



CONTINUING EDUCATION OF ENGLISH TEACHERS IN BRAZIL: CHALLENGES AND PERSPECTIVES FOR TEACHING PRACTICE¹

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ABSTRACT: Continuing education for English teachers in Brazil is crucial for the ongoing improvement of teaching practices, especially in the face of rapid pedagogical and technological changes. This research aimed to analyze the challenges and perspectives of continuing education for English teachers between 2014 and 2024. The methodology employed was a systematic literature review, utilizing data from published articles available on Google Scholar. The findings indicated that the challenges include resistance to change and a lack of adequate resources for training. Among the perspectives, the effectiveness of online training programs and collaborative practices was highlighted. The analysis revealed that, despite promising initiatives, there is a need to improve the adaptation of these practices to regional realities and ensure more consistent implementation. In conclusion, while continuing education is essential for the professional development of English teachers, the research underscored the need for adjustments and expansions to overcome structural barriers and maximize the positive impact on teaching practice.

Keywords: Continuing Education. English Teachers. Educational Challenges.

RESUMO: A formação continuada de professores de inglês no Brasil é crucial para a melhoria contínua da prática docente, especialmente frente às rápidas mudanças pedagógicas e tecnológicas. Esta pesquisa teve como objetivo geral analisar os desafios e perspectivas da formação continuada de professores de inglês entre 2014 e 2024. A metodologia empregada foi uma revisão sistemática da literatura, utilizando dados de artigos publicados e disponíveis no Google Acadêmico. Os resultados encontrados indicaram que os principais desafios incluem a

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resistência à mudança e a falta de recursos apropriados para a formação. Entre as perspectivas, destacaram-se a eficácia dos programas de formação online e das práticas colaborativas. A ³análise revelou que, apesar das iniciativas promissoras, há uma necessidade de melhorar a adaptação dessas práticas às realidades regionais e de garantir uma implementação mais consistente. Em conclusão, embora a formação continuada seja essencial para o desenvolvimento profissional dos professores de inglês, a pesquisa destacou a necessidade de ajustes e expansões para superar barreiras estruturais e maximizar o impacto positivo na prática docente.

Palavras-chave: Formação continuada. Professores de Inglês. Desafios Educacionais.

INTRODUCTION

The Brazilian educational scenario is marked by challenges and opportunities that directly impact the quality of education. While initial teacher training lays the foundation for educational practice, continuing education becomes essential to ensure that these professionals can adapt and improve their skills throughout their careers. This process of continuous professional development is crucial, especially in a context of rapid social and technological change. In Brazil, the importance of continuing education is recognized in official documents such as the National Common Curricular Base³ (BNCC) and the National Guidelines for Teacher Training, which highlight the need for constant updates to ensure high-quality education.

Continuing education becomes even more relevant for teachers of foreign languages, such as English, who face the challenge of integrating new methodologies and technologies into their pedagogical practices. The academic literature offers valuable insights into the importance of this process. Richard (2015) emphasizes that continuous training allows English teachers to adapt to changes in student needs and educational practices. Nunan (2016) argues that continuing education is essential for the effective incorporation of new technologies and teaching methods. Burns (2018), in turn, points out that this process contributes to the development of a reflective practice, allowing adjustments in pedagogical approaches based on evidence and feedback.

³ Base Nacional Comum Curricular (BNCC).

Despite the recognition of the importance of continuing education, there is an urgent need to further investigate the effectiveness of existing programs and innovative strategies for their implementation. This systematic review seeks to fill this gap by analyzing the challenges faced by English teachers in Brazil and the emerging perspectives for continuing education. Identifying and understanding these aspects is fundamental for the development of policies and practices that can improve the quality of training and, consequently, of English teaching.

To this end, the research question that will guide this investigation is: What are the challenges and perspectives faced in the continuing education of English teachers in Brazil between 2014 and 2024? The general objective is to analyze these challenges and perspectives from a systematic review of the available literature. The specific objectives are to identify the challenges faced by English teachers in relation to continuing education and to examine the perspectives and strategies proposed for their improvement, evaluating the effectiveness of these approaches based on the reviewed literature.

