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**A COMPARATIVE ANALYSIS BETWEEN BNCC AND PCN's ON  
ENGLISH LANGUAGE TEACHING**

Capanema-PA  
2022

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Monograph presented to the Licentiate in Letters Course, with qualification in English Language, from the Federal University of Pará, Campus Capanema, as a partial requirement for obtaining the degree of Licentiate in Letters/English.

Advisor: Prof.

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Approved in: \_\_\_/\_\_\_/\_\_\_

**Examination Board**

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Advisor: Prof.

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Evaluator:

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Evaluator:

Capanema-PA  
2022

I dedicate this new achievement to my entire family, and especially to my wife, Maria Valdilene, for all the support and strength she has given me throughout this period, to my daughters Laura and Maria Luísa, blessing received from the Lord, I have no words for describe the love of these three women in my life, for their affection and understanding at

times when their dedication to studies was exclusive.

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We can infer the spirit of a nation largely from its language, which is a kind of monument to which each individual, over the centuries, has contributed a stone. (Ralph Waldo Emerson, 1845)

**ALVES, Mário Célio da Silva. Uma análise comparativa entre a bncc e os pcn's sobre o ensino de Língua Inglesa.** 2022. 30 fs. Trabalho de Conclusão de Curso (Graduação em Letras – Habilitação em Língua Inglesa) – Universidade Federal do Pará – UFPA (Campus Capanema), Capanema, 2022.

## RESUMO

O presente estudo tem como tema uma análise comparativa entre a bncc e os pcn's sobre o ensino de língua inglesa. O problema central dessa pesquisa são para saber o que esses documentos falam acerca das mudanças voltadas ao ensino da Língua Inglesa, buscando compreender em que medida esses documentos se aproximam ou se distanciam em relação ao ensino da língua. A partir desse problema de pesquisa o trabalho tem como objetivo fazer uma análise entre os dois documentos na tentativa de compreender as mudanças, proximidade ou distanciamento dos mesmos em relação ao ensino da língua. Pois é sabido que os Parâmetros Curriculares Nacionais (PCN) e a Base Nacional Comum Curricular (BNCC), são os documentos mais importantes para o funcionamento da Educação Brasileira. Para melhor compreender sobre esses documentos, a BNCC foi um documento elaborado a partir dos PCN, sendo mais específica porque determina com maior clareza, os objetivos de aprendizagem dos educandos, enquanto que os PCN, são normas e procedimentos separadas por disciplinas e preparadas pelo Governo Federal, porém, são normas que não são obrigatórias por lei. Mas a BNCC, é um documento obrigatório em todos os currículos, seja para as escolas públicas ou particulares, trazendo orientações aos objetivos de aprendizagem nas etapas da formação escolar de cada indivíduo. É um documento que não interfere nas metodologias usadas em cada escola, mas que estas, não fujam aos padrões da BNCC. De modo geral, com esta investigação foi possível perceber que há um alinhamento entre os PCN's e a BNCC no que se refere ao ensino da Língua Inglesa. Para isso, foi realizado uma pesquisa de natureza bibliográfica e qualitativa, que se baseia em alguns autores como (Picanço, 2003), (Celani 2000), PCN's (BRASIL 2000) e a BNCC (BRASIL 2017) e outros. Nesta pesquisa será feito uma busca na recente proposta curricular do Governo Federal, consolidada na BNCC em comparação aos PCN, para averiguar as possíveis mudanças ocorridas no ensino da língua inglesa.

**PALAVRAS-CHAVES:** Língua Inglesa. Base Nacional Comum Curricular. Ensino. Parâmetros Curriculares Nacionais.

ALVES, Mário Célio da Silva. **A comparative analysis between bncc and pcn's on English language teaching.** 2022. 30 fs. Completion of course work (Graduation in Letters - Qualification in English) - Federal University of Pará - UFPA (Campus Capanema), Capanema, 2022.

### ABSTRACT

The present study has as its theme a comparative analysis between the bncc and the pcn's on the teaching of the English language. The central problem of this research is to know what these documents talk about the changes aimed at teaching the English language, seeking to understand to what extent these documents are closer or farther in relation to the teaching of the language. Based on this research problem, the work aims to analyze the two documents in an attempt to understand the changes, proximity or distance between them in relation to language teaching. It is known that the National Curriculum Parameters (PCN) and the Common National Curriculum Base (BNCC) are the most important documents for the functioning of Brazilian Education. To better understand these documents, the BNCC was a document created from the PCN, being more specific because it determines more clearly the learning objectives of students, while the PCN are rules and procedures separated by disciplines and prepared by the Government Federal, however, are standards that are not mandatory by law. But the BNCC is a mandatory document in all curricula, whether for public or private schools, providing guidelines for learning objectives in the stages of each individual's education. It is a document that does not interfere with the methodologies used in each school, but that these do not deviate from the BNCC standards. In general, with this investigation, it was possible to see that there is an alignment between the PCN's and the BNCC regarding the teaching of the English language. For this, a bibliographical and qualitative research was carried out, based on some authors such as (Picanço 2003), (Celani 2000), PCN's (BRASIL 2000) and BNCC (BRASIL 2017) and others. In this research, a search will be made in the recent proposal of the Federal Government's curriculum, consolidated in the BNCC in comparison to the PCN, to investigate the possible changes that have occurred in the teaching of the English language.

**Keywords:** English language. Common National Curriculum Base. Teaching. National Curriculum Parameters.

## LIST OF ABBREVIATIONS AND ACRONYMS

**BNCC** - National Curricular Common Base

**BNC** - Common National Base

**CONAES** - National Commission for the Evaluation of Higher Education

**CONCED** - National Council of Secretaries of Education

**CNE** - National Council of Education

**DCN** - National Curriculum Guidelines

**LDB** - Law of Guidelines and Bases

**MEC** - Ministry of Education

**PCN**- National Curriculum Parameters

**PDE** - Ten Year Education Plan

**PNE** - National Education Plan

**PPP**- Pedagogical Political Project

**SEF** - Department of Elementary Education

**UNDINE**- National Union of Municipal Education Officers

## SUMÁRIO

<b>1. INTRODUÇÃO .....</b>	<b>8</b>
<b>2. BREVE CONHECIMENTO DO ENSINO DE LÍNGUA INGLESA NO BRASIL ....</b>	<b>11</b>
<b>2.1- A importância da língua inglesa para os dias atuais.....</b>	<b>13</b>
<b>2.2- Um breve histórico das Línguas estrangeiras no Ensino Fundamental .....</b>	<b>15</b>
<b>3. A BASE NACIONAL COMUM CURRICULAR (BNCC) .....</b>	<b>18</b>
<b>3.1- O processo de construção da Base Nacional Comum Curricular .....</b>	<b>19</b>
<b>3.2- A Base Nacional Comum Curricular - Avanços e limitações .....</b>	<b>21</b>
<b>4.OS PARÂMETROS CURRICULARES NACIONAIS ...</b> Erro! Indicador não definido.	
<b>4.1-O ensino de inglês segundo os princípios dos Parâmetros Curriculares Nacionais e da Base Nacional Comum Curricular .....</b>	Erro! Indicador não definido.
<b>4.2-A formação de professores de língua inglesa e a BNCC ....</b>	Erro! Indicador não definido.
<b>5.CONCLUSÃO .....</b>	<b>37</b>
<b>6.REFERÊNCIAS .....</b>	Erro! Indicador não definido.

1.

