Helping New Immigrants Adapt to American Culture: Enhancing Students’ Language and Cultural Competence through the Use of the Ellen DeGeneres Show

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A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching English To Speakers of Other Languages

By
Nuchinun Kluaythong
December 2020
Helping New Immigrants Adapt to American culture: 
Enhancing Students’ Language and Cultural Competence through the Use of the Ellen DeGeneres Show 

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MASTER OF ARTS 

in 

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 

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Nuchinun Kluaythong 
December 2020 

UNIVERSITY OF SAN FRANCISCO 

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved: 

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Instructor/Chairperson 

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ABSTRACT

Adult immigrants face many challenges before they can successfully function in a new country. Beyond learning the new language, adjusting to a different and confusing culture can be difficult and discouraging, often eroding the immigrant's confidence. These interrelated problems are recognized by the English as a second language (ESL) community, and modern approaches to ESL teaching integrate popular culture and the use of authentic language. It also recognizes that an alert and eager mind is important to learning, so the emphasis is put on developing student interest and confidence by making the class relevant, contemporary, and fun.

To accomplish these goals, I developed an eight-lesson ESL teaching handbook which is designed to teach adult immigrants American English. At its core is the use of short video clips from *The Ellen DeGeneres Show* and other sources. By being fun and engaging, the lessons lower affective barriers while introducing authentic American language and culture. The first lesson introduces Ellen DeGeneres and her show, which is followed by a four-lesson unit on Thanksgiving and a three-lesson on the Pride celebration.

Each lesson uses an engaging 3-5 minutes video clip. A few simple exercises and some discussion precede viewing to focus student thought and develop interest. A short vocabulary of words on interesting and culturally relevant subjects is introduced. Discussion exercises listening and speaking skills. The video is then played several times with increasing demands on learning, and always with discussion. Subjects are chosen on aspects of American culture, which promotes engaged and lively discussion. Speaking and reading exercises follow, making use of repetition and more conscious-level thinking to reinforce learning.
CHAPTER I
INTRODUCTION

Statement of the Problem

As an ESL student, I have faced many challenges studying in the United States (U.S.); not knowing the American culture has been one of the greatest. At first, I thought that simply knowing the language would be sufficient for me to study and live in the U.S. I did not realize that knowing and understanding the culture also plays a major role. A personal experience I had is a good example of the problems I had as a new immigrant. I moved to the U.S. 13 years ago and began an intensive English program at the University of Missouri, Columbia. One day I got an invitation to a Thanksgiving dinner from one of my American friends. I was not aware that Thanksgiving is an important holiday in the U.S; I thought it was just a dinner with friends and their family. When I first arrived, I was shocked that there were a lot of people at the dinner party. I did not recognize any of the food on the table. I had no idea what Thanksgiving was about. I was silent, felt awkward, and I was afraid to engage in conversation with anyone except for my friend. I observed how people ate and copied them. I felt like I did not belong there. This experience made me no longer want to attend American celebrations. My Thanksgiving story is only one of the challenging experiences that I faced when I first moved here.

My experiences resonate with many new ESL learners that moved to the United States. Experiencing culture shock can cause them to become homesick, depressed, and unable to adjust to the new culture. Ultimately, they may give up and move back to their home countries. The lesson I learned is that learning the language on its own is not enough to fully immerse oneself in
a new country. Unfortunately, the teaching of culture is often excluded or only represents a small part of an ESL curriculum. When I was an ESL learner, my teachers only focused on teaching vocabulary, grammar, listening, speaking, reading, and writing skills from the textbooks, but did not include lessons on authentic communication and cultural competence. We only learned partial information about American cultures and holidays like Thanksgiving. I felt as though I was able to speak in basic conversations, but this was not enough for me to communicate in real-world situations. I had to learn this by experiencing it myself, which was confusing, difficult, and sometimes embarrassing. I think that if cultural acquisition were included in the ESL curriculum, this would help ESL learners like me to understand more about the cultures and have more confidence about making new friends.

As English has become the most important language in the world, acquiring English as a Second/Foreign Language (ESL/EFL) is an important goal for many people (Kidwell, 2019). This is especially true for individuals who are moving to an English-speaking country and who must learn the language and culture of their new home to function well in that country (Tanriverdi & Apak, 2008). When they enter a new country, they face significant and often unexpected cultural challenges (Perkin, 2000). Usually, the new language presents the single greatest challenge (William & Butler, 2003). Compounding this are efforts in adjusting to the different and often confusing new culture, which can not only make the transition to the new country more difficult, but it can lead to a lack of confidence that makes the task of learning and using a new language even more difficult. Thus, the problems faced by a new resident is best viewed as a multi-component cultural challenge, with language being a central but not isolated component (William & Butler, 2003; Lestari, 2010). The challenge for ESL teachers is to
provide instructional and teaching lessons that enhance both language and cultural acquisition, and to do this in engaging, interesting, and meaningful ways in order to accommodate their students’ needs.

Over the course of a generation, teaching language has transformed from being taught as a formal system to one that emphasizes communication. In other words, teaching ESL has evolved from a basic structural and grammatical presentation to one where American culture is integrated into the teaching and learning process (Amanatidou, 2017). This newer approach has proven to be more interesting and effective for English learners, and especially for adults; it also achieves a meta-goal of helping prepare international students enter the American culture (Chang & Hung, 2019). The inclusion of culture in teaching ESL is now well accepted by the ESL community (Amanatidou, 2017). Beyond simply understanding formal English, some specific goals that are now recognized include having an ability to engage with a native speaker in conversation, developing self-confidence in speaking English, and adjusting to the new culture with motivation and an awareness of the American lifestyle (Konus, 2020). It is noted that as culture and the language which is commonly used evolve, there will be a continuing need for using authentic and modern material when teaching ESL in culturally meaningful and engaging ways (Akyüz, Tanış, Khalil, Ardiç & Mede, 2017). The challenge in ESL teaching is to integrate cultural lessons through the use of contemporary popular culture materials into the ESL curriculum to enhance language and communication skills, and cultural understanding and comfort.

Failure to include cultural acquisition into the ESL curriculum limits the learners’ abilities to communicate both linguistically and culturally, to interact well in real-world
situations, and in general, to become well-functioning members in society. It is important to emphasize that simply teaching language does not provide a broad base of cultural understanding even though this is not the teacher's intention to exclude the cultural knowledge in the curriculum (Tran, 2010). I can say, from my own experience, that, with cultural competence excluded from the classroom, I felt foolish, confused, and embarrassed when I was among Americans, causing me to misunderstand American culture in day-to-day life and during holidays. In general, students like me will avoid making new American friends, and ultimately, many will fail to achieve their goals in learning English and immersing themselves into the American culture.

Immigrants often find themselves dealing with a new culture that is confusing and difficult to understand. Of immediate concern is learning the new language (William & Butler, 2003), but many other aspects of the new culture are disorienting, leaving an immigrant feeling insecure, unconfident, and not knowing how to manage their life (Perkin, 2000).

**Purpose of the Project**

The problems a new immigrant faces when moving to a new country need to be understood by an ESL teacher, and when teaching English, it is important to help the student be relaxed and confident (Krashen & Terrell, 1983), and is introduced to basic aspects of the new culture. This works best when teaching uses authentic materials and presents these lessons with a cultural component to help students identify and understand real-life conversations and cultural events (Maryshkina & Bayzhakhanova 2017). Achieving this goal requires the development of genuinely useful modern teaching units and curriculum plans that are interesting, incorporate a variety of authentic materials (e.g., videos, TV, and newspapers), are adapted to the students’
needs, and make natural use of modern culture (Ahmad, 2012; Akyüz, Tanış, Khalil, Ardiç, & Mede, 2017; Amanatidou, 2017; Tanrıverdi & Apak, 2008; Williams & Lutes, 2007).

I have several interwoven goals to achieve with this field project. A primary purpose is to help adult ESL students to learn basic cultural knowledge about life in America and to develop a functional level of comfort and confidence in day-to-day interpersonal interactions with native speakers. The other purpose is for adult ESL students to learn an authentic American English language. This is important for several reasons. It increases student interest (Williams & Lutes, 2008), is of real-world use (Hoey, 2017; & Maryshkina & Bayzhakhanova, 2017), is more fun to learn and develops camaraderie (Albiladi, Abdeen, & Lincoln, 2018; Bajrami & Ismaili, 2016), improves their language skills including speaking, listening, reading, vocabulary acquisition, pronunciation, writing skills (Albiladi, Abdeen, & Lincoln, 2018), and is a more natural and more effective way of learning (Krashen & Terrell, 1983).

Language is an inseparable aspect of the culture (Brown as cited in Albiladi, Abdeen & Lincoln 2018), and the learning of authentic language provides an ideal opportunity to acquire knowledge about American culture. When learning a language, comfort (Krashen & Terrell, 1983), and confidence are important (Bajrami & Ismaili, 2016). Because authentic language occurs in the real world, I used *The Ellen DeGeneres Show* as representative of modern and authentic language (Taissiya & Zamzagul, 2017). The purpose for using *The Ellen DeGeneres Show* is to make learning fun and to provide a natural way to initiate discussions of holidays and gender identity issues (Baker, 2016). These subjects bring American culture into the classroom, and they provide an environment that encourages engaged discussion. I emphasize fun because
learning is much more effective when students enjoy the learning process (Ahmad, 2012 & Bajrami & Ismaili, 2016). The focus on holidays is because I have found that these can be a particular problem for immigrants like me when I first arrived in the US. The focus on gender identity is for the purpose of allowing freedom for students of non-traditional gender identity and as a way to discuss tolerance in American culture.

Theoretical Framework

When I began working on the field project, I wanted to understand what are the actual barriers to successfully learning a new language, and how to apply this knowledge when teaching. Is it helpful that an immigrant has learned and possesses a language? What are the mental processes active in language acquisition or learning? To address these questions, I review a history of Western thinking about learning and language by using as representative several important thinkers: (Chomsky, 1959; Dewey, 1906, 1938; Krashen, 1977; Skinner, 1965). With great amounts of research and opinion written on the subject of learning language, and of learning a second language in particular, I focus on the findings and perspectives that have practical importance for teaching ESL.

By the early 20th century the educational reformer John Dewey argued that humans learn through hands-on interaction with their environment, and that the traditional classroom setting is not a good environment for effective learning (Dewey, 1906, 1938). BF Skinner also believed in active student engagement, and he put an emphasis on the use of positive reinforcement. His views come from his belief that essentially all human behavior is learned. While his views have
some obvious truth to them, he admits they cannot explain the complex behavior that is common with people. Skinner’s view is that learning is dominated by the outside world affecting the individual, with little regard given to an individual’s internal processing, such as those that could lead to complex behavior. Addressing these concerns, Noam Chomsky (1959) criticized Skinner’s writings on language as being too simple and incapable of accounting for the abundant complexities seen in human behavior, and incapable of explaining the learning and use of language. Instead, Chomsky argues that the human mind has a universal grammar built right into it, and that much of language is intrinsic.

With regard to second language learning, Chomsky and the similarly thinking Steven Pinker argue in favor of a ‘critical period’ for learning language that is a natural aspect of brain development. This idea was published by Eric Lenneberg (1967), who argued the existence of a critical period of ages about 2-13 for the acquisition of a first language. This concept was extended to second language learning (Newport, 1990). This subject is of special interest in ESL teaching; how do we consider teaching a second language to adults, whose brains have finished developing, but who also possess a first language to use for reference? While a critical period is now generally accepted for language accent, it remains a debated subject for grammar and vocabulary. There is general agreement that brain function (including language abilities) diminishes as brains age and that this can appear like the end of a critical period (e.g., Krashen, 1975).

Stephen Krashen developed a perspective on second language learning that is widely recognized and used. He organizes his approach with five hypotheses (Krashen, 1977; Krashen
of human thought and emotional state when learning a second language. The five hypotheses are

1. Natural order hypothesis
2. Acquisition-learning hypothesis
3. The monitor hypothesis
4. Input hypothesis
5. The affective filter hypothesis

The affective filter hypothesis will be used in this field project. The affective filter hypothesis claims that affective factors such as anxiety, self-confidence, motivation, and stress influence language acquisition. For learning to occur easily, it is important that the second language student is in a relaxed and receptive state of mind. For this to occur, Krashen’s affective filter hypothesis emphasizes that motivation and self-confidence occur best when stress and anxiety are reduced, and that if anxiety and stress are not kept low, little learning will occur. It is important for ESL teachers to create such safe, comfortable, lively, and welcoming environments so that their students can have lower anxiety and be able to acquire the language (Du, 2009). It also is important for ESL teachers to integrate classroom activities that use various teaching methods, authentic materials such as TV shows, and presents these lessons with a cultural component in welcoming, entertaining, and warm classroom environments.

In summary, when teaching ESL, it is important to understand the factors that influence how a second language is processed in an adult student’s mind. Through time there has been a growing awareness that student engagement (Dewey, 1906, 1938; Skinner, 1965; Krashen,
1977), presentation that matches natural language learning process (Chomsky, 1959; Krashen, 1977), and a student’s psychological state are important in second language learning.

