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《亚洲之声》播客
Ear to Asia podcast

中国留学生如何摸索在澳大利亚的留学生活
How Chinese international students navigate their experience in Australia

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本文为《亚洲之声》（*Ear to Asia*）播客中文版的逐字稿，原版为英文，由墨尔本大学亚洲研究院笔译与口译硕士生制作中文译文与译配音频，音频中所有人声均由学生译者配音，而非原版参与者。相关的翻译与录制工作在墨尔本大学亚洲研究院教师魏安天博士（Dr Anthony Williams）的指导下完成。

英文原版播客：https://melbourneasiareview.edu.au/podcasts/how-chinese-international-students-navigate-their-experience-in-australia/

Description: Despite all the talk of trade wars and other tensions, China remains the largest source of international students worldwide. In Australia alone, there are more than 125,000 China nationals attending higher education, representing 22% of all international university students. Needless to say, these large international numbers provide a massive revenue boon for Australia's cash-strapped institutions of higher learning. But what is the experience of Chinese students here in Australia? Given their large numbers, and their origins from a country that many Australians may view with some ambivalence, how are they being received, embraced or excluded? How are the Chinese students themselves finding ways to cope, or thrive, in the Australian social and academic environment? University of Melbourne researchers Dr Qiuping Pan and Dr Eric Fu join host Sami Shah to explore the complex, often overlooked lived experiences of Chinese international students in Australia.

简介：尽管贸易战等紧张局势持续引发关注，中国仍然是全球最大的留学生来源国。将目光聚焦于澳大利亚，当地高等教育机构目前有超过 12.5 万名在读中国学生，占留学生总数的 22%。不言而喻，对长期面临资金压力的高等教育机构而言，如此庞大的留学生规模已成为巨额收入的一大来源。但身处澳大利亚的中国留学生的实际体验究竟如何？鉴于中国留学生群体规模庞大，又来自一个让许多澳大利亚人态度较为复杂的国家，当地人是如何看待他们？是接纳，还是排斥？在本期节目中，墨尔本大学研究人员潘秋萍博士（Dr Qiuping Pan）和付军博士（Dr Eric Fu）与主持人萨米·沙（Sami Shah）共同探讨中国留学生在澳大利亚的复杂而常被忽略的真实经历。中国留学生又是如何适应澳大利亚的社会和学术环境，甚至在其中实现良好发展的呢？

Sami Shah｜萨米·沙：
大家好，我是萨米·沙，欢迎收听《亚洲之声》。

Eric Fu｜付博士：
A very interesting phenomenon these days is when students receive more than one offer, like one offer from UK, one offer from Australia. They will post that on social media and ask for advice. Which one should I pick? And then all these alumni and current students from these two institutions will chip in.
现在有个很有意思的现象是，如果学生同时收到多份录取通知，比如一份来自英国，一份来自澳大利亚。他们就会把这些录取通知发到社交媒体上寻求建议：“我该选哪一个？”接着这两个学校的校友和在读生都会跑来讨论、给点意见。

Qiuping Pan｜潘博士：
Chinese international students can be Australia's assets as well. They do so much in terms of promoting Australian social and cultural events in Chinese social media, and they sustain transnational ties with Australian society and economy even after graduating from Australia.
中国留学生还能够为澳大利亚带来重要的价值。他们在中文社交媒体上积极推广澳大利亚社会和文化活动；而且即使毕业离开澳大利亚后，他们依然会和这边保持社交联系和经济往来。

Sami Shah｜萨米·沙：
In this episode: how Chinese international students navigate their experience in the West. *Ear to Asia* is the podcast from Asia Institute, the Asia research specialists at the University of Melbourne.
本期节目中，我们要探讨的问题是：中国留学生如何摸索在澳洲的生活。本播客《亚洲之声》是由墨尔本大学亚洲研究院制作，这里汇聚了亚洲研究领域的专家学者。

Despite all the talk about trade wars and other tensions, China remains the largest source of international students worldwide, with over 1 million students pursuing higher education abroad in pursuit of Bachelor's and postgraduate programs as a pathway to global careers and potential migration, or to take up scholarships and research opportunities.
尽管近期关于中国的讨论似乎都围绕着贸易战和其他紧张局势，中国仍然是全球最大的留学生来源国。每年超过 100 万名学生到海外接受高等教育，他们攻读本科或研究生课程，希望借此为未来的国际化职业发展和潜在的移民机会铺路，或是为了争取奖学金和参与研究的机会。

Top destinations include, unsurprisingly, the United States, where students from China account for a quarter of all international students. Australia also ranks high, with over 125,000 Chinese nationals representing 22% of all international uni students. Needless to say, these large international numbers provide a massive revenue boon for sometimes cash strapped institutions of higher learning. But what is the experience of Chinese students here in Australia? Given their large numbers and their origins from a country that many Australians may view with some ambivalence, how are they being received, embraced or excluded?
美国毫不意外地成为最受欢迎的留学目的地，中国学生占留学生总数的 25%。澳大利亚也名列前茅，每年约有 12.5 万名中国留学生，占留学生总数的 22%。不言而喻，如此庞大的留学生规模为时常面临资金压力的高等教育机构带来了相当可观的收入增长。但中国留学生群体在澳大利亚的实际体验究竟如何呢？鉴于中国留学生数量庞大，又来自一个让许多澳大利亚人态度比较复杂的国家，他们在当地的处境究竟如何？人们是接纳他们，还是排斥他们？

How are the Chinese students themselves finding ways to cope or thrive in the Australian social and academic environment? And what policy measures could best balance universities commercial motivations, with the responsibility to provide meaningful education and social experiences.
中国留学生又是如何适应澳大利亚的社会和学术环境，甚至在这个环境中实现蓬勃发展的呢？哪些政策措施能够让大学在商业动机和教育责任之间取得平衡，确保提供真正有意义的教育与社会体验呢？

To discuss, I'm joined by two researchers looking at the overseas student experience in Australian higher education. Dr Qiuping Pan is a lecturer in Chinese studies, as well as Deputy Director of the Centre for Contemporary Chinese Studies here at Asia Institute, and Dr Eric Fu is a senior research fellow at the Youth Research Centre, part of the Faculty of Education at the University of Melbourne.
今天，我邀请了长期关注澳大利亚高等教育留学生体验的两位学者共同探讨这个话题：潘秋萍博士（Dr Qiuping Pan）是亚洲研究院的中文研究讲师，并兼任当代中国研究中心副主任；付军博士（Dr Eric Fu）则是墨尔本大学教育学院青年研究中心的高级研究员。

Welcome back, Qiuping, and welcome, Eric.
欢迎回来，潘博士。欢迎您，付博士。

Qiuping Pan｜潘博士：
Thank you, Sami, for having us.
萨米你好，谢谢你的邀请。

Eric Fu｜付博士：
Thank you.
谢谢邀请。

Sami Shah｜萨米·沙：

Eric, let's start with you. Tell us who Chinese international students to Western universities are. I mean, as much as we can risk generalising about them.

付博士，我们先从您开始吧。请跟我们讲讲，这些在西方大学就读的中国留学生到底是怎样一群人？当然我们也知道这样的概括只能点到为止，否则容易把这个多元群体说得太简单。

Eric Fu｜付博士：

The biggest group would be those students who have completed their undergraduate study in China and then come to Australia for a Masters degree. And I think according to the statistics, this would be the biggest group. And we also have a significant number of students who come to Australia to pursue the undergraduate degree. We also have some students come to Australia to pursue professional kind of qualifications or degree as well.

