

Title: *Critical Pedagogy, Linguistic Imperialism and MA-TESOL Course Discussion Boards*

Abstract:

English has become the language of wider communication around the globe, and the need for qualified English language teachers has also grown. Acquisition of a register peculiar to TESOL permits TESOL professionals to participate in shaping language policy at different levels of English language teaching. Therefore, the global nature of English has presented policy planning opportunities for TESOL practitioners at all levels of the profession. For example, a teacher's use of her own variety of English in the classroom is not a neutral decision. Rather, the decision evokes issues such as prestige and power, pragmatism and economic gain, and mutual intelligibility. Such decisions may be influenced by larger program policies or government regulations, but these decisions may also represent the norms of the society in which the teacher participates. These norms may be articulated through the language and literature of a professional TESOL register.

Academic programs specializing in TESOL are often future practitioners' initial introduction to not only English language teaching but also to TESOL professional discourse. Thus, in order to address issues of linguistic imperialism, such as the power and prestige of "Standard" English, some programs have incorporated curricula that socialize MA-TESOL students to an academic discourse of critical pedagogy. In these programs, students acquire the language and literacy of a professional TESOL discourse and gain the ability to articulate policy about their English language teaching. This paper presents discourse analysis of student discussion boards in a MA-TESOL course which promotes a critical, professional TESOL discourse.

Key Terms: academic discourse, commuter mediated communication (CMC), discourse analysis, language policy and planning, language socialization

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