These theoretical concerns are important in my field project. Also important is the use of authentic language. Motivation and a presentation in a positive and relaxing environment are vital, so I will focus on the use of Krashen’s affective filter hypothesis. It is important for adult ESL teachers to understand the importance of the affective filter because many new adult ESL students face many challenges when moving to a new country that causes them stress, anxiety, and loss of motivation to learn English. It, therefore, is important for the teachers to have access to the curriculum that promotes both language and cultural acquisition using TV shows like *The Ellen DeGeneres Show* because it lowers their affective filter and makes students feel comfortable and motivated in the classroom, and better able to acquire the language.

**Significance of the Project**

This field project may be of interest to students, families, teachers, professors, curriculum developers, and researchers in the field of teaching English as a Second/Foreign Language (ESL/EFL). It may hold significance, especially for newcomer ESL students because the unit plan will make connections between learning English and the nature of American holidays and culture. Being able to speak English and knowing cultural norms and holidays will assist them in adjusting their social and cultural life more easily. This will provide more confidence about making American friends, engaging in conversation, and attending holiday celebrations with American families. This approach to learning English has been found to ease the student’s
acculturation stage, reduce stress, depression, homesickness, and adjustment to life in a new
culture and surroundings more smoothly. All these factors are important for ESL students to
successfully blend into American culture naturally and smoothly. It may also hold significance
for ESL and EFL teachers because the unit plan can be adopted directly or adapted using
different techniques and methods for different classroom settings.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

As English has become the most important language in the world, acquiring English as a Second/Foreign Language (ESL/EFL) is an important goal for many people (Kidwell, 2019). It is especially important for individuals who are moving to an English-speaking country and who must learn the language and culture of their new home to function well in that country (Tanriverdi & Apak, 2008). Challenges individuals face when moving to a country that speaks a different language are not only learning a new language and adjusting to a new environment, but also adapting to a new culture.

The claim of worth for this literature review is that it is important for English teachers to provide instructional settings that enhance both language and cultural acquisition in an engaging, entertaining, and meaningful way. The body of scholarship that justifies this claim includes three sets of evidence and reasons, which motivate the three sections of this chapter: (a) the importance of cultural awareness integrated into English curriculum; (b) the use of media as authentic materials for teaching English language learners; and (c) Ellen DeGeneres is a popular culture icon and as a piece of American culture, her show can be used to teach about American culture. Joint reasoning is used to justify the claim that using *The Ellen DeGeneres Show* in ESL classrooms will enhance students' language and cultural competence because the individual sets of evidence cannot stand alone.
The Importance of Teaching Culture in ESL Classrooms

Awareness and knowledge of the target culture play a major role for the new immigrant students in order for them to adjust themselves and function well in a new home country. When learning the English language, it is not possible to separate language from other aspects (Brown as cited in Albiladi, Abdeen & Lincoln 2018). It is important for ESL teachers to understand the role of learning culture in the classroom and to include the cultural aspects of the curriculum. In this literature review, the importance of teaching culture in ESL classrooms is discussed.

Research demonstrates that cultural awareness integrated into English classrooms may have positive impacts on ESL learners. This section highlights four studies that speak to this topic. Kidwell (2019) illustrates how new English teachers in Indonesia learn to teach about culture and the types of practices they are using to teach about the culture. Kuo and Lai (2006) articulate that it is necessary for ESL teachers to understand the relationship between languages and cultures so that the teachers can improve instructional techniques and pedagogy while Tanriverdi and Apak (2008) claim mass media should be a separate class or integrated into ESL curriculum in order to obtain students’ motivation, critical thinking, and language skills, and to have a better and deeper understanding of the other cultures. In the last study, Ali and Mahar (2015) illustrate how English teachers should present cultural knowledge in an engaging and interactive way in order to examine the cross-cultural context effectively. These studies are important because taken together, these studies illustrated that it is important for ESL teachers to develop units and lesson plans using authentic materials to enhance students' language and cultural competence.
In one such study, Kidwell (2019) explored how new English teachers in Indonesia learn to teach about culture and the types of practices they are using to teach about the culture. The author introduced and defined “about the culture” as:

To describe teaching practices that increase students’ cultural knowledge and awareness, develop their intercultural skills, and foster curiosity, tolerance, and respect for people from diverse backgrounds. Teaching about culture could include a focus on the concept of culture, explicit instruction about various cultures, both familiar and unfamiliar, or use of materials from a certain cultural context. (p. 4)

The qualitative case study was guided by two specific research questions: “How do Indonesian teachers of English in the program under study learn about culture?” and “What practices do novice Indonesian teachers of English use to teach about culture during their early years of teaching?” (p. 5) The participants included 20 professors and 20 recent graduates of an Indonesian program in English teacher education at Central Java Islamic University. The settings occurred on the campus and in primary, secondary, and community schools in Central Java, Indonesia. Results were obtained by class and lesson observations, interviews with the professors teaching in the English teacher education program, and lesson observations, interviews, and journal entries from new teachers. The key results demonstrated that new teachers have a limited understanding of how to teach about culture and when teaching, they often do not include culture. The analysis suggested that new teachers of English are not developing a very deep awareness of the English culture and they are not given the tools with which to teach English. As a result, they do not feel confident in their abilities to teach about
culture. The authors recommended that it is necessary for teacher education programs to include explicit instructions for new teachers on how to teach about the culture.

In another study, Kuo and Lai (2006) examined the indivisibility of culture and language and recommended ESL teaching strategies through culture integrated instruction in order to improve students' linguistic competence. The authors indicated that it is necessary for ESL teachers to understand the relationship between languages and cultures so that the teachers can improve instructional techniques and pedagogy. As Gleason (as cited in Kuo & Lai, 2006) stated, language is not only the product of culture, but also is the symbol of culture. The authors recommended six teaching techniques to use in ESL classes; teachers could:

1) Use appropriate medium and printed materials such as television shows, news broadcasts, movies, and newspapers based on students’ age groups and language level proficiency in order to enhance cultural competency. As the authors stated, “Using appropriate audiovisual resources can strengthen students’ images of the target culture and enhance their second language learning” (p. 7).

2) Use proverbs to examine the values and the differences and similarities between students’ native and target languages and cultures.

3) Use the role play as a sociocultural approach. As Wertsch (as cited in Kuo & Lai, 2006) stated, the sociocultural approach is the most useful method that is currently used in second language education because the approach can help prepare students for cross-cultural communication and conversation. The authors asserted that applying role play in ESL classrooms will enable students to improve communication techniques to overcome similar issues in real-world situations.
4) Support students to apply the *culture capsules*, that is, teachers explain some elements of the target language cultures, then students compare and contrast with their own cultures. According to Jerrilou (as cited in Kuo & Lai, 2006) stated, the best well-known methods to teach culture is to use culture capsules.

5) Invite non-native students to the classroom to present their cultures so that students will learn a variety of cultures and make connections between their own cultures and the target cultures.

6) Use media technology to enable ESL students to obtain cultural competence as well as to practice their language learning skills anywhere and at any time they want.

To summarize their suggestions, the authors concluded that, “After all, the more cultural concepts we learn, the more language abilities we gain; the more language we gain, the more competitiveness we have” (p. 9).

In a third study, Tanriverdi and Apak (2008) addressed the narrow and prejudiced views students have for the culture of the target language of English, and they go on to discuss the benefits of using media to help the students overcome these prejudices. The participants included 52 undergraduate university students. The study involved developing a 14-week-course offered by the ELT department at *Kocaeli University* in Turkey. The students were asked to read, compare, and evaluate three English newspapers per week in different ways during the course period. For the first week of the course, they were asked to fill out a form and answer three questions, “What are the first three things which come into your mind when you hear the word (a) England?, (b) the English?, and (c) English culture?” (p. 9) The most repeated answers (a) for
‘England’ was colonialism/imperialism, (b) for ‘English’ was blonde, and (c) for ‘English culture’ was English tea. At the end of the course, the students were asked the same three questions. The most common answers were: (a) England is industrialized, (b) the English are holiday-lovers, and (c) English culture is still English tea. These results showed that the students had changed the way they think about English cultures based on the newspaper they read. Also at the end of the course, the following open-ended questions were asked: “(1) To what extent has the course helped you to improve your understanding of your culture and the target English culture?, (2) to what extent has the course helped you to improve your language skills?, and (3) to what extent has the course improved your critical thinking skills?” (p. 11-12). The results showed that after the students learned about different aspects of English culture, they had fewer prejudices toward English culture. A writing workshop at the end of the course, where students wrote news stories and advertisements, was found to contribute to a growth in confidence, motivation, and development in students’ language skills. The students started to think more critically and to see things from different dimensions. A limitation identified in this study was that England and English culture was the only country selected for the study. The authors suggested that mass media should be a separate class or integrated into the ESL curriculum in order to obtain students’ motivations, critical thinking, and language skills, and to have a better and deeper understanding of the other cultures.

In a fourth study, Ali and Mahar (2015) addressed that cross-cultural communication competence has not been given the attention needed when teaching English in Iran and Pakistan. These authors pointed out the general problems when teaching English in Iran and Pakistan. In particular, they stated that in ESL and EFL classroom environments, it is necessary to include
both cultural backgrounds and knowledge in the lessons in order to gain intercultural competency in the target language. Also, teachers need to know about intercultural communication in order to teach the class effectively, and they suggested that English teachers should present cultural knowledge in an engaging and interactive way in order to examine the cross-cultural context effectively. Furthermore, for the students being studied (intermediate level students in public colleges of interior Sigh and schools in Iran), the authors suggested that there be some changes to both the commercial textbooks that were used and the traditional teaching methods that focused on teaching grammar.

In summary, research demonstrates that cultural awareness integrated in English classrooms has positive impacts on ESL learners, as discussed and cited. Several studies have been used in this thesis. (A) Kidwell (2019) illustrates how new English teachers in Indonesia learn to teach about culture and the types of practices they are using to teach about the culture. (B) Kuo and Lai (2006) articulate that it is necessary for ESL teachers to understand the relationship between languages and cultures so that the teachers can improve instructional techniques and pedagogy. (C) Tanriverdi and Apak (2008) claim that mass media should be a separate class or integrated into ESL curriculum in order to obtain students’ motivations, critical thinking, and language skills, and to have a better and deeper understanding of the other cultures. (D) Ali and Mahar (2015) illustrate that English teachers should present cultural knowledge in an engaging and interactive way in order to examine the cross-cultural context effectively. Taken together, this body of research justifies the importance for ESL teachers to understand the culture of the target language and to teach using authentic cultural materials and references when teaching the target language, develop units and lesson plans using authentic materials to enhance
students' language and cultural competence. A particular strategy for achieving these goals is the use of authentic media when teaching ESL (Kuo and Lai, 2006; Tanriverdi and Apak, 2008).

**The Importance of Media in Teaching ESL**

When teaching ESL, the use of authentic media provides an important means of incorporating cultural and interesting ways.

Research demonstrates that using media to teach in ESL classrooms may have positive impacts on second language learners. Media includes common technologies such as websites, music, applications, and videos. For the purposes of this literature review, the focus will be on the use of videos in the classrooms. This section highlights five studies that speak to this topic. Bajrami and Ismaili (2016) illustrate the benefits of using video material in EFL classrooms and the impact of using appropriate video materials towards students’ centeredness, classroom engagement, students’ motivation, and confidence. Williams and Lutes (2008) articulate the impact of using video materials towards the principle of learning theory and how it can be used to motivate and stimulate students to learn English in EFL classrooms. Albiladi, Abdeen, and Lincoln (2018) discuss how adult English learners perceive the use of movies in English classes as well as explore the benefits and challenges of English movies in developing their language proficiency while Akyüz, Tanış, Khalil, Ardiç and Mede (2017) illustrate the impacts of videos on the knowledge of the target culture and examine students’ perceptions toward learning it in EFL classroom. In the last study, Wilcox (2009) demonstrates the effective use of video in achieving English competence with adult ESL students and discusses how to understand and make effective use of videos in the classroom. Taken together, these studies illustrate the
importance of using authentic video for ESL teachers when developing units and lesson plans to enhance students' language and cultural competence.

In one study, 2016, Bajrami and Ismaili explored the benefits of using video material in EFL classrooms and demonstrated the impact of using appropriate video materials towards students’ centeredness, classroom engagement, students’ motivation, and confidence. The authors state three goals of using video materials, to: (a) develop learners' language skills proficiency especially listening and speaking skills, (b) supply visual aid for listening materials so that video will keep students’ attention when studying long lessons, and (c) provide authentic language. The authors claim that an important benefit of using video in the classrooms is the authentic use of language. Using video also conveys the cultural background of the target language. For these reasons, language study becomes more enjoyable and students’ motivations increase. Because video presents language in the context of its use, videos also help students’ comprehension when facing more difficult vocabulary. The authors advise the teachers to direct students’ attention toward developing specific listening and speaking goals. The students can be a part of creating activities using video under their teacher’s guidance. The authors state that “video is widely accepted as more powerful and more comprehensible than other media for second language and foreign language students” (p. 505).