最大的留学生群体应该是那些在中国读完本科后来澳大利亚读硕士的学生。从统计上来看，这一类应该是人数最多的。另外，也有不少学生是来澳大利亚读本科的。还有一部分学生来澳大利亚是为了取得职业类资格或专业类学位。

Sami Shah｜萨米·沙：

Qiuping, can we generalise as to where they're from in China? What socioeconomic backgrounds, for example, they might occupy?

潘博士，您能不能大致说说这些学生主要来自中国哪些地区？比如，他们通常来自哪些社会经济背景呢？

Qiuping Pan｜潘博士：

Yeah, I think while some generalisations can be made, it's also very important to recognize that both commonalities and diversities are very much present within this group. So that starts probably from talking about the socioeconomic status. The majority of Chinese international students come from middle and upper middle-class families. So some research suggests that probably 85% of the students will be from this background. Most of them will be self-funded, relying on family support. But also, there is also a very important trend that there is a growing minority who receive scholarships to fund their study abroad experiences. And I myself actually belong to the minority group there.

虽然我们可以做一些概括，但同样要意识到，这个群体内部既有共性，也非常多元。我们可以先从社会经济背景说起，大多数中国留学生来自中产及中上阶层家庭。有研究表明，大概有 85% 的学生是这样的背景。他们大多是自费留学，依靠家庭资助。不过，还有一个值得关注的重要趋势，依靠奖学金出国的少数学生群体正在扩大，我本人也属于这一少数群体。

And in terms of the geographical origin, most of the students, quite unsurprisingly, would be coming from China's most developed cities around, like 80% from recent research. And as they indicate, 80% will be coming from tier one cities like Beijing, Shanghai or the new tier one cities. So those who come from the lower tier cities, I think will only account for a very small proportion. We don't really have very specific statistics about this.
从地域来源来看，不出所料，根据近期研究，大约 80% 的留学生来自中国最发达的城市，主要是一线城市，比如北京、上海，以及其他新一线城市。来自非一线城市的学生应该只占很小的一个部分，不过目前还没有特别具体的数据。

And age wise, while typically speaking, they come to pursue undergraduate and postgraduate degrees from 18 years old and in their 20's. But there is also a growing trend of students in their 30's who want to start their life anew and give themselves another choice.
从年龄结构来看，一般来说，来读本科或研究生的留学生主要集中在 18 岁至 20 多岁。不过，最近有个明显的趋势：30 多岁的学生在增加，他们希望通过留学重新开始，为自己创造新的选择。

And I want to add to what Eric has just talked about, who are these Chinese international students at Western universities? I think I would like to add two more adjectives that I have. One is aspirational and the other is open-minded. So most of the students who want to do this kind of, study abroad experience are kind of aspirational, trying to enhance their cultural or social capital and their competitiveness. And they are also open-minded enough to start their journey overseas.
顺着付博士刚才的观点，我也想补充一下：这些在西方大学就读的中国留学生到底是怎样的一群人？我会再加上两个形容词：一个是"志向远大"，另一个是"思想开放"。因为很多选择出国的学生本身就很有志向，他们希望提升自己的文化资本、社会与人脉资源，以及整体竞争力。同时，他们的思想也足够开放，愿意踏出国门，开启自己的海外求学之旅。

Sami Shah｜萨米·沙：
Eric, what are the typical pathways, though, for these students to come to overseas studies? And is that the same in Australia as it might be in the US or UK, for example?
付博士，这些学生一般都是通过哪些途径出国留学呢？澳大利亚的留学途径是否和英美差不多？

Eric Fu｜付博士：
I would say mainly they will finish their undergraduate study from a university back in mainland China and then seek opportunities, you know, either apply by themselves or through an educational agent to seek opportunity to pursue a Master's degree overseas. That's the most common kind of pathway.
我想说最常见的路径是：学生会先在中国大陆读完本科，然后再寻求机会出国读硕士。他们要么自己申请，要么通过留学机构来办理。这条路径目前最常见。

Another important pathway is because of the high competitiveness in the university recruitment exam back in China. So a lot of parents actually just put their children in those international high schools and even some of them just directly send them to high schools in Australia just to make sure they have this opportunity to take the VCE or A-level or whatever kind of international kind of university recruitment tests and then send them to those international institutions for higher education.
另一条很重要的途径，是因为中国的高考竞争非常激烈。很多家长会让孩子就读国际高中，有些甚至直接把孩子送到澳大利亚的中学，就是为了确保他们能参加 VCE、A-level 等国际大学升学考试，从而顺利进入海外的高等教育机构。

Sami Shah｜萨米·沙：
Do we know if there's any criteria that they might have for choosing which Western nation they would preference, you know, is making it a US versus Australia, Australia versus the United Kingdom. What goes into that decision making process?
那我们是否知道，他们在选择心仪的西方留学国家时，会参考哪些标准呢？比如在美国和澳大利亚之间，或澳大利亚和英国之间做选择时，他们通常会怎么取舍？在这个决策过程中，他们一般会考虑哪些因素呢？

Eric Fu｜付博士：
There is normally a kind of traditional hierarchy in terms of these destinations. Despite what is going on in the US, I think traditionally US is probably the top, one kind of destinations for international students to study. And the second tier, probably it would be the UK and also other higher educational institutions in Europe. And then Australia is, you know, in the kind of third position in terms of their choices.
通常来说，这些留学目的地之间存在一个传统的排序。尽管美国目前有不少争议，但从传统上来看， 美国仍然是留学生最优先考虑的目的地。排在第二位的大概是英国，以及欧洲一些其他高等教育机构。而澳大利亚呢，通常会排在他们留学选择的第三位。

I think in terms of their considerations in choosing these institutions, I think this international ranking really plays a big role, although, you know, there are a lot of debates about to what extent this kind of ranking can actually reflect the quality of education in certain institutions. But still, given that these international rankings so successfully kind of promoted in the international higher education market, I think that will be the key kind of criteria for them to consider.
我觉得学生在考虑选择这些院校时，国际排名确实起着非常重要的作用。虽然这些排名能否真实呈现学校的教育质量一直存在争议，但国际排名在全球高等教育市场长期受到各方积极推广，影响力深厚，因此仍然会成为他们最主要的参考标准之一。

Sami Shah｜萨米·沙：
Qiuping, is that accurate both in terms of the countries that they're applying to, but also in terms of the universities. So, for example, if you know, to be more specific, a prestigious university in Australia would still rank lower in their consideration than a, you know, mid-tier or third-tier university in the US.
潘博士，这种说法准确吗？在他们选择申请的国家层面如此，在大学层面上也是这样吗？比如更具体一点说，在他们的考虑里，一所澳大利亚的名校可能依比不上美国的一所中等甚至三流大学？

Qiuping Pan｜潘博士：
When it comes to the decision making, it has a more complicated kind of feature. So several different factors will come into play. Not necessarily all relying or determined by like where the university is located at. As Eric has just mentioned, like the international global ranking of the universities would matter. That's one of the most important things that students will look into. So that's mostly related to students aspirations to develop their global and their competitiveness in the job market. So, forming their cultural capital wise.
说到决策过程，其实是一个更为复杂的过程，会涉及多种不同因素，并不单纯由大学所在国家来决定。正如付博士刚才提到的，大学国际排名是一个非常重要的考量因素，是学生重点关注的方面之一。这主要还是跟学生想提升自身全球视野、增强自己在就业市场的竞争力有关。这可以理解为一种文化资本的积累。

