

Latin American Reality of English Teacher Education in Universities: A Systematic Literature Review

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Abstract

This systematic literature review investigates the current state of English teacher education in Latin American universities, highlighting key challenges and opportunities in the preparation of competent educators. Drawing on peer-reviewed literature sourced from academic databases such as Google Scholar and Semantic Scholar, the study synthesizes findings from recent publications in both English and Spanish. The analysis reveals persistent curriculum deficiencies, notably the disproportionate emphasis on theoretical knowledge at the expense of practical training, limited integration of information and communication technologies (ICT), and inadequate incorporation of cultural identity. Additionally, neoliberal educational policies are found to hinder pedagogical innovation by prioritizing accreditation metrics over meaningful instructional reform. Despite these challenges, emerging approaches such as interactive didactics demonstrate promise, with evidence indicating a 4% improvement in teaching efficiency. The review advocates for curriculum models that balance linguistic competence, hands-on teaching experience, and cultural responsiveness, while also addressing digital inequities and systemic policy barriers. Future research should assess the long-term efficacy of innovative pedagogical strategies and develop context-sensitive

models to strengthen English teacher education across diverse Latin American contexts.

Keywords: English Teacher Education; Latin American Universities; Curriculum Reform; Pedagogical Innovation; ICT Integration

INTRODUCTION

The teacher training in English is a vital element to ensure effective English language teaching. In Latin America, the demand for English proficiency has grown exponentially in recent years, “since this language has become the most widely used international language in the world” (Cazar Costales et al., 2023, p.106). Similarly, Roa Rocha (2023) states that “understanding the process of learning English in English teacher education has been a constant challenge, which has generated various questions related to this task over the years” (p. 39). At the same time, Méndez-Rivera and Guerrero-Nieto (2022) argue that “in this phase, the institutions... guarantee to society that the training of the future teacher is robust in knowledge, competencies, skills and abilities to teach the discipline of their specialty...” (p. 69).

However, the present study is a systematic review. Therefore, it will allow us to identify effective practices and limiting factors in teacher training. Therefore, this research will contribute to explore linguistic and pedagogical factors that affect teacher training in this teaching modality. The above is based on the selection of the main gaps found in the search for scientific articles of recent years with the purpose of emphasizing the novelty component of the subject. In addition, after an exhaustive review of publications of academic articles or essays on this topic in the national university context, no antecedents similar to the proposed design were found. For this reason, this research is novel and of interest to the academic community.

On the other hand, regarding limitations, in their study, Pérez et al. (2024) evidenced that traditional methods, focused on texts and formal register, with little technology and attention to informal language or intonation, limit essential skills such as speaking, communication, interaction, reflection, and culture. Similarly, Casañas Oliva et al. (2024) revealed significant inconsistencies in the training of English teachers, highlighting

that the curricula presented gaps in the contents designed, which directly affects the quality of their professional preparation.

The objective of this manuscript is to analyze the main findings and research gaps found in scientific and academic articles published in indexed journals on English language teacher education in Latin American universities.

Literature Review

Teacher training in English in Latin America faces significant challenges, exacerbated by the COVID-19 pandemic (Arias Ortiz, et al., 2020). This context has highlighted the vulnerability of the educational system, revealing the urgency of adapting teacher education programs to emerging realities such as distance education (Pedró, 2020). This analysis seeks to integrate and synthesize recent findings in English teacher education, identifying knowledge gaps and suggesting directions for future research.

On the other hand, the pandemic has accelerated the need to integrate technologies in the teaching of English, which has led universities to review and update their curricula (Pedró, 2020). However, the lack of preparation in digital and methodological competencies has been a limiting factor (Girón Escudero et al., 2019). Research indicates that many basic education students possess a basic level of digital competence, which underscores the importance of universities effectively integrating ICT training into their programs (Girón Escudero et al., 2019).

In addition, the phenomenon of student retention and attrition in higher education has significant implications for English teacher education (Munizaga Mellado et al., 2018). Identifying factors that affect retention can guide the design of programs that not only retain students, but also adequately prepare them to face the challenge of teaching in a diverse and multicultural context (Munizaga Mellado et al., 2018).

Likewise, the globalization of English and its impact on linguistic diversity raise the need to critically reflect on the use of English as a language of instruction (Hamel, 2013). Teacher education programs need to address not only language proficiency, but also the issues of power and asymmetry that arise in a context of monolingualism. The proposal of a multilingual model can provide a framework that strengthens English teacher education in a more inclusive context (Hamel, 2013).

