

Original Paper

Home away Home: CSP International Doctoral Students’ Community Cultural Wealth and Sociocultural Adaptation in China

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Received: October 15, 2023 Accepted: November 9, 2023 Online Published: November 28, 2023
doi:10.22158/elsr.v4n5p41 URL: <http://dx.doi.org/10.22158/elsr.v4n5p41>

Abstract

China Studies Program (CSP) is a high-calibre international exchange program launched by the Center for Language Education and Cooperation since 2013, which aims to attract overseas students, scholars, and elites from all walks of life to come to study in China through providing scholarships and high-quality training resources. The research site of this study was at a Chinese university in Beijing. Using the Community Cultural Wealth theory (Yosso, 2005), this study examined the sociocultural adaptation mechanism for international doctoral students of the CSP in China, especially how the students themselves, their families, and staff members of the host university help the international doctoral students to navigate their sociocultural adaptation by providing community cultural resources, which helped international students achieve academic success through accumulating aspirational capital, linguistic capital, social capital, familial capital, navigational capital and resistant capital (Yosso, 2005). Findings of this study suggest that the sociocultural adaptation of the international students of CSP was much facilitated by the host community cultural wealth which provided ample opportunities for the international students to acquire and mobilize their various capitals.

Keywords

China Studies Program, Community Cultural Wealth, international doctoral students, Sociocultural Adaptation

1. Introduction

Since China resumed postgraduate education in 1978 and established degree system in 1980, Chinese doctoral postgraduate education has gone through the development process of nearly 40 years. In the past 40 years, China has achieved remarkable results in the education of doctoral students. The ability to

supply talents has been continuously enhanced, the quality of training has been significantly improved, the national innovation capacity has been steadily on the increase, and the international influence has been significantly expanded (Zhao & Wu, 2019).

In 1986, the *Notice on Improving and Strengthening the Work of Graduate Students* proposed to cultivate 180,000 graduate students (including about 10,000 doctoral students) within five years. In 1992, the *Opinions on the Reform and Development of Degree and Graduate Education* proposed that graduate education should have a great development on the premise of ensuring the necessary conditions, quality and efficiency of running a school. The 1995 *Recommendations on the Further Improvement and Strengthening of Postgraduate Work* suggested that postgraduate education should be maintained at an appropriate scale and pace of development. In 2013, *Opinions on Deepening the Reform of Postgraduate Education* clearly proposed that China should take “serve demand, improve quality” as the main line and adhere to the road of conformal development. In 2017, the Ministry of Education and the Academic Degrees Committee of The State Council issued the *13th Five-Year Plan for the Development of Academic Degrees and postgraduate Education*, which formally established the development goal of realizing the transformation of postgraduate education to service demand and improve quality by 2020. Globally, modern doctoral education first established in German in the 19th century (Shen, Wang, & Jin, 2016). International mobility of the doctoral students has always been a key characteristic of the doctoral program. For example, in the late 19th century, many American students went to German to pursue the doctoral degree. Gradually, America developed its own doctoral training system and boosting the country’s academic development in various disciplines and fields.

Nowadays, doctoral education involves international students as the highest level of education. However, international students’ mobility involves many unstable factors. On the one hand, the international students need to solve problems in daily life; on the other hand, they always face the complex intersectionality of language barriers, lifestyle differences, social needs, and cultural differences (Ding & Zhou, 2019).

2. Literature Review

2.1 International Doctoral Students in China

With the rapid development of International Chinese Language Education, the demand for international Chinese language education talents in both China and overseas countries has been rising greatly. However, neither the Masters of Teaching Chinese to Speakers of Other Languages (MTCSOL) nor the traditional Ph.D. in Chinese Language and Literature program could meet the demand for high-level International Chinese Language Education curriculum, teaching material, teacher training, educational management, and public diplomacy. Therefore, on November 2013, the National Guidance Committee for Teaching Chinese to Speakers of Other Languages issued the strategic plan for the Doctor of Teaching Chinese to Speakers of Other Languages (D.TCSOL).