**INTRODUCTION**

This research has as a general objective to analyze the BNCC and the PCN and what these documents say about the changes aimed at the teaching of the English Language, knowing that the BNCC is a document that contains prescriptions establishing to the students of Basic Education, the information, the capacities and skills necessary for its development, based on the ethical, political and aesthetic principles of the Law of Guidelines and Bases (LDB, Law nº 9.394/1996) and the purposes that guide Brazilian education, aiming at absolute human formation and in the building a more just, democratic and inclusive society. The BNCC is a mandatory document in all curricula, whether for public or private schools, providing guidelines for learning objectives in the stages of school education of each individual throughout the national territory.

The justification for this work is due to the great importance of the English language being introduced in public schools; our focus is to present within this research, the approximation of these two documents, since the English language is among the most spoken in the world, foreseen as essential learning by the National Curricular Common Base for all students

Observing the two documents, it can be seen that there were some changes in the curricular proposals, since the BNCC is a document that defines the essential knowledge for all Basic Education and the PCN's tend to provide support and guide the elaboration or curricular revision, as well as the initial and continuing teacher training; the school's pedagogical discussions, as well as the production of books and teaching materials and the evaluation of educational principles.

Therefore, there is a need for greater knowledge about the documents, since the fundamental guidelines, which were adopted in LDB 9,394/96, made sense directing the proposals, especially on learning and on the formation of competences and skills. With the arrival of the National Curricular Common Base (BNCC) to public and private schools, they brought changes in Elementary Education both for classroom practices, teaching materials, and teacher preparation, as well as for the administration of educational establishments across the country. . Since the year 2019 the document became valid for the stages of Early Childhood Education and also for Elementary School, and implemented in schools until today.

Therefore, a search was made in the recent curricular proposal of the Federal Government, consolidated in the BNCC (Brasil. MEC. CNE, 2017), compared to the PCN (Brasil. MEC, SEF, 1997), to investigate the possible changes that have occurred in the teaching of English language, and from then on the following question arises: How does the BNCC and the PCN expose the teaching of English language and what has changed over the years for the benefit of Basic Education? Based on this research problem, specific objectives were defined: To understand the extent to which these documents approach or distance themselves in relation to language teaching; Clarify why it is necessary to teach a foreign language in public schools; Demonstrate the importance of these documents to guarantee the right to learning and the integral development of all students; Understand how the teaching and learning process of the English language of students in Elementary School takes place.

The study is associated with the research of bibliographic data collected through a qualitative bibliographic research, since it intends to analyze both the BNCC and the PCN's, observing the comparison between these two documents with regard to the teaching of the English language. A study that involves both the comparison between these two documents and the teaching of foreign languages in Brazilian public schools, in an explanation of the importance of the language within the classrooms, and how the teaching-learning process takes place.

We sought to reference the research in some authors such as: Celani (2000), Picanço (2003), (BRASIL, 1998) and others, in order to learn a little more about the subject, knowing that it is of great importance for the formation of the researcher. As stated by Marconi and Lakatos (1992), bibliographic research is the survey of all the bibliography already published, in the form of books, magazines, separate publications and the written press. In order to make the researcher have a direct contact with all the researched material.

The first chapter brings a brief knowledge of the teaching of the English language in Brazil, where it shows that the introduction of the English language took place at the beginning of the discovery of Brazil; a time when there were few schools and the most widely spoken language was Latin. In this chapter, the importance of the English language for the present day will also be shown, where it is emphasized that due to the current economic, political and cultural situation in Brazil, there is an urgent need to learn a new language, a brief history of foreign languages will also be

presented. in Elementary School, where it shows that the introduction of foreign languages in educational systems only took place during the 19th century, between 1801 and 1900.

In the second chapter, the National Curricular Common Base (BNCC) will be discussed, which is a document that formulates norms, which determines the set of advances in effective learning that all students need to expand throughout Basic Education, still in this chapter, the process of building the National Curricular Common Base, with the aim of guaranteeing students the right to learn a fundamental set of common knowledge and skills, whether in public or private schools across the country, we will also show a little about the Common National Base Curriculum - Advances and limitations, showing that the Base is not a curriculum but a curriculum guide, therefore it is up to states and municipalities to prepare their curricula based on the principles and learning that are decided by it.

In the third chapter, we present the National Curricular Parameters, where it has presented some discussion because the document states that only a portion of the population has the opportunity to study a second language as an instrument of oral communication; Also part of this chapter, the teaching of English according to the principles of the National Curricular Parameters and the National Common Curricular Base, a topic that presents a discussion about the PCN and the BNCC, showing that they are transversal themes in alignment with the discussions about teaching of foreign languages, finally, the training of English language teachers and the BNCC with the objective of analyzing the proposal of the new National Curricular Common Base in relation to teacher training.

## 2. BRIEF KNOWLEDGE OF ENGLISH LANGUAGE TEACHING IN BRAZIL

The History of Language Teaching in Brazil begins with the discovery of Brazil, in the year 1500. It was a period when there were no schools like today, where it could be taught, as well as learn a new language, but it was a period when there was a very large exploitation of wood, it was also a time when people were left to live together with the Indians so that they could understand their languages, it was a forced learning and a misunderstanding and difficult to understand language. The first learning of letters with the introduction of classical texts and grammar in schools began with the Jesuit priests in 1501, one year after the discovery of Brazil.

The first experiences of learning a language were due to the fact that the Portuguese wanted a closer relationship with the indigenous people, for greater social contact, and in this contact, the Portuguese used all the artifices they could, such as dance and theater. All this effort for greater contact between indigenous and Portuguese, was due to the Portuguese language being until then a foreign language, and this then began to be taught in the catechetical school, thanks to the Jesuit priests who had studied and disseminated the language, Portuguese passed to be taught together with the Tupi language.

There was a need to teach the Portuguese language so that the territory could be explored and its riches could reach the port of embarkation. The Jesuits also founded denominational schools based on biblical grammar and doctrine. But the writing of the Tupi language, which was actually a mixture of languages spoken by the indigenous people at the time of colonization, took place in 1536. It is observed that the effectiveness of grammar in teaching was already present, following the example of teaching from Latin (Cf. Almeida Filho, 2005).

Years after the arrival of the Portuguese royal family in Brazil, in 1808, language teachers were allowed to choose the best grammar, that is, there was a certain standard of grammar to be taught and teachers at the time had to choose the best grammar to teach, until they could formulate their own teaching models. And to assess the ability of a good teacher, he should have the ability to prescribe rules that determine the correct use of written and spoken language.

One of the initial milestones in the history of teaching foreign languages in Brazil was the emergence of a Decree created on June 22, 1809 and signed by the Prince

Regent of Portugal D. João VI, recently arrived in Brazil. It was a Decree in which there was in Decision nº 29 of that document, the establishment of the chair of two modern languages in Brazil, English and French. However, the teacher should teach these languages in the same way that Latin was taught.

And since, moreover, the need to use French and English languages, as those that have a more distinguished place among the living, is so generally and notoriously known, and it is very useful to the state, for the increase and prosperity of public education, which create a French-speaking and an English-speaking chair at the Court. (Oliveira, 1999 apud Chaves, 2004, p.5).

It is important to note that in this decree, grammar already has a great influence on the teaching of the foreign language, dictating that it will follow the one that is more reputable and here it is possible to verify this form of learning, based on grammar, bringing influences to the present day in our schools. It is also important to compare the educational public policies of that time and those of today whether or not there were changes in the way of teaching.