In a second study, Williams and Lutes (2008) examined the impact of using video materials with regards to the principle of learning theory, and how it can be used to motivate and stimulate students to learn English in EFL classrooms. Two studies were conducted. The first was a quantitative study that investigated the impact of using video on students' interests and motivations. There were two participant groups for this study: a test and a control group. Both
groups studied the same materials but the test group materials were supplemented with video. The participants included 120 sophomore university students majoring in engineering from four ESL classes. The questionnaires were given at the end of the semester. The key results confirmed that the students in the test group had a more positive experience than the control group. Most of them were excited about and prepared for the class and wanted to take similar classes in the future. The second study was qualitative in nature. The subjects included 30 students from three ESL classes at Takamatsu University. The students attended three classes with video materials and the remainder of the classes without. The students were asked to describe and comment on their feelings regarding classes with video compared to the class without video. The findings indicate that students were more interested in video classes. They felt dissatisfied if they had to be absent from the classes with video. Future research could include how students’ motivations might be impacted by other factors in teaching style. The authors conclude that using video could give students the opportunities to have native speakers’ experiences even though they are not in a native speaker environment. Also, video can provide a transitional tool for the students to make connections with what they acquired in the classroom to real-life situations. Furthermore, video can be an effective tool that satisfies the principles of learning theory, which is especially true when including active activities. In addition, video materials can be an intrinsic motivation for the students. The authors assert that “video is one of the new tools that have become available to educators to impact the learning process” (p. 4).

In a third study, Albiladi, Abdeen, and Lincoln (2018) examined how adult English learners perceive the use of movies in English classes as well as explore the benefits and challenges of English movies in developing their language proficiency. The authors collected
and analyzed their data with interviews, both face-to-face and online. The participants included 25 adult IEP learners from different language levels and different locations in the United States. The authors recognized four themes resulting from their analysis: (1) language development, (2) authentic learning, (3) self-learning/autonomy, and (4) cultural awareness. In regards to cultural awareness, the authors state that, “All in all, almost all the participants shared the beliefs that watching movies led to language development. As Brown (as cited in Albiladi, Abdeen, and Lincoln 2018) stated, language and culture are inseparable. They are a part of each other. The participants reported that various language skills, such as speaking, listening, vocabulary acquisition, and writing, were improved thanks to watching English movies” (p. 1571). The key results indicated that language learners had positive attitudes toward watching American movies to learn English. They believed that movies are authentic sources and can be used effectively to improve their language skills including speaking, listening, reading, vocabulary acquisition, pronunciation, writing skills, and increasing their cultural competencies. The participants believed that “movies serve as a gateway that helps them understand and appreciate the American culture” (p 1571). As one of the students stated:

When I came to the United States, I had some knowledge about America and the lifestyle here because of the movies. Watching movies was a good way for me to know and understand how people talk, how people interact with each other, how people live, and what people usually eat. This, in my opinion, was one of the reasons why I did not have any problem adapting to the American culture. (pp. 1571-1572). There were also challenges reported about watching American movies. Since the movies were not created for educational purposes, the participants were aware that they could not rely on the
movies to be an effective tool for learning English. Movies also created difficulty due to new vocabulary being used. The authors asserted that “there should be more time and flexibility to allow movies to be part of the learning and teaching process. When used during language classes, movies increase the authenticity of the classes and make the learning process more enjoyable and motivating” (p. 1572). The authors indicated the limitations of the study included a small sample size and limited time frame to conduct the research. Finally, the authors suggested for future research that there should be studies about the types of movies that can be effectively used for educational purposes and the actual learning outcomes of using English movies in the classrooms.

In a fourth study, Akyüz, Tanış, Khalil, Ardiç, and Mede (2017) investigated the impacts of videos on the knowledge of the target culture and examined students’ perceptions toward learning the target culture in EFL classrooms. The participants included 60 A1 level EFL students majoring in engineering at Turkish State University in Turkey. The authors used qualitative and quantitative methods. Data were collected from target culture knowledge tests, attitude questionnaires, and interviews. The participants were given target culture knowledge tests before they watched a part of the Window on Britain series that introduced Britain and other cultural components. Then after the sixth week of the course, they took the same test as well as the questionnaire. The authors interviewed the six participants whose scores changed significantly after watching the series. The key results indicated that using video enhanced students’ cultural awareness, students had a positive attitude toward learning culture integrated in the EFL classroom, and language and culture should be taught together. The authors stated, “Obviously, these results suggest that cultural materials should be a part of every foreign
language classroom instruction. Therefore, foreign language teachers should determine key cultural items in every aspect of the language that they can teach by using culture-integrated videos. So, students can have better attitudes toward the language, people speaking that language and the social context in which it exists” (p. 170). Finally, the authors suggested future research, could: (1) find out different ways to enhance learners’ intercultural knowledge, (2) examine the impact of using video to teach culture with different age group and level of proficiency, (3) investigate other techniques that may be good to teach culture, and (4) investigate if those tools are as good as video.

In a fifth study, Wilcox (2009) addressed a problem that students’ beliefs may strongly influence the effectiveness of using videos in ESL class environments. The authors assessed how effective the use of video is in achieving English competence with adult ESL students and to understand how to make effective use of videos in the class. The author conducted classroom research for a 15-week long course by showing the Disney movie *White Fang* along with poetry, newspaper articles, and short stories. The materials were initially created for ESL Brazilian students at a U.S. community college in order to incorporate culture and language instruction to improve students’ intercultural awareness. The author cited exercises from the video that focused on creating intercultural awareness such as making and replying to requests. The participants included college-level students enrolled in an intensive English program in the U.S. The activities included learning, watching videos, and role-playing. They were asked to write reflective statements on the benefits of using video at the end of the course and analyze their statements. The key result included that students’ beliefs influence the effectiveness of video use in ESL classes. The author asserted that “the use of video for SL and FL instruction has the
potential to enhance students’ awareness of cultural aspects of language in ways that other media
do not” (p. 97). However, video is only effective when used as part of an overall course that
includes a discussion of what and why particular videos are chosen, and additional activities
including follow-up individual assignments, group discussions, and role playing.

In summary, research demonstrates that using media to teach in ESL classrooms may
have positive impacts on second language learners. As Bajrami and Ismaili( 2016) illustrate the
benefits of using video material in EFL classrooms and demonstrates the impact of using
appropriate video materials towards students’ centeredness, classroom engagement, students’
motivation, and confidence (b) Williams and Lutes (2008) articulate the impact of using video
materials towards the principle of learning theory, and how it can be used to motivate and
stimulate students to learn English in EFL classrooms (c) Albiladi, Abdeen and Lincoln (2018)
discuss how adult English learners perceive the use of movies in English classes as well as
explored the benefits and challenges of English movies to develop their language proficiency (d)
Akyüz, Tanış, Khalil, Ardiç, and Mede (2017) illustrate the impacts of videos on the knowledge
of the target culture and to examine students’ perceptions toward learning it in EFL classroom
(e) Wilcox (2009) articulates how effective the use of video is in achieving English competence
with adult ESL students and how to understand ways to make effective use of videos in the class.
Taken together, this body of research justifies the importance for ESL teachers to develop units
and lesson plans using authentic materials to enhance students' language and cultural
competence, and that the use of culturally relevant and engaging videos is a particularly effective
way to provide authentic materials.
Using *The Ellen DeGeneres Show* to Teach about American Culture

Research demonstrates that Ellen DeGeneres is a popular culture icon so that her shows can be used as authentic materials to teach about American culture that will enhance students' language and cultural competence, as discussed and cited below. Although there has been recent controversy with Ellen DeGeneres and her show, this does not diminish the effectiveness of using her show to achieve my goals, especially with my field project. In fact, this controversy provides an opportunity for students’ discussion. This section will highlight four studies that speak to this topic. Dick (2008) analyzes Ellen DeGeneres as a popular culture phenomenon. DeSilver (2013) shows the result of the survey that Ellen DeGeneres is the most visible gay or lesbian public figure in America, and Hoey (2017) illustrates how Ellen DeGeneres was an inspiration to a former ESL student who went on to become a high school teacher. In the last study, Taissiya and Zamzagul (2017) discuss how *The Ellen DeGeneres Show* can be used as a source of authentic listening materials for ESL lessons. Taken together, these studies lay a foundation for understanding the claim that *The Ellen DeGeneres Show* can be used as authentic materials to teach about American culture, enhancing students' language and cultural competence.

In a short biography, Dick (2008) introduced DeGeneres. She was born in 1958 in Louisiana. She has worked in almost every medium available in the pop culture business. DeGeneres’s fame grew after she publically came out as a lesbian in 1997, making her the most famous lesbian in America. First, the author used a semiotics approach to analyze DeGeneres as a popular culture icon; describing DeGeneres as an openly gay, talented artist, commercial spokesperson, talk show host, voice actress of Dory on *Finding Nemo*, and an activist for human
and gay rights. Second, the author used the symbolism approach to analyze DeGeneres. DeGeneres, according to the author, is a symbol of gay and human rights, courage, immorality, and controversy. Third, the author used Maslow’s hierarchy of needs to analyze DeGeneres. The author concludes that DeGeneres has met all of the levels of the theory from physiological to self-actualization. According to Marshall McLuhan’s theory, “the medium is the message,” DeGeneres is the medium (para. 11). DeGeneres used television to spread her messages of equality. DeGeneres is a spokesperson for Covergirl, American Express, and her own merchandise creating her as a brand, satisfying the consumerism theory. Finally, she empowered many people of alternative sexuality – the lesbian, gay, bisexual, transgendered, queer, and asexual community (LGBTQA) – to come out publicly and be true to themselves.

In a study, DeSilver (2013) discussed two surveys involving Ellen DeGeneres that were conducted by the Pew Research Center. DeGeneres has been a famous lesbian ever since she came out openly as gay 16 years ago on her sitcom. This made DeGeneres an ideal subject for surveying attitudes and awareness of Americans on LGBTQA issues. One survey involved the general U.S. population and the other one focused specifically on LGBTQA Americans. The surveys found that Ellen DeGeneres is the most mentioned LGBTQA public figure in the United States, discussed by 32% of the general U.S. population surveyed. The second survey conducted with LGBTQA Americans found in DeGeneres was the second most important public figure advancing LGBTQA rights, with President Obama being first. DeGeneres received 18% of the votes. DeGeneres was famous before the survey ever since she came out openly as gay 16 years ago on her sitcom.
In another study, Hoey (2017) credited Ellen DeGeneres for helping a Sudanese refugee learn English and pay off her student loans with a $22,000 scholarship. The refugee Ekhlas Ahmed wrote a letter to DeGeneres to let her know that she learned English by watching *The Ellen DeGeneres Show* when she moved to the United States with her family in 2005. Ahmed sent a follow-up note with a *Celebrating Africa* calendar that was made for DeGeneres by her students. The author states that when Ahmed first arrived in the United States, she did not speak English, causing her to become lost for eight hours after getting off the wrong bus. Ahmed then promised herself she would learn English, and she started watching *The Ellen DeGeneres Show* after school. She wrote and memorized words that DeGeneres spoke on the show. She chose to watch the show because it was on at a convenient time and as she stated “there is so much negativity in the world. All I had to do was turn on your show and be happy for an hour” (para. 15).

In a third study, Taissiya and Zamzagul (2017) claimed that conventional listening materials are focused on teaching grammar accurately, unlike the authentic materials that will help students identify with real-life conversations. The main reason *The Ellen DeGeneres Show* was chosen for their study was because of the show’s use of natural vocabulary, pronunciation, and accents in the context of natural behavior. Additional reasons were the large supply of audio materials available in the talk-show genre, the show’s popularity in America, and its coverage of world topics. The authors used three different segments from *The Ellen DeGeneres Show* to focus on three specific goals: (1) verb usage, (2) understanding relatively complex conversations, and (3) observing cultural interactions. The authors conclude *The Ellen DeGeneres Show* is a
great classroom resource because it not only satisfies all three goals and helps students comprehend authentic verbal language context, but also the students have a good laugh.

In summary, research demonstrates Ellen DeGeneres is a popular culture icon whose show provides ideal authentic materials to teach about American culture and enhance students' language and cultural competence. As Dick (2008) and DeSilver (2013) demonstrate, Ellen DeGeneres is a highly visible and popular cultural icon. Hoey (2017) shows us how Ellen DeGeneres has been an inspiration who has had a global impact. Taissiya and Zamzagul (2017) provide us examples of how Ellen’s show can be used in lesson plans for ESL curriculum and analyzes Ellen DeGeneres as a popular culture phenomenon. Taken together, this body of research justifies that ESL teachers can develop units and lesson plans using \textit{The Ellen DeGeneres Show} as authentic materials to enhance students' language and cultural competence.

\textbf{Summary}

This literature review claims that authentic materials are beneficial when teaching ESL (Kuo and Lai, 2006; Tanriverdi and Apak, 2008). This is because they deliver the target language as it is actually used and in the context of the target culture. The use of videos is found to be especially successful in achieving these goals, and they do so in a natural and enjoyable manner that helps students stay attentive and engaged (Albiladi, Abdeen, and Lincoln, 2018; Wilcox, 2009). Short video clips of \textit{The Ellen DeGeneres Show} are chosen for my field project because the show uses authentic language and discusses the topics of the three major holidays I have chosen for my lesson plans. Furthermore, DeGeneres is a popular celebrity and her show is fun to watch (Hoey, 2017; Taissiya and Zamzagul, 2017). It is important for ESL teachers to develop
units and lesson plans using *The Ellen DeGeneres Show* as authentic materials to enhance students' language and cultural competence.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

My project is a handbook for teaching the holidays of Thanksgiving and Pride using the TV show *The Ellen DeGeneres Show*. It is meant to serve as an example of teaching American English in a way that incorporates American culture, uses authentic language, and is fun and engaging. With the passage of time, American culture and modern trends will change, and the specific material in the handbook may become dated (such as *The Ellen DeGeneres Show* itself). However, the purpose of the handbook is to illustrate how to use a modern TV show to incorporate the goals of teaching American English in a genuinely effective and useful way.

