A BASE NACIONAL COMUM CURRICULAR E A FORMAÇÃO DE PROFESSORES DE LÍNGUA INGLESA: DESAFIOS E POSSIBILIDADES

BASE NACIONAL COMÚN CURRICULAR Y LA FORMACIÓN DE PROFESORES DE LENGUA INGLESA: DESAFÍOS Y POSIBILIDADES

BRAZIL'S NATIONAL COMMON CURRICULAR BASE (BNCC) AND THE TRAINING OF ENGLISH LANGUAGE TEACHERS: CHALLENGES AND POSSIBILITIES

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RESUMO: O objetivo do presente artigo é analisar a última versão da Base Nacional Comum Curricular – BNCC (BRASIL, 2017) quanto à formação de professores de língua inglesa na Educação Básica. São analisadas propostas presentes nesta versão da BNCC, à luz de enfoques teóricos como saberes docentes, teoria dialógica da linguagem, inglês como língua franca e práticas pedagógicas com tecnologias em língua inglesa. Os principais resultados apontam para práticas em língua inglesa articuladas com os diferentes usos, seja com apoio da oralidade, de leituras, de escritas, mediadas também por tecnologias, na direção da formação integral dos estudantes. Em consequência, é proposto aos professores que trabalhem essas práticas de forma articulada, para estabelecer interações com outras culturas e componentes curriculares, com contextos de uso efetivo da língua inglesa, na formação crítica dos estudantes da Educação Básica.

PALAVRAS-CHAVE: Língua inglesa. Formação de professores. Base Nacional Comum Curricular.

RESUMEN: *El objetivo del presente artículo es analizar la última versión de Base Nacional Común Curricular - BNCC (BRASIL, 2017) en cuanto a la formación de profesores de lengua inglesa en la Educación Básica. Se analizan propuestas presentes en esta versión de la BNCC, a la luz de enfoques teóricos como saberes docentes, teoría dialógica del lenguaje, inglés como lengua franca y prácticas pedagógicas con tecnologías en lengua inglesa. Los principales resultados apuntan a prácticas en lengua inglesa articuladas con los diferentes usos, sea con apoyo de la oralidad, de lecturas, de escrituras, mediadas también por tecnologías, en la dirección de la formación integral de los estudiantes. En consecuencia, se propone a los*

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profesores que trabajen esas prácticas de forma articulada, para establecer relaciones con otras culturas y componentes curriculares, con contextos de uso efectivo de la lengua inglesa, en la formación crítica de los estudiantes de Educación Básica.

PALABRAS CLAVE: Lengua inglesa. Formación de profesores. Base Nacional Común Curricular.

ABSTRACT: This article analyzes the latest version of Brazil's National Common Curricular Base (BNCC) (BRAZIL, 2017) regarding the training of English language teachers in Basic Education. The proposals presented on the BNCC version are analyzed in the light of theoretical approaches such as teacher knowledge, dialogical theory of language, English as a Lingua Franca and pedagogical practices with technologies in the English language. The results point to the English practices articulated with the different uses, with the support of orality, of the readings, of the writings, mediated by technologies, towards the integral formation of the students. Hence, it is proposed to teachers to work on these practices in an articulated way, in order to establish interactions together with cultures and curricular components, with contexts of effective use of the English language, in the critical formation of students of Basic Education.

KEYWORDS: English language. Training of English language teachers. Brazil's National Common Curricular Base.

Initial considerations

> It is the responsibility of the Union to establish, in collaboration with the States, the Federal District and the Municipalities, competences and guidelines for Early Childhood Education, Elementary Education and Secondary Education, which will guide curricula and their minimum contents, (BRASIL, LDB, 1996, article 9, chapter IV).This reference [to the BNCC] is the point to reach at each stage of basic education, while curricula trace the way there (BRASIL, 2017, p. 5).[4]

The Brazilian Education Guidelines and Bases Law No. 9,394 (BRASIL, 1996), cited in the first excerpt of the section, points us to elements that are taken up in the National Curricular Common Base - BNCC (BRASIL, 2017) as the ideal of a common basic education to all Brazilians, without distinction of social, economic, cultural and/or regardless of geographical location, ethnic-racial, religious, linguistic, and other aspects. According to the Brazilian Constitution (BRASIL, 1988), everyone must be guaranteed the right to education,

