**Non-linguistic Challenges Facing Immigrant Students**

**in American Higher Education**

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| Unfamiliarity with Classroom Teaching Methods and Tools | Cultural and Social Challenges with North American Classmates | Student Expectations of Professors | Instructor Expectations of Students | Concerns about Test-Taking |
| Wait time behavior | Lack of popular culture exposure | Reliance on summarization of required reading | Appreciation for and familiarity with pair and group work | Exam style preferences |
| Turn-taking | Lack of exposure to other cultures | Necessity for educators to follow textbooks | Class Participation | Written versus oral exams |
| Volunteering to participate in the classroom | Influence of personal or prior knowledge | Professors showing empathy to students | Understanding of the rules related to cheating | Memorization versus critical thinking requirements |
| Note-taking | Perceptions about diversity | Students’ belief in the professors’ expertise | Familiarity with rules related specifically to plagiarism | Student test-taking abilities |
| Following lecture organization | Limited contact with native speaking students | Comprehension checks. | Innovative rather than rote learning |  |
| Seating arrangement practices | Nonexistent shared identity |  | Autonomous Learning |  |
| Taking field trips | Lack of shared interests |  | Ability to read voluminous and complex reading material |  |
| Blackboard use | Discomfort with establishing study groups |  | Students’ vocalization of confusion or incomprehension, and back-channeling |  |
| Keeping a student diary | High levels of competitiveness |  | Willingness to learn beyond the required scope |  |
|  |  |  | Development of relationships with teachers and advisors |  |
|  |  |  | Knowledge of appropriate classroom etiquette relating to tardiness and attendance |  |

\*From “Non-Linguistic Challenges for International Students in American Higher Education” Gertzog, May 16, 2011 p. 18.