

Contents

List of Tables and Illustrations	9
Dedication.....	10
Acknowledgement.....	12
Introduction	13
1 A first glimpse of Chinese Migrants in Germany and Complementary Schools.....	20
1.1 Introduction	20
1.2 Chinese migration in Germany.....	21
1.2.1 The history of Chinese migration in Germany.....	21
1.2.2 Chinese immigrants in Germany.....	26
1.3 Complementary schooling.....	28
1.3.1 Defining complementary schooling	28
1.3.2 An overview of the literature	29
1.3.3 The research context: Complementary schools in Germany.....	31
1.3.4 The Gap	32
2 The Notions of Social Capital and the Relatedness to the Concept of Guanxi	33
2.1 Introduction	33
2.2 Three notions of social capital.....	34
2.2.1 Class-based notion of social capital	34
2.2.2 Social capital and civic engagement	40
2.2.3 Social capital and youth education.....	44
2.3 Guanxi and its relatedness to social capital.....	47
3 Research design and methodology	52
3.1 Introduction	52
3.2 Research philosophical stance	53
3.3 Research methodology	53
3.3.1 Qualitative study	53
3.3.2 Ethnographically orientated multilingual research.....	54
3.4 Research design	56

3.4.1	The local context – Hua Hua School.....	56
3.4.2	The participant groups.....	57
3.4.3	Researcher and the researched	59
3.5	Data collection design	61
3.5.1	Method of data collection: Participant observation.....	61
3.5.2	Data collection tools.....	62
3.6	Data analysis.....	68
3.6.1	Poststructuralist perspectives	68
3.6.2	Approach	69
3.6.3	Analysing the data.....	69
4	The Networkers	74
4.1	Introduction	74
4.2	Overview of the participants.....	75
4.2.1	Members of Networker group	75
4.2.2	Vignettes.....	77
4.2.3	Material possessions and high social status	78
4.3	An overview of group relations	81
4.3.1	Forming the Networker group on Saturday mornings	82
4.3.2	The interaction patterns and group relations	83
4.4	The main themes.....	84
4.4.1	Friendship and group solidarity.....	84
4.4.2	Engagement with the local Chinese community	90
4.4.3	Engagement with German society.....	94
4.4.4	The maintenance of Mandarin language and Chinese ties for their children.....	98
4.4.5	The navigation of parenthood	101
4.4.6	Business and job opportunities.....	107
5	The Cosmopolitans	109
5.1	Introduction	109
5.2	Overview of the participants.....	110
5.2.1	The members of the Cosmopolitan group	110
5.2.2	Vignettes.....	112
5.2.3	Material possessions and high social status	113
5.3	An overview of group relations	119

5.3.1	Forming the Cosmopolitan group on Saturday afternoons	119
5.3.2	The interaction patterns and group relations	120
5.3.3	High social status at the school	123
5.4	The six main themes	124
5.4.1	Maintenance of the shared history in China.....	124
5.4.2	Friendship and group solidarity.....	129
5.4.3	Engagement with the local Chinese community	134
5.4.4	Engagement with local German society.....	137
5.4.5	The navigation of parenthood	146
5.4.6	Business and job opportunities.....	148
6	The Marginalised	151
6.1	Introduction	151
6.2	Overview of the participants.....	152
6.2.1	The members of the Marginalised.....	152
6.2.2	Vignettes.....	153
6.2.3	Material possessions and low social status/social isolation	155
6.3	An overview of the group.....	158
6.3.1	Forming the group on Saturday mornings.....	159
6.3.2	The interaction patterns and group relations	160
6.3.3	Low social status at the school.....	163
6.4	The five themes	163
6.4.1	Group belonging and solidarity.....	163
6.4.2	Alternative engagement with the local Chinese community mediate through their children	169
6.4.3	Engagement with German society.....	174
6.4.4	The maintenance of various Chinese linguistic forms and rural Chinese values.....	178
6.4.5	The navigation of parenthood	181
7	A site of safe space, the reproduction of social order and Guanxi	186
7.1	Introduction	186
7.2	The most significant findings	187
7.2.1	A safe site for group solidarity, friendship and trust.....	187
7.2.2	Engagement with the local Chinese community	189
7.2.3	Engagement with German society.....	192

7.2.4	Construction of parenthood	195
7.2.5	Hua Hua School – a microcosm of the reproduction of social order	197
7.3	A Chinese interpretation.....	200
7.4	Conclusion	201
8	Guanxi and the significant of social capital in the Chinese complementary school.....	202
8.1	Introduction	202
8.2	Revisiting the Questions for the Study	202
8.2.1	The nature of the social relationships: emotional bonds, group belonging, solidarity and trust.....	203
8.2.2	Facilitating social status and life chances	204
8.2.3	The significance of social capital in complementary school settings for first-generation migrant parents	205
8.3	Limitations and further research	208
8.4	Contributions	209
8.5	Final conclusion.....	211
	Afterward.....	213
	Bibliography	232
	Index	243