**INTERVIEW 1**

##### Interview

| Line | Interview Excerpt | Notes |
| --- | --- | --- |

1. **RESEARCHER:** 00:00 Okay, this is the beginning of
2. the interview. The population of your students that I
3. am specifically referring to are recent sub-Saharan immigrants.
4. My first question is, what strategies,
5. techniques and processes have you found to be the
6. most useful in engaging your students ... disinterested
7. students? Students who are disinterested. So, I'm
8. asking for the strategies, the techniques and the
9. processes that you found to be most useful in engaging
10. in your classes. And can you give some specific
11. examples and I'll be glad to repeat the questions as we,
12. uh, as we, uh, a proceed. So, the strategies, techniques,
13. and processes that you have found to be most useful in
14. engaging your, your, uh, your classes disinterested students?
15. **PARTICIPANT:** By disinterested, what do you mean?
16. **RESEARCHER:** Students who are not engaged, students who
17. show a lack of interest, right? They're not engaged. And I know
18. engagement is a kind of complex word. Students who are
19. not interested. They don't show any interest, they don't show
20. any curiosity.
21. **PARTICIPANT**: **00:59** Okay, usually I start the school year by
22. emphasizing the importance of the class. When
23. students don't display a continued interest in what
24. we're doing, I remind them that their
25. grades in the class are key to them
26. passing and the skills we use in English are the most
27. important in terms of their communication. And typically,
28. I add sometimes because when I speak to minority students,
29. (which is the majority we have here), that a lot of times they're
30. being judged based on their skill level, how well they
31. communicate and assumption by many people is that they
32. don't communicate very well or that might not be able to
33. communicate at the same level as others. And so, the skills we
34. offer them and that we attempt to master competencies and
35. in this class are ones that they'll use for the rest of their lives to
36. the best of their ability and will help them or hurt them from this
37. point on.

**RESEARCHER: 01:58** So you let them know how useful or relevant

these skills are…?

1. **PARTICIPANT: 02:01** I provide continues reminder of the importance
2. of why they need to a master. I remind them to do their best at mastering English
3. and the reading and the writing because the language components that
4. we'll use will be beneficial for them from that point on. So, a lot of
5. them are disengaged because school is a turnoff. This happens
6. In another class: um, but usually, I require them to do a lot of work. And sometimes the key is to remind them that they will need these skills in the future-its not just

something you'll use in high school and never use again. This is something that

1. you’ll use for the rest of your life. So, you cannot afford to not take the learning
2. seriously.
3. **RESEARCHER: 02:47** And you feel you have been successful in

engaging them?

1. **PARTICIPANT:** Yes !
2. **RESEARCHER:** Would you recommend these strategies? …You would recommend those strategies that you just explained?
3. **PARTICIPANT: 03:02** The most important part of that conversation
4. is making sure students realize this has some benefit to me at this
5. point and for the rest of my life. A lot of students don't see their place in
6. using some concepts that they learned in high school. And so, they say,
7. well, what do I need it for? And they turn off and they remain
8. disengaged. Once you say, well, wait a second, you want to, um, a job
9. or you'll want to sit down for an interview to get a career and
10. people are going to judge you based on what you say and what you do
11. and how will you write. That means you need this in order to get there.
12. They start taking it more seriously. So, it's the strongest connection
13. they can make to why I'm doing it and what the benefits will be.
14. **RESEARCHER: 03:42** All right. Okay. How
15. long have you been, how long have you been teaching in this context?
16. **PARTICIPANT:** Ten years.
17. **Speaker 1:** Comparing your past experience- has it always been the same story in the past and the present- when you just started teaching this population?

1. **PARTICIPANT:** Um, yeah!’
2. **RESEARCHER:** Could you please share your experience about any strategies that did not work with recent sub-Saharan immigrants. Have you done, something that didn't work and why do you think that the strategies were not successful, if any?
3. **PARTICIPANT:** **04:32** Oh, I'd have to think about strategies. What
4. did not work and why were they not successful with this population? So yeah, I can give
5. you an example of, for students who were directors to when I paired
6. them with students who on average were very interested and did well.
7. The students who were disinterested didn't always, uh, like the idea
8. that I'm supposed to learn from this person or this person who was
9. my peer. So, the strategy didn’t help motivate them. So, I
10. sometimes paired the slow learners or the people with other students hoping that
11. it will rub off and give them some sort of a motivation.
12. For me, it didn't work because I, I usually didn't see students, um, uh,
13. successfully or effectively motivate other students. Usually if a child
14. was motivated and another student who was not. And I paired them
15. two together, um, if I paired those two together, then the child who
16. is disinterested would get turned off even more, almost as if will you
17. understand it and you're motivated, but that has nothing to do with
18. me. Or sometimes they would say, well, you know, what, you're just
19. a teacher's pet.
20. **RESEARCHER: 05:54** Okay. The next question is like the
21. previous one, but I know there's a slight distinction. I would like to
22. know about your successes and mistakes in handling disengaged recent African immigrant students.

1. **PARTICIPANT: 06:18** Basically um, it’s the time
2. that I convinced students that it was for their benefit. And at
3. the very minimum most students would realize, well,
4. English is one class that if I fail, I get retained for the next
5. school year. So even if they weren't disengaged, usually after they
6. hear that, they realize they can't afford to not take things
7. these skills that they are learning seriously. They are life
8. skills that they'll need. And the strategies that have not worked
9. have mainly been, uh, in
10. having students work together or trying to get a student who's
11. not engaged to work with a student who is engaged. I did mention
12. that before. Um, it's just not a good way to try to motivate students to learn.
13. **RESEARCHER:** **07:16** Okay. I see another question. What obstacles, obstacles or
14. resistance that you may have encountered in attempting to
15. handle difficult situations with this population of students? You know I’m specifically talking about disinterested, disengaged recent African students. So, uh,
16. any obstacles or resistance?
17. **PARTICIPANT: 07:45** From the students themselves to the
18. parents?

**RESEARCHER:**

Both students, parents and even school admin

1. **PARTICIPANT:** Sometimes teachers don't approve of methods used.
2. Uh, I'll give you an example of, um, one of my teachers when I
3. had a, um, the students, um, he didn't approve of the way that
4. I handled students when they broke class rules. He thought it
5. was too stringent and he would criticize me and say that I was
6. using a, almost like an iron fist and the classroom. Um, parents,
7. I've had parents say that, that the way that I did things were not,
8. was not a, uh, something they agreed with. Um, usually these
9. are parents whose students acted up or did not come to learn
10. and they wanted me to have a softer approach. But at the end
11. of the day I let them know these are the expectations and
12. ultimately your students will either follow the rules or a fall
13. in line and begin to, to make progress in the classroom or
14. suffer the consequences.
15. **PARTICIPANT: 08:54** Um, and from the immigrant students themselves,
16. a lot of times typically students who are transferred into a
17. class, they didn't start the year with me, but they end up
18. being placed in the classroom for whatever reason. They, they
19. usually have the most problems when it comes to, um, them
20. being disengaged, especially if they were used to a class where um,
21. they weren't doing much and then they get switched to a class
22. where they're expected to do a lot and they expect it to
23. themselves not to have to do more. The problem with some of the recent immigrants is
24. they don't know the rules you have in place that were used to
25. not doing too much and they're surrounded by new faces.
26. So those are usually the hardest to have, um, fall in line.
27. But ultimately, um, if they do begin to make progress,
28. they see the most gains as well.
29. **RESEARCHER: 09:43** Alright. So, would you say you have
30. been supported in your efforts to, uh, respond to disengaged African immigrant
31. students by the school and my parents. Would you say you
32. have been supported by the school, by the parents, by any
33. structures in place?
34. **PARTICIPANT: 09:59** Gradual support. So sometimes,
35. um, I, I have been through situations where I'd expect feedback
36. or transition to take place and they happen over time, not as
37. quickly as I'd like. But in general, I would say I've been more
38. or less supported by the school administration. I've had parents
39. who wanted their children switched out of my
40. class because they thought my class was too difficult, and I was
41. too stringent and the principal said, no, I'm not switching your
42. child out of the teacher's class. And they went to the Principal afterwards.
43. I said, you know, these are the parents you might want to give
44. them the call. Um, and he said (this was before Ms. Wallace),
45. he said that, uh, uh, no, I think your class is the best class that
46. that child could be in. And so, I'm going to keep the child there.
47. So, you have different avenues of support, but more or
48. less I would say yes. I have support.
49. **RESEARCHER: 10:56** Okay. So, what lessons have you
50. learned regarding engaging sub-Saharan immigrant students?

1. **PARTICIPANT: 11:01** Uh, so I think sub-Saharan immigrants
2. are unique in terms of their learning experiences in the
3. classroom. Because the amount of discipline that's expected
4. from us is not as high based on stereotypes sometimes.
5. And also based on the belief that we feed into. So, a lot of,
6. um, of the culture that we perpetuated this point on our
7. own suggests that black students won't be as disciplined,
8. and we feed into the same sort of thought matrix which
9. allows for, um, certain breakdowns and what might be
10. expected to go into the classroom. And I've taught whites
11. and I've taught Latinos and I've taught African Americans
12. and Asians, I've taught a range of students, but it seems to
13. be that the expectation for sub-Saharan immigrants is that they
14. will not fully abide by, uh, by what's expected them in the classroom.
15. And the result is because they buy into those things, um, it becomes more difficult to
16. reach them. This isn't all, but in general, the collective
17. stereotype, uh, it, it, it hurts most of the students who
18. identify as African American because they assume these
19. kinds of behaviors are part and parcel of what they represent.
20. And it takes away from the overall learning experience.
21. **RESEARCHER: 12:28** I know you've taught for a long time,
22. 10 years, like you've explained to me. Looking at it retrospectively,
23. what would you do differently? Uh, and what
24. advice would you offer to both novice teachers and actually
25. experienced teachers about handling
26. disengaged recent African immigrant students?
27. **PARTICIPANT: 12:53** Um, the best advice I could
28. give is to have a system in place that
29. is tried and tested in terms of working with students- stick
30. to that system, not to vary and to be very patient with the support
31. you need from others in the building and that sort of thing because
32. you'll find teachers who have a great system in place, but they lose
33. patients and they burn out and they let everything go. If you are a teacher but you
34. don't have a system but their intentions are good, um, you kind of have
35. to have your own set of expectations that don't contradict what the
36. building offers. And you have to maintain it irrespective of the other
37. things that go into the classroom. That means being consistent in administering
38. discipline. That means being consistent and making sure
39. our recent immigrant students are accounted for, that they're accountable. And that
40. means being consistent and responding to administration.
41. **PARTICIPANT: 13:48** But there are times that
42. things typically go wrong - when students, uh, they try the teacher because all
43. students will assume that there was a weakness in the
44. teacher's classroom management or their system of expectations.
45. And that's when things start to unravel. So, your best advice in
46. your, your strongest pursuit and making sure students, um,
47. make progress and go from being disengaged to engaged is to
48. be consistent, be patient, and stick to a system that makes progress.
49. **RESEARCHER: 14:30** Very helpful. I must thank you a lot for giving this
50. interview and, uh, very, uh, I can't thank you enough. Thank you.

