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Continuous teacher education: brazilian research on portuguese language teachers in relation to writing

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Abstract: This article aims to review, systematize, and analyze key contributions from academic research on the continuing education of Portuguese language teachers in Brazil. The central question is: what are the main impacts and limitations of continuing education practices on the performance of these teachers, especially in the teaching of writing and textual genres? The methodology used was a bibliographic review, with data collected on November 8, 2024, from the Brazilian Digital Library of Theses and Dissertations (BDTD). The descriptors used were: continuing education AND Portuguese language teachers AND textual production OR writing. After analyzing titles, abstracts, and keywords and applying inclusion criteria, 59 theses and dissertations were selected. The analysis was organized into six thematic categories: Continuing education and professional development; Technologies and multiliteracies in education; Teaching of textual genres; Reflection and teacher identity; Literacy projects and collaborative practices in schools; Public policies and their impact on teacher education. This study focuses on two categories most closely related to the topic: Continuing education and professional development; Teaching of textual genres. The results highlight progress in teacher qualification, with an emphasis on reflective and collaborative practices that enhance writing instruction. However, limitations remain in the practical application of acquired knowledge, especially due to the lack of integration between theory and practice. The research underscores the need for more contextualized training actions linked to school routines.

Keywords: teacher education; continuing education; portuguese language teacher; textual production.

1 Introduction

The continuing education of teachers plays a central role in the development of teaching, particularly in contemporary contexts marked by social, economic, and technological change. According to Gatti (2022), teacher education is both a social and political issue, as it directly influences the quality of teaching and the function of schools in society. The author highlights the existing discrepancies between the training programs offered and the actual needs of pedagogical practice, emphasizing the necessity of a participatory and contextualized approach that integrates teachers into



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the daily realities of school life. Reformulating both initial and continuing education programs is therefore an urgent imperative for the development of basic education in Brazil.

Similarly, Charlot (2006) stresses the importance of continuing education in enabling teachers to cope with the contradictions of contemporary society. In a scenario where schools are arenas of tension between the universalization of education and persistent social inequalities, teachers must redefine their roles as mediators of knowledge and as professionals capable of confronting the challenges of modern education. Charlot (2006) further emphasizes that today's educators, under pressure from the demands of neoliberal society, require critical autonomy to act meaningfully and innovatively.

With regard to the teaching of Portuguese language, Geraldi (1999) presents a critical perspective on the traditional model, which fragments instruction into grammar and literature, distancing students from meaningful linguistic practices. Geraldi (1999) advocates for an approach that prioritizes the text as the central unit, integrating reading, writing, and linguistic analysis as complementary and fundamental practices for fostering students' critical development. The author argues that Portuguese language teaching must be reflective, interactive, and oriented toward the authentic use of language in its multiple forms and contexts.

Since Geraldi's (1999) critique of the fragmented teaching of Portuguese, the field has evolved significantly by incorporating practices such as multiliteracies, contextualized literary reading, orality, and textual genres scholars such as Rojo (2012, 2013), Kleiman (2005), Cosson (2006), and Dolz & Schneuwly (2004) have expanded the textual approach advocated by Geraldi, integrating different media, social practices, and forms of language into the classroom. These developments reflect a paradigm shift — from a normative focus to a reflective, multimodal, and situated practice — reinforcing the role of the teacher as both mediator and researcher of their own pedagogical practice.

In light of this, the purpose of this article is to review, systematize, and analyze the principal contributions of academic research concerning the continuing education of Portuguese language teachers in Brazil. The guiding question of this study is: What are the main impacts and limitations of continuing education practices on the work of

Portuguese language teachers in Brazil, particularly in relation to writing instruction and the teaching of textual genres?

Moreover, this review was conducted as part of a doctoral dissertation chapter focused on the continuing education of Portuguese language teachers, with a particular emphasis on the objective production and evaluation of students' written texts in the final years of elementary and high school education.

Given the need to assess the current discourse on teacher education, we conducted a bibliographic review on November 8, 2024. According to Rodrigues and Neubert (2023), a bibliographic review involves identifying, reading, and interpreting existing publications on a particular topic of interest.

Accordingly, we selected theses and dissertations from the Brazilian Digital Library of Theses and Dissertations (BDTD). The temporal scope was limited to the period from 2002 to 2024. The search descriptors used were: "Formação continuada AND professores de língua portuguesa AND produção textual OR escrita" (continuing education AND Portuguese language teachers AND textual production OR writing). Although teacher education in the Portuguese language encompasses various language practices — including reading, orality, linguistic analysis, and literature — this research specifically focused on academic productions that address continuing education related to writing instruction and textual production. This methodological choice is justified by the pedagogical relevance of this area and the significant presence of related research in the selected databases.

As a result of this search, we analyzed 59 academic works. To ensure relevance and alignment with the study's objectives, only those materials whose abstracts and keywords included the terms “continuing education” and “Portuguese language teachers” were considered. Studies that did not meet both criteria were excluded, even if they discussed teaching practices or teacher education more broadly. This selection aimed to ensure that the studies directly addressed the central theme of the research, allowing for a more focused and precise analysis of the existing contributions and approaches to continuing education for Portuguese language teachers.