Building on the above, it is important to address the need for new teaching strategies in a multicultural world is fundamental to English teacher education (Hamel, 2013). Research on teaching methodologies used in other disciplines can provide insights into how English teachers can adapt their pedagogical approaches to be more inclusive and effective. Reflection on these methodologies is crucial in preparing English teachers to meet the challenges of a diverse classroom (Hamel, 2013).

In addition, the integration of active methodologies and collaborative approaches is essential to enrich the training of future teachers (Pozo, 2013). The lack of practical orientation in teacher training can limit the effectiveness of English teachers, which highlights the importance of developing training plans that include practical experiences and collaborative approaches (Pozo, 2013).

Investment in education and the quality of teacher training are critical issues in the discussion on teacher training in English (Gómez Carrasco et al., 2020). Universities should prioritize training in linguistic and pedagogical competencies, aligning their programs with the demands of the labor market. Evaluating the quality of education and ICT-related policies is fundamental to improve English teacher training (Gómez Carrasco et al., 2020).

Nevertheless, neoliberal policies have had adverse effects on higher education, including the labor precarization of faculty and the defunding of institutions (Almonacid-Fierro et al., 2021). This poses a significant challenge for the quality of teacher education. It is crucial that universities seek alternatives that strengthen the training of English teachers and ensure quality education that responds to the needs of the current context (Almonacid-Fierro et al., 2021).

Understanding the motivations of prospective teachers is key to improving the quality of English teacher education in the region (Escribano Hervis, 2017). Research on the motivational profile of students can help institutions design programs that respond to their needs and aspirations, ensuring that they are motivated and committed to their educational work (Escribano Hervis, 2017).

This literature review evidences the complexity of English teacher education in Latin America, marked by challenges in adapting to new educational realities, the need for comprehensive preparation in digital and methodological competencies, and the importance of considering diverse contexts. The gaps in research highlight the urgency of

studies that address the effectiveness of new methodologies, the impact of educational policies on teacher training, and the deep understanding of students' motivations.

Future research should focus on evaluating the implementation of innovative programs that integrate ICT, inclusive practices, and collaborative approaches in English teacher education. It is also essential to explore the impact of educational policies and investment in education on the quality of teacher training, ensuring that future teachers are prepared to face the challenges of the contemporary educational environment.

METHODS

Strategies for finding literature

To support this research, a literature review was carried out to assess existing resources related to English teachers' training. This paper draws on academic sources, including articles and other pertinent materials, to deepen understanding of the subject. The study examines literature on Spanish and English within the Latin American context. Relevant sources were identified and evaluated as part of the literature review process.

Inclusion criterion

For this study, the selected papers offered valuable insights into how to conduct a literature review. The reviewed literature addressed the area related to English teachers' training. Special emphasis was placed on educational development aspects related to the teachers' training process. The review specifically concentrated on studies published in Spanish and English.

The literature search for this study involved using keywords like “reality of English language teachers' training in Latin America,” along with other related terms. The initial relevance of each research paper was assessed based on its title, which helped determine the main topic. Papers that addressed the core subject and included a relevant literature review were selected for further analysis. For these sources, full citations were recorded, including the author(s), year of publication, and the abstract to support deeper evaluation.

Identifying literature

A variety of academic databases were utilized during the search, including JSTOR, Google Scholar, Semantic Scholar, Sage, and Google. Among these, Google Scholar was the most frequently used, as it is a broad digital library focused on many scientific fields.

Due to the limited availability of information within the study's scope, there were no restrictions on the publication dates of the materials; the primary criterion for selection was the relevance of the content, not the year it was published.

Screening

Following the search for relevant materials, over twenty sources were initially identified. From these, seven documents were selected based on their relevance and screened for inclusion in the study. These selected studies were then documented for further analysis and evaluation of their findings.

Assessment for eligibility and quality

After identifying relevant articles, full-text skimming was done to assess their quality and eligibility. Books, journal articles, and a few high-quality reports were included, provided they came from reputable sources. The evaluation also involved forward and backward searches to review the literature techniques used. Only peer-reviewed, academic publications focused on English language teacher training in Latin America were included. Non-academic materials, low-quality studies, and unreliable publishers were excluded. Semantic Scholar and Google Scholar were the main databases used for their academic and peer-review filtering features.

RESULTS

After conducting the previous literature review process, the main findings are described in the charts below.

