

African Students in China:

A case study of newly arrived students on FOCAC funds at Chongqing University

Adams Bodomo

School of Humanities (Linguistics)

University of Hong Kong

abbodomo@hku.hk

HKU CERC Seminar

September 6, 2011

[Abstract]

- In this talk I review a Forum on China-Africa Cooperation (FOCAC) plan of action to increase the number of Africans studying in China with Chinese government support. This generous commitment from the Chinese government has led to a conspicuous presence of Africans in Chinese universities. I outline the issues and challenges that newly-arrived African students face, from problems in using Chinese as a language of instruction to cross-cultural challenges in cuisine and Chinese society.

- The data derive from questionnaire surveys and interviews in Chongqing University in 2009, where in that year alone over 50 Africans arrived to study science, engineering and other courses. The experiences of these students both strengthen and challenge a cross-cultural bridge theory that I have proposed to account for another study of African traders in Guangzhou.

- I suggest that both the African and Chinese governments should better facilitate the transition from Africa to China if we want these students to "serve as bricks for building future bridges" for Africa-China relations.

[Outline:]

- 1. Introduction
- 2. Literature review and the FOCAC sociopolitical contextualization
- 3. Methodology
- 4. Empirical groundings
- 5. Theoretical discussions and conclusions

[Introduction]

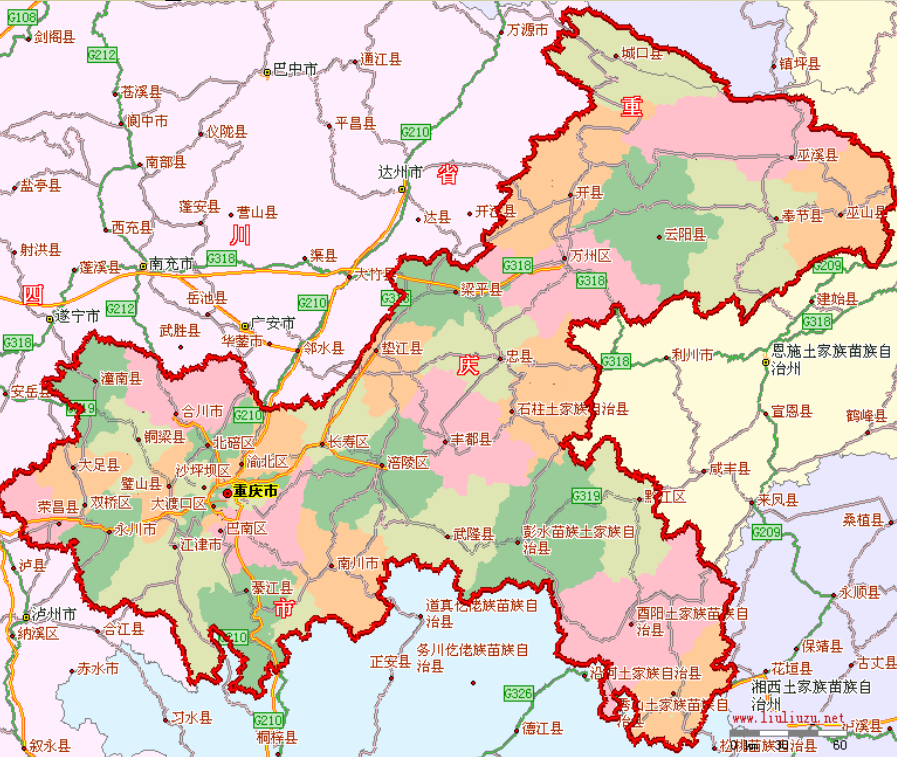
- Africa – Asian relations: the Bandung conference of 1955
- Africa – China relations before 2000
- Africa – China relations after 2000: FOCAC

Introduction

Questions:

- What are the main features of FOCAC with respect to education?
- How can we understand the presence of African students in China from this context?
- What methods are available to us?
- How can we theorize about African students in China vis-à-vis the general African presence/Diaspora in China?
- How different is this “South – South” study programme from other (South – North) study programmes involving African students?

