding, formulate a plan of action, and then act. The act can be a peer collaboration, conversation analysis, exploratory practice through diaries, cross-disciplinary research, or soft-systems methodology, to name a few. Whichever path is chosen, the situation will likely lead to the same conclusion as this dissertation found: teacher cognition enhancement through four steps of practitioner research solves problems and creates answers so that stakeholders cannot only become more motivated, but learning contexts can become improved.