



Descriptive Transcript: CRST – Awareness to Action

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[Intro screens]

[Slide: Culturally Responsive and Sustaining Teaching in the Adult ESOL Classroom. Narrator begins.] Culturally responsive and sustaining teaching is an approach to education defined by several elements.

[Narrator continues. In the background, the screen is broken into quadrants, with 1 student presenting in each.] This video shows an ESOL teacher demonstrating two of these elements,

[Narrator continues. Clip of a teacher.] creating an inclusive, affirming, and equitable learning environment,

[Narrator continues. Clip of another 4 students holding objects] and recognizing her students' diverse cultures and identities as assets.

[Teacher] Our lesson today is gonna be a little bit different. We're gonna do, um, one of our cultural lessons. We're gonna continue to work with this cultural framework, the five dimensions of culture.

[Screen filled with students and the teacher on Zoom—Gallery View] First, we're gonna play, um, a game. We're gonna play what's in the bag.

[Teacher] We can practice yes and no questions, and then you're gonna do some storytelling about your object.

[Teacher looking at monitor in front of her. We can see students on the monitor screen.]
And then we're gonna write about your object

[Screen filled with students and teacher] using the five dimensions of culture.

[Teacher reaches behind her and pulls up a brown shopping bag.] Let's get started. I have a bag and I have something that is important to me and my culture inside the bag.

So your job is to ask yes and no questions to guess what's in the bag. So a yes and no question. I can only answer yes or no. So you have about 20 guesses to ask what my object is.

Is it the heavy? No, it's not heavy. So I'm gonna write these in the chat and yeah. Is it heavy?
Is a good Yes, no question. Is it decoration? Yes, it's a decoration. Is it metal?

Yes, it is metal. Is that pictures? No. Okay. You weren't able to guess it, but you have really good questions. So now. I'm going to show you what's in the bag.

[Teacher takes a small bronze bell from her bag] Yeah, this is a Bell... A bell is not a cultural product of everyone in the United States, but for me, for my culture, where I come from and in my family culture, this is a very important product.

And, um, and it means a lot to me. This bell, a friend of my parents gave to me when I became a teacher. And so, um, many times teachers use the bells to get the student's attention or to call them in from recess.

So I always had this in my classroom as a teacher, and so that's why it's, it's important. Um, so it is your turn. Find an object in your house that is important to you...

...something that has meaning, something maybe from your culture. And you're going to ask each other what kind of questions? Are they gonna be, like, who, where, yes or yes and no questions. The answer Is just yes or no.

And then after you guess, you will tell a little story about the object, what it is, why it's important to you.

[Screen shifts to students in a breakout room] It is in colors?

Yes, it's colorful. Colorful. I love Colors. Yes.

Heavy, specific color or, or? No, just this colorful. Oh, okay. Is it, uh, heavy? No, heavy. Is it present? Oh, yes, yes. It's a present. Sorry. It's okay. Is it, uh, is it from, uh, your country Present? Uh uh Yes.

Okay. There are flowers, um, that represent, uh, our, my culture because Colombians is a, eh, flowers is part of Colombian school shirts. But, um, the flowers, I remember me, my grandmother, my grandmother usually have a lot of flowers in our dining table, uh, because she love it.

And the flowers, um, make me remember her. And in this, in that time, my husband gave it to me. My husband give, give me flowers every Saturday. And I love it because I love, um, the colors.

I love, uh, have a part of nature in my table, and I just love it.

[Screen shifts back to teacher] We're gonna switch gears and we're gonna go into some writing about the cultural object.

[Screen shows graphic of a star-shape with the 5-dimensions of culture. At each point of the star are the words: Product, People, Community, Practice, Perspective] Okay. So I'm gonna

share my screen. We're gonna continue working with these five dimensions of culture. So today, you all brought a cultural object to class. So that's one aspect.

When we look at culture, this is just a way that we can reflect and analyze culture and talk about it. You're going to answer these questions, and I want you to work in small groups.

So I'm putting you in your language group so that you can help each other with language, and you're using all of your language knowledge to help you describe your object and talk about the cultural perspectives, and then we'll come back as a whole group.

[Screen shows a student; teacher and student are talking] What values or beliefs does that necklace represent for you about your culture?

Uh, right now it's in my country. Um, some, uh, young, um, womens wear this necklace because it's important for, uh, my culture, for Kazakh culture.

We, uh, it's, it's very beautiful and, uh, it's elegant when you see, your eyes, how do you say, your eyes is happy.

So is there a belief in your culture that the women need to wear beautiful, elegant things?

Yes.

Only women or people in general? Do the men wear something similar?

No, no, no. Just women. Just women because it's, uh, it means some special in very old time ago, uh, this necklace, uh, were worn in early childhood as a talisman against the evil eye.

[Screen shifts to different breakout room with 3 different students] Can you use in a wall? Wall? Not, not, not wall. Is it picture? Yes. Yes. Is it picture, but, uh, is it a portrait?

Uh, warm. Warm. Warm. Mm-Hmm. Okay. Um, is, is the same with me. Album photo. This is the same, uh, uh, my album, uh, from my childhood. Wow. Wow. Wow. I have the same in my country native!

And, uh, every time for back in my country, I list this album, Uhhuh. Okay and um, I want to say about this things is, um, very dear things for me, uh, because it is old album, but it's memory, uh, for my childhood and my dear people who, uh, pass away this world.

Uh, it is my mommy. My mommy. Mm-Hmm. Oh, Uh, yeah. When the war in Ukraine started, the first thing, uh, I wanted to take with me was photos, was photos.

I was afraid that if bomb hit my house, all the memory would be burned.

[Screen shifts to different student; teacher and student talk] Veda, I saw you have a Turkish coffee pot. Yeah. Can you explain what values or beliefs that holds for you?

Um, in my culture, before wedding, uh, the girl uh, makes a Turkish coffee, uh, for the boy before wedding. Um, the boy and his family comes to the girl, uh, for introduce, and, uh, the girl makes, uh, Turkish coffee for everybody.

Just, uh, for everybody with sugar, with sugar. Uh, just uh salty coffee makes salty coffee for the boy. The girl, uh, makes, uh, salty coffee, uh, for the boy, because the girl, the girl wants to test the boy's loves, uh, to her.

Mm-Hmm. If the boy can, uh, can drink salty coffee, uh, the boy, uh, really loves the girl.

[Screen shows teacher] That's a great story. Thank you so much for sharing that.

Thank you so much for your participation. I learned so much about you and your cultures. Have a good night, everyone. See you Wednesday. Thank you. Bye.

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