TEACHING INTERNATIONAL STUDENTS:
AN EXPLORATORY VIEW[1]

Dr Keith Howson
Avondale College
Cooranbong NSW
Australia
keith.howson@avondale.edu.au

Abstract: This paper examines the reasons for expanded international enrolment and the ways Australian universities are taking their education product to other locations. It next examines the potential conflict that arises when international students, particularly those of Asian background, attend an Australian university. The primary area of focus is upon culture and the process of education and the cultural confusions that come about because of variations in style, the role of teacher and student, assessment systems and plagiarism. Strategies are suggested on how to address this area.

Keywords: International students, culture, learning strategies.

INTRODUCTION

Avondale College[2], like other Australian tertiary institutions, has experienced an increase in international students in recent years. While this might be good for the financial climate of the Australian university, international students in university lecture halls present a significant set of challenges - for themselves and the lecturers who face them. This paper will outline one such area of concern namely, the potential conflict that arises when international students, particularly those of Asian background attend an Australian university. It will also outline strategies for addressing this area of concern.

BACKGROUND

In the *Higher Education Report for the 1999 to 2001 Triennium*, the Australian Federal Minister for Education, Training and Youth Affairs states, in reference to the level of participation in post-school education and training, the following:

> …the composition and characteristics of the student body have changed remarkably. More higher education students now come from low socioeconomic, non-English speaking or rural and isolated backgrounds or have a disability. More students are Indigenous. Most are women. Increasingly commencing

[1]I would like to acknowledge the helpful comments of Paul Buschenhofen, Jane Fernandez, Lawrence Meintjes, Graham Chester and an anonymous reviewer.

[2]Avondale College is a private institution of higher education in New South Wales, Australia offering bachelors and masters degrees in a broad range of disciplines.

> students are not direct school leavers. More students are from overseas. [Kemp, 1999: 4]

The statistics in the report show that in 1998, 671 853 students attended Australia's publicly funded universities. Of this number 10.7% or 72 183 students came from overseas. [*Ibid*: 5] While the report does not show comparative figures for overseas students attending in the previous triennium, it does say that:

> Overseas students vote for the quality of our higher education system with their feet - in the decade to 1998 the number of overseas students studying for an Australian higher education qualification has more than trebled. [*ibid*: 21]

Marginson [2001: 12] reports that after the United States of America and the United Kingdom, Australia has the highest number of international students in the English-speaking world and has the highest proportion of international students after Switzerland. In a subsequent report Kemp [2001: 5] reports that, "Overseas student enrolments, which are fee-paying or funded through aid programmes, are projected to total around 117 000 EFTSU in 2003, up 200 per cent on 1995."

The 1999 Kemp report also shows the level of spending of federal funds on international marketing and other activities to promote Australian education and training overseas as follows:

1998	**1999**	**2000**	**2001**
(A$m)	(A$m)	(A$m)	(A$m)
1.016	2.468	3,816	4.760

Figure 1: Government funding to promote Australian Education

These figures illustrate an almost five fold increase in the four year period.

Clearly the presence of international students at Australian universities is something that the Federal Government is interested in and which it actively promotes. It is generally recognised that the presence of full-fee paying international students presents an important source of revenue in the face of the decline of public funding.[3] The 1999 Kemp report itself alludes to this where it states that the Federal Government will monitor developments in ". . . respect to external capital borrowings and realisation of income expectation. Given . . . the substantial contribution overseas fee-paying students make to university budgets." [*ibid*: 16]

Some universities have taken their education product and expertise to the client rather than bringing the student to Australia. The emphasis appears to be on offering courses in

[3]Hewitt [2002] draws on materials prepared by the AVCC [2001] and the OECD [1999] to show that "Between 1995 and 1998 these was an 8.1% decrease in the relative proportion of public funding of higher education, and between 1996 and 2000, there was a 5.8% drop in the level of government funding for each EFTSU."

accountancy, finance and management. Various agreements are entered into in order to expand the market. These include:

1. Twinning agreements where part of the course is offered in the host country and part in Australia. Under this arrangement the degree is conferred in Australia.
2. Franchising/licensing agreements exist where an Australian university grants permission for an offshore institution to offer the degree under agreed conditions.
3. Credit transfer/articulation agreements permit the student to study at an offshore location with some or all credit transferable to an Australian provider who grants advanced standing.

