



THE AUSTRALIAN NATIONAL UNIVERSITY

THE GRADUATE SCHOOL

**English Language Assistance And Other Forms Of Academic
Support For Overseas Graduate Students**

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THE GRADUATE SCHOOL

Overseas Students Committee

English language assistance and other forms of academic support for overseas graduate students

A discussion paper

The Graduate School Committee on Overseas Students, at a meeting on 15 June 1993, requested that the Study Skills Centre co-ordinate the drafting of a discussion paper outlining issues relating to the English language needs and other academic support requirements of overseas students in the Graduate School. The first section of this paper presents data relating to the growth and distribution of overseas graduate students at ANU over the past decade, including changes in countries of origin and in enrolments in research and coursework degrees. The second section outlines some of the issues relating to levels of English language competence and to the commitment of the University to providing an appropriate educational response to the special needs of these students. The next section discusses the strengths and weaknesses of possible measures to meet the needs of these students. A final summary of issues and recommendations is provided.

1 The growth and distribution of overseas graduate students at ANU, 1983-92

[See Appendix for Tables 1-4, based on data from the annual ANU Statistical Handbooks and from information supplied by NCDS.]

- a. The number of overseas graduate students at the ANU has increased 57% over the past decade, from 353 in 1983 to 556 in 1992 (see Tables 1a/b). Not only have the overall numbers increased but there have been some significant shifts in proportions of students coming from particular language and cultural backgrounds. Whereas the number of students coming from an English language and Western cultural background have decreased by close to 20% (104 to 80), there has been an increase in the numbers of Pacific Island students (14 to 35) and the number of Asian students from a non-English language educational background has increased by over 150%, from 83 in 1983 to 211 in 1992.
- b. Table 2 sets out the enrolment of overseas students by degree level and by IAS/Faculties. The number enrolled for a PhD degree has increased by approximately a third (from 215 to 302), with the bigger increase in the IAS. The Master degree enrolments have increased only modestly (from 95 to 114). The most spectacular growth has been in the Graduate Diploma and other sub-Master degrees where the numbers have increased from 28 to 117, again most markedly in the IAS. This pattern of sub-Master enrolment can largely be accounted for by the growth in the IAS of NCDS by nearly 200% (from 57 overseas coursework students in 1983 to approximately 127 in 1992) and in graduate courses in the Faculties of Forestry and Economics.
- c. The concentrations of overseas graduate students in particular Schools and Faculties are shown in Table 3. Once again the role of NCDS is significant in accounting for the RSPAS and RSSS totals. The ANU Statistical Handbooks do not provide sufficient information to break the 93 Science graduate enrolments into respective departments. In 1992 the significant

concentrations of overseas students occurred in RSPacS (204, of whom 119 are in NCDS), the Science Faculty (93), RSSS (55, of whom the majority are in NCDS), and the Arts Faculty (40).

d. The breakdown for 1992 between enrolments in research degrees and in degrees which are wholly or partly coursework is presented in Table 4. There were approximately 328 overseas students enrolled in research degrees, of whom 220 were in the IAS and Centres. Approximately 201 overseas students were enrolled in degrees involving coursework, of whom 134 were in the IAS. Again, the NCDS enrolments of 127 students in degree programs involving coursework accounts for a substantial proportion of the IAS total.

These data indicate some significant changes over the past decade which need to be reflected in the supervision and teaching practices within the Graduate School and in the University's provision of appropriate services to meet the needs of these students. The three main changes are:

- (i) a shift in the proportions of students coming from the four linguistic/cultural background categories, with students from a non-English language Asian background forming half of the total number of overseas graduate students in the University.
- (ii) a growth in the number of students enrolled in sub-Master degrees, which are taught wholly or partly by coursework.
- (iii) a concentration of overseas students, particularly at levels below the PhD, in four locations in the University: RSPacS and RSSS (largely but not wholly accounted for by NCDS enrolments), the Science Faculty and, to a lesser extent, the Arts Faculty.