**Brief Description of the Project**

This handbook is developed for ESL teachers as a guide to teach adult students through the use of *The Ellen DeGeneres Show*. It intends to teach English in an engaging, entertaining, and meaningful way. It also will familiarize ESL students with authentic language use, some important cultural norms, and the ways Americans celebrate holidays in the U.S.

This manual is to be used by ESL teachers working with recent immigrants whose English language skills are intermediate or higher level. It provides teachers with an integrated sample of units and lesson plans to use in teaching English and introducing aspects of American culture and authentic language. Much of the material contained in this handbook is worksheets for student use.
This handbook includes an introduction and eight lessons in three units. The lessons are designed to help students, especially newcomers to the U.S., learn authentic English language and culture by using the holidays of Thanksgiving and Pride. In the paragraphs that follow, each unit and lesson is briefly described. This is followed by a description of the format used in each unit and lesson.

Introduction

The main purpose of the introduction is to orient the teacher to the handbook with a Note for Teachers. Here the handbook format is discussed, as are the goals of making the class interesting (positive use of affective filter) and using current language (authentic language), events, and trends (American culture). Also included in the introduction is a mention of who the intended audience is and a note about myself.

Unit 1, Lesson 1: Ellen DeGeneres and The Ellen DeGeneres Show

This unit introduces Ellen DeGeneres in a single 90 minutes lesson, before progressing to Thanksgiving, and finally to Pride. The unit first introduces who Ellen DeGeneres is, and then it introduces the students to her talk show and its format. The purpose of these introductions is that Ellen DeGeneres and her show are used throughout my handbook. In this unit, and all of the units, attention is given to making the class interesting and fun (using the ideas of the affective filter), using language in current use (authentic language), events, and trends (including target-language culture).

Unit 2: Thanksgiving in America

This unit of four 90-minute lessons (lessons 2-5) introduces the Thanksgiving holiday to the students.
Lesson 2. The history of Thanksgiving: This lesson introduces the students to the history of the first Thanksgiving by using a funny skit produced and performed by Ellen’s staff. This skit gives the main elements to how the Thanksgiving story is typically understood by Americans, and of the American culture associated with Thanksgiving.

Lesson 3. Thanksgiving in the U.S.: this lesson provides a more comprehensive introduction to Thanksgiving. It has a traditional presentation of the history of the first Thanksgiving, followed by an idealized traditional Thanksgiving dinner. This is followed by an introduction to Black Friday as a commercial event that follows Thanksgiving and begins the Christmas season.

Lesson 4. Black Friday Madness: introduces students to Black Friday, the shopping event on the day after Thanksgiving that traditionally is the busiest shopping day of the year. This lesson is used to represent the commercial aspects of American shopping in a rather extreme form. The lesson ends with some sign-ups for the dishes students will bring for the Thanksgiving potluck that occurs in Lesson 5.

Lesson 5. Thanksgiving Potluck: This lesson comes back to the spirit of Thanksgiving by showing them a dinner scene from the movie Blind Side, and discussing that the Thanksgiving dinner is the main Thanksgiving event around which the holiday is structured. At the end of this unit, a classroom potluck dinner is used to have fun and give the opportunity to participate in sharing and giving thanks. Foods from the students’ native cultures are encouraged.

Unit 3: Pride in America

This unit of three 90-minute lessons (lessons 6-8) introduces the students to the Pride celebration, the history of LGBTQ+, and the LGBTQ+ community around the world. A goal of
this unit is for students to consider the acceptance of the LGBTQ+ community in the U.S., and the ongoing evolution with this movement, and to have the students think about equality and inclusiveness. Ideally, this unit is presented during Pride month.

Lesson 6. The history of Pride: in this lesson, Wanda Sykes narrates a brief summary for the history of LGBTQ+. Students are encouraged to consider the meaning of Pride and to compare it to ideas in their own culture.

Lesson 7. This is what LGBT life is like around the world: This lesson uses a Ted Talk by Jenni Chang and Lisa Dazols to present what LGBT life is like around the world, and to highlight many accomplished LGBT individuals. Students are given time to choose a topic and begin organizing for group presentations that are to be given in lesson 8.

Lesson 8. Presentation day: This is the final class for the unit of Pride. There are no exercises for this class. Instead, there will be a presentation. Students will be given time to organize their presentations in the form of posters, and then each group will present their poster. This is followed by a period for allowing students to ask questions. The observing students will have an evaluation form to fill out and hand to the presenters. The students should use the knowledge about LGBTQI+ they learned from the previous two lessons and work together as a team.

Unit and Lesson Format

Each unit consists of a short teacher’s guide, warm-up, pre-viewing, during-viewing, post-viewing, speaking, and extension activities. The samples shown below are representative of these elements, and are taken from the handbook, unit one, lesson one– Ellen DeGeneres and The Ellen DeGeneres Show.
Short teacher’s guide

This section is located at the beginning of each unit and lesson. As seen in Figure 1, it consists of sidebar notes, the introduction of the unit or lesson, notes for the teacher on procedures to teach. Sidebar notes are located on the left-hand side. It includes the estimated time to teach the lesson, the type of activity, and the objective and materials needed. This section helps the teacher to plan ahead and prepare to teach the class. The Introduction section at the top of the page introduces what the unit and/or lesson is about, and it also gives the link to the video that is to be used in the classroom. The section For the Teacher provides the steps for the teacher to take,

![Image](image.jpg)

Figure 1. First page of a lesson introduction (page 5 in the handbook). It discusses using the TV Show The Ellen DeGeneres Show. The first paragraph (the Introduction), is followed by suggestions for teaching, and then some cultural notes (see Figure 2).
from warm-up, and continuing through pre-viewing, post-viewing, reading, speaking, and the extension exercises. These include directions of each activity and the answer keys.

The last section of this teacher’s guide is a section called cultural notes. This section summarizes aspects of American culture from the videos. At the end of each lesson, the teacher and students discuss, compare, and contrast American culture with their cultures. This is a key reason for creating the handbook because it helps prepare students for learning American culture. The intent is that the students will be able to apply what they learn in the class to daily life, and that they will not be shocked or surprised when they see something similar to what they learned in the classroom. For example, the censorship of an American TV show may be totally different from what gets censored in their home countries. Once they see, learn and discuss about censorship of the American TV they will better understand what is discouraged in American culture.

Figure 2. The cultural note section in the teacher’s guide (page 6 in the handbook).

**Pre-viewing Exercise**

There are two parts before the students watch the video. The first (task a) is to preview the new vocabulary. The students will receive the vocabulary worksheets containing images and meanings of these words, and then they discuss these words with their partners and share the meaning and what they know about those words with the class. The new vocabulary is selected
from the video, and includes conversational words that students will be able to understand and use in daily conversation. The second part (task b) has students work on a set of questions related to the vocabulary introduced in task a. These questions are meant to get the students involved in conversation. Before watching the video, the teacher lets the students know what the plan is for the day, who Ellen DeGeneres is, and that *The Ellen DeGeneres Show* will be used in the next 8 lessons.

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**Figure 3.** Pre-viewing task a and b (page 8 in the handbook). Four words are used that relate to the video and these words and the focus questions are chosen to promote discussion.
During-viewing exercise

There are two to three tasks for this section, depending on the lesson. Students will watch a video clip (of duration 2-5 minutes) three times and do a variety of simple tasks during and after watching. Each clip is humorous so that students enjoy watching as they work on the exercises, which will lower students’ anxiety and affective filters in general. On the first watch (Figure 4a), students watch the video without sound, guessing about what is happening, and then answer and discuss questions based on what they have seen. In this task, students can see and compare this TV show with those in their home country. In the second watch (Figure 4b), students watch the video again, but with sound, and take notes to help answer questions that follow. In the last watch (Figure 4c, on the following page), they watch the video for the third time and are asked to sequence the events that happen. The purpose of this part is for students to be able to identify the main points in the video, listen to the authentic language, and pay attention to American culture.
Figure 4. During-viewing (pages 9-11 in the handbook). Frames a-c show tasks a-c.

Post-viewing exercise

There are various tasks for post watching activities, and each lesson has different tasks. For unit one, lesson one, there is a matching vocabulary and word meaning (Figure 5a) task and a true or false exercise (Figure 5b). Also, this lesson has an extension activity for reading and comprehension for students to study more vocabulary related to the TV show. Each lesson has activities for students to practice their speaking and critical thinking skills. For this lesson, comprehension for students to study more vocabulary related to the TV show. Each lesson

Figure 5. Post-viewing (pages 11-12 in the handbook). Frames a-b show tasks a-b.
has activities for students to practice their speaking and critical thinking skills. For this lesson, students answer questions and then discuss the answers with their partners and the entire class. Other lessons have different activities, which use images, have students describe their answer to the class, or engage in role-playing. Most tasks in this section are in pairs or groups, allowing students to work as a team, and to share their ideas and suggestions. More importantly, students practice their communication skills and engage in conversation. Teachers need to make sure that students switch roles and that all students participate. As students practice communication in the classroom they will gain the confidence to engage in the conversation outside the classroom.

Figure 6. Post-viewing (pages 13-14 in the handbook), for reading and homework.

Figure 7. Post-viewing (page 12)
Development of the Project

I decided to create this handbook due to my experiences as a new immigrant to the U.S., an adult ESL student, someone who enjoys watching The Ellen DeGeneres Show, and as a TESOL student at the University of San Francisco.

Before moving to the United States, I learned English in a classroom, and the presentation was formal English and teaching was restricted to the English language. We only focused on studying grammar in order to get a good grade but I never had a chance to practice English outside the classroom. My English grades look really good in my transcripts but I was not able to communicate with native speakers in real life. Without the integration of American culture and the use of day-to-day language, the uninteresting nature of class made learning difficult. When I first moved to The U.S. 13 years ago as an ESL learner, I soon discovered my language abilities were not good enough to engage with Americans about anything but the most practical aspects of life even though I have good grades in English. One of the examples of my experiences when I first moved here was one day I got an invitation to a Thanksgiving dinner from one of my American friends. I was not aware that Thanksgiving is an important holiday in the U.S.; I thought it was just a dinner with friends and their family. When I first arrived, I was shocked that there were a lot of people at the dinner party. I did not recognize any of the food on the table. I had no idea what Thanksgiving was about. I was silent, felt awkward, and I was afraid to engage in conversation with anyone except for my friend. They used common English which did not teach in English classrooms. Most of the conversations were about pop cultures, music, and movies that I did not know about. In terms of food, I observed how people ate and
copied them. I felt like I did not belong there. This experience made me no longer want to attend American celebrations.

While watching TV in the afternoons I started to watch *The Ellen DeGeneres Show* for fun. I soon realized that watching this show helped me improve my listening skills, become aware of current events, understand pop culture, and it provided me the knowledge and confidence to engage people at work and home in meaningful conversation. I understood what was missing from the English classes that I had and identified to myself the importance of learning authentic language, American culture, and the benefits of having fun while doing this, although these ideas were more like feelings than well-formed ideas in my mind. But with my interest in teaching, my feelings about what was missing from my education and knowing that it could be done better, I was motivated to become a TESOL student at the University of San Francisco. Here I learned that my challenges in learning English were common to many second-language students’ language is taught like I was taught, and that ideas like “authentic language,” “inclusion of culture,” and “affective filter” were not only important when teaching a second language, but that they were well-developed ideas that have been researched and are in modern use.

I have chosen to focus on the holidays of Thanksgiving and Pride. Each is celebrated in a uniquely American way, and each presents uniquely American aspects of culture. I have discussed my own early-immigrant Thanksgiving experience and think this holiday has the potential to make Thanksgiving a fun and useful social learning event for a new immigrant. Also, this holiday provides a way of incorporating several of the goals I have when teaching American English. Pride is an especially challenging holiday to introduce, yet it has great potential in
bringing forward interesting and potentially confusing aspects of modern American culture to a recent immigrant. *The Ellen DeGeneres Show* is well suited to introduce this holiday because Ellen DeGeneres is lesbian, and the show approaches the subject in an engaging way that will promote student conversation. Beyond the subject of gender identity, the more important subjects are freedom of expression, social inclusion, and tolerance.

