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Developing a Curriculum for TEFL 107: American Childhood Classics

Kendra Hansen
kendra.hansen@go.mnstate.edu

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Developing a Curriculum for TEFL 107: American Childhood Classics

A Plan B Project Proposal Presented to
The Graduate Faculty of
Minnesota State University Moorhead

By

Kendra Rose Hansen

In Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in
Teaching English as a Second Language

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Dedication

I would like to dedicate this thesis to my family. To my husband, Brian Hansen, for supporting me and encouraging me to keep going and for taking on a greater weight of the parental duties throughout my journey. To my children, Aidan, Alexa, and Ainsley, for understanding when Mom needed to be away at class or needed quiet time to work at home. To my parents, Rosanne Jose, Bob Hansen, and Sharon Hansen for giving me words of encouragement when I needed a little push.

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I would like to thank my committee members, Linda Houts-Smith and Aimee Hilgers for their help and guidance during this project and for serving as committee members. I would also like to thank the MSUM students who participated in this study. Finally, I would like to thank all of my friends and family who encouraged me throughout my journey of attaining my graduate degree.

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Abstract

In the last few decades, schools have begun to teach culture concurrently with language. Many teachers see value in teaching culture along with language. However, there are few guidelines on what to teach and what materials to use when incorporating culture into a language class. The purpose of this study is to examine the cultural experiences of native English speakers in the United States to develop a curriculum for the TEFL 107 American Childhood Classics course at Minnesota State University Moorhead. A survey was administered to the student body and the results analyzed with descriptive statistics to discover the most frequently remembered cultural items from twelve genres of texts. The results may be used to identify content and materials for the course.

Chapter One: Introduction

Minnesota State University Moorhead (MSUM) is a four-year, public, mid-sized university in a suburban setting with a student population of 5,860. It has a student to faculty ratio of 19:1. The university offers undergraduate and graduate courses, through which students can earn an Associate, Bachelor, Master, or Doctoral degree as well as minors and certificates (MSUM Facts, n.d.). Among the many courses and awards is the English Language Program (ELP) with offerings directed towards non-native speakers of English (NNSEs). Students may earn the Certificate of Proficiency in International English through study at the intermediate level or the Certificate of Academic English Proficiency for study at the advanced level (MSUM TEFL, 2019).

The ELP offers a set of 35 courses organized into seven streams of content across five levels of proficiency (Table 1). Six of the seven streams address language development: the four modalities of listening, speaking, reading, and writing, and the two linguistic areas of syntax and vocabulary. The seventh stream addresses culture. The curriculum structure and courses reflect a number of constraints on such programs, including requirements from the federal government regarding international student enrollment, institutional stipulations on course credits, and the types of textbooks available to ESL teachers. The courses also reflect the current concerns of institutions of higher education in retaining students and helping them complete the course of study they came for. It is to this end that the culture courses were developed; international students in particular can benefit from courses to assist them in overcoming culture shock, acculturating to the local community, and understanding the shared experiences that their host

country peers use to build a community (L. Houts-Smith, personal communication, Nov. 10, 2019).

Table 1

MSUM English Language Program (ELP)

Level	Pronunciation	Listening	Reading	Writing	Syntax	Vocab	Culture
False beginner	ELP 101 Pronunciation Lab	ELP 102 Conversation I	ELP 093 Reading I	ELP 094 Intro to Writing Conventions	ELP 095 Basic English Syntax	ELP 096 Conversational Vocabulary	ELP 107 Orientation to Campus & Community
Intermediate	ELP 201 Pronunciation Lab	ELP 202 Conversation II	ELP 103 Reading II	ELP 104 Composition I	ELP 105 Intermediate English Syntax I	ELP 106 Foundational Vocabulary	ELP 207 Intro to America
High Intermediate	ELP 301 Pronunciation Lab	ELP 302 Discussion & Debate	ELP 203 Reading III	ELP 204 Composition II	ELP 205 Intermediate English Syntax II	ELP 206 General academic vocabulary	ELP 307 Contemporary America & World Events
Low advanced	TEFL 101 Oral Presentations I	TEFL 102 Lectures & Note-taking I	TEFL 103 Academic Reading I	TEFL 104 Academic Writing I	TEFL 105 Advanced Syntax I	TEFL 106 Subject Studies I	TEFL 107 American Childhood Classics
High advanced	TEFL 201 Oral Presentations II	TEFL 202 Lectures & Note-taking II	TEFL 203 Academic Reading II	TEFL 204 Academic Writing II	TEFL 205 Advanced Syntax II	TEFL 206 Subject Studies II	TEFL 207 American Cultural Classics