There are several factors that will be very important as well. So, for example, not all the parents I have talked to will favour America because that America is not always considered as safe and welcoming, particularly given Trump's governance right now. So some of them would choose, like Australia or Canada, because of what they perceive as a more welcoming and safer environment. Australia also has an advantage because of its proximity and also time zone alignment with China. Cost of living will be a factor that comes into play as well.
还有一些同样很重要的因素。比如，我接触过的家长中，并不是所有人都倾向于选择美国，因为在他们看来，美国并不总算是一个安全、友好的留学目的地，尤其是当前特朗普执政的情况下。因此，有些家长会选择像澳大利亚或加拿大，因为他们觉得这些国家的环境更加友好，也更加安全。澳大利亚还有一个优势，就是离中国更近，时差也比较好协调。生活成本也是一个需要考虑的重要因素。

And the other thing is actually, the migration possibilities is also something that students will take into consideration as well. Although the majority of Chinese international students choose to go back to China, but when they come to make the decisions, they will think about what kind of opportunities that their international education will expose themselves to.
还有一点是，学生会考虑未来移民的可能性。虽然大多数中国留学生最终还是会选择回国发展，但在做出留学决策时，也会思考这段国际教育经历能够让自己接触到哪些新的机会。

Sami Shah｜萨米·沙：

So I suppose that then forces us to ask the expectations of Chinese international students, both socially and academically, in fact; pre-departure, you know, before that moment they get on the plane, what do they hope for or expect? And again, I understand I'm asking for a generalisation here, but Qiuping do we have any insight into that?

那么，这其实就引出了一个问题：中国留学生在社交和学术方面究竟有什么样的期待？在他们真正踏上飞机之前，他们希望获得什么、又在期待什么？当然，我也明白这个问题多少带有一定的概括性，但潘博士我们对此有没有什么看法？

Qiuping Pan｜潘博士：

This also is a very important question. If we are going to actually develop a new, more nuanced understanding of this group because their expectations and their aspirations also vary greatly. So in terms of their personal and academic aspirations, some of them want to actually further develop their job market competitiveness.

这也是一个非常重要的问题。如果我们希望对留学生这一群体形成一种新的、更细致、更深度的理解，就必须意识到，他们的期待和抱负本身也存在着很大的差异。因此，就他们的个人与学术抱负而言，有些学生确实是希望进一步提升自己的就业竞争力。

So, we can see a lot of Chinese undergraduates who haven't really been able to enter into the top tier Chinese universities after the college entrance examination. They want to go and study overseas and get themselves into like a higher ranking international university. So after graduation, they can go back to China. In Chinese job market, they got a more impressive CV suggesting their educational background.

所以，我们会看到，很多中国本科生在高考后没能进入到中国的顶尖大学，于是他们选择出国，希望能够进入排名更高的海外大学。这样一来，毕业后他们就可以回到中国。在中国就业市场，因为这样的教育背景，他们的简历也会显得更为亮眼。

And in the meantime, we also need to take into consideration that Chinese government, local government, they are paying more attention to recruiting overseas trained international talents. So in some big cities like Beijing and Shanghai, they will actually provide policy incentives, like to invite students who graduated from top universities back to work there. So that also constitutes as an incentive.

与此同时，我们也需要注意到，无论是中央政府还是地方政府，如今都更加重视吸引具有海外教育背景的国际化人才。所以在北京、上海这样的大城市，政府往往会出台各类政策激励，吸引毕业于顶尖高校的学生回去工作。这在某种程度上也构成了一种激励因素。

But there are also students who just merely want to expose themselves to different worlds. They want to get themselves to know the broader world and to provide themselves with an alternative way of life.
当然，也有些学生只是单纯地想让自己接触不同的世界。他们希望能够了解更广阔的世界，并为自己探索一种不同的生活方式。

Sami Shah｜萨米·沙：
You did raise a very interesting point there that some of the Chinese universities, they might not be able to get into because of how prestigious they are and how difficult they are for admission. But they would then get into university in the West. And yet somehow that foreign degree is seen as more valuable back in China. Does that mean that some of the students are now using this as a shortcut to get a prestigious job that they would not be able to get if they just stayed in China?
你刚才提到一个很有意思的现象：由于部分中国高校声望高、录取难度大，许多学生无法进入这些院校；但他们却能够进入西方的大学就读。而更有意思的是，这样的海外学历回到中国反而更吃香。那这是否也意味着，某些学生把这条路当作一种捷径，去获得他们留在国内不太容易获得的好工作？

Qiuping Pan｜潘博士：
I think this is quite a complicated issue. So first of all, we all understand that the *Gaokao*, the college entrance examination in China is super competitive, and it shouldn't be taken for granted that the higher the score is, the more talented a student is, because there are very significant regional differences. If you are, say, born in Beijing, there is a much higher chance for you to enter into Peking University than some other students from less advantageous socioeconomic backgrounds in a remote area.
我觉得这个问题其实挺复杂的。首先我们都知道，中国的高考竞争非常激烈。而且因为中国有很强的地域差异，分数高并不一定代表着学生更有天赋。比如说，如果你出生在北京，进入北京大学的概率往往更高，远高于那些来自偏远地区、家境没那么好的学生。

So otherwise, I think international education, people do see value in that, because that indicates that your ability to get in contact with people from different cultural backgrounds. You have this kind of international capital that will showcase that you can tap into opportunities that's available, that's afforded by globalisation. That's the reason why those big cities are providing incentives to recruit these overseas trained talents back to China.
从另一方面来看，国际教育对很多人来说确实是有价值的，因为它体现了你有能力跟不同文化背景的人打交道。通过这种国际化人脉展示你能接触到全球化带来的各种机会。也正是因为这样，那些大城市才会出台政策，吸引海外培养的人才回流中国。

Sami Shah｜萨米·沙：
Eric, integrating into a foreign society grappling with a foreign language, all while studying for a higher degree, is a challenging prospect for anyone. For Chinese university students here in Australia, what does the research say about how successful or otherwise that integration has been?
付博士，如果你既要融入陌生的社会，又要适应外语环境，同时还要攻读高等学位，这对任何人来说都是一项不小的挑战。那对于在澳大利亚的中国留学生，相关研究认为他们的融入情况算不算顺利呢？

Eric Fu｜付博士：
I would say in general, it's not as they would expect, you know, in terms of integration academically and socially. I draw on the kind of social media comments given by one of the participants from my research, who says he originally planned to study his Masters degree and then do a bit of part time job, and then maybe towards the end of his study, he can do some internship as well. But the reality is, when they come here, he finds 100% of his energy and effort was invested into finishing all the assignments on time. So that's one thing. Just the academic pressure that they are facing is really immense.
我认为，总体来看，无论在学业上，还是在社交上，他们的融入并没有像自己想的那么顺利。我研究中的一位参与者在社交媒体上提到，他最初的规划是先读完硕士学位，顺便做做兼职；然后等快毕业的时候，再寻找实习机会。但现实是，他来到这里后发现，自己几乎全部的时间和精力都用在按时完成各种作业上。也就是说，他们所面对的学业压力其实非常大。