Once I decided to use Thanksgiving and Pride as my main holidays in my handbook, I started watching the old clips of *The Ellen DeGeneres show* from YouTube and The Ellentube in order for me to choose which clips to put in my handbook since 2019. Then I started planning and choosing the formats and activities to put in my handbook. Later on, I realized that only use *The Ellen DeGeneres Show* clips are not sufficient to create variety, so I added one clip that relates to Thanksgiving from *The Blind Side* movie for students to see a Thanksgiving dinner scene, and one TedTalk clip of Jenni Chang and Lisa Dazols travels around the world to search for extraordinary LGBTQI+, so the students can see the variety of resources (not only from *The Ellen DeGeneres Show*). Those video clips are accessible freely through YouTube. The students are able to watch them or any other shows in their free time at home.
The Project

The project can be found in the appendix, starting on page 53.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Adult immigrants face many challenges before they can successfully function in a new country. Although the greatest challenge usually is learning the new language (William & Butler, 2003), adjusting to a culture that is different and often confusing not only makes the transition more difficult, but it can destroy confidence and make the task of learning and using a new language even more difficult. Thus language may be the most obvious problem faced by an immigrant, but it is combined with cultural challenges and with the immigrant’s abilities to deal with these (William & Butler, 2003; Lestari, 2010). These interrelated problems are now recognized by the ESL community, and modern approaches to ESL teaching have involved integrating contemporary popular culture and language. It also recognizes that an alert and eager mind is important to learning, so emphasis is put on developing student interest and confidence by making the class relevant, contemporary, and fun.

To accomplish these goals, I have developed an eight-lesson ESL teaching handbook which is designed to teach adult immigrants American English. At its core is the use of short video clips from The Ellen DeGeneres Show and other sources. By being fun and engaging, the lessons lower affective barriers while introducing authentic American language and culture. Individual lessons follow a series of steps that establish a reassuring dependable routine, with interrelated language exercises progressing through listening, speaking, reading, and writing. Lessons start simply with an interactive warm-up and then short pre-viewing exercises, in preparation for the video. During-video exercises are designed to be fun, to lower affective filters
and to make engagement natural and easy. Authentic language and many aspects of American culture exist in the background, so as to promote nearly unconscious acquisition. Post-viewing exercises involve tasks that repeat and build off of the previous activities, and begin to engage more direct, conscious language learning. Speaking Exercises and Reading Exercises follow to reinforce learning and exercise these communication skills.

At a larger scale, the lessons are organized into three units that progress from one to the next. The first unit of one lesson is designed to make a connection with Ellen DeGeneres and her show. The next two units build off of this. The second unit focuses on Thanksgiving. This holiday has the potential to make students consider varied aspects of American culture and history. The positive elements of giving thanks and sharing a meal are brought together with a potluck lunch on the last day of the unit (lesson 5). To promote inclusion, comparison and discussion, students are encouraged to bring dishes from their native culture and discuss them. The third unit deals with the Pride celebration. This celebration also has much potential for students to consider American culture in comparison to their native cultures, to recognize differences among individuals, and think about how they fit in to American culture. A key goal is to think about cultural diversity, as opposed to thinking about a single American culture, and to help students have confidence in themselves as unique individuals. This unit ends with group poster presentations. This exercise has students speaking and listening with interest, and working together to express the ideas their group has made.

**Final thoughts**

The design of my handbook is rooted in my experiences in second-language teaching. There I developed methods that work, even though I was not too aware of why they worked. It
has been a result of obtaining an education in ESL that I became aware of the reasons behind
successful teaching, and I have incorporated this knowledge in the making of my handbook. This
handbook should be seen as an example of applying this knowledge to ESL teaching.
Finally, I mention one thing of importance that is not directly acknowledged in my handbook – it
is that successful teaching requires respect for the students and genuine interest in them as
individuals. This is not so much a matter of curriculum as it is the heart of the teacher. I
appreciate that this respectful attitude is fundamental in the USF TESOL department. On this
Thanksgiving, I am thankful for this.

Recommendations

The discussion in the field project should help other teachers recognize how Krashen’s
ideas of the affective filter, and inclusion of authentic language and target culture, are applied in
an actual teaching effort. A primary goal is that a teacher using this handbook thinks about these
concepts and recognizes how they have been applied. Some of the units, lessons, or exercises can
easily be adapted to a teacher’s individual use. Also, just as I have included my own ideas for
teaching in this handbook, any teacher making use of the handbook must bring their own ideas
and philosophy to the development of their lessons.

The primary goals of this handbook are an acquisition of knowledge about American
culture, the authentic use of language, and a confidence and interest in being engaged in
day-to-day life in America and with Americans. These are very difficult things to evaluate,
especially in a way that gives a numerical score. Qualitative assessment is possible by having
students answer questions about how they feel they have progressed with respect to the list of
specific goals listed above. I have found that a few effective ways to get honest and thoughtful student feedback is to ask them for suggestions for improvement, and to write down what parts of the class were most interesting, and also most difficult, for them.

Further development and refinement of my handbook would benefit from (1) actually using it with ESL students, and (2) getting feedback from my peers and teachers. Regarding its actual use, I mention that much of this handbook has come from my experience in teaching and learning. For instance, I use repetition of vocabulary. But I do this in different ways – ways that involve integration with prior knowledge, with peer interaction, and that require actual use in speaking, reading, writing, and listening. On the second point, feedback from my ESL teachers has proven very useful. I’m sure that with more time, continued improvement will occur.
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https://www.jstor.org/stable/calicojournal.27.1.91


https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Using+video+in+the+ESL+classroom&oq=
APPENDIX

Making ESL Engaging and Entertaining by using The Ellen DeGeneres Show in the Classroom: An ESL Teacher Handbook
Making ESL Engaging and Entertaining by using The Ellen DeGeneres Show in the Classroom: An ESL Teacher Handbook

NUCHINUN KLUAYTHONG
UNIVERSITY OF SAN FRANCISCO
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This handbook is developed for ESL teachers as a guide to teach adult students through the use of *The Ellen DeGeneres Show*. It intends to teach English in an engaging, entertaining, and meaningful way. It also will familiarize ESL students with authentic language use, some important cultural norms and how people celebrate holidays in the U.S.

This handbook includes eight lessons in three units, which will help students, especially newcomers to the U.S., learn English language and culture by using the holidays of Thanksgiving and Pride. There is an emphasis on using the Ellen DeGeneres show. Each lesson includes practice with English language and cultural acquisition.

The first unit uses a short video clip to introducing Ellen DeGeneres and her show to students. This is followed by a variety of supporting classroom activities.

The second and third units begin by introducing the history of Thanksgiving and Pride to students by using short video clips from *The Ellen DeGeneres Show* that focus on these holidays, and they include a variety of supporting classroom activities. To increase student involvement and self-reflection, this will be followed by class discussion and role playing as practice sessions. Additional material is used to develop a deeper understanding of the history of Thanksgiving and Pride and how Americans celebrate these holidays.

A few cultural notes are included with the introduction of each lesson. These are intended to let the teacher know what some of the cultural goals are in this lesson.

Teachers may easily access the video clips of *The Ellen DeGeneres Show* through online platforms such as [https://www.ellentube.com/](https://www.ellentube.com/) and [https://www.youtube.com](https://www.youtube.com). Where specific videos are used, the link is provided.
This manual is to be used by ESL teachers working with recent immigrants whose English language skills are intermediate or higher level. It provides teachers with an integrated sample of units and lesson plans to use in teaching English and introducing aspects of American culture and authentic language. Much of the material contained in this handbook is worksheets for student use.
**About the Author**

**Nuchinun Kluaythong** completed her bachelor’s degree in education in Thailand, and worked as a Thai teacher in Thailand and in Cambodia for 5 years. She then taught Thai as a second language for 10 years after moving to the U.S.

Because of her strong interest in teaching languages and culture, and her desire to help immigrants succeed in their efforts to learn English and American culture, she is obtaining her Master’s degree in TESOL at the University of San Francisco.
Lesson 1: Ellen DeGeneres and her Show

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking Exercise
- Reading Exercise
- Extension activity
Lesson 1: Ellen DeGeneres and her Show

Introduction

This unit of one lesson will prepare the students for the following units in this handbook. It first introduces who Ellen DeGeneres is, and then it introduces the students to her talk show and its format. This unit uses the video A Look at the Best Ellen Show Moments of the Decade from https://www.youtube.com/watch?v=sBzSxbt_W0w

For the Teacher

- **Warm up:**
  - Ask the students about the activities that help them learn English. Answers are written on the board, and provide an opportunity for discussion. TV will be mentioned (if not, teacher introduces TV).
  - Discuss about genre and how TV is useful for student to learn English. Write down the ideas and discuss the benefits.
  - Ask students for their favorite TV program in their home country and in the U.S.?
  - Have students explain why they like these shows.

- **Pre-viewing exercise.**
  - Task a. Provide students vocabulary worksheets. Ask them to choose a partner. Then, ask them to discuss the meaning of the words with their partner, and then with the entire class.
  - A purpose of watching: tell the students that they are about the watch the Ellen Show in order to prepare them to learn unit 1 to 3 and to learn about Ellen and her show and tell the students briefly about Ellen.

- **During-viewing exercise.**
  - Task a. Play the Ellen video without sound, and have the students guess what is happening at selected points (pause video) and discuss with their partner.
  - Task b. Watch the video again with sound. Take notes, and answer questions on the worksheet supplied.
  - Task c. Number the sequencing of the events on the worksheet supplied.
    - Answers: 6,4,1,5,3,2
  - Teacher, make sure students know some of the celebrities on this clip. That Sophia Grace and Rosie are from England should be introduced here, since Ellen will mention them in the next lesson.
Lesson 1: Ellen DeGeneres and her Show

- **Post-viewing exercise.**
  - Task a. Correctly match column A and column B
    - Answers: 1-c, 2-a, 3-e, 4-d, 5-f, 6-b
  - Task b. Circle True or False.
    - Answers: T, T, T, F, T, F

- **Speaking exercise.**
  - Discuss the questions in the speaking exercise with their partner and then discuss with the entire class.

- **Reading exercise.**
  - Read the handout about the Ellen Show, and then do the exercise and discuss the answers in class.
    - Answers: 1-c, 2-a, 3-b, 4-d, 5-d
  - Teacher should explain more about new words such as talk-variety show, features, monologue, skits, and pranks, as also discuss the format of the show that they will see in the next units.

- **Extension activity**
  - Ask students to watch a talk show of their choice as homework, and share with the class on:
    - how the host dresses,
    - format of the show,
    - censorship of the show.
  - Tell students to prepare to ask their classmates one question about their presentation.

- **Cultural notes.**
  - Ellen DeGeneres characteristics (such as her clothes and her behavior).
  - Censorship of American TV.
  - Pranking famous people as culturally acceptable.
  - Important people like the president are on talk show.
Pre-viewing

a. Look at the pictures below and discuss with your partner what you know about these words. Identify the words you don’t know. Continued on next page.
Pre-viewing

a. Look at the pictures below and discuss with your partner what you know about these words. Identify the words you don’t know.

<table>
<thead>
<tr>
<th>Censor</th>
<th>Episode</th>
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<tbody>
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<td><img src="image1.png" alt="Censor Image" /></td>
<td><img src="image2.png" alt="Episode Image" /></td>
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</table>

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<tr>
<th>Season</th>
<th>Skit</th>
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</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Season Image" /></td>
<td><img src="image4.png" alt="Skit Image" /></td>
</tr>
</tbody>
</table>

b. Focus Questions and class discussion:

1. Do you have trouble pronouncing any of these words?
2. What is your favorite TV show you like to watch? What is your favorite music genre? Why?
3. Have you ever gotten so hooked on a show that you have to watch it for the whole season?
During-viewing

a. Watch the Introductory Ellen DeGeneres Show video without sound and discuss the questions below with your partners.

A Look at the video Best Ellen Show Moments of the Decade

https://www.youtube.com/watch?v=sBzSxbt_WOw

1. When video is paused, guess what is happening on the show.

2. Describe Ellen’s characteristics and how she dressed.

3. What do you think about how she interacts with her guests?

4. Are there things she does that would not be allowed in your home country?

5. Are you familiar with any of the guests?
b. Watch the show again with sound and think about the questions below as you watch. Take notes in the space provided.

1. What kind of activities does Ellen do? (interview)

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

2. What do you think about how Ellen interacts with her guests?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

3. Are there things she does that would not be allowed in your home country?

________________________________________________________________________________________________________

________________________________________________________________________________________________________
During-viewing

c. Watch the show again. Look at these sentences and number them in the order you see them.

____ Ellen interviews Williams Pharrell.
____ Ellen apologizes to Barack Obama for breaking his retweet record.
____ Ellen dances in the audience.
____ Ellen pranks Adele at Jamba Juice.
____ Ellen surprises her two guests with Nicky Minaj.
____ Ellen plays table tennis (ping pong) with Justin Bieber.

Post-viewing

a. Matching the word from column 1 with the meaning in column 2. See example.

1. Celebrity a. joke on someone
2. Prank b. a long speech made by Ellen in her show.
3. Season c. a famous person
4. Skit d. a short performance
5. Swear word e. all the episodes for one year
6. Monologue f. a rude or offensive word
Post-viewing

b. Circle True or False for the following statement about the show.

Example: *The Ellen DeGeneres Show* is a sitcom TV show. True False

1. The swear words were *censored* or beeped. True False
2. Ellen broke the record of Obama's *retweet* record. True False
3. Brad Pitt refused to sit near Ellen. True False
4. Cardi B’s favorite color is red. True False
5. Ellen wears a suit on her show. True False
6. Ellen got distracted by Oprah at the studio. True False

**Speaking:** Discuss the following questions with your partner. When done, you will be asked to give your answers to the class.

1. What part of the video do you like the most? Why?
2. What part of the video makes you feel uncomfortable to watch? Why?
3. What things does Ellen do that would not be allowed on TV in your country?
4. Is it OK to embarrass famous or important people like Ellen does?
Reading Exercise

Read the description below, which is adapted from www.IMBD.com.

