

Desiring TESOL and International Education

NEW PERSPECTIVES ON LANGUAGE AND EDUCATION

Series Editor: Professor Viv Edwards, *University of Reading, Reading, Great Britain*

Series Advisor: Professor Allan Luke, *Queensland University of Technology, Brisbane, Australia*

Two decades of research and development in language and literacy education have yielded a broad, multidisciplinary focus. Yet education systems face constant economic and technological change, with attendant issues of identity and power, community and culture. This series will feature critical and interpretive, disciplinary and multidisciplinary perspectives on teaching and learning, language and literacy in new times.

Full details of all the books in this series and of all our other publications can be found on <http://www.multilingual-matters.com>, or by writing to Multilingual Matters, St Nicholas House, 31-34 High Street, Bristol BS1 2AW, UK.

Desiring TESOL and International Education

Market Abuse and Exploitation

Raqib Chowdhury and Phan Le Ha

MULTILINGUAL MATTERS

Bristol • Buffalo • Toronto

Library of Congress Cataloging in Publication Data

A catalog record for this book is available from the Library of Congress.

Chowdhury, Raqib, 1972- author.

Desiring TESOL and international education: market abuse and exploitation/Raqib Chowdhury and Phan Le Ha.

New Perspectives on Language and Education: 37

Includes bibliographical references.

1. Teachers of English to Speakers of Other Languages. 2. English language—Study and teaching—Foreign speakers. 3. Language teachers—Training of. 4. Students, Foreign—English-speaking countries. 5. Students, Foreign—Education. 6. Foreign study—Government policy. 7. English language—Globalization. I. Phan, Le Ha, 1976- author. II. Title.

PE1128.A2C4773 2014

428.0071'1—dc23 2013042276

British Library Cataloguing in Publication Data

A catalogue entry for this book is available from the British Library.

ISBN-13: 978-1-78309-148-5 (hbk)

ISBN-13: 978-1-78309-147-8 (pbk)

Multilingual Matters

UK: St Nicholas House, 31-34 High Street, Bristol BS1 2AW, UK.

USA: UTP, 2250 Military Road, Tonawanda, NY 14150, USA.

Canada: UTP, 5201 Dufferin Street, North York, Ontario M3H 5T8, Canada.

Copyright © 2014 Raqib Chowdhury and Phan Le Ha.

All rights reserved. No part of this work may be reproduced in any form or by any means without permission in writing from the publisher.

The policy of Multilingual Matters/Channel View Publications is to use papers that are natural, renewable and recyclable products, made from wood grown in sustainable forests. In the manufacturing process of our books, and to further support our policy, preference is given to printers that have FSC and PEFC Chain of Custody certification. The FSC and/or PEFC logos will appear on those books where full certification has been granted to the printer concerned.

Typeset by Deanta Global Publishing Services Limited.
Printed and bound in Great Britain by CPI Antony Rowe.

This book is dedicated to our twins

*Sameen Chowdhury
Nishwan Chowdhury*

*Phan Ha Le
Phan Ha Chi*

Contents

Acknowledgements	xi
Preface	xiii
1 Looking into the Problem	1
International Education: From Colonisation to Globalisation	1
International Education's Discursive Links with Colonisation	5
International Education and Globalisation	6
The Myth of the International Student	9
Problematising 'International'	11
Theoretical Orientation: Multiplicity of Discourses and the Apotheosis of Markets	14
2 Power, Discourse, Desire and International Education	19
Foucault and the Production of Knowledge	23
Linguistic Production and the Discourses of Identity	35
Orientalism and the Construction of Identity	38
Interpellation: The Generation and Sustenance of Desire	39
Agency and Autonomy: Appropriation, Negotiation and Resistance	44
Hybridity and the Construction of Identity	45
The Three Foucauldian Spaces of Resistance	49
3 Globalisation, International Education and Questions of Identity	52
The Globalisation Debates	54
Globalisation and International Education: Hyperglobalising Opportunities	57

