



Asia Pacific Career Development Association

## Mobility of Chinese students in France

*Challenges and issues for career development*

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## Context



- **Transnational educational mobility (TEM)**  
(Amendola & Restaino, 2017; Arthur & Flynn, 2011; Bryla, 2015; Waibel et al., 2017)
  - Internationalization of higher education
  - Various potential benefits on both individuals and societies
  - Effects of TEM on career development remain unclear
  - Role of individual differences and contextual factors
- **Two main research questions**
  - Understanding the acculturative and identity processes
  - Identifying the influence of these processes on career development

## Context

- **China:** the world's biggest source of international students (544 500 studying abroad and 432 500 returnees in 2016)
- **France:** the fourth most attractive country in the world for international students (325 000 international students in 2016)
- **Chinese students** in France:  
The second largest group of international students (28 043 Chinese students in 2016)

Pays d'origine	Effectifs	Part	Évolutions	
			2015-2016	2010-2015
Maroc	36 768	11,9 %	+4,5 %	+14,8 %
Chine	28 043	9,1 %	-5,6 %	-3,7 %
Algérie	22 660	7,3 %	+6,5 %	-0,7 %
Tunisie	12 077	3,9 %	+4,4 %	-11,5 %
Italie	11 188	3,6 %	+8,1 %	+50,9 %
Sénégal	8 975	2,9 %	+2,0 %	-8,8 %
Allemagne	8 532	2,8 %	-2,9 %	+0,6 %
Cameroun	6 963	2,2 %	-0,2 %	-5,3 %
Espagne	6 817	2,2 %	+2,2 %	+28,3 %
Côte d'Ivoire	6 283	2,0 %	+13,6 %	+49,6 %
États-Unis	5 725	1,8 %	+2,1 %	+22,0 %
Vietnam	5 675	1,8 %	-3,2 %	-14,8 %
Bésil	5 245	1,7 %	-1,3 %	+16,8 %

Source: MENESES, JOZESP, ODIR, GEE

## Study 1: Empirical evidences

- The current study examines Chinese international students' **acculturation strategies** under the influence of psychosocial variables and **identity dynamics** they developed in the host country (Huang & Costalat-Founeau, 2018).
- Combination of 2 methods:
- Quantitative research: **MIRIPS** (Mutual Intercultural Relations In Plural Societies) questionnaire (Berry, 2003, 2010)
- Qualitative research: **IMIS** (Multistage Social Identity Investigator) ego-ecological exploration (Zavalloni and Louis-Guérin, 1984 ; Zavalloni , 2007)

## Theoretical background

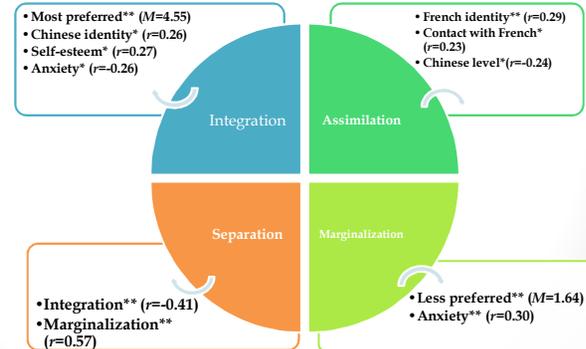
- **Acculturation** is the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members (Berry, 2005)
- **Acculturation strategies** : AIMS (Berry, 1997, 2001)

<b>Assimilation</b> (adopt the new culture)	<b>Integration (Biculturalism)</b> (Cn + Fr) ★
<b>Marginalization</b> (neither identify with their heritage culture nor with the new culture)	<b>Separation</b> (maintain connection with the culture of origin)

- **Identity**: A complex notion (Erikson, 1978; Lipiansky, 2005; Tap, 2005; Costalat-Founeau, 2008)
- Individual or collective?
- Stable or changeable ?
- National or ethnic ? ...