The Ellen DeGeneres Show

First season: 2003 · Talk show · 18 seasons

Description of the show

92% of the viewers liked this TV show

This talk-variety show that features comic Ellen DeGeneres in the studio performing an opening monologue, skits, pranks, and interviewing guests who include celebrities, newsmakers and ordinary people with extraordinary talents. Additionally, segments include performances from top music acts and audience participation.

First episode date: September 8, 2003

Executive producers: Ellen DeGeneres, Andy Lassner,

Writers: Ellen DeGeneres, Kevin Leman, Karen Kilgariff,

Awards: People’s Choice Award for Favorite Talk Show Host.

Location: Burbank ellen.com

S18 E25 · Gregg Garfield

May 29, 2020
Reading: Read the article on the previous page and circle the answer (a, b, c, or d) that correctly completes the sentence or answers the question.

1. The Ellen DeGeneres show is a _________________
   a. Sitcom                      b. Drama
   c. Talk show                  d. Prank show

2. According to this description, what percent of the viewers like the show?
   a. 92%                         b. 95%
   c. 98%                         d. 100%

3. When did the first season air, and it has aired for how many seasons?
   a. 2000, 18                   b. 2003, 18
   c. 2005, 20                   d. 2010, 20

4. The Ellen DeGeneres Show has won ________________.
   a. Oscar                      b. Emmy award
   c. Golden Globe award         d. People’s Choice award

5. The Ellen DeGeneres Show performs ________________.
   a. Music                      b. Guest Interviews
   c. Skits                      d. All of the above.

Homework: watch a talk show of your choice and be prepare to share with the class:

- How the host dresses
- Format of the show
- Censorship of the show

Be prepared to ask your classmates one question about their presentation.
Lesson 2: The history of Thanksgiving
Lesson 3: Thanksgiving in the U.S.
Lesson 4: Black Friday madness
Lesson 5: Thanksgiving dinner and Potluck
Introduction

This unit of four lesson will introduce the Thanksgiving holiday to the students. In the first lesson, Ellen gives a brief (and funny) summary for the story of the first Thanksgiving. The second lesson uses a video clip to present a first Thanksgiving history and how American people celebrate, a more modern view of Thanksgiving, and of American culture. The third lesson introduces Black Friday as a commercial event that follows Thanksgiving and begins the Christmas season. The fourth lesson comes back to the spirit of Thanksgiving by showing them a dinner scene from Blind Side movie and discussing the Thanksgiving dinner as the main event, around which the holiday is structured.

A classroom potluck dinner is used to have fun and give opportunity to participate in sharing and giving thanks. Foods from the students’ native cultures are encouraged.
Lesson 2: The history of Thanksgiving

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking Exercise
- Extension activity
Lesson 2: The history of Thanksgiving

Introduction

This lesson introduces the students of the history of Thanksgiving. It uses a funny skit produced and performed by Ellen’s staff.

This unit uses the video The Story of Thanksgiving from https://www.youtube.com/watch?v=IYnTJcSn11Y&t=8s

For the Teacher

- **Warm up:**
  - Teacher divides students into groups to share and discuss the homework on the TV show of their choices.
  - Discuss about genre, formats, the host, censorship, what they learned from the shows, and the similarities and differences from the shows in their home counties.

- **Pre-viewing exercise.**
  - Task a. Provide students vocabulary worksheets and ask them to discuss the meaning of the words with their partner, and then with the entire class.
  - Task b. Activate students' prior knowledge by asking focus questions about Thanksgiving.
  - A purpose of watching: tell the students that they are about to watch the history of Thanksgiving from The Ellen Show to learn how Thanksgiving began.

- **During-viewing exercise.**
  - Task a. Ask students to turn their back to their partner and one partner watches the video without sound. This person describes the show to their partner. The partners then switch places and do the exercise over with the other person doing the describing.
  - Task b. Watch the video again with sound, answer worksheet questions, then compare answers with their partner.
  - Task c. Watch the show one more time and answer comprehension questions.
    - Answers: 1-c, 2-d, 3-a, 4-d, 5-c
  - Teachers make sure that students remember Sophia Grace and Rosie (in the previous video) are also from England.
  - Teacher shows the students where Plymouth is on the map.
Lesson 2: The history of Thanksgiving

- **Post-viewing exercise.**
  - Task a. Fill in the blanks exercise
    - Answers: 1. Pilgrims, 2. cultivate,
      3. Native Americans, 4. A narrator,
      5. Plymouth
  - Task b. True or False exercises
    - Answers: F, T, T, F, F

- **Speaking exercise**
  - Teacher provides pictures and ask the students to work with their group to tell the story to the class.
  - Teacher makes sure that all the students participate.

- **Extension activity as homework on writing**
  - Ask students to write five sentences on what they know about the history of Thanksgiving, and three sentences on how they want to celebrate Thanksgiving with their family this year.

- **Cultural notes**
  - Native Americans
  - American jokes
  - History of first Thanksgiving
Pre-viewing

a: Look at the words in the left column. These words may be new to you. Study their meanings by looking at the right column, and discuss these words with your partner.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pilgrims</td>
<td>Religious people who traveled by boat from England and created the first permanent settlement in New England at Plymouth in 1620.</td>
</tr>
<tr>
<td>Native Americans</td>
<td>The first people living in North America or South America.</td>
</tr>
<tr>
<td>Plymouth Rock</td>
<td>The historic location where the pilgrims landed, in the state of Massachusetts.</td>
</tr>
<tr>
<td>Cultivate</td>
<td>To grow and care for plants.</td>
</tr>
<tr>
<td>Narrator</td>
<td>A person who tells a story.</td>
</tr>
</tbody>
</table>
Pre-viewing

**b: Focus Questions and class discussion.**

1. What do you know about Thanksgiving?
2. Do you and your family celebrate Thanksgiving? How?

The state of Massachusetts, showing the location of Plymouth.
During-viewing

a. Turn your back to your partner and watch the video on the history of Thanksgiving without sound. While you are watching the video, describe the show to your partner. Now, switch places and do this with the other partner doing the describing.

The history of Thanksgiving

https://www.youtube.com/watch?v=IYnTJcSnIY&t=8s

b. Watch the history of Thanksgiving video again with sound and answer the following questions. Then, have the partners discuss their answers with each other.

1) What is Ellen talking about at the beginning of the show?
2) Not counting Ellen, how many different groups of people are in this video?
3) Who are they?
4) What are they doing?
During-viewing

c: Watch the video again and answer the following questions.

1) What is true meaning of the Thanksgiving?
   a) Football
   b) Basketball
   c) Being thankful
   d) Great prizes on flat-screen TVs

2) How long did it take to travel from England to America?
   a) more than 7000 days
   b) less than 7000 days
   c) more than 7000 hours
   d) less than 7000 hours

3) Who lived in the U.S. for thousands of years?
   a) Native Americans
   b) Ellen
   c) Sophia Grace and Rosie
   d) Pilgrims

4) According to Ellen, how did the pilgrims thank the Native Americans for their kindness?
   a) Cook them cornbread
   b) Cook them corn pie
   c) Cook them corn salad
   d) All of the above

5) What follows Thanksgiving Day in U.S.?
   a) Earth day
   b) Christmas day
   c) Black Friday
   d) Green Friday
Post-viewing

a: Fill in the following blanks with the correct words.

Plymouth  Native Americans  Pilgrims  Cultivate  A narrator

1. ____________are the religious people who came from England.

2. Prepare and use soil for gardening is to ____________

3. The first groups of people living in North America or South America are ____________

4. ____________is someone who tells the story.

5. ____________is a historic location in Massachusetts.
Post-viewing

b: Read the sentences and write T if the statement is true and F if the statement is false. According to Ellen’s video on Thanksgiving.

1. _____ Native Americans traveled from England to Scotland.

2. _____ The reason for their traveling is to have a better life.

3. _____ The actors from the show are Ellen’s staff.

4. _____ The Pilgrims taught the Native Americans how to survive.

5. _____ They called the thank you dinner the hooray buffet.
Speaking:

Look at these four pictures and work with your group to tell a story for each of these pictures. Then, tell the class your story.

Homework: Write five sentences of what you know about the history of Thanksgiving and three sentences on how do you want to celebrate Thanksgiving with your family this year.
Lesson 3: Thanksgiving in U.S.

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking Exercise
- Extension activity
Unit Two: Thanksgiving

Lesson 3: Thanksgiving in the U.S.

Introduction

Lesson three provides a more comprehensive introduction to Thanksgiving. It presents a traditional history of the first Thanksgiving, followed by an idealized traditional Thanksgiving celebration. This is followed by an introduction to Black Friday.

This unit uses the video Thanksgiving in The United States from https://www.youtube.com/watch?v=7zeHPhJOBnE

For the Teacher

- **Warm up:**
  - Teacher asks students to share their homework of what they know about the history of Thanksgiving and how they want to celebrate Thanksgiving with their family this year.

- **Pre-viewing exercise.**
  - Task a. Provide students vocabulary worksheets and ask them to discuss the meaning of the words with their partner, and then with the entire class.
  - Task b. Activate students’ prior knowledge by asking students to fill the first two columns (K and W) of the provided KWL charts.
  - Explain the purpose of watching the lesson’s video. Tell the students that they are about the watch the history of Thanksgiving again, and also a traditional view of how Americans celebrate Thanksgiving.
  - Mention that Canada also celebrates Thanksgiving.

- **During-viewing exercise.**
  - Task a. With a partner, watch the video without sound from 0.22 to 2.14 (the history of Thanksgiving). Pause the video and have one partner describe the history of Thanksgiving to the other. Then watch the entire video with sound.
  - Task b. Watch the video again and do the True or False exercise.
    - Answers: T, T, F, F, T
  - Teacher may play video again and discuss the history of Thanksgiving from as presented in Ellen’s show and in the video from this lesson.
Lesson 3: Thanksgiving in the U.S.

- **Post-viewing exercise.**
  - Task a. Fill the answer on the L column of KWL chart, then discuss the answers with their group and present to the class by writing on the board.
  - Task b. Fill in the blanks exercise.
    - Answers: 1. roasted turkey, 2. thankful, 3. feast, 4. pumpkin pie, 5. gratitude

- **Speaking exercise**
  - Teacher asks the students to work with their group to role play for each of the pictures on the worksheet.
  - Each student will say something they thankful for before they present their story to the class.
  - Teachers make sure that all the students participate.

- **Extension activity as homework**
  - Ask students to watch the video [https://www.youtube.com/watch?v=9XVhqniAbgQ](https://www.youtube.com/watch?v=9XVhqniAbgQ) at home and be prepared to share their thoughts and three things they learn from watching the video, which is shown again in class.

- **Cultural notes.**
  - saying grace
  - being thankful for
  - How Americans celebrate Thanksgiving.
### Pre-viewing

**a:** Look at the words in the left column. These words may be new to you. Study their meanings by given in the right column, and discuss with your partners.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>Saying Grace</td>
<td>A short prayer at a meal asking a for a blessing or giving thanks.</td>
</tr>
<tr>
<td>Gratitude</td>
<td>The state of being grateful or thankful.</td>
</tr>
<tr>
<td>Settlers</td>
<td>People who go to live in a new developing country.</td>
</tr>
<tr>
<td>Mayflower</td>
<td>Name of ship on which the Pilgrims sailed.</td>
</tr>
<tr>
<td>Feast</td>
<td>A big meal to celebrate something.</td>
</tr>
</tbody>
</table>
b. In columns K and W, provide answers about Thanksgiving in the U.S.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I know</strong></td>
<td><strong>What I want to know</strong></td>
<td><strong>What I learned</strong></td>
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During-viewing

a. Watch the clip *Thanksgiving in the U.S.* without sound from 0.22 – 2.14. Pause and describe the history of the Thanksgiving to your partner. Then watch the entire video with sound.

https://www.youtube.com/watch?v=7zeHPhJOBnE
During-viewing

b. Watch the *Thanksgiving in the U.S.* video again. Answer these questions with a T if the statement is true, and F if the statement is false.

1. _____ Thanksgiving is a national holiday in the U.S.

2. _____ The Pilgrims traveled to the U.S. by the Mayflower ship.

3. _____ Americans celebrate Thanksgiving on the fourth Thursday in December.

4. _____ The settlers are the Native Americans.

5. _____ Thanksgiving is a time that family gets together.
Post-viewing

a. Fill the answer in L column of KWL chart, then discuss your answers with your group and present these to the class by writing your group’s answers on the board.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I want to know</td>
<td>What I learned</td>
</tr>
</tbody>
</table>
b: Fill in the following blanks with the correct words.

- Feast
- Roasted Turkey
- Gratitude
- Thankful
- Pumpkin pie

1. ____________ is a traditional Thanksgiving serving.

2. I am ____________ for having such a happy family.

3. ____________ is a big meal to celebrate something special.

4. I like to have ____________ for a dessert.

5. ____________ is the state of being grateful.
Speaking. Look at the pictures below and role-play with your partners. Tell the class your story.