Table 1. *Paper 1. The formation of Caribbean cultural identity in the English teacher.*

Authors	Total of participants in the research	Research design	Findings	Gaps
Casañas Oliva and Pulido Diaz (2024)	Not explicitly stated, but the study involved group interviews with academic directors, course teachers,	Qualitative, based on a dialectical-materialist paradigm. Methods included theoretical (analysis-synthesis,	1. Curriculum limitations: The E study plan for the Bachelor of Education, English Language, lacks coherent and systemic integration of Caribbean cultural identity across	1. The study lacks specific details on the number of participants and their demographic characteristics, limiting the understanding of the sample's

Authors	Total of participants in the research	Research design	Findings	Gaps
	English teachers from basic and higher secondary education, and 3rd and 4th-year students in training at the University of Pinar del Río.	induction-deduction), empirical (document analysis, group interviews, focus groups), and descriptive statistical techniques. The study was part of an institutional research project (NA223PR500-039) and analyzed regulatory documents like the E study plan and educational strategies.	<p>academic, labor, research, and extension components.</p> <p>2. Unsystematic management: Educational strategies and content management for Caribbean cultural identity were unsystematic, often left to teachers' discretion, leading to incomplete professional training.</p> <p>3. Proposed actions: Six strategic pedagogical-didactic actions were designed to address these gaps, including updating the curriculum, redesigning educational strategies, enhancing methodological work, training academic staff, integrating cultural content across components, and establishing an evaluation system.</p> <p>4. Theoretical framework: The study emphasizes the importance of cultural identity in teacher training, defining Caribbean cultural identity as a synthesis of diverse cultural influences (African, Latin, Anglo-Saxon, Asian) and a culture of resistance.</p> <p>5. Professional competencies: English teachers require competencies</p>	<p>representativeness.</p> <p>2. The preliminary diagnosis is not fully detailed, and the study does not provide empirical data on the effectiveness of the proposed actions, as they are yet to be implemented.</p> <p>3. There is limited exploration of how Caribbean cultural identity can be practically integrated into classroom teaching practices beyond curriculum design.</p> <p>4. The study does not address potential barriers (e.g., resource constraints, faculty resistance) to implementing the proposed actions, warranting further investigation.</p>

Authors	Total of participants in the research	Research design	Findings	Gaps
			like intercultural communication, ICT proficiency, and reflective practice, which should incorporate Caribbean cultural elements to foster sustainable and inclusive education.	

Table 2. *Paper 2. English Language Teaching in Latin American Higher Education: A Current Perspective*

Authors	Total of participants in the research	Research design	Findings	Gaps
Cazar Costales et al. (2024)	Not applicable, as the study is a documentary review relying on secondary data from institutional repositories and published research, rather than direct participant involvement.	Qualitative, based on a documentary search of bibliographic information from institutional repositories and relevant studies. The review synthesizes findings from research conducted in countries like Chile, Peru, Mexico, Panama, and Ecuador to provide a regional perspective on English teaching practices.	<p>1. ICT dominance: ICT, including virtual platforms, mobile apps, and online materials, is the most researched and applied tool for English teaching, enhancing interactivity, motivation, and accessibility.</p> <p>2. Innovative methodologies: Emerging approaches, such as Inquiry-Based Learning (IBL) and task-based pedagogy, promote critical thinking, collaboration, and oral interaction, as seen in Ecuadorian and Peruvian studies.</p> <p>3. Teacher's role: Despite technological advances, teachers remain crucial facilitators, with</p>	<p>1. The study lacks specific details on the number of participants and their demographic characteristics, limiting the understanding of the sample's representativeness.</p> <p>2. The preliminary diagnosis is not fully detailed, and the study does not provide empirical data on the effectiveness of the proposed actions, as they are yet to be implemented.</p> <p>3. There is limited exploration of how Caribbean cultural identity can be practically integrated into classroom teaching practices beyond curriculum design.</p> <p>4. The study does not address potential barriers (e.g., resource constraints, faculty</p>

Authors	Total of participants in the research	Research design	Findings	Gaps
			<p>their training in ICT and innovative methods being essential for effective learning outcomes.</p> <p>4. Regional disparities: Latin America lags behind Europe and Asia in English proficiency, with younger (18-20 years) and older (40+ years) groups scoring below global averages, reflecting underdeveloped educational systems.</p> <p>5. Challenges and opportunities: The Covid-19 pandemic exposed digital divides, necessitating alternative strategies for autonomous learning. Positive student attitudes and collaborative learning enhance English acquisition.</p>	<p>resistance) to implementing the proposed actions, warranting further investigation.</p>