The 59 selected works were grouped into six analytical categories: (a) Continuing Education and Professional Development; (b) Technologies and Multiliteracies in Education; (c) Teaching of Textual Genres; (d) Teacher Reflection and Identity; (e) Literacy Projects and Collaborative Practices in Schools; and (f) Public

Policies and Their Impact on Teacher Education. The categories analyzed in this study are those most closely aligned with the theme of continuing education for Portuguese language teachers: Continuing Education and Professional Development and Teaching of Textual Genres.

For the purpose of organization, this article is structured into four sections. The first presents a conceptual discussion on teacher education. The second outlines the methodological approach used. The third section presents and analyzes the data collected during the research. Finally, the last section offers a summary and reflection on the study's key findings.

2 Teacher Education: a trajectory of challenges and needs

To understand the process of teacher education, it is first necessary to grasp the concept of “education” itself. According to Marcelo García (1999), education can be understood from three perspectives: as a social function of transmitting knowledge—“knowing how” or “knowing how to be”; as a developmental process involving personal maturation and lived experience; and as an institutional structure responsible for organizing and conducting educational processes.

Teacher education is conceived as an intentional activity aimed at contributing to the professionalization of those responsible for educating future generations (Marcelo García, 1999). As the author explains, teacher education occurs within an organized and institutional context and represents an interaction between educator and trainee, guided by the intention to promote change. However, this formation does not end with the conferral of a diploma; rather, it continues through the critical reflection teachers undertake about themselves and their practice. Although initial training promotes transformation in the trainee, it must be supported by practical experience in order to truly connect with the theoretical foundations acquired.

Cunha (2013) argues that initial teacher education must prepare educators to navigate real-life educational situations, prompting them to reflect, adjust attitudes, and adapt thinking in response to the realities they encounter—rather than reproducing idealized models of the teacher. Thus, teacher education is never a finished process; teachers are not considered finalized products, but rather individuals in constant evolution.

To understand this process more deeply, we must also revisit key moments in the history of teacher education in Brazil—a trajectory shaped by social, political, and educational transformations over the years.

Concerns about education in Brazil intensified following the country's independence in 1822, when there arose a need for public instruction. With the proclamation of the Republic, advances were made in educational legislation, although teacher education remained deficient, marked by poor working conditions, limited professionalization, and a heavy focus on practical training.

During the Vargas dictatorship (1930–1945), educational reform was inspired by progressive ideals. Anísio Teixeira was one of the leading figures in driving change in teacher training during this period. With the incorporation of the School of Education into the University of the Federal District and the Institute of Education into the University of São Paulo, pedagogy and teaching degree programs were introduced at some universities. According to Saviani (2005, p. 17): “Licensure programs were responsible for training teachers for specific disciplines in secondary education curricula, while pedagogy programs trained teachers for normal schools”.

It is clear that the creation of these institutions aimed to improve teacher education. This moment illustrates a significant effort to modernize and centralize education in Brazil. The division of teacher education into pedagogy and licensure programs reflects an attempt to systematically organize the preparation of education professionals in accordance with the levels and specificities of teaching. The Escola Normal remained the central institution for training basic education teachers until 1971. This process demonstrates not only a concern with improving teacher qualifications but also an effort to strengthen state control over national education, aligning it with the country's development and modernization agenda.

Following the military coup of 1964, new changes and adaptations were implemented in education, including teacher training, which acquired a more conservative character in line with the regime's demands. Education became influenced by technocratic ideologies, and secondary education acquired a more vocational nature. At that time, teaching the first four years of elementary school required only a high school diploma.

With the end of the military dictatorship in 1985, Brazil entered a period of redemocratization marked by renewed debates on education. The 1988 Constitution

emphasized the professional valorization of teachers, and new laws were introduced. As Gatti (2010, p. 1356) notes: “Starting with Law No. 9,394 of 1996, the training of teachers was required to be at the higher education level, with a ten-year adjustment period.”

This law brought changes to both teacher education programs and the institutions responsible for them, aiming to improve the quality of teacher training. Despite the enactment of the new Law of Guidelines and Bases (LDB) pedagogy and licensure programs at higher education institutions continued to offer fast-track, low-cost degrees through short-duration courses (Saviani, 2009).

The approval of National Curriculum Guidelines in 2002 for licensure programs by the National Education Council reaffirmed, as had occurred in the early 20th century, a focus on discipline-specific training, with limited space for pedagogical development (Freitas, 2018). To this day, there remains a disparity between early childhood and elementary teachers and subject specialists, with polyvalent teachers receiving lower salaries and enjoying less social prestige than their specialized counterparts.

Thus, it is evident that teacher education in Brazil continues to face numerous challenges. Today, serious issues persist with regard to student learning outcomes, which in turn heighten concern over teacher training programs — not only their physical infrastructure but also their curricular content.

