# Table of Contents

**Chapter 1**  
*International Students in Australia - The Historical Context* ........... 1  

- Internationalisation of Higher Education in Australia ...................... 5  
- Australian Universities & Strategies of Governmentality .................. 6  
- Postcolonial Perspectives of Internationalisation ............................... 9  
- Understanding the Terminology ......................................................... 10  

**Chapter 2**  
*International Students in Australia - The Student Experience* ............ 15  

- Social and Cultural Issues Related to Transition ............................... 16  
- Motivations for Studying Abroad: ‘Push & Pull’ Factors ..................... 16  
- Establishing Ties with the Host Country ........................................... 20  
- Socio-Economic Issues Related to Transition .................................... 22  
- Issues Related to the Cultural Adjustment to the Australian Environment ........................................... 25  
- English Language Acquisition and Proficiency ................................. 28  
- International Students’ Perspectives of English Language Proficiency ......................................................... 28  
- Accent and Language Proficiency ...................................................... 32
International Students’ Teaching and Learning Issues ....................... 33
Cultural Differences in Learning Styles ............................................. 33
Critical Reasoning and Thinking ...................................................... 39
Curriculum Knowledge and Content ............................................... 41
The Re-Emergence of the Culture Deficit Hypothesis ....................... 44
Issues Related to Teaching International Students ............................. 47
An Overview of Biggs’s Three Levels of Teaching ............................ 48
Roosevelt’s Diversity Paradigm ......................................................... 51

Chapter 3
Theoretical Perspectives - Postcolonial Strategies of Intervention ... 57

Edward Said’s Oriental Project: Imperialism & Metropolitan Knowledge ............................................. 58
Representations of the Developing Countries in Imperial Texts ......... 59
The Complicity between Politics and Metropolitan Knowledge Production ........................................ 61
The Disparity Between Representation and Actuality ...................... 62
English Language and Text in Imperial Education ......................... 63
Homi Bhabha and the Ambivalence of Postcolonial Identity ............. 65
“The Enigma of Arrival”: Narratives of Migration ........................... 68
Mimicry and Ambivalence: Strategies of Survival ......................... 72
Hybridity Theory: ‘How Newness Enters the World’ ....................... 73
Gayatri Chakravorty Spivak: ‘Can the Subaltern Speak?’ ............... 75
Chapter 4
The Enigma of Arrival - Situating the Postcolonial Identity in the Metropolitan Center

Memories of Arrival: New Beginnings .............................................. 90
Cultural Variations of Push-and-Pull Factors .................................... 92
Accessibility of Information ............................................................... 93
Recommendations from Family and Friends .................................... 95
Pathways to Obtaining Permanent Residency ................................. 96
Choosing Sydney as the Degree Destination .................................... 98
The Impact of Local Race Politics ................................................... 102
The University’s Sandstone Buildings ............................................. 103
Critical Incidents ........................................................................... 105
The International Student as the Post-Modern Nomad .................... 108
‘All I Want is a Room Somewhere’ ................................................. 109
How Culture and Difference Enter the International Student’s Experience ................................................... 111
Breaking with Cultural Tradition .................................................... 114
Childcare and Other Support ............................................................ 115
Food and Dietary Requirements ...................................................... 118
Who are the Authors and Theorists Used in the Production of Metropolitan Knowledge? .................................................................171
Who are the Role Models? Lecturers and Teaching Staff in Metropolitan Universities .................................................................172
Whose Curriculum is taught in the System of Metropolitan Education? ........................................................................................174
Relevance of Metropolitan Theory to Developing Countries ..........176

Chapter 6
Conclusions and Challenges ............................................................183

Choosing Australia as the Destination Country ...............................183
Differences in Academic Environments...........................................188
The Use of Critical Analysis ............................................................191
Colonial Institutions: Postcolonial Identities....................................192
Seeking a Western Education ...........................................................197
Scope for Further Research ..............................................................199

References ........................................................................................201

Index .................................................................................................231