**INTERVIEW 2**

##### Interview Excerpt

| Line | Interview Excerpt | familiarity with data |
| --- | --- | --- |

1. **RESEARCHER**: 00:00 Okay, So we're
2. beginning right now with the interview and
3. my first question is, uh, what
4. instructional strategies and
5. learning activities have you found
6. to be most helpful in engaging sub-Saharan immigrants
7. in the learning content? Can you
8. provide some specific examples?
9. **PARTICIPANT :**[00:20](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=20.8) Activities I involve
10. “hands on with the students” .. do work together
11. at the same, time. Have hands on materials.
12. For example, let's say we're doing “trake”[*unclea*r]
13. problems. Students work together,
14. building on posters and um..YEAH
15. **RESEARCHER** **1**:[00:39](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=39.61) So, these
16. are some activities
17. you will use and be mindful that I'm talking
18. about specifically recent sub-Saharan African immigrants. Do you think
19. these activities that you just
20. described (hands on activities), are they
21. really working? Are they effective?
22. **PARTICIPANT** 2:[00:56](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=56.73) Yeah, I think they're
23. very effective.
24. We may be able to work together and learn
25. from, you know, feed off each other.
26. The one problem that comes with that however,
27. is that they tend to socialize a lot. So right now
28. social lives, they can distract us. So, you have to
29. sort of, try to keep the focus and engage.
30. **RESEARCHER** 1:[01:14](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=74.98)
31. “what strategies or what learning activities
32. have you found to be most useful or successful in
33. helping to engage students who are ***disinterested***,
34. who are sub Saharan immigrants-And if you could provide some examples.”

1. **PARTICIPANT** 2:[01:46](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=106.78) Wow. It's hard to motivate
2. someone who are not and not motivated or interested
3. in the material. Um, I try to involve, bringing something
4. that relates to their lives- that they relate. If they can relate to some
5. life experiences, they can see what
6. it is or it is used in real life. Um, while some of those
7. being that it's applicable to their home life that they can
8. kinda be able to relate to. So that's, that's what I do is
9. try to bring some of that they can relate to.
10. **RESEARCHER** 1:[02:24](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=144.02) I know you're teaching math,
11. but, uh, and I understand what you're saying, but can
12. you think of an example - a specific example?
13. **PARTICIPANT** 2:[02:32](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=152.69) Um, just for example. Um, see, finding the
14. area of the room, for example, finding
15. the area that that can be used and finding
16. the area of carpet at home for example.
17. That came off the, off the top of my head.
18. Um, I can't think of anything right now.
19. **RESEARCHER** 1:[02:56](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=176.87) That's okay. Yeah, I got you. But what
20. about the learning strategies that you found ***not***
21. useful in engaging sub Saharan students
22. and why was it ***not*** useful?
23. **PARTICIPANT** 2:[03:08](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=188.23) Um, I think one of them - if you guys give paperwork,
24. they're not going to do it. They're just not
25. going to do it. I mean you have to be able
26. to somehow show how it relates to them.
27. And also break it down the way that
28. they understand because some of
29. the traditional methods do not always work
30. with that. No. So, um, I try to make it
31. simple as possible. I may use a method that,
32. for example, you use mnemonics to, to learn
33. some materials and also, um,
34. that's a shortcut. We are doing the same thing
35. once I've showed them how to do it, the long as hand
36. shortcut ways. So, they can apply that shortcut
37. methods to future problems.
38. **RESEARCHER** 1:[03:56](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=236.35) So, paperwork or busy work do not work ?
39. **PARTICIPANT** 2:[04:04](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=244.17) Paperwork to do. They don't stay
40. focused long enough for that student.
41. **RESEARCHER** 1:[04:10](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=250.71) Why would you think that they were not a
42. success? Are they useful?
43. **PARTICIPANT** 2:[04:15](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=255.13) It's just another way that they are
44. brought up . They are not brought up to the sit and work
45. on problems. They're more active,
46. they're wanting to move around, you know, they're
47. wanting to socialize. So, you have to be able to bring
48. that, those strengths that they have or if people
49. can submit to weaknesses by the administrators so
50. that you can bring to the table, to the table. To
51. , as to enhance learning in the classroom.
52. **RESEARCHER** 1:[04:40](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=280.44) Okay. I would like to know
53. about your successes
54. and mistakes and handling disengaged recent sub-Saharan African immigrant
55. students.
56. **PARTICIPANT** 2:[04:47](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=287.23) I think one of my kids after

a while I do tend to come around, but for those hard nosed

1. kids it's hard to get them focus and some strategies
2. don't seem to work with them – needing a very
3. strong person very who will challenge them. Sometimes I have another type of teacher,
4. so sometimes it's also difficult to get those kids on
5. my side do not involve because they not as focused on,
6. they're not, they're challenging everything you do in the
7. classroom there. That's, it's like an ad for a student.
8. So, there's always that challenge you're faced with,
9. especially kids who are coming from another culture. So
10. to speak, and they're coming with their own baggage
11. for their own bag. And so you have to be if that too.
12. RESEARCHER 1:[05:42](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=342.7) So you have, from what I gather, you
13. have had some resistance in attempting to handle
14. difficult situations with this population of students.
15. PARTICIPANT 2:[05:50](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=350.66) Yes, I have, you know, that's
16. um, as time goes on you do many again and again that
17. I'm blessed. You know, then things got better
18. about initially is always a struggle, especially with
19. those hard-nosed kids who come from other cultures. You don't really want to be here who's rather be out in the
20. hallway doing something else.
21. RESEARCHER 1:[06:12](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=372.46) All right, so they're resisting.
22. And would you
23. mind just explaining a little bit how they would resist instruction?
24. **PARTICIPANT** 2:[06:27](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=387.74) Well they're finding other things to do.
25. You know, wanting to use electronics - wanting
26. to leave the classroom’. They're just not focused, they don't
27. want to do the classwork. So those are the resistance. The say
28. things to, you know, they would find a way to just disrupt the class.
29. So you find that those, those are the kids that you have to deal
30. with all the time. They always called her, trying to get him involved.
31. He called their names to ask some. We submit. So you can keep
32. them involved, but it's very difficult because once again, also
33. you'll be with their attention span as well and that's another issue.
34. **RESEARCHER** 1:[07:06](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=426.86) Okay. Have you been supported in
35. your efforts to respond to disengaged sub Saharan students by the school and by parents? Can I have some specific examples?
36. **PARTICIPANT** 2:[07:17](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=437.62) I do get support. Sometimes it's not as
37. much as you would like. You know, you reach out to parents
38. and parents say that they would talk to the kids , but
39. it doesn't mean that a kid will change, you know.
40. Sometimes the reverse has happened.
41. The kid has come back even worse off than before because they
42. didn't see any reason for you to call their parents or call the
43. the administrator because they may view it as you as snitching
44. You have to be able to bear the consequences
45. of your actions in terms of trying to get the kid to work
46. better. While you may think, oh well maybe the acceptable
47. way to do it may not always work with a particular kid.
48. So that's something you have to think about before you
49. actually call .
50. RESEARCHER 1:[08:09](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=489.62) Okay. So how has your school district responded?
51. PARTICIPANT 2:[08:12](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=492.69) Um, for the most part, favorably.
52. I think that, that they'll try to be sure that the case. But once
53. again it doesn't always work. Um, you may call home for a kid for a cell phone. The next day the kid comes back to school with a cell phone. So what do you do?
54. RESEARCHER 1: [08:38](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=518.03) Alright. So, what lessons have
55. you learned regarding engaging African American students?
56. PARTICIPANTS 2: [08:45](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=525.23) Well, what lessons- I
57. would say is never give up because you have to keep
58. trying and you have to try different methods,
59. different ways of approaching it. An engagement strategy that is
60. working for one kid may not automatically work for another kid even though they may have a similar background. So you keep,
61. keep trying. That's all you can do, you know, and I
62. talked to other teachers about how they do for particular kid.
63. For example, if I see a student who's very close to the teacher,
64. I would talk to that teacher and see what can I do or even
65. other teachers can talk to that student that would help.
66. So I, I just don't look in terms of a classroom, I'm looking
67. at the broader picture of what's going on outside, what's going
68. on in other classes as well. So, I try
69. to bring all those into making my immigrant learners be successful in my classroom.
70. RESEARCHER 1: [09:30](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=570.8) Yeah. Okay. And the last thing I
71. would like to know is what, what would you do differently?
72. I know you have taught for a long time and uh, what advice
73. would you offer both to a novice teacher and an even
74. experienced teachers who are struggling to engage sub-Saharan
75. African students?
76. PARTICIPANT 2: [09:47](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=587.13) Well, when I first came into
77. teaching, I felt that I was going to make that change.
78. I'd have tried over the years to make that change.
79. However, it's not as easy as it seems. You know, science.
80. Oh, you just come in and teach a classroom. It's not like that.
81. There's so many dynamics going to teach in your relationship
82. with the kids, you, your relationship with the material itself,
83. you know, relationships with parents in school. So, you have
84. to look at the big picture. What do you want to get from
85. this? Do you want to have a kid who's just getting a's and b's?
86. Do you want to prepare the kids for the future? So, you're
87. looking at all of those things and try to bring it all together
88. and at the same time trying to impart that knowledge,
89. content knowledge to the students. I will also say
90. is that never give up and be yourself.
91. PARTIVIPANT 2: [10:36](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=636.01) Uh, I know for me, being myself
92. sometimes gets me into trouble, but that's the only way that
93. people, students would really begin to relate to you because
94. if you're yourself, no matter what happens, you will be that
95. same self. And what I'm trying to say is that be yourself.
96. I'll also be true for, okay, and we can talk to the students
97. about certain things, but just don't be, get into certain
98. sensitive issues that could get you into trouble.
99. Okay. You can talk about your yourself, your life, where
100. you've come from and how you got here. Sorry. But, um,
101. don't get into other stuff that can get you into trouble.
102. Some, some stuff that are very sensitive and that's these.
103. So once again, don't give up. Keep trying, believing yourself,
104. leaving your kids. Believe that they can get it and it would
105. work out. Also lean on others and smILE. Okay. Uh, I think it's
106. very important to lean on your family and also your family or
107. school as well.
108. RESEARCHER 1: [11:50](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=710.65) So, you think you have been successful,
109. engaging sub Saharan African students?
110. PARTICIPANTS 2: [11:55](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=715.5) Um, I think I have been but I
111. think that it could be a lot better. Uh, and that's what I'm striving.
112. I think education is transient, is it's never stops. Keep learning
113. and is dynamic as well. So, you have to keep learning, you have
114. to keep trying. You can navigate. But otherwise there's the job and
115. it's all about the kids know that's the bottom line. It's about the kids
116. **RESEARCHER** 1: [12:23](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=743.6) I know you have a mixed population- how differently
117. would you engage the recent African immigrant population from the other teenagers and the other population?
118. **PARTICIPANT** 2: [12:34](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=754.09) I mean there are some strategies that
119. you would used with each group of students. They probably
120. wouldn't use for Hispanic or an Asian kid or you know, on
121. occasion because they come from different backgrounds.
122. No, but I think my overarching thing
123. **Speaker 3 Intercom announcement**: [12:50](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=770.45) interruption
124. teachers at this time, could you please release the students
125. for their testing sites?
126. PARTICIPANT 2: [12:59](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=779.83)
127. All the students in your school are unique individuals, so I use that fact to build diverse and inclusive classroom culture by taking the time to learn about my students: Where do they come from? What kind of socio-economic situation do they live in, broadly speaking? Are they meeting academic achievement standards, or are they struggling? Do they get along with their peers? it might be difficult to find the time to intentionally build relationships with students — but I try to do so
128. **RESEARCHER** 1: [13:38](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=818.4) But, do you
129. think recent immigrants have a distinct, a way of
130. responding to your methods- your academic engagement strategies?.
131. **PARTICIPANT** 2: [13:53](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=833.09) different responses from, from
132. the different evidence groups. Yes, definitely. There is no, um,
133. yeah. This, this is the. Yeah.
134. RESEARCHER 1: [14:06](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=846.17) Okay. Thank you so much for
135. your patience and the I interview,
136. **PARTICIPANT** 2: [14:11](https://www.temi.com/editor/t/BaLXGaFDsTxdOqLTWL3XLV7Ap7FuEGo5yWutGJrRilcZ2BVuyoU0gv9w9If5TT_SmRHJnw?loadFrom=DocumentDeeplink&ts=851.7) good for you, it's an
137. honor to be able to speak to you on this topic, Mr. Very interesting
138. dynamic and diverse topics, so thank you so much. You're welcome.