A recent trend has been the development of academic centres offshore which may take the form of branch campuses either as joint ventures or wholly owned by the Australian provider.

This situation is not unique to the state university system. The Strategic Plan for Avondale states that the College will:

> Paragraph 4.3.1 Continue the strategic direction that focuses on…target groups including:...overseas students and current students.

College statistics demonstrate that international students are an increasing component of the Avondale student community.

Year	International	Total Students	Percentage
2001	77	697	11.0%
2000	72	646	11.1%
1999	45	689	6.5%
1998	47	717	6.6%
1997	40	707	5.7%
1996	56	715	7.8%
1995	15	748	2.0%

Figure 2: International Students at Avondale

The Strategic Plan continues:

> Paragraph 5.1.4 Extend the delivery of courses to a number of new international bases.

In this regard Avondale has clearly moved in this direction with an MA in English as a Second Language being offered on location in Thailand, the signing of a Twinning Agreement with a college in Malaysia, and attempts to formally link up with Universities in Indonesia. In a later section of the Strategic Plan the following is found:

> Paragraph 5.3.3 Increase the international student enrolment to a fee contribution level of 10-15% through targeted marketing and publicity in strategically identified overseas locations.

The statistics already tabulated above show that the College is moving to achieve this goal. Furthermore, ongoing marketing and promotion strategies in Malaysia, Indonesia and China will no doubt enhance the international enrolment component.

As this section has demonstrated, the influx of overseas students is on the rise. The first challenge to the university sector relates to the presentation of learning materials, the role of the instructor and assessment, which issues will be addressed in the next section.

TEACHING INTERNATIONAL ASIAN STUDENTS

Ballard and Clanchy, [1991: 1] quote a 3rd year botany student from Thailand attending an Australian university to illustrate one of these difficulties:

> If a lecturer does not answer a student's question in class but asks other students what they think, in my country we would think that teacher is either poorly qualified or lazy. But in Australia this way of not giving the answer…is common in our class, even when the Professor is our teacher.

It appears that admitting that one does not know an answer to a question - and even offering to find it for the next tutorial results in negative perceptions of the lecturer from Asian students. Teachers should be experts and know everything. Ballard and Clanchy interviewed a lecturer who had many such students:

> This year I've got one tutorial that is almost wall-to-wall Asians. It was a very strange feeling at first. A bit unnerving. All those watching silent faces, I suppose . . . They certainly do work hard, though. I've got no complaints about that. They do all the assignments and any extra work I suggest in class. They never miss a lecture, they're always there first, sitting up front. They take down every blessed word you say. I mean, they're good students, in a way, but you don't get much reaction out of them. I've given up trying to discuss different ways of approaching the problems in tutorials. They just want me to give them the best and quickest method of reaching an answer and not wasting time. What's the answer, that's all they really want to know. [Ibid: 2]

Ballard and Clanchy present a thoughtful analysis of some of the issues that arise when foreign students attend a local university.

Culture and the process of education

The authors suggest that the nature of the education system itself is one of the factors that differentiate overseas students from their domestic counterparts. They suggest "that there are attitudes to knowledge which emphasise the conservation of knowledge, and attitudes which emphasise its extension, and that both types of attitude are to be found at work in all cultures and societies." [*Ibid*: 12] They also suggest that there are "dominant tendencies within cultures about what prove, over time, to be more and less beneficial, more or less appropriate attitudes to knowledge." [*Ibid*]

> By gaining some understanding of how study and scholarship are regarded and conducted in different cultural and social contexts, we can also more clearly recognise the misunderstandings, which arise when different approaches are brought into collision. [*ibid*]

Within an Australian context they support a three stage educational model.

Stage 1 Pupils initially start out by learning the basics largely by using methods of imitation and memorisation.

Stage 2 In late secondary school and early university there is a progression to a more analytical and critical approach to learning.

Stage 3 In the final stage of tertiary education the emphasis is placed on extending the knowledge base. Speculation, hypothesis development, new evidence, new interpretations are encouraged.

Within other contexts the attitude toward knowledge may vary significantly.