The methodology adopted will include the search and analysis of studies published between 2014 and 2024, in Portuguese and English, using Google Scholar as the main platform. Research descriptors such as "Continuing education"; "English teachers"; "Brazil" and "continuing education"; "English teacher" ; "Brazil" will be applied to identify relevant articles. The analysis will consist of the screening of titles and abstracts, followed by the complete reading of the selected articles, focusing on the identification of challenges, strategies and perspectives related to continuing education.

This research will contribute to a comprehensive understanding of the challenges and perspectives in the continuing education of English teachers in Brazil. Through the systematic analysis of the literature, it is intended to provide a solid basis for future investigations and for the improvement of continuing education practices, thus promoting an improvement in the quality of English teaching in the country.

EDUCATIONAL POLICIES AND OFFICIAL DOCUMENTS IN CONTINUING EDUCATION

The evolution of Brazilian educational policies reflects a trajectory of seeking to improve the quality of education and the professional development of teachers. From the implementation of educational reforms to the introduction of specific guidelines, these policies have shaped teaching practice and continuing education.

The historical development of Brazilian educational policies shows a growing appreciation of continuing education as an essential component for the improvement of pedagogical practice. Significant reforms, such as the Secondary Education Reform (2017), introduced new guidelines that directly impacted teacher training, including the need for constant updating to meet contemporary demands (Brasil, 2017). The analysis of these reforms is fundamental to understand how policies have influenced continuing education practices and what adjustments were necessary to align training with the new educational requirements.

The National Common Curriculum Base (BNCC), implemented in 2017, establishes the curricular guidelines for basic education in Brazil and has a significant impact on the continuing education of teachers (Brasil, 2018). The BNCC highlights the importance of continuing education to ensure that educators are up to date with the competencies and skills required for effective pedagogical practice. According to Gatti (2018), the BNCC guides continuing education programs by clearly defining the competencies expected of teachers, promoting a common base of knowledge and practices. However, Ferreira (2020) points out that the practical implementation of the BNCC guidelines still faces challenges, such as resistance to change and the lack of adequate resources.

The National Guidelines for Teacher Education provide a normative framework for initial and continuing education, defining objectives and requirements for professional development programs (Brasil, 2006). According to Schmidt and Cunha (2017), these guidelines establish standards that must be met to ensure the quality of the training offered. The critical analysis of these guidelines reveals that, despite providing a solid foundation, there is a gap in implementation and adaptation to regional realities, as observed by Pereira and Souza (2019), who highlight the need to personalize training programs to meet the diverse local realities.

Specific policies and programs, such as the National Plan for Teacher Training (PARFOR), aim to meet the needs of foreign language teachers (Brasil, 2008). Lima and Carvalho (2018) highlight that, although initiatives such as PARFOR offer significant support, the effectiveness of these programs depends on the ability to adapt them to local needs and to provide adequate resources. The analysis of specific programs reveals that implementation is often affected by financial and logistical barriers, as pointed out by Almeida and Santos (2021).

The funding and resources allocated to continuing education are critical to the successful implementation of the programmes. Santos and Nascimento (2019) discuss how the lack of financial resources can limit the ability of states and municipalities to offer quality training.

Analysis of these challenges shows that in order to improve the effectiveness of continuing education programmes, adequate and equitable funding is needed.

The evaluation and monitoring of continuing education programs are essential to ensure their effectiveness. Barbosa and Silva (2020) argue that robust evaluation mechanisms and the use of feedback are key to adjusting and improving programs. However, Costa (2021) highlights that there is often a lack of an effective evaluation system, which makes it difficult to identify areas for improvement and implement necessary adjustments. The challenges in implementing policies and guidelines include resistance to change, lack of resources, and difficulty adapting to regional realities. Oliveira (2022) identifies that, despite advances in policies, practical adaptation still faces significant barriers. However, opportunities to improve policies include personalizing training programs, scaling up funding, and improving evaluation mechanisms, as suggested by Mendes and Pinto (2023).