**INTERVIEW 3**

| Line | Interview Excerpt | Notes |
| --- | --- | --- |

1. **RESEARCHER:** 00:00 Okay, it is recording right now.
2. Good morning and thank you for coming and participating in this research.
3. Let me just restate the topic : Educators’
4. descriptions of Academic Engagement Strategies
5. for recent sub-Saharan immigrants.
6. I understand that you have a vast experience-you are going to be
7. valuable participant-you experience is very important-unique because
8. you are looking at it from both perspectives-as an educator
9. and from an administrator’s point of view
10. Can you just clarify your role in education?
11. **PARTICIPANT:** Thank you so much for inviting me to help in the process of your
12. research your research. My name is Dr. Fonjong, I work the school system of Prince
13. George’s County. I am an educator, classroom teacher, department chair and the
14. Coordinator of the ESOL program at the school and so I work with the ESOL
15. population in collaboration with the ESOL office to ensure the success of this program
16. at the school level
17. **RESEARCHER:** That is perfect, so I am going to draw from your experience from the perspective of a teacher, a coordinator and a department chair- thank you again for coming
18. How long have you been in this role?
19. **PARTICIPANT**: I have been teaching with the school system for 15 years-department Chairperson for 6 years and coordinator for three years or so. In addition, I recently earned an admin certificate, with focus on English Language learners
20. **RESEARCHER**: So, from my understanding, within the ESOL population there is a subgroup of recent immigrants from sub-Saharan Africa
21. **PARTICIPANT**: Yes, we do have a significant population of recent immigrants from sub
22. Saharan Africa. The ESOL program accommodates students from all over the world
23. But of course, I also have that unique experience with working with students
24. from sub-Saharan Africa including Cameroon, the Congo, Liberia, Nigeria, and a host of
25. other sub-Saharan countries, yes
26. **RESEARCHER**: How would you describe the growth of the population? Growing, plateau,
27. What is the graph like?
28. **PARTICIPANT**: Regarding that population, I think it keeps growing but one thing you
29. would want to highlight is the reason why the population is on the rise regardless of
30. the fact that at a given point it had been kind of halt or slowdown in immigration
31. students in the ESOL programs may be identified as newcomers (those who recently
32. arrived in America-but also, we also have
33. students who may be first of even second-generation Americans-whose parents have
34. been here-who have been identified as ELL based on their background. So, either way
35. the ESOL population is on the rise
36. **RESEARCHER:** Do these immigrant students show up at the start of the year?
37. Or there is a staggered entry as in other ESOL programs?
38. **PARTICPANTS**: Over all I just wanted to highlight this, In the county as a whole
39. the majority of ESOL students show up in the middle of the year, January,
40. but with respect to the sub-Saharan immigrants, the majority show up
41. at the start of the year -the reason being that as much as we have the summer
42. Here, most sub-Saharan countries, the summer holiday coincides with that
43. of the feeder countries. And so, most of the students who migrate so in
44. Summer and they can start the year in September or August
45. because the calendars of both host and feeder countries coincide. So, the ma
46. majority of sub-Saharan immigrants arrive here at the start of the academic year
47. **REASERCHER**: My questions will require you to put on different hats at
48. different times because. As, an educator (not administrator) as a teacher.
49. as these students easily identifiable? Do students from sub-Saharan Africa
50. stand out? How easy/difficult it is to identify this population of students?
51. How likely are teachers to confuse this group with other populations?
52. **PARITICPANT:** Yes, it is easy to identify the sub-Saharan immigrants. You
53. would easily identify based on many reasons. The first reason-the language
54. the linguistic approach. When you walk into class for the first time. You
55. can either identify the students based on their expression in English (accent,
56. vocabulary, choice of vocabulary. For instance, students from Nigeria, CMR, East Africa
57. Kenya, Libera who generally speak English-you would tell from the accent
58. And the choice of words. They usually use TIER 1 words-words that are
59. generally common -not content specific. Secondly you could immediately tell
60. some of them go through the silent period-you find these students who are
61. noticeably quiet in class and research shows that the silent period is because of
62. culture shock-when students are listening despite their academic,
63. intellectual abilities hat they have they are listening because of the new environment and everything else to catch up and
64. there is often a misinterpretation – but they are simply going thought their silent
65. period and you will notice it and you will go to complain to admins, you going to
66. complain-sometimes you may have to call home/make parent contact/seek
67. parental support and find out why the students don’t seem to respond or engage academically.
68. Another aspect is the cultural resonance-which means that there are certain
69. approaches just in body language-how they interact with you the teacher. You will
70. also notice that the approach that these students adopt when they address the
71. teacher, you would tell that this student is probably having some issues. Now the
72. confusion is that the student may be identified for special ed services because of
73. lack of responses which may have resulted from a cultural aspect. For example,
74. one of the most common identifiers is when you talk to /address the student in
75. class, I can tell you out of experience the students look away from you-they do
76. not make eye contact-not seeming to focus. I have had an experience with a
77. student who stands up to provide a response to the teacher when called up.
78. This gesture could be misinterpreted for disruption if the teacher is not aware
79. of the cultural background. 3 things: the accent, choice of vocabulary and the general
80. body language of the learner
81. **REASEARCHER:** In your opinion, these aspects (silent period, cultural adaptation) slow down or hold up the teaching and learning process? Do these aspects impede of affect academic engagement?
82. **PARTICIPANT:** Yes, it does
83. **RESEARCHER:** If these factors affect the academic engagement of the learner,
84. what strategies do you use to reach these students.? From you experience, how does it
85. slow you down, how long is the silent period, to what extent does this affect
86. the academic success of the student
87. **PARTICIPANT:** In linguistic terms, the silent period is referring to as the Affective Filter-
88. some kind of blockage-an invisible wall. The first effort of the teacher is to narrow
89. the affective filter. You must do everything possible to connect to the student
90. personally. It is crucial that the teacher makes an effort to comprehend the
91. background of the student. It may require looking into the background record of the
92. student, seeking more information from the guidance counselors and school records.
93. Information retrieved includes, where the student is coming from-what are the
94. cultural norms behind this student’s background-documentation educational
95. background of the immigrant country. Understand the student as an individuals,
96. the age, educational background, any interruptions in education, prior academic
97. performance-doing everything possible to get to know each student
98. individually. The teacher becomes a learner. To engage the students, you have
99. to create a rapport-the goal is to narrow and subsequently
100. eliminate the affective filter Personal relationship with the students,
101. get parent involvement. Knowing the student, personally individually
102. culturally, educationally etc. New arrivals from these sub-Saharan
103. countries the local color throws them off -connect the students to
104. their backgrounds is helpful-vocabulary. Planning the lesson to connect
105. to the student’s background in science etc.
106. **RESEARCHER:** All the strategies that you have described, as a coordinator,
107. To what extent have you been successfully pushing these strategies among
108. Educators? And do you coordinate with other educators and stakeholders
109. To ensure the success of these strategies.
110. **PARTICIPANT:** As a coordinator, I conduct classroom visits with teachers from
111. other departments and one of the main concerns from the teachers is that
112. they want a translator for these students. My response is that we
113. don’t need translators for our immigrant students. We need someone who
114. can interpreter concepts. These are English language learners who need
115. high potency words, academic vocabulary. How would they learn the new
116. language if we revert to the primary language. Rather, they need more
117. of these high potency tier 2, 3 words. I stress these points to our teachers-
118. academic vocabulary is a priority. In collaborative meetings and plan
119. what needs to be done with our ESOL students. During my walk throughs,
120. I listen to teachers and make notes. We usually conference after these
121. class visits during which we discuss how the low proficiency of our
122. ELL requires visual teaching aids. Most of the materials must be written and
123. visible to the students. It takes 4 times for an ELL to acquire a concept
124. that is orally presented. Because they take longer to process the information
125. most importantly, the use of visuals is primordial because pictures
126. tell more than anything else. Also, sentence frames are widely popular for
127. our ELL to get them start writing. Furthermore: Modelling: I do you do
128. “model what you want the students to do”
129. At the level of the School district, there are department chairs meetings during
130. Which planning and collaboration is discussed to help our ELL improve.
131. Sharing teaching strategies
132. The ESOL office works in collaboration with the various departments helps
133. With professional developments, materials, resources. The ESOL department
134. Is also providing teachers with data and ensuring that they use the data
135. To inform instruction We want teachers to understand data. Each teacher
136. Is required to analyze data based on the WIDA access test administered to ELL
137. Students
138. **RESEARCHER**: What does the data tell you about the success of these academic
139. engagement strategies that your department implements among sub-Saharan immigrant students? How soon do you begin to see the results of the strategies?
140. **PARTICIPANT:** Within the ESOL population of our school, the data reveals that
141. most students from sub-Saharan Africahave consistently met the required passing score
142. This means that they are able to exit the program before year 3 or 4
143. **RESEARCHER:** Given this data, would it be reasonable therefore to conclude that
144. the strategies are working. Also, are you doing anything to push the students
145. even harder to achieve their maximum potential.
146. **PARTICIPANT:** We are still not completely satisfied; we are still looking for
147. best practices. We rely on continuous and consistent research. We are still
148. pushing for more-what else can we do to advance their achievements. How
149. Can we support our immigrant students, what else can we do ? Setting goals
150. For each of these students and monitoring progress, looking at quarterly tasks,
151. And delving in more research to help the students move forward
152. **RESEARCHER:** Tell me more about parental support as far as this population is concerned
153. **PARTICIPANT:** The most reliable source of background information has been
154. the parents. From experience these students have a different educational system.
155. Students have shown that in Africa the school assumes the role of the parent/guardian
156. However, here parental involvement is education is quite high as opposed to Africa. Therefore, we have had to figure out different types to programs to involve parents

in the education of their children so that they can be partners. However, language

