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PARECER A

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SUMMARY FOR THE EDITOR

The article examines the impact of professional development (PD) on the beliefs of English as a Foreign Language (EFL) teachers regarding reading instruction and how such beliefs influence their pedagogical practices. Based on a quantitative approach, the study demonstrates that structured and ongoing PD programs lead to significant changes, encouraging student-centered practices and the use of metacognitive strategies. The research is methodologically sound, theoretically well-articulated, and offers relevant contributions to the field of teacher education. Although based on self-reported data, the study provides valuable evidence for the improvement of continuous training policies, particularly in contexts where resistance to change prevails. This is a timely and pertinent contribution to the ongoing debate on pedagogical innovation in language education.

ARTICLE ANALYSIS

INTRODUCTION

This article explores the impact of professional development on teachers' beliefs about reading instruction and the subsequent influence on their classroom practices.

The introduction presents the research topic in a clear and well-structured manner, highlighting its relevance to the field of teacher education. It adequately defines the research problem, contextualizing it through identified gaps in the literature.

- The introduction is cohesive, flows well, and objectively articulates the essential elements of an investigative project;
- The research questions are well-formulated, pertinent, and aligned with the study's objectives.

CRITICAL ANALYSIS

The article demonstrates methodological rigor, consistent theoretical grounding, and relevant contributions to the field of EFL teacher education. The structure is clear, with well-defined sections and a logical progression from objectives to methodology, results, and discussion. Its primary contribution lies in showcasing the positive impact of PD on transforming teachers' beliefs and practices, particularly in the teaching of reading.

STRENGTH OF ARGUMENT

The choice of a quantitative design is well-justified and methodologically appropriate. It aligns with the aim of investigating relationships between variables (PD and teacher beliefs),

thereby strengthening the argument from the outset. Data collection procedures are clearly described, objective, and methodologically sound. There is a strong alignment between the variables analyzed and the results presented.

Overall, the article presents a robust and well-structured argument with high persuasive power, particularly for an academic audience.

LIMITATIONS AND OPPORTUNITIES

While the article presents a current and well-structured proposal, it presents some areas for improvement:

- Results based on self-reports may not accurately reflect actual classroom practices;
- The discussion could be expanded to consider the influence of external factors (e.g., public policies, school culture).

DIALOGUE WITH OTHER AUTHORS

Borg (2011) and García & Kleyn (2016) emphasize that many EFL teachers continue to rely on traditional, teacher-centered methods, which do not adequately address students' linguistic and cognitive diversity. Haukås (2016) and De Angelis (2011) argue that teacher beliefs are difficult to change and require continuous, reflective, and context-specific PD to foster meaningful transformation.

Krulatz et al. (2024) and Darling-Hammond et al. (2009) highlight that sustained and context-sensitive PD programs are more effective than isolated training sessions.

Krulatz et al. (2024) and Rodríguez-Izquierdo et al. (2020) suggest that strategies to enhance teacher engagement in PD are essential, especially in settings resistant to change. Rodríguez-Izquierdo et al. (2020) and Cenoz & Gorter (2017) show that metacognitive strategies are among the most effective outcomes of PD programs. Finally, Krulatz et al. (2024) indicate that PD has a positive influence on teacher cognition, promoting beliefs aligned with evidence-based practices such as scaffolding and metacognitive reading strategies.

CONTEMPORARY RELEVANCE

This topic is of high relevance today as it addresses how professional development can transform EFL teachers' beliefs and practices, promoting more student-centered and evidence-based reading instruction methods. In an educational landscape that demands more inclusive and critical teaching approaches, the study underscores the importance of continuous, reflective, and collaborative PD programs to overcome resistance to change—particularly among experienced teachers. The findings reinforce the need for more effective training policies aligned with the contemporary demands of education.

FINAL EVALUATION

The article offers a coherent and timely analysis of the impact of professional development on the beliefs and pedagogical practices of EFL teachers in the context of reading instruction. The introduction is clear and well-founded, with objectives and research questions that are closely aligned. The quantitative methodology is appropriate and rigorous, supporting a strong and well-articulated argument. The study makes a significant contribution to the field of teacher education by demonstrating that structured and contextual PD programs foster more student-centered practices, particularly through metacognitive strategies.

Despite its strengths, the article has limitations, such as the reliance on self-reported data and the lack of analysis regarding external influencing factors. Nevertheless, it establishes an effective dialogue with the literature and reinforces the importance of continuous, reflective, and collaborative PD programs. This is a valuable contribution to advancing policies and practices in foreign language teacher education.

REQUIRED REVISIONS

Please highlight the following revisions in yellow in the manuscript:

- Results based on self-reported data may not accurately reflect actual classroom practices;
- Expand the discussion to include the influence of external factors (e.g., public policies, school culture).

Processamento e editoração: Editora Ibero-Americana de Educação

Revisão, formatação, normalização e tradução

