

It is a sincere pleasure to contribute the prologue for this very important volume. Organized into three individual sections, the book chapters engage critically with issues of high concern in the field of English Language Teaching (ELT) at the current time. Briefly, these issues include poststructural identity, globalization, and teacher subjectivity. These three issues highlight larger struggles over legitimacy and authority within the field. Historically speaking, these struggles gained traction in the 1980s and 1990s with the introduction of poststructural and critical theoretical orientations to ELT scholarship. Since that time, one has witnessed some movement toward a more inclusive professional enterprise. This is visible in what ELT scholars are publishing, in how teachers are apprenticed into the field, and in the representations commercial publishers select for their ELT instructional materials. New sensitivities to power are starting to develop as are legitimate spaces for voices previously marginalized.

At the same time, clearly there is still much to do. Government legislation that defines legitimate language use in educational and other civil institutions is not always informed by recent ELT scholarship. Teacher education practices may not always keep up with current understandings of what it means to be an ELT teacher. The same can be said about some commercially produced instructional materials. Another major concern are the hiring practices followed by private and state educational institutions. Such disconnects serve to maintain established regimes of power and privilege that, in effect, reduce many aspects of the ELT profession to near-singularities: government legislation that reduces language study to a singular standard variety; teacher education that legitimize singular visions of classroom instruction; commercially produced materials that represent human communities in essentialized terms; and hiring committees that evaluate potential teachers according to a singular template of what a teacher looks and talks like. The current volume responds to these forces which reaffirm the privilege of the few by suppressing the otherwise legitimate alternative voices, perspectives, and practices that are of value to all involved in the ELT profession.

The current volume originates in the dialogue shared between faculty and students affiliated with the Doctorado Interinstitucional en Educación (DIE) program shared between Universidad Distrital Francisco José de Caldas, Universidad del Valle, and Universidad Pedagógica Nacional. The program offers students five major courses of study, including the ELT Education major which was established in 2016. The ELT Education PhD specialization is the first of its kind in Colombia. The interinstitutional program is designed with scholarly dialogue and exchange in mind. For example, students have the

option of taking classes in neighboring PhD majors, and they may take classes at any of the three institutions tied to the program. Importantly, the program cultivates scholarly dialogue across national boundaries, bringing students in contact with visiting international faculty and providing students with short-term overseas study abroad placements.

The program's strong tradition of collaboration is immediately visible in the structure of the edited volume. Each of the three sections is launched by a program faculty member who provides an overview of the primary themes appearing in that section. The first section, hosted by Harold Castañeda-Peña, explores the intersection of structuralism, poststructuralism, and decolonialism with identity in ELT learning and teaching. The section articulates the decolonial project to resist hierarchies of exclusion that result in linguistic and cultural theft. The second section, hosted by Carmen Helena Guerrero, problematizes ELT education in Colombia, giving particular attention to the specific complications presented by globalization. The final section, hosted by Pilar Méndez Rivera, looks at teacher subjectivities and the struggles that teachers experience between desired subjectivities and those imposed upon them by institutions. The chapters that follow are written by the PhD students working under the guidance of the respective program faculty member. The scholarly collaboration between faculty member and graduate student is pleasing to see and speaks to the close intellectual relationships that the program faculty cultivates with their students.

The Doctorado Interinstitucional en Educación (Interinstitutional Doctorate on Education) (DIE) program has a strong history of academic publications and the current volume continues that important tradition. The book takes part in the ongoing *Enfasis series* and introduces a new line, titled *ELT Local Research Agendas*. The student chapters found in the current volume are derived from research agenda position papers they wrote during their first year in the PhD program. The position papers are testament to the high quality of scholarship led by the three core ELT Education faculty.

The students have assembled comprehensive literature reviews for each of their selected topics. They engage deeply with theories across interdisciplinary spaces tying together theoretical strands developed in the fields of sociology, anthropology, cultural studies, among others. As position papers, the student texts close with research questions and suggested courses of action. Now placed in this new context, the student chapters read as informed calls to action of high interest to all ELT researchers, both junior and senior, and across contexts. Put another way, they have formulated critical questions of glocal scale in that they are of immediate, timely interest to ELT scholars in the local context of Colombia but also at the much wider global scale across the world. One anticipates the demonstrable impact that these research agendas will have on continued ELT scholarship world-wide.

Also, it is valuable to note that, taken as a whole, the student contributions assert a decolonial and critical stance, and thus speak directly to issues of authority and legitimacy that current ELT professionals are struggling with (e.g., decolonialism, standard language ideology, language identity, teacher education, and poststructuralism). It is my understanding that this positioning within the decolonial and critical literature is part of a strategic effort to develop a local epistemology, or school of thought, to be identified with the ELT Education major. Without a doubt, this movement is clear to see in the current volume and one eagerly looks forward to continued articulation of that epistemology in subsequent edited volumes emerging from the program.

Writing from my own geographic location in the United States, I am currently witnessing a political regime that unashamedly promotes singular visions of nation, language, and culture. Such singular notions, backed by the political legitimacy of government institutions, pose a threat to the ELT profession as an inclusive enterprise. I may be experiencing this in the United States, but the issue is in fact a global one shared by many ELT practitioners across global spaces. The current book is a welcome response to these sociopolitical struggles that are glocal in their distribution. I am confident that the book chapters will inspire those in the field—students, scholars, educators—across global spaces to continue to rethink ELT education as critical praxis in the interest of inclusion and social justice.

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