1. barriers have been a hindrance. Therefore, the school district is providing some
2. help in this regard. We have Language Links-so we are able to meet with parents
3. and communicate. We have a planned event called the ESOL Parent Night where we
4. Invite parents, teachers, counselors, and we do presentations to explain to parents
5. What the program is about. Parents provide input. We have also organized larger
6. events involving the community such as the International Evenings where students
7. Parents, administrators’ counselors are invited-this is a sort of cultural show case.
8. So we are looking for more ways to involve parents
9. **RESEARCHER**: Do you have anything to add?
10. **PARTICIPANT**: Let me touch on the phenomenon of overgeneralization of students form sub–Saharan African students. I have encountered
11. A situation where a student from this region was denied entry into
12. the International Baccalaureate program because of the preconceived
13. notion that they did not get it. I intervened and found out that the student was
14. indeed capable. ELL and Sub Saharan student have to be considered each
15. as an individual. They come with individual specificity The term sub-Sahara
16. is kind of broad because a student from Nigeria, CMR, Kenya are all different.
17. The national cultures are different and beyond national cultures are indigenous
18. cultures. These specificities play a lot into them
19. Attitudes, abilities to learn. Often, they are seen as simply students from
20. African but they have national cultures, and the indigenous cultures play a
21. lot/ For instance, in Northern Nigeria, women are denied education
22. Therefore, a female from northern Nigeria would have a different
23. educational background from the female in another country or the same country for
24. that matter. Also, a student in Cameroon may have been taught in English
25. or French . For instance, Cameroon has 275 local languages The approach
26. to teaching ELL from Latin America is quite different from the sub-Saharan
27. approach. The cognates used in one region may not be existent in another region.
28. The languages have not be codified for the most part and therefore, since they
29. are illiterate in their native language, you cannot make a connection between
30. English and that language

**INTERVIEW 4**

RESEARCHER ([00:00](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=0.06)):

Thank you so much.

RESEARCHER:

You're welcome to we just get started and it's recording as I speak right now. This is interview for my research, my dissertation, and I have Ms. Ward with me and I'm going to start the interview in 30 seconds. She's a willing participant with PG County public schools

. Good afternoon, Ms. Ward. I'm glad you're here. I am going to be conducting research on engagement and strategies for recent Sub-Saharan African immigrants, and I would like to gain insight into the experiences of teachers. This is purely for research purposes and it's not going to be shared with anybody just for my research for my dissertation. I'm glad to have you

PARTICIPANT: Anytime.

RESEARCHER: So the first question, how long have you taught in this setting? I'm talking about how long have you taught recent African immigrants in PG County schools ?

PARTICIPANT 2 ([01:35](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=95.69)):

I've been at the school for 7 years, this is my fifth year teaching here. I've been teaching. I taught high school for five years.

RESEARCHER ([01:45](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=105.23)):

Okay. Still in the same setting, I would say setting like this urban area. Where, where was that

PARTICIPANT ([01:53](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=113)):

Right? Actually when Forestville was actually a military Academy I taught there, well. Actually, I was in middle school for four years as well, but in the same population.

RESEARCHER 1 ([02:09](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=129.08)):

Okay. I see you have had some experience with this the population. Specifically, I am referring to the experience with sub Saharan immigrants- I'm looking at that population. Have you noticed a surge or drop in the population of the African immigrants? Sub-Saharan African immigrants?

Speaker 2 ([02:28](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=148.19)):

What countries would they incorporate?

RESEARCHER 1 ([02:30](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=150.86)):

Mostly African countries south of the Sahara- I would incorporate all of Sub-Saharan countries like Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Congo, Cote d'Ivoire, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda

PARTICIPANT 2 ([02:55](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=175.61)):

Now there's been a slight increase. However, I've worked outside the Beltway as well, and there's more of an increase outside the Beltway than inside.

RESEARCHER 1 ([03:08](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=188.22)):

I'm trying to get an insight into your experiences with these students. So that's what I mean, your experience with them now. Can you just as much as possible in detail your experiences with this Sub Saharan immigrants, to children, your teaching experience with them, how they respond, how you engage them academically, anything you can share with me.

PARTICIPANT 2 ([03:51](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=231.3)):

It varies because again, I've taught inside the Beltway, I've taught outside the Beltway. I substituted for a number of years and my experience outside the Beltway- there's one child in particular that comes to mind. She was very, very shy.

RESEARCHER 1 ([04:10](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=250.29)):

Okay

PARTICIPANT 2 ([04:11](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=251.28)):

Her experience was not good because she wasn't used to the lack of discipline that our children have versus where she was. I think she was from Nigeria, Nigeria, Cameroon. But our- the children here in America, they had less discipline. And she told me, she said, I'm not used to all the noise in the classroom. And most of the children that were native to other countries, they pretty much all said the same thing. That there is far less discipline here in the United States than it is in their country.

I was just going to say, they're far more disciplined than our students in general.

RESEARCHER ([04:51](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=291.36)):

And now how are they perceived by the other kids?

PARTICIPANT ([05:05](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=305.19)):

For the most part they're just, they're received just like any other students,

Speaker 1 ([05:09](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=309.68)):

It's up to you.

PARTICIPANT2 ([05:13](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=313.42)):

One particular young lady. She was, she was in 9TH grade, so she was a little, a little bit ostracized because she always had on a coat. It is far warmer there than it is here. Always cold. She had literally just gotten to the country like maybe two or three days before she was in the room that I was at. Right. Excuse me. So she, it was an adjustment phase and I tried to make sure that she was received. And I know you're not familiar with my class on style, but everybody in my classroom has a safety zone. I don't allow any teasing. There's no name calling there's. I don't care what happens, where you know, where everything goes on. So, I, she kinda like stay close to me because I guess she felt more comfortable near me versus sitting, you know, with the rest of the kids. So, she you know, I try to make her feel welcome. Right. And anytime she had an issue, she would come to me and let me know, you know, whatever was going on.

RESEARCHER1 ([06:22](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=382.39)):

It reminds me when I came in like 20 to 25 years ago. I understand where you're coming from when you're talking about she was dressed

REEARCHER 1 ([06:58](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=418.03)):

What are some VFof the strategies you would use for this population to engage them academically.

PARTICIPANT 2 ([07:36](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=456.22)):

These are my students. I try to try to base them based on their reaction. So if they, if they're not understanding me, initially, I try to alter the way I talk to them. Break things down a little bit more. I would go a little slower, but all of the students that I've had from other countries, well, from the, the population that you're speaking of had no issues, they've I haven't had to change anything.

Speaker 1 ([08:03](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=483.89)):

How would you describe the experiences of other teachers in dealing with this population of sub Saharan Africans- what are their experiences?

PARTICIPANT ([08:56](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=536.57)):

Honestly, the experiences that I've had with students from, from those areas, they are so disciplined and they're usually the higher performing students in the class. So there have been no issues. And I really haven't had the opportunity much to collaborate with other teachers about, we spend so much time and it's a shame. We spend so much time focusing on the negative that we don't dwell much on the positive. I actually have two students that that I have right now that all their assignments are turned in. They do things on time when they come into class, they always speak, you know, they're very respectful. I haven't had any issues with it.

RESEARCHER 1 ([09:43](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=583.84)):

So, you don't tweak your teaching your, your strategies in engaging this population? you don't change anything. No?.

PARTICIPANT ([11:07](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=667.43)):

Because one thing that I've noticed with children, if you change things exclusively for them, they'll feel ostracized and they'll feel less, there'll be more reluctant to participate

Treat them like everyone else, they're, they're more engaged and they are more likely to be receptive to the things you have.

RESEARCHER1 ([11:30](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=690.56)):

Okay. if you can just try to describe some of the engagement strategies. I know you say the same with the other kids, but some of your engagement strategies .

PARTICIPANT ([11:57](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=717.24)):

So I do for all of my students. I do try to make sure that they are, they're clear on whatever directions I give them. So I'll call them out individually and say, all right, well, are you sure you understand what we're doing? I'll ask them to regurgitate the information, to make sure that they understand. And then I'll ask them to write down different things, just to make sure they are clarity on whatever we're working on, and then ask them sometimes to summarize. Okay. So tell me, tell me what I just said to you and they'll, you know, and every now and then I'll have as soon as extremely shy or reluctant because of whatever reason. And you know, sometimes they won't respond verbally, but they'll respond written in written form.

Speaker 1 ([14:37](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=877.41)):

The curriculum obviously is new to these students-there has to be some adjustments.

Speaker 2 ([15:05](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=905.44)):

But the, the little girl, like I was saying before, the one that was kind of shy, she was more, she was in third grade, but she was seven. And they put her in third grade because her, her, I think her parents had her in private school so that, you know, that makes a difference too. Or she was, she was not, she wasn't schooled in the same manner. She was far more advanced than the children and our school. So, you know, and it's unfortunate that so many people have a stereotype that the people that look like us were not able to be educated. You know, we're just actually, we're small. Well, I shouldn't say that because when it dissertation, but you know, from my experience, the children from various African nations are more advanced than children from other countries.

Speaker 1 ([15:57](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=957.55)):

All right. Are you, you mentioned something about, can you expand on that? You've mentioned something about the stereotype.

Speaker 2 ([16:03](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=963.58)):

Well, you know, a lot of times in the movies and even some of the kids that I had, I, there was a clip that I showed from. I can't remember what I think it was from Kenya and no, it was actually something I saw on the news and they was showing something from Kenya. They was showing other people from America, Kenya, it looks like, and they said, wow, they live inside. You mean, they have houses. There there's a business. They have businesses there. And it's like, yes. You know, he was saying that was in school or they was on the news or some, a TV show I was watching.

Speaker 1 ([16:45](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1005.34)):

But that was what did I experience occur?

