Which way? Whose way?

Reconciling the Conflicting Agendas in the Second Language Classroom

I need this, I'm doing that, I should be doing something else...
What’s Wrong?

❖ Why are students often unmotivated in class?
❖ Why is lesson planning so tiresome at times?
❖ Why do lesson plans tend to fail?
❖ Why are teachers so stressed and weary?
❖ Why isn't there much rigor in the teacher-hiring process?
❖ Why can't we share our views with colleagues and, especially, with administrators?
❖ How can we counter the negative effects of tests?
Sobre os vestibulares

Se eu fizer os exames vestibulares, não passarei.
E se o novo reitor da UNICAMP fizer os vestibulares, não passará.
Se o Ministro da Educação fizer os vestibulares, não passará.
Se os professores das universidades fizerem os vestibulares, não passarão.
Se os professores dos cursinhos que preparam os alunos para passar nos vestibulares fizerem os vestibulares, não passarão (cada professor só passará na disciplina em que é especialista...).
Se aqueles que preparam as questões para os vestibulares fizerem os vestibulares, não passarão.
Então me digam, por favor: por que é que os jovens adolescentes têm de passar no vestibular?
Os vestibulares são um desperdício de tempo, de dinheiro, de vida e de inteligência.
Passados os exames, a memória (inteligente) se encarrega de esquecer tudo
A memória não carrega peso inútil.

Rubem Alves
There are conflicting agendas

— Agendas —

Student
Teacher
School

— Internal Conflicts —

Learner vs. Client
Teaching vs. Learning
Education vs. Business

How do you think these conflicts might take shape in your teaching context?
Student’s Agenda

— Learner —
- Socialize thru L1
- Little accountability
- Easy and fun tasks
- Test-oriented
- Avoid the book
- Reluctant to talk (L2)

— Client —
- English-only
- Structure and Rigor
- Teacher-led classes
- Certificate-oriented
- Use the book
- Conversation
Teacher’s Agenda

— Learning —
❖ Learning is holistic
❖ Fluency, then Accuracy
❖ Repeat earlier lessons
❖ Real-life use
❖ Individual goals

— Teaching —
❖ The linear coursebook
❖ Error correction
❖ Stay on schedule
❖ Teach to tests
❖ Course outcomes
School’s Agenda

— Education —
❖ Serve the learner
❖ Accountability
❖ Teacher autonomy
❖ Supplies and materials

— Business— 
❖ Serve the client
❖ Client retention
❖ Standardization
❖ Reduce costs
Any other connections?

Student

Learner

Client

Teacher

Teaching

Learning

Education

Business

standardizes

advertises

wants

wants
What’s behind all this?

- English is power
- ELT is a highly profitable business
- The infallible method fallacy!
- Immediate results
- Product-oriented vs. Process-oriented

How do you think these could relate to the conflicting agendas?
How would you reconcile these?

<table>
<thead>
<tr>
<th>— CTB —</th>
<th>— LLE —</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ English-only policy</td>
<td>✷ Honor L1's place</td>
</tr>
<tr>
<td>✷ Teach to tests</td>
<td>✷ Teach to real-life</td>
</tr>
<tr>
<td>✷ Tight schedule</td>
<td>✷ Repeat earlier lessons</td>
</tr>
<tr>
<td>✷ Grade yardstick</td>
<td>✷ Individual goals</td>
</tr>
</tbody>
</table>
What would I do now?

— CTB Issues —
- Pass tests
- L1 Interaction
- Homework
- Linear syllabus
- Grade yardstick

— Reconciling —
- Learning strategies
- Coffee-break
- Alternatives
- Anticipate content
- Customized threads
How about you?

- What are some of the CTB vs. LLE conflicts you find in your own teaching context?