METHODOLOGY

The present research adopts a qualitative approach and uses the methodology of systematic literature review to explore the challenges and perspectives of the continuing education of English teachers in Brazil. This methodological choice aims to provide a deep and comprehensive understanding of the subject, considering the complexity and diversity of continuing education practices.

The qualitative approach was chosen to capture the nuances and depth of continuing education experiences and practices. According to Gil (2002), qualitative research is essential to explore complex and contextual phenomena, allowing a detailed analysis of teachers' perceptions and practices. This approach offers insights into how continuing education strategies impact teaching practice and enables the identification of aspects that are not evident in quantitative analyses, such as the effectiveness of methodologies and adaptation to the specific context of educators.

The systematic review of the literature was selected for its ability to synthesize and rigorously analyze the existing evidence on the subject. Arrué (2006) points out that a systematic review allows for the collection and comprehensive analysis of relevant studies, providing a consolidated view of the practices and challenges associated with continuing education. This structured method facilitates the identification of gaps in existing research and offers evidence-based recommendations for educational practice and policy. The descriptors

used for this approach were "Continuing education"; "English teachers"; "Brazil" and "continuing education" ; "English teacher"; "Brazil".

To ensure the relevance and quality of the included studies, specific criteria were established. The inclusion criteria include articles published between 2014 and 2023, in Portuguese or English, and that deal directly with the continuing education of English teachers. These criteria ensure the timeliness and relevance of the data analyzed. On the other hand, exclusion criteria were applied to maintain the focus and accuracy of the review. Publications prior to 2014 and non-peer-reviewed studies were excluded, as well as non-academic materials and documents that do not directly address the topic of continuing education.

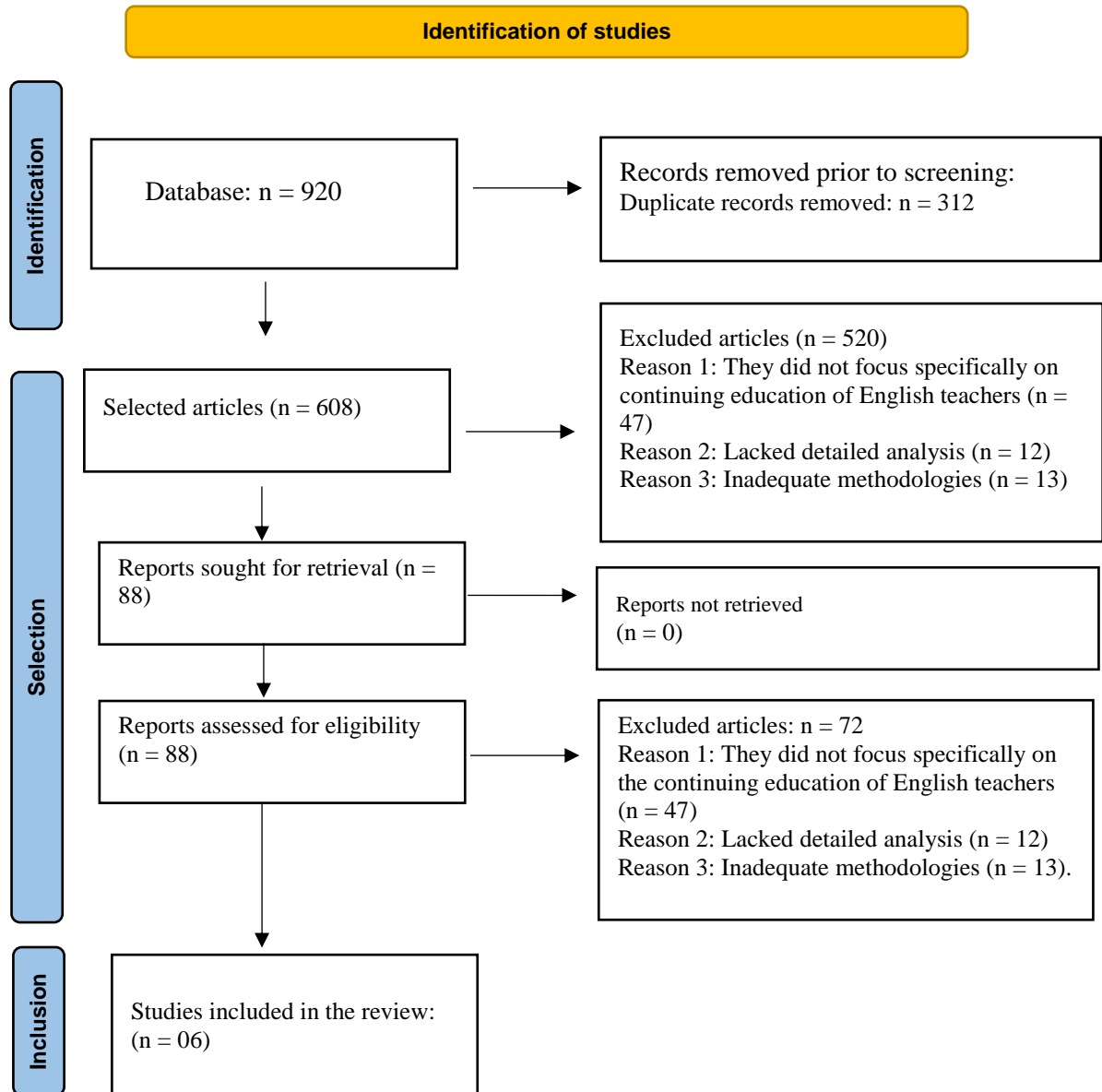
The methodology was applied in three main stages: identification of studies, selection and screening, and analysis and synthesis. Initially, relevant articles and documents were located using academic platforms such as Google Scholar. Then, titles and abstracts were evaluated to verify compliance with the established criteria. Finally, a detailed analysis of the selected studies was carried out to extract pertinent information and synthesize the results, allowing an in-depth understanding of the challenges and perspectives in the continuing education of English teachers. This methodological approach, combining qualitative analysis and systematic review, allows for a comprehensive and detailed exploration of continuing education, offering a solid basis for the formulation of practical and policy recommendations in the educational context.