Table 3. Paper 3. *The field of science and higher education between the monopoly of English and plurilingualism: elements for a language policy in Latin America*

Author	Total of participants in the research	Research design	Findings	Gaps
Hamel (2013)	Not applicable; the study is a theoretical	Qualitative, using a sociolinguistic and critical	1. English dominance: By 2000, English accounted for 90-95% of natural	1. Limited empirical research on EMI effectiveness in

Author	Total of participants in the research	Research design	Findings	Gaps
	and critical analysis relying on secondary data (e.g., publication statistics) without direct participant involvement.	approach based on Bourdieu's field theory. It analyzes language distribution in indexed journals (e.g., Ammon, 1998) and critiques their biases, proposing a conceptual framework for language use across production, circulation, and education, with a focus on Latin America (Mexico and Brazil).	<p>science and 82% of social science publications, with Spanish at 0.5% and 2.5%, respectively.</p> <p>2. Biased studies: Quantitative studies over-represent English due to Anglo-centric databases, ignoring significant Spanish/Portuguese scientific output, like Brazil's 5,986 mostly Portuguese journals.</p> <p>3. Epistemological risks: Monolingualism reduces scientific creativity, especially in social sciences and humanities, by limiting diverse discursive approaches.</p> <p>4. Power asymmetries: English-only policies deepen inequalities, as non-Anglophone scientists face publishing barriers, and Anglophone academics grow monolingual, ignoring non-English work.</p> <p>5. Plurilingual policy: Proposes reinforcing Spanish/Portuguese through terminology development, translation, and bilingual education (e.g., 80% English, 20% Spanish programs) for equitable cooperation.</p>	<p>Spanish universities, particularly regarding student outcomes and teacher discourse.</p> <p>2. Lack of standardized teacher training programs and institutional policies for EMI implementation.</p> <p>3. Insufficient exploration of how Cognitive Academic Language Proficiency (CALP) impacts student success in EMI settings.</p> <p>4. Need for more detailed frameworks to translate general competencies into specific training objectives and materials.</p> <p>5. Understudied role of non-English multilingualism (e.g., co-official languages in Spain) in EMI contexts.</p>

Table 4. Paper 4. Lecturer education for English Medium Instruction

Author	Total of participants in the research	Research design	Findings	Gaps
Martín del Pozo (2013)	Not applicable; the study is a theoretical and critical analysis based on literature review and secondary sources, without direct participant involvement.	Qualitative, employing a critical and theoretical approach. It synthesizes existing literature on EMI/CLIL, analyzes implementation in Spanish universities, and proposes a teacher training framework using models like Coyle's Language Triptych and discourse studies (e.g., Dafouz et al., 2007; Dalton-Puffer, 2007).	<p>1. EMI characteristics: EMI prioritizes content over language teaching, with English dominating due to internationalization and EHEA. It is heterogeneously implemented across Spanish universities.</p> <p>2. Driving forces: EMI is propelled by CLIL, internationalization, student/staff mobility, research materials in English, graduate employability, and attracting international students.</p> <p>3. Benefits: EMI enhances cognitive skills, employability, and institutional prestige, while fostering methodological innovation among teachers.</p> <p>4. Implementation challenges: Lack of institutional coordination, insufficient teacher training, and heterogeneous practices hinder effective EMI adoption.</p> <p>5. Teacher Training Needs: Teachers require a C1 English level, methodological training, and awareness of academic language (e.g., Cognitive Academic Language</p>	<p>1. Limited empirical research on EMI effectiveness in Spanish universities, particularly regarding student outcomes and teacher discourse.</p> <p>2. Lack of standardized teacher training programs and institutional policies for EMI implementation.</p> <p>3. Insufficient exploration of how Cognitive Academic Language Proficiency (CALP) impacts student success in EMI settings.</p> <p>4. Need for more detailed frameworks to translate general competencies into specific training objectives and materials.</p> <p>5. Understudied role of non-English multilingualism (e.g., co-official languages in Spain) in EMI contexts.</p>

Author	Total of participants in the research	Research design	Findings	Gaps
			Proficiency). Three areas for linguistic training include international EMI practices, classroom language models, and discourse analysis. 6. Teacher Attitudes: Many professors focus solely on language proficiency, resisting methodological training, which limits EMI effectiveness	

Table 5. *Paper 5. Initial Education of English Language Teachers in Colombia: Turns and displacements*

