

1. Record Nr.	UNINA9910462549203321
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Titolo	Language, gender, and academic performance [[electronic resource]] : a study of the children of Dominican immigrants // Flavia C. Perea
Pubbl/distr/stampa	El Paso [Tex.], : LFB Scholarly Pub., 2011
ISBN	1-59332-677-7
Descrizione fisica	1 online resource (167 p.)
Collana	The new Americans : recent immigration and American society
Disciplina	370.117/50973
Soggetti	Children of immigrants - Education - United States Children of immigrants - United States - Language Native language and education - United States Education, Bilingual - United States Sex differences in education - United States Dominicans (Dominican Republic) - United States - Social conditions Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	CONTENTS; List of Tables; List of Figures; Acknowledgements; Foreword by Cynthia Garcia Coll; CHAPTER 1: Introduction; CHAPTER 2: Dominican Immigrants in the US and Providence, Rhode Island; CHAPTER 3: What do we know about Children of Immigrant Families?; CHAPTER 4: Guiding Theories; CHAPTER 5: The Nuts and Bolts of this Study; CHAPTER 6: Modeling Language, Gender, and Academic Performance; CHAPTER 7: So what does all this Mean?; CHAPTER 8: Closing Thoughts; Notes; Appendix A; References; Index
Sommario/riassunto	Research has found immigrant youth perform better in school compared to their native-born peers. However, academic performance deteriorates with acculturation to US culture, whereas bilingualism has been associated with better performance in school. Perea examined whether language acculturation could explain the variation in academic grades among Dominican children of immigrants, and tested whether children who preferred Spanish and English equally had better grades than those who preferred English only. Results indicate benefits associated with bilingualism, however they also indicate a gende