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[4] Cabe à União estabelecer, em colaboração com os Estados, o Distrito Federal e os Municípios, competências e diretrizes para a Educação Infantil, o Ensino Fundamental e o Ensino Médio, que nortearão os currículos e seus conteúdos mínimos, de modo a assegurar formação básica comum (BRASIL, LDB, 1996, artigo 9º, capítulo IV). Essa referência [à BNCC] é o ponto ao qual se quer chegar em cada etapa da Educação básica, enquanto os currículos traçam o caminho até lá (BRASIL, MEC, 2017, p. 5).

which is free and of a high quality. It complements article 206, item I, the "equal conditions of access and permanence in school" for all Brazilians (BRASIL, 1988). In this sense, BNCC (BRASIL, 2017) reinforces this right from a common curriculum, and although it is already included in article 9, chapter IV of LDB No. 9.394 (BRASIL, 1996), it is the first time that Brazil has a common curricular basis, which begins to define the essential learning to which students are entitled, punctually, at the level of Basic Education. However, it will depend on the curriculum adopted by the school, the way of implementation.

According to the website of the Ministry of Education, BNCC "[...] is a normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education" (BRASIL , MEC, 2017, p.7). Therefore, the BNCC (BRASIL, 2017) that envisions a human and integral formation of the student of Basic Education seeks from the different social, cultural and linguistic insertions presented by these students in the school, to assure the right that this one has to learn and to develop the full exercise of citizenship. Therefore, this document is part of a dialogue that strengthens and unites educational policies at the federal, state and municipal levels and promotes the quality of education in the face of a common curriculum for all (BRASIL, 2017).

From this process, the continuous formation of teachers becomes fundamental, since new procedures, practices and knowledge will require of the teachers a different formation from that previously offered in undergraduate courses, including Pedagogy and Letters, in the Brazilian universities, as reveal the data of the research of Fistarol, Fischer and Bailer (2018). It should be noted, however, that prior to the publication of BNCC (BRASIL, 2017) other programs and continuing education courses were already being offered to Basic Education teachers by the federal government in partnership with the Brazilian states and municipalities, namely the School Learning Management Program - GESTAR I (2004) and GESTAR II (2006), Mobilization for Education Quality - PRÓ-LETRAMENTO (2008), National Pact for Literacy in the Right Age - PNAIC (2012), aimed at teachers who work in Elementary School, and the National Pact for the Strengthening of Secondary Education - PNEM (2014), aimed at high school teachers.

Based on this initial contextualization, the objective of this article is to analyze the latest version of the BNCC (BRASIL, 2017) regarding the training of English language teachers in Basic Education. The methodology is based on a qualitative approach, which is composed of speeches and excerpts that were selected from BNCC (BRASIL, 2017). Theoretical approaches that support the analyzes, in this work, falling on teacher knowledge, with the support of Tardif (2002) and Nóvoa (1995; 2009; 2011); dialogical perspective of language, based on Bakhtin

(2003); the pedagogical practice in English, which is both differentiated and critical, with studies by Leffa (2008); and the English language as a source of thought transformation, based on research by Ortega (2009) and Seidlhofer (2001).

To meet the objective of this article, therefore, this is organized as follows, after this introduction: a contextual approach around "BNCC and Basic Education: general competences"; the third section addresses "teacher training, teacher learning and the use of technology"; the fourth section proposes discussions on the "place of the English language in the BNCC" and; Lastly; follow the final considerations and references.