Additionally, under the growing influence of neoliberal policies, education and teacher training have adapted to this model. Freitas (2002, p. 142) identifies several changes:

Education for All, Ten-Year Education Plan, National Curriculum Parameters, national guidelines for basic and higher education, youth and adult education, professional and technological education, SAEB evaluations, National Course Exam, ENEM, decentralization, FUNDEF, University Autonomy Law, new regulations for higher education institutions — these measures aim to adapt Brazil to the new global order, laying the foundations for an educational reform where evaluation serves as the master key to all policies: training, financing, decentralization, and resource management.

The notion of education as a commodity for negotiation directly affects teacher training. Under pressure to meet performance metrics, educational institutions may prioritize training programs aligned with market demands, rather than offering a broader and more critical formation.

As a result, many teachers face poor working conditions, low salaries, and pressure to meet quantitative goals. The technocratic vision of education that prevailed during the military regime is now reshaped: the promotion of supposedly efficient technical solutions and quantitative measures leads to a model of teacher training centered on techniques and methods, rather than the development of a critical and reflective perspective.

Freitas (2002) explains that teacher education institutions are required to comply with guidelines established by international financial organizations such as the World Bank. As the author notes:

Characterized as technical-vocational institutions, higher education institutes aim primarily to train teachers with an instrumental, technical focus, possessing the skills to solve practical problems—essentially, a ‘technician’ (Freitas, 2002, p. 143).

In this logic, the quality of education serves primarily to reinforce capital accumulation, deepening the capitalist system. As such, teacher education policies tend to adapt to the demands of basic education, following a capitalist logic, rather than addressing the deeper issues facing higher education itself. In this sense, it is evident that teacher education in the neoliberal era faces profound challenges.

With respect to continuing education, it is a central theme in contemporary educational discourse, shaped by historical challenges and current social demands. Recognizing that teaching requires constant updates and a dialogue between theory and practice has guided public policies aimed at strengthening teachers’ educational trajectories. In this context, the National Policy for the Education of Basic Education Professionals, established by Decree No. 8,752/2016, serves as a key regulatory framework, outlining principles and guidelines for teacher training at all stages.

Other foundational legal documents reinforce this perspective. The Law of Guidelines and Bases of National Education (LDB), Law No. 9,394/1996, in Article 61, stipulates that teacher education should develop essential competencies for professional practice, with a strong emphasis on continuing education. The National Education Plan (PNE), Law No. 13,005/2014, also defines goals related to the valorization of the teaching profession, including the expansion of continuing education offerings as a strategy to improve teaching quality.

Complementing this legal framework, the National Common Base for Teacher Education (BNC-Formação), established by Resolution CNE/CP No. 2/2019, presents unified guidelines for initial and continuing education, emphasizing the development of teaching competencies connected to classroom practice. These policies point to a vision of teacher education that is continuous, school-integrated, and focused on professionalization.

According to Marcelo García (1995), continuing education is a continuous process of personal and professional development for teachers, carried out in supportive institutional environments with the aim of improving teaching and learning. This definition emphasizes that teacher education goes beyond the mere accumulation of knowledge; it is fundamentally a reflective and collaborative process that enables teachers to reinvent their pedagogical practices.

Gatti (2022) reinforces this idea by highlighting the need for a strong connection between continuing education and the real conditions of schools and teachers. The author advocates for an integrated and dialogical approach, where the teacher is not merely a recipient of content, but an active agent in the construction of pedagogical knowledge. This perspective is essential to ensure that training initiatives are applicable and meaningful within the school context.

Critical reflections on continuing education must take into account the actual working conditions of teachers, recognizing the limitations that hinder professional development and the implementation of knowledge acquired through training. In this sense, Freitas (2018) offers a pertinent critique, pointing out that despite recent normative advancements, serious structural problems persist—highlighting the continued presence of inadequately trained teachers as evidence of deep flaws in current education policies.

These reflections lead us to affirm that overcoming such challenges requires a fundamental rethinking of the logic behind continuing education. It is not enough to offer isolated workshops or courses if they are not embedded within coherent and sustained educational policies that support professional valorization, dignified working conditions, and attractive and sustainable teaching careers. It is essential to understand that teachers are central agents of social and educational transformation, and their ongoing education must address not only technical skills, but also the social,

ethical, and emotional competencies needed to navigate the growing complexity of school environments.

In light of today's rapidly changing social and technological landscape, continuing education must be flexible and adaptive, equipping teachers to handle challenges such as inclusion, cultural diversity, and the conscious integration of digital technologies into classroom practice. We agree with Gatti (2022), who emphasizes that simply providing new knowledge is insufficient; it must be critically integrated into daily practice, enabling teachers to address real-world challenges with greater autonomy and creativity.

Freitas (2018) draws attention to the negative impact of budget cuts and fiscal adjustments on the quality and continuity of teacher training. In this context, it is essential for public policies to ensure adequate resources for the consistent and meaningful implementation of continuing education programs.

In conclusion, continuing education requires a serious and ongoing commitment from public administrators and educational institutions. It must recognize teachers as protagonists in the educational process and provide them with the concrete conditions to practice their profession with quality, autonomy, and dignity. Only in this way can training practices be aligned with the real social and educational demands of our time, fostering significant improvements in the quality of basic education in Brazil.