General Problem

While the program curriculum was developed thoughtfully and with attention to the multitude of parameters set by multiple authorities, a number of gaps have been identified by program faculty. Among the issues faculty have is setting the details of course content and selecting materials for use in the culture stream. Each course was developed with broad strokes, and a course outline was developed for each, but many details remain absent. This study was intended to address some of these concerns and recommend solutions, especially regarding course content and materials selection for the advanced culture classes. This study began with a set of questions that guided the secondary research on the topic of teaching culture in a language

learning program. The literature on this topic then directed further steps for the program faculty to take in setting course content and selecting course materials.

Research Questions

1. Does learning culture benefit the language learner?

2. If so, how and why does it?

3. If not, why not?

4. If learning culture is beneficial, how can a program incorporate it?

5. What materials can teachers use to teach culture?

Review of Literature

Relationship of language and culture. In linguistics, there are five domains of language. They are: phonetics, or the study of sounds; morphology, or how words are formed; syntax, which is how phrases, clauses, and sentences are structured; semantics, or meaning (i.e. the relationship between symbols and what they represent); and pragmatics, or how language is used by the speakers (Curzan &Adams, 2012, p.12). In order to learn to communicate in another language, a learner needs to have instruction in each of these five domains. In order to communicate successfully in another language, learners strive for proficiency in each of four modalities, which are listening, speaking, reading, and writing (ACTFL, Inc., 2012). The MSUM English Language Program offers courses which give NNSEs instruction in the four modalities of English. These courses help the students not only with development of their academic language but also with their conversational language.

The MSUM English Language Program also includes courses that focus on instruction in American culture. Culture is generally regarded as an important component of language instruction. Kramsch states, "Language is a system of *signs* that is seen as having itself a cultural

value. Speakers identify themselves and others through their use of language" (as cited in Shamail, 2015, p.19).

In fact, multiple researchers (Dai, 2011; Gholson & Stumpf, 2005; Khosravi et al., 2014; Lavrenteva & Orland-Barak, 2015; Rets, 2016; Shamail, 2015; Solgi & Tafazoli, 2018; and Yesil & Demiroz, 2017) have explored the topic of the inclusion of culture in English foreign language or second language classes. Most agree that teaching culture with the language is beneficial to students, although they also agree that this poses some challenges for the teachers. There is also a difference of opinion among teachers about what constitutes the culture of English speakers and what should be included.

Some of the challenges teachers face arise from the nature of culture itself. Tylor was an anthropologist who believed that "…culture, or civilization, taken in its broad, ethnographic sense, is that complex whole which includes knowledge of belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (as cited in Shamail, p.19). Yesil and Demiroz (2017) write, "Defining the term 'culture' in a comprehensive way is a really daunting task and accordingly there exist lots of different opinions and viewpoints on the definition of the term" (p.80). There are also two different aspects that are referred to when we use the term *culture*. Khosravi, Moharami, and Karimkhanlouei (2014) distinguish between these two aspects by referring to them as "Big C Culture" and "small c culture" (p.1211). They write, "While the former [Big C] refers to music, literature, and arts in general, the latter [small c] marks everyday life habits and behaviors of a certain people" (Khosravi et al., 2014, p.1211). Rets (2016) refers to this difference as low (small c) culture versus high (Big C) culture (p.157). She states that some teachers think of popular culture as "low culture," and, therefore, deem it unworthy of teaching in an academic setting. The argument for high culture has long existed for

its academic rigor; therefore, MSUM's culture classes should certainly include items of high culture.

