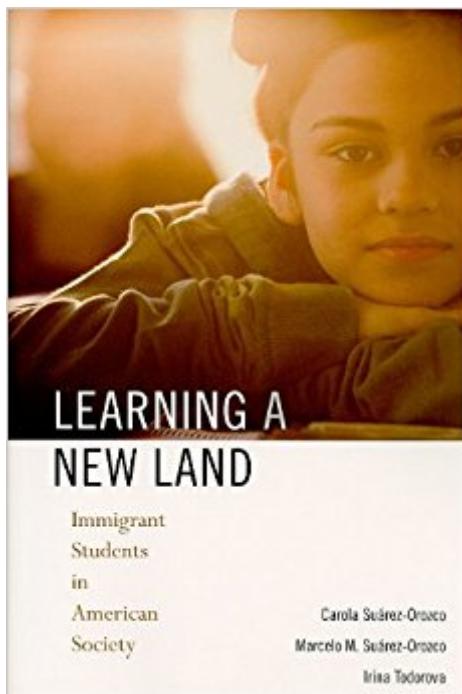


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# Learning A New Land: Immigrant Students In American Society



## **Synopsis**

One child in five in America is the child of immigrants, and their numbers increase each year. Very few will return to the country they barely remember. Who are they, and what America do they know? Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the lives, dreams, and frustrations of these youngest immigrants. Richly told portraits of high and low achievers are packed with unexpected ironies. When they arrive, most children are full of optimism and a respect for education. But poor neighborhoods and dull--often dangerous--schools can corrode hopes. The vast majority learn English--but it is the English of video games and the neighborhood, not that of standardized tests. For some of these children, those heading off to college, America promises to be a land of dreams. These lucky ones have often benefited from caring mentors, supportive teachers, or savvy parents. For others, the first five years are marked by disappointments, frustrations, and disenchantment. How can we explain their varied academic journeys? The children of immigrants, here to stay, are the future--and how they adapt will determine the nature of America in the twenty-first century.

## **Book Information**

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## **Customer Reviews**

Suarez-Orozco et. al set out with a distinct goal for the Longitudinal Immigration Student Adaptation study, and they met this goal through a robust, mixed-methodologies study of recently arrived immigrant students in the United States. The mix of ethnographic, psychological, and educational

metrics used are artfully described in the introduction, contextualizing the resultant data in meaningful ways. The outward purpose of Longitudinal Immigrant Student Adaptation Study, and by extension Learning in a New Land, is to "gain a more complete understanding of the experience of immigration," (p.6). More specifically, the book seeks to illuminate the academic progress of recently arrived immigrant children over five years. The authors successfully achieve this, reporting the statistically significant and case study-based findings for how elements of immigrant children's lives interact to affect academic achievement. Overall, the book does an excellent job in presenting the results of a large-scale study in a relevant, nuanced form that is easily read by educational professionals of varying orientations. The policy implications are clearly advocated. However, the book's treatment of micro-issues, such as how educators can mitigate the effects gender has on educational achievement, lacks concrete suggestions. The field can pick up where the authors left off by discussing such issues that were raised in the research. I expect discussion of theory and possible interventions to follow this work. Carola and Marcelo Suárez-Orozco, Irina Todorova, and the myriad field researchers deserve congratulations for a comprehensive, well-defined, rigorous study that is expertly summarized and discussed in Learning in a New Land.

This book is incredibly helpful. The authors pull from an in-depth five year study to describe the lives of immigrant children who are trying to navigate their way through educational systems under difficult conditions. The writing is clear, the case studies are fascinating, and the policy recommendations are well-informed.

Hello, I stumbled upon this book while researching resources on for my adult secondary ELLs as I was finishing up my M.Ed. in Curriculum and Instruction in TESOL at USF (University of South Florida.) I mention this because as soon as I finished the book, I ordered one for my major professor who had yet to discover it. We both loved it! I found the book to be incredibly evocative of the struggles and hardships immigrant students face, giving me a better perspective on how to approach my adult students who may very well have never completed traditional elementary or secondary education in their countries of birth or even while in the US. This is a scholarly book, not light reading, but very personal in its "Portraits" of case-study students whose lives we enter into. I am on this page today to copy the link to this book for my own web site as a resource I highly recommend for purchase. Enjoy!

This book is an easy read. It helped me understand why people migrate and what they have to give

up to get out of a very bad situation in hope for a better future. Unfortunately for some of these immigrants, it also shows them the reality of America and the hardships that they will face, not the "America of dreams come true" that they expected. After reading this book as a teacher, my perspective for immigrants students and their struggles changed for the better. I have a better understanding of how hard it is for them to learn in a school setting, what they had to give up to come here and how they continue to sacrifice and hope for a better future.

The contents of this research are not only of interest to the serious researcher, they are valuable for teachers, administrators, and policy makers. There is a good mix of "hard data" and cited comments of participants and observers of issues of interest.

Those interested in this book will find an eight page review of it at CIS dot ORG. The review is by John Wahala, the Assistant Director of the Center for Immigration Studies. "Suarez-Orozco et al. provide a devastating look into how immigrant students are faring in American schools. Unlike many in the debate, they do not share the assessment that everything will work out for these children just like it did for the immigrants of yesteryear."

Worldly perspective a great piece for classroom discussion a little lengthy. For a class centered on the topics discussed this is good, but for classes which touch on topics in this book, it could be a bit much. Still a great read

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