Finally, we recognize that the precariousness of teacher education policies weakens teaching work and that the commodification of education undermines pedagogical autonomy, aligning it instead with capitalist demands. It is, therefore, essential to acknowledge these challenges and seek alternatives to design new policies for both initial and continuing teacher education—ones that go beyond market demands and empower educators to foster a critical and participatory society.

3 Methodological Approach

As previously mentioned, this article is based on a bibliographic review conducted on November 8, 2024. The review focused on publications related to the theme "Continuing education of Portuguese language teachers," and was carried out using the Brazilian Digital Library of Theses and Dissertations (BDTD). Bibliographic

reviews are an essential component of academic research, as they allow for the systematization of existing knowledge on a given topic.

According to Cavalcante and Oliveira (2020), various bibliographic review methods are employed to provide a comprehensive understanding of scientific production within a particular field. The primary objective of such an approach is to identify, analyze, and synthesize existing studies, offering a deeper understanding of the academic knowledge already established and identifying existing gaps (Vosgerau & Romanowski, 2014). This type of review does not involve the collection of empirical data but instead relies on the examination of secondary sources such as books, articles, and dissertations.

To conduct a bibliographic review, specific steps must be followed. First, the research question must be clearly defined, as it will guide the search and selection of relevant studies. Next, a systematic search is performed using academic databases and specialized sources, applying appropriate descriptors to identify relevant works. This is followed by the selection and critical evaluation of the studies found, based on pre-established criteria. Subsequently, an analytical reading and data synthesis is carried out, identifying trends, convergences, and gaps in the literature (Vosgerau & Romanowski, 2014). Finally, the results are organized and presented in a structured format, in accordance with current academic standards.

Accordingly, the present review followed the eight steps outlined by Lakatos and Marconi (2007), as cited in Schwarz and Neubert (2023, p. 70): “1) Selection of the theme; 2) Development of the work plan; 3) Identification of relevant works; 4) Location of identified works; 5) Compilation; 6) Note-taking; 7) Analysis and interpretation; and 8) Writing.”

The search in the BDTD database was conducted on November 8, 2024. On that day, using the descriptors “Formação continuada AND professores de língua portuguesa AND produção textual OR escrita” (continuing education AND Portuguese language teachers AND textual production OR writing), the database yielded 76 thesis records and 199 dissertation records. The following filters were then applied: Language: Portuguese; Year of Publication: 2002 to 2024; Type of Literature: Theses and Dissertations.

It is important to emphasize that the selection of descriptors—continuing education, Portuguese language teachers, textual production, and writing—was

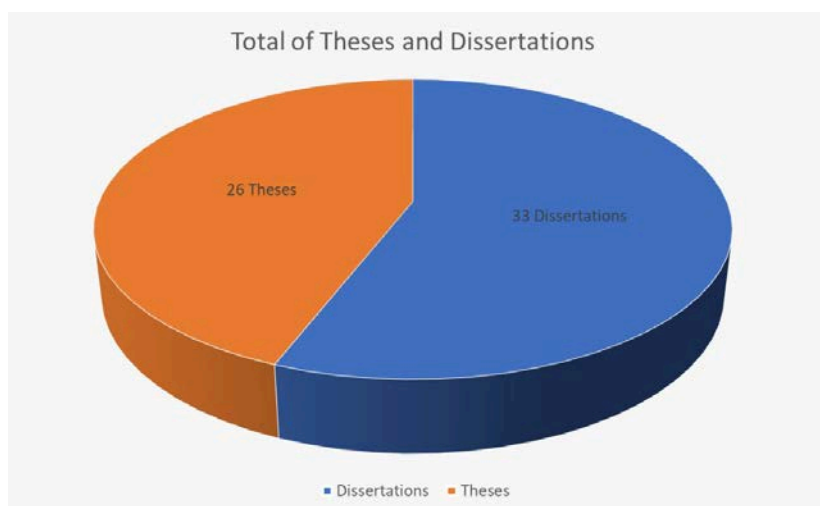
guided by the need to narrow the focus to studies that directly addressed teaching practices in writing instruction, articulating professional development with specific content areas within Portuguese language education. These descriptors helped identify studies that were most closely aligned with the research focus, ensuring relevance and coherence in the selection process.

The temporal scope defined for this review, spanning from 2002 to 2024, is justified by a key regulatory milestone in Brazilian teacher education: the Resolution of the National Council of Education/Council for Higher Education (CNE/CP) No. 1 of February 18, 2002, which established the National Curriculum Guidelines for the Training of Basic Education Teachers at the Higher Education Level. Thus, 2002 marks the starting point due to the consolidation of the first detailed normative frameworks, while the endpoint, 2024, allows for the inclusion of contemporary analyses and recent contributions to the educational field, closing the interval at a current and relevant moment for reflection and future adjustments.

