



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

Aaron Royer, English Language Fellow



# 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 about 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



WIKIPEDIA  
The Free Encyclopedia





# 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.



**/θæŋk ju: /**

[aaronbroyer@gmail.com](mailto:aaronbroyer@gmail.com)