

Contents

Karin Zottmann and Damian J. Rivers

Introduction. Bringing the ISMs into focus — 1

Cynthia D. Nelson

1 The -isms as interpretive prisms: A pedagogically useful concept — 15

Karin Zottmann

2 Intersectionality from a critical realist perspective: A case study of Mexican teachers of English — 34

Ursula Lanvers

3 Elitism in language learning in the UK — 50

Damian J. Rivers

4 Native-speakerism and the betrayal of the native speaker language-teaching professional — 74

Rodrigo Joseph Rodríguez

5 Against ethnocentrism and toward translanguaging in literacy and English education — 98

Olga Campbell-Thomson

6 Cutting across the ideological split of capitalism/communism: Shcherba's insights on foreign language education — 122

Sardar M. Anwaruddin

7 Methodism versus teacher agency in TESOL — 144

Gregorio Hernandez-Zamora

8 Academicism in language: “A Shelob’s web that devours and kills from inside” — 165

Seyyed-Abdolhamid Mirhosseini

9 Scientism as a linchpin of oppressing isms in language education research — 185

Sangeeta Bagga-Gupta

**10 Languaging and isms of reinforced boundaries across settings:
Multidisciplinary ethnographical explorations — 203**

David Rhodes

11 Heterosexism: A pedagogy of homophobic oppression — 230

Roslyn Appleby

12 Occidental romanticism and English language education — 249

Index — 267

Addresses — 270