Benefits of popular culture. Although there is a consensus on the value of high culture, one may wonder whether there is any argument for the inclusion of low culture, too. It turns out that researchers widely agree that there are benefits to students when teaching popular culture concurrently with language in language classrooms. These benefits to students include an increase in student motivation, an increase in student achievement, and a gain in socio-cultural competence.

Motivation. Several of the researchers (Dai, 2011; Khosravi et al., 2014; Rets, 2016; Shamail, 2015; Solgi & Tafazoil, 2018; and Yesil & Demiroz, 2017) found a positive correlation between teaching culture and student motivation. Most of their studies found that including cultural information in language classes motivated students to learn more about the language they were studying. These studies found that, especially in the case of popular culture, the material was more entertaining and, therefore, interesting to the students, which motivated them to learn. One study by Khosravi, Moharami, and Karimkhanlouei (2014) conducted an experiment teaching novels in two ways. In the control group, just the novels were taught and discussed, but in the experimental group, the film adaptations were viewed after reading and discussing the novel. One of their research questions was whether there was a positive relationship between teaching with the films and students' interest, which they determined by using a questionnaire. They found that "…there is a significant relationship between using film in teaching and students' interest," and that "…the difference between means of these two groups was significant and that the experimental groups had a [sic] more interest in learning in this way" (Khosravi et al., 2014, p.1215).

Another study (Rets, 2016) examined teachers' perceptions of using popular culture when teaching English. She also found a benefit to student motivation, stating "Students can set clearer objectives when what they learn in class has direct personal benefits for them and can be applied to real life" (Rets, 2016, p.157). Therefore, she encourages teachers to use popular culture to motivate students through specific choices in teaching methods and materials.

In yet another study, Yesil and Demiroz (2017) state that culture, "…is really significant in motivating students because students would feel themselves inclined to learn the language just out of curiosity" (p.84). They go on to say that "…the teachers use this aspect in order to evoke students' attention" (Yesil & Demiroz, 2017, p.84). It is clear that teaching popular or low culture with the language gives students a greater buy-in and applicability to what they're learning. Therefore, I recommend that MSUM's program include popular culture as well as high culture. It would increase the MSUM students' interest and, therefore, motivation to continue learning English.

Achievement. Many studies also found a positive connection between teaching culture and students' achievement. Yesil and Demiroz (2017) connect motivation and achievement by stating, "…the inclusion of cultural elements in English courses makes a great contribution to students' proficiency level by motivating them to learn more about the language itself and the related cultural background" (p.88). If students are interested and motivated in a language class, their proficiency and achievement will naturally go up, too.

The novel and film study, conducted by Khosravi, Moharami, and Karimkhanlouei (2014), focused on two areas of student achievement: comprehension level and learning durability. They found that, in both areas, the students who were shown the films in addition to reading the novels had a higher success rate that those who only read the novels. In order to

examine these questions, they used multiple choice tests to test comprehension after each chapter of the novel. To test learning durability, they gave the students a comprehensive test at the end of the novel. "The results of the t-test showed that the experimental group outperformed the control group in all multiple-choice [chapter] tests" (Khosravi et al., 2014, p.1213). In the comprehensive test at the end of the novel, "…the difference between the means of these two groups was significant and…the experimental groups had a more durable learning" (Khosravi et al., 2014, p.1214).

In a study done by Solgi and Tafazoli (2018), students were surveyed about a culture class that they took. One of the research questions examined whether the culture class contributed to the students' language skills. "All of the 32 (100%) participants gave affirmative answers to this item, which suggested that although developing language skills was not the major objective of the course, it influenced these skills positively" (Solgi & Tafazoli, 2018, p.4). In this study, the goal of the course was culture, but an outcome was an increase in students' language skills, which shows that when teaching the culture of a people, the language is already included. The same is true vice-versa, "Culture and language are inseparable – which is to say that culture is already being taught implicitly" (Khosravi et al., 2014, p.1210). Again, it is evident that teaching culture not only makes the language more interesting, but also increases student achievement due to students' increased motivation. These findings give even more strength to the argument that popular culture should be included in MSUM's program. The implications are that not only will MSUM students be more motivated, but they should also see a gain in their proficiency and achievement in English. Furthermore, a separate culture class is supported in producing the same positive effects as a course that integrates culture and language.