Sami Shah｜萨米·沙：
Can I drill down into that then? Is the linguistic challenge larger for them? The academic challenge in terms of, you know, Australian academic norms and expectations or the social cultural challenge, what aspect is the most time consuming?
那我再追问一下，对他们来说，究竟是哪一方面挑战更大？是语言上的困难，还是适应澳大利亚的学术规范和要求，又或是社会文化层面的挑战？哪一方面最耗费时间和精力呢？

Eric Fu｜付博士：
I think for them the top priority is to get the qualification. So in that sense, adjusting to the new kind of academic environment and also try to meet all the requirements of qualification requires, that's the main kind of direction for their energy and investment into it.
我认为，对他们来说，首要目标就是把学位拿到。从这个方面来看，适应全新的学术环境，并满足取得学位所需要的各种要求，就成了他们投入时间和精力的主要方向。

Sami Shah｜萨米·沙：
Qiuping how different are Australian academic norms and expectations from Chinese academic norms and expectations?
潘博士，澳大利亚的学术规范和学生期望，与中国相比，究竟存在多大的差异？

Qiuping Pan｜潘博士：
Thank you for raising this question because I was about to add something about this.
谢谢你提出这个问题，因为我刚好也想补充这一点。

We wouldn't be able to understand Chinese international students well if we don't bring in the Chinese academic higher education norms into our conversation. So one thing I would like to point out is actually-- because I used to teach in China for three years--I would probably say that the academic culture and expectations is quite different in the Chinese and Australian context.
如果不把中国高等教育的学术规范也考虑进来，我们其实很难真正理解中国留学生。我想指出的一点是，我曾在中国任教三年，中国和澳大利亚在学术文化和学术期望方面确实有相当大的差异。

In the Chinese context, like students, are more used to the form of lecturing. So have a lecturer. They are delivering like the course content from the very beginning to the very end. But increasingly, when Chinese universities have got more overseas trained academics working there, it's also changing. I'm not trying to overgeneralise here, but generally speaking, students have this kind of tendency to believe that they should probably not proactively speak up unless they've got something really important and worth sharing. And that's very different here, because students are encouraged to share their ideas and do not care so much about how they would be evaluated, either by their peers or teachers, etc. So that's a very big difference.
在中国，学生更习惯于讲授式教学形式。也就是说，讲师会从头到尾地讲解课程内容。但随着越来越多具有海外背景的学者进入中国高校，这种情况也在逐渐发生变化。我并不想一概而论，但总体来说，这些学生确实有种倾向：除非有特别重要、值得分享的内容，他们往往认为自己不应该主动发言。而在澳大利亚，情况就很不一样。这里鼓励学生主动分享自己的想法，不去过分在意同学或老师如何评价他们，这是个非常显著的差异。

Sami Shah｜萨米·沙：
Class participation, for example, is seen as a hurdle requirement for many subjects. You know, you're expected to participate in class.
比如说，课堂参与在很多课程里算是一项门槛性要求。也就是说，学生通常需要在课堂上参与讨论。

Qiuping Pan｜潘博士：
Indeed, indeed. And sometimes, like when they are not really well-prepared for that, it can be a quite daunting experience for them to start with. And it's a learning process, and they need to go through a sometimes challenging learning curve to realise that.
确实，确实如此。而且有时候，比如当学生没有充分准备好时，一开始参与课堂对他们来说确实会有点不知所措。而这本身就是一个学习过程，而学生往往需要经历一段有点挑战的适应过程，才能意识到这一点。

One thing that I did in my class, which turned out to be quite helpful, is I actually share with them the university policy and guidelines about the importance of a safe environment for students to speak up, and also in the original, like the first few classes when they are discussing just among themselves. Sometimes I don't really mind if they are talking to their peers. They are using Chinese, but later when they are sharing with the classroom, they share their findings in English. I feel that is very helpful to make them to feel safer and to share their ideas and more comfortable.
我在课堂上做过一件事，效果还挺不错。我会和学生分享大学关于营造安全发言环境的相关政策和指南。另外，在最初的几节课里，当学生只是进行小组讨论时，我其实不太介意他们和同伴先用中文交流；但等到要和全班分享时，则需要用英文来呈现他们的讨论成果。我觉得这样真的能让他们更有安全感，也更愿意开口分享，整个人会放松很多。

Sami Shah｜萨米·沙：
Eric, how challenging has that linguistic aspect then being Qiuping is talking about the English presentation in class. There have been articles about the difficulties many Chinese students have in expressing themselves in English with a level of fluency. The prevalence of translation apps now might be delaying that transition to higher English standard. Is this something that the students are aware of as a problem, and are they feeling supported in it?
付博士，从语言层面来看，潘博士刚才提到的课堂英文展示，对学生来说究竟有多大的挑战？也有一些文章提到，许多中国学生在用英文流利表达自己时会遇到困难。现在翻译软件这么普及，可能让他们产生依赖，从而拖慢他们主动进一步提升英语的进程。那学生自己有没有意识到这是一个问题？在英语学习这一块，他们有没有切实感受到来自学校的支持？

Eric Fu｜付博士：
You're right. This is a major barrier for their classroom engagement. So oftentimes when there is a discussion point raised in the tutorial group, I think, Chinese students are a bit reluctant to really participate, not simply because they don't have a point to share or add onto the discussion. It's mainly, you know, they are concerned about the language ability and whether they can make their point very clearly in English. So that's a major barrier for a lot of them.
你说得没错，语言确实是他们参与课堂互动的一大障碍。所以在讨论课上，每当老师提出一个讨论点时，我认为中国学生往往会比较犹豫，并不积极发言。但这并不是因为他们缺乏观点，或无法为讨论做出贡献，主要还是因为他们担心自己的语言能力，担心自己能否英语把观点表达得足够清楚。因此，这对他们中很多人来说，确实是一个很大的障碍。

Qiuping Pan｜潘博士：

Can I add one more thing here? I think this relates to the question you raised earlier, Sami, about the difference of the academic culture in classrooms. So when Chinese students were learning English, their learning process is very much dominated by the pattern of teachers correcting them or themselves correcting themselves. So, grammatical mistakes and also, like other mistakes or accents are huge in terms of when they were thinking about what they are saying. So I relate to that because I used to be an international student. So when I was about to speak up, my heart would be pounding and I would be thinking to myself, while I'm talking.

我可以补充一点吗？萨米，我觉得这和你之前提到的课堂学术文化差异有关。中国学生在学英语的时候，他们的学习过程通常是由老师纠错和自我纠正主导的。所以当他们在思考想要表达的内容时，满脑子想的都是语法对不对、哪里有没有说错、或是口音重不重等。因为我自己以前也当过留学生，所以我特别能理解。每次要发言，我的心都会跳得很快，甚至我一边说话，一边怀疑我自己是不是说得不对。

So first of all, I need to summon my courage to speak up. And when I finally started to speak, there are two, like two people in my mind. One is in charge of speaking and the other person, they will be listening to what is being said, and then criticise myself for every single mistake I made in pronunciation, and in terms of grammar, etc. So that is also some kind of, invisible hurdles and battles that Chinese international students are dealing with. That's very common.