In 1809, the first movements began for the inclusion of French and English in the curriculum of schools, with a view to a more advanced teaching, since the predominant teaching was Latin, the prestigious language of the time. Latin has undergone several changes in teaching since the discovery of Brazil. French was a language that represented the enemy's culture; given this adjective due to France demanding from Portugal that the ports were closed for trading with England, however D. João did not give in to the threats made by Napoleon who wanted to invade Portugal and as D. João did not want to be captured by Napoleon's troops, because he had debts with England, he preferred to flee to Brazil.

Even though it was represented as the culture of the enemy, French was considered by the Portuguese court as the language of art and enlightenment and was a language that was linked to Portugal. English, however, was a language of great prestige, seen as the language of communication for commerce as well as politics at the time, but its prestige did not surpass that of French. According to Celani (2000, p.229), before the arrival of D. João VI, there was no news of language teaching in the public education system, but mentions Moreira de Azevedo (apud Moacyr, 1936, p. 12) that Father Anchieta taught Portuguese, Spanish, Latin and Brazilian (known as the Tupi language) at the school in Piratininga.

After many reforms in the educational system and various events across the country, we are seeing the inclusion of other languages in the school curriculum and the teaching of Spanish language became mandatory in the curriculum from the year 2010, due to the current political and history in Brazil. Brazil in recent times has grown a lot and the Portuguese language will be part of the school curriculum of students in Argentina, as stated in Law 26,468, published in the Official Gazette of Argentina in 2009, which says:

From this year onwards, national schools will have to include “a curriculum proposal” for the teaching of Portuguese as a Foreign Language, whose course will be “optional for students” (translated from Spanish into Portuguese).

There is certainly a great need to learn a second language, but there is still a certain need to learn and teach a foreign language in public and private schools in the country, capable of covering what the official documents recommended by the Ministry of Education recommend.

## **2.1- The importance of the English language for today**

Due to the current economic, political and cultural situation in Brazil, there is an urgent need to learn a new language. Currently there is a wide knowledge about foreign languages around the world, there are more than 80 countries in the world that speak English. There are approximately 1.3 billion people in the world who speak the language, as a mother tongue comes about 400 million people and 900 million as a second language.

English is currently the most widely spoken language in the world and has reached this large number of speakers, due to a series of historical events that shape the transmission of the language over the years, but only fourteen nations have English as a language. official native<sup>1</sup>.

When a language spreads, it changes. The simple fact that parts of the world differ so much from each other, physically and culturally, means that speakers have countless opportunities to adapt the language, to satisfy their communication needs and to acquire new identities. The main part of the adaptation will be in vocabulary – not just new words, but new meanings for

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<sup>1</sup> [http://cefopna.edu.pt/revista/revista\\_13/ame\\_01\\_13\\_essl.htm](http://cefopna.edu.pt/revista/revista_13/ame_01_13_essl.htm)>Acesso em: 26/12/2021

words, and new idioms – as this is the area that most closely reflects living conditions and ways of thinking (CRYSTAL 2005, p. 36).

English plays a very significant role in today's world, this is explained by the great importance that the British Empire had in the 19th and early 20th centuries, and by the influence and global dominance of the United States economy from the advent of World War II. , giving rise to a type of neocolonialism or imperialism. And that was a moment that lasted until the end of the 20th century, taking new directions in what is now called globalization. A process of economic, political and cultural expansion worldwide, which had its origin in the period of the Great Navigations in the 16th century, when commercial exchanges expanded to other nations.

English is a language that has crossed the whole world, and has helped to spread the importance of capital, where it involves the school, in the construction of the student's knowledge, as well as the teacher, being of great importance in communication, in social networks and which, at the same time, is a language that helps in the construction of inequality. In other words, English is no longer just a communicative and cultural issue; it becomes an economic variable, capable of modifying social structures, causing this inequality. And this inequality is responsible for a maldistribution in quality English teaching, and the more this maldistribution increases, the greater the tendency for social inequality to increase<sup>2</sup>.

Therefore, English is a language that involves economic, political, cultural, social and ethical issues. And it is necessary to make it clear that one cannot focus on English, leaving aside all its trajectory that has permeated today, and that through colonization has already brought great inequality, a weight that everyone has to face. Lately, the rapid spread of the English language in the world has raised it to the level of a global lingua franca.

Crystal (2005, p. 20) clarifies that a language does not reach a legitimately global status until it fulfills an extraordinary role that is authentic in all countries. For this, this language needs to be used by several nations around the world, either as a means of communication in different areas such as in the government area, in the courts, in the media and in the educational system; or, in a way, become the fundamental foreign language to be taught in schools. English managed to reach this position, because it brings together users as first, second language and foreign

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<sup>2</sup><https://www.edusim.com.br/post/o-ingl%C3%AAs-%C3%A9-um-elemento-democr%C3%A1tico>>Acesso em: 26/12/2021

language. In this sense, it can be said that no other language has this quality similar to English.

## **2.2- A brief history of foreign languages in elementary school**

There is no denying that the society in which we live is not one of differentiated cultures and the existence of national, ethnic, religious or racial identities in which one cannot be confused. We live in times of great changes, of doubts, of varied analogies, of a process of economic, political and cultural expansion worldwide, when the impulses and rules of new technologies prevail, the representation of the teacher becomes of extraordinary importance and of great importance. many uncertainties, especially when discussing the teaching of the English language, which is at the center of this confrontation.

The presence of this discipline in the curriculum of many schools around the world is related from the beginning of its foundation to political, economic and cultural factors, as already mentioned. There are countries with a set of different linguistic forms such as countries in Europe, Asia, and Africa that usually teach more than one language in schools. But, the teaching of foreign languages is also motivated in countries where a national language, as is the case of Brazil in which the Portuguese language predominates, is spoken in the majority. (O'NEIL, 1993).

The teaching of other languages in school environments comes from antiquity, where Greek and Latin were taught in past generations, exclusively to the economic and intellectual elites (O'NEIL, 1993). However, the introduction of foreign languages into educational systems only took place during the 19th century, between 1801 and 1900.

The practice of Latin lasted in Europe until the first decades of the 20th century, until the year 2000, being progressively replaced in schools by living languages and active use according to the development of the economy and exchanges between countries. Latin continued in the curriculum of many schools until the curricula of several schools until the mid-twentieth century, not only because it was the language that gave rise to other modern foreign languages, but also because of its character referring to the Catholic Church. Gradually, the French language replaced the Latin language, which expanded throughout the 18th century,

from 1701 to 1800, due to the creation and proliferation of official French secondary education establishments (PICANÇO, 2003; MIRANDA, 2012). ).

Regarding the teaching of foreign languages in Brazil, teaching has been institutionalized since the arrival of the Portuguese royal family in the 19th century, as already mentioned at the beginning of the chapter. Recalling here that the introduction of modern foreign languages, English, French, Italian and German, entered the curriculum of Brazilian schools for the first time, with the creation of Colégio Pedro II in 1837, and that these were in common equality with the languages classics, Latin and Greek (CELADA 2002).

In the 20th century, a large number of immigrants arrived in the country from European countries, and because of this immigration, schools were created for children focused on teaching their own language and also with the objective of preserving and propagating both their languages and your culture. It is important to comment here that when Portuguese was taught in these schools, it was presented as a foreign language. However, a nationalist ideal is gradually growing in the country, and to make it clear, one of the nationalist ideals is to preserve the nation, defending its territories and borders, in the conservation of the language, and of its culture, fighting any type of actions that can destroy or transform the identity of their people.

However, with the growth of this ideal, it ends up provoking a ban on the cultural and linguistic expression of those peoples. (PICANÇO, 2003). And in 1917, the federal government decided to close the schools and in the following year, it created primary schools with government incentives, with federal resources, aiming at the denationalization of the school (NAGLE, 2001apud. CELADA, 2002).