2 Factors influencing the academic progress of overseas graduate students

The ANU has a long tradition as an international as well as a national university. The staff have considerable experience in teaching and supervising overseas students, in working with overseas colleagues and, in many cases, teaching or undertaking research outside Australia. Like all other Australian universities, the ANU has accepted the AVCC guidelines for meeting the special needs of overseas students within a tertiary institution (AVCC, *Code of Ethical Practice*, 1988). With the gradual shift to fee-paying students, both market forces and contractual obligations require that the University commit itself to the provision of suitable courses and methods of teaching, adequate research facilities and appropriate academic support for all overseas students it chooses to enrol. Some of the implications of this commitment are outlined in this section.

2.1 English language competence

It is likely that all but 80 of the 556 graduate students enrolled at the ANU in 1992 will require some assistance in coping with the English language demands of their graduate studies, over and above that available to all students through the regular work of academic staff as supervisors and lecturers and through the supplementary support provided by the Study Skills Centre. Except for some students enrolled in NCDS programs which have special support provisions (see 3.2.b below), all these students have had sufficient English language training to enable them to meet the minimum ANU English language competence requirements (ELTS average score of 6.5 with no score lower than 6, or TOEFL 570 with a score on the additional writing test of 4.5). These tests, while considerably better than the old Australian Government SST test used till the late 1980s, only measure formal competence in language skills. They are not predictive of capacities

for further development of English competence, nor do they measure the student's competence in the specialized language of a particular discipline. There may be a case for some flexibility in entry scores, depending on the intensity of language demands of a particular course of study and on the additional language and academic support built in to the degree program. However, these minimum scores are those adopted by most research universities in Australia, and they are taken to indicate that a student has acquired a sufficient general competence to be able, **with further assistance**, to meet the demands of academic study in Australia.

Whereas the competence of individual students may vary considerably across the skills of speaking, listening and reading, nearly all non-English speaking background (NESB) students have to struggle to produce competent writing in English in the style characteristic of the disciplines in which they are studying. Different disciplines and courses also place different emphases on particular language skills, with some (particularly in the Arts and Social Sciences) requiring near-native fluency in writing. Prior **general** language training, such as is offered in Language Centres in home countries and by ELICOS courses in Australia, cannot provide these students with the particular disciplinary language competencies they need for their studies. Similarly, pre-course language training (the "fix up their English in six weeks before the start of term" model) has very limited benefit. A more useful model for such preparatory courses has been developed by NCDS which offers a separate course for each of its four programs. These courses are open to both overseas and Australian students and cover not only an introduction to each specific discipline but also develop statistical, academic and language skills within each disciplinary framework.

However, in all cases there is a need for **continuing and concurrent language support** throughout the whole of the student's degree studies (and in particular if a thesis or extended research paper has to be produced in the later stages of the course).

An NESB overseas graduate student will be likely to suffer from some or all of the following disadvantages, by comparison with Australian students:

- (i) real difficulty, at least initially, in comprehending lectures, instructions and general conversation;
- (ii) problems in speaking confidently, clearly and fluently, both in academic and general settings;
- (iii) slow rate of reading and processing written materials, and especially developing the skill of critical reading;
- (iv) serious problems in expressing ideas and developing arguments in writing.
- (v) significant disadvantage when writing under time pressure, as in formal exams.

The degree of pressure of language demands on these students will also vary depending on their degree enrolment: coursework degrees place much more continuous and heavier demands on students all through their first year than do some research degrees which may give students two years of gradual language development before they have to produce a major piece of writing. If coursework students are placed in mixed classes with Australian graduate students, and particularly if they are placed in later or Honours year undergraduate courses, they are at a severe disadvantage. Students who have to complete written examinations requiring essay-style answers, written under time constraints and without the possibility of revision, nearly always do more poorly than in their term work when they have had time to rework and revise every piece of assessment. **Experience suggests such students will drop at least one grade in their examination results.** In some courses these students are given extra time, in recognition of their

language disadvantage, but this can raise issues of equity for both first and second language Australian students.

