

1. Record Nr.	UNINA9910809232803321
Titolo	Hidden roads : non-native English speaking international professors in the classroom // Katherine Grace Hendrix, Aparna Hebbani, editors
Pubbl/distr/stampa	San Francisco : , : Jossey-Bass, , [2014] ©2014
ISBN	1-118-92319-7 1-118-92320-0
Descrizione fisica	1 online resource (234 p.)
Collana	New directions for teaching and learning ; ; number 138, Summer 2014
Disciplina	378.120973
Soggetti	Multicultural education Teaching Teachers - Training of Communicative competence
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title Page; Copyright; From the Series Editor; About This Publication; About This Volume; Editors' Notes; References; 1: "Are You an Immigrant?": Identity-Based Critical Reflections of Teaching Intercultural Communication; Introduction; Brief Review of Relevant Literature; Critical Reflections and Analysis; Conclusion; Note; References; 2: College Is Not a Restaurant: Challenging Cultural Hegemony in the US Classroom; Introduction; Historical European Attitudes toward the US Education System?; Personal Experience with the Aversion to Abstract Forms of Knowledge A Nonnative Teacher Challenging US HegemonyPitting Children against Their Own Parents?; Conclusion; Note; References; 3: Rapport and Knowledge: Enhancing Foreign Instructor Credibility in the Classroom; Introduction; Establishing Rapport; Demonstrating Knowledge; Reflections; Conclusion; References; 4: Open and Positive Attitudes toward Teaching; Introduction; My Teaching Experiences; Confirmation Model of Teaching; Interviews with Students; Implications from Students' Interviews; Recommendations for Nonnative-Speaking Teachers; Conclusion; Notes; References

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