In the year 1930, Getúlio Vargas created the Ministry of Education and Public Health and the National Council of Education, aiming to improve the educational system, but in fact, this reform only happened in the following year with the name of Francisco Campos Reform, bringing a method official method for teaching foreign languages, the so-called direct method, where the mother tongue loses its intermediate function in the teaching of foreign languages, having as a fundamental principle, learning with the language in contact (GOVERNO DO ESTADO DO PARANÁ, 2002).

In 1937, the Estado Novo emerged, a populist and dictatorial regime presided over by President Getúlio Vargas, where this nationalist wave spread throughout his

government. During this period, a new educational model became essential that would end illiteracy, preparing the worker for the labor market. This patriotic and nationalist ideal in education was further reinforced by the then Capanema Reform of 1942, five years after the emergence of the Estado Novo. It was from then on that education would need to remain especially at the service of the nation.

At that time, French was still a dominant language; the subject that became mandatory replacing German, a language that represented patriotism and that served as an influence for Brazil, was Spanish (PICANÇO, 2003; CAMPOS, 2006). However, in the years in which the Second World War took place, there was a decrease in relations between Brazil and the United States, reinforcing the need to learn English, remaining until the present day (MIRANDA, 2015).

However, the teaching of foreign languages is no longer mandatory in schools in Brazil in 1961, with the arrival of the Law of Directives and Bases of Education (LDB) nº 4,024. Law No. 5,692/71 made the subject of foreign languages no longer included in school curricula. Miranda (2012, p. 37), says and this contributed to public school students no longer having access to this knowledge. However, private schools continue to offer foreign language teaching.

It can be seen, therefore, that Brazilian schools face difficulties currently, with regard to the teaching of foreign languages. Today society demands more and more for greater knowledge and the discipline of foreign languages strives for an integral formation of the subjects, but there are still many doubts about the teaching of languages and some problems such as the lack of qualified professionals, workload and others. related problems. These facts become a major problem, causing the use of these classes to be quite far from the learning objectives desired by the student (PICANÇO, 2009).

There needs to be a strengthening of this discipline through the understanding of public policies that can provide support for the teaching of foreign languages to become effective for the training of students in public schools.

### **3. THE COMMON NATIONAL CURRICULUM A BASE (BNCC)**

The National Curricular Common Base (BNCC) is a document that formulates norms, which determines the set of advances in effective learning that all students need to expand throughout Basic Education. Provided for in the Law of Guidelines and Bases (1996) and in the National Education Plan (2014), the BNCC is the result of an extensive procedure, debate and negotiation with various educational entities and with Brazilian society. Its preparation in 2015, had the participation of several specialists, a national mobilization procedure commanded by the National Council of Secretaries of Education (consed), by the National Union of Municipal Education Directors (undime) and by the Ministry of Education (MEC), in addition to the contribution of civil society.

The (BNCC), National Common Curricular Base, considers all Basic Education, from Early Childhood Education, through Elementary School to High School. The part referring to Early Childhood Education and Elementary Education was approved by the National Education Council (CNE) and legitimized by the MEC in December 2017, after public hearings held in all regions of Brazil. However, the discussions for High School took place only in 2018, and are still in the process of being worked on. A discussion that gained more than 44 thousand contributions and was approved by the CNE on December 4 of the same year.

During its final review phase, the education networks began to develop their projects and practices, which will be decisive for the National Curricular Common Base to play its role in promoting the condition and equality of rights in student learning.

The final version consolidates a curricular understanding referring to competencies, an approach that is present in Articles 9, 32 and 35 of the Law of Directives and Bases and in most actions to expand curricula throughout Brazil, as well as improvements in the curricula from different countries and international assessments. Acquiring, therefore, commitment to human formation in an absolute way and in the constitution of a more just, democratic and inclusive society. The final version determines general competences to be developed by all students during the schooling period, establishing effective learning in each area and curricular component guaranteed to the development of these competences.

The opinion of a National Curricular Common Base according to history and from a legal point of view, in documents such as the Federative Constitution of Brazil (CFB/1988), the National Curricular Parameters (PNC) (1997 to 2000), the Law of Guidelines and Bases of National Basic Education (CNE/1996), the National Guidelines for Basic Education (CNE/CEB/2010, the National Curriculum Guidelines (DCN/2013, Especially, with greater evidence, in the National Education Plan (PNE)) (2014 to 2024)<sup>3</sup>.

### **3.1- The process of building the National Curricular Common Base**

As already mentioned above, the National Curricular Common Base (BNCC) determines the rights and learning objectives of students during the stages of basic education, and according to Law nº 9.394/96, confirms the right to education, guaranteed by the Constitution Federal of 1988. Making it clear the establishment of the principles of education and the duties towards the State in relation to public school education, where all responsibilities are defined, in a collaborative action, between state, public and private units from Education Kindergarten, Elementary School and High School, throughout Brazil.

The constitution of a common national curriculum base is not new, it is already the result of a long process, the result of the divergence of opinions regarding the needs of Brazilian education, with the objective of improving essential learning as a right of all education students. Basic.

The 1988 Constitution, in its Article 210, states that minimum contents will be established for elementary education, in order to ensure common basic training and respect for national and regional cultural and artistic values. What the law does in addition to confirming, it broadens the vision of what is in the Constitution in its article IV and item 9.

The National Council of Education established the National Curriculum Guidelines for Basic Education, which carry out what is determined by the Law of Directives and Bases in order to guide the curricula, however, the minimum contents that are specified in article 9 are not treated in exclusively, but are mentioned only as

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<sup>3</sup>[http://basenacionalcomum.mec.gov.br/images/BNCC\\_EI\\_EF\\_110518\\_versaofinal\\_site.pdf](http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf)>Acesso em: 17/01/2022.

learning perspectives. The PNE, approved by Law No. 13,005 of 2014, brings more concise decisions regarding the need to establish these minimum contents, based on their inclusion as rights and objectives for the development of student learning for each year of Elementary School and medium (BRAZIL, 2014, y/n).

This entire process of building the National Common Curricular Base began in 2015, with its first version being addressed to schools and provided for public consultation between September of the same year and March of the following year. Its second version took place in May 2016, and was discussed in seminars held by Undime and Consed across the country. The updated version of the National Curricular Common Base was presented to the CNE by the MEC in April 2017.

On December 15 of that same year, shortly after the CNE heard the population in public trials, the opinion on the BNCC was approved, in the same year the CNE/CP Resolution nº 2 was also published, which contains written guidelines for state curriculum documents. This Resolution warns about the rights and learning objectives as well as the contents that guide the development and training of students. And that these are guided by principles that involve the integral formation of the student.

The BNCC proposes,

This normative document applies exclusively to school education, as defined in § 1 of Article 1 of the National Education Guidelines and Bases Law (LDB, Law No. 9.394/1996), and is guided by ethical, political and aesthetic principles that aim at integral human formation and the construction of a fair, democratic and inclusive society, as based on the National Curriculum Guidelines for Basic Education. (BRAZIL, 2017, p.7).

The BNCC has in its principles an obligation in the elaboration or re-elaboration of curricula, establishing a base of “learning rights and objectives” in a common way in education networks across the country. In this sense, the two terms guarantee a greater commitment to the principles of the legality of education, where the right and equal access to school permanence prevails, overcoming inequality and school exclusion, which imply the understanding of the need of each student in the search for better learning.