Studies published in peer-reviewed journals in Portuguese and English as of 1/1/2014 were selected to ensure the timeliness of the information. We included only studies that: (1) addressed the continuing education of English teachers in Brazil, (2) used qualitative or mixed methodologies, (3) explored challenges or perspectives related to this training, and (4) presented a detailed analysis of the practices and impacts of this continuing education. We did not limit the type of publication, as long as it was academic and peer-reviewed.

Studies were excluded that: (1) did not focus specifically on the continuing education of English teachers (e.g., studies on initial training or other languages), (2) were exclusively quantitative in nature or meta-analyses, (3) did not present detailed or contextual analyses of continuing education practices, or (4) were non-peer-reviewed publications, non-academic materials, or did not directly address continuing education. The initial search resulted in 920 potential articles; We removed 312 duplicates. After an initial screening of titles and abstracts, we excluded 520 articles that did not meet the criteria. The author reviewed 10% of the titles and abstracts, confirming the agreement. Of the remaining 88 studies, we excluded 46 that did

not specifically focus on continuing education for English teachers, 16 were excluded because they did not have detailed analyses, and 15 were excluded because of inadequate methodologies. See Figure 1 for the results of the review.

Figure 1: Identification of studies



Source: Designed by the author.

RESULTS

Below, I present a table with the 06 articles selected for this systematic review. The articles are organized by author's name, year of publication, title, main objective and journal in which they were published. This table aims to provide a clear and detailed view of the studies

included, facilitating the analysis and comparison of relevant contributions to the theme of continuing education of English teachers in Brazil.

