

English-Language Development: Deepening Understanding: Exploring Stress, Risk, and Resiliency in English-Language Development

Strands:	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
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AFTER COMPLETING THIS ACTIVITY

Students will demonstrate ***knowledge*** and ***skills*** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- How stress and characteristics associated with risk and resiliency can affect the development of immigrant children, whose first language is not English (*Standard 1*)*

Students will be able to:

- Discuss the implications of research findings related to stress, risk, and resiliency on their work with young immigrant children (*Standards 1, 2, & 4*)*

* See Appendix A

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Before you start

There is growing empirical evidence pertaining to the experiences of immigrant children whose first language is not English and their families. Stress, risk, and resiliency are identified as integral factors in these experiences.

Deepening understanding



Slides 2-4

Ask students to find one research article that explores the stress and risk factors that this experience presents to the development of young immigrant children. Ask students also to find one research article that explores the correlates of resilience in this experience.

Ask students to describe three key findings from each paper and bring these to class. In class, have students share their findings and explore their implications for working with young immigrant children who are English learners and whose home language is not English.