In the BNCC, these rights and development and learning objectives are presented as “competencies and abilities” that must be achieved during the stages of Basic Education. According to Art. 3 of Resolution CNE/CP No. 2/2017, within the scope of the BNCC, competence is determined as the preparation for knowledge and

skills, character and the degree of importance, to determine complex actions of daily life, of the full exercise citizenship and the world of work.

The National Curricular Common Base (BNCC), expresses in its documents the learning rights in ten general competences, which guide the school development of students at all stages of Basic Education, with emphasis on cognitive aspects (thinking, language, perception, memory, reasoning, etc.) and the socio-affective aspects, (it constitutes the structure of the relational being that enables their family and social performance) aiming at the development of citizens engaged in the construction of a more just, democratic and inclusive society.

These learning rights establish a mutual relationship in the didactic treatment recommended for the three stages of Basic Education and for this there is no categorical order. Thus, it is important that the rights and learning objectives are understood and even though the curricula are diverse, they need to be designed according to the needs of the student, the school and the local reality.

### **3.2- The National Curricular Common Base - Advances and limitations**

The National Curricular Common Base is not a curriculum but a curriculum guide, therefore it is up to states and municipalities to prepare their curricula based on the principles and learning that are decided by it and also on the co-participation between cities and states. Therefore, the BNCC recommends limiting the learning condition in Brazil from a less altered model, taking the freedom of state and municipal departments and school managers to develop modified curricula, according to their particularities, creating different norms and rules. of the curricula already exercised by the education departments and schools.

In opposition to content teaching, that teaching that prioritizes only the transfer of content by the teacher, while what should be taught as learning methods, as well as the student, are left in the background, the document assumes that educational quality is being influenced by the development of the Base's general "competencies", which are determined as the preparation of students for the knowledge, skills, attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work, as mentioned in the topic above.

Therefore, competence is what allows students to fully expand each of the essential skills and learning stipulated by the base<sup>4</sup>. These are skills that go far beyond education with an interest in mastering their own content, ordered by subjects. The general competences of the Base accompany the development of students, distributing specific aspects of these competences from Kindergarten to High School, among the competences are:

- Valuing knowledge to understand reality and continue learning;
- Intellectual curiosity and capacity for investigation, reflection, critical analysis, imagination and creativity;
- Valuing artistic and cultural manifestations; mastery of verbal, body, visual, sound, digital, artistic, mathematical and scientific languages;
- Understanding to use and create digital information technologies;
- Knowledge to understand the relationships in the world of work and make choices in line with citizenship and the life project;
- Ability to argue based on facts, data and reliable information with respect to human rights and socio-environmental awareness;
- Self-knowledge and care for your own physical and mental health;
- Exercise of empathy, dialogue, conflict resolution and cooperation;
- Autonomy, responsibility, flexibility, resilience and determination to act based on ethical, democratic, inclusive, sustainable and solidary principles.

With the norms and rules of the pedagogical opinion of understanding the student as active in the construction of knowledge and not only as the one who receives knowledge, the National Curricular Common Base suggests a more specific look at the future of each student's life, promoting a more communicative teaching and flexible, suitable for a certain phase that young people are experiencing and preparing them to know how to deal with current challenges.

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<sup>4</sup> <https://sae.digital/base-nacional-comum-curricular-competencias/>>Acesso em: 20/01/2022

#### 4. NATIONAL CURRICULAR PARAMETERS

The National Curricular Parameters have presented some discussion because the document states that “only a portion of the population has the opportunity to study a second language as an instrument of oral communication” (MEC 1998, p.20), it is a set of documents of a guiding nature. that emerged from the 10-year Education for All Plan (1993-2003).

(...) considering the development of oral skills as central to foreign language teaching in Brazil does not take into account the criterion of social relevance for its learning. (...) the use of a foreign language seems to be, in general, more linked to the reading of technical or leisure literature. It should also be noted that the only formal exams in a Foreign Language (vestibular and admission to postgraduate courses) require mastery of reading skills. Therefore, reading meets, on the one hand, the needs of formal education, and, on the other hand, it is a skill that the student can use in his/her immediate social context. In addition, learning to read in a foreign language can help the integral development of the student's literacy. Reading has a primary role in school and learning to read in another language can contribute to the student's performance as a reader in their mother tongue. (PCNs, 1998, p. 20)

The PCN were prepared in 1995 by the MEC, in Brasília and distributed in 10 volumes. One is introductory, six consider the areas of knowledge and their learning (Portuguese Language, Mathematics, Natural Sciences, History, Geography, Art and Physical Education) and three present the Transversal Themes to all disciplines (ethics, health, sexual orientation , environment and cultural plurality).

With the objective of “pointing out quality goals that help the student to face the current world as a participatory, reflective and autonomous citizen, aware of his rights and duties” (BRASIL, 1998); and to the teacher it is recommended: “to expand and deepen an educational debate that involves schools, parents, governments and society and gives rise to a positive transformation in the Brazilian educational system” (BRASIL, 1998).

Along with the 1988 Constitution, the Education Guidelines and Bases Laws (1996) and the National Curriculum Guidelines (1998), the PCNs emerged with the aim of reforming education throughout the national territory, aiming at improvements

in the quality of education. education across the country. Even though it is a document that directs pedagogical practices in Brazil, of a legal nature, and not being a mandatory document, it must remain updated in all public and private schools in all territories.

They are documents of public access through the MEC website, and can be consulted by education professionals to help in their pedagogical actions, designed from the need to develop standards for the teaching and learning process throughout Brazil.

#### **4.1- The teaching of English according to the principles of the National Curriculum Parameters and the National Common Curricular Base**

This topic presents a discussion about the PCN and the BNCC which are cross-cutting themes in alignment with the discussions on the teaching of foreign languages. Because we know that teaching, guided by these documents, promotes not only the interpretation of their guidelines, but also a study of the educational reality that surrounds them, inducing the teaching professional to always be careful in their educational practices.

With regard to the teaching and learning of foreign languages, starting from the PCNs (BRASIL, 1998), it started to take on the role of an important subject like any other subject in the curriculum, from the point of view of the formation of the individual.

The PCNs were created with the aim of supporting discussions in the expansion of the educational project within schools, mediating both teacher training and pedagogical practice, and respecting the varieties of the regions, their culture and their politics.

Two theoretical questions anchor the parameters of Foreign Language: a socio-interactional view of language and learning. The socio-interactional approach to language indicates that, when engaging in discourse, people consider those addressed or addressed to them in the social construction of meaning. The positioning of people in the institution, culture and history is decisive in this process. For this socio-interactional nature to be possible, the learner uses systemic knowledge, of the world and of textual organization, in addition to having to learn how to use them in the social construction of meaning via a Foreign Language. (BRASIL, 1998, p.15)

When talking about the socio-interactionism view, it is nothing more than an understanding that prioritizes knowing better the representations of the outside world

inside individuals, through the interaction that these individuals have with reality. That is, it deals with the sociocultural dimension of the student, valuing the historical, social and cultural situation in which he is inserted.

From this point of view, he recommends PCNs as one of the objectives of elementary education, which is for students to be able to

Use different languages – verbal, musical, mathematical, graphic, plastic and corporal – as a means to produce, express and communicate their ideas, interpret and enjoy cultural productions, in public and private contexts, meeting different intentions and interaction situations. (BRAZIL, 1998, p.7)

The PCNs proves the importance of using different languages, and among the different languages, music also guarantees the student a more interactive participation in their social relationships, and this interaction is something present in the lives of individuals, a process focused on social relationships. that are developed with those around them. And it is up to the school to promote a learning environment, where knowledge of a foreign language will ensure that the student is able to include himself and others in the discourse.