Speaker 2 ([16:49](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1009.03)):

There was one TV. I can't remember where it was. It was, it was like a,

Speaker 1 ([16:52](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1012.83)):

Now what is it as a school setting? I'm talking about you, when you, when you were viewing the program.

Speaker 2 ([16:58](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1018.39)):

Oh boy. Where was this taken?

Speaker 1 ([17:02](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1022.53)):

Anyway?

Speaker 2 ([17:03](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1023.75)):

Where was I watching it? I was watching it at home. Okay. Okay. Got you. I got you. Okay. It was a documentary that they, that is what happened.

Speaker 1 ([17:11](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1031.02)):

Yes. Okay. Okay. So, right. So that, that, that stereotypes may transform from, from what I'm saying, they transfer to, to, to the school environment may that the, you, it does not in your car. It may translate. Yeah.

Speaker 2 ([17:27](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1047.97)):

And it does to a degree because I remember, and this was in Kenya then when there were they were showing the different houses and it was a beautiful house, very, very large house. And the children, they didn't know that people lived like, you know, live is just like, we live here things. So again, they, they thought that, you know, they see the movies, they see Tarzan movies and it was in a hut or, you know, there's all sides. And of course that's not the case.

Speaker 1 ([17:58](https://www.temi.com/editor/t/LCx_pf0hNZxfF2guZOH6y0NZQeJ0GP9lN5r1fSwE9Fn3rIUBfqcHrKfPz_A_N8O_hIdseIpzreFGAp59I_sYiCeAYSg?loadFrom=DocumentDeeplink&ts=1078.85)):

Okay. Right. I think I have yours now. I see your experience was, I was trying, all I'm trying to do is to see your experiences, teachers experiences in handling that population, which I know is it's a growing population. I'm trying to see the experiences, just the experience. That's I'm. How would you describe your strategies? And you just described that to me and the experience of it. And that was all I was trying to, I was trying to, to, to understand interview and I got a lot of information and it was very, very nice appreciate your cooperation. And I will get the transcript of this and then double check with you to see if it's, if it reflects accurately, what we discuss

Let's say we came, we came Brian [inaudible] and he said, I'm going to try to get some other, they just do. And then a

**INTERVIEW 5**

RESEARCHER ([00:01](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=1.29)):

The topic that we're going to discuss is academic engagement strategies for recent Sub-Saharan immigrants. That's the population we're talking about. So, I will begin by asking how long have you been in this setting?

PARTICIPANT 2 ([00:51](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=51.38)):

Since 2015, so five years.

RESEARCHER 1 ([00:56](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=56.72)):

Okay. So, you've had five years’ experience. Okay. And I'm talking about recent sub-Saharan African immigrants.

From your experience, has there been an increase, influx, decline or plateau of recent sub-Saharan immigrant students? Does the population that you see at the start of the year typically stay the same, or there are changes in the year?

PARTICIPANT 2 ([01:29](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=89.12)):

Are you asking me, do I see them mostly come at the beginning or middle or end of the year?

RESEARCHER 1 ([01:34](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=94.25)):

Oh, right. Because from past and recent history, the ESOL population fluctuates depending on a number of factors. The population that you see at the start of the year may not be the same throughout the year.

PARTICIPANT 2 ([01:39](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=99.91)):

In, in my, in my experience what I've seen, they came in the beginning of the year.

RESEARCHER 1 ([01:44](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=104.3)):

Yeah. Okay. So it’s like you don't have to worry about groups of students trickling into you classrooms throughout the year popping in the middle of the school year

PARTICIPANTS 2 ([01:53](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=113.75)):

Yeah. I think, I think it's only happened to me one time. They came in the middle of the year. That was when migrant children who had crossed the US-Mexico border alone began to trickle into the country

RESEARCHER 1 ([01:59](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=119.22)):

Yeah. And then yes, with my Hispanics, I know they can come anytime.

PARTICIPANTS 2 ([02:04](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=124.4)):

Definitely. Definitely with the Hispanics. Yeah. But the African students, I like them the best. They're the most, they're the best students.

RESEARCHER 1jj ([02:16](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=136.52)):

What is your experience in teaching these Sub-Saharan students, immigrant children, what is your experience just in general? I'm not, I know I'm going to go into details. What's your story? As far as engagement, academic engagement is concerned

PARTICIPANTS 2 ([02:45](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=165.62)):

I think they're extremely motivated and they're also they also come, they just come to me and they say the, if their grade is bad, that their parents will beat them and that, And and they, they, they seem happy and they seem well adjusted. They don't seem like they're abused or anything. But they seem highly, highly motivated. Can I ask you something is Nigeria, is Nigeria considered Sahara?

RESEARCHER

1 ([03:22](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=202.08)):

Exactly. Exactly. Yeah. Anda host of other countries such as Angola, Burundi, Central African Republic, Chad, Congo, Democratic Republic of, Congo, Republic of, Rwanda, Comoros, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Seychelles, Somalia, South Sudan, Sudan, Tanzania, Uganda just to name a few

PARTICIPANTS 1 ([03:44](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=224.7)):

You don't have to, but, you know, so you, how do you feel having that additional support? I know you say you don't have to talk to them that they have to, but this gives a measure for what you said that their parents are involved. So how do you, how do you feel, how do you really feel having that extra support?([04:06](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=246.54)):

I think it's great. The parents all come to the parent teacher conferences and they always ask if there's anything they can do to help, to let them know, but I never have to. Right.

RESEARCHER 1 ([04:17](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=257.97)):

What are some of the strategies you use any specific strategies for that population, or you just, in general, you just use a format for engagement or you just, you just use a regular, you do differentiate.

PARTICIPANT 2 ([04:44](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=284.76)):

I don't, I don't do anything different for them now. I I used to sit the same thing that I do for everybody else too. Should I show lots of pictures of things? Like when I'm explaining what I'm teaching, instead of trying to translate a show, lots of pictures of things. Like I use lots of PowerPoint slideshows and have picked it up pictures. And I usually have to create my own because the books don't come with that stuff, the books are terrible, you know, aren't you, SOME books are terrible. They're they're way in my experience, they're too advanced for the levels I've taught. And so I've had to like supplement with a lot of my own material. I know. And so I, I use the same aid, visual AIDS to teach vocabulary, to teach language that I teach every, but they use for everybody else.A

I haven't had, the only time I had to differentiate was was one time. And that was that little boy from Tanzania who came halfway through the year. And what ended up happening is a bunch of, it was mostly Hispanic students in the class. And he was really small. I mean, he was just so short and little, and he was an, he was a ninth grader and they were all ninth graders too, but they were much bigger than he was. And, and they just sort of took him like, like their child and they, they took tutored him and helped him in class. And they kept a phone open on the, on the desk with Google translate there so that they could translate into Swahili for him when he didn't understand anything. And they helped them a lot, but that's the only time I've had a student who had something different, some kind of differentiation.

RESEARCHER 1 ([06:24](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=384.97)):

Okay. So he's primary language was not was not, it wasn't do, this was Swahili, like you said. Okay. so do you, I know you said from the start that they it's a good experience, the performance is the engagement reflected in their performance, the, the outward, the the performance in terms of the academic men.

PARTICIPANT 2 ([06:52](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=412.15)):

Yeah, I think so. Yeah. I think there I mean, it's not like they all got high at the highest grades of anybody in the class, but they all did well. Yeah.

RESEARCHER1 ([07:02](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=422.23)):

They all did well. So, how would you rank the academic engagement of your recent African immigrant students? Average or they are at the top in terms of student engagement?

PARTICIPANT2 ([07:14](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=434.74)):

I would say above average to top 10%, top to, as we said in, in that it arranged there somewhere between, between top three, top one quarter and top 10% somewhere around there.

RESEARCHER 1 ([07:28](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=448)):

How do you capitalize on the successes of this population? I'm just asking about strategies do you capitalize on there? I'm, I'm curious to see if you capitalize on that on the fact that they like you said, they are willing to engage -you capitalize on that ?

PARTICIPANTS 2 ([08:07](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=487.3)):

Well, yeah, like sometimes when I'm, if I have put them in small groups or have them do pair work, then I make them be the ones who are most advanced to be the leaders of their group.

RESEARCHER 1 ([08:18](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=498.82)):

Okay. During your collaborative planning sessions with colleagues have you had discussions with other teachers on the subject of student engagement? Do you have an insight of what other teachers would approach that population? I mean, what are their experiences with that population

PARTICIPANTS 2 ([08:44](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=524.26)):

I can say that Teachers have a wide variety of opinion on different measures for improving the education of immigrants. Their attitudes towards immigrant children are largely influenced by the amount of previous experience with teaching immigrant children. Most colleagues reported that immigrant s students often act as linguistic and cultural translators for their families, helping parents with government or medical paperwork. In school, they support classmates, bridging the gap between teachers and the most recent arrivals, or helping new families during the enrollment process. Outside of class, they often work long hours to help support their families, or they act as essential caregivers to younger siblings.

RESEARCHER 1 ([09:09](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=549.53)):

And could you identify some teaching strategies used by these colleagues in handling the recent African immigrants?

PARTICIPANTS 2 ([09:34](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=574.25)):

The instructional focus for teaching recent immigrants in much of the country has been English as a Second Language. New arrivals are often kept together in sheltered classes, where they are given intensive English instruction. If the immigrant population is large enough, they might spend a number of semesters in separate classes, before their English is strong enough for them to move into “mainstream” classes with native-English speaking peers.

RESEARCHER ([09:36](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=576.62)):

Please can you elaborate more on the concept of mainstreaming of these population?

PARTICIPANT 2 ([09:47](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=587.75)):

Yeah, the sheltered model is first used before mainstreaming. In the sheltered phase, intensive language instruction, extra directed supports, and additional time for students to master language alongside content.

When we center instruction on their lack of English, we’re engaging in “deficit-based thinking” that can tint our view. In my practice, I’ve heard educators say as much: “It’s so easy to forget how creative immigrant students can be,”

RESEARCHER 1 ([11:25](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=685.94)):

Reflecting on the academic performance of this population of students- did you rate them at the top 10 You said top 10%. Okay.

PARTICIPANTS 2 ([11:36](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=696.41)):

Definitely. There are. They obviously come from families that compared to African-American to the average, I should say African American family, they place a very high value on education. And I think their societies and their families probably reinforce that to the children because the kids just seem to take it much more seriously. And they, they, they behave. They don't always behave perfectly they're kids, but they're much more respectful

Speaker 1 ([12:07](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=727.44)):

That all was, do you have a, just one before, but that would be, I know that may be anecdotal, but you said it always be hit perfectly. Any, any, how, any strategy infrastructure you would use in case the behavior is not what you expect to engage anything?