2.2 Adapting to a different academic and intellectual culture

Although most ANU academic staff and all overseas NESB students recognize that English language competence is a crucial component of academic success, there is a temptation to assume all academic problems derive from inadequate English and therefore that more training in English or insisting on a higher language entry level is a realistic solution. Regardless of their English language competence, some overseas students lack training in specific skills, such as computer or statistical skills, practical lab work, advanced library research, etc.; and these gaps can usually be relatively easily remedied by a short course or special instruction, as in the NCDS model mentioned above.

More serious, because more fundamental, are problems deriving from a mismatch between the academic and intellectual culture of the student's home country and that which prevails in Australian graduate studies. [For an extended discussion of this point, see Ballard & Clanchy, *Teaching Students from Overseas*, 1991, esp. ch.2.] The unexpected, and largely unexplained, expectations which underpin the role of the graduate student and the role of the supervisor or lecturer in an Australian university, and the relationship between the two, can be bewildering and frustrating to a student brought up in an obviously or subtly different educational culture. For example, in many societies students are not accustomed to discuss or argue about ideas and issues with their academic superiors; they may never have had an opportunity to initiate, design and undertake any independent study (even to the level of a short research paper); they may regard academic staff who do ask students to 'think for themselves' or 'work it out for themselves' as being either poorly qualified or lazy for they are not fulfilling these students' view of the proper role of a teacher.

This frustration is shared by the supervisor or lecturer who, misunderstanding the motivation for such reticence by overseas students, may dismiss them as being generally 'unable to think for themselves' and so incapable of independent graduate study. Here the Australian staff member is also working from a cultural base, but one that is largely 'invisible' because it is assumed to be universal.

Clearly when overseas graduate students enrol at ANU they do so in order to get an ANU degree and to gain from the perspectives and skills inherent in the Western intellectual tradition. However the intellectual and cultural shift that this entails for students places a particular demand on academic staff to serve not merely as their instructors but also as their guides, interpreters and initiators into the Australian academic culture. To do this, staff themselves first need to be aware of their own cultural and disciplinary assumptions and be confident that they can articulate clearly what it is they expect from students working at graduate level in their discipline. Then they need to take time with these students to make explicit the expectations underlying each new academic or practical task they set. They need to assist these students to gain new skills (maybe looking at more than one draft of assignments, papers and thesis chapters; maybe supervising their lab work closely, or setting aside extra time to discuss their thesis proposals and research designs). They need to recognize clearly the cultural dimensions of their own academic practice so that they can help these students adapt to unfamiliar practices (for example, making clear the remarkably difficult 'cultural' concept of plagiarism and the underlying assumption that knowledge is personal property).

The University, if it is to follow international best practice and provide overseas graduate students with a good chance of success, may need to provide training and incentives for academic staff to work closely and effectively with these students so that they can adapt successfully to the demands of **our** university system, as well as some sessions to enable the students to understand the adjustments they need to make. For example, in relation to **staff** it might be desirable to include teaching and/or supervision of overseas students as a criterion for appointment and promotion of staff. Seminars, probably on the basis of cognate Programs, might be given for staff on issues relating to teaching overseas students. Departments which enrol overseas graduates might be required to develop an explicit policy for meeting the academic needs of these students and for providing staff with the opportunity to develop skills in this area. For overseas students there may be a possibility, again on the basis of cognate Programs within the Graduate School, to develop some 'academic orientation' courses to induct them into the coursework and research demands of graduate study. The timing of such courses must meet the actual interests of the students: it is seldom useful to address issues of cultural and academic adjustment in advance of the start of studies (when students are unaware of the real challenges of their graduate work and are more preoccupied with finding accommodation and making broader adjustments to living in Australia) and such courses are probably best mounted between one to four months after the commencement of studies when students have actually begun to experience the differences in expectations of their academic behaviour and performance.

3 Measures to meet the language and academic needs of overseas graduate students

3.1 English language assistance

For the reasons outlined above, merely raising the entry point of the IELTS and TOEFL language tests will be unlikely to solve the specific problems of NESB graduate students. Moreover such a move would significantly reduce the pool of qualified students who might enrol at ANU and who, on other scholarly criteria, would be considered acceptable for undertaking graduate studies.