Take a critical, responsible and constructive stance in different social situations, using dialogue as a way of mediating conflicts and making collective decisions. (BRAZIL, 1998, p. 7)

The PCNs emphasize that the lack of knowledge of the world can bring difficulties in the interaction between the parties, especially if the student does not have the mastery of systemic knowledge in the oral or written interaction in which he is involved, because when there is a good interaction, it should happen. naturally, the result of this interaction brings good experiences to individuals. But if the student already has mastery over the subject, the difficulties will be minimal.

The document reinforces the idea of understanding language as a social practice,

When understanding language as a social practice, as a possibility to understand and express opinions, values, feelings, information, orally and in writing, the repetitive study of words and structures will only result in the student's lack of interest in the language, mainly because, without the opportunity to take the risk of interpreting it and using it in its communication functions, will end up not seeing the point in learning it. (BRAZIL, 1998, p. 54)

For this reason, it is very important that, from the beginning of language learning, the teacher expands the student's knowledge, taking to the classroom a work that allows the student to trust in his ability to learn, with themes that come across student interests, as well as participating cooperatively with the class. Some activities require more interactivity from the student, and group activities greatly contribute to the development of the student's abilities, and the educator must always be around to help them throughout the entire class activity.

The teacher's mediation is fundamental throughout this learning path, which also includes the development and improvement of attitudes. There is a need for teacher intervention in relation to guidelines on how to organize and deal with the study material, how to develop attitudes of research and reflection on the discoveries, to promote student autonomy, without which it becomes more difficult to secure progress. (BRAZIL, 1998, p. 55)

One of the general objectives of the English language in terms of its function for elementary education, says the PCNs, that these objectives are an experience to bring students together and also to make them aware of how great is the amount of languages that surround them, whether in the form of trade publications, posters, shop window advertisements, songs, or movies. For this reason, the contents proposed for the third and fourth cycles, which range from the 6th to the 9th grade, have as a point of view the interaction through the student's reasoning when adapting language learning as a social practice, considering the systemic knowledge included through the thematic choices and the types of texts chosen.

Regarding the didactic guidelines, the activity aims to promote learning. According to the PCNs (BRASIL, 1998),

What is essential is that the task has clearly defined purposes and that the focus is on the activity or topic and not on a specific aspect of the linguistic system, that is, that the focus is more on the meaning and relevance of the activity for the learner than on a specific aspect of the linguistic system. in the systemic knowledge involved. (BRAZIL, 1998, p. 88)

Thus, when the activities are well targeted, whether they are in the teaching and learning of the student in other subjects such as Portuguese, mathematics, or in a foreign language, as is our focus, it brings significant results by involving the student in what he knows or does not know. about discipline.

The BNCC is another legal document, however, more up-to-date than the PCNs, it is a document that also defends the importance of learning the English

language. (BRAZIL, 2017). The BNCC argues that learning the English language develops greater possibilities for interaction and ease and access for the student, with the necessary linguistic knowledge linked to social life. And with regard to the process of teaching and learning English in basic education, the BNCC talks about three important consequences in this process.

The first of them focuses on the social and political function of the language, from a foreign language to a lingua franca, which gets rid of that notion of belonging to an exclusive territory, that is, when you say lingua franca it is the language that several people, who speak different languages , they take for themselves, to communicate with other people. It is observed that the BNCC does not legitimize English, only as a language spoken in countries such as the United States, Canada, Australia and others, but it was legitimized as an opportunity to have access to the globalized world.

For this reason, many young people and children have gained the opportunity to gain access to new knowledge of the world and thus be able to interact in different contexts. From this perspective, English is no longer seen only as the language of native speakers and becomes a language with different contexts, favoring the teaching of English with different cultures and social groups.

The BNCC also brings in its proposal, knowing the routine of what is learned and shared inside and outside the classroom on language teaching, with regard to the development of notions of what comes to be "right" and "wrong". regarding the use of language. This conception changes the way both of understanding the component and of teaching English in the classroom.

The second implication refers to multiliteracies as social practices and addresses a conception of language as interaction. This term emerged in 1996 by a group of academics, with the purpose of a new literacy pedagogy. This term as explained in the document,

[...] concerns the expansion of the vision of literacy, or rather, of multiliteracies, also conceived in the social practices of the digital world - in which knowing the English language enhances the possibilities of participation and circulation - that bring together and intertwine different semiosis and languages (verbal, visual, body, audiovisual), in a continuous process of contextualized, dialogical and ideological meaning. Conceiving language as a social construction, the subject "interprets", "reinvents" the senses in a situated way, creating new ways of identifying and expressing ideas, feelings and values. (BRAZIL, 2017, p. 242)

The perspective of multiliteracies aims to prepare the student for the social practices of the digital world, in which knowing the English language enhances the possibilities of participation and circulation — which bring together and intertwine different languages (verbal, visual, body, audiovisual), in a successive contextualised, dialogical and ideological definition procedure, as presented in the official document. Therefore, English is seen not only as a foreign language or the language of others, but a cultural asset that can be incorporated from variable configurations, for different uses, by speakers who can correctly use several languages, expressing their varied cultures, worldwide. .<sup>5</sup>

Conceiving language as a social construction, the subject “interprets”, “reinvents” the senses in a situated way, creating new ways of identifying and expressing ideas, feelings and values. In this sense, by assuming its status as a lingua franca – a language that materializes in hybrid uses, marked by fluidity and which opens up to the invention of new ways of saying, driven by pluri/multilingual speakers and its multicultural characteristics – the English language becomes a symbolic asset to speakers around the world. (BNCC - BRAZIL, 2017, p. 242)

One of the biggest changes in terms of language teaching in recent years concerns multiliteracy practices. Advances in technology and the whole society interconnected to events, has become a fertile field for the emergence of new discursive genres and in many ways, constant exchanges, sharing, where people share the same ideas, feelings and etc., varieties, different genres. Finally, reading means, in its entirety, many different languages or languages, however, all present in a single text, and the school could not remain on the sidelines of these social practices.

The last implication brings back the issue of teaching English as a lingua franca, which requires an understanding of the deconstruction of stated beliefs about linguistic differences.

The document points out that there is no privilege in considering a variant as a model, on the contrary, the objective is to build a linguistic repertoire that manifests the local uses of the English language and the linguistic resources related to them, away from a model perfect, centered on a single model, so that students come to take advantage of the resources mentioned under the quality of what can be understood in the communication between themselves and the other.

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<sup>5</sup><https://novaescola.org.br/bncc/conteudo/25/bncc-entre-tantas-mudancas-muitas-continuidades>>Acesso em:26/01/2022

The BNCC is concerned with the importance of culture in teaching-learning and with the search for the decrease in the value of studying to learn the language according to the native speaker as the document states: “the status of English as a lingua franca implies displacing it from a ideal speaker model, considering the importance of culture in language teaching and learning and seeking to break with aspects related to 'correctness', 'precision' and linguistic 'proficiency'” (BRASIL, 2017, p. 242).

From these three implications, the BNCC brings five organizing axes for the teaching of English in Elementary School: Orality, Reading, Writing, Linguistic Knowledge and Cultural Dimension. Each of these axes encompasses language practices according to their particular characteristics. The BNCC emphasizes that even the axes are presented separately, all of them must be interconnected in the social situations of English use and must be worked together in the different modes of learning suggested at school, however, as already mentioned, none should overlap. to no other.