From the total of 275 identified studies, we proceeded to read the abstracts and keywords and applied inclusion and exclusion criteria. Only theses and dissertations that contained the terms “continuing education” and “Portuguese language teachers” in their titles, abstracts, or keywords were retained for analysis. As a result, 59 works were selected: 26 doctoral theses and 33 master’s dissertations.

In Graph I, “Total of Theses and Dissertations,” the number of publications selected for analysis is illustrated:

Graph I – Total of Theses and Dissertations

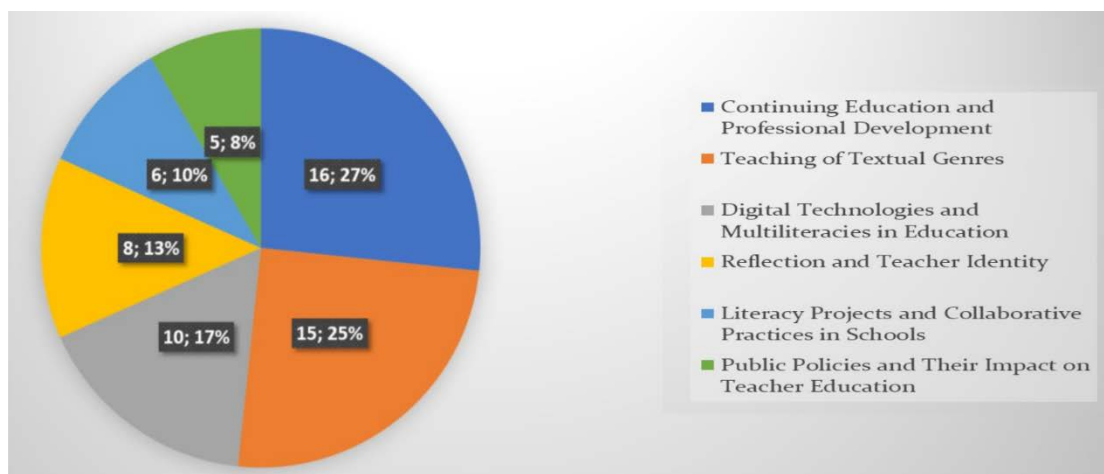


Source: prepared by the author (2025).

As shown in the graph, the bibliographic review revealed a significant discrepancy between the number of dissertations and doctoral theses analyzed. This difference may be attributed to the greater availability of master's programs and their broader appeal among early-career researchers, while doctoral programs are more selective and demand a higher level of theoretical and methodological rigor. Furthermore, the extended duration and requirement for originality and scientific innovation in doctoral theses may contribute to their lower numbers. This distribution highlights the predominance of research at the master's level in the field of teacher education and pedagogical practices, underscoring the importance of these studies for the improvement of basic education.

After reviewing the abstracts of the selected works, six thematic categories were defined, reflecting the primary focuses and approaches of the research. This classification allowed for the organization and systematization of the studies based on their objectives and specific contributions to the educational field. The established categories are: Continuing Education and Professional Development: addressing formative processes and teacher qualification; Digital Technologies and Multiliteracies in Education: focusing on the use of technological resources and multiliteracy practices; Teaching of Textual Genres: exploring instructional strategies for text production and comprehension; Reflection and Teacher Identity: centered on critical reflection and the development of professional identity; Literacy Projects and Collaborative Practices in Schools: dealing with collaborative initiatives and literacy projects within school settings; Public Policies and Their Impact on Teacher Education: analyzing how educational policies affect teacher training and professional practice. This organization aims to provide a clearer and more integrated view of the key themes investigated in the reviewed theses and dissertations. In Graph II, the distribution of the analytical categories and the percentage of studies in each category are presented:

Graph II – Analytical Categories



Source: prepared by the author (2025).

The graph illustrates the percentage distribution of academic works across six thematic categories, revealing trends and research priorities related to the continuing education of Portuguese language teachers. The category “Continuing Education and Professional Development” stands out as the most prominent, representing 27% of the studies (16 works). This finding underscores the significance attributed to ongoing professional development as a fundamental path toward pedagogical improvement and teacher adaptability in the face of educational transformations. Emphasis on this category reflects a shared understanding that professional development is crucial to addressing the current challenges of education.

Following closely is the category “Teaching of Textual Genres,” with 25% of the studies (15 works), indicating a strong concern with the development of reading and writing skills—essential components of students' academic achievement. These results reveal a growing interest in methodologies that integrate genre-based teaching and literacy practices, which are crucial for fostering meaningful and critical learning.

The category “Digital Technologies and Multiliteracies in Education” accounting for 17% (10 works), highlights the relevance of incorporating digital tools and multimodal practices in education. This reflects the growing demand for pedagogical practices aligned with the technological reality of contemporary society, where fluency in multiple languages and media is increasingly essential in teaching and learning processes.

With 13% (8 works), the category “Reflection and Teacher Identity” points to an interest in understanding the formation of teachers' professional identities and the role

of reflective practice. This perspective highlights the importance of acknowledging the challenges and experiences that shape teaching practice, contributing to the strengthening of the profession.