Zong (2015) studied 14 international doctoral students major in humanities and social sciences as well as 6 international student management staff members and supervisors in a research university in China. This study found determinant factors influencing educational quality for this group of doctoral students are from both doctoral students themselves and institutional elements. The individual attributes include interest, attitude, motivation, capacity and quality, while the external and institutional factors include talent cultivation system, environment, as well as teacher resources. This study provides insights for the talent cultivation of international doctoral students from two aspects. On the one hand, the university needs to enhance students' professional quality. On the other hand, it also needs to improve its management and cultivation system, including reform student recruitment system, curriculum instruction, enhance the quality of supervision, service quality, as well as increase international doctoral students' communication with local students.

Qiu (2015) proposed to construct a high-level International Chinese Language Education talent cultivation platform to meet the urgent demands for qualified overseas international Chinese language education talents. The researcher suggests to develop a high-level personnel training platform through collaborating with institutions running the Sino-foreign Joint Ph.D. Program and Visiting Scholar to China Program as part of the China Studies Program.

2.2 China Studies Program Ph.D. Fellowship

The China Studies Program (CSP) is a high-calibre international exchange program launched by the Center for Language Education and Cooperation since 2013. China Studies Program provides many research and studies opportunities to overseas outstanding students and scholars dedicated to China Studies. Through cooperating with prestigious universities in China and inviting famous experts in the field of humanities and social sciences, this program provides Ph.D. fellowships in Sinology and China Studies, develops Advanced Chinese Interpretation and Translation Training Program for Overseas Talents. Furthermore, this program sponsors in-depth research opportunities in China, facilitates or sponsors relevant translation and publication of works, as well as collaborates on Chair or professorship with overseas universities. This program is expected to facilitate the growth and development of young students and scholars.

The CSP Ph.D. Fellowship program supports foreign students to research and study at the doctoral level in China, and aims to cultivate international young sinologists, who are proficient in international academic rules and capable of participating in international academic exchanges and research. The Ph.D. Fellowship of the CSP includes two types of fellowship: the Ph.D. in China Fellowship and the Joint Research Ph.D. Fellowship. The Ph.D. in China Fellowship supports overseas outstanding master's degree holders in pursuing doctoral degrees at Chinese universities. The Joint Research Ph.D. Fellowship funds overseas outstanding doctoral students registered with foreign universities coming to China for study, research and writing of their doctoral dissertations.

2.3 Community Cultural Wealth

Yosso (2005) first conceptualizes Community Cultural Wealth as a critical race theory to challenge the traditionally deficit view of Communities of Color as socially marginalized groups. The various forms of capital from the Community Cultural Wealth include aspirational capital, linguistic capital, social capital, familial capital, navigational capital, and resistant capital. Aspirational capital refers to a person's ability to have hopes for the future even in the face of real barriers in social, economic and other aspects of life. Linguistic capital makes reference to one's ability to be able to communicate in more than one language and other visual art forms such as music or poetry (Liou, González, & Cooper, 2009). Social capital can be understood as one's ability to obtain instrumental and social support through resources such as community organizations and cultural events. Familial capital refers to those knowledge and cultural practices that obtained from extended family members. It also includes family's support through emotional, educational, and occupational consciousness (Liou, González, & Cooper, 2009). Navigational capital is measured by one's ability to navigate through social institutions. Resistant capital refers to one's knowledge and skills fostered through oppositional behavior that challenges instances of inequality (Yosso, 2005).

The Community Cultural Wealth theory has been used in many critical race theory studies to understand how students from underrepresented and marginalized groups develop a sense of resiliency for academic success. Through using the Community Cultural Wealth theory, Liou, Gonzalez, and Cooper (2009) examined data from two racially segregated urban schools to understand how Latino/a students utilized their Community Cultural Wealth for college-going aspirations. Jayakumar, Vue and Allen (2013) studied students from a community college preparatory program called Young Black Scholars (YBS). This study found that community played a positive role in facilitating college access for this group of middle and higher-income Black college students. Using the theoretical framework of Deaf Community Cultural Wealth, Johnson, Stapleton, and Berrett (2020) studied the experiences of deaf students in community college. The study showed that the deaf students utilized instances of resistant, navigational, social, and familial capital in pursuing their higher education. Erdemir (2022) studied a group of 36 Syrian refugee children from an early childhood intervention program in Turkey and found those children possessed with six forms of cultural wealth capitals which included navigational, social, familial, linguistic, resistant, and aspirational capital. In Wick, Willis, Rivera, Lueker, Hernandez's (2019) study, they explored first-generation Latinx students during service activities and homestays in Costa Rica. Findings suggest that students were able to use their linguistic and familial capital to quickly connect and understand the locals. In addition, they were able to apply their linguistic, familial, aspirational, and resistant capital to increase their engagement during overseas experience. The students' interaction with their Community Cultural Wealth deepened their bicultural identities, improved their resistance to injustice, and instilled a strong desire to inspire other Latinx students to pursue international education. School reformers need to see the potential of international students and their communities' funds of knowledge, and better prepare them for adapting into international culture and developing a sense of