BNCC and Basic Education: general competences

The Basic Education has been the focus of intense debates, since 2014, due to the occurrence of the first elaborations of BNCC in Brazil. Public education is mainly highlighted in terms of principles, conceptions, propositions, among many other approaches that gradually emerge in the BNCC proposal. This document

> [...] began its elaboration in 2014 and had an intense participation of society. The first version of BNCC, presented in 2015, received 12 million contributions in public consultation, and gave rise to the second version in May 2016. From then on, the National Council of Secretaries of Education (Consed) and the National Union of Municipal Leaders of Education (Undime), with the support of the MEC, promoted seminars in all 27 units of the federation between June and August 2016. The seminars mobilized 9,000 teachers, managers and academics. The final version, submitted to the National Council of Education (CNE) on April 4, 1717, drew on all this discussion and went through the list of experts[5] (BRAZIL, 2017, s./p.).[6]

Thus, upon being approved and ratified by the National Education Council (CNE), BNCC for Primary Education (BRASIL, 2017) became a mandatory reference in the elaboration of the curricula of Brazilian public and private schools, with a deadline of its implementation until the year 2020 (BRASIL, 2017, s./p.). This data indicates that curricular changes in public and private schools are compulsory, since the homologation of the BNCC

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[5] Disponível em: http://portal.mec.gov.br/component/content/article?id=47111. Acesso em: 04 mar. 2019.
[6] [...] teve o início de sua elaboração em 2014 e contou com intensa participação da sociedade. A primeira versão da BNCC, apresentada em 2015, recebeu 12 milhões de contribuições, em consulta pública, e deu origem à segunda versão, em maio de 2016. A partir daí o Conselho Nacional de Secretários de Educação (Consed) e a União Nacional dos Dirigentes Municipais de Educação (Undime), com apoio do MEC, promoveram seminários em todas as 27 unidades da federação, entre junho e agosto de 2016. Os seminários mobilizaram 9 mil professores, gestores e acadêmicos. A versão final, [submetida no dia 06/04/17] ao Conselho Nacional de Educação (CNE), valeu-se de toda essa discussão e passou pelo crivo de especialistas (BRASIL, 2017, s./p.).

document by the Ministry of Education - MEC, which foresees transformations in what refers mainly to the conception of school.

Regarding content, there is a change, since they stop guiding educational actions and begin to help students in the process of appropriating skills and abilities that contribute to overcoming the difficulties that may arise in their lives. BNCC (BRASIL, 2017) states that during Basic Education, students need to develop general cognitive and socioemotional skills - including the stimulation of intellectual curiosity, the use of technologies and the appreciation of the diversity of subjects. Regarding the general competences of BNCC (BRASIL, 2017, p. 8), the document proposes that these be interrelated and deployed "in the didactic treatment proposed for the three stages of Basic Education", in order to assist in the construction of knowledge, skills development and the formation of attitudes and values, as also stated in LDB 9.394 (BRASIL, 1996).

Among the proposed competences are the valorisation and use of knowledge built in and through history, in and through the relationship with the other; the promotion of intellectual curiosity from scientific research; the development of the critical sense, from the diverse cultural manifestations; the use of different verbal and verbal-visual languages in the teaching and learning processes, in order for the subjects to produce senses with support in what they have learned; the use of technological resources, considering the various social practices of reading and writing - school and non-school; valorization and respect for the diversity of knowledge, of social, cultural and historical experiences; the position that one can and should assume before different situations in different social spheres (school, family, work), thus defending, their point of view, their values, their beliefs (BRASIL, 2017).[7]

The formulation of the general competences[8] mentioned above does not envisage the idea that teachers need to plan a specific class on these competences or turn them into a curricular component, but that they can get the students to articulate their knowledge to other skills related to different areas of the knowledge

In affirming that we should "exercise intellectual curiosity and resort to the proper approach of the sciences, including research, reflection, critical analysis, imagination and creativity, to investigate causes, to elaborate and test hypotheses, to formulate and solve problems and to invent solutions based on the knowledge of the different areas "(BRASIL,

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[7] Available at: http://basenacionalcomum.mec.gov.br/wp-content/uploads/2018/02/bncc-20dez-site.pdf. Access: 04 mar. 2019.
[8] "At BNCC, competency is defined as the mobilization of knowledge (concepts and procedures), skills (practical, cognitive and social-emotional), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the work world" (BRASIL, 2017, p. 8).