## Method & Results - Quantitative

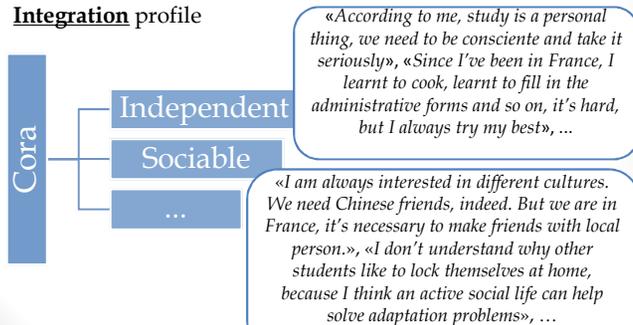
- **MIRIPS** questionnaire (Berry, 2003, 2010): discover the correlation of acculturations and psycho-social variables
- **4 acculturation strategies (N=86)** :  
(signification level of \* $p < 0.05$  and \*\* $p < 0.01$ )



## Method & Results - Qualitative

- **IMIS** ego-ecological exploration (Zavalloni & Louis-Guérin, 1984 ; Zavalloni, 2007) : highlight the relation between these adaptation strategies and identity dynamics.
- Analysis of a Chinese student (3 years in France):

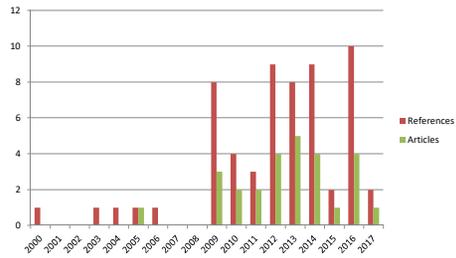
### Integration profile



## Study 2: Systematic literature review

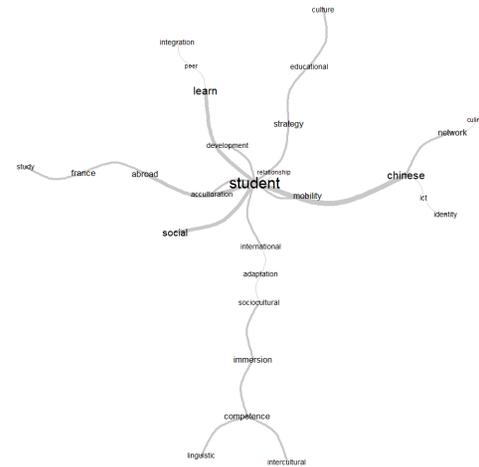
- Numerous studies examined adjustments of international Chinese students to their academic and sociocultural environment (Zhu, 2016).
- The distance between the home and the host countries may facilitate or obstruct such adjustments and have significant impact on various individual outcomes including career development.
- A systematic literature review may help to visualize how these outcomes were examined among international Chinese students in France.

## Corpus description



- Sixty references published between 2000 and 2017. Articles represented 42% of the total references.
- The final corpus included 22 references ( $N = 366$ ).

## Keywords



## Sample

- 366 college students
  - 44% of men and 56% of women
  - Age ranged from 20 to 39 years old
  - Various grades and majors
  - Average duration of stay in France was 2.47 years ( $SD = 2.25$ )

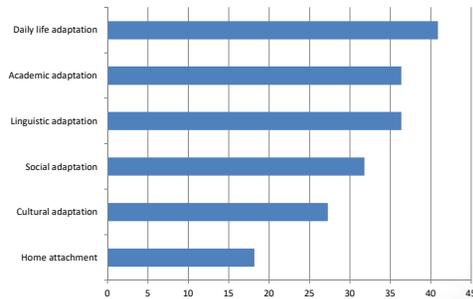
	n	%
Less than six months	38	10
Between six months and one year	71	19
Between one and two years	45	12
More than two years	83	23
Unknown	129	35

## Results (1/3)

- Main motivations to study in France for Chinese students ( $k = 6$ )
  - Linguistic and cultural attractiveness ( $k = 5$ )
  - Personal and professional development ( $k = 3$ )
  - Quality of education in the host country ( $k = 5$ )
  - Educational and societal pressure in their home country ( $k = 3$ )
  - Employability ( $k = 4$ )
  - Financial constraints and support ( $k = 3$ )
  - Parental influence and pressure ( $k = 3$ )

## Results (2/3)

- Main acculturative stressors experienced by Chinese students in France ( $k = 22$ )



## Results (3/3)

- Before the TEM
  - Career projects connected to France or French language
  - Better job opportunities
  - Skills development
- During the TEM
  - Various adjustments' issues
  - Questioning and confirming the initial career choices
  - Alternative academic and career perspectives
  - Staying in France or coming back to China?
- After the TEM
  - Retrospective views of the international experiences and meaning-making
  - Dealing with a bicultural identity

## Discussion

- Implications for researchers
  - Longitudinal studies of international students' trajectories
  - Connect acculturative processes and career development
  - Examine the long-term effects of TEM
- Implications for practitioners
  - Develop intercultural competencies
  - Anticipate and facilitate international students' transitions
  - Foster career awareness and skills development of international students

Thank you!



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