Ballard and Clanchy go on to suggest [*ibid*, page 15 ff] that in some Asian cultures the emphasis shifts to a more conserving approach, where wisdom is gauged by the ability to understand the accumulated texts of earlier scholars. Also through wisdom that increases with time - accumulated through experiences. So in the Islamic tradition the emphasis is on the ability to recite accurately the Koran and the commentaries of the 'ulama'. While the authors do not hold that modern education in the Asian region explicitly relies on the study of ancient texts, they posit clearly that "the flavour of each society and of its education system does flow from earlier traditions and continues to influence the behaviour of teachers and students in the classroom." [*ibid*: 16] The conflict is therefore all too apparent.

> If a society places emphasis on respect for the past and for the authority of the teacher, if age is generally synonymous with wisdom, then classroom etiquette will reflect this emphasis. The classroom will not, therefore, be a setting in which it is appropriate to question what is taught, to raise objections, to argue a different view. The Taoist saying "A good man does not argue" underlines the point that behaviour has moral as well as social connotations: and indeed many of our Asian students find it repugnant to join in spirited arguments in a tutorial and are embarrassed to sit in a classroom where Australian students are questioning the point of view of their teacher. And yet this questioning, probing, explicitly challenging frame and habit of mind is precisely what the Western lecturer, at the rhetorical level at least, is most anxiously seeking to encourage. [*Ibid*]

Cultural confusions at work

Ballard and Clanchy suggest that within this context there are four aspects of university education as being worthy of attention.[4] These aspects are briefly summarised below.

Variations in teaching and learning styles
Students who come from a cultural background and who follow a passive learning style that does not encourage questioning, analysis and a critical approach believe that it is inappropriate and improper to raise questions and criticisms in the classroom. Ballard and Clanchy draw on the research by Cottrill [1987], Samuelowicz [1987] and Bradley and Bradley [1984] to show that the role of the teacher in Southeast Asia is to be a transmitter of knowledge, that these students viewed their Australian counterparts as being disrespectful of their teachers and that student responses to questions must be to reproduce what the expert (the teacher) has declared. Ballard and Clanchy [1991: 18] state clearly that, "Such attitudes stem from and reinforce the authority of the teacher in the Asian classroom."

The roles of teacher and student
As has already been alluded to above in many Asian traditions the teacher is accorded great respect. Furthermore these teachers are responsible for the moral and spiritual development of their students. The teacher is expected to provide clear and unambiguous materials, lecture summaries, revision notes or model answers to typical examination questions. Equally students have a clear role to fulfil. They should be diligent, careful and hard working. Failure in a course reflects poorly on the teacher who has not performed adequately. In the Australian context the teacher takes pride in encouraging independence, failure is attributed to the student, respect is not automatic and lecture attendance is not necessarily mandatory. Many of these overseas students find Australian students disrespectful, calling their teachers by their first names, remaining seated when the professor enters the room, or walking through the door ahead of a tutor. Clearly, according to Ballard and Clanchy, there is a mismatch of expectations.

The nature and function of assessment
Ballard and Clanchy [*ibid*: 21] show that students who come from a well established system of education that places store by memorisation and recall of class materials with conscientious rereading, relearning and practising of examination questions are not well prepared for the Australian assessment system. Failure at the university level after a record of continual success may represent a significant loss of face.

[4] A contemporary paper written by Hewitt [2001] confirms the continued existence of some of the dilemmas presented by international students. He provides evidence of the different cultural attributes of Chinese accounting students relative to their Australian peers, in respect of learning style preferences, learning strategy adoption, and academic achievement in an Australian environment. The issues therefore appear not to have changed since Ballard and Clancy [1991].

> The very flexibility and critical specificity which are the hallmarks of quality in our assessment system cannot be achieved by such rigid and simplistically targetted (*sic*) preparation. [*ibid*: 22]

The perplexities of plagiarism

Ballard and Clanchy [*ibid*: 21, 22] confirm what most university lecturers find when they teach overseas students who come from a tradition that does not have the Western view of plagiarism.

> In a Confucian, Buddhist, Hindu or Islamic society, for example, the ability to quote from the sacred writings, from the sayings of the sages, from the words of leading scholars is the essence of scholarship. . . . it is not necessary to provide a precise reference . . . for it is assumed to be common knowledge among educated people. [*Ibid*]

It is clear that "our concept of plagiarism" is "peculiarly culture-bound." [*Ibid*]

Teaching and Learning Strategies

It might be suggested that international students come to Australian Universities[5] for one or more of the following reasons:

- There is no equivalent institution in their homeland
- They value the prestige/status of the particular Australian university
- The University offers a course or combination of courses that the student particularly wishes to study
- The student plans ultimately to work or live in Australia.