所以，我得鼓起勇气才敢开口。当我终于开口说话时，我的脑海里仿佛会有两个自己：一个负责说话，另一个在“监听”，并且会批评自己在发音和语法上犯的每一个错误。这可以说是中国留学生常常面对的无形障碍和心理拉扯，非常普遍。

Sami Shah｜萨米·沙：

How well are Chinese students supported by their institutions here then, in terms of these challenges they face? Qiuping?

那么，潘博士，中国学生在面对这些挑战的同时，会从学校得到多少帮助呢？

Qiuping Pan｜潘博士：

I think Australian universities are increasingly aware of the need of support amongst like international students in general. So say, for example, at the University of Melbourne, I can see a wide range of support being created and being provided such as academic skill hubs, which I often refer students to so they will provide support with presentation skills. Or sometimes if you bring a piece of writing to them, they will help you to identify problems and they can help you with resume writing. And nowadays, there are also mental health service that will provide low cost and language accessible counselling as well. Career services will be covered and also sometimes legal and visa support will also be available.

我认为澳大利亚的大学已经越来越意识到留学生普遍需要更多支持。举个例子，在墨尔本大学，我看到学校提供了多种支持服务，例如“学术技能中心”。我经常推荐学生去那个中心。他们不仅会帮助学生提升演讲技能；学生也可以带着自己的写作过去，他们会帮你指出问题；他们甚至还提供简历写作指导。如今，学校还设立了心理健康服务，给学生提供低费用、多语种的心理咨询。此外，学校的支持还包括免费的职业发展服务；有时还会提供法律和签证方面的帮助。

But aside from the progress that has been made, there are also definitely gaps that remain to be filled. So say for example, currently I'm working with my students like to develop a guideline for anti-scamming support information sheet for Chinese international students. So I was hoping that this kind of co-designed workshops will also help to fill in those small pieces of gaps, in terms of supporting and helping Chinese international students.

在这个方面，尽管已经取得了不少进展，但仍然存在需要填补的空白。我希望通过这种师生共同设计的工作坊，能够补上这些细小但关键的缺口。比如，我目前正在和学生们共同开发一份专门面向中国留学生的防诈骗信息指南，这类举措可以更好地支持和帮助中国留学生。

Sami Shah｜萨米·沙：

Eric, it’s not just the students. What about the lecturers, the teachers, the tutors, the course design at the university? How much does it take into account the needs of the international students?

付博士，不单单是学生方面，像讲师、教师、讨论课老师以及大学的课程设计，在多大程度上会把留学生的需求纳入考虑？

Eric Fu｜付博士：

I would say I will agree with Qiuping, a lot of improvements have been made in the past few years. You know, as the research evidence is starting to pick up, I would say the universities still have a lot of things to do. I've noticed there are some workshops to help build our uni staff's cultural competency in terms of dealing with students from different cultural backgrounds. But I would say, maybe these initiatives could benefit from including, some of the students and trying to, you know, hear from them. And also co-designing these kind of workshops or capacity building programs, you know, a wisdom that would be, I think, a better way to go.

我同意潘博士的看法，过去几年确实已经出现不少改进。随着相关研究证据不断累积，我认为大学层面仍然还有许多工作需要继续推进。我有注意到，现在学校也开了一些工作坊，专门帮助大学教职员工提升跨文化沟通能力，帮助他们更好地与不同文化背景的学生打交道。不过在我看来，如果这些举措能够让学生本身参与进来，倾听他们的想法，效果可能会更好。同时，如果这些工作坊或能力建设项目能和学生一起共同设计，让他们从一开始就参与进来，我认为会是一条更具成效的方式。

Sami Shah｜萨米·沙：

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您正在收听由墨尔本大学亚洲研究院推出的《亚洲之声》播客。我们也提醒各位听众关注亚洲研究院关于亚洲及其社会、政治与文化的线上出版物——《墨尔本亚洲评论》。您可以在 melbourneasiareview.edu.au 免费在线阅读并自由访问。这里有来自《亚洲之声》播客的常客以及其他许多作者的文章。此外，您还可以在该网站上收听《亚洲之声》的最新播客，网址依然是 melbourneasiareview.edu.au。

I'm Sami Shah and I'm joined by Dr Eric Fu and Dr Qiuping Pan. We're talking about the experience and coping strategies of the many Chinese international students here in Australia.

我是萨米·沙，本期节目的嘉宾是付军——付博士和潘秋萍——潘博士。今天正在讨论的话题是：中国留学生在澳大利亚的经历，以及他们面对各种挑战时的应对方式。

How are international Chinese students here viewed by the local uni staff and students? Qiuping?

潘博士，澳大利亚本地大学的教职工和学生通常是如何看待中国留学生的？

Qiuping Pan｜潘博士：

This kind of perceptions can vary greatly. Say, for example, on the one hand, sometimes they can be framed as an issue, or sometimes as a risk, like to academic standards in Australia, etc. So please allow me to elaborate this a little bit. So sometimes, like Chinese international students are, being framed as problems because they will be considered as deficient in terms of language skills, their level of engagement. And they have the stereotypes of coming from like rich families etc. But in the meantime, what has been actually buried or overshadowed by this generalisation are what we have talked about, like the minority groups within this big cohort as well.

这种看法其实差异很大。比如说，一方面，他们会被“问题化”，有时甚至被认为会影响澳大利亚学术标准。我来进一步解释一下。因为有时候人们会认为留学生在语言能力、课堂参与度等方面存在不足，所以会把他们当成问题来看；同时，他们还背负着“来自富裕家庭”等刻板印象。但与此同时，这些一概而论的判断，往往让人忽略我们前面提到的情况，比如我们提到的那些靠奖学金出国的少数群体，其实也是中国留学生这个庞大群体内部很重要的一部分。

And in terms of on the other side, there are also positive views and institutional efforts as well. So in general, I think the higher education sector in Australia is quite welcoming, like being very affirmative about like the potentials that Chinese international students can bring to actually financially support underfunded university sector and bring along more multicultural exposures, like for domestic and other international students here as well. So that kind of underpins universities efforts to foster inclusion through policy and programming as well.

但从另一方面来说，也确实存在一些对中国留学生的正面看法，还有高校，也在为更好地支持中国留学生做出努力。总体来说，我认为澳大利亚高等教育体系还是相当欢迎中国留学生的，也高度肯定认可他们所带来的潜力，例如对经费不足的高校体系提供的财政支持，让以及为本地学生和其他国家的留学生带来更多接触多元文化的体验。这也在一定程度上构成了高校通过政策和项目促进包容性的基础。

Sami Shah｜萨米·沙：

Eric, what can you tell us about the wellbeing and psychological challenges for these students? What are some common reported issues?

付博士，这些学生在身心健康和心理上会面临哪些挑战？他们常提到的问题有哪些？

Eric Fu｜付博士：

I think the main challenge for them is, because they're facing quite a big difficulty in making friends and, you know, establish that kind of social network in the host society. So in that sense, that is a big kind of wellbeing, concern for this group. I've talked to students who really struggled during especially during the Covid period in terms of having the social life and having a few friends, you know, to talk to when they feel really stressed. So that really has a big impact on their general well-being.

我认为他们最大的挑战，就是很难交到朋友，也不容易在当地社会建立起自己的社交圈。而这种社交上的孤立感，其实会对他们的身心健康造成不小的压力。我曾和一些学生聊过，尤其在新冠疫情期间，他们在社交生活遇到了很大的困难，也缺少在压力大时能倾诉的朋友。所以，这些经历确实对他们的整体身心健康造成了不小的影响。

Sami Shah｜萨米·沙：

Qiuping, do you think have they been able to find ways to thrive and engage positively?

