

New Directions Require New Maps: English Instruction in the New *Base* Nacional Comum Curricular

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Overview

Where are we coming from?

Why is change needed?

Where are we going?

How can we get there?



But, first, a small caveat...









Where Are We Coming From?

- (Much) more teacher talk than student talk
- Grammar-driven curriculum
- Highly scaffolded textbook exercises
- Focus on reading/ writing





Why Change?

"estudo de língua inglesa possibilita aos alunos ampliar horizontes de comunicação e de intercâmbio cultural, científico, e acadêmico e, nesse sentido, abre novos percursos de acesso construção de conhecimentos e participação social"



Where To?

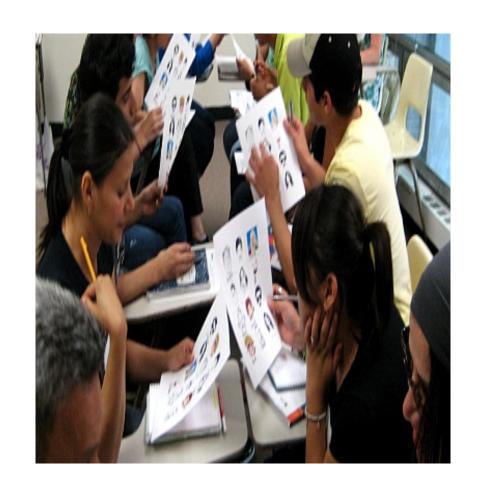
"Utilizar os conhecimentos da língua inglesa para falar de si e de outras pessoas, explicitando informações pessoais e características relacionadas a gostos, preferências e rotinas"

"Entrevistar os colegas em sala de aula para conhecer suas histórias de vida"



Where To?

- Less 'teaching' more listening
- Task-driven curriculum
- More open-ended authentic tasks
- Increased focus on oral proficiency





How?!?





Re-Defining 'Teach'

- The verb 'teach' evokes a very clear image
-but is that 'teach' our teach?
- To an outside observer, with sound off, should our classroom look very different from a math or science class?
- Re-think roles of teacher and student
 - Does teacher transmit knowledge about language? Or provide comprehensible input?



Understanding Proficiency

- Functional proficiency is the goal, not knowledge <u>about</u> the language
- Proficiency measured by what we can do with the language, not which structures we know
 - What does Celpe-Bras (or others) measure?
- Has important implications for assessment



Downgrading Grammar

"Conhecimentos linguísticos e gramaticais consolida-se pelas práticas de uso, análise e reflexão sobre a língua, sempre de modo contextualizado e articulado às práticas de oralidade, leitura e escrita"



Downgrading Grammar

- Grammar needs to go from lead to supporting role
- A means to an end
- Lessons driven by tasks and supported by grammar
 - What grammar is needed to describe yourself and your family? Their personality, characteristics, likes/dislikes?



Focusing on Authenticity

"A BNCC de Língua Inglesa procura motivar os alunos a refletir sobre a presença dessa língua estrangeira em seu cotidiano, incentivando as práticas discursivas e linguísticas"



Focusing on Authenticity

- Web is massive source of authentic input and tasks – virtual immersion
- Can be motivating to use language for a real communicative purpose
 - Something that connects them to the world, not just another subject











Leveraging Tech

- Can provide lots of input, a kind of virtual immersion
- Can facilitate a flipped way of thinking
- Other applications in feedback and authentic tasks



Next Steps

- Ponder some of these big questions/issues
- Think about what your classroom looks like and what it will need to look like
- Working on series of professional development videos on some of these topics
 - Explanations, demonstrations, sample lessons and materials, etc.



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