Speaker 2 ([12:25](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=745.59)):

I would say to them that I, I, I just talked to them and tell them that that it's show them, show them in school, max, how it's affecting their grades, because I write comments in school, max, on their behavior, in class participation. And I would, I would I would show them how it's affecting their grades. Then I would tell them that I'm going to be calling their parents and talking to their parents about it. And that's all it takes

Speaker 1 ([12:50](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=770.46)):

That ties in that ties in line with what you just mentioned wrong in the middle of that, because the parents are involved on your field supportive, like you said,

Speaker 2 ([12:59](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=779.61)):

I mean, I don't know if it's true or not that all the parents beat their children or not maybe only some of them do, but,

Speaker 1 ([13:06](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=786.03)):

But

Speaker 2 ([13:11](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=791.34)):

If they do it works

Speaker 1 ([13:20](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=800.97)):

Good.

Speaker 2 ([13:22](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=802.56)):

I don't feel like I was very uncomfortable, but I'm glad I was able to give you something. I didn't have much to say though. Sorry.

Speaker 1 ([13:29](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=809.65)):

That's a lot of information I got. Thank you so much. I'm going to stop the recording. All right.

Speaker 2 ([13:38](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=818.22)):

You're very welcome. And it was nice talking to you and seeing you again.

Speaker 1 ([13:42](https://www.temi.com/editor/t/k0kPoDGYXNRlvHLSiF1We7l74v2CXIeJSwhQJjlo8POqk0ASiEgpfJBpeNXq6e98358RiNOerGsFh7ySV-DRPS8z6ag?loadFrom=DocumentDeeplink&ts=822.6)):

Okay.

**INTERVIEW 6**

RESEARCHER 1 ([00:04](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=4.05)):

Right. The recording just started. Thank you so much for participating in this research interview. I'll just begin by restating the topic of the research, which is Educators’ Perspective on Engagement Strategies for recent African immigrants.

I would like to know if you don't mind, how long you've been teaching you, what's your experience in terms of how many years, or have you taught this in this setting?

PARTICIPANT 2 ([01:07](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=67.04)):

For diverse settings, I want to say many years. At least 10

RESEARCHER 1 ([01:26](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=86.63)):

That's a very, very, it's quite as vast experience.

PARTICIPANT 2 ([01:31](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=91.88)):

Yeah. Cause before coming to Prince George's, I was in Alexandria city. I'm from New York city, New York city was more Hispanic populations, but then I worked as a consultant. So, I did a lot of work with everybody. And then in particular, in Alexandria, I worked with a lot of Ethiopian population, as well as I think just everybody, cause over there, there's like 86 different countries. So, it's very diverse,

RESEARCHER 1 ([02:03](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=123.5)):

Right. And I know, when I look at the other minority population like the Hispanic population, I know there has been a steady s rise. From your experience is the number of recent sub Saharan immigrants on the rise, steady or on the decline ?

PARTICIPAN 2 ([02:31](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=151.25)):

I would say numbers are going up because my son’s father is from Nigeria. Yeah. My ex-husband is from South Africa. So I'm very close to the populations from them. So, he always goes to like Nigerian conference and stuff and I hear the numbers, but the numbers are going up around the United States. I know in this area in particular, they're up around Green Belt where I live in Silver Spring because my children's nanny is from Gambia. My child is going to be 14 next week. And she's been the nanny since he was six months old. Yeah. And I've gotten to the community is like a family to us. That's like a second family. So because of her, so I watch how it goes back and forth. So I see quite a bit with the population.

RESEARCHER 1 ([03:34](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=214.05)):

It’s kind of interesting with some immigrant populations-they show up at different times of the year. I mean like of my Hispanic kids, different times of the year. Has this been your experience with the sub-Saharan immigrant population?

PARTICIPANT 2 ([04:14](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=254.71)):

I always notice the numbers higher come in the Spring and the Summer. I must think it's due to weather. Nobody wants to come here in the cold. So, I feel like it's weather. I also feel like it's economy, you know, like when can someone get the money together to come over and bring family members over and things like that. So, like, whenever I think of her, name's Sophie, when I think of Sophie's family and her nieces and stuff, they tend to come over in the Spring or Summer. It's a lot of travel and then once it hits around Thanksgiving, they start going back home. They start talking about going back home for the Winter

RESEARCHER 1 ([04:55](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=295.38)):

In terms of your enrollment, do they do the numbers that you start with in the fall typically stay the same.

PARTICIPANT 2 ([05:11](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=311.13)):

I haven't noticed an angry increase in my class since during the school year.

RESEARCHER 1 ([05:16](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=316.44)):

And this is a general question, because I'm trying to get more insight into your engagement strategies this population. Can you tell me in detail about your experiences in dealing with this Sub-Saharan immigrant children?

PARTICIPANT 2 ([05:41](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=341.16)):

The strategies are about making sure that they have, you know, ways to show what they know. Sometimes they might be a little quieter because it's a new environment. So always having some kind of in deliverable, whether it's a PowerPoint or some type of chart for them to complete, because the way that I teach in my class, cause I'm also, co-teacher co-teaching I tend to teach where I do a lesson, but then I do shared experiences. So, they can work within the groups, a smaller group and understand what's required of them, which will be an end product. And then they take that in product and they use it as like their notes to do their own independent work. That way, you know, they see me do it, they did it with classmates. And when they're working on their own, they're not lost as to what needs to get done in class, which works well.

RESEARCHER ([06:39](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=399.1)):

When you say that little quieter, what do you mean and what do you attribute that to? Are these students not engaging or do they need extra motivation or something of the sort?

PARTICIPANT 2 ([07:00](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=420.51)):

No, I think it's cultural. I think the students that come over from sub–Saharan Africa have been trained in a way that they are quieter around adults. I don't think that they carry the same, you know, like we can say whatever they want to say. I feel as though that they're more respectful because knowing the culture, I know what it is. They don't want you to call home and tell the parent that they were misbehaving in class because that's not acceptable back home. So, they tend to listen more. And you know, I have to believe that it’s understanding a new culture that they're in here coming from Africa to the U S where students might be more willing to talk and more open where they usually listen, and they respond unless they don't necessarily respond. Unless they're asked a direct question.

RESEARCHER 1 ([07:50](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=470.05)):

Okay. So, but you don't have trouble having them respond. They do respond.

PARTICIPANT 2 ([07:55](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=475.21)):

Yeah. But you have to ask them directly. I always to ask directly. And they're not necessarily going to interrupt when, you know, to say, because they, they, I don't know what it is. I'm not inside of their head, but I, my assumption is that they don't want to interrupt and seem disrespectful. So I usually ask for their understanding. These are some of the strategies to engage them. Basically, I create more opportunities for my recent immigrant students to express themselves

RESEARCHER 1 ([08:16](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=496.27)):

And as a teacher, do you see circumstances where unusually quiet classes could be misconstrued for a lack of engagement ?

PARTICIPANT 2 ([08:36](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=516.52)):

Hard for me to say, because my father's from Trinidad. So I think I have a similar background and culture. So I think I naturally go to, you know, how the students are engaging with me because I too have that kind of background. So, you know, I think they feel comfortable talking with me because I'm not expecting them to just jump in it. You know, it's, everything's been pretty good with my students. I, I, you know, it's a good rapport that I've established. I think I understand it, you know, like maybe if I didn't understand the culture, I would feel differently, but because I know some of the not saying that all cultures in Africa all are the same, but there are some commonalities. So, knowing, you know, and knowing how my own children are too, you have to, you know, and actually ask them before they just interject. I think that's just something that, you know, you need to know about the cultural sensitivity of it.

RESEARCHER 1 ([09:32](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=572.63)):

Do you think lack of active participation from some learners might diminish the excitement and maybe positive feeling in the classroom? -the energy--

PARTICIPANT2 ([10:15](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=615.62)):

That energy in the classroom is a good thing. I like the energy of, of the discourse for them to talk back and forth, because it helps me check for what they know and what they don't know when they're quiet. I actually could tell that they might not know something it's harder because I'm teaching English language arts, I'm teaching, reading, I'm teaching writing. So they, they have to participate when they don't, I'm recognized they might be lost. So it becomes a lot of questioning that I need to do to see where their thinking is, where they might be stuck, because when they're stuck like that, because I also have the special ed population. Right. So when they're stuck like that, I don't know if it's a language issue, because it could be that, I don't know if it's a processing issue, because when they do understand, they converse more than collaborate more so, you know, writing is thinking, so they have to talk about what they're going to write first.

RESEARCHER 1 ([11:12](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=672.92)):

I gather you put in some extra effort to get them engaged. I would like to know some specifics on those kinds of strategies you use to get them actively engaged

PARTICIPANT 2 ([11:27](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=687.47)):

It's a gradual release of responsibility. I always model what I want them to do. And I did the shared activity as a release so that they do collaborative work. And then I asked them to do it independently. I find that that has really supported whether it's a special education need or if it is English as a secondary need so that they know what the expectation is. They have a chance to talk back and forth with their classmates before they do it on their own. That step in between helps them understand. What's really being asked about,

RESEARCHER 1 ([12:03](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=723.6)):

This is very useful information.

This one, I know you touched on it earlier, but I’m just curious- have you had experiences with any kinds of misbehavior such as disruption with recent immigrants from Sahara?

PARTICIPANT 2 ([12:32](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=752.16)):

Last year when I first came to Prince George's, there was a subset of students, or mostly boys, I would say it was six boys, two girls. And then they were pulled out of one class because of behaviors and pulls with me. And I didn't have any behavior. I mean, they were some, you know, characters there, but I don't really have a lot of behaviors. I keep them engaged to the point where they know that they're learning. I keep a compliance climate in my classroom where they know, you know, look, this we're all trying to learn and move and move forward. And with that, and not trying to point at each other, but they're pretty well behaved. I really haven't this year. I haven't had any issues. I've heard of teachers having issues. And I even found out last week, I have students that might come to my class every day but haven't gone to another class at all. So they may have like a 70 or 80 with me and zeros in their other class. So, I have, I've been fortunate. I don't have the behavior issues.

RESEARCHER 1 ([13:47](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=827.43)):

How likely to you think educators might blend the population of recent African immigrants with the mainstream African American students? I'm talking about maybe all the teachers who don't have experience, you think it's likely that they might just want to group them together with African American students

PARTICIPANT 2 ([14:31](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=871.17)):

It's, you know, if you're not aware of the cultural differences, you know, you just assume because of someone's skin color, they might act the same, which is not true. You know, it's a difference in culture expectation and different things like that. And when you go deep into the research, you actually find that the highest minority and, I don't really like the word minority. I'll say people of color that the highest level of education is from Nigeria. When you look at the data, it's not, African American when you start looking at the subset data, it comes from the Caribbean, it comes from the African populations. And usually, it's the Southern African Americans that perform higher. And then that the ones that are behind the, usually the ones that are more likely urban type of areas, you know, a little different, but I think it all comes down to, you know, culture in that case. So, if you don't know the culture, you'll blend all of them together, but it's not necessarily what really can work well, because there's different nuances within, you know, just that broad category of you're black. You're all going to act likes.