潘博士，您觉得他们有没有摸索出一些办法，让自己积极地参与进来、变得更好呢？

Qiuping Pan｜潘博士：

I definitely do believe so. So what I have been observing and what I would like to do further research about is actually the creative ways for students to self-organize and to address problems they commonly face and tackle challenges they commonly face, and to thrive more positively.

我当然觉得是的。我一直在观察、也想继续深入研究的，是学生们如何通过他们自己形成的、有创意的组织方式，去处理他们普遍遇到的问题和挑战，并以更积极的方式成长和发展。

So actually, if you walk along Swanston Street and to Federation Square from time to time, you can see more Chinese international students presence there, not merely as consumers for the bubble tea shops, but also there are like music players, they are dancers, and there are like even Chinese rappers, who are Chinese international students. So they are finding creative ways to showcase their cultural identity, their cultural background, etc. And also there are say, for example, in the case of University of Melbourne, there are increasingly more student groups formed by Chinese international students. Some are focusing on tackling problems here in Australia, some are also organising about like say, being volunteer teachers in remote areas in China, for some are focusing on academic integration and also like career-wise progression, etc. So I think that is a really vibrant area. You can see like different efforts being put into advancing on their own welfare.

如果你偶尔沿着斯旺斯顿街，一路走到联邦广场，就会看到越来越多中国留学生的身影。他们不只是去那买奶茶；还有人在那弹琴、跳舞，甚至还有中国留学生在那儿说唱。他们正在用很有创意的方式展现自己的文化身份和文化背景。另外，墨尔本大学出现了越来越多由中国留学生组成的学生团体。有些团体关注如何解决留学生在澳大利亚遇到的各种问题；有些会组织学生去中国偏远地区做支教老师；还有一些则关注学术环境融入和职业发展等方面。我认为这是一个非常有活力的现象。你可以看到，他们在用各种方式让自己的生活状态变得更好。

Sami Shah｜萨米·沙：

One of the aspects of being an international student that is often advertised, promoted and talked about is the freedom that you have as a student travelling away from your home. However, how does the potential for political pressure or risk of surveillance from Chinese authorities colour that experience of mainland Chinese students here? How much freedom do they actually have? Eric.

作为一名留学生，有一个被经常宣传、津津乐道的点，就是远离家乡、到海外求学所拥有的自由感。但与此同时，对于在澳大利亚留学的中国大陆学生来说，如果考虑到潜在政治压力和来自中国方面监控当可能性，这种自由体验会不会受影响呢？他们实际上拥有多少自由？付博士，您怎么看？

Eric Fu｜付博士：

That's a sort of thorny topic to really talk about. So people would think, okay, when they come overseas, they're exposed to this kind of liberal society, you know, they have access to a whole lot of different information that they couldn't access before. But I would say from my research, at least, you know, students are more likely to become a more kind of critical citizen with a kind of global view, wisdom.

这是一个有点棘手的话题。人们往往会觉得，学生来到海外之后，就进入了一个更自由的社会，能接触到许多过去无法获取的信息。但至少从我的研究来看，学生更有可能成为更具批判意识的公民，并且拥有一定的全球视野和判断智慧。

So they grow up in the authoritarian kind of society. And then they're also used to different kind of media contexts, and then they come out with a kind of assumption that they're stepping into a free media world, but then they will soon figure out all that lots of the media reports, you know, in the English media, mainstream media are still more or less, you know, biased as well. So to that degree they will probably try to find the middle way, you know, to really critically engage both sides of the media sphere and probably become more critical in terms of having their own views.

他们成长在一个管控更严格的社会，也习惯了那样的媒体环境。当他们走出国门时，往往会带着一种设想，觉得自己正进入一个更自由的媒体世界。但很快他们就会发现，英语媒体、主流媒体中的许多报道，其实也或多或少带着偏见。因此，从这个意义上说，他们可能会试着在两种媒体环境之间找到一种折中的态度，用更批判的方式去看待双方的信息，并在形成自己观点时变得更具批判性。

Sami Shah｜萨米·沙：

Qiuping, are the students that you engage with, are they fearful of surveillance? Are they fearful of political pressure? Or is it something that is even entering their concern set?

潘博士，你接触到的学生会担心受到监控吗？他们会害怕政治压力吗？或者说，这些事情在他们心里，到底算不算需要担心的事？

Qiuping Pan｜潘博士：

Actually, I think in my class, one thing that has been really helpful to encourage people like to speak up is, I would emphasise that the university policy of creating a safe environment and for free speech. So I always emphasise that. And when you have created a safe classroom environment, you'll be surprised to see how actually different ideas will be brought about, like to enrich the classroom.

实际上，我认为在我自己的课堂上，有一件事对鼓励学生发言特别有帮助，那就是我会强调大学关于营造安全环境和保障言论自由的政策。我总是强调这一点。老师为学生创造安全的课堂环境之后，往往会惊讶地发现学生们拥有多么多样的想法，而这种思想多样性能在很大程度上丰富课堂。

But in the meantime, I kind of feel like the discussions about censorship in China is also actually undermining the credibility of what Chinese students are saying as well, because it creates this kind of environment, when Chinese international students are critical about Chinese government, they will be considered as they have integrated and they have mastered the skill of critical thinking. And they are 'more like us' now.

但同时，我有点觉得，有关中国审查制度的讨论实际上也削弱了中国学生发言的可信度，因为这些讨论制造了这样一种氛围：当中国留学生批评中国政府时，就会被认为成功融入本地社会，掌握了批判性思维技巧，"变得更像我们"了。

And when they are sharing the genuine kind of recognition or the sense of pride in China's progress and development, sometimes that can be actually suspected, like that might be a result of being brainwashed or maybe just being politically naive unless proven otherwise. So I kind of think it's concerning thing like to always framing Chinese students primarily as censored subjects, because that actually fundamentally positions themselves as different from Western students, not just culturally, but also ideologically and intellectually.

而当他们分享对中国发展进步真诚的认同或自豪感时，反而有时候会受到怀疑，好像这是被中国政府洗脑的结果，或者只是对于政治太过天真，除非另有证明。所以，总是把中国学生主要描绘成被审查的对象，让我有所担心，因为这从根本上把他们看作跟西方学生不同——不仅在文化层面，也在意识形态和智识层面。

Sami Shah｜萨米·沙：

The students don't just exist in Western countries. Their families don't just exist back in China, but all of them also exist in online and digital spaces. So how do the online or digital lives of Chinese international students play into their experience as students in the West then? Eric?

中国留学生的生活不只是在西方国家；他们的家人也不只是生活在中国。事实上，他们双方的互动沟通都同时发生在网络和数字空间里。那么，这些线上生活会如何影响他们在西方的留学体验呢，付博士？

Eric Fu｜付博士：

As I just said, you know, social media, they have both sides English, social media and also Chinese digital media as well. So they have these tools and also they've been navigating the Chinese internet, you know, maybe since they, you know, go to high school, and they have a very kind of established kind of skill set to really navigate that media sphere, to be engaged in different sorts of social, political and cultural kind of participation activities.

