



Jiayin Li-Gottwald

Chinese Migrant Parents and Complementary Schooling in Germany

A Sociolinguistic Ethnography

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How do parents cooperate with each other, what value do they attach to their interaction and how is the degree of cooperation related to social status? The study takes a close look at the social relationships among various groups of Chinese parents at a Chinese Mandarin language school in a metropolitan city in Germany. Taking an ethnographic approach, it captures a vivid picture of the parental social interactions in and outside the Chinese school setting. The study reveals the significance of social interactions, discussing it in relation to the parents' socioeconomic backgrounds and individual migrant trajectories.

Author:

Dr. Jiayin Li-Gottwald

is a research fellow in the field of socialisation with a focus on migration and intercultural education at the University of Kassel

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