Given that the student believes the particular Australian university will best meet his/her specific educational needs, it might not be unreasonable to expect the overseas student to adapt to the style and culture of the educational experience of the university. Clearly there would be a need for the university to accept a measure of responsibility for facilitating the student's learning experience. This might be achieved by such means as: a pre-semester orientation program in which the culture and style of the learning expectations of the university are spelled out; by providing an ongoing orientation program (one seminar/lecture a week for those overseas students who wish to attend); and by informing university staff of the peculiar needs and difficulties faced by overseas students.

The onus for making necessary adaptations does not rest on the university alone. The student who willingly comes into the Australian context should be prepared, ultimately, to adapt to that context as far as is practical. Arguably a compromise is required. Clearly though the lecturer should demonstrate that the Australian/Western learning style is different (not better) but worthwhile practicing in this context. In most cases, while students may be neither

[5]For the purposes of this paper the United States, the United Kingdom or any other country name could be substituted.

willing nor able to totally change to an Australian/Western learning style, they will certainly like some aspects of it. As with the negotiated curriculum there is a place for the negotiated learning/teaching style. This can occur to the satisfaction of both the Asian student and the Australian instructor.

Box [2001] argues that in order to deal with student diversity universities need to find other ways of teaching rather than sticking to the traditional lecture and tutorial framework. She suggests that students should be engaged in the learning process. So for example, she suggests that classes be based on project meetings emulating industry. The lecturer can be actively involved in group meetings to ensure participation by group members, especially those from divergent cultural backgrounds.[6]

Radloff [in Murphy, 1998: 47ff] suggests, amongst others, that when lecturing[7] to international students, the following has proven useful:

- Share personal experiences of different cultures
- Establish clearly how lectures will be run
- Overcome language barriers by paying attention to such things as the speed of delivery and idiomatic usage
- Make lectures culturally inclusive and respect cultural diversity

> Your own expectations and those of your students may be at variance from time to time, and both of you may experience frustration and difficulties but don't despair or give up. Instead, celebrate and build on diversity rather than treating it as an obstacle to learning. Your students are your best learning resource. The more diverse their backgrounds, the richer will be their learning experience and yours. [*Ibid: 52*]

Bull [2001] provides a timely reminder that communication is a complex area of knowledge and skill, which are highly dynamic and changeable as situations and contexts change. The addition of cultural dimensions to this already complicated process gives a real challenge. Furthermore she argues that people new to Australia can be made to feel more welcome and accepted by the way they are befriended and the way that words are chosen when engaged in conversation. She also suggests that the same approach should be applied in the lecture hall and that learning something new can be inhibited as a result of an unconscious rejection to do away with the old skills. This inhibition produces conflict between the old skills or knowledge learned in the past and the new skill or knowledge being offered.

---

[6] In her paper she suggests that this approach be applied to teaching information systems development (ISD) but a wider application is clearly within the spirit of her paper.

[7] Similar helpful concepts relating to the tutorial environment are developed in a parallel volume - Pat Bertola and Eamon Murphy, 1994. *Tutoring at University: A Beginner's Practical Guide*. CEA Publications, Curtin University of Technology.

An Avondale colleague (Jane Fernandez) notes that:

> Some opportunity should be provided early in the education experience for Asian students to express and be affirmed of their distinctive values and world views. In this regard, students need to be valued as ambassadors from the East who have as much to bring to Australia, as Australia has to give to them. I notice the pressure students have to Christianise their names because of the strangeness of what seems to some like exotic names. I think it would help if lecturers made it a point to refer to the students by their Asian names. Talk to them if necessary or where possible about the meanings of Asian names. Provide them with the opportunity of sharing their language and the rich symbolism of Eastern languages wherever possible.

Clearly her comments resonate with those expressed by Bull.

Ballard and Clanchy [1991:34-37] suggest that relating to lectures the instructor should focus on two key objectives, which they feel, will address possible solutions:

1. Improving comprehension
   Strategies include the taping of lectures, visual backup, and explicit direction on the use of particular textbooks or supplementary readings. They also suggest proper provision for question and answer sessions with overseas students.