正如我刚才提到的，他们一方面用英文社交媒体，另一方面也活跃在中文数字媒体上。所以他们其实掌握着两套媒介工具。很多学生可能从高中起就一直接触和使用中文互联网，从而形成了使用这些平台的能力，能够在这个媒体空间中参与各种社会、政治和文化的讨论和活动。

I think Chinese social media still plays a key role for them to navigate their life in the West. I think a typical example I could give is this starts from the decision to choose the destination of their study. You know, they will browse social media and they will see a lot of social media posts made by students who are already studying overseas. You know, they will get access to the first-hand experience of them studying at a certain institution and a certain destination. So that is an important reference.

我认为，中文社交媒体在帮助他们适应西方生活方面仍然发挥着关键作用。最典型的例子就是，从选择留学目的地开始，他们就会去刷各种帖子，看那些已经在海外的学生怎么说，从他们的第一手经历里判断哪个地方、哪个学校适合自己。因此，这些真实的经验往往会成为他们做决定时非常重要的参考。

And a very interesting phenomenon these days is when students received like more than one offer to study overseas, like one offer from UK, one offer from a university in Australia. They will post that on social media and asking for advice. You know, which one should I pick? And then all this kind of alumnis and also current students from these two institutions will chip in and share their experiences. And then that really shapes their decision in terms of study destinations and also when they arrive in Australia, again, social media plays a huge role for them to really get necessary information to navigate their life. And also they join different WeChat groups, you know, to get information about how to choose a subject. And the workload of each subject that entails, all these things and also get suggestions and advice from previous students. You know, how to navigate their academic life as well.

现在有个很有意思的现象是，如果学生同时收到多份录取通知，比如一份来自英国，一份来自澳大利亚。他们就会把这些录取通知发到社交媒体上寻求建议：“我该选哪一个？”接着这两个学校的校友和在读生都会跑来讨论、给点意见。这确实会影响他们对留学目的地的选择。而当他们来到澳大利亚之后，社交媒体又一次成为他们获取生活信息、适应环境的重要工具。他们也会加入不同的微信群，了解关于选课的信息，比如每门课的工作量如何，以及其他相关情况；同时，他们也会从学长学姐那里获得建议和经验，帮助自己更好地适应学术生活。

Sami Shah｜萨米·沙：

It's no secret that Australian and other Western institutions recruit large numbers of overseas students for the revenue that they bring in. So, Eric, how should universities here balance their commercial motivations with the responsibility to provide meaningful educational and social experiences?

众所周知，澳大利亚以及其他西方国家的高校之所以大量招收海外学生，是因为他们能够带来可观的收入。那么，付博士，你认为这里的大学应该如何在商业动机与责任之间取得平衡？也就是说，一方面学校有经济上的考量，另一方面又有责任为学生提供真正有意义的教育体验和社会体验。

Eric Fu｜付博士：

At the moment, I think the higher education institutions are not really fulfilling that kind of promise to really provide a very meaningful and valuable educational experience for these students. I think one thing that is really notable is a lot of students complain on social media, "I thought I was studying in a foreign university". And then when I go to class, maybe 70, 80% of the students are actually from my home country, and this kind of, you know, and also they oftentimes learn course materials that is really totally not related to that previous kind of life experience. So I taught a subject in the Faculty of Arts, it's mainly about media and society, the relationship between media and society. And a lot of the course materials are based on the media content in the Western society; TV, drama, music and film, all these things. I would assume a lot of the Chinese students would have very limited kind of knowledge about. So it's become very difficult for them to really relate their previous life experience with the content they're really studying.

就目前而言，我认为高等教育机构其实并没有真正兑现这种承诺，为这些学生提供真正有意义、有价值的教育体验。我觉得有一点特别值得注意。很多学生会在社交媒体上抱怨："我以为我是在国外的大学读书。"可他们走进教室才发现，班上可能七八成的学生其实都来自自己的国家。与此同时，他们接触到的课程内容，往往和自己过去的生活经验完全对不上号。比如我之前在文学院教过一门"媒体与社会"的课程，很多教材都是基于西方社会的媒体内容，比如电视剧、音乐、电影等等。我认为，对不少中国学生来说，这些内容本身就不太熟悉，所以他们其实就很难真正把自己的生活经验和课堂上学到的东西联系起来。

Sami Shah｜萨米·沙：

Qiuping, I saw you nodding there. What do you think about that challenge for universities to balance commercial motivations with their responsibilities?

潘博士，我刚才看到你点头了。对于大学来说，要在商业考量和自身责任之间取得平衡，确实是个不小的挑战。您对此有何看法？

Qiuping Pan｜潘博士：

I think we have to actually discuss this problem in a more historically informed way. I would like to draw upon Professor Greg McCarthy and Professor Charlene Song's research on Australian higher education. So they have actually pointed out several concerning trends that has been underpinning the development of Australian higher education.

我认为我们探讨这个问题，应该多参考相关历史背景。我想借鉴一下 Greg McCarthy 和 Charlene Song 两位讲席教授对于澳大利亚高等教育的研究，他们指出澳大利亚高等教育的发展呈现出一些令人担忧的趋势。

One problem is, of course, that what we have mentioned about massification, like the large inflows of international students, that might raise an issue about learning and teaching quality. And the second is the reliance on international students revenue, which is something that you have talked about. Associated with that is actually the fact that the government support for the higher education sector is far from enough from supporting the functioning and operation of the higher education sector. And the third is demoralisation and insecurity of academic labor and what they call as proletarianisation of the academic labor. And also there is the demise of the principles of education, securitisation, of research, collaboration, etc.

其中一个就是我们刚才提到的"大众化"问题，比如大量招收留学生可能会引发教学质量下降。另外，还有你之前提到的问题，那就是澳大利亚的大学太过依赖留学生学费这个经济来源。与此相关的就是，政府的资金支持其实远远不足以维持高等教育领域的正常运作。第三个问题是学术劳动者的士气低落、职业的不稳定和所谓"学术劳动无产阶级化"。此外，还有教育、"安全化"、科研、合作等理念的消亡。

The point that I would like to make here is actually when we talk about the dilemma, faced with commercialisation and quality, we need to think about what alternative sources and pathways are there for the universities to achieve, like to ensure high quality education can be provided. So I think that when in today's political discussion, we can see a lot of debates about international student cap. So the higher education in international education I think has actually been blamed for a lot of social problems. That's actually beyond its capability to solve and also which are actually not originated from the sector itself.