Cultural awareness. Another benefit to students when learning culture in language classes is that they gain cultural awareness and even socio-cultural competence. When we study the culture of another people, we learn to not only appreciate the differences but also find similarities that we might not have known existed otherwise. In a study about using folklore in an ESL classroom, Gholson and Stumpf (2005) state that students, "…become aware of how their own values and beliefs are shaped..." and "…they become aware of the underlying similarities that exist between all cultures and cultural texts" (p.79). Solgi and Tafazoli (2018) examined that hypothesis in their study by asking, "Did this course help you raise awareness about both your own and target cultures?" (p.5). Almost 70% of their participants responded positively to this question, suggesting that it is true (Solgi & Tafazoli, 2018, p.5). Their study also looked at whether studying British and American culture would transform the participants' negative views of those cultures, which the course also seemed to accomplish (Solgi & Tafazoli, 2018, p.6). Therefore, studying another culture can help to have a "humanizing effect" (Sogli & Tafazoli, 2018, p.6). Yesil and Demiroz (2017) also touch on this "humanizing effect." They state, "In order to eradicate the hostile feelings towards TLC [Target Language Culture], the learners of that foreign language should be exposed to the cultural components of the language while experiencing it by direct contact" (Yesil & Demiroz, 2017, p.83). They also state, "The instructors' task is to guide students to generate positive attitudes and approaches towards TLC to form a bridge between two cultures by explaining and relating it to events of his own" (Yesil & Demiroz, 2017, p.83). Therefore, including the study of American culture in the MSUM program will not only help the non-native speakers of English to understand and appreciate the similarities and differences between the target culture and their own, but also help them to communicate those similarities and differences to their native English-speaking peers. Having an

insight into these other cultures would in turn help the American students make a gain in their own socio-cultural competence.

Yesil and Demiroz (2017) quote M.J. Bennett, who states, "A fluent fool is someone who speaks a foreign language well, but does not understand the social or philosophical content of that language" (p.82). Rets (2016) agrees that "…without socio-cultural competence they may still lack context to have successful communication with native speakers" (p.157). These quotes highlight the need for MSUM to conduct additional study before setting the course curriculum and materials. The non-native speakers of English at MSUM are in a context where they will live and study alongside their native English-speaking peers. In order to have successful communication with those peers, it is necessary for them to learn about American culture as experienced by those peers. That is why I need to conduct my study among the undergraduate native speakers of English right here at MSUM.

It became clear to me while reading these studies that whether to teach culture with language is no longer a question. There is a great body of research answering the question of why culture should be taught with the language. Therefore, my study need not focus on the *why*. In addition, whether low or popular culture should be taught along with high culture has also been answered with a resounding yes. Rather, the questions that remain are, "How can a teacher incorporate culture in a meaningful way? and "What culture items should be taught?" These questions were addressed in the studies, too, because these are the challenges that teachers face when incorporating culture into language classes.

Challenges for teachers. Despite the benefits to students, the researchers also mention some challenges for teachers when incorporating culture into their language program. One of these challenges is the term *culture* itself and the fact that culture has a transient nature. Another

challenge for teachers is finding materials to teach culture. The third challenge for teachers is the time constraints.

  Transient nature. As mentioned earlier, it is hard to agree on a definition of culture. Gholson and Stumpf (2005) mention the difficulty in developing a definition of culture and also note the fact that it is ever-changing and evolving further complicates it. They quote R. Williams, "…this is one 'of the two or three most complicated words in the English language'" (Gholson & Stumpf, 2005, p.77). They also state:

  …the students and instructors recognize that their expectations are mutable, living

  elements of culture. For as culture is continually changing, individuals must learn not

  only to recognize and value similarities and differences between cultures, but also that

  their awareness of culture is never complete (Gholson & Stumpf, 2005, p.77).