Background of research site: Chongqing



Sources:

- http://pic7.nipic.com/20100424/2572038_103357081464_2.jpg
- <http://liuliuzu.net/dt/2006629191131.gif>
- <http://www.517sc.com/bbs/attachments/dvbbs/2007-2/200722815282631972.jpg>

Literature review and FOCAC socio-political contextualization

- Much research work has been done on people studying in countries other than their own under various designations such as foreign students, international students, exchange students, migrant students or even the very HK(U)-term “non-local students”.

Literature review and FOCAC socio-political contextualization

- Many studies have focused on foreign students in many places around the world, including:
- **the US** (Storm and Gable 1961, Barber, Morgan and Torstrick 1987, Ying and Liese 1994, Sciolla, Ziajko, and Salguero 2010),
- **EU/ Western Europe** (Camiciottoli 2010),
- **Russia** (Dorozhkin and Mazitova 2008), **Poland** (Bednarek 1991),
- **Japan** (Wu 1990), **North Korea** (David-West and Choi 2010), **Brazil** (Dams, Pagola and lee 2007)
- and more generally on issues such as **student health and safety** (Hountras 1956, Strain, W. H., Koenig, C. H., Hays, L. R., Spindt, H. A., & Willard 1957, and Nyland, Forbes-Mewett, Marginson 2010).

Literature review and FOCAC socio-political contextualization

- In the particular case of Africa and China, while there are hardly any studies on Chinese students in Africa, there is now an increasing number of studies on African students in China.
- Some of the earliest studies are autobiographical, such as Hevi (1964), a book-length work that details the author's life as a Ghanaian student in China in the early 1960s.
- Since African countries and China established diplomatic relations right after the Bandung Africa - Asia conference in 1955, Africans have always come to China to study, especially during the cold war era in the 1960s, 1970s, and 1980s.

Literature review and FOCAC socio-political contextualization

- Sandra Gillespin (2001)'s work is one of the few book-length research studies that chronicles African student experiences in China in the context of South – South transfer.
- There are also quite a number of articles that have reported on sociopolitical issues (e.g. Sullivan 1994), and even on stress and health issues (e.g. Hashim and Yang 2003) involving African students in China.

Literature review and FOCAC socio-political contextualization

- However, since the turn of the Millennium when China renewed its commitments to engage Africa, especially in search of raw materials to fuel its growing economy, more and more students from Africa began to arrive in China on Chinese government scholarships.
- This 21st Century situation with a clear socio-political context within the aegis of a clearer framework of Africa-China relations is quite different from what obtained earlier and this deserves a fresh study.

Literature review and FOCAC socio-political contextualization

- This process of African students coming to China became more formalized and institutionalized with the formation of FOCAC whose first meeting took place in 2000 in Beijing. It is within the situational contextualization of FOCAC that the analysis of African students in this paper is framed.

FOCAC

■ *“The Chinese Government decided to: - Help African countries set up 100 rural schools in the next three years; - Increase the number of Chinese government scholarships to African students from the current 2,000 per year to 4,000 per year by 2009; - Provide annual training for a number of educational officials as well as heads and leading teachers of universities, primary, secondary and vocational schools in Africa; - Establish Confucius Institutes in African countries to meet their needs in the teaching of the Chinese language and encourage the teaching of African languages in relevant Chinese universities and colleges”*

■ **(FOCAC 2006 Beijing Action Plan, page 14 - 15)**

[FOCAC]

- As can be seen clearly, this commitment (and subsequent ones which are more or less variations of this first major commitment) includes the provision of scholarships of up to 4000 annually between 2007 and 2009.
- During **FOCAC 2009**, which was held in Sharm el Sheikh, Egypt, the same principles and commitments were evoked and China again pledged to increase the number of yearly scholarships from 4000 to 5500 annually, as contained in the following excerpt in the Plan of Action:

[Education]

- The two sides expressed satisfaction with the continued progress in China-Africa education cooperation in recent years.
- The two sides stressed that better education is the basis of and holds the key to social stability and economic development, and the two sides will build on the existing achievements to further enhance their cooperation.

Education

The Chinese Government offered to:

- — Help African countries to build 50 China-Africa friendship schools in the next three years.
- — Propose implementation of the 20+20 Cooperation Plan for Chinese and African Institutions of Higher Education to establish a new type of one-to-one inter-institutional cooperation model between 20 Chinese universities (or vocational colleges) and 20 African universities (or vocational colleges).
- — Admit 200 middle and high level African administrative personnel to MPA programs in China in the next three years.