resiliency for academic success and integrated development (Liou, González, & Cooper, 2009). Instead of observing international students as a minority group which needs help and assistance from a deficit view, this study analyzed this group of students from a strength-based perspective to see how international doctoral students of the CSP actively applied local knowledge and all kinds of resources in establishing networks and interactions in the host community. Through analyzing Yosso's (2005) Community Cultural Wealth model, this study employed in-depth semi-structured interviews with seven international doctoral students from seven different countries who participated in the "China Studies Program". This study also intended to analyze how staff members and administrators in the host country provided community resources to better prepare them for sociocultural adaptation, thus leading to their all-around development.

3. Research Methods

3.1 Research Site

The research site university lies in the capital of China, Beijing. The city has around 22 million population and 92 higher education institutions. The research site university is noted for its highly internationalized campus with students from over 180 countries. According to the official website of the university, until July 2021 it has more than 2,300 international students and around 8,200 Chinese students of all levels registered. The research site university has around 2,000 faculties and staff members. Its academic strength lies in teaching Chinese to speakers of other languages.

3.2 Research Questions

- 1) How did international doctoral students of the CSP acquire the Community Cultural Wealth that enable them to achieve sociocultural adaptation in the host country?
- 2) What are some recommendations for international doctoral students who participate in the CSP in the future?

3.3 Participants Selection

The students were recruited through purposeful sampling and selected by the following criteria: 1) the participants must currently registered at the CSP during the time of the study, either the Ph.D. in China Fellowship or the Joint Research Ph.D. Fellowship; 2) it is hoped that participants from a variety of different countries and regions can be included, therefore the seven participants were selected from seven different countries and three continents; 3) in addition, the participants selection also considered different gender, major, and fellowship type. The demographics of the participants were demonstrated in the following table (see Table 1). Considering the research ethics, the students and program management teachers were interviewed anonymously and numbered in the order of being interviewed to protect their privacy.

Table 1. Demographics of the Participants

Number	Fellowship Type	Continent of Origin	Gender	Major	Years of Living in China
1	PCF	Europe	Female	Literary Studies	12 years
2	PCF	Middle Asia	Female	International Chinese Language Education	7 years
3	PCF	South Asia	Male	International Chinese Language Education	6 years
4	PCF	Africa	Female	Linguistics and Applied Linguistics	4 months
5	JRPF	East Asia	Male	International Chinese Language Education	6 months
6	JRPF	East Asia	Male	Foreign Linguistics and Applied Linguistics	2 years
7	PCF	Europe	Male	Linguistics and Applied Linguistics	8.5 years

Joint Research Ph.D. Fellowship = JRPF

Ph.D. in China Fellowship = PCF

3.4 Data Collection

This qualitative study was an instrumental case study (Stake, 1995). In a single instrumental case study, the researcher intends to understand a specific problem, and then select a case to best understand this issue (Creswell, 2013). In this study, methodological triangulation was applied by using multiple methods to study a single problem to ensure the trustworthiness of the study: the research instruments include document analysis, questionnaires, and one-on-one interviews with seven international students who participate in the CSP and with the two program management teachers at the research site.

The public documents were selected from the official website of the research site university as well as the official website of the Center for Language Education and Cooperation (CLEC). The research site university website offers background information of the university, while the official website of the CLEC provides information about the CSP.