  Similarly, Yesil and Demiroz (2017) mention, "Teachers do not know what 'culture' to teach" as one of the limitations for teachers (p.84). Like Gholson and Stumpf, they mention that "…the teachers emphasized the difficulty of defining the term [culture] in one concrete way" (Yesil & Demiroz, 2017, p.87). They also found that defining English culture is especially difficult since there are so many places that have native English speakers and since there is not a "pure English culture" (Yesil & Demiroz, 2017, p.87). Rets (2016) also cautions against presenting a limited view of English culture: "…teachers' perception of popular culture is a 'one-sided mentality' that promotes 'the ideas, conduct, attitudes and problems of the Western society' and is 'eurocentric' in its nature" (p.157). However, since we are talking specifically about the non-native speakers of English at MSUM, American culture is the target English culture.

When researching teachers' perceptions on using popular culture while teaching English, Rets (2016) found that, "…more than half of the respondents (76%) have a negative perception of popular culture" (p.156). They responded with adjectives like "simple, trivial, and temporary" (Rets, 2016, p.156), "although approximately all of the respondents (99%) find popular culture useful and stated that they use some elements of it in the classroom" (Rets, 2016, p.156). Finally, the teachers deem popular culture "low culture" and find fault with its transient nature as opposed to "high culture," which is more lasting and inspires critical thinking (Rets, 2016, p.157).

Rets's work reveals that teachers avoid teaching popular culture for two reasons: they perceive it as carrying lower academic rigor, and they are challenged by its transient nature. However, the fact that research has identified both motivational and academic achievement benefits in using popular culture and that even teachers find benefits and use popular culture to a certain extent reveals the real challenge teachers face: dealing with the transient nature of popular culture. One way to address this challenge is to discover the culture of a specific group of speakers the language learners hope to communicate with. In the case of MSUM students in the ELP, these speakers would be their American peers.

The advanced culture classes can and should be culture classes for non-native speakers of English that focus on the books, movies, TV shows, etc. that American children have been exposed to growing up. The *what* to teach is already narrowed in scope, because it will focus mostly on popular American culture. However, what yet needs to be narrowed down are the specific materials to use.

Materials. What materials to use is, in fact, a second challenge that teachers face when trying to incorporate teaching culture in their language program. Lavrenteva and Orland-Barak

(2015) include materials in their list of constraints that teachers face: "…uncertainty about resources or the teacher's role, lack of alignment between curriculum and assessment, pressure of coverage, limits of curriculum and teaching materials and limited access to technology" (p.679), while Yesil & Demiroz (2017) note that "until recently only a few textbooks of methodologies have been available to assist teachers in the direction of culture learning" (p.84). The latter researchers, however, also discovered, "…participants stated they did not adhere to course books as a reliable source of cultural information" (Yesil & Demiroz, 2017, p.88). This is probably because of the transient nature of culture and the fact that textbooks become outdated almost as quickly as they are produced. MSUM teachers will likely face the same challenge if they seek to use textbooks that purport to teach American culture; the cultural features of a textbook may not align with the experiences of the American peers of their students.

Rets (2016) levies other claims against using textbooks to incorporate popular culture. She says, "…the language of popular culture is underrepresented in English textbooks…" (Rets, p.159). She says that neologisms, slang, and fashionable words are limited or not included, nor are current technology or social media (Rets, 2016, p.159). Therefore, teachers need to use applicable, readily available, and authentic texts, videos, etc. to stay current with the changing culture. MSUM teachers need to know what current and authentic popular culture materials the American peers of their students are familiar with. Exposing the NNSEs to the materials that their NSE peers are familiar with will help them in making connections and engaging in conversations with their peers.