There is a range of language training and support services currently available in Canberra. These include:

- (i) **formal English language courses** (largely geared to reaching university entry levels in TOEFL or IELTS tests) which are available at CIT, the University of Canberra ELICOS Centre, and (possibly) ANUTECH. These courses require considerable time commitment (some run for four months, others for a semester full-time), are expensive, and are, for the reasons outlined earlier, not targeted at the appropriate level or disciplinary specialization which would benefit many of the overseas graduates already admitted to the ANU.
- (ii) the **two-semester credit course** "English in Academic Contexts" offered by the Linguistics Dept in the Arts Faculty, which does focus directly on the language skills needed for university study and does take account of disciplinary variations. The course is new in 1993 and has attracted both graduate and undergraduate students who report it has been extremely useful. As the course develops, there may be a capacity to run special tutorial groups for graduate coursework students (for example, in Forestry).
- (iii) the **Study Skills Centre** has an adviser to graduate students who can provide some assistance to overseas students through individual appointments and short courses on

thesis and essay writing strategies. The University English Language Program at the Centre offers lunchtime group sessions on the general skills of speaking, listening and academic writing. Graduate students form the majority of participants in this Program. There is also a second language adviser in the Centre who works individually with students whose problems are more specifically language based.

However the particular and specialized needs of advanced students can only be treated in a general way through these services. Often the most productive assistance can be given by academic staff who are themselves experts in the discourse of their discipline.

3.2 Discipline-based assistance

(a) Research students

Quite properly, the main responsibility for the academic guidance and training of graduate students lies with the **supervisor or supervisory team**. This traditional apprentice relationship in most cases works well. However the additional cultural and linguistic problems of overseas students do place considerable pressures on this relationship; and some supervisors feel they do not have the time, or are unsure of their competence, to deal with these problems which are not within their normal range of teaching or supervisory experience.

Three special types of difficulty face the supervisor of overseas students: uncertainty about a student's intellectual traditions, uncertainty about how best to deal with poor written English, and pressures of time and other commitments which militate against additional supervisory responsibilities.

The first problem of a **dissonance between different academic and cultural traditions** is not insurmountable if the supervisor is able to make explicit to the overseas student the expectations about independent study that underlie the approach to study and research that characterize graduate students at the ANU. The supervisor and student already share a degree of common understanding deriving from the discipline within which they are both undertaking research. The gap in understanding more often occurs in recognizing what is required to develop a critical analysis of a subject, how to construct and justify a research proposal, how to use library, laboratory and other facilities effectively in furthering research, and how to engage fully and confidently in the academic conversation of the discipline. The supervisor is, clearly, professionally best placed to induct the student into this knowledge and to foster the skills needed.

Intimately connected to the dissonance between different traditions is a lack of competence and clarity in using the language of the discipline. The problem of how to handle **poorly written English** is both time consuming and irritating, but it can also be intellectually complex when much of the weakness in language derives from the students' unfamiliarity with the conventions through which to express their ideas and develop their arguments. In some cases students may be quite clear about what they want to express; indeed they are more frustrated than the supervisor when they do not yet have sufficient command of English to give form to their ideas. More often, however, these students lack competence in the formal structures and conventions of the presentation of data, use of sources and the development of reasoned argument within the discipline. Here again, a supervisor is well-placed to assist such students because they are themselves practicing experts in the language and discourse patterns of their particular discipline. In difficult cases they may also want to call on the more specialized assistance of the Study

Skills Centre to develop a joint approach to handling the broader aspects of structuring argument and presenting evidence persuasively.