2. Encouraging a more independent approach
   The most effective strategy appears to be the provision of a model of the approach that is required. In other words, "How would I approach this?" They suggest that the lecturer set out the ". . . explicit intellectual strategies you use as an experienced scholar in your field." This could include demonstrating how the lecturer would go about questioning sources or reading, evaluating and exploring consequences.

While it can be argued that these concepts should already inform normal lecturing practice, in real terms it is more likely that the needs of international students are only being obliquely addressed in the Western University system.

A contrasting view is taken by Zhang [2001] who argues that the view of Chinese students as reproductive and surface learners is subject to challenge and draws on the works of Niles [1995], Volet and Renshaw [1996] and Biggs [1996] to support her contention. She argues that:

> . . . memorising and reproducting (sic) is the initial stage in the process of internalising and transforming new information when the learner is faced with linguistic and cultural difficulties simultaneously. [Zhang, 2001:11]

Hewitt [2001] argues that there is a general misconception that students who have completed their secondary studies in Asian countries are more likely to adopt surface learning approaches to studying than students educated in western countries. He draws on the work of Kemper and Gow [1991] who found that this was not the case. By contrast, Tan and Biggs

[1996] suggest that the less able student may use this approach as a survival technique. More recent research [Chou, Taylor and Su, 1999] suggests that deep and surface learning strategies are not necessarily mutually exclusive.

Fernandez provides some support for this view when she says:

> With regard to different learning styles, I think that the problem is not just wanting to fall back on rote learning. I do believe that Asian students do treat their teachers as icons of authority, etc. But more significantly, they have always been taught to speak with respect. In this case, many will resort to silence rather than disagree and offend someone. Silence in Eastern terms is also a language. Lecturers may need to read body language as a means of communication.

Western teachers need to understand this fact and be prepared to build on it.

Zhang (2001) documents certain challenges facing Chinese students entering the Australian context which when suitably modified generate teaching and learning strategies which might be of use to the university lecturer. Therefore university lecturers should:

3. Ensure that students understand the context and concepts of the academic discipline.
4. Be sensitive to the development of English language competency. Use local students to assist with mastering English usage.
5. Be aware of the educational and cultural context of the student.
6. Be well briefed on the value systems and social norms of the international student.
7. Phrase and rephrase questions to make certain that foreign students have adequate opportunity to phrase their own questions.
8. Suggest strategies for understanding key concepts like definitions. For example, encourage students to write explanations in the margins of textbooks.[8]

Institutional remedies could include the following:

1. Appoint an International Student Advisor who could run or coordinate a pre-semester orientation program and any required ongoing seminars. This person could also act as the primary academic advisor.
2. Run in-service training sessions for teaching staff on all of the areas relating to cultural matters and classroom presentation strategies.

One of the key facts that a Western educator has to realise is that:

> One quarter of the world's people live in Mainland China, yet the country remains a mystery to most Americans. [Watne and Baldwin, 1988:139]

[8]Zhang [2001] notes that: A common strategy the informants adopted is the 'preview method' to prepare themselves for the lectures and tutorials. They first assume that certain topics or certain articles would be covered in a particular lesson according to the unit outline, they read those articles through before going to class so that they have a rough idea about the new concept or arguments.

Furthermore:

> Even although China has had an organised system of higher education for more than 2000 years, few Americans know much about it. [*Ibid: 153*]

While these two references target the audience for which it was written, American accounting educators, they could easily represent attitudes of other Western educators. Hofstede [1987:18] provides a timely reminder that:

> . . . in South East Asia amazing feats of project management like Borobudur were achieved centuries before North America had even been discovered by its present inhabitants, and at a time when most of Europe was in a state of barbarism.[9]

From the outset Western educators need to realise that Asian students come with an extended history and culture that transcends much of Western thought. Cultural superiority should therefore not be part of Western education. The contact should rather be viewed as an opportunity for the enrichment of European management thought. Hofstede [1988:20] suggests that there is also an opportunity for synergy with the combination of Western analytical thinking and the synthesis abilities of Eastern thinking.