The questionnaire is consisted of two sections. The first section contains questions regarding personal information such as gender, code name, nationality, age, years of living in China, mother tongue, major,

work experience, scholarship type, HSK Level, grade, economic income, marital status, overseas experience, etc. The second section was revised from Ward and Kennedy's (1999) version of the Sociocultural Adaptation Scale (SCAS-R) designed by Wilson (2013). It is a self-assessment questionnaire to let the respondent think about the life in a country, and rate their behaviors base on interpersonal communication, academic performance, personal interests and social participation, environmental adaptation and language proficiency. The respondent can select Likert scale ranging from 1 (not at all competent) to 5 (extremely competent). The overall internal consistency of the SCAS-R is 0.92, while each SCAS-R subscales' internal consistency was larger than 0.7, indicating a relatively high reliability of the SCAS-R. The original questionnaire was translated into Chinese and sent to the participants through an online link. The SCAS-R consists of 21 items, sample questions include "Maintaining my hobbies and interests" and "Expressing my ideas to other students/work colleagues in a culturally appropriate manner." After the factor loadings for explanatory factor analysis with oblique promax rotation, scores are calculated by averaging the individual item scores. The higher scores of the items represent greater competency in a new cultural environment, where as the lower scores represent less sociocultural adaptation competency. The results of the questionnaire are presented in Table 2.

Table 2. Results of the SCAS-R

Number	Interpersonal Communication	Academic Performance	Personal Interest and Social Participation	Environm ental Adaptatio n	Language Proficiency	Sociocultur al Adaptation Status
1	4.14	4.75	4.25	5	5	4.55
2	5	5	4.75	4.6	5	4.77
3	5	5	5	5	5	5
4	4.14	4.75	4.5	4.4	4	4.36
5	3.71	4.25	2.75	4.8	5	4
6	3.86	4	4.25	4.8	3.5	4.14
7	3.57	3.75	3.75	3.8	4.5	3.77

Because of the COVID-19 pandemic, students were interviewed through voice call on a popular social software called WeChat. Before the interviews, students were sent an informed consent to let them understand the purpose, ways to protect their rights, confidentiality, and possible risks of this study. Among the nine contacted students, seven agreed to participate in the study. After getting participants' permission, the semi-structured interviews were conducted in Chinese and recorded in order to continue with the data analysis.

3.5 Data Analysis

First of all, the recorded interviews were transcribed verbatim for creating interview transcripts to help with the data analysis (Creswell, 2013). Secondly, the researcher read through the interview transcripts, public documents, and results of the questionnaires to find a few key issues recurred from the data and used categorical aggregation to generate major themes or meanings. The researcher used color coding to mark each instance by using different colors based on different categories. Thirdly, margin notes were taken to summarize the major meaning or initial thoughts. Meanwhile, a table was used to describe the basic demographics of the participants. Fourthly, the researcher collapsed the categories into several major themes. Finally, a large number of quotes were presented to ensure the trustworthiness of the study.

4. Findings

4.1 Aspirational Capital

Student 5 used to work as a female textile worker and later became the first Master of Chinese in her home country. Her story has inspired many Chinese learners to continue their study of Chinese. She was also the first CSP student in her home country and Confucius Institute because she wants to be the first local Chinese teacher in the Confucius Institute she worked at. Her aspiration kept her studying hard during the CSP. Despite suffering from headache and eye problems, she still tried her best in balancing her health and study:

Why do I choose to join the CSP? Because I used to be a textile worker and then continued my study. Therefore I think it is not easy for me to study for a doctorate degree, I need to work hard. Whatever problem I met, I always do my best.

Similarly, student 6 used to work at foreign trade export companies. He was clear in stating his goal for joining the CSP and pursuing his doctoral degree is to find a teaching position at the university level. Student 1 mentioned the importance of self-discipline during the doctoral study:

I feel the biggest challenge is self-discipline, which is strictly following you own plan, instead of following others' requirements. You need to make your own plan and try to finish some tasks.

Student 3 worked at a private university. She shared that her university has high requirements for the teachers and she was motivated by her elder colleagues:

I see my colleague who are more than 50 years old, but still study for an online doctoral degree. Working in a place like this, everyday I see people in their forties or fifties still learning. As a young teacher myself, I feel the pressure. I am still in my thirties, how can I feel satisfied for earning a master's degree. I have the motivation that I need to study for a doctorate.

In spite of the social and economic barriers students in the CSP may currently face, they all have high aspirations for the future and believe that earning the doctoral degree can help them in better achieving their goals.