Education

The Chinese Government offered to:

- — Continue to raise the number of Chinese governmental scholarships and increase the number of scholarships offered to Africa to 5,500 by 2012.
- — Intensify efforts to train teachers for primary, secondary, and vocational schools in Africa, and help African countries train 1,500 school headmasters and teachers over the next three years.
- — Continue to promote the development of Confucius institutes, increase the number of scholarships offered to Chinese language teachers to help them study in China, and double efforts to raise capacity of local African teachers to teach the Chinese language.”

[Education]

- More than 30 Confucius Institutes have been started up or are slated for start-up in Africa.
 - BUT:
 - To what extent has this aspect of the educational commitment to bring African students to China been met by the Chinese government?
 - Where are we in terms of implementation?
- Currently we do not have full answers.

Education

- We do not even have up to date figures. The Chinese Ministry of Education website and the Chinese Central People's Government website list the number of African students in China as 3737 in 2006 and 12436 in 2009.

- If these figures are up-to-date, it means the Chinese government is delivering on its FOCAC commitments, at least quantity-wise.

- Estimating further based on the FOCAC targets, between 2009 and 2011 we should have had 16500 students.

- The number of African students in China between 2007 and 2011 would then be about 28500, and could rise to more than 40,000 since many students also come to study in China with their own family or private funds and/or funds from governmental and international organizations.

- But in terms of implementation we need to go beyond numbers!

[Methodology]

- - Several field visits to Chongqing alone and with RAs in 2009
- - Informal and semi-structured interviews with students
- - Questionnaire surveys



[Empirical Grounding]

- As stated in the section on methodology the empirical basis for this paper comprises questionnaire surveys, in-depth interviews, and some personal field observations by the author and his research assistants. We here present a selection of these various sources of information.

[Questionnaire surveys]

- No. of questionnaires distributed: 41
- No. of questionnaires completed: 32

- **Demographic information**

- **Age:**



Age group	No. of Respondents
<20	1
21-24	6
25-30	15
31-34	2
35-40	3
41-44	1

[Questionnaire surveys]

- **Demographic information**

- **Gender:**

Gender	No. of Respondents
Female	8
Male	24

[Questionnaire surveys]

- **Demographic information**
- **Level of Schooling:**

Level of schooling	No. of Respondents
University/College	9
Postgraduate	23

Questionnaire surveys

- **Demographic information**
- **Occupation:**

Occupation	No. of Respondents
Student	20
Engineer	2
Government official	1
Journalist	1
Lecturer	1
Teacher	1
Tutorial Assistant	1

Questionnaire surveys

- **National and linguistic profiles**

- **Nationality:** The respondents are of various nationalities. There are totally 22 different nationalities with 4 Kenyans and 4 Tanzanians forming the two biggest groups.

- **Native Language:** There are totally 21 different native languages spoken by the respondents. The most common one is Swahili which is spoken by 5 respondents.

- **Other Languages Spoken:** In addition to their native language, most respondents (25 out of 32) can also speak English. And 12 out of 32 respondents can also speak French. ²⁶

[Questionnaire surveys]

- *Reasons for choosing China and Chongqing University as a study destination:*

Many of them responded that they did not choose Chongqing University as their study destination by themselves; they came to China simply because they got a scholarship.

[Questionnaire surveys]

- ***Duration of study at Chongqing University:***

Most of the respondents are newcomers studying at the university for just about 3 months or more with only 5 of them who have either been studying at the university for one year or more than one year.

Duration of the stay	No. of Respondents
>1-3 months	25
>3-6 months	2
>1-3 years	5

[Questionnaire surveys]

- ***Type of courses the respondents are studying at Chongqing University:***

The result shows that almost all of them (29 out of 32) are studying Engineering at Chongqing University. One student studies Arts and Humanities and two of them fall into the 'others' group. This case study seems to reflect a general trend in the choice of courses by Africans coming to study in China (as is emerging from another study currently under way in Wuhan by me).

Questionnaire surveys

■ *Proficiency in Chinese*

Proficiency level	No. of Respondents
Excellent	1
Good	6
Average	5
Below average	5
Poor	14
None	1

■ *Proficiency in English*

Proficiency level	No. of Respondents
Excellent	12
Good	16
Average	2
Below average	1
Poor	1

[Questionnaire surveys]

- ***Popularity of English and other languages in Chongqing University:***

Most of the respondents (23 out of 32) claim that English is not a common language at Chongqing University and *even among themselves* (this point is important for language of instruction issues).