Authors	Total of participant s in the research	Research design	Findings	Gaps
Méndez-Rivera and Guerrero-Nieto (2022)	Not applicable; the study is a historical discourse analysis based on normative documents and academic literature, without direct participant involvement .	Qualitative, employing Foucauldian archaeological discourse analysis. The corpus includes laws, decrees, plans, and academic publications (1992–2016). Procedures involve thematic identification, critical reading, and tracing discursive regularities and discontinuities to map transformations in teacher education.	1. Professionalization (1990s): Policies like Ley 115 (1994) and Decreto 0272 (1998) promoted teachers as professionals with pedagogical, research, and social roles, emphasizing interdisciplinary training and reflective practice. 2. Shift to competence certification (2000s–2015): Programs like Bogotá Bilingüe (2004) and Resolución 2041 (2016) prioritized certified English proficiency (C1 level), often sidelining pedagogical training and fostering a "native speaker" ideal, leading to a "depedagogization" of the profession. 3. Tensions and resistance: Neoliberal	1. Limited historical studies linking normative frameworks to English teacher education outcomes in Colombia. 2. Insufficient exploration of how certification impacts pedagogical competence and teacher identity. 3. Lack of research on the long-term effects of decolonial and local pedagogical innovations in resisting neoliberal standardization. 4. Need for empirical studies on the balance between

Authors	Total of participants in the research	Research design	Findings	Gaps
			<p>reforms reduced program autonomy and imposed standardization, but resistance emerged through local innovations, decolonial pedagogies, and alternative assessments like research writing in English.</p> <p>4. Key turns: From teacher training (technical) to teacher education (reflective) and teacher development (self-formative). The focus shifted from holistic educator roles to certified language instructors.</p> <p>5. Impact of norms: Policies like Ley 1753 (2015) mandated accreditation, threatening program autonomy and forcing curriculum homogenization.</p>	<p>linguistic and pedagogical training in teacher education programs.</p> <p>5. Understudied impact of mandatory accreditation on program diversity and quality.</p>

Table 6. Paper 6. *Interactive foreign language didactics in English teacher education*

Authors	Total of participants in the research	Research design	Findings	Gaps
Pérez Ramírez et al. (2024)	12 professors from the Foreign Languages Department, five first-year student groups, four second-year groups, and three third-year groups. Additionally, 15 professors of Practical Language Teaching	Qualitative, featuring a diagnostic phase (2021) and a pedagogical intervention (2022). Methods included document analysis, observation of 12 classes,	<p>1. Diagnostic phase (2021): 68% of teachers adhered to traditional teaching (e.g., direct instruction, grammar-focused), with only 47% using DIL. Weaknesses included limited digital integration, creativity, and real-language use.</p> <p>2. Post-intervention (2022):</p>	<p>1. Limited exploration of long-term impacts of DIL enhancements on student communicative competence.</p> <p>2. Insufficient analysis of how technological constraints affect equitable access to digital learning in</p>

Authors	Total of participants in the research	Research design	Findings	Gaps
	<p>participated in methodological meetings.</p>	<p>surveys and interviews with 12 professors, workshops, training courses, and tutorials. Analytical-heuristic, synthesis-hermeneutic, critical, and comparative methods analyzed data to update DIL.</p>	<p>80% of teachers DIL adopted, with 20% using traditional methods. Improvements included increased use of blended learning, flipped classrooms, functional grammar, and interactive tasks (e.g., storytelling, role-plays), raising class efficiency from 2.7% to 4%.</p> <p>3. Key enhancements: DIL incorporated digital learning, reflective social interaction, and intercultural competence, emphasizing real-world language use and student-centered strategies.</p> <p>4. Persistent challenges: Limited digital infrastructure and teacher resistance to new methodologies hindered full implementation of online-supported learning.</p> <p>5. Cultural shift: The intervention fostered a new learning culture, with the “culture of learning” indicator rising from 2.6 to 4.6, reflecting improved student engagement</p>	<p>Cuban contexts.</p> <p>3. Lack of comparative studies between DIL and other communicative methodologies in similar educational settings.</p> <p>4. Need for further research on scaling DIL to other Cuban universities or resource-constrained environments.</p> <p>5. Understudied role of teacher training sustainability in maintaining DIL’s effectiveness post-intervention.</p>