4.2 Linguistic Capital

The CSP Ph.D. Fellowship program admits two types of fellowship: the Ph.D. in China Fellowship and the Joint Research Ph.D. Fellowship. The language requirements for the Ph.D. in China Fellowship students of the CSP are a minimum of HSK (Chinese Proficiency Test) Level 5. For students in the Joint Research Ph.D. Fellowship, students need to achieve a minimum of HSL Level 3 to meet the application requirements. However, due to the competitive number of applicants, many candidates who finally being admitted to the Ph.D. in China Fellowship CSP, even some candidates of the Joint Research Ph.D. Fellowship, have achieved HSK Level 6. After being admitted to the CSP, students also need to use Chinese by reading textbooks and learning materials, writing papers, doctoral dissertation and other publications, communicating with teachers, classmates and scholars in and out of class, as well as listening to lectures, workshops, and various study visits. Moreover, students also need to use Chinese in their daily life to survive in a new country. Most of the interviewed students report they have little difficulty with their Chinese proficiency. They must also develop and apply different language registers to communicate with different audiences. For example, student 1 shared that:

I feel adapt to communicate with Chinese friends and teachers... I have been living in China for many years and language environment plays an important role for my language learning. My eldest child is bilingual, I also need to practice my Chinese, so we would communicate in Chinese at home.

The international students in the CSP can communicate in bilingual or multilingual languages or communication skills. However, there are also students who reported having difficulty with their dissertation writing:

Since I have been teaching Chinese for many years, I have little problem with looking for literature, translating, or even lecturing. Currently my biggest challenge is dissertation writing... you know you can speak Chinese either in a simple way or a literary way. For writing, I think it is a challenge to enrich my Chinese expressions.

Student 7 also reported that after being admitted into the doctoral program, he has more understanding of the limitations for his Chinese language ability. During his master's study, he felt his language ability was quite strong. Later in his study during the CSP, he realized there is still a distance between his Chinese ability and his mother tongue.

4.3 Social Capital

For the several students who participated in the study, identifying and attaining the CSP scholarship itself was a reflection of social capital in getting help from social contacts and community resources. Student 1 used to be a visiting scholar at the research site university for two weeks in the year 2014. During her study at the program, she first got to know the CSP scholarship and found the research direction she has always been interested in. Because of the recommendation from his supervisor, student 2 got to know and finally being admitted to the CSP.

The research site university also provides many opportunities for international doctoral students to participate in social activities and events. For example, student 3 participated in the 70th anniversary for

the founding of People's Republic of China at Tian'anmen Square in 1949. She was the only student representative from the CSP at the research site university, and was interviewed by China Central Television (CCTV) and China Daily's reporters. She always joined in the embassy's events and once was the interpreter for Jack Ma, the famous entrepreneur in China who founded Alibaba. Student 3 also loves Chinese culture and joined all kinds of lectures, conferences, and toured around the country.

In addition to the scholarship sponsored by the CSP, student 4 mentioned the social capital provided by the Center for Language Education and Cooperation in providing information and holding all kinds of events for students in the CSP, such as academic activities, the International Chinese Language Education Weeks, CSP Forum, language studies forum, etc. Student 4 also mentioned how the Center for Language Education and Cooperation provided cultural experience events and research platforms for the CSP students. He joined the Association of International Understanding (AIU), a student organization organized by the Department of International Student Affairs at the research site university, which provides a platform for Chinese and international students' communication and cooperation. For example, during the student registration process, volunteers from AIU can provide assistance to both freshmen and returning international students.

4.4 Familial Capital

Student management staff 1 explained during the interview that compared with other doctoral students, many CCSP doctoral students have already established their own family. Most of them have worked for several years and have certain work experience. Therefore, compared with doctoral students of other program, they often have many family burden such as taking care of their own children. Student 1 has two kids to take care during her pursue of doctoral degree in China. Her children have always been her concern before applying the doctoral program. During this process, her mother provided valuable family support to help with looking after her children while her studying in China. During the interview, she said:

My mother is great in taking care of the two children since both me and my husband were in China. I really appreciate her support which makes my study in China possible.

Similarly, student 3 also expressed appreciation to her parents:

My first gratitude goes to my parents, they support my decision by telling me feel free to study abroad and they will take care of my children.