Time. The last challenge for teachers is time constraints. One of the research questions asked by Yesil and Demiroz (2017) in their study was, "How much time is distributed to integrate cultural elements of the language in EFL classes?" (p.84). If the goal of a class is to

learn the language, and vocabulary and grammar are the foci, when does one find time to teach additional material, such as culture? They go on to state, "…most of the teachers feel that they have to focus on grammatical and lexical points and skip the cultural elements due to time constraints" (Yesil & Demiroz, 2017, p.87).

This last challenge is one that will not pose a problem for MSUM's ELP overall and in the advanced culture classes specifically. Rather than being language classes that incorporate culture, these are culture classes that will yield some language benefits. Time isn't really a concern, since culture is the focus of each class.

Significance of Project

Some gaps in the research remain. The question of whether to teach culture concurrently with language in ESL/EFL classes was answered by most of the researchers with a resounding, "yes!" Many of the studies also provided copious reasons why culture should be included in language curricula. Therefore, the *why* was answered. Additionally, Dai (2011) presented some ways to teach culture, "Conducting topic-oriented activity, taking activity logs, selecting authentic materials, employing prediction, and doing research based learning" (pp.1032-1033), and, therefore, some of the *how* was also answered. The *what* remains ambiguous. Although some of the researchers gave recommendations as to what should be taught, they were suggestions for genres of texts, such as videos, newspaper articles, conversations, internet, etc. and calls for the use of authentic materials.

The literature did not provide any details of what specific texts MSUM teachers should use at the present time in the advanced culture classes to help their students interact with their American peers. Both of these classes could benefit from primary research directed towards the MSUM American students to identify the authentic texts MSUM teachers should incorporate as

course content. Therefore, my study focused on what culturally significant and readily available materials should be included in the curriculum for the TEFL 107 American Childhood Classics class for non-native speakers of English.

I limited my study to the TEFL 107 American Childhood Classics class. Other graduate students have taken on studies for other courses in MSUM's ELP that need research to identify appropriate content and materials for those specific courses, including the other advanced culture class, TEFL 207 American Cultural Classics course.

Chapter Two: Methods

Minnesota State University Moorhead offers a course called TEFL 107 American Childhood Classics for non-native speakers of English. In this course, students are exposed to a variety of texts that many American students encountered in childhood. The texts used will give the students practice in all language domains. However, there are no specific course materials that are currently being used. The overall purpose of this project was to conduct a survey of the NSE peers of the NNSEs at MSUM in order to identify the cultural experiences they encountered in childhood. The results may then be used to set a curriculum and select materials for teachers of TEFL 107 American Childhood Classics to use.

This study took place at Minnesota State University Moorhead. MSUM is a four-year, public college in a mid-sized town in Minnesota. The student population in Spring 2019 was 6,005 with a student-to-faculty ratio of 19 to 1. The undergraduate population was made up of 61% females and 39% males. The races represented in the undergraduate population were White/Caucasian (78%), Non-resident Alien (7%), Two or more races (4%), Black/African-American (3%), Hispanic/Latino (3%), Race/ethnicity unknown (2%), American Indian or Alaskan (1%), and Asian (1%) (Institute of Education Sciences, n.d.).

Participant Selection

Participants for this study were undergraduate students who were enrolled at MSUM in the spring 2019 semester and who were not international students. The participants' ages ranged from 19-25+. There were both male and female respondents, and a variety of ethnicities were represented, although white was the most predominant.

Data Collection Procedures

  The instrument for data collection was a survey developed by the researcher with input from MSUM faculty. It was based on a previous survey done for a study on the advanced culture course, TEFL 207 American Cultural Classics. Since the courses are related, the researchers wanted to keep the questions in the surveys consistent. The survey asked three demographic questions (i.e. sex, ethnicity, and age), which were multiple choice questions to be used to ensure participants represent an appropriate sample of the MSUM undergraduate student body. There were 27 open-ended questions about various genres of texts and media that were popular when the participants were ages Pre-K through fifth grade. The questions allow for both high and low culture items via the genres. For each genre, the participants were asked to name both their favorite item and a popular item of the time (i.e. Pre-K through fifth grade). The full set of questions is found in Appendix A at the end of the report. The survey was in the field for three weeks, and the survey was sent out to participants using the Qualtrics system and the university's email server.