The orality axis includes oral genres, focusing on oral comprehension and production, in which it allows the student to have a face-to-face relationship with language practices, such as debates, interviews, developing lexical items and linguistic compositions , such as pronunciation, intonation, and rhythm. Also included are language practices in which there is no face-to-face contact, such as watching a movie, watching a television program or via the internet, or listening to music, or even through messages disseminated, such as commercial advertisements, where listening is focused.

The reading axis considers verbal and hybrid genres, focusing on the constitution of meanings, understanding and interpretation of genres written in English, which allows, through reading practices, the student to develop textual recognition methods, through assumptions and deductions, in the most varied types of reading, that is, it is through reading that one has a general idea of the text, that one seeks new information, does research, or revises a text already read and draws conclusions from it.

For the writing axis, which includes the practices of text production, two conceptions of writing are taken into account: the first is the text, or the purpose of the text, in a collaborative way, sometimes individually, sometimes collectively; the second, writing, that is, the action of writing is presented as a social practice, for

example, the production of authorial writings. Regarding the linguistic knowledge axis, it comprises the study of the lexicon and grammar, which includes verb forms and tenses, compositions and sentences and textual cohesion, among others, making the student discover how the teaching of English is structured, what the correct way about the use of the language and how to know different languages.

Finally, the cultural dimension axis, in this axis shows the process of interaction and (re) construction of cultures, especially in today's society, focusing on English as a lingua franca, showing that the practice of English has, as a consequence, different roles from the one itself. English language reaching different peoples and times. Today, the use of a foreign language has played a significant role among so many people, opening paths that were not covered before, and with the use of technology, it has been more significant that one learns to use the language in different everyday situations.

That's why the BNCC (BRASIL, 2017, p. 245), states that even the presented axes are presented separately, they need to be united regarding the use of the language to be worked on in social practices within the school. The document also presents the specific competences of the English language for elementary education, in accordance with the general competences of Basic Education, and among them are:

- Identify the place of oneself and the other in a plurilingual and multicultural world, critically reflecting on how the learning of the English language contributes to the insertion of subjects in the globalized world;
- Communicate in English, through the varied use of languages in print or digital media; recognizing it as a tool for accessing knowledge and expanding perspectives for understanding the values and interests of other cultures and for exercising social protagonism;
- Identify similarities and differences between the English language and the mother tongue/other languages, articulating them to social and cultural aspects;
- Develop linguistic-discursive repertoires of the English language, used in other countries and by different social groups within the same country, in order to recognize linguistic diversity, valuing heterogeneous, hybrid, and multimodal uses in contemporary societies;

- Use new technologies, with new languages and modes of interaction, to research, select, share, position and produce meanings in English literacy practices, in an ethical, critical and responsible way;

- Know different cultural, material and immaterial patrimonies disseminated in the English language, in order to broaden the perspectives in the contact with different artistic and cultural manifestations. (BRAZIL, 2017, p.246)

Given these objectives, and together with the general competences of Basic Education and the specific competences of the Languages area, the English language curriculum component is responsible for ensuring the development of specific skills for students. If it is the option of the education network system to wish to develop curricula for other foreign languages, these competences can serve as a reference for offering them.

According to the competences pointed out in the BNCC regarding the teaching-learning process of the English language, it is observed that these competences have a lot to do with Vygotsky's socio-interactionist theory, about the role of the environment and symbols in the construction of development and language learning.

In his theory, Vygotsky understands that learning takes place through communication, coexistence, the relationship of man with the other, with society. This relationship consists of a reciprocity of experiences, whether in the cognitive, affective or behavioral areas. Meaningful learning establishes what the subject already has as knowledge, and what he has as a capacity to learn.

According to Voloshinov (2018), including language as interaction means understanding it in its historical, social and ideological character, inseparably linked to human reciprocity. And because it has these characteristics, the language is in constant development in a continuous procedure, since its laws are sociological, that is, the study of human behavior and its interaction between subjects.

#### **4.2- The training of English language teachers and the BNCC**

Based on Kress's<sup>6</sup> (2003) questions, what can be said is that the contemporary study of the English language cannot be tied to the same objectives and observations of the past, but needs new visions, models and different tools that seek to meet a new reality.

For this reason, we will see the proposal of the new BNCC including teacher training. The MEC states that this “proposal is based on the idea that the qualification of teachers is one of the main factors that influence the quality of Basic Education. The cause that makes up the proposal, at this moment, is the obligation that all teachers take responsibility for the essential learning for students provided for by the BNCC, as recommended in the decision to implement the document approved by the CNE in 2017”.

The document speaks of a need for change in teaching activities for the current century and says that it is necessary to see that the teaching and learning process is no longer centered on the transfer of information, but on the zeal for student learning, since the purpose of the teaching is in the results of that learning.

We are living in a new era, in which it is necessary to rethink educational practices and propose a new way of thinking for curricular and pedagogical proposals for language teaching, which will expressly serve the training of teachers, so that they can rebuild their knowledge aimed at the new demands of today's world.

Not only does the BNCC talk about this proposal, but also the PNE, sanctioned in 2014 by the Federal Congress, with the purpose of directing efforts and investments to improve the quality of education throughout the country, a very important document that supports this proposal with 20 strategic goals to be met by the year 2024, but we will highlight goals 13, 15, 16 and 18 among them.

The goal (13.4): explains to promote the improvement of the quality of pedagogy and teaching courses, through the application of its own evaluation instrument approved by the National Commission for the Evaluation of Higher Education - CONAES, integrating them to the demands and needs of the networks of basic education, in order to allow undergraduates to acquire the necessary qualifications to conduct the pedagogical process of their future students, combining

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<sup>6</sup> Gunther Kress é professor de Inglês, Semiótica e de Educação, no Departamento de Aprendizagem, Currículo e Comunicação do Instituto de Educação na Universidade de Londres. Lidera o Grupo de Pesquisa, Cultura, Comunicação e Sociedade (KRESS, 2010).

general and specific training with didactic practice, in addition to education for ethnic-racial relations, diversity and the needs of people with disabilities;

It explains the goal (15.6): to promote the curricular reform of the degree courses and stimulate pedagogical renewal, in order to ensure the focus on student learning, dividing the workload into general training, training in the area of knowledge and specific didactics and incorporating modern information and communication technologies, in articulation with the common national base of basic education curricula, dealt with in strategies 2.1, 2.2, 3.2 and 3.3 of this PNE;

It points to the goal (16.2): to consolidate a national policy for the training of teachers in basic education, defining national guidelines, priority areas, training institutions and processes for the certification of training activities;

It also points out the goal (18.3): to carry out, at the initiative of the Ministry of Education, every 2 (two) years from the second year of validity of this PNE, a national test to subsidize the States, the Federal District and the Municipalities, through adhesion, in carrying out public admission exams for professionals in the teaching profession of public basic education<sup>7</sup>.

The proposal of the Teaching Base is that future teachers not only master the areas of knowledge and pedagogical content, but also have teaching strategies that bring possibilities to analyze the needs of students, aiming at an impact on the teaching and learning process of each student.

The PNE says that the National Teaching Base will not replace the current National Curriculum Guidelines for initial and continuing education in Basic Education and that the Teaching Base will guide the updates of these guidelines, nor does it contemplate the contents that Pedagogy or of degrees will cover. However, the purpose of the MEC proposal is the competences that future professionals in the educational area will expand to continue teaching their classes. It is a document that does not interfere with the autonomy of universities, it only guides curricular changes.