“Literacy Projects and Collaborative Practices in Schools” representing 10% (6 works), illustrates interest in initiatives that promote collaboration and literacy projects within school environments. Although less frequent, this category emphasizes the importance of collective pedagogical practices as effective strategies to enhance learning and foster school-community integration.

Lastly, the category “Public Policies and Their Impact on Teacher Education” appears in only 8% of the studies (5 works), indicating relatively limited attention to critical analyses of educational policies and their influence on teacher education and professional development. This suggests a potential gap in academic production and highlights the need to expand investigations into how public policies shape continuing education and teachers’ work in schools.

In general, the analysis of this graph shows a clear predominance of studies focused on continuing education and the teaching of textual genres. This reinforces the understanding that ongoing professional development and the strengthening of reading and writing practices are essential to improving the quality of education and, in particular, the work of Portuguese language teachers. Conversely, the lower number of studies on public policies and collaborative practices points to the need for deeper engagement with these themes to provide a more comprehensive understanding of the factors influencing teacher education and practice.

4 Mapping Knowledge: Contributions from Research on Continuing Education

To conduct a more detailed and contextualized analysis, we selected the two categories most closely aligned with the central theme of this study: “Continuing Education and Professional Development” and “Teaching of Textual Genres.” These categories enable us to observe how existing research has addressed continuing education processes for Portuguese language teachers, especially regarding the objective assessment of students' written productions in basic education.

We begin with the first category: Continuing Education and Professional Development. The table below (Table I) presents the selected works within this category:

Table I – Continuing Education and Professional Development

No.	Title	Author	Year	Type
1	Grammar / linguistic analysis and continuing education: training paths of Portuguese language teachers in the ProfLetras program	Álvaro Vinícius de Moraes Barbosa Duarte	2021	D
2	Contributions of a Master's in Education to the training of Portuguese language teachers	Marli Aparecida Rosa	2008	D
3	Educational, pedagogical, and professional contributions of research to Portuguese teachers in basic education	Gabriela Lins Falcão	2018	D
4	Continuing education for Portuguese language teachers: toward a school-centered training proposal	Tânia Aparecida Arbolea	2009	T
5	Portuguese as an additional language teacher training events: organizing practices and participation paths in an interpretive study	Éverton Vargas da Costa	2017	D
6	Collaborative continuing education for teachers: mediation and counter-discourse	Leliane Regina Ortega	2017	D
7	Continuing teacher education: theoretical-methodological contributions of linguistic analysis in the gender perspective	Paulo Januário de Albuquerque	2015	D
8	Continuing education and its implications for the work with writing, revision, and rewriting	Dayse Grassi Bernardon	2016	T
9	On the path of professional development: perceptions of teachers in continuing education on orality instruction	Laura Remus Moraes	2014	D
10	Action research in the continuing education of Portuguese teachers: re-signification of practice and student perception	Raquel Gonçalves de Oliveira	2017	D
11	Projects from the online course “Caminhos da Escrita” under investigation: from textual genre transpositions to transformation of knowledge and teaching capacities	Rosane Klinpovous	2018	D
12	Continuing education proposal for Portuguese teachers from a process-writing perspective	Marianna Zaroni Parro	2024	D
13	Reflections on teaching: knowledge constructed in continuing education and didactic transposition	Márcia Adriana Dias Kraemer	2021	D
14	Teaching knowledge and training paths of Portuguese language teachers in professional and technological education	—	2019	D
15	If continuing teacher education, then literacy and linguistic variation: a necessary interaction	Luana Medeiros de Moura	2021	D
16	Subjects in dialogue in research with training: paths of theoretical mediation through reflections on the pedagogical practice of Portuguese teachers	Ana Maria Silva de Lucena	2018	T

Source: prepared by the author (2025)

This category encompasses research on how continuing education contributes to the development of teachers' skills and competencies, particularly in relation to their pedagogical and professional practices. These studies investigate how continuing education enhances teachers' pedagogical approaches and were largely based on qualitative methods, including interviews, questionnaires, document analysis, and participant observation.

It is evident that continuing education plays a vital role in the professional development of Portuguese language teachers, a topic that has been extensively explored in academic research. The works of Bernardon (2016), Duarte (2021), Parro (2024), and Rosa (2008) offer distinct yet complementary perspectives on the impact and challenges of continuing education.

Bernardon (2016) examines how continuing education affects the processes of writing, revision, and rewriting in the classroom. Her findings suggest that collaborative activities and reflective sessions are effective in promoting changes in pedagogical practices. The study reinforces the importance of connecting theory and practice so that teachers can re-signify their knowledge and improve their instructional methods. However, the author also notes the need for more sustained and in-depth training experiences, as isolated workshops often fail to produce lasting transformations in school routines.

Duarte (2021), in turn, analyzes the educational journeys of participants in the ProfLetras program, focusing on grammar teaching and linguistic analysis. His research reveals that while teachers do expand their theoretical and methodological knowledge, such gains do not always result in practical changes in the classroom. This highlights an important gap: theoretical knowledge alone is insufficient to transform pedagogical practice. Resistance to change—often rooted in everyday challenges and structural limitations—requires training initiatives that effectively bridge theory and practice.