And most of them (28 out of 32) naturally identify Chinese as the most common language besides English, though some had issues with that – saying that the local rather than standard Chinese was the most common language – this leads to the way they answer the question on communication problems:

[Questionnaire surveys]

■ *How frequently the respondents have come across any communication problem:*

Frequency	No. of Respondents
Always	6
Often	9
Sometimes	11
Seldom	5
Never	1

[Questionnaire surveys]

■ ***Whether the respondents think that they are connected to the local Chongqing community outside Chongqing University and to what extent:***

Opinions	No. of Respondents
To a very large extent	2
To a large extent	4
Neutral	4
To a small extent	10
To a very small extent	6
No	6

[Questionnaire surveys]

■ *To what extent is their life at Chongqing University different from their life in their country of origin:*

Opinions	No. of Respondents
To a very large extent	11
To a large extent	12
Neutral	2
To a small extent	6
To a very small extent	0
No	1

[Questionnaire surveys]

■ *Consumption of Chinese food*

Frequency	No. of Respondents
Always	13
Often	10
Sometimes	7
Seldom	1
Never	1

■ *Consumption of the food from the respondent's country of origin*

Frequency	No. of Respondents
Always	1
Often	3
Sometimes	5
Seldom	7
Never	16 ³⁵

Questionnaire surveys

■ *After graduation from Chongqing University:*

Plan	No. of Respondents
Go back home and work in your country	22
Work in China	5
Do further studies or work in a third country	6
Others	1 ³⁶

[Questionnaire surveys]

- ***Comment about life at Chongqing University or about the topic of this research:***

The respondents have different comments about their life. Some think that life at Chongqing University is good and some think that it is cheap. Some mentioned the language problem they face. Some are concerned with healthcare.

Let us turn next to more extensive individual interviews (six of them):

[In-depth Interviews]

■ In-depth Interview I

- Mr. C is a postgraduate student from Togo who mainly speaks French.
Mr. C is in China to study Business and this is his first year. Because his programme is taught in Chinese, he needs to learn one year Chinese language first.
- Like most of the African students at Chongqing University, Mr. C has come here on a FOCAC scholarship. So he actually studies here for free and he also gets a sum of money every month for living expenses (very coy on telling us how much).
- He says the amount of money he gets is not enough for his living expenses, such as entertainment and medical expenses (he needs to pay 2/3 of the medical expenses every time he gets sick).
- To make up for this shortfall, he has found a part-time, private teaching job as a French teacher. Every Saturday and Sunday, he teaches French.
- On the whole, he quite enjoys his life at Chongqing University.

[In-depth Interviews]

■ In-depth Interview 2

■ Mr. T is a Malian postgraduate student studying Engineering. He is the only Malian at Chongqing University. Besides his mother tongue which is Bambara, the only other language he speaks is French.

■ He originally thought that his programme would be taught in Chinese. Since this would be an opportunity for him to learn Chinese, he chose China as his study destination.

■ However, it turns out that his programme is taught in English. When he realized this, he felt frustrated. On the one hand, he does not know English so this would be a challenge for him; on the other hand, he is worried about whether his programme can really be taught in good English.

■ As some other African students have said, the lecturers usually are only able to read their lecture notes in English but are not good at communicating in English. So this would pose a problem even after Mr. T has finally learned English.

■ Now Mr. T is actually learning both English and Chinese and has attained a certain level of proficiency in both languages. So it seems that he is not worried about the language problem as much as he did on arrival.

In-depth Interviews

In-depth Interview 3

- Mr. N is an Engineering postgraduate student from Nigeria. He chose China as his study destination because of China's fast growing economy and he wants to experience a different way of life.
- For Mr. N, the most challenging thing is the language barrier. Even though the workload at Chongqing University is not as much as in his own country, language problems would make everything difficult; he finds that the Chinese language is very difficult to learn.
- Although his programme is taught in English, he still comes across a lot of communication problems. His professor / supervisor is not good at communicating in English. So whenever he wants to consult his professor, he always needs to come along with someone, usually an African who has lived in China longer, to translate for them.
- In spite of a lot of communication problems he faces, Mr. N is satisfied with his study here in China. Here, he is exposed to more up-to-date knowledge/technology in his field which is very important for a student studying engineering.

