



Title of Project

Second Language Teacher Cognition Development in an
Online English Pronunciation Pedagogy Course: A Quasi-Experimental Study

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TIRF Research Topic Investigated

Language Teacher Education

Project Summary

Many specialists have put out a call to action for more specialized training in second language (L2) pronunciation pedagogy as many language educators around the world are ill-equipped to meet the instructional demands that pronunciation teaching requires. Nearly all the resulting literature related to the connection of teacher training and L2 pronunciation has looked at face-to-face instruction. One avenue which has received very little focused attention is the use of online language teacher education in L2 pronunciation pedagogy, which could provide much-needed professional development opportunities to language professionals who may not have access to traditional opportunities.

To address this gap, this study investigated the development of L2 teacher cognitions throughout four separate versions of an eight-week online English pronunciation pedagogy course, for which over 1,000 language teachers from around the world participated. The versions differed in their instructional delivery medium (i.e., inclusion or exclusion of PowerPoint presentations and vignettes) to identify the effectiveness of different approaches to developing teacher knowledge.

Designed as concurrent mixed-methods research, this quasi-experimental study employs a pretest and posttest, weekly narrative frames, pre- and post-course questionnaires, and semi-structured interviews to track developmental patterns in the participants' L2 teacher cognitions. L2 teacher cognitions is defined as what a teacher knows, believes, and values concerning language learning and teaching. It is expected that the delivery medium will play a role in the development of L2 teacher cognitions, as well as the participants' perceptions of the effectiveness of online language teacher education.