2017, p.9), we observe that there is a BNCC concern about the socio-emotional development that, in order to be effective, must be materialized in school daily life, permeating curricular components and actions. Therefore, the challenges are posed, since this process affects not only the curricula, but the educational practice of teaching and learning, management, teacher training and evaluation processes.

As already presented, the main objective of the MEC, with the implementation of BNCC, is to minimize the distinctions verified in the country, resulting from aspects related to the social environment of each school. In addition, it is intended to make school and education effective through actions to value what is local and to articulate it with the global sphere. From this perspective, it requires teachers and students to relate to the knowledge that goes beyond what each discipline is usually accustomed to: an interdisciplinary work among the areas of knowledge. Therefore, it is important that both the teacher and the educational manager talk about the development of skills in the relationship between concept knowledge and social materiality from continuing training in service, in pedagogic meetings, as well as seeking to mediate knowledge with the student in the classroom, in and through verbal interaction (BAKHTIN, 2003).

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Through the actions mentioned in the previous paragraph, considering the different school contexts, understanding the competencies indicated in the BNCC for Basic Education, we discuss in the next section how the BNCC implementation articulates with language teachers training, which are the teaching skills that are most emphasized and how the use of technologies is effective in this perspective.

The training of teachers, the teaching knowledge and the use of technologies

> [...] the more a knowledge is developed, formalized, systematized, as with contemporary sciences and knowledge, the more it reveals a long and complex process of learning, which in turn demands formalization and adequate systematization (TARDIF; LESSARD; LAHAYE, 1991, p.239).[9]

The legitimacy of teaching knowledge and professional development is permeated by the experiences, scientific and pedagogical knowledge that constitute the teacher. In this course we must highlight "the challenges imposed by the multiplication of technologies and digital culture of recent times that have the youth as their main protagonists, bringing challenges faced by teachers to appropriate these resources" (BRASIL, 2017, p. 61).

Based on this assertion about the challenges in teacher education, this section has as fundamental aspect to deal with teacher training based on the guidelines provided by the BNCC, relating it to the teaching knowledge, especially the use of technological resources and teaching and learning processes. We assume that the training of teachers should value the knowledge of experience (TARDIF, 2002) because, through it, the subject has the possibility to reflect on their teaching practice. Interdisciplinarity will contribute in an effective way to the formation of the professional identity of the teacher, as manifested in the BNCC propositions. Jorge (2002) points out that it is necessary to have a link between the theoretical bases that support the teaching of language and the development of skills that allow the analysis and the choice of intervention contexts for teaching. In this sense, Nóvoa (1995, p.25) argues:

> formation is not built by accumulation (of courses, knowledge or techniques), but rather through a work of critical reflexivity about practices and permanent (re)construction of a personal identity. That is why it is so important to invest in the person and to give a statute to the knowledge of the experience.[10]

Nóvoa's words reinforce how teacher training is a complex and necessary subject to be developed within institutions and in study and research groups. This author points out the importance of expanding the cultural and scientific knowledge of the teacher, although some challenges make difficult the development of this professional and the construction of his identity individually and collectively.

On the relation with the knowledge, Tardif (2002) characterizes the teacher like

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[9] [...] quanto mais um saber é desenvolvido, formalizado, sistematizado, como acontece com as ciências e os saberes contemporâneos, mais se revela longo e complexo o processo de aprendizagem que exige, por sua vez, uma formalização e uma sistematização adequada (TARDIF; LESSARD; LAHAYE, 1991, p. 219).

[10] a formação não se constrói por acumulação (de cursos, de conhecimentos ou de técnicas), mas sim através de um trabalho de reflexividade crítica sobre as práticas e de (re)construção permanente de uma identidade pessoal. Por isso é tão importante investir na pessoa e dar um estatuto ao saber da experiência.

