

Issues in Language Instruction

A Journal for Practicing and Interpreting Teaching English as an Additional Language

Editor's Note

In 2016, *ILI* published [research agendas](#) of Vietnamese EFL instructors at the end of a professional development program hosted by the University of Kansas. Similarly, in this volume of *ILI*, Brazilian EFL instructors publish their reflections on a professional development program at the University of Kansas.

In spring 2023, the University of Kansas hosted a six-week professional development program for K-12 Brazilian teachers of English. The program was administered by The Institute of International Education (IIE) and sponsored by the Brazilian Federal Agency for the Support and Evaluation of Graduate Education. In Portuguese, the program is called, *Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos EUA*, which roughly translates to Professional Development Program for English Language Teachers in the USA. The acronym PDPI is often used. According to IIE's website, "PDPI ... makes up part of the Brazilian government's strategic plan to improve English language teaching and teacher training in all states of Brazil."¹

More than 40 English teachers participated in the program this year. Participants attended courses and a series of guest lectures. The courses were on teaching methods, communication in English, technology in the classroom, and pronunciation. Guest lectures included discussions on public K-12 education in the US, a comparison of teaching English as a foreign language in Brazil and Portuguese as a foreign language in the US, TESOL's six principles, integrating language and culture, and a talk with the superintendent of the local public schools. The program also comprised of cultural and experiential learning components such as a dinner in an American home and trip to the state capitol to learn about the historic supreme court decision in the *Topeka Brown v. Board of Education* case.

The intent of the PDPI program is to make an impact on English language instruction in Brazil. But did it? What is the perspective of the participants in the program? The collection of essays published in this volume expresses the participants' thoughts about the professional development program. The essays are organized in a similar way. They all begin with an introduction that gives the authors' backgrounds, which often include working conditions, relevant life experiences, previous educational experience, and the authors' current teaching assignments. The next sections consist of statements about the authors' experience in the program, the impact of the program, and suggestions for improvement.

Of the 42 EFL instructors taking part in the PDPI program this year, five chose to submit essays. Published essays about the professional development of EFL practitioners are rare. Ding and Bruce (2017, p. 152-153) note "...a relative paucity of research exploring practitioners, their work, development needs, identities, pedagogies, curriculum innovations, and significantly, their working conditions..." Open access journals such as *ILI*, however, are uniquely positioned to address this "paucity of research." In their recent article, Patent, Tomlinson, Mohr, and Lind (2023) wrote that open access "(OA) publishing has ... radically upended traditional publishing models and opened up research that had been cloistered away in university and college libraries or kept behind paywalls." They go on to add that "institutional repositories ... have come to serve as the digital archive for research produced at that institution" (p. 26). This special PDPI issue of *ILI* uses the open access platform to give voice to our Brazilian EFL colleagues and to serve as a digital archive for reflection on this professional development opportunity at a North American university.

¹ <https://www.iie.org/news/14-universities-welcome-pdpi-brazilian-english-teachers-to-the-usa/>

Finally, I would like to thank our Senior Editor, Marta Carvajal Regidor, and our new copyeditor, Sandra Issa. Marta's consistently thoughtful contributions improved key decisions we needed to make throughout the editing process. I greatly appreciate her feedback and insight. As our new copyeditor starting with this issue, Sandra began with essays from authors not accustomed to publishing in English. With much previous experience working with writers who speak English as an additional language, she eagerly and seemingly effortlessly prepared all the essays for publication.

Marcellino Berardo, Ph.D.
University of Kansas

References

- Ding, A., and Bruces, I. (2017). *The English for academic purposes practitioner: Operating on the edge of academia*. Palgrave Macmillan. <http://doi.org/10.1007/978-3-319-59737-9>.
- Patent, D., Tomlinson, S., Mohr, D., and Lind, D. T. (2023). Open access publishing for English language learners. *EnglishUSA Journal*, 8(7), pp. 25-29. DOI: <http://doi.org/10.14305/jn.2836581X.2023.8.1.03>.