However almost equally well-placed to provide this assistance are **other research students** or postdoctoral fellows and in many instances there is already an informal network among graduate students within a department. These students are often excellent mentors and editors. Where an overseas student is working on a draft essay or chapter, it is quite possible to provide assistance in clarifying the structure and the language of the paper without the danger of 'ghosting' the ideas or content, which are always the writer's own responsibility. The majority of NESB graduate students want to be able to express the ideas which they already have in a way that is acceptable to their supervisor and that gives life to their inarticulateness; fellow students can certainly also provide some expertise here. Many departments already rely on local graduate students to assist their overseas students in this way and this usually works well - but they cannot be expected to do this on a voluntary basis and they must be paid at appropriate rates for this work. The Anthropology department in RSSS has developed a variant of this solution. This department has long practiced an effective system of requiring NESB students to do small writing tasks right from their point of enrolment so that they can gradually acquire the skills they will need for writing their theses. It has recently appointed a part-time person to assist these students in editing the language of their first drafts before these are handed to the supervisor who can then deal with the further development of the research and the appropriate style of writing anthropology.

The final problem of **time pressures** on a supervisor is, more properly, a matter of departmental management. It needs to be acknowledged that the proper supervision of an overseas student does take more time and intensive work than would be required for a local student; and an allowance or weighting should be made in recognition of this reality. Possibly the number of overseas students allocated to any one supervisor should be limited; possibly the supervision of an overseas student should be weighted more heavily. For example, in a research institute in Holland it is officially recognized that the supervision of two overseas students is an equivalent load to the supervision of three local students (OECD conference, Hiroshima, 1987). Some equivalent variation in supervision load would enable supervisors to devote the necessary additional time and energy to their overseas students without resentment at feeling unfairly burdened.

(b) Coursework students

These students face particularly urgent pressures to make the cultural and linguistic adjustments outlined above. From the start of their courses they need to perform at a consistently high level for, unlike research students, their work is continuously assessed and graded. Moreover their one-year or 18 month course allows very little time for the gradual process of language and intellectual development.

If these students are enrolled in courses which are set up for them, as for example in NCDS, then the pressures are somewhat reduced as the styles of teaching and presentation will be adapted more to their needs by the lecturer and they will not be 'competing' to the same extent with first language local students. Here the NCDS model provides the optimum solution; special language and study advisers are part of the staffing structure of each program and they work closely with lecturers in developing the students' language and academic skills within each discipline. Such a solution is viable wherever there is a significant number of overseas students in a coursework degree.

The MIR program, which enrolls both local and overseas students, has developed significant adaptations for overseas NESB students. The program has assigned a tutor to run a weekly seminar on issues relating to academic adaptation, as well as providing more general assistance on research and writing skills not merely for NESB students but is available for all students in the program. The overseas students are permitted to take up to two years to complete the requirements of the one year MA; in the first year they enrol in fewer courses, audit the linguistically and intellectually difficult theory course (which they take in their second year), and undertake other activities to prepare them for the independent research paper that must be completed by the end of the course. The convenor of this course reports that the overseas students have responded very positively to this more graduated program and produce work of very high quality. On a more limited approach is taken by the Forestry department which funds a 'writing consultant' available to assist all graduate students in the production of their essays and theses. In all three cases the tutors/advisers are working from within the discipline and in close contact with the lecturers and supervisors.

The most severely disadvantaged overseas graduate students are those who are enrolled in small numbers in coursework programs which have been developed primarily for the needs and interests of Australian students. These students are isolated by their lack of fluency in English, their lack of familiarity with the teaching system and the resources of the university, and by the pressures of cultural distinctiveness. It is not reasonable to expect the lecturers to alter their normal teaching patterns for overseas students who may form only a small minority in their class. Yet these students do not share the same educational backgrounds as their fellow Australian students and they are seldom equally experienced in the regular production of extended written work, in using computers or specialized computer packages, or in participating in the quick and critical discussions that take place in tutorials and seminars. Their very isolation makes the provision of systematic assistance a problem. It is possible that the Graduate School Programs, which often span a number of coursework degrees, may be able to mount special seminars for these students or appoint a part-time adviser from the staff to be responsible for advising and assisting them. At present coursework students are generally the poor relations in the Graduate School; the overseas coursework students are even more neglected.