Table 1 – Selected articles

Articles	Nome/Ano	Título	Objetivo	Revista
Article 1	Turcato; Alcântara (2014)	Formação continuada de professores de língua inglesa: crenças, expectativas e estado da arte	apresentar algumas crenças de professores de Língua Inglesa acerca de cursos de formação continuada, promovidos pela secretaria estadual de educação	Revista de Linguística e Teoria Literária
Article 2	Medeiros; Fontoura (2018).	Formação continuada de professores de Língua Inglesa: análise de um relato	analisar uma (auto)avaliação escrita por uma professora de Língua Inglesa, da Rede Estadual de Educação do Rio de Janeiro que participou de um curso de formação para docentes regentes em turmas da modalidade Nova Educação de Jovens e Adultos (NEJA), no segundo semestre de 2014.	Revista Eletrônica Pesquiseduca
Article 3	Dias; Miranda (2020).	Pedagogia dos multiletramentos e a taxonomia de bloom: formação continuada de professores de inglês da rede pública da educação básica na modalidade on-line on-line	apresenta e analisa os desdobramentos de um curso de formação continuada para professores de inglês de Minas Gerais, intitulado Curso de Formação Pedagogia dos Multiletramentos (CFPM),	<i>Revista Do GEL</i>
Article 4	Pereira; Silva (2022)	The discursive representations about internationalization by teachers of English in continuing education	to analyze the discursive representations on the internationalization of education by English teachers from the Federal Network of Vocational, Scientific and Technological Education (FNVSTE) participating in the SETEC- CAPES/NOVA Continuing Education Program.	Revista Educação em Questão
Article 5	Leite; Pedrosa (2024)	Formação continuada de professores de língua inglesa no Brasil possibilidades para a formação docente a partir dos desafios enfrentados no período pandêmico	investigar caminhos plausíveis para otimizar a formação continuada de professores de língua inglesa considerando-se o contexto pós-pandêmico	Revista Caletoscópio

Article 6	Cavalcanti; Silva (2024)	Da formação inicial à formação continuada para ensino de inglês: o que dizem os professores de Serra Talhada-PE?	fazer um levantamento de demandas de formação dos professores municipais de língua inglesa atuando no referido município a partir do perfil de formação desses professores.	Olhar de Professor
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Source: Designed by the author.

DISCUSSION

In this discussion section, the objective is to analyze and synthesize the challenges and perspectives found in the continuing education of English teachers in Brazil, based on the systematic review of the literature available between 2014 and 2024. The analysis covers six selected studies that investigate different aspects and contexts of continuing education, including the impact of courses offered, discursive representations about internationalization, and the pedagogical and professional demands of teachers. The selected studies are: (1) Turcato and Alcântara (2014), (2) Medeiros and Fontoura (2018), (3) Dias and Miranda (2020), (4) Pereira and Silva (2022), (5) Leite and Pedrosa (2024), and (6) Cavalcanti and Silva (2024). The analysis of the six selected studies reveals a multifaceted understanding of the challenges and opportunities in the continuing education of English teachers in Brazil. Below, I present an integrated discussion of the research, highlighting how they relate to each other and signal the challenges and opportunities in this field.

CHALLENGES OF CONTINUING EDUCATION

The analysis of the selected research reveals a series of significant challenges faced in the continuing education of English teachers in Brazil. These challenges include the disconnect between offers and actual needs, the lack of engagement and motivation, and the need for more robust and contextualized training. Each of these challenges is addressed in the research and points to areas that require substantial improvements for the effectiveness of continuing education.

In the article 1, Turcato and Alcântara (2014) explains that highlight a critical disconnect between continuing education offers and the real needs of teachers. Teachers express dissatisfaction with the lack of adaptation of the courses to their expectations and specific contexts. In article 6 its appears that this gap is corroborated this gap is corroborated by Cavalcanti and Silva (2024), who identify deficiencies in the initial training of teachers in Serra Talhada-PE, evidencing persistent gaps in fluency and pedagogical competence throughout the

career. The combination of these findings reveals the urgent need to align continuing education with the practical and contextual needs of teachers. Without a closer connection between the training offered and the actual demands of teachers, courses cannot provide the necessary support for effective professional development.

The lack of engagement and motivation of teachers with continuing education courses is an important challenge. Based on article 1, Turcato and Alcântara (2014) identify this lack of motivation as a persistent problem, while Medeiros and Fontoura (2018), the paper 2 complement this view by suggesting that, although initiatives for critical reflection and sharing of experiences are positive, there is a lack of courses that maintain the interest and engagement of teachers over time. This challenge underscores the importance of developing courses that not only offer relevant content, but also encourage the active participation and commitment of faculty. Creating courses that are compelling and that promote lasting engagement is essential to ensure that continuing education has a significant impact on teachers' pedagogical practice.