我想阐述的是，在讨论教学商业化和教学质量之间的困境时，我们应该思考：为了保障教育质量，高等学校能找到哪些其他的资金来源，又能开辟哪些新的发展路径。在当前的政治讨论中，可以看到很多关于限制留学生数量的争议。我认为这反映出，许多社会问题被归咎于国际高等教育。但这些问题既不是高等教育部门造成的，也超出了它所能解决的范围。

So I would consider that when we talk about the problems we need, like concerted efforts, not merely from the higher education sector, but also like the government, the policy makers and say, for example, if we are if we are talking about the housing crisis, we need to have researchers input as well. Like to what extent are the problems being caused by international students.
所以我认为，讨论这些问题的时候，不能只盯着高等教育部门，而是需要高校、政府和政策制定者多方共同努力。比如，我们谈论住房危机时，就需要研究者的参与，来分析留学生在多大程度上造成了这些问题。

And when it comes to the teaching quality, for example. To what extent it's because of the explosion of international students and to what extent it's because of the neoliberal trends and of like the higher education that has been going on for decades. And to what extent it might has to do with the fact that, like academic jobs are no longer that secure. A lot of university teachers are themselves under like facing challenges of precarious working environment, etc. So there are no simple answers to that. But I think I've got more questions than answers here – sorry, Sami.
再比如说，谈到教学质量，我们就需要判断：在多大程度上是因为留学生数量激增，又在多大程度上是因为高等教育长期以来的新自由主义趋势，以及在多大程度上，与学术岗位不再那么稳定有关？很多大学老师自己也处在不稳定的工作环境中，面临各种挑战。所以这些问题并没有简单的答案。抱歉萨米，我感觉我抛出的问题比答案还多。

Sami Shah｜萨米·沙：
Well, that does actually lead rather perfectly into my final question, which I was going to come to you first, Qiuping; which is what policy changes would you recommend to foster more genuine inclusion and success for Chinese students in Australian higher education. Are there any specific things that you can see as solutions that already could be put in place right now?
其实你刚才说的，正好引出我的最后一个问题，我本来就是想先问你，潘博士，如果要真正促进中国留学生在澳大利亚高等教育体系中实现真正的融入和发展，需要哪些政策上的改变？你觉得在现在有没有一些马上落实的措施？

Qiuping Pan｜潘博士：
I think in terms of that, I would like to bring two initiatives that National Foundation for Australia-China relations has been doing. One is they have got a new scholarship plan for engaging Chinese international students to learn more about Australian society. And that's a more recent initiative. And there is also an old one which we have been actually honoured to get the funding to support. So that initiative is about holding the 'My Study and Life in Australia' short video contest.
在这个问题上，我想提两个由澳中关系国家基金会一直在做的项目。一个是他们最近推出的奖学金计划，专门帮助中国留学生深入了解澳大利亚社会。这是他们比较新的一个项目。还有一个是比较早的项目，叫做"我在澳大利亚的学习和生活"短视频大赛，我们也很荣幸获得了资助参与其中

So I think underpinning these two initiatives are very strong, in like suggestions made on the part of the government saying that Chinese international students, they are welcomed, they are welcome to learn more about Australia. They are welcome to articulate and share their experiences. One thing we can do at this moment is actually to make this kind of gesture more explicit.
我认为，这两个项目背后都有一个很明确的信号：政府在强调澳大利亚是欢迎中国留学生的，欢迎他们更多地了解澳大利亚，也欢迎他们表达和分享自己的经历。我们现在能做的就是，把这种欢迎中国留学生的态度更明确地传达出来。

This is not merely because that America is doing a terrible job at this time, indicating that they are not welcomed, they are politicised, etc, but also because Chinese international students can be Australia's assets as well. They do so much in terms of promoting Australian way of life, promoting Australian social and cultural events in Chinese social media, and they sustain transnational ties with Australian society and economy even after graduating from Australia years maybe beyond their graduation. All those should be framed in a more positive light. To shape our understanding.
这不仅是因为美国在这一方面的表现不尽理想，让那里的中国留学生感到不受欢迎，被政治化；更重要的是，中国留学生还能够为澳大利亚带来重要的价值。他们在中文社交媒体上积极推广澳大利亚社会和文化活动；而且即使毕业离开澳大利亚后，他们依然会和这边保持社交联系和经济往来。这些都提醒我们，应该从更积极的角度来看待中国留学生，塑造我们对他们的看法。

And probably it will be a good starting point if we can jump out of the stereotypes for the students being censored on the subjects being like, brainwashed and even become like source or means for foreign political interference, that kind of thing.
一个不错的开始，就是先跳出那些刻板印象，比如，不要再把中国留学生都想成"被审查""被洗脑"，甚至"被当成政治干预的工具"。

Sami Shah｜萨米·沙：
Eric, same question for you then. What policy changes or broader societal measures would you recommend to foster more inclusion and success for Chinese students?
还是同样的问题，付博士。你认为在政策层面，或者更广泛的社会层面，可以采取哪些措施来促进中国留学生在澳大利亚的融入和发展？

Eric Fu｜付博士：

I would say the first key words would be participation. So I think Chinese students need to be acknowledged. You know, they put in great effort to come overseas to get this education. So their presence on our campus, in our society should be sufficiently acknowledged, they should be acknowledged as part of our broader cultural society at least. Right.

我觉得第一个关键词是“参与”，也就是说，中国留学生需要被真正“看见”。他们千里迢迢来到海外求学，付出了巨大的努力。因此，他们在校园和社会中理应得到充分关注、受到认真对待，至少，我们应该把他们视为澳大利亚多元文化社会的重要组成部分。

And then also in terms of initiatives or policies that can really help them, I think it could be helpful to really include them in this process of policy making or any kind of program designing stage, you know, to really listen to them and really figure out what they really want and need.

在具体举措或政策方面，如果想要真正帮助到他们，我认为应该在政策制定或任何项目的设计阶段，就让他们参与进来。我们要真正倾听他们的声音，弄清楚他们到底想要什么、需要什么。

And another point I want to make, probably to the broader society, is we need to take a more broader view about this diversity and inclusion kind of initiative in our society. We talked a lot about this initiative, but oftentimes we take this in a very kind of narrow-minded way. So you know, we tend to focus either on one-dimensional ways of framing this term and diversity and inclusion. It could be implemented and understood in a whole lot of different dimensions, different ways.

我还想从更宏观的社会层面补充一点：我们在看待“多元与包容”这些倡议时，视野需要更开阔一些。我们常常在谈这些倡议，但理解往往比较狭窄，总是从单一的视角来框定多元与包容。但其实，多元与包容可以从很多不同的维度去理解，也可以通过不同的方式来落实。

In that case, I would say drawn on the story told by a student. I said, I asked him, is there a moment that you really feel that you belong to Melbourne? And he told me, he says, you know, when the people here don’t treat me as an outsider. So one day he walked in the street and someone just come to him and ask for directions. And that that moment he feels, he belongs to that place. And also maybe some random person just sitting next to him on the on the bench in the park and started a conversation, a genuine conversation, rather than just treating them as the other someone that is fundamentally different from them. I think that will probably a good way to go.

说到这儿，我想分享一个学生的故事。我曾问他：“有没有那么一刻，你觉得自己真正属于墨尔本？”他告诉我：“大概就是当这里的人不再拿我当外人看的时候吧。”有一天他走在街上，有人走过来问路，就在那一刻，他突然觉得，自己真的属于这里了。又或者是，他当时在公园的长椅上坐着，一个陌生人就在他旁边坐下，主动和他聊了起来，那是一种真诚而自然的交流，而不是把他当成“外人”，或者觉得他和自己完全不是同一类人。我觉得，这大概就是一个不错的方向。

Sami Shah｜萨米·沙：

Our guests have been Dr Qiuping Pan of Asia Institute and Dr Eric Fu of the Youth Research Centre of the Faculty of Education, both from the University of Melbourne. Thank you both.
今天我们邀请到的嘉宾是来自墨尔本大学亚洲研究院的潘秋萍——潘博士，和墨尔本大学教育学院青年研究中心的付军——付博士。感谢二位的分享。

Qiuping Pan｜潘博士：

Thank you Sami.
谢谢萨米。

Eric Fu｜付博士：

Thank you.
谢谢。

Sami Shah｜萨米·沙：

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