International Business texts[10] refer to the difficulties of transferring staff from a domestic to an international assignment and suggest that similar problems might arise where a domestic assignment requires a direct interface with foreign nationals. This type of difficulty might equally be applied to a university lecturer having to contend with foreign students. This no doubt might even be a greater problem if such a university lecturer is not first briefed on the potential pitfalls of such an assignment. How much more important would it be for an Australian lecturer to be formally prepared for the teaching assignment in an affiliated offshore campus situation. Perhaps formal briefings, not too dissimilar from those recommended for business personnel on such assignments, should be mandatory prior to such an assignment.[11] Strategies to address this issue could include the following [based on Pulatie, 1985:22-24]:

---

[9]The Borobudur Temple is one of the Seven Wonders of the World located at Borobudur District, South of Magelang, Central Java, built by Sanmaratungga in the 8th century and belongs to the Buddha Mahayana and was revealed by Sir Thomas Stanford Raffles in 1814.

[10]John D Daniels and Lee H. Radebaugh. 1998. *International Business Environments and Operations*. 8th Ed. Addison-Wesley, Reading Mass.; Michael R. Czinkota, Ilkka A. Ronkainen and Michael H. Moffat. 1999. *International Business*. 5th Ed. The Dryden Press, Fort Worth.; Michael R. Czinkota, Ilkka A. Ronkainen, Michael H. Moffat and Eugene O. Moynihan. 2001. *Global Business*. 3rd Ed. Harcourt Publishers, Fort Worth.

[11]There is an extensive literature base to draw on in this regard. Some of these references include: Neal Nadler, "How Do You Insure Success of Managers Going Abroad?" *Training and Development Journal* (December 1985); Rosalie Tung, "Selection and Training of Personnel for Overseas Assignments," *Columbia Journal of World Business*. 16 No. 1 (Spring 1981): 69 - 78; E Harari and Y. Zeira, "Training Expatriates for Assignments in Japan," *California Management Review*. 20, No. 4 (1977): 56 - 61.

1. Establish a selection process.
2. Establish what the person's expectations are for the assignment.
3. Select the best candidate, ie choose the right person who should be open-minded, flexible and tolerant.
4. Familiarise the person with the location.
5. Provide adequate administrative support.

If there is only one faculty member who can teach a particular unit then clearly that person is the only one that can be sent to the offshore location. However, such an individual might require careful coaching in preparation for the assignment. A valid alternative might be the use of a guest instructor experienced in international teaching on a short-term appointment.

CONCLUSION

This exploratory paper set out to evaluate culture, the process of education and the cultural confusions relating to the expanding presence of Asian students in the Australian university system. It demonstrated that Asian students often experience difficulties relating to subject presentation. The perception is that their particular cultural background emphasises a passive learning style with the focus on recalling scholarly material with little critical analysis, which is the cornerstone of higher education in the Western world. Teachers are viewed as transmitters with assessment expected to be focussed on how well they can recall and repeat information. It suggested that Australian university instructors need to be made more aware of these differences in the face of increased enrolment from the region. Specific strategies are suggested to prepare lecturers for their contact with these students, placing emphasis on improving comprehension and a more independent approach to learning. The selection and training needs of Australian lecturers for their contact with Asian students are also brought into focus.

REFERENCES

Australian Vice Chancellors' Committee. 2001. *Commonwealth Government Outlay on Higher Education Institutions: Total Grants Net of HECS Income Per Planned and Actual EFTSU*, Canberra: AVCC. Cited in Hewitt.

Ballard, B & Clanchy, C. 1991. *Teaching Students from Overseas*. Melbourne: Longman Cheshire.

Bertola, P & Murphy, E. 1994. *Tutoring at University: A Beginner's Practical Guide*. Perth: CEA Publications. Curtin University.

Biggs, J.B. 1996. Western Misperceptions of the Confucian-Heritage Learning Culture in D.A. Watkins and J. B. Biggs (Eds.), *The Chinese Learner: cultural psychological and contextual influences*, Hong Kong: CERC.

Box, I. 2001. *Engaging students in learning: it's about what they do*. Unpublished paper presented at the conference on Tertiary Teaching and Learning, Darwin, July 2 - 12, 2001.

Bull, B F. 2001. *Home and Away - Cross-Cultural Communications*. Unpublished paper presented at the conference on Tertiary Teaching and Learning, Darwin, July 2 - 12, 2001.

Chou, T, Taylor, E & Su, H 1999. The effects of learning tendencies, learning approaches and learning habits on academic achievement: Evidence from Taiwanese college accounting students. In Martin, K. Stanley, N. & Davison, N (Eds), Teaching in the Disciplines/Learning in Context: 76-83. Cited in Hewitt.