The need for a more robust and contextualized education is emphasized by the authors of the following articles: 3 and 5, respectively, by Dias and Miranda (2020) and Leite and Pedrosa (2024). Dias and Miranda highlight the effectiveness of online courses and the importance of integrating modern pedagogical theories, but they also recognize the need for additional courses to meet new educational demands. In turn, Leite and Pedrosa (2024) argue that post-pandemic training should incorporate practical strategies and be aligned with new educational realities. Both surveys suggest that more robust training adapted to the current context is essential to address emerging challenges. The implementation of training strategies that are relevant to the new realities and that offer practical and immediate support is fundamental for the success of continuous training.

The challenges identified in the analyzed research – the disconnect between offers and real needs, the lack of engagement and motivation, and the need for more robust and contextualized training – point to critical areas that need to be addressed to improve the effectiveness of continuing education for English teachers in Brazil. To overcome these challenges, it is crucial that continuing education is more aligned with the practical needs of teachers, involves strategies that maintain engagement, and offers a robust approach adapted to the current educational context. By facing these challenges strategically, it is possible to promote more effective and impactful professional development, contributing to a more qualified pedagogical practice adapted to the demands of the contemporary educational scenario.

OPPORTUNITIES FOR CONTINUING EDUCATION

The analysis of the selected research reveals several opportunities to improve the continuing education of English teachers in Brazil. The main opportunities identified are: the adoption of new methodologies and pedagogical approaches, the integration of internationalization perspectives, and the increase in investment and continuous support. Each of these opportunities can contribute significantly to addressing existing challenges and improving the effectiveness of continuing education.

According to article 3, with regard to the Adoption of New Methodologies and Pedagogical Approaches, Dias and Miranda (2020) demonstrate that the adoption of new methodologies, such as the Pedagogy of Multiliteracies and Bloom's Taxonomy, represents a substantial opportunity to revitalize the pedagogical practices of English teachers. The Pedagogy of Multiliteracies emphasizes the importance of multiple forms of communication and the use of diverse media for learning, which can enrich teaching practice by providing a more diverse and inclusive approach. On the other hand, Bloom's Taxonomy, by organizing educational objectives into levels of cognitive complexity, can help teachers plan teaching activities that promote deeper and more meaningful learning.

The integration of these methodologies can be a positive response to challenges such as lack of motivation and the need to adapt to new educational demands. By applying these approaches, teachers have the opportunity to engage students more effectively, creating a more dynamic learning environment that is aligned with contemporary demands.

With regard to the concept present in article 4, with regard to the Integration of Internationalization Perspectives, Pereira and Silva (2022) point to the integration of internationalization perspectives as a crucial opportunity for continuing education. Valuing collaborative practices and critically understanding internationalization allow training courses to align with global trends and respond to the demands of an interconnected educational market. Internationalization promotes a broader and more global vision of education, which can enrich teacher training and prepare them to work in a multicultural and globalized academic environment.

This alignment with international trends not only diversifies training approaches, but also offers new opportunities for collaboration and professional development. By integrating these perspectives, continuing education can become more relevant and adapted to global

realities, better meeting the needs of teachers and preparing them for a more complex educational context.

Regarding Investment and Continuous Support, in article 2, we find a discussion in which the research by Leite and Pedrosa (2024) highlights the need for greater investment and continuous support for continuing education. The study suggests that it is essential that public policies are more robust and that there is greater integration between theory and practice. Continuous support and investment in training courses that respond to current demands can significantly improve the effectiveness of continuing training.

Adequate investments and institutional support are critical to ensure that training courses meet the emerging needs of teachers and provide ongoing and meaningful professional development. This opportunity underscores the importance of a more structured and sustained approach to continuing education, which can provide teachers with the tools and support they need to meet the challenges of the modern educational environment.