> [...] someone who should know his subject, his discipline and his program, and have certain knowledge about the educational sciences and pedagogy, to develop a practical knowledge based on their everyday experience with students (TARDIF, 2002, p. 39).[11]

Leffa (2008) argues that teaching a foreign language becomes a political action, in which the text is a product of ideological, social and political forces, with revolutionary values, a place of struggle, negotiation and change. Such an approach seeks to construct differentiated pedagogical proposals so that the student constructs himself as a critical citizen. The training of teachers, in this sense, should privilege the social reality in which it is inserted, to contextualize to teach in a meaningful way, to build elements that help and guide the students' know-how to solve daily problems, as advocated by BNCC, aiming to stimulate creativity to solve problems, collective and cooperative working, ethically and linked to citizenship.

Within this context, there is room for what has already been constructed, but the combination of knowledge and experience, aiming at modernizing national education gradually from the levels of education, aims at new possibilities for Brazilian Basic Education. Among the general competences of BNCC, as we pointed out in the previous section, two more directly emphasize innovation and technology: number 4, which stipulates the use of different languages, including digital, to express and share information, and of number 5, which determines the use and creation of digital technologies in a critical, reflexive and ethical way. In order to be a space for knowledge and learning, it is necessary for the subjects to interact in and through the culture of technological use, as a field of struggle, power, difference and meaning in the construction of knowledge (SANTOS; OKADA, 2003).

The BNCC guidelines help to recognize that the use of technological resources can aid in the development of students' cognitive and social-emotional abilities. For this reason, there is also the challenge for teacher training, to contemplate the use of these technologies, so that there is the possibility of aligning teaching practice with the expectations of students born in the digital age. We know that there are Brazilian cities where access to such technologies is nil or limited. Consequently, we need to consider the different realities in which these subjects insert themselves, live and survive. We emphasize that technologies are understood as human creations and, therefore, recognized as important allies to enhance the development of skills and abilities in the educational process (TURNES, 2014).

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[11] [...] alguém que deve conhecer sua matéria, sua disciplina e seu programa, além de possuir certos conhecimentos relativos às ciências da educação e à pedagogia, de desenvolver um saber prático baseado em sua experiência cotidiana com os alunos (TARDIF, 2002, p. 39).

Another important element, which is linked to the technologies in BNCC's general competences list, is the linguistic processes. From the Bakhtinian point of view

> the mother tongue - its vocabulary composition and its grammatical structure - does not come to our knowledge from the dictionary and grammar, but from concrete enunciations; [...] forms of language and the typical forms of utterances [...] come to our experience and our consciousness together and closely linked (BAKHTIN, 2003, p. 283).[12]

Therefore, it is necessary to value the students' experiences so that, in this case, language skills are developed, helping in the process of building a more solidary society with the sharing of information, experiences and ideas in their different social contexts. In this sense, with support in the dialogical perspective of language, of Bakhtin's (2003) group, the subject is an active agent of the context in which it participates, in the relation with the social world. With this, he has the possibility of transforming his environment and himself, in a dialogical relationship with others and with the texts with which he interacts constantly.

To conclude this section, we understand that the BNCC can help improve the quality of basic education in the country, as it will contribute to promote educational equity through general competencies that are related to the social reality of each context. Based on this assumption, in the next section, we discuss the specificities of BNCC proposes for the English language.

The place of English language at BNCC

We believe that learning the English language allows the creation of new forms of engagement and participation of students in an increasingly globalized and pluralistic social world, as Paiva (2014) affirms, in arguing that teaching in the classroom should be a space of socialization of different cultures, problematized and resignified within different perspectives of the language as a communicative tool. With this, the study of the English language can enable everyone to access and interact with diverse or heterogeneous linguistic knowledge, contributing to the exercise of citizenship. In addition, in perspective, it enables interaction and mobility, opening new paths of knowledge construction. Ortega (2009, p. 219, our translation) argues that language is a "tool used to create thoughts, but it also transforms thinking and is a source of learning." In this context, it is the concept of lingua franca, which conceives English

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[12] a língua materna – sua composição vocabular e sua estrutura gramatical – não chega ao nosso conhecimento a partir do dicionário e da gramática, mas de enunciações concretas; [...] as formas da língua e as formas típicas dos enunciados [...] chegam à nossa experiência e à nossa consciência em conjunto e estreitamente vinculadas (BAKHTIN, 2003, p. 283).

as a contact language between people who do not share the same mother tongue nor the same culture; which is, according to Seidlhofer (2001), strongly linked to economic and technological development; which is also associated with different intentions of use, giving it the status of franca, without global ownership.