RESEARCHER 1 ([15:45](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=945.82)):

Can you talk about the academic performance of this population when compared to other groups?

PARTICIPANTS 2 ([16:28](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=988.54)):

Well, I say that they're engaged in it. There is a difference in the performance or seeing when they really understand the task, they go up the points. They usually like in the high seventies, eighties, depending on what they're at. I mean, I have a little bit of everybody from learning disabled and autism all the way up to gifted and talented in a couple of my classes. So, you know, if they're engaged in the task and focus on what they need to do and had those students. I actually looked at it, the students who were coming to class regularly, because students that were engaged in the different activities have better grades than the ones that did not.

RESEARCHER 1 ([17:05](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1025.86)):

The ones who are most engaged are better grades. Definitely. Okay. So, your population is like mixed.

PARTICIPANT 2 ([17:20](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1040.58)):

I have a totally mixed population. Depends on the class. I teach, read one 80. So my read one 80 students in terms of diversity, I have a little bit of everybody culturally, but they are the students who are who are low readers or struggling readers. If they're in my read one 80 class, then I have English language arts 10, and that is a co-taught classroom. Majority of them have IEP, like three fourths of them have an IEP. And then among the one, that's the one fourth they're general education students, but a couple of them are even gifted and talented. So I have a very wide range of abilities in that ELA 10. And my ELA 12 is similar. They're about half and half. They're not three-fourths are half and half, but again, I have gifted in town to gen ed and students with IEP. I have students with Hispanic background. I have students with African background, Caribbean background and American students.

RESEARCHER 1 ([18:27](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1107.81)):

Concerning the Sub-Saharan African immigrant population, any trends in terms of where they would belong in one of those categories that you just mentioned?

PARTICIPANT 2 ([19:07](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1147.05)):

No, because as I'm thinking about who the students are- it's across the board. I have students WITH learning disabilities. I have the ones that are in general education population. I will say that the students who are Sub-Saharan might be the ones that are, that are more in my national honor, society group- have higher GPA's . I'll also say I find them to be more in the classes. When I look at what their schedules look like, many of them are in the IB program or the French immersion program. They're usually very high achiever.

RESEARCHER 1 ([19:49](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1189.46)):

Well, what do you make of that trend among this population? What do you think might account for the trend of them being in the IB programs?

PARTICIPANT 2 ([19:58](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1198.67)):

That's all-family expectation that goes back to the culture. I think it's totally.

RESEARCHER 1 ([20:02](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1202.63)):

Any insight or suggestion on how to capitalize on that the family expectation? How do you work with parents?

PARTICIPANTS 2 ([20:12](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1212.47)):

I don't necessarily work with the parents. I mean, I looked at the national honor society and I have my parents that come into that. And then I work with the parents when I'm doing my IEP and different things. And obviously, you know, you do have your disabilities that play into that, but it's just that the parents, when they come over and they are immigrating many times from what I've understood, they, they, they come so their children can get educated here. So that is the goal and engaged in that process.

RESEARCHER 1 ([20:44](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1244.78)):

Do you think teachers expectations are higher for these high achievers or they would just say, okay, leave them where they are and just be happy with that.

PARTICIPANTS 2 ([21:13](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1273.77)):

I can't speak for all teachers. I can speak for myself. I mean, we know in the culture, you know, I do push, I try to see where they are. I try to get them to independence with where, you know, what I want them to do, but where I can see them. And I can think over the last couple of years that have been working closely with Mr. Washington, in particular, we had a couple of students and all it took. If some student was misbehaving, I said, really, you want me to call home and say something? No, no, no, no. It's like, it's a, it's a, it's like a thing, you know that they're going to put a better foot. You, all you gotta do is have the threat of a phone call. No, no, don't need that. And they come right back in line.

2 ([22:01](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1321.23)):

So that's, I think why I don't have a lot of issues, even in my classes now I have one young man I'm thinking of he's playful, but he literally waits until I end class before he does something playful. And he knows I have like two or three of them. They all know. They're like, okay. And then, and it's just, I'm like, really? They're like, Oh no, no, no. We know. We know. And they don't do anything until I say, you got a minute left and just before they leave, they might be like, ah, let's play this game. All three classes just fine. So I let them, cause that's not a bother to me.

Speaker 1 ([22:36](https://www.temi.com/editor/t/7-XrYNDKBQmpsPsNiBVJnnp0iI8OSDGNnJI0F4q1MzOfFGmbWHM2YHcsonYnLmQ-SHYWrietfyh3z9QopPA0QEuirIU?loadFrom=DocumentDeeplink&ts=1356.72)):

It's been very, very useful, very, very rich. And I thought that I was, thank you so much for your cooperation. And I got to, you did open up to my questions on that. The, that are very insightful.

**INTERVIEW 7**

* Guiding interview questions

**RESEARCHER**: Good morning! I will begin by thanking you for your participation.

First, I would like to know how long have you taught in this setting?

**PARTICIPANT:** Thank you.

I have been with the school district for 6 years. However, prior to this I taught in South Carolina where I began my teaching career.

**RESEARCHER:** My focus is on recent African immigrants as far as instructional strategies for academic engagement is concerned.

Have you noticed any surge or drop in the sub- Saharan immigrant student population?

**PARTICIPANT**: Yes, I noticed surge in recent years. Here and even in South Carolina where I taught, there are flows of immigrants from Africa, but it is far outnumbered by Hispanics. But the population of immigrants from Mother Africa -the number of black immigrants is growing at a remarkable rate.

**RESEARCHER**: Please tell me, in detail, whatever you can about your experiences teaching recent sub-Saharan immigrant children.

**PARTICIPANTS**: Hmm-this is such a broad question. I’ll start by pointing out that my classes are diverse, so I teach to various learning styles using real-world connections. So, individualized instruction is very important to me. To achieve this, it is important that we have the resources to teach well organized and available.

**RESEARCHER**: And do you engage students successfully with all these strategies?

**PARTIIPANTS:** Of course, that is the hallmark of success -that is engage students in meaningful lessons. You want to make sure that students perceive activities as being meaningful. On a personal note, my own experience as s student -I never liked Math which turned out to be very unfortunate thing-I never liked Math because I did not find it meaningful. So, I have a very personal experience with meaningful lessons.

**RESEARCHER**: And how do you check for understanding during lessons.

**PARTICPANT**: Let me start my saying what I do not do.

Dealing with diverse students is very tricky. With my immigrant students from African, I avoid Yes/No questions- I avoid yes/no questions and phrases like “Does this make sense?” “Do you understand?” With limited knowledge of the language-they are likely to respond with a one-word answer in such a circumstance.

With the more advanced learners, I usually ask them to reflect. Some are very eager to speak when prompted with the right questions.

I also ask students summarize or paraphrase important concepts. This is a very difficult skill for some students. English Language learners tend to repeat the questions when providing responses. I discourage that.

**RESEARCHER:** And to what do you attribute this to-I mean the difficulty in paraphrasing?

**PARTICIPANTS**: I believe that most may not be aware that they cannot use the author’s syntactic structures. These problems may be as a result of poor comprehension of the original text and lack of sufficient vocabulary. With the recent immigrants, their educational background contributes quite a lot as I have come to understand. It takes a while for these students to unlearn what they may have learned in the past. I had one learner mention that all essays have a specific number of paragraphs. They have obviously acquired ed that misconception from somewhere.

**RESEARCHER**: What other strategies do you use to check for understanding-to be sure you are

In fact, getting to these recent African learners?

**PARTICIPANTS:** Apart from the open-ended questions I mentioned earlier, , I have begun to use some technology. The district has invested a lot on tech even before the pandemic. My students learn quickly to use kahoot, google forms and quizlet-just to name a few. They are eager to show what they know.

Other than that, I ask all students, not just the ELL to give a physical response. This can be a fun way to end a lesson, and students love it

**RESEARCHER**: Tell me if and how you have experienced any differences If you have experienced

learners focus on tasks and how have you handled them?

**PARTICIPANTS**: I handled them by putting them with students of the same culture and other students too.

**RESEARCHER**: Can you elaborate more on this? How do you monitor authentic engagement of these recent African immigrants in your classroom?  
  
 **RESEARCHER:** I use proximity while realizing that it is important not to hover over the student- you don't want to make them super uncomfortable. Generally, I stay an arm's distance away and it works. If I am standing at the board teaching and notice a student beginning to be off task, I would slowly move away from the board and toward that student.

I continue to monitor the students by, asking questions, checking for understanding, assessing quality of work, providing individualized attention and instruction.

RESEARCHER: In what ways do you connect more effectively with a recent African immigrants’ student through multicultural awareness?

**PARTICIPANT**: In my interaction with students, I factor the individuality of children and also the cultural context is a factor in student learning. Therefore, I build relationships with students from various backgrounds. When I begin the year with a new group of students, I ask questions about their cultures, customs, and views. I have read and continue to read about other people's cultures and histories. I listen to my students’ when they tell their stories

**RESEARCHER**: Some research has suggested that teachers of recent sub-Saharan American immigrants have been successful with their engagement approach. But I notice that you did not describe that as part of your experience. I wonder if you would mind sharing your thoughts on this aspect.

**PARTICIPANT**: The engagement approach includes positive rein forcers such as giving computer time and praise.

**RESEARCHER**: Some would argue that recent sub-Saharan African immigrants respond differently to teaching strategies when engaging in the learning content.

**PARTICIPANT**: The difference is not that different from other students.

**RESEARCHER**: Please describe what you perceive these engagement strategies with this population. **PARTICIPANT**: Engagement strategies include positive rein forcers and thanking and praising the students when they respond and engage in lessons

**RESEARCHER**: I thank you again for providing such an insight into your engagement strategies

**PATICIPANT**: You are very welcome

The end\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTERVIEW 8**

**RESEARCHER**: Good morning and thank you for you for your participation.

First, how long have you taught in the school district and how would you describe you students in terms of ethnic or racial composition?

**PARTICIPANT**: You are welcome

This is my 15th year with county. As you are aware, The school system if very diverse, multi-cultural and dynamic. My student population reflect this diversity. I have Hispanics, blacks, Asians, African immigrants and causation students.

**RESEARCHER**: My focus is on recent African immigrants as far as instructional strategies for academic engagement is concerned.

Have you noticed any surge or drop in the sub- Saharan immigrant student population?

**PARTICIPANT**: Absolutely! But not just African immigrants. We have students from all over the world -some coming through the southern border. They come from South America, Asia and all over the world.

**RESEARCHER**: In order to enhance your curriculum, could you please provide examples of enrichment activities you use in the classroom to engage recent African immigrant students?

**PARTICIPANTS**: I try not to make it seem as if the teacher was just giving extra work. This is about building on already mastered skills through enrichment activities. In my lessons, there is a evident effort to guide students through a cross-cultural experience -lessons enable students to see the point of view of others and appreciate diversity more. To begin discussing diversity with our students, I include activities about immigration and language differences that will provide students with a glimpse of the diversity throughout the world.