International Education in Globalisation Discourses:	
Legitimising the Market Mode of Operation	59
Globalisation and the Commodification of Education	65
Commodification and the TESOL Industry	67
Popularity and Fetishism	69
The Merchantilisation of Knowledge	71
Globalisation and Identity	72
Globalising Identity	74
Hyperglobalist Alliances: Partners-in-Trade in a Globalising World	76
Concluding Comments	80
4 Constructing the ‘Truths’ of International Student Subjectivities	82
Established ‘Truths’ about International Students	85
The Ballard and Clanchy ‘Empire of Truths’ about Asian Students	88
5 From Global to Local – Learning Supermarkets in the National Interest: International Education and the Australian Government	95
International Education in Australia: From Aid to Trade to Internationalisation	97
Ministerial Statements about International Education in Australia	103
‘Bigger than wool and close to wheat’: Ministerial Statements as Discourse	110
Specific Institutes: Tantalising with the ‘Real Australia’	111
Australia in the Asian Century and the New Colombo Plan	120
Concluding Comments	121
6 The Fabric of Relations: Desire and the Formation of Choices	124
Interpellation Into the Role of an ‘Elite’ Student Through Exposure to English	124
Choosing with Care: Desiring Australia and University X	137
Choosing with Care: Desiring TESOL	151
Other Factors in Choosing	158
Concluding Comments	164

7	Brokering Identity	167
	English and Identity as a Work in Progress	168
	The Ownership of English – Whose English Do You Speak?	173
	Marketing and International Education: Identities as Open Sites	179
	Education Brokers: ‘Just the signature and it is done!’	179
8	Rika: ‘The Spotlight of Difference’	189
	Foundations of Identity: ‘I chose to accept my difference’	191
	First Contact: ‘I spoke English as nearly my first language’	192
	Final Year at Junior High School: ‘Being cool’	193
	Identity in Crisis: Choosing to be Different	195
	The Spotlight of Difference: Constructing the Self as Other	196
	Forming Choices: Chasing a Naive Dream	198
	Current Impressions: ‘You really don’t have a choice’	201
	TESOL Studies: ‘Relevant but not practically applicable’	202
	Dynamics in the TESOL Classroom: Us and Them	203
	Universities and Marketing: ‘Use university to get the most of it’	204
	Using TESOL in Japan: ‘It is not wasted at all’	206
	Looking Towards the Future: ‘I can speak what I think’	208
	Concluding Comments	209
9	Purchasing the ‘Good’	211
	Current Status and the Future: Expectations, Disillusionments and Disappointments	211
	Concluding Comments	232
10	Reconstructing the Discourses of International Education	234
	Revisiting Old Questions, Seeking New Answers	237
	Constructing the Plurality of Voices	238
	Moving Beyond the Market Discourse	239

Looking Towards the Future: The Need for Change in Dominant Discourses	241
Closing Comments	244
References	246

Acknowledgements

Writing is our passion, and our passion manifested in so many different forms in our journey of writing together. It was sometimes ablaze with argumentative fire, but at other times it was as fluid and gentle as water. We had many academic fights in between, but our friendship was so powerful that it withstood such fights as if they had never happened.

We honour and treasure our friendship, our writing journey and our dedication to the enhancement of international education, of which we have been recipients. We thank the multiple voices featured in this book. We are grateful to the body of literature we surveyed. We are indebted to all the students who shared their narratives with us.

We thank Monash University for supporting our work. We thank Le Thuy Linh for her tremendous help with the references, acknowledging the large volume of references and documents that we have kept over the past decade for this book. We thank the many colleagues who have eagerly listened to us presenting our ideas.

We thank our families, friends and well-wishers, all of whom have played an indispensable part in the making of this book.

We are appreciative of the journeys we have been through. We feel enriched. And the learning continues.

Preface

A Personal Tale

At a conference dinner with colleagues from various Australian and Asian universities a few years ago, we were participating in a conversation about how universities were struggling with shrinking funding from the government. Several colleagues were anxious about their own job security. Many colleagues turned to us and said ‘But at your university you are fine because you have the highest number of international students’. We knew our colleagues meant to say that the tuition fees from international students constituted a significant percentage of the operation budget in our university.

However, not long after this conversation, there was a noticeable reduction in the number of international students enrolling in Australian institutions, and as a result, anxiety about revenue losses was spreading around at high speed. At another seminar in 2011, a colleague asked ‘How is the financial situation at Monash now? As Monash relies heavily on tuition fees from international students, this problem could be severe. The US and UK have attracted many of our international students. My university has cut down a lot of jobs and will announce another job cut in about six months’.