In-depth Interviews

■ In-depth Interview 4

■ Mr. A is a postgraduate student from Malawi studying Environmental Engineering. He is a student here but he is also a lecturer in his country.

■ Before studying at Chongqing University, Mr. A was in other places in China such as Beijing and Guangzhou.

■ “As long as you stay inside Chongqing University everything would be fine for you. But if you go outside this is not the case,” said Mr. A.

■ What is so bad about going outside for him is that no one would try to communicate with him, and his Chinese is not good enough to initiate a conversation.

■ It is difficult for Mr. A to learn Chinese well because he only has one Chinese lesson each week. Since his programme is taught in English, there are no extra resources allocated for him to learn Chinese.

■ However, this would not affect his study as he comes here simply to study but not for other purposes.

In-depth Interviews

In-depth Interview 5

- Mr. M is a postgraduate student from Tanzania studying Environmental Engineering.
- Since he knows little Chinese, he is facing serious language problems.
- On one occasion he missed an important seminar because the notice was written in Chinese. He reported the problem to the university and after that, there was some improvement: English titles are added to every notice now.
- But he still needs someone to read the content for him if there is a relevant notice.
- Another language problem he faces is that the course selection website system is in Chinese. So he always needs someone who knows Chinese to help him with the matter.
- For him, the above problems show that the university is not fully ready to receive international students who clearly face a lot of language and communication problems.

In-depth Interviews

In-depth Interview 6

- Mrs. I is a lady from Tanzania. She studies Engineering.

- Since Mrs. I is a Muslim, she cannot eat pork and any meat not slaughtered in the name of God by a Muslim. She has to cook by herself. However, the problem is that there is no place for her to cook since she is living in a student hostel and cooking was prohibited in her room.

- Since Mrs. I has her own family, another problem she faces is that she misses her family but she has no money to travel to her country every year to visit her family. That means she would stay away from her family for four years, which makes her life really difficult.

- She chose China as her study destination because the scholarship is very easy to apply. But she found that the scholarship is not enough for her study as she only gets RMB 300 per year as her book allowance which she thinks is really not enough.

- Although Mrs. I faces a lot of problems, she is happy with her life at Chongqing University because she feels that people are very helpful.

Theoretical discussions and Conclusions

- How can we explain these student experiences?
- We will do this from the framework of a Cross-cultural experiences (in terms of their educational experiences and in terms of their general experiences with Chinese society).
- We first explain the theory and see what challenges and supporting evidence there is for this theory.

[Discussion and Conclusion]

A cross-cultural bridge theory of migrant indigene relations (Bodomo 2010):

- A migrant or transnational population is a function of its source and host communities. The target community (the migrants/Diasporeans and transnationals) will always serve as a link, a contact, indeed a bridge connecting its place of origin (its source community) with its place of domicile (its host community).
- This is potentially amenable to many study areas in an era of globalization: e.g. comparative and contact linguistics, cross-cultural and urban anthropology, maybe even comparative and international education.

[Discussion and Conclusion]

- In several studies (Bodomo 2010, Bodomo and Ma 2010, etc) we found African traders of Guangzhou and Yiwu to be acting as bridges between Africans and Chinese on many respects: socio-economically, socio-culturally, and socio-politically.
- Can we use this theoretical framework to discuss and understand the African students we have met in Chongqing?

[Discussion and Conclusion]

Challenges:

- Unlike the traders who are in constant touch with the Chinese society, the students we have seen are often isolated from the larger Chinese society, so seen this way it is hard to think of them as bridging the African and Chinese societies at this stage of their Chinese sojourn.

Discussion and Conclusion

Students as 'bricks for a future bridge'?

- However, seen another way, the students even in their first year are already bridging the educational systems of Africa and China: they are constantly questioning and comparing the two systems, even if implicitly and unintentionally.
- They are questioning the medium of instruction, they are comparing the workload, the levels of technological sophistication within African and Chinese educational infrastructures, they are questioning their professors' ability to communicate with them, they are questioning whether at all Chinese universities are prepared to receive foreign students, etc.