Some universities have developed systems of student 'peer-pairing' which might be suitable in our coursework programs which have a small number of overseas graduate students. These systems generally involve a formal pairing of a local and an overseas student for at least the first semester of a program, with the students making contact over both academic and non-academic issues. Recent research in Canada and Australia suggests that such schemes assist overseas students in adjusting to the new academic setting and improve their retention and success rates, while at the same time benefiting the local students by giving them international perspectives on issues relating to their studies (Westwood & Barker, 1990). The MBA program at RMIT is currently experimenting with peer-pairing (Bigelow et al, 1992) and has reported very favourably on its success. The experience at Flinders University suggests that forming small groups rather than one-to-one pairing may be a more effective approach, at least for coursework students (Lynne Sealie, IEO).

Summary

In meeting the ANU's commitment to maintaining a high quality of graduate work, the following issues need to be considered:

1. The overall number of graduate students is increasing; students from non-English Asian background now form half the total graduate enrolment; and the number of students enrolled in sub-Master coursework degrees has quadrupled over the last decade. [s. 1]

2. English language entry levels, as measured by international tests, are an indication, not a guarantee or a prediction, that a student has acquired sufficient general language competence to be able, **with further assistance**, to meet the demands of academic study in Australia. [s. 2.1]

2.1 If English language entry levels are lowered, additional language and academic support must be provided both prior to and during the degree course; if entry levels are raised there is no assurance that these student will perform better academically.

2.2 If students are enrolled in language-intensive courses (e.g. in the Humanities and Social Sciences) or have to satisfy continuous assessment or exam requirements, their academic performance is likely to be lowered by their lack of fluency in English.

3. Students coming from other cultural, linguistic and educational backgrounds have to make significant adaptations to their styles of studying on entering graduate courses at the ANU. [2.2]

3.1 The Graduate Programs (or cognate Programs) may consider mounting academic orientation sessions for these students between one and four months after the commencement of their courses.

4. Academic staff who teach overseas students need to be aware of their own culturally-based academic assumptions in order to assist these students make a smooth transition to graduate work.

4.1 Recognition needs to be given that successful teaching and supervision of overseas students places heavier demands on the time and skills of academic staff (e.g. maybe in terms of promotion criteria, supervision and teaching loads).

4.2 The Graduate Programs may develop seminars or other sessions for staff on issues relating to the teaching of overseas graduate students.'

5. There is a range of language and academic support services on campus (including "English in Academic Contexts", a credit course in the Dept of Linguistics) but such services are **supplementary** to the support provided within the discipline-based course, Program or department. [3.1]

5.1 In the case of research students, the capacity for providing effective assistance lies within the department or program where it can be soundly discipline-based. This support can be provided both by supervisors and fellow research students, but appropriate recognition needs to be given for these additional demands. [3.2.a]

5.2 Coursework students face greater problems of adjustment, both in terms of language and assessment demands. Coursework programs need to develop support strategies and variations in their structures to enable these students to perform up to the limits of their academic capabilities (e.g. developments in NCDS, the Master in International Relations program, and Forestry) [3.2.b]

References

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APPENDIX

(All statistical data are extracted from the annual ANU Statistical Handbooks and from NCDS)

Table 1a: Overseas graduate students by language/cultural background
(1983, 1987 & 1992)

	1983	1987	1992
1 Eng lang/cult*	104	110	80
2 Eur lang/cult*	17	36	32
3 Eng lang/non-W cult*	138	134	159
3.1 Pacific	14	18	35
3.2 Asia	103	100	91
3.3 Africa	21	16	32
3.4 West Indies	-	-	1
4 Non-Eng lang/ non-W cult*	92	197	220
4.1 Asia	83	187	211
4.2 Mid East	3	1	6
4.3 S. America	6	9	3
5 Other (unspecified)	-	-	65
Totals**	353	477	556

* These categories are based on assumptions about the language and cultural backgrounds of individual students by broad country classifications and probable language of secondary education:

1 Eng lang/cult: Canada, Ireland, New Zealand, South Africa, United Kingdom, USA

2 Eur lang/cult: all European countries, including Cyprus and USSR

3 Eng lang/ non-Western culture: all Pacific Island countries; all African countries; all West Indian countries; and Asia here covers Bangladesh, Brunei, Hong Kong, India, Malaysia, Pakistan, Philippines, Singapore and Sri Lanka

4 Non-Eng lan/ non-Western culture: all Middle East countries, including Mauritania and Turkey; all South American countries, including Mexico; and Asia here covers Burma, China, Indonesia, Japan, Korea, Laos, Nepal, Taiwan, Thailand and Vietnam

** The totals across Tables 1-4 show a discrepancy of 1 for 1987 and between 2 and 4 for 1992. These differences have not been reconciled in the ANU Statistical Handbooks, from which most of the statistical data are taken. (They possibly relate to the slippery "Other" category and to the inclusion of ITA in some but not all calculations?)

Table 1b. Overseas graduate students by language/cultural background, 1983-1992

Year	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
1 Eng lang/cult	104	116	120	113	110	89	72	73	78	?
2 Eur lang/cult	17	21	32	34	36	31	26	32	32	?
3 Eng lang/non-W	138	155	168	159	134	94	109	110	131	159
3.1 Pacific	14	22	26	20	18	11	29	29	28	35
3.2 Africa	21	28	28	27	16	15	15	20	29	32
3.3 Asia	103	105	114	112	100	66	65	61	74	91
3.4 West Indies	-	-	-	-	-	2	-	-	-	1
4 Non-Eng lang/non-W	92	107	118	129	197	138	144	153	183	220
4.1 Asia	83	104	112	119	187	130	140	148	173	211
4.2 S. America	6	2	5	6	9	5	2	3	4	3
4.3 Mid East	3	1	1	4	1	3	2	2	6	6
5 Other	-	8	-	-	-	8	-	58	46	65
Totals:	353	405	438	435	477	360	351	426	470	556

Table 2: Overseas graduate students by degree level and IAS (& Centres)/Faculties, 1983, 1987 & 1992

	1983	1987	1992
PhD	215	307	302
IAS/Centres*	149	236	217
Faculties	66	71	85
Masters	95	78	114
IAS/Centres	53	48	68
Faculties	42	30	46
Sub-Masters**	28	69	117
IAS/Centres	-	35	69
Faculties/ITA	28	34	48
Non-degree	14	24	25
IAS/Centres	4	11	19
Faculties	10	13	6
Totals	353	478	558

* Centres (depending on the year) include CCE, CRES, MSSO, & NCEPH

** Sub-Masters (depending on the year) includes Master's Qual, Grad Diploma, LittB, Legal Workshop, & Other

Table 3: Overseas graduate students by Schools (& Centres) and Faculties
1983, 1987 & 1992

	1983	1987	1992
IAS & Centres	207	330	373
RSBS	23	36	21
RSC	16	23	15
RSES	7	17	10
JCSMR	22	30	15
RSPacS (NCDS)*	70	114 (43)	204 (119)
RSPHysS[E]	17	23	31
RSSS (NCDS)*	50	78 (21)	55 (49)
Centres	2	9	22
Faculties [& ITA]	146	148	185
Arts	41	37	40
Asian Studies	21	22	11
Economics[Commerce]	17	14	33
Law	19	13	6
Science	48	62	93
ITA	-	-	2

* The 1983 figures are not available for the separate MAD and MADE Programs in the Development Studies Centre.

Table 4: Overseas graduate students by research/coursework
and by LAS (& Centres)/Faculties (&ITA), 1992 (total: 560)

	IAS	Centres	Faculties	ITA	Total
Ph D	208	9	85	-	302
MA r*	3+	-	23+	-	26+
c*	65-	-	23-	-	88-
GDip	69	-	42	2	113
Other	19	2	10		31

* Not recorded whether 6 MA sts in IAS and 5 in the Faculties are doing their degree by research or coursework - here they have all been added to coursework totals