Tabel 7. *Paper 7. English teachers training, UNAN-Managua: Case study.*

Author	Total of participants in the research	Research design	Findings	Gaps
Roa Rocha (2023)	Five teachers (three men, two women), one from each UNAN-Managua faculty offering the English education program.	Qualitative case study using grounded theory (Glaser, 1992). Data were collected via unstructured interviews, allowing open-ended responses. Analysis involved open, axial, and selective coding to identify themes related to teacher training factors.	<p>1. Student perceptions: Many students expect to learn English from zero, but the program assumes prior knowledge, causing difficulties for beginners and demotivation for advanced learners.</p> <p>2. Teacher challenges: Teachers manage diverse student linguistic levels, complicating instruction. Institutional policies fail to account for English teaching's unique needs.</p> <p>3. Program misalignment: The curriculum's theoretical focus limits practical exercises, hindering linguistic and didactic skill development.</p> <p>4. Impact on performance: Weak foundational linguistic skills in initial stages affect students' ability to handle advanced didactic and linguistic content, potentially leading to academic struggles or dropout.</p> <p>5. Need for reform: Continuous</p>	<ol style="list-style-type: none"> 1. Limited research on English teacher training in Nicaragua, particularly at the university level. 2. Insufficient exploration of how student linguistic diversity impacts long-term teacher effectiveness. 3. Lack of studies on aligning UNAN-Managua's curriculum with international language proficiency standards (e.g., CEFR). 4. Need for empirical data on the effectiveness of pedagogical training versus linguistic focus in teacher preparation. 5. Understudied role of institutional policies in supporting or hindering English teacher training outcomes.

Author	Total of participants in the research	Research design	Findings	Gaps
			program evaluation and teacher-student dialogue are essential to meet modern educational demands and improve training quality.	

DISCUSSION

This systematic review illuminates significant challenges and opportunities in English teacher education across Latin American universities. Key findings highlight curriculum gaps, limited integration of information and communication technologies (ICT), and the adverse effects of neoliberal policies, which collectively undermine the preparation of competent English educators. Studies like Casañas Oliva and Pulido Diaz (2024) reveal deficiencies in incorporating cultural identity, while Roa Rocha (2023) notes an overemphasis on theoretical content over practical training. Pérez Ramirez et al. (2024) demonstrate that language interactive didactics (LID) improved teaching efficiency by 4%, underscoring the potential of innovative pedagogies. However, regional disparities in English proficiency and digital divides, exacerbated by the COVID-19 pandemic, highlight the urgency of adapting training programs (Cazar Costales et al., 2023).

The findings support a shift from technical "teacher training" to reflective "teacher education" (Méndez-Rivera & Guerrero-Nieto, 2022), aligning with experiential learning theories that prioritize practical experience (Kolb, 1984). The tension between global English standards and local cultural identities (Hamel, 2013) suggests a need for plurilingual frameworks to foster inclusive pedagogies. Neoliberal reforms, which prioritize accreditation over innovation, resonate with critical pedagogy critiques of standardized education (Freire, 1970), emphasizing the importance of teacher agency and localized approaches.

Universities must address curriculum gaps by integrating ICT training, as evidenced by the success of DIL in enhancing interactivity (Pérez Ramirez et al., 2024). Culturally relevant pedagogies, such as those proposed by Casañas Oliva and Pulido Diaz (2024). To counter neoliberal standardization, institutions should foster collaborative networks to share best practices and preserve program autonomy (Almonacid-Fierro et al., 2021). Addressing student retention through mentorship and tailored curricula is also critical (Munizaga Mellado et al., 2018).

The review's reliance on peer-reviewed sources may overlook non-indexed studies or grassroots initiatives. The lack of demographic details in some studies (e.g., Casañas Oliva & Pulido Diaz, 2024) limits generalizability, and the absence of longitudinal data restricts insights into long-term outcomes. Non-academic training programs may also be underrepresented, potentially missing practical innovations.

Future research should evaluate the long-term impact of innovative methodologies like LID and inquiry-based learning on teacher and student outcomes (Pérez Ramirez et al., 2024). Comparative studies across urban and rural contexts could clarify regional variations, while investigations into plurilingual and decolonial approaches may offer inclusive frameworks (Hamel, 2013). Mixed-methods studies on neoliberal policy impacts could guide strategies to enhance teacher motivation and program quality.

CONCLUSION

English teacher education in Latin America demands curricula that integrate ICT, practical training, and cultural relevance while addressing systemic barriers like digital divides and neoliberal reforms. Regional collaboration and targeted research are essential to equip teachers for diverse educational contexts.

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