The opportunities identified in the analyzed research – the adoption of new methodologies and pedagogical approaches, the integration of internationalization perspectives, and the increase in investment and continuous support – offer promising ways to improve the continuing education of English teachers in Brazil. These strategies not only respond to existing challenges, such as lack of motivation and the need to adapt to new educational demands, but also promote professional development that is more aligned with contemporary and global education requirements. To ensure that continuing education is effective, it is critical that educational policies and professional development practices integrate these opportunities and adapt to the needs of teachers and the dynamics of the educational.

FINAL CONSIDERATIONS

The continuing education of English teachers in Brazil: Challenges and perspectives for teaching practice, as evidenced by the various articles included and analyzed in this review, demonstrated that the analysis of the selected studies allows us to conclude that the continuing education of English teachers in Brazil faces considerable challenges, but also offers significant opportunities for the improvement of teaching practice. The main challenges identified include the disconnect between training offers and the real needs of teachers, the lack of engagement and motivation of teachers, and the need for more robust and contextualized training. On the other hand, the highlighted opportunities point to the adoption of new pedagogical

methodologies, the integration of internationalization perspectives, and the expansion of investment and continuous support. The general objective of this research was to analyze the challenges and perspectives faced in the continuing education of English teachers in Brazil, presented in publications in the period 2014 and 2024, based on a systematic review of the literature. To achieve this objective, the specific objectives were to identify the challenges faced by English teachers in relation to continuing education and to examine the perspectives and strategies proposed for their improvement, evaluating the effectiveness of these approaches based on the reviewed literature.

The results obtained highlight a number of significant challenges. First, the disconnect between continuing education offers and the real needs of teachers was a recurring problem. Turcato and Alcântara (2014) show a lack of adaptation of the courses to the specific expectations and contexts of the teachers, while Cavalcanti and Silva (2024) identify persistent gaps in fluency and pedagogical competence throughout the career of English teachers in Serra Talhada-PE. These results underline the urgent need to align continuing education with the practical needs of teachers, so that the courses offer effective and relevant support.

Another important challenge identified is the lack of engagement and motivation of teachers in relation to continuing education courses. Turcato and Alcântara (2014) report a significant lack of interest, and Medeiros and Fontoura (2018) complement the analysis by pointing out that, although critical reflection and sharing of experiences are positive, there is a lack of courses that maintain the interest and commitment of teachers over time. To meet this challenge, it is essential to develop courses that not only offer relevant content but also encourage the active participation of teachers.

In addition, the need for a more robust and contextualized education was evidenced in the research. Dias and Miranda (2020) highlight the importance of integrating modern pedagogical theories and the need for additional courses to address new educational demands. Leite and Pedrosa (2024) reinforce that post-pandemic training must incorporate practical strategies and be aligned with new educational realities. These findings indicate that a more robust training adapted to the current context is essential to face emerging challenges and ensure effective pedagogical practice.

The answer to the research question, about the challenges and perspectives faced in the continuing education of English teachers, reveals that the challenges are the disconnect between offers and real needs, the lack of engagement and motivation, and the need for a more robust and contextualized training. In contrast, the positive outlook includes the adoption of

new pedagogical methodologies, the integration of internationalization perspectives, and increased investment and ongoing support. These perspectives offer a clear vision on how continuing education can be enhanced to meet the needs of teachers and align with contemporary demands.

This research contributes to the understanding of the continuing education of English teachers in Brazil, offering a comprehensive view of the challenges faced and the opportunities available. The findings provide reflections to rethink the formulation of more effective educational policies and professional development practices, aligned with the real needs of teachers and the demands of the current educational scenario.

However, the research has some limitations, such as the analysis based on a limited number of studies and the restriction to the period from 2014 to 2023. In addition, the diversity of regional and institutional contexts in Brazil may not have been fully addressed. To overcome these limitations, future research can focus on expanding the sample by including regional studies and investigating the effectiveness of specific interventions. It would also be valuable to explore more deeply the perspective of teachers on continuing education courses, their expectations and experiences. These directions can contribute to an advance in the continuing education of English teachers, promoting a more effective pedagogical practice adapted to the emerging needs of the educational scenario.

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