Parro (2024) proposes a training model focused on process-oriented writing instruction. She argues that continuing education should encourage critical reflection and empower teachers as active agents in their own practice. Her approach promotes a shift away from traditional, grammar-centered instruction toward more contextually relevant, student-centered teaching methods. This proposal aligns with the reflective training model advocated by Bernardon (2016), underscoring the importance of engaging teachers in professional development that fosters innovation and adaptability.

Rosa (2008) explores the contributions of a Master's in Education to the professional development of Portuguese language teachers. Her research highlights improvements in interpersonal relationships, classroom organization, and pedagogical management. However, practical changes in classroom instruction were found to be

more limited, suggesting that while academic education is valuable, it must be complemented by more practical, context-oriented continuing education initiatives.

Taken together, these studies converge on the need for reflective, collaborative, and context-integrated forms of continuing education. Yet they diverge on the extent to which such education effectively transforms teaching practices—particularly in cases where there is a weak link between theory and practice. The analysis reveals that offering training programs alone does not guarantee significant pedagogical change. To be effective, such programs must also consider teachers' working conditions, time constraints, and the need for collaborative spaces for dialogue and shared reflection.

Next, we turn to the second key category: Teaching of Textual Genres. Below is the list of works analyzed within this category (Table II):

Table II – Teaching of Textual Genres

No.	Title	Author	Year	Type
1	Continuing (trans)formation as a vector for and of innovation in the context(s) of writing instruction	Caroline Gomes Motta	2019	D
2	Linguistic diversity and its implications for literacy in school settings	Márcia Souza	2018	D
3	Teaching practice in the evaluation of textual production: correction markers	Renata Daniela Silva de Cristo	2017	D
4	Text production in high school: how to teach, why to correct – along the paths of the classroom	Marli de Oliveira Geraldo	2016	D
5	Female empowerment: a proposal for developing point of view in ninth-grade students	Márcia Oliveira Moura	2020	D
6	Haiku genre and teaching: didactic transposition in continuing education	Idelma Maria Nunes Porto	2018	T
7	Argumentative genres and teaching practice: (re)configuring conceptions and planning for writing instruction	Luciana Vieira Alves Rocha	2019	D
8	Oral genres in PLA (Portuguese as an Additional Language) classrooms: principles and practices	Janaína Vianna da Conceição	2017	D
9	Academic literacy: a proposal for continuing education for mother tongue teachers	Aurilene Ferreira de Oliveira	2019	D
10	Academic-scientific literacies in the continuing education of Portuguese language teachers	Laureci Ferreira da Silva	2017	T
11	Portuguese language teacher's manual: from genre characterization to teacher reading	Geovana Sousa Nóbrega	2018	D
12	The role of the Portuguese Language Olympiad: "Writing the Future" in the continuing education of participating teachers	Anna Helena Altenfelder	2010	T
13	Reading / linguistic analysis practices using chronicles in high school: a proposal for didactic development	Lilian Cristina Buzato Ritter	2018	T
14	Genre-based didactic project: a study based on the didactic model of genre and language capacities in work with complaint letters	Isabela Catarina Cunha Soares	2016	D
15	Subjects in dialogue in research with training: theoretical mediation paths through reflections on Portuguese language teachers' pedagogical practices	Ana Maria Silva de Lucena	2018	T

Source: prepared by the author (2025)

This category encompasses studies on the development of genre-based instruction, focusing on the understanding and production of texts in the context of teacher education. These studies examine how teaching textual genres influences the pedagogical practices of Portuguese language teachers.

On the one hand, this category includes research aimed at basic education, where textual genres are used as pedagogical tools to support teaching practice. On the other hand, it also includes investigations into academic writing, particularly in university contexts, where genres serve as mediators of academic literacy and scientific culture. Despite the distinction between school and university settings, the textual genre remains a central element in training proposals, highlighting its relevance to teacher professionalization.

These studies adopt qualitative methods, including autoethnographic research (Silva, 2017) and reflective meetings (Lucena, 2018). Data collection involved audiovisual recordings, analysis of written productions, and reflective sessions. Academic literacy and genre-based instruction are essential components of continuing education for Portuguese language teachers, as they contribute to the development of more effective pedagogical practices aligned with current educational demands.

Several studies have explored how these elements impact both the professional development of teachers and their instructional strategies. Notable contributions include those by Silva (2017), Lucena (2018), Altenfelder (2010), Soares (2016), and Oliveira (2019), each offering distinct yet complementary insights.

Silva (2017) investigates the construction of academic-scientific literacies in the continuing education of Portuguese language teachers. Her autoethnographic and collaborative study emphasizes the importance of producing academic genres—such as abstracts, reviews, and scholarly articles—in teacher training. The findings show that engaging in concrete textual production and collaborative reflection helps teachers reinterpret their scientific and pedagogical knowledge, positively influencing classroom practice.