Cottrill, L. 1987. *Language Skills, learning skills, teaching skills*. Paper presented at the Australian Linguistics Society Conference Canberra. Cited in Ballard and Clanchy.

Czinkota, M, Ilkka, R, Ronkainen< A & H. Moffat, M.H. 1999. *International Business*. 5th Ed. Fort Worth: The Dryden Press.

Czinkota, M, Ilkka A. Ronkainen, Michael H. Moffat and Eugene O. Moynihan., 2001. *Global Business*. 3rd Ed. Fort Worth: Harcourt Publishers.

Daniels, J.D.& Radebaugh, L.H. 1998. *International Business Environments and Operations*. 8th Ed. Addison-Wesley, Reading Mass

Fernandez, J. 2001. Personal correspondence with writer.

Harari, E. & Zeira, Y. 1977. Training Expatriates for Assignments in Japan. *California Management Review*. 20, No. 4 (1977): 56 - 61.

Hewitt, M.R. 2002. *The Internationalisation of Accounting Programs of Australian Universities: Observing Cultural Influences on Learning*. Unpublished paper presented at the 2002 Annual Conference of the AAANZ Perth WA, July 8 - 10, 2002.

Hofstede, G. 1987. The Applicability of McGregor's Theories in South East Asia. *Journal of Management Development*, Vol. 6 No. 3.: 9 - 18.

Hofstede, G. 1988. The Confucius Connection: From Cultural Roots to Economic growth. *Organisational Dynamics*. Spring 1988: 5 - 21.

Kemp, D. 1999. *Higher Education Report for the 1999 to 2001 Triennium*. Commonwealth of Australia, Canberra.

Kemp, D. 2001. *Higher Education Report for the 2001 to 2003 Triennium*. Commonwealth of Australia, Canberra.

Kemper, D. & Gow, L. 1991. A challenge to the anecdotal stereotype of the Asian students. *Studies in Higher Education*, 16: 117-128. Cited in Hewitt.

Marginson, S. 2001. *Submission to Workplace Relations, Small Business and Education References Committee No. 81*, Melbourne: Monash Centre for Research in Education. Cited in Hewitt.

Murphy, E. 1998. *Lecturing at University*. Perth: CEA Publications. Curtin University.

Nadler, N. 1985. How Do You Insure Success of Managers Going Abroad? *Training and Development Journal* (December 1985)

Niles, F. S, 1995. Cultural Differences in Learning Motivation and Learning Strategy: a Comparison of overseas and Australian student at an Australian University in *International Journal of Intercultural Relations.* Vol 19, No. 3, pp. 369-385. Cited in Zhang.

Organization for Economic Cooperation and Development. 1999. *Relative proportions of public and private funds for educational institutions*. 14, 2: 137-153. Cited in Hewitt.

Pulatie, D. 1985. How Do You Ensure Success of Managers Going Abroad? *Training and Development Journal*. December 1985: 22 - 24.

Samuelowicz, K. 1987. Learning problems of overseas students: Two sides of a story. *Higher Education Research and Development*, vol. 6, no. 2, 121 - 33. Cited in Ballard and Clanchy.

Tang, C and Biggs, J. 1996. How Hong Kong Students Cope With Assessment. In D.A. Watkins and J. B. Biggs (Eds.). *The Chinese Learner: cultural psychological and contextual influences*, Hong Kong. Cited in Hewitt.

Tung, R. 1981. Selection and Training of Personnel for Overseas Assignments. *Columbia Journal of World Business*. 16 No. 1 (Spring 1981)

Volet, S. & Renshow, P. 1996. Chinese Students at an Australian University: adaptability and continuity in D.A. Watkins and J. B. Biggs (Eds.). *The Chinese Learner: cultural psychological and contextual influences*, Hong Kong, CERC. Cited in Zhang.

Watne, D. A. and Baldwin, B.A. 1988. University-Level Education of Accountants in the People's Republic of China. *Issues in Accounting Education*. Vol. 3 No. 1. Spring 1988.

Zhang, Q. 2001. *Exploring cross-cultural learning experience in Australia - research in progress*. Unpublished paper presented at the conference on Tertiary Teaching and Learning, Darwin, July 2 - 12, 2001.