Faced with these aspects, the English language was defined as a compulsory language to be taught in Fundamental Education II, from the 6th to the 9th year, of all Brazilian schools by the BNCC, where there are prescriptions of some skills in this language, which students of this level need master. These skills are divided into five axes: orality, reading, writing, linguistic and grammatical knowledge, and intercultural dimension. Furthermore, a form of integrated work is foreseen and that assists in the expansion of the students' cultural and linguistic repertoire.

> It is essential to say that these axes, although treated separately in the BNCC's explication, are intrinsically linked to the social practices of English language and should be worked out in the learning situations proposed in the school context. In other words, it is the language in use, always hybrid, polyphonic and variable that leads to the study of its specific characteristics, and should not be any axis, especially that of linguistic knowledge, treated as a prerequisite for this use (BRASIL, 2017, p. 243).[13]

By emphasizing that the English language is approached from the social practices brought to the school context, we understand that for the teaching of the English language, we must start from the experiences that the students bring to the school, from the use that it makes in his everyday life of the English language from the reading of instruction manuals of games; of program installation; listening to music; or by exchanging messages on social networks with foreigners who speak English. In addition, it can be deduced that the student can present different dialects of the English language different of the ones used in the formal norm of the English language, which implies thinking the language as heterogeneous, as the subjects who use it also are. In order to do so, we highlight the specific competences of English language for Elementary School II, foreseen in the BNCC (BRASIL, 2017, p. 244), taking into consideration what the student already knows about the English language, that the school, in the mediation of the teacher and the student, will put into action, thus amplifying, the linguistic repertoire of this student:

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[13] É imprescindível dizer que esses eixos, embora tratados de forma separada na explicitação da BNCC, estão intrinsecamente ligados nas práticas sociais de usos da língua inglesa e devem ser assim trabalhados nas situações de aprendizagem propostas no contexto escolar. Em outras palavras, é a língua em uso, sempre híbrida, polifônica e multimodal que leva ao estudo de suas características específicas, não devendo ser nenhum dos eixos, sobretudo o de conhecimentos linguísticos, tratado como pré-requisito para esse uso (BRASIL, 2017, p. 243).

> 1. Identify the place of self and the other in a plurilingual and multicultural world, reflecting, critically, how the learning of the English language contributes to the insertion of the subjects in the globalized world, including in the world of work.
> 2. Communicate in the English language, through the varied use of languages in printed or digital media, recognizing it as a tool for access to knowledge, expanding perspectives and possibilities for understanding the values and interests of other cultures and for the exercise of social protagonism.
> 3. Identify similarities and differences between the English language and the mother tongue/other languages, articulating them with social, cultural and identity aspects, in an intrinsic relation between language, culture and identity.
> 4. To develop linguistic-discursive repertoires of the English language, used in different countries and by different social groups within the same country, in order to recognize the linguistic diversity as a right and to value the heterogeneous, hybrid and variable uses emerging in contemporary societies.
> 5. Use new technologies, with new languages and modes of interaction, to research, select, share, position and produce meanings in English language literacy practices in an ethical, critical and responsible way.
> 6. To know different cultural, material and immaterial patrimonies, spread in the English language, with a view to the exercise of enjoyment and the expansion of perspectives in the contact with different artistic-cultural manifestations.[14]

The specific competences for the English language point to several elements that need to be considered by the teachers. Teachers will play a key role in implementing these BNCC proposals and need clarity of student context to define how the curriculum will be materialized. According to Fistarol (2018, p. 104), "the social function of the teaching profession [...] points to the importance of the teacher acting to form critical citizens and to awaken students' knowledge and interests." In addition, the teacher will have the autonomy to select the pedagogical resources to be used with the different profiles and levels of knowledge of the language by the students.