Extension exercise. Watch the video and be prepare to discuss in class three things you learn from watching it.

https://www.youtube.com/watch?v=9XVhqniAbgQ
Lesson 4: Black Friday Madness

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking Exercise
- Reading Exercise
- Extension activity
Lesson 4: Black Friday Madness

Introduction

Lesson 4 introduces students to Black Friday, the shopping event on the day after Thanksgiving that traditionally is the busiest shopping day of the year. At the beginning of Ellen’s Show, she mentioned the activities Americans do after Thanksgiving, including shopping on Black Friday. This unit uses the video **Black Friday madness**

[https://www.youtube.com/watch?v=9XVhqniAbgQ](https://www.youtube.com/watch?v=9XVhqniAbgQ)

For the Teacher

- **Warm up:**
  - Teacher divides students into groups to share and discuss the homework of watching Black Friday Madness.
  - Spend some time to discuss three things they have heard about Black Friday and questions they have.

- **Pre-viewing exercise.**
  - Task a. Provide students vocabulary worksheets and ask them to discuss the meaning of the words with their partner, and then with the entire class.
  - Task b. Activate students’ prior knowledge by discussing focus questions about Black Friday shopping.
  - A purpose of watching the video: to learn about Black Friday in the U.S., and to observe Ellen’s style.

- **During-viewing exercise.**
  - Task a. Ask students to listen the clip on the Black Friday Madness without the picture and describe what they think the video is about to their partners. Then watch the entire clip with and work on true or false exercise.
    - Answers: T, F, T, F, F
  - Task b. Watch the video again and number the sequence of events.
    - Answers: 3,2,4,1,5

- **Post-viewing exercise.**
  - Task a. Answer the focus questions, discuss these answers with their partners, and then share with the class.
  - Task b. Do the fill in the blanks exercise
Lesson 4: Black Friday Madness

Reading exercise.
- Read the handout about Kmart ads for Black Friday, do the reading exercise, and discuss the answers in class.
  - Answers: 1-a, 2-c, 3-b, 4-d

Speaking exercise
- Task a. Teacher divides the students into groups to discuss what items to buy on Black Friday and what to buy on Cyber Monday. Students then explain their choices, and present their decisions to the class.
- Task b. Ask students to name some traditional Thanksgiving food. Use this time to talk about the Thanksgiving Potluck that will occur in the next class session.
  - Teacher makes sure that all students participate.

Extension activity as homework.
- Ask students to watch the real story behind Black Friday video and be prepared to share in class. https://www.youtube.com/watch?v=6GX7I--iOBU
- Sign up for food to bring to the next class for the International Thanksgiving Potluck day.

Cultural notes
- American jokes on the Ellen show
- Black Friday and Cyber-Monday shopping
- Camping outside Bestbuy before the Black Friday.
- What is a Potluck?
Pre-viewing

a. Look at the words in the left column (which is continued on the next page). These words may be new to you. Study their meanings in the right column and discuss the meaning with your partners.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bogo</td>
<td>Buy one and get one free.</td>
</tr>
<tr>
<td></td>
<td>Bogo 50% means buy one get a second one at half price.</td>
</tr>
<tr>
<td>Cyber Monday</td>
<td>the Monday after Thanksgiving.</td>
</tr>
<tr>
<td></td>
<td>The biggest online shopping day of the year.</td>
</tr>
<tr>
<td>Steal</td>
<td>A very good deal (a very low price).</td>
</tr>
</tbody>
</table>
### Pre-viewing

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doorbuster deal</td>
<td>Low prices for people who shop early.</td>
</tr>
<tr>
<td>Price match</td>
<td>Stores will sell something to you at a lower price if you can prove that another store is selling it for the lower price.</td>
</tr>
</tbody>
</table>

### b. Focus Questions and class discussion:

1. Have you gone Black Friday shopping?
2. Why do people shop on Black Friday?
3. Do you have any biggest shopping day like Black Friday in your home country?

Please share with the class.
During-viewing

Listening to the clip on Black Friday Madness without looking at the video part, and describe what you think the scene looks like to your partner while you are listening. Then watch the entire clip and answer these true or false questions with a T or an F.

1. ____ Black Friday is the day after Thanksgiving.

2. ____ According to the video, Walmart open at 3 am on Black Friday.

3. ____ Ellen’s motto is be kind to shop online.

4. ____ People like Black Friday because they like getting punched in their face.

5. ____ The stores have to wait until Friday to be opened for Black Friday sale.
During-viewing

b: Watch the Black Friday Madness video again and look at these sentences and number them in the order you see them (from 1 to 5).

- Two women camped out at a BestBuy 22 days before Thanksgiving.
- Ellen mentioned her birthday.
- Ellen talked about Black Friday at The Ellen shop.
- Thanksgiving is less than a week away.
- Let’s dance.

Post-viewing

a. Answer the following questions, then discuss your answers with your partners and then share them with the class.

1. What does “not doctored” mean to you?
2. Why Ellen said people love getting punched in the face on Black Friday?
3. What is “your pants start opening at 4” means to you?
Post-viewing

b: Fill in the following blanks with the correct words.

Doorbuster deal    Cyber Monday    Footage    Steal    Black Friday

1. _______________ is the day after Thanksgiving.

2. _______________ Two women camped out at Best Buy store early.

3. _______________ A big online shopping day after Thanksgiving.

4. _______________ Unedited videos or photos.

5. _______________ A very low price.
Reading Exercise
Reading. Read the advertisement on the previous page and circle the answer (a, b, c, or d) that correctly completes the sentence or correctly answers the question.

1. This is an advertisement for ________________
   a. Kmart           b. Walmart
   c. Target          d. Best Buy

2. What is Bogo deal for footwear?
   a. Buy one get one free          b. Buy one get one for 50% off
   c. Buy one get one for $1        d. Buy one get one for $10

3. What is the regular price of $9.99 - 16.99 for?
   a. Bicycles        b. Jewelry
   c. Pillows pets    d. Shoes

4. The store is open until when for Black Friday deals ________________?
   a. 1 PM on Thanksgiving       b. 1 PM on Black Friday
   c. 2 PM on Thanksgiving     d. 2 PM on Black Friday

5. From this advertisement, what would you like to buy?
   1. ________________
   2. ________________
   3. ________________
Speaking.

a. Work with your group to discuss about what items to buy on Black Friday and what to buy on Cyber Monday. Explain why you choose these, and then present to the class.

b: Students sign up for food of their choice for International Thanksgiving Potluck next class

<table>
<thead>
<tr>
<th>Name</th>
<th>Food to bring</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5: Thanksgiving Potluck

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking Exercise
- Extension activity: Potluck
Lesson 5: Thanksgiving Potluck

Introduction

Lesson five is the final lesson for unit two - Thanksgiving. This lesson uses a video clip of “The Blind Side”

https://www.youtube.com/watch?v=fM96Kh0fzpA

For the Teacher

- **Warm up.**
  - Teacher divides students into groups to share and discuss the homework of watching *The real story behind Black Friday.*
  - Teacher wraps up this unit by reviewing lessons 2 – 4.

- **Pre-viewing exercise.**
  - Task a. Provide students the vocabulary exercise sheets and preview this vocabulary. Provide the name of each food shown (on 2 pages), using the name in the list at the bottom. Then discuss with the class.
    - Answers: 1. pumpkin pie 2. cornbread, 3. green bean casserole 4. dinner rolls, 5. ham 6. cranberry sauce 7. mashed potatoes 8. roast turkey 9. stuffing
  - Purpose of watching: to learn about Thanksgiving dinner traditions.

- **During-viewing exercise.**
  - Task a. Ask students to turn their back to their partner and one partner watches the Blind Side video clip without sound. This person describes the show to their partner. The partners then switch places and do the exercise over with the other person doing the describing.
  - Task b. Watch the video again with sound, and do the fill in the blanks exercise.
    - Answers:
      1. Thanksgiving 2. grace, 3. blessings 4. bringing 5. look after 6. season 7. fortunate 8. amen

Materials:

- Television or Projector
- Vocabulary worksheet
- Exercise handouts
- Utensils for Potluck

Objectives:

- Students describe Traditional Thanksgiving food
- Students able to say grace and what they thankful for
- Students explain food they bring to the Potluck

Type of activity:

- Listening
- Speaking
- Potluck
Lesson 5: Thanksgiving Potluck

- **Post-viewing exercise.**
  - Answer the focus questions, discuss the answers with each other's partner, and then share with the class.

- **Speaking exercise**
  - Teacher and students arrange the seat for the potluck meals and then ask each of them to
    - preset their food
    - say grace in their cultures
    - say one thing they thankful for

- **Extension activity**
  - International Thanksgiving potluck meal

- **Cultural notes... notice –**
  - where people sit for dinner,
  - that the boys watch TV while mom cooks,
  - the Thanksgiving activities,
  - the idea of Thanksgiving when inviting homeless man to dinner.
Pre-viewing (2 pages)

a. Match the name of food (from bottom of next page) with these pictures.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Pumpkin Pie" /></td>
<td><img src="image2.png" alt="Cornbread" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Green Bean Casserole" /></td>
<td><img src="image4.png" alt="Rolls" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Ham" /></td>
<td><img src="image6.png" alt="Cranberry Sauce" /></td>
</tr>
</tbody>
</table>
## Pre-viewing

For boxes 10 – 12, fill in the name of the food.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><img src="image" alt="Mashed potatoes" /></td>
</tr>
<tr>
<td>8.</td>
<td><img src="image" alt="Roast turkey" /></td>
</tr>
<tr>
<td>9.</td>
<td><img src="image" alt="Stuffing" /></td>
</tr>
<tr>
<td>10.</td>
<td><strong>Name your classmate’s potluck dish</strong></td>
</tr>
<tr>
<td>11.</td>
<td><strong>Name your potluck dish</strong></td>
</tr>
<tr>
<td>12.</td>
<td><strong>Name your classmate’s potluck dish</strong></td>
</tr>
</tbody>
</table>

- Mashed potatoes
- Pumpkin pie
- Stuffing
- Roast turkey
- Dinner rolls
- Cranberry sauce
- Green bean Casserole
- Cornbread
- Ham
During-viewing

a. Turn your back to your partner and watch the *Blind Side* video clip without sound. While you are watching the video, describe the show to your partner. Now, switch places and do this with the other partner doing the describing.

---

*The Blind Side*

[https://www.youtube.com/watch?v=fM96Kh0fzpA](https://www.youtube.com/watch?v=fM96Kh0fzpA)
b. Watch the Blind Side video clip again with sound and fill in the following blanks with the correct words. Compare your answers with your partner, and discuss the meanings.

1. Mom! But it’s __________

2. Shall we say __________ ?

3. Heavenly father we thank you for all the many __________ on this family.

4. We thank you for __________ us a new friend.

5. And we ask that you __________ us on this

(6.) holiday __________ that we may never forget how very

(7.) __________ we are.  (8.) __________ .
Post-viewing

Work with your groups to discuss the following questions. Then, present the answer to the class.

1. List the food you see in the movie.

2. If you see a homeless man outside your house on Thanksgiving, what will you do?

3. In your culture, do you have to pray before meal? Please share.

4. What do you think will happen after the mom asks Big Mike about shopping?
Lesson 6: The history of LGBTQ+ by Wanda Sykes
Lesson 7: This Is What LGBT Life Is Like Around the World
Lesson 8: Presentation day
Introduction

This unit of three lessons will introduce to the students the Pride celebration, history of LGBTQ+, and the LGBTQ+ community around the world. In the first lesson, Wanda Sykes narrates a brief summary for the history of LGBTQ+. The second lesson uses a Ted Talk by Jenni Chang and Lisa Dazols to present what LGBT life is like around the world. The final lesson presents the best of LGBTQ+ Pride on The Ellen Show. A goal of this unit is for students to consider the acceptance of the LGBTQ+ community in the U.S., and the ongoing evolution with this movement.

The teachers should present this unit during Pride month to introduce the students to what LGBTQ+ is and to have the students think about equality and inclusiveness.
Lesson 6: The history of LGBTQ+

♦ Lesson 6: The history of LGBTQ+
  o Pre-viewing
  o During-viewing
  o Post-viewing
  o Speaking Exercise
  o Extension activity
Lesson 6: The history of LGBTQ+

Introduction

This lesson introduces the students of the history of LGBTQ+. It uses the video Wanda Sykes Takes Us Through the History of LGBTQ+ from https://www.youtube.com/watch?v=wkzwDOCEDCo

For the Teacher

• Warm up:
  o Teacher shows a rainbow flag to the class to motivate what the students know about the flag. Students write their ideas on the board and the teacher then introduces the unit by saying that sexual orientation inclusion is a growing movement in the U.S., and that attitudes and laws dealing with this subject are changing in American culture.

• Pre-viewing exercise.
  o Task a. Provide students with vocabulary worksheets and ask them to discuss the meaning of these words with their partner, and then with the entire class. The teacher then discusses these words in more detail.
  o Task b. Activate students’ prior knowledge by discussing focus questions about LGBTQI+. Show students 3 photos of famous gay celebrities, and discuss the students’ ideas with the whole class. Encourage respectful but open discussion.
  o Purpose of watching: tell the students they are about to watch the history of LGBTQI+ from the Ellentube, to learn how LGBTQI+ began and has grown.