**RESEARCHER:** Could you provide some examples?

**PARTICIPANTS**: Sure.

Usually, I have students use a Web resource to share some of the experiences of immigrants who recently arrived at Ellis Island. Then, as a newly arrived immigrant, they write a letter "back home." This is just one of the many examples l use with the immigrant students.

**PARTICIPANT**: What kinds of multicultural activities promote tolerance and diversity in your classroom so as to keep students active and engaged?

As previously mentioned, my classes are very diverse- tolerance and diversity are not only demonstrated through activities but through climate and behaviors as well. When students are interacting and engaged, they won't have to time to get bored.

During lessons, I deliberately choose students at random to answer questions, and make it understood that their input and ideas are valued. My immigrant students know that I recognize their importance and I always celebrate their intelligence-that way they stay engaged.

**RESEARCHER**: Through questioning, how do you increase depth in learning within this diverse group?

**PARTICIPANT:** I challenge my students with higher-level questioning. I may ask for instance,

If the characters did \_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_, would the theme of the story have changed?  Why or why not?

I have a way of responding to incorrect answers. For example, if a student answers a question incorrectly, I help the student discover the answer by asking probing questions. It is important for me to provide “wait time” and individualized questions for students.

**RESEARCHER**: Could you describe your most successful unit in engaging your classes and why?

**PARTICIPANT:**

I can think of many engaging lessons …hard to point to a specific one. But in all these lessons my students were active learners: ready to dig deeper, ask questions, and push themselves further. I teach with a clear focus – identifying lesson objectives or lesson questions that establish a clear target. I have and implement a plan for a way to check students’ understanding of those objectives. And I keep students aware of the progress they’ve made toward hitting that goal!

**RESEARCHER:** How do you Create regular opportunities for students to practice. And make make it relevant and engaging? - I mean the lessons

Once I’ve modeled a skill or a concept, I take off the training wheels. Make sure your lessons give students opportunities to practice what they’ve learned, even if it means that they might struggle. I never forget to provide a safety net for recent immigrant learners so they should always feel that practice is a safe space. If they don’t get it right, I’ll be there to help them take another shot.

**RESEARCHER:** I know we already touched on this a little, but can you explain what differentiation looks like in your classroom?

PARTICIPANT: I do everything to engage all students to ensure that no child is anonymous. That comes in the form of individualized instruction, modified assessments, etc.  
As teachers we collaborate with colleagues to provide challenging ideas and concepts.

RESEARCHER: This conversation has been very insightful

I must thank you again for your collaboration

PARTICIPANT: Any time.

The end\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTERVIEW 9**

INTERVIEW C

* Guiding interview questions

**RESEARCHER**: Good morning! Thanks again for coming.

Our discussion today will center on your experience on student engagement strategies for recent sub-Saharan immigrants.

First, I would like to know how long have been with this school district?

**PARTICIPANT:** Thank you.

I first came to the county in 2011 – I took a leave of absence for one year in 2013. But I soon returned in 2015. So, I have been with the school district for a total 9 of years. Before this experience I was a teacher in Virginia, teaching high school English language arts.

**RESEARCHER:** Could you in a nutshell describe the population of your students. Caucasians blacks? African Americans, Hispanics Asians, African immigrants, etc.? My focus is on recent African immigrants as far as instructional strategies for academic engagement is concerned.

Is there any noticeable trend in the population growth or decline?

Have you noticed any surge or drop in the sub- Saharan immigrant student population?

**PARTICIPANT**: It is hard to tell without the actual numbers handy…but from my own perspectives, I the population you just described has stayed basically the same over the past few years.

**RESEARCHER**: This is a general question, but could you provide some details as much as you can about your experiences teaching recent sub-Saharan immigrant children.

**PARTICIPANTS**: Yeah, for the most part I have been pleasantly surprised. I have seen some very hard working and determined immigrant students- they seem to be able to adapt very easily after the initial year- but their strengths are not better recognized

RESEARCHER: Could you shed some light on the last part of your response?

PARTICIPANT: Obviously. I meant to say we tend to shine a spotlight on their weaknesses instead of recognizing their strength.

RESEARCHER: When you say “we”, who is “we”? and what are “we” doing wrong?

PARTICIPANT: I am referring to educators. When we center instruction on their lack of English, we’re engaging in “deficit-based thinking” that can tint our view. In my practice, I’ve heard educators say as much: “It’s so easy to forget how creative immigrant students can be.”

**RESEARCHER**: Specifically, about this subgroup-are all of these students English language learners?

**PARTIIPANTS:** Basically, the answer is yes to a certain extent. In my school district, new arrivals are often kept together in sheltered classes, where they are given intensive English instruction. Because of the fluctuating numbers and varying proficiencies, they might spend several semesters in separate classes, before their English is strong enough for them to move into “mainstream” classes with native-English speaking peers.

**RESEARCHER**: What is the reason for these sheltered classes?

**PARTICIPANT**: The sheltered model has many benefits, including intensive language instruction, extra directed supports, and additional time for students to master language alongside content

**RESEARCHER**: You previously mentioned that these recent immigrants come with a lot of strength. What are some of their strengths that we can tap into? And what are some of the strategies you have used to exploit these strengths?

**PARTICPANT**: Create a Global Classroom

Immigrant students bring a wealth of experiences and knowledge about the world that many American-born students may not possess – As a teachers we can consciously create cultures that value global knowledge — in both historic and current events. I call this creating a global classroom. I assign texts with narratives that take place in other countries and reflect students' diverse backgrounds. When I taught French Immersion, we used a text situated in the African nation of Cote D’Ivoire . The local color was easily identified by the recent African immigrants. They can discuss global news articles on a regular basis. Thoughtful curriculum choices help develop all students’ essential knowledge of their world and can signal to immigrant students that their stories and histories are valued here. This focus also provides immigrants a natural opportunity to share their experience and become teachers to their classmates.

**RESEARCHER**: Tell me more about the rational for using these texts to create global classroom

**PARTICIPANT**: it is important for teachers to recognize their intellectual capacities, separate from their English proficiency and ability to express ideas in English.

**RESEARCHER:** My take is that these recent immigrants tend to be very advanced even though English might initially pose some problems.

**PARTICIPANTS**: I have learned that immigrant students and particularly those from sub Sahara collectively speak dozens of languages. Some recent immigrants may have had highly disrupted, informal educational experiences, and others may have regularly attended western-style schools.

**RESEARCHER**: And given this uneven playing field of students with varying levels. What other strategies do you use to engage students in active learning? What are some recommendations you would make?

**PARTICIPANTS:**

first and most important: Don’t generalize about immigrant students, because they are a vastly diverse group. Some may have arrived in the United States in the past month, and others may be second- or third-generation immigrants who didn’t learn English at home.

Some recent immigrants may have had highly disrupted, limited, or informal educational experiences, and others may have regularly attended western-style schools.

Students coming from the same country may still have vastly different needs. The newer population of immigrants may have a very different approach to education.

**RESEARCHER**: Please can you summarize some academic engagement strategies with this population at the high school level.?

**PARTICIPANT**:

There are so many strategies that I can describe but for the lack of time. I would like to stress however that at the high school level, educators can empower immigrant students to facilitate conversations across difference with native-speaking peers and staff.

**RESEARCHER**: I thank you again for providing such an insight into your engagement strategies

**PATICIPANT**: thanks a lot Mr. Nkemka

The end\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTERVIEW 10**

INTERVIEW D

* Guiding interview questions

**RESEARCHER**: Good afternoon! Thanks again for agreeing to participate in this study.

Just to recap, our discussion today will center on your experience on as an educator in relation to academic engagement strategies for recent sub-Saharan immigrants.

First, I would like to know how long have been with this school district?

**PARTICIPANT**: Eleven years and counting. I am glad to help out with your research. Just go ahead and ask me any questions-I would be glad to respond

**RESEARCHER**: Glad to hear that-thank you again for coming. Can you discuss in as much detail as possible your experience in engagement recent African immigrants in your learning content?

**PARTICIPANT**: It has been quite an interesting journey-mostly positive. But with the surge of recent immigrants today we try to implement strategies to ensure that their spaces allow for Black children to feel seen, valued, and heard. So, teachers are fostering a learning environment creating a culture of care and concern that fosters a sense of belonging.

**RESEARCHER**: What would you describe as the most effective teaching strategy for recent immigrants?

**PARTICIANT**: In the classroom, no single teaching strategy stands out beyond the rest as the most important or effective. In reality, the needs of students in a classroom change from day to day and topic to topic. The most effective teaching strategies change alongside these needs, so the role of teachers is to understand what teaching strategies are available to them and deploy them whenever needed to achieve the best outcomes.

**RESEARCHER:** I would like to discuss some of those strategies-if you don’t mind...

**PARTICIPANT:** Sure, I would to glad to discuss them with you—what comes to mind are some literacy teaching strategies that boost student engagement such as using short, brief writing assignments. I also ask my students to summarize key points, to clarify certain topic or to record or reflect on their observations

**RESEARCHER:** And how have these strategies been effective in engaging recent sub-Saharan students in the learning content?

**PARTICIPANT:** I use this strategy not just for a particular group-but for all students - help to develop students’ critical thinking and media literacy skills.

**RESEARCHER:** And could you discuss some evidence of critical thinking developed as a result of these strategies?

**PARTICIPANT:** there are instances of where my students analyze the cases at hand and decides the order by which they should be handled. Also, student may evaluate the method that would best suit a particular math problem. Students are able to analyzes teachers’ feedback and use this information to develop better responses

**RESEARCHER:** What resources are available to support academic engagement for recent immigrants?

**PARTICIPANT:** The county and the school provide huge number of resources including language links, interpreters and counselors at the disposal of these learners. Aside from that we count on family support

**RESEARCHER** Can you elaborate on these?

**PARTICIPANT**: Parents and families are key to supporting home language development for their learners. During special events like Back-to-School Events we engage families to promote positive experiences for these young children. They also provide learning supports necessary to succeed in school.

**RESEARCHER:** How do you rate the success of these students -have they generally responded positively to the interventions as far as academic engagement is concerned?

**PRTICIPANT:** They have been very successful. They just need to be challenged more

**RESEARCHER** What hasn’t worked?

**PRTICIPANT** Difficult to say- but differentiation is the key

**RESEARCHER** What would you request to improve engagement?

**PRTICIPANT** The students would do better if they could connect lessons to the real world -we need guest speakers- real-world problem solving, etc.  
Also, they would thrive even more if they realized that that the learning environment is a place where students can take risks. From my experience, African immigrants generally have a slow start but soon pick up speed when they begin understanding the environment

**RESEARCHER**: Thank you for such a valuable input

**PRTICIPANT:** Thank you for the experience