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[14] 1. Identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, refletindo, criticamente, sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.
2. Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.
3. Identificar similaridades e diferenças entre a língua inglesa e a língua materna/outras línguas, articulando-as a aspectos sociais, culturais e identitários, em uma relação intrínseca entre língua, cultura e identidade.
4. Elaborar repertórios linguístico-discursivos da língua inglesa, usados em diferentes países e por grupos sociais distintos dentro de um mesmo país, de modo a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas.
5. Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.
6. Conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.

To conclude, we interpret that the English language competences foreseen in BNCC indicate that the articulation between the different uses of the language is essential for the development of abilities and integral formation of the students. Therefore, it is necessary that the teachers work in an articulated way so that these competences are presented and are part of the daily life of the student.

From the data to possible pathways – final words

In this article we've aimed to analyze what the latest version of BNCC (BRASIL, 2017), approved by the CNE, proposes for the training of teachers, with particularities focused on the English language, as well as challenges and possibilities for its implementation in basic education.

We reiterate that BNCC (BRASIL, 2017) intends to enable students from different locations to access knowledge that promotes education for all. Therefore, essential learning has been defined so that students have the right to basic education, and also to the school, especially to the teacher, the political commitment that he/she is responsible for, materializing the development of the competences foreseen for each level of education. This statement does not mean that the teacher is solely responsible for the implementation of the BNCC proposals (BRASIL, 2017), but he is one of the authors, who wants to be involved and committed both with particularities of the school contexts of action, as well as with the guidelines education.

In order for this process to take place, investment in teacher training is essential, as it is necessary for teachers to be aware of the guidelines established by BNCC (BRASIL, 2017) to outline the implementation strategies in their schools. In addition, it is essential to share knowledge and experience in this training process.

As we have pointed out previously, the implementation of BNCC (BRASIL, 2017) requires an interdisciplinary work, which goes beyond proposals foreseen in the organization of curricular components. Therefore, the teacher should understand that the development of competences requires linkages between knowledge about the concept of English language learning, proposed in BNCC (BRASIL, 2017) and other Education guiding documents and the social context of students.

In addition, with the analyzes, we identified that, among the general competences of BNCC (BRASIL, 2017), at least two of them deal with the theme of innovation and technology, which suggests that teacher training needs to address issues related to the use of technologies, as we have followed in several scientific researches (GONÇALVES, 2018; MENDES, 2017;

LEFFA; DUARTE; ALDA, 2016; MIRANDA, 2016; KOMESU; GALLI, 2016) for the development of skills and abilities through their use and creation in a critical, reflexive and ethical way.

Depending on how teachers develop perceptions about how students interact with different technologies in the educational process, they can become a challenge or a possibility. However, we consider it necessary to use these technological tools in order to contemplate the generational expectations of students who socially coexist with these instruments (cell, tablet, computer, among others), as well as, when considering the English language as a lingua franca, with other cultures, with contexts of effective use of this language, in the formation of students of Basic Education. On the other hand, there is no denying that there is the challenge, also, of access of the students and of the schools themselves to the technologies.

The English language, foreseen at BNCC (BRASIL, 2017), as an obligatory language to be taught in Fundamental Education II, can also be considered an element of social demand, since the use of this language allows interaction and mobility in a social globalized world, in which borders are increasingly tenuous and enlarged. With this, the study of the English language contributes to the exercise of citizenship insofar as it expands the cultural and linguistic repertoire of the students. In the BNCC (BRASIL, 2017), as already mentioned, it is proposed that students expand this repertoire, also starting from skills related to orality, reading, writing, linguistic and grammatical knowledge, and the intercultural dimension. Consequently, they require the articulation and recognition of the importance of these axes by teachers, who are agents of social transformation.

We note that BNCC (BRASIL, 2017) emphasized the importance of formation of individuals who can learn to relate to their experiences and social realities, be able to resolve conflicts, be creative in reinventing themselves in the face of crises and overcome them, and above all , seek to build a more supportive society.

We emphasize that BNCC (BRASIL, 2017) aims at education based on the principles of equity and social justice. In order for this proposal to become effective, it is imperative that its implementation form considers these principles, enabling all citizens to have access to the knowledge indicated by BNCC (BRASIL, 2017).

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