• During-viewing exercise.
  o Task a. Ask students to turn their back to their partner and one partner watches the video without sound. This person describes the show to their partner. The partners then switch places and do the exercise over with the other person doing the describing.
  o Task b. Watch the video again with sound, number the sequence of events on the exercise, and discuss the answers with their partner.
    • Answers: 4, 1, 3, 2, 5
  o Task c. Watch the show again and circle True or False on the exercise.
    • Answers: F, T, F, T, T
  o Teachers make sure the students understand all the vocabulary.
Lesson 6: The history of LGBTQ+

One 90 minutes lesson

- **Post-viewing exercise.**
  - Task a. Complete the crossword puzzle exercise
    - Answers: 1. LGBTQI+, 2. homophobia, 3. come out, 4. ally, 5. equality
  - Task b. Comprehension questions
  - Teacher makes sure to explain the meaning of vocabulary words in the exercise.
    - Answers: 1-c, 2-a, 3-b, 4-d, 5-d

- **Speaking exercise**
  - Teacher provides the pictures and asks the students to work with their group to tell the class their story.
  - Teacher makes sure that all the students participate.

- **Extension activity as homework on writing**
- Watch video of [This Is What LGBT Life Is Like Around the World | Jenni Chang and Lisa Dazols | TED Talks](https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world?language=en) and prepare to discuss why LGBTQI+ matters.

- **Cultural notes**
  - A modern and thought provoking subject of cultural importance that may challenge students’ attitudes.
  - The idea of tolerance and inclusion.
Pre-viewing

a. Look at the words in the left column. These words may be new to you. Study their meanings by looking at the right column and discuss them with your partner.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ+</td>
<td>Lesbian, gay, bisexual, transgender, queer.</td>
</tr>
<tr>
<td>Homophobia</td>
<td>Fear attitude towards homosexuals; includes all LGBTQ+.</td>
</tr>
<tr>
<td>Ally</td>
<td>A person who is not a member of the LGBTQ+ community but who expresses or gives support to that group.</td>
</tr>
<tr>
<td>Come out</td>
<td>To openly declare one's sexual or gender identity.</td>
</tr>
<tr>
<td>Equality</td>
<td>The state of being equal, especially in status, rights, and opportunities.</td>
</tr>
</tbody>
</table>
Pre-viewing

b. Focus Questions and class discussion: These are photos of celebrities.

1. Do you know any of celebrities in these photos?
2. Describe characteristics and how they dress.
3. What is it like to be LGBTQ+ in your community?
4. Are LGBTQ+ people well accepted in your home culture?
During-viewing

a. Turn your back to your partner and watch the entire of the history of LGBTQ+ video without sound. While you are watching the video, describe the show to your partner. Now, switch places and do this with the other partner doing the describing.

[Image of LGBTQ+ video]

https://www.youtube.com/watch?v=wkzwDOCEDCo

b: Watch the history of LGBTQI+ video again with sound and look at these sentences. Number them in the order you see them.

___ AIDS became known as a gay disease.
___ The first evidence of gay relationships in ancient Greek
___ Stonewall riots.
___ First gay rights demonstration.
___ Ellen told the word that she is gay.
During-viewing

c. Watch the video again and write T if the statement is true and F if the statement is false.

1. _____ A guy in this video is named Carl.

2. _____ Homophobia first started in the church.

3. _____ Being gay was well accepted in 1776.

4. _____ Marsha P. Johnson first put the “T” in LGBT.

5. _____ More gay people started appearing on TV after Ellen came out.
Post-viewing

a. Complete the crossword puzzle below.

Across
3. openly declare one’s sexual or gender identity
5. the state of being equal, especially in status, rights, and opportunities.

Down
1. lesbian, gay, bisexual, transgender / queer/ intersex
2. fear attitude towards homosexuals; includes all LGBTQI+
4. a person who is not a member of that group but who expresses or gives support to that group

Post-viewing

b. Answer the following questions.
1) What is an average guy?
   a) Being openly gay
   b) Being in the closet
   c) Someone who drives a Prius and drinks smoothies
   d) All of the above

2) Who is the narrator in this video?
   a) Wanda Sykes
   b) Ellen DeGeneres
   c) Elton John
   d) Marsha P. Johnson

3) Being gay was still illegal in the 20th century except in
   a) California
   b) Illinois
   c) Oregon
   d) North Carolina

4) What does “safe space” mean?
   a) a place that free of bias
   b) a place that free of conflict
   c) a place that you can be who you are
   d) All of the above

5) What does “in the closet” mean?
   a) To not tell people that you are LGBTQI+
   b) People who are scared to come out
   c) People who don't feel safe about disclosing their gender identity
   d) All of the above
Speaking Exercise

Look at the pictures below and work with your group to tell the class your story.

Homework: watch video of This Is What LGBT Life Is Like Around the World | Jenni Chang and Lisa Dazols | TED Talks and be prepared to discuss and share why LGBTQI+ is matter.
Lesson 7: This Is What LGBT Life Is Like Around the World

- Pre-viewing
- During-viewing
- Post-viewing
- Speaking
- Extension activity
Lesson 7: This Is What LGBT Life Is Like Around the World

Introduction

This lesson introduces students to *What LGBT Life is like Around the World*. Jenni Chang and Lisa Dazols, a gay couple in San Francisco, set off on a world tour in search of “Supergays,” LGBT people who were doing something extraordinary in the world. In 15 countries across Africa, Asia and South America — from India, recently home to the world’s first openly gay prince, to Argentina, the first country in Latin America to grant marriage equality — they found the inspiring stories and the courageous, resilient and proud Supergays they had been looking for.

This unit uses the video from:  
https://www.youtube.com/watch?v=iyfsJHj9y1UI

For the Teacher

- **Warm up:**
  - Teacher asks the students about the Ted talk video they watched as homework, and discuss why the couple traveled around the world. Then he teacher tells the students that they are about to watch the same video in class.

- **Pre-viewing exercise.**
  - Task a. Preview the vocabulary by providing students vocabulary worksheets. Ask them to discuss the meaning of the words with their partners and the entire class, then the teacher explains more details about the words.
  - Task b. Activate students’ prior knowledge by asking focus questions about LGBTQI+. Show the students three photos of famous celebrities and discuss the answers with the whole class.
  - A purpose of watching: tell the students that the video will show them about what LGBTQI+ life is like around the world.

- **During-viewing exercise.**
  - Task a. Ask students to turn their back to their partner and one partner watches the video without sound. This person describes the show to their partner. The partners then switch places and do the exercise over with the other person doing the describing.
  - Task b. Watch the video again with sound, number the sequence of the events, and discuss the answers with your partner.
    - Answers: 1, 5, 3, 4, 2
  - Task c. Watch the video again and fill in the blank.
Lesson 7: This Is What LGBT Life Is Like Around the World

One 90 minutes lesson

Lesson 7: This Is What LGBT Life Is Like Around the World

- **Post-viewing exercise.**
  - Task a. True or False exercises
    - Answers: T, T, F, T, T
  - Task b. Comprehension questions
    - Answers: 1-c, 2-a, 3-b, 4-d, 5-d
  - Teacher explains the meaning of vocabulary words.

- **Speaking exercise**
  - Teacher divides students into small groups.
    - 1. If you could choose one place on the video to visit, which would it be? Why do you choose this place?
    - 2. For each student, what is one message they want to tell the LGBTQI+ community around the world? present this to the entire class.
  - Teacher makes sure that all students participate.

- **Extension activity.**
  - Students get together in groups of 3-4 and decide on a LGBTQ subject to present as a poster in the final class. The students should discuss this subject with the teacher. Plan on this presentation taking about 10 minutes, with an additional 5 minutes for questions from the class. Students then decide among themselves what each student will prepare for the presentation. Allow about 15-20 for this in-class exercise.

- **Homework.**
  - Each student prepares their part of the poster presentation. They should prepare notes to speak from, and if possible, prepare a picture or two. The final class will start with 20-30 minutes to put their poster together and decide on presentation details.

- **Cultural notes**
  - LGBTQI+
  - Cultural differences in acceptance of being gay.
Pre-viewing

a: Look at the words in the left column. These words may be new to you. Study their meanings by looking at right column and discuss these words with your partner.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement</td>
<td>An organized effort to promote or attain an end.</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>A person's sexual identity or self-identification as bisexual, heterosexual, homosexual, pansexual, etc.</td>
</tr>
<tr>
<td>Minority</td>
<td>A small group of people especially one commonly discriminated against in a community, society, or nation, differing from others in race, religion or language.</td>
</tr>
<tr>
<td>Stigma</td>
<td>A set of negative and often unfair beliefs that a society or group of people have about something or some people.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>The unjust treatment of different categories of people or things, especially on the grounds of race, age, or sex.</td>
</tr>
</tbody>
</table>
Pre-viewing

b. Focus Questions and class discussion.

1. Should the Pope OK same-sex marriage?

2. Would you be interested in watching a PRIDE parade?

3. Do you know the pronoun “they” when used in singular person?
During-viewing

a. Turn your back to your partner and watch the entire video about LGBT life around the world, without sound. Describe the show to your partner while you are watching it.

This Is What LGBT Life Is Like Around the World

https://www.youtube.com/watch?v=ivtJh9y1UI

b. Watch the video again with sound. Look at these sentences and number them in the order you they occur in the video.

   ___ Jenni and Lisa travel the world to find extraordinary LGBTQI+ people.
   ___ They go to Asia's largest LGBT pride event in Taiwan.
   ___ David Kuria is the first Kenyan openly gay political candidate.
   ___ They met beautiful Chinese LGBT people in China.
   ___ Nepal protects against LGBT discrimination.
During-viewing

C: Please fill the names of the countries for each photo.

<table>
<thead>
<tr>
<th>Photo</th>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bhumika Shrestha.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Prince Manvendra</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>David Kuria</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>María Rachid</td>
<td></td>
</tr>
</tbody>
</table>
Post-viewing

a. Write T if the statement is true and F if the statement is false.

1. _____ Jenni and Lisa traveled the world to look for Supergays.


3. _____ Prince Manvendra came out on The Ellen Show.

4. _____ Homosexual acts are a crime in Kenya.

5. _____ Argentina is the first country in Latin America to adopt marriage equality.
Post-viewing

b. Answer the following questions.

1) Where are Jenni’s parents from?
   a) China
   b) USA.
   c) Taiwan
   d) Kenya

2) What does Lisa do?
   a) HIV social worker
   b) A senator
   c) A filmmaker
   d) A tourist

3) Who got disowned by their parents?
   a) Lisa Dazols
   b) Prince Manvendra
   c) Bhumika Shrestha
   d) Jenni Chang

4) What is sexual orientation?
   a) Bisexual
   b) Transgender
   c) Heterosexual
   d) All of the above

5) Why did Jenni and Lisa traveled around the world?
   a) To search for the Supergays.
   b) To find stories of hopes.
   c) To find some extraordinary LGBTQI+ people
   d) All of the above
**Speaking Exercise**

Work with your group to answer the following questions and present to the class.

1. If you could choose one place in this video to visit, where would it be? Why do you choose this place?

2. What is one message you want to tell the LGBTQI+ community around the world?

In preparation for next class, students get together in groups of 3-4 and decide on a LGBTQ subject to present as a poster in the final class. The students should discuss this subject with the teacher. Plan on this presentation taking about 10 minutes, with an additional 5 minutes for questions from the class. Students then decide among themselves what each student will prepare for the presentation.

Allow about 15-20 for this in-class exercise.

**Homework:** Each student prepares their part of the poster presentation. They should prepare notes to speak from, and if possible, prepare a picture or two. The final class will start with 20-30 minutes to put their poster together and decide on presentation details.
Lesson 8: Presentation day

This is my poster

And this is my poster

Cool, don’t you think?
Introduction

This is the final class for the unit of Pride. There will be no exercises for this class. Instead, there will be a presentation. Students will be given time to organize their presentations in the form of posters, and then each group will present their poster. This is followed by a period for observing students to ask questions. The observing students will have an evaluation form to fill out and hand to the presenters. The students should use the knowledge about LGBTQI+ they learned from the previous two lessons and work together as a team.

For the Teacher

- Teacher reminds the students that today is a presentation day, and that each presentation will be followed by Q&A at the end of their presentation.
- Teacher discusses the evaluation form and makes sure that the students know how to fill the forms out.
- Teacher asks students to work with their group on preparing their poster for 20-30 minutes. The teacher provides the necessary supplies, and the teacher should walk around and make sure students know what they are doing.
- When the students are done preparing, each group gives their presentation. This should last about 10 minutes, and every student in the group is involved in presenting. The presentation is followed by a period of about 5 minutes for questions and answers.
- Randomly chosen students from a different team will collect the evaluation forms and give to the presenting group.
- This evaluation is for students to see their performance. There is nothing to do with their grade on this unit so they will get the forms after their presentations. Teacher will not these forms.
- After each group present their posters, teacher will discuss about the posters and presentations with the whole class, and finish this unit.
### Poster Presentation Evaluation Form

**Date:** __________  **Group:** ________________  **Topic:** ________________

**Presenters**

Indicate the appropriate score

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual:</strong> the poster looks interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Public Speaking:</strong> presenter keep eye contact, speak loudly and clearly</td>
<td></td>
<td></td>
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<tr>
<td><strong>Content Knowledge:</strong> presenter knows about the poster and can discuss the topic.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Time:</strong> 10 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

What worked well: ____________________________________________________________

What improvements could be made: ____________________________________________
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