Familial capital can model lessons of caring, coping, and providing education. Because of family support, international doctoral students found that they were not alone in dealing with their problems.

4.5 Navigational Capital

Student 6 expressed that he has a great sense of achievement while living off campus and experiencing Chinese citizens' life. Using daily communicative Chinese, he could communicate with the local citizens by using basic Chinese vocabulary words. Thus, he was able to exercise in the local gym, order and study at coffee bars, read in the community library, find and rent an apartment, also go online shopping by using shopping platforms such as Pinduoduo (buy together) and JD.com.

In addition, administrators who work at the research site department provided navigational capital for the international doctoral students in the CSP. Basically, there are several divisions at the research site university which are responsible for the management of students from CSP: Division of Confucius Institute Development, Graduate School, each college where students study at, and the Department of International Student Affairs. Among them, student 1 reported that their largest support came from the Division of Confucius Institute Development:

The teachers and staff not only shared some information, but also earnestly solve all kinds of problems for us. Last time there were some problems with my room, the teacher in the Division of Confucius Institute Development spent his weekend time helped me with consulting the issue, I was really touched.

Traditionally, navigational capital refers to one's ability to navigate through social institutions. For students in the CSP, in addition to individual's efforts in navigating during this process, the staff members and teachers in the research site also helped in supporting and facilitating the community navigational process.

4.6 Resistant Capital

While mentioning if there were anything students not adapted to during the CSP, several students mentioned the issue of accommodation. When faced this kind of problem, they would frankly express their opinions and report the problem to relevant staff members to ask for their help. Most of the time, their appeal can be appropriately solved. This is a reflection of resistant capital in applying knowledge and skills fostered through challenged situations.

5. Recommendations for CSP Students

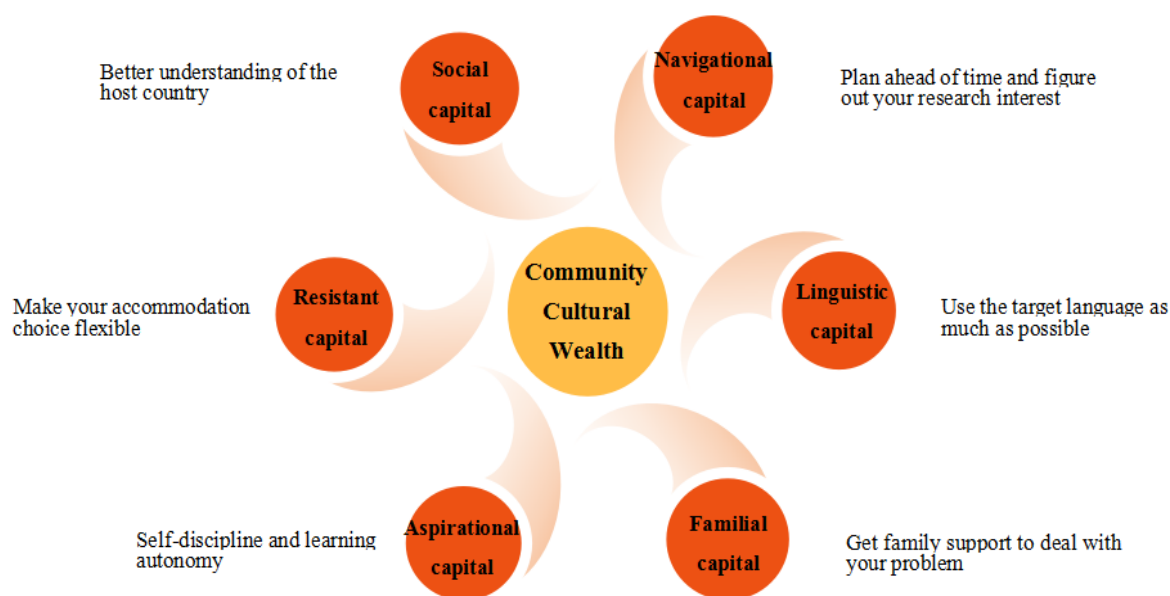


Figure 1. Recommendations for CSP Students

5.1 Better Understanding of the Host Country

Student 1 mentioned in the interview that some international students who joined the CSP has no experience of studying or living in China. Therefore, she thought that in order to better adapt to the new environment, first they need to learn to accept and avoid comparing the host country with their own country. In her opinion, international students should understand the culture and characteristics of the host country, to better understand instead of complain.