Lucena (2018) explores how theoretical reflections, mediated by pedagogical practice, shape the development of writing skills in upper elementary school. She argues that the integration of theory and practice enhances teachers' understanding of the writing process, enabling them to act more intentionally and effectively in the classroom. Her study, grounded in the historical-cultural theory, shows how theoretical

mediation fosters a more critical approach to writing instruction and its pedagogical implications.

Altenfelder (2010) analyzes the role of the Portuguese Language Olympiad as a continuing education tool for teachers. Her study reveals that the program's instructional materials and proposed activities significantly influence teachers' conceptions of writing instruction. By guiding students in producing texts for the competition, teachers are prompted to reflect on their pedagogical practices and recognize the value of contextually grounded writing instruction.

Soares (2016) focuses on the use of the Genre-Based Didactic Project (GBDP) as a strategy for teaching textual genres, particularly complaint letters. Her study shows that adopting GBDPs allows teachers to develop more meaningful and contextualized activities, enhancing students' learning. Furthermore, her findings highlight how genre-focused continuing education expands teachers' language capacities and improves their instructional practices.

Oliveira (2019) proposes a continuing education model specifically focused on academic literacy for Portuguese language teachers. Her study argues that understanding and producing academic texts are essential for professional development, as these activities prompt teachers to reflect on their practices and improve their scholarly communication skills. She emphasizes the importance of training programs that connect theory with practice, offering teachers real opportunities to produce and analyze academic writing.

Taken together, these studies affirm the importance of genre-based instruction as a powerful tool in teacher education. All the studies stress the need for training programs that integrate theory and practice while promoting actual writing production in real-world contexts. However, they differ in their methodological emphases: Silva (2017) and Oliveira (2019) focus on academic text production as central to teacher development, whereas Soares (2016) and Altenfelder (2010) highlight the pedagogical value of school genres.

Rather than contradiction, this diversity of perspectives illustrates the wide range of roles that textual genres can play in teacher education. The coexistence of different approaches—some centered on academic literacy, others on classroom pedagogy—demonstrates that teacher training does not occur uniformly, but in varied contexts with distinct demands. Thus, genre-based instruction emerges as a dynamic

and flexible field, capable of bridging academic and school contexts and responding to the multifaceted challenges of teaching.

The impact of these studies is significant, both theoretically and practically. They contribute to the expansion of teachers' pedagogical repertoires and promote a more critical and reflective approach to writing instruction. Moreover, they underscore the importance of educational policies that support continuing education focused on academic literacy and genre-based instruction, ensuring the necessary conditions for these practices to be implemented effectively in schools.

5 Final considerations

This article aimed to review, systematize, and analyze the main contributions of academic research related to the continuing education of Portuguese language teachers in Brazil. To achieve this objective, we conducted a bibliographic review, selecting theses and dissertations from the Brazilian Digital Library of Theses and Dissertations (BDTD), carried out in November 2024. A total of 275 studies were identified, and after reviewing the titles and abstracts, 59 works were selected and categorized into six thematic groups for analysis.

The analysis of the selected studies highlights the importance of continuing education in enhancing teachers' professional development and improving pedagogical practices. Continuing education holds the potential to improve writing instruction and the development of textual production. However, it still faces structural, methodological, and institutional challenges that hinder its full effectiveness. Although many programs provide solid theoretical and methodological support, the practical application of this knowledge remains limited, due to both resistance to change and the lack of time and resources necessary to implement new approaches.

The studies indicate that continuing education needs to be more reflective, collaborative, and aligned with the real needs of teachers and classrooms. Strategies involving pedagogical experimentation, communities of practice, and active methodologies have proven to be more effective in helping teachers rethink their roles and transform their practices. These approaches enable teachers to adapt and apply concepts to their professional realities, thus transforming continuing education into a continuous learning process rather than a series of isolated events.

In the field of genre-based writing instruction, there has been significant progress in recognizing textual genres as central tools for teacher education. The analysis shows that textual genres, operating between academic and basic education contexts, contribute meaningfully to bridging theory and practice. Nevertheless, there is still work to be done to ensure that these practices are more systematically integrated into both initial and continuing teacher education programs. The need for more contextualized writing instruction, rooted in authentic communicative situations, remains a pressing concern for improving teacher qualifications and, consequently, student learning.

Despite advances in the field, certain gaps persist and point to emerging themes that require further investigation. The impact of digital technologies on teacher education, the use of multimodal practices in writing instruction, and the need for more integrated public policies are areas that warrant deeper exploration. Moreover, the relationship between continuing education and linguistic diversity remains underexplored, especially regarding Portuguese instruction in multilingual contexts and the valorization of language variation.

In light of these considerations, it is clear that continuing education must be designed in a more integrated and coherent manner—one that addresses the challenges teachers face and fosters innovation in teaching. The creation of training spaces that encourage reflection, the exchange of experiences, and pedagogical experimentation is essential for enabling teachers to adopt new methodologies and effectively transform their practices. Only through sustained and well-structured investment in teacher education will it be possible to build a more meaningful, critical, and socially responsive model of Portuguese language instruction.

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