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5: Opposite Worlds, Singular Mission: Teaching as an ITA Introduction; Theoretical Foundations Guiding the Exploration of Life as an ITA in the US Classroom; Linguistic Competence; My Experience in the Classroom; Being Foreign, and from Africa!; Am I Such a Horrible Teacher or Are These Students Just Mean and Prejudiced?; Implications for My Fellow ITAs and US Academia; Note; References; 6: Capturing the Experiences of International Teaching Assistants in the US American Classroom; Introduction; Qualitative Research and Methods; Results Discussion, Autoethnographic Reflections, and Implications Conclusion; Notes; References; Appendix; 7: International Instructor Preparing Teachers for Multicultural Classrooms in the United States: Teaching Intercultural Communication Competence Online; Introduction; The Multicultural Learning Environment; Teaching Intercultural Communication to Teachers: A Pilot Study; Reflections of an International Instructor and Researcher; References; 8: Talking Back: Shifting the Discourse of Deficit to a Pedagogy of Cultural Wealth of International Instructors in US Classrooms; Introduction Mapping: Common Themes in "Talking Back" Remapping: Toward a Pedagogy of Cultural Wealth; Walking: Directions for Future Research; Note; References; Advert; Index; End User License Agreement

Sommario/riassunto

This issue uses the powerful narrative of autoethnography to make visible the existence of international professors and teaching assistants who speak English as a Second Language. These important, but often invisible, individuals contribute daily to the education of students within the US postsecondary educational system. This volume covers a variety of experiences, such as: Faculty of color teaching intercultural communication International teaching assistants' attitudes toward their US students The challenges to existing cultural assumptions in the US classroom. These experiences-in the form of