5.2 Plan Ahead of Time and Figure out your Research Interest

While talked about the recommendations for coming CSP students, student 7 thought that if the students lack of understanding for the research field he or she is interested in, they need to contact their supervisor before the semester and see if there are any reading list. He explained this point further: “the more you read, the better you can understand the field, and the better you can prepare for your research proposal or the specific research problems.”

Student 5 also mentioned in the interview that the first preparation of CSP start in the application process which is the psychological preparation.

Because it is not easy to study for a doctorate, you need to achieve all the requirements, otherwise it is such a pity to give it up. Therefore there are things you need to know ahead of time, for example the application requirements, when to apply, the language test requirements, the graduation requirements... You need to know them in advance. The HSK requirements for CSP applicants are not easy, so I would like to remind the intended applicants to well-prepare for it.

5.3 Make your Accommodation Choice Flexible

Student 6 talked about the issue of either living on campus or off campus. In his opinion, if it is possible, it is a good experience to live both on campus and off campus. Since CSP allows international doctoral students to choose whether living on or off campus and provides living allowances, according to student 6, it is better to live on campus in the first or second year during the CSP to accommodate oneself in a new environment, and then live off campus to better experience the local customs and practices.

Similarly, student 5 enjoyed the choice of choosing where to live. This helped her a lot so that she can bring her children to study in China, and sometimes her husband can also come to visit her.

5.4 Use the Target Language as much as Possible

Student 6 mentioned in the interview that as international students who come to study in China, it is better to have more communication with Chinese students through joining student societies or reading groups. In order to better learn Chinese and experience the local culture, it is better to use the language as much as possible. Similarly, student 1 also believes that Chinese proficiency and certain academic ability are crucial for the CSP students.

5.5 Self-discipline and Learning Autonomy

During the interview, student 1 mentioned the importance of self-discipline and the autonomy of making rigorous plans. For example, in the first year of the CSP, apart from taking classes, it is important to actively participate in all kinds of academic activities. In addition, students must finish the assignments

and read books and literature recommended by your teachers and advisors. The advisors usually set a deadline for the students and then it all depends on the student's schedule to finish the readings.

For example, during one month's time, you need to finish those readings. So how to read? On the basis of reading, how to finish the papers? It all depends on our own schedule. So you must make a writing plan for yourself. I think that's the biggest challenge. The second year also has many readings, then how to appropriately arrange your time, that's the emphasis.

Student 1 mentioned that in the third year of CSP, the requirements are harder to achieve. It is a problem for how to finish the research proposal and then the drafts of the paper to your advisor in a limited amount of time. The advisor wouldn't supervise you everyday, it all depends on your own.

5.6 Get Family Support to Deal with Your Problem

Three out of the seven participants expressed sincere appreciation to their family members during the interviews, especially their parents for providing parental care to their children. The support from their family members provide enormous contribution for the international doctoral students' study of the CSP. The family members not only provide psychological support and parental care, but also sometimes offer capital, which means provide money support to the students. When the students study abroad in another country, they would also contact their family members to get emotional support.

6. Conclusions

Through the data analysis of public documents, results of the questionnaires, and interview transcripts, this study examined CSP international doctoral students' Community Cultural Wealth and sociocultural adaptation in China. Results of the study indicate that CSP international doctoral students' sociocultural adaptation was in a relatively high status. Students were able to adapt their interpersonal communication, academic performance, personal interest and social participation, environmental adaptation, as well as language proficiency during their CSP in China. In addition, students were able to mobilize their aspirational capital, linguistic capital, social capital, familial capital, navigational capital and resistant capital to adapt their life and study in China with their families, and staff members of the host university's help. This study also provided recommendations for CSP students which included better understanding of the host country, plan ahead of time and figure out your research interest, make your accommodation choice flexible, use the target language as much as possible, self-discipline and learning autonomy, as well as get family support to deal with your problem.

Project

This research project is supported by Science Foundation of Beijing Language and Culture University (supported by "the Fundamental Research Funds for the Central Universities") (Approval number: 22YJ240010).

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