Thus, the MEC presents a proposal that is divided into initial training and continuing training, with actions planned for each of the stages. Continuing teacher training is understood as a constant procedure for improving the knowledge necessary for professional activity, achieved after initial training, with the aim of ensuring better quality teaching for students. Recalling that continuing education

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<sup>7</sup> <https://novaescola.org.br/conteudo/2995/pne-meta-18> >Acesso em:12/02/2022

does not exclude the need for good initial training, but for professionals who are already working, it is of great importance, because in the face of technological advances, new knowledge and the new demands of the established social and political environment, they make with the school, the professionals, and the training institutions, to continue to improve professionally.

In view of the proposal presented by MEC in Art. 4 on general teaching competences, three dimensions are part of this proposal, they are:

Professional knowledge – The dimension of knowledge is related to the mastery of the contents and is related to the practice and direct experiences of students with teachers;

Professional practice - Practice refers to knowing how to create and manage learning environments; and

Professional engagement - concerns the teacher's commitment to learning, as well as interaction with co-workers, families and the school community.

The document mentions that, in Brazil, didactics and appropriate methodologies for teaching content have been undervalued. And the courses that are intended for initial training cause too much delay in the knowledge that underpins education, producing precarious attention to how the teacher should teach.

Almeida Filho (2015) states that Teacher Training courses focus on theoretical-methodological training as a sign that it will be fully implemented in the reality of the classroom. Practical aspects are regularly addressed in an unsound manner. In terms of training foreign language teachers, it is important to understand that the classroom is a characteristic space in which language is, at the same time, a work tool and an object. Through language, language is taught. Therefore, certain knowledge to be used by the teacher enters the scene, such as knowing and teaching the language.

The document also has the BNC-Training attached, which, along the lines of the BNCC, establishes general and specific competences, for teacher training, 10 general competences and 12 specific competences, these 12 competences are grouped into the three dimensions already mentioned (knowledge, practice and professional engagement), each of which skills are described in detail.

The document also recommends The 10 general teaching competencies recommended for teacher education are:

. Understand and use historically constructed knowledge to be able to teach reality with engagement in student learning and in their own learning, collaborating to build a fair, democratic and inclusive society;

. Research, investigate, reflect, perform critical analysis, use creativity and technological solutions, to select, organize clearly and plan challenging, coherent and meaningful pedagogical practices;

. To value and encourage the various artistic and cultural manifestations, from local to global, and the participation in diversified practices of cultural artistic production so that the student can expand his cultural repertoire;

. Use different languages - verbal, body, visual, sound and digital to express themselves and make the student express themselves to share information, experiences, ideas and feelings in different contexts producing meanings that lead to mutual understanding;

. Understand, use and create digital information and communication technologies in a critically significant, reflective and ethical way in the various teaching practices, as a pedagogical resource and as a training tool to communicate, access and disseminate information, produce knowledge, solve problems and enhance learning;

. To value permanent training for professional practice, to be always up-to-date in their area of activity and in related areas, to appropriate new knowledge and experiences that enable them to be an effective professional and to make choices in line with the exercise of citizenship, with their project of life, with freedom, autonomy, critical conscience and responsibility;

. Seek to develop arguments based on facts, data and reliable information to formulate, negotiate and defend ideas, points of view and common decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with ethical positioning in relation to care for oneself, others and the planet;

. Knowing yourself, appreciating yourself and taking care of your physical and emotional health, understanding yourself in human diversity and recognizing your emotions and those of others, with self-criticism and the ability to deal with them, in order to develop self-knowledge and self-care in students ;

. Exercise empathy, dialogue, conflict resolution and cooperation, ensuring respect for and promoting respect for others and for human rights, welcoming and

valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potential, without prejudice of any kind, to promote a collaborative environment in learning environments;

. To act and encourage, personally and collectively, with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and solidary principles so that the learning environment can reflect these values.

Thus, management, teacher training, evaluation processes and the political-pedagogical project (PPP) itself are targets that must be rethought so that everything is correct with the principles of the BNCC. According to the document, for the teacher to work with general competences, he has to develop them in himself, in addition to reviewing postures, attitudes and behaviors so that he can teach by example. It is also necessary to think about which aspects of your specialty contribute to the expansion of these ten competencies and introduce them, with purpose, in the idealization of your classes.

However, it is necessary for the teacher to do this with the participation of the pedagogical coordination and with the other teachers so that there is a cooperative work, jointly reassessing their pedagogical practices . The perspective is that teachers remain competent and capable of teaching, assessing the adversity of each student, as well as being able to face the challenges of the classroom.

## 5. CONCLUSION

The present study consists of an analysis of the BNCC and the PCN, showing how important these documents are for basic education across the country, as well as what the latest version of the BNCC (BRASIL, 2017), approved by the CNE, recommended for the training of teachers, with particularities focused on the English language, and the challenges and possibilities for its implementation in Basic Education.

The purpose of the BNCC, as already mentioned, is to bring the possibility for students from all locations to have access to knowledge based on an education for all. Essential learnings regarding Basic Education were also defined, in addition, the school, especially the teacher, is responsible for the political commitment that is their responsibility, for the achievement of the expansion of the competences which are foreseen in the Base for each level of education.

But, this responsibility does not fall only on the teacher for the implementation of this proposal dictated in the BNCC document, but the teacher is one of the main parts in this process with the commitment and engagement, both in the school contexts of action and in the national directions for an improvement in education. . . But, for this process to be effective, it is necessary to invest in teacher training, as it

is extremely important that teachers know the guidelines provided by the BNCC (BRASIL, 2017), to design implementation strategies in their schools.

As already pointed out, the implementation of the BNCC (BRAZIL, 2017) demands a work of connection between the disciplines, going beyond the proposals foreseen in the disposition of the curricular components. Thus, it is up to the teacher to understand that the development of competences promotes relations between the knowledge in relation to the concept of learning the English language, suggested in the BNCC (BRASIL, 2017) as in the other documents that guide Education and the social situation of the students. students.

With the analysis, it was possible to identify that, among the general competences of the BNCC, two of them deal with the theme of innovation and technology, which suggests that teacher training needs to address these themes in the classroom, in the same way as evaluating the English as a lingua franca, bringing the opportunity for student interaction with other cultures, with other contexts, making the use of the language effective, for their training in Basic Education.

The English language, provided for in the document as a mandatory language to be taught, can be evaluated as a component of social demand, as the use of the language allows the student to have greater interaction and the ability to make changes in a world that is constantly changing. Knowing that the study of the English language brings to the student, great contributions to the exercise of their citizenship, in addition to expanding a set of cultural and linguistic knowledge.

Faced with this globalized reality, learning English is the dream of many Brazilians, and it is of fundamental importance to highlight that studies on the English language, cited by different scholars, even with different opinions and points of view, show us the recognition of its importance in the context current.

Therefore, the document recommends that students expand this repertoire, involving practices of speaking, reading, writing, linguistic and grammatical knowledge, and the intercultural dimension, using procedures that guide educational activities in order to make them more efficient.

It was observed throughout the research, the great importance that the two documents have, whether the PCN or the BNCC, are guiding documents in the development of student learning, with some differences between the two documents, and it is up to the teacher to analyze, evaluate and choose well the guidelines to be followed, also taking into account the context and environment in which the student is

inserted, so that they are provided with a meaningful learning, collaborating for a citizen, critical and reflective formation.

Therefore, despite the difference between the two documents, both have great importance for Brazilian education, and that must be guided by the entire educational community as a basis for directing the teaching work, and it is mandatory for the teacher to analyze these documents knowing how the two can help you in choosing the contents to be worked on.

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