

IntlUni Catalogue of Challenges in the Multilingual and Multicultural Learning Space

The challenges	
Language (=medium of instruction)	Students' general (non-academic) language proficiency
	Students' academic language skills (reading, writing, speaking and listening)
	Other aspects of the students' language skills
	Lecturer's own proficiency / communication in the teaching situation
	Lecturer's awareness of the cognitive load for students learning through another language
	Lecturer's general language proficiency
	Language requirements for admission (incl. the ethical issue of making sure that students do have the level required)
	Other language issues (e.g. language testing instruments)
Cultures	Ethnic cultures, including issues regarding silent students (e.g. face saving), religion, gender, geo-political / historical background, alcohol, etc.
	The local culture of the HEI (country, region) – incl. polite behaviour; concepts of time, etc.
	Academic culture(s) <ul style="list-style-type: none"> • Student / lecturer roles; mutual expectations • Unwritten rules of behaviour in class (tacit knowledge) • Ethical behaviour; plagiarism • Expectations regarding group work
	Disciplinary cultures <ul style="list-style-type: none"> • Assignments, exams & assessments • Teaching styles

The examples given under these categories above should be seen as just that – examples. Further illustration of these categories may be found in the model on the [Culture in the internationalisation of higher education](#) or in the synthesis report for [WP3](#).

The linguistic and cultural challenges have pedagogical and didactic implications. These will be dealt with as part of WP4 in the identification of good and successful practices.