Associating international students with income generation and the financial well-being of an institution has been so normal that many other attributes associated with this student population have been overlooked. This has made us wonder about how an institution positions itself as an international university globally. An international outlook can easily be created by virtue of a large international student body and English-medium programmes, both of which translate into ‘revenue’.

To put it crudely, we can formulate this simple equation:

$$\textit{International students} + \textit{English-medium programmes} = \textit{International university status} + \textit{Incomes}$$

This formula and its variations are often used in promoting universities. For example, the University of Birmingham's international students' web page shows:

Our University: a community where students, partners, alumni, staff and our research create international impact

Le Ha says to Raqib, 'there must be something so attractive about international education to every party involved, in that everyone benefits in one or another way, and this kind of encourages others to consume and co-reproduce the benefits associated with it'. Raqib responds, 'International education and the Apotheosis of the market, hmm'. Yeah, this makes perfect sense. And we keep wondering about international education, 'the promised land' and its complacent citizenry.

A Job Ad: Deputy Vice-Chancellor – International at Macquarie University – Sydney Area, Australia

As we were wandering on our LinkedIn profiles, we saw this job advertisement, placed on 30 April 2013, for the position of deputy Vice-Chancellor – International at Macquarie University in Australia. Below is an extract from the job description taken from the university's website¹:

Macquarie University is one of Australia's leading international universities with outstanding records of accomplishment in teaching, learning and research.... The University is a **very internationally engaged institution with more than 11,000 international students** (our emphasis), multiple *cotutelle* arrangements, significant research collaborations and key inter-institutional partners across the world.

The newly created role of Deputy Vice-Chancellor – International ... is responsible for all aspects of the University's international operations, including recruitment, global programs and institutional collaborations.... **With responsibility for a \$220 million income stream, the DVCI will also require commercial acumen and a strong market orientation** (our emphasis).

Macquarie is seeking to appoint **a progressive leader and innovator who is at the forefront of developments and market trends in international education** (our emphasis). **The role will suit a senior academic** with highly accomplished relationship building and communication skills, and a track record of managing a complex, international portfolio. ...

The language of the market is rife in the job advertisement for this particular senior position, and, in particular, it is curious to note the juxtaposition of ‘a senior academic’ with being at the forefront of ‘market trends’. It is also explicit that ‘international’ here is largely about bringing in more income from international student recruitment. We are almost convinced that the ‘communication skills’ here refer to the prerequisite of effective classroom teaching and learning, rather than a tool for making effective business partnerships. As centrally highlighted in the advertisement, developments and market trends are the very forces that are strongly shaping the mentality, conceptualisation and practices of current international activities and operations at this university, an endeavour and a position which are not particular to Macquarie.

A Stranger’s Account and Us

Phan Le Ha: Raqib, you may want to take a look at this Grand Prize essay ‘English Is Gateway to New Economy, Culture, Soft Power’ by Lee Dong-joon, a student from Hankuk University of Foreign Studies, Korea. It was published on the 31 October 2008 in *Korea Times* (http://www.koreatimes.co.kr/www/news/biz/2013/01/231_33699.html).

The importance of English in Korea is definitely on the rise — there is no doubt about that. For Korea, which lacks in natural resources and is hugely dependent on foreign investment and trade, English is essential since it is what connects us to the world. So the role of English in the Korean economy is also definitely significant but we must be cautious when say this as the economy should not be examined alone since it is correlated with other sectors of a country. Paul Kennedy an American declinist argued in his book, *The Rise and Fall of Great Powers*, that the growth of a nation is a threefold one: simultaneously to provide military security, to satisfy the socioeconomic needs of its citizenry and to ensure sustained growth.

The growth of an economy must therefore be accompanied with a balanced growth of political, cultural, environmental and social sector. Even a rival theorist Joseph Nye criticized in his book *Bound to Lead*, the declinist view by reinterpreting the concept of power — hard power; military and economic power and soft power; the attractiveness of a country’s culture, political ideals and principles.

He also emphasized the importance of a balanced growth of the two different powers, as demise in one will bring down the other. As you can