  Before sending out the survey, I obtained permission from the Institutional Review Board at MSUM to conduct this study. Protection of human subjects participating in research was assured. Participants were informed of the purpose of the research and any procedures required by the participant, including disclosure of risks or benefits. Confidentiality was protected by storing the data on a computer that was equipped with anti-virus software and password protection. Access to the data was also limited to the primary and secondary researchers, who were approved through IRB protocol. The choice to participate or withdraw at any time was outlined in writing. The implied consent letter that was emailed with the link to the survey is found in Appendix B.

Microsoft Excel was used to organize and analyze the responses to the questions. I first organized the surveys by separating the complete surveys from the incomplete surveys. I created a new sheet for each pair of genre questions and then tallied the like responses in each sheet. My interest was in shared experiences, so I analyzed the written data to obtain measures of central tendency. I wanted specifically to see the mode, or the frequency, of common responses and the percentages of the responses. I also ranked the responses by these measures.

Limitations and Delimitations

Limitations. One of the limitations was that the number of participants was lower than expected. Since I sent out the survey at the end of the semester, there weren't many respondents. Another was that some of the respondents did not complete the entire survey. Some participants were also vague or inaccurate in their responses.

Delimitations. One of the delimitations is the population that I chose to survey. I chose undergraduate students who are not international students. The purpose for this was that I was trying to survey American students who are peers of the non-native speakers of English that are taking the TEFL 107 American Childhood Classics class. I was also focusing on my fifth research question. The reason for this was because as I read the related literature, it was apparent that there was a gap in the research about what popular culture materials to use in language classes. I have also used qualitative research techniques because I'm looking for descriptions of the participants' experiences.

Chapter Three: Results

The survey for this study was sent out on May 16, 2019. A reminder was sent on May 23, 2019. After a three-week collection phase, 294 surveys were returned. Of the returned surveys, 220 were removed from this total due to incompletion, which was judged as having answered only the demographic and none of the genre questions in the survey. There were 74 submissions left to analyze for this study.

Demographics

In this survey, there were three demographic questions posed to each participant: age, sex, and ethnicity (Table 2).

Table 2

Demographics

Question	Response Choices	Responses	% of group
What is your age?	19	16	21.62%
	20	20	27.01%
	21	10	13.51%
	22	7	9.46%
	23	4	5.41%
	24	3	4.05%
	25+	14	18.92%
What is your sex?	Male	18	24.32%
	Female	56	75.67%
What is your ethnicity?	Asian	4	5.41%
	Black/African	4	5.41%
	Hispanic/Latinx	1	1.35%
	Native American	2	2.70%
	Pacific Islander	1	1.35%
	White	65	87.84%
	I prefer not to answer	3	4.05%

In this study, 81.06% of the participants were 24 and under, while 18.92% were 25 and over. More females (75.67%) than males (24.32%) responded. Additionally, the majority of the respondents (87.84%) were white.

Compared to the age statistics of the general MSUM population, where 82% of undergraduate students are 24 and under, 61% are female, and 79% are white, the results show that the demographics of the participants in the study are fairly representative of the general population at the university (Table 3). The ages of study participants differ only by a fraction of a percent from the MSUM student body ages, which is an insignificant difference. There did seem to be a higher percentage of white students responding than the general MSUM population; however, since my study excluded the international population, that could account for the difference. The participants also had a higher percentage of females than the general student population, and the reasons for this are unknown. However, as the goal of the study is related to the ages of the study more closely than the other demographics, the results of this study may be useful for MSUM faculty who teach TEFL 107.

Table 3

Participant Characteristics and MSUM Student Body Characteristics

Demographic Item	Participants	MSUM Student Body
Age 24 and under	81.06%	82%
Sex	75.67% Female	61% Female
Ethnicity	87.84% White	79% White

Genres

The rest of the survey asked the participants 27 open-ended questions about specific works in various genres of culture. For each genre, there were two questions presented: one that asked for a favorite item within the genre, and one that asked for an item within the genre that

was popular