Discussion and Conclusion

Students as 'bricks for a future bridge'?

- Moreover, an overwhelming majority of the students, 22 out of 34, have expressed their intention to go back to Africa and put their education to use in Africa. These students would be in the best position to explain the Chinese educational system and other aspects of Chinese society to Africans once back home in Africa.

[Discussion and Conclusion]

Students as ‘bricks for a future bridge’?

- Even those who intend to stay back, five out of 34, could play a role as bricks for future cross-cultural bridges between Africa and China. Indeed evidence from Bodomo (2010) shows that many of the leaders among the African trader populations who are in the vanguard of their community’s political, economic, and cultural relations with the Chinese authorities in Guangzhou and beyond were themselves students who speak fluent Chinese and are highly educated about many aspects of the Chinese society.

[Discussion and Conclusion]

"South - South" relations:

- Some scholars have framed international education (South – North/Periphery - Centre and South –South/Periphery – Periphery) in terms of world systems theory (e.g. Altbach, 1980, Arnove 1980) or in terms of World order models project (MOMP) – insisting on positive action to global inequalities of knowledge flow (e.g. Galtung 1975, Mazrui, 1975).
- Specifically, previous studies about African students in China (Gillespie 2001, Hevi 1964, etc) have framed the phenomenon of international educational transactions between Africa and China in terms of South - South relations (within a general world systems theory “...in which educational phenomena in different countries can be understood in their relation to the international political system.” (Gillespie 2001:32 - in reference to Altbach 1980, Arnove 1980, Hayhoe 1986).

Discussion and Conclusion

"South - South" relations:

- While agreeing, in large part, with the general framework of global systems/dependency theory and MOMP, I signal that the use of the term "South - South" in describing relations between Africa and China is already problematic; it is quite obsolete already, with China being the second largest economy in the world. Whether in terms of technology or educational infrastructure, the differences between African students in China and African students in the North are narrowing.

[Discussion and Conclusion]

- In conclusion, we have tried to address the questions we started out with as follows:
- What are the main features of FOCAC with respect to education?
- How can we understand the presence of African students in China from this context?
- What methods are available to us?
- How can we theorize about African students in China vis-à-vis the general African presence/Diaspora in China?
- How different is this “South – South” study programme from other (South – North) study programmes involving African students?

[Discussion and Conclusion]

- This is just a case study and even a pilot one at that:
- More studies of Africans in Chongqing and elsewhere in China in the 21st Century are needed to get deeper answers to these and other related questions, but for now, one conclusion is:
- *Quantity-wise*, FOCAC is on track; *quality-wise*, more needs to be done...
- These and many more are answers that can be put at the disposal of both the African and Chinese governments towards reviewing FOCAC commitments to make it a successful flagship programme in Africa – China educational relations.



Thank you!

References

- Altbach, P. 1980. The distribution of knowledge in the Third World: A case study in neocolonialism. In P.G. Altbach and G. Kelly (eds), *Education and colonialism*. New York: Longman
- Arnove, R. 1980. Comparative Education and World Systems Analysis. *Comparative Education Review*, 24, 48 – 62.
- Bodomo, Adams. forthcoming. Africans in China: an investigation into the African presence in China and its consequences on Africa – China relations. *Cambria Press*, NY.
- Bodomo, Adams B. 2010. The African trading community in Guangzhou: an emerging bridge for Africa-China relations. *China Quarterly*. No. 203, pp. 693 - 707.
- Bodomo, Adams B. 2009. Africa-China relations in an era of globalization: the role of African trading communities in China [全球化时代的中非关系：非洲在华贸易团体的角色]. WEST ASIA AND AFRICA 《西亚非洲》. 2009, Vol. 8, pp. 62-67.
- Bodomo, Adams B. 2008. An emerging African-Chinese community in Hong Kong: The case of Tsim Sha Tsui's Chungking Mansions. In Kiran Kamal Prasad and Jean-Pierre Angenot (Eds.). *TADIA: The African Diaspora in Asia, Explorations on a Less Known Fact: Papers Presented at the First International Conference on the African Diaspora in Asia in Panaji, Goa*, pp. 445-461.
- Bodomo, A. B., and Grace Ma. 2010. From Guangzhou to Yiwu: Emerging facets of the African diaspora in China. International Journal of African Renaissance Studies, Vol 5, no. 2, pp. 283-289.

References

- Chinese Ministry of Education. 2006/2009. Number of African Students in China < http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/moe_850/201001/xxgk_77799.html> (retrieved: September 5, 2011)
- Chinese Central People's Government. 2006/2009. Number of African Students in China http://www.gov.cn/gzdt/2010-03/22/content_1562026.htm (retrieved: September 5, 2001)
- FOCAC. 2006. Beijing Action Plan (2007 – 2009). <http://www.focac.org/eng/> Retrieved: September 5, 2011.
- Galtung, J. 1975. Is peaceful research possible? In *Peace: Research. Education. Action: Essays in peace research*. Copenhagen: Christian Eglers.
- Gillespie, Sandra. 2001. *South-South transfer: A study of Sino-African exchanges*. Garland Publishing.
- Hayhoe, R. 1986. China, Comparative Education and the World Order Models Project. *Compare: A Journal of Comparative Education*, 16 (1), 65 – 80.
- Hevi, Emmanuel. 1964. *An African student in China*. Pall Mall.
- Hashim, I. H., and Z. L. Yang. 2003. Cultural and gender differences in perceiving stressors: a cross-cultural investigation of African and Western students in Chinese colleges. *Stress and Health*, Vol 19 (4): pp. 217 to 225.
- Sullivan, M. 1994. The 1988–89 Nanjing anti-African protests: racial nationalism or national racism? *The China Quarterly*, No 138, pp. 438–57.
- Barber, E. G., Morgan, R. P., & Torstrick, R. L. (1987). Foreign-graduate students in United-States Engineering Programs – Problems and Solutions. *Engineering Education*, 78(3), 171-174.
- Bednarek, S. (1991). Foreign-students in Poland – Their Preparation and Problems. . *International Review of Education*, 37(4), 489-491.
- Camiciottoli, B. C. (2010). Meeting the challenges of European student mobility: Preparing Italian Erasmus students for business lectures in English. *English for Specific Purposes*, 29(4), 268-280. ucation

References

- Dams, A. E., Pagola, H. A., & lee. (2007). Exchange students experience at the Buenos Aires University, School of Engineering 2007 37th Annual *Frontiers in Education Conference, Global Engineering : Knowledge without Borders - Opportunities without Passports, Vols 1- 4* (pp. 179-181). New York: lee.
- David-West, A., & Choi, K. (2010). Teaching English to North Korean Refugees in South Korea: An Interview with Karen Choi. *North Korean Review*, 6(1), 108-119.
- Dorozhkin, I. N., & Mazitova, L. T. (2008). Problems of the social adaptation of foreign college students. [Article]. *Russian Education and Society*, 50(2), 23-30.
- Hountras, P. T. (1956). Problems Confronting Foreign-students. *Vocational Guidance Quarterly*, 5(2), 61-64.
- Mazrui, A. A. 1975. The African university as a multinational corporation: Problems of penetration and dependency. *Harvard Educational Review*, 45 (2), 191 – 210.
- Nyland, C., Forbes-Mewett, H., & Marginson, S. (2010). The international student safety debate: moving beyond denial. *Higher Education Research & Development*, 29(1), 89-101.
- Sciolla, A., Ziajko, L. A., & Salguero, M. L. (2010). Sexual Health Competence of International Medical Graduate Psychiatric Residents in the United States. *Academic Psychiatry*, 34(5), 361-368.

[References



- Storm, W. B., & Gable, R. W. (1961). Foreign-students in the United-States – The Problem of Achieving Maximum Benefits. *Educational Record*, 42(4), 304-315.
- Strain, W. H., Koenig, C. H., Hays, L. R., Spindt, H. A., & Willard, F. M. (1957). Foreign-student Problems - Discussion. *College and University*, 32(4), 496-497.
- Wu, J. T. (1990). THE PROBLEM OF FOREIGN-STUDENTS IN JAPAN. *Chinese Education*, 23(2), 84-85.
- Ying, Y. W., & Liese, L. H. (1994). INITIAL ADJUSTMENT OF TAIWANESE STUDENTS TO THE UNITED-STATES - THE IMPACT OF POSTARRIVAL VARIABLES. *Journal of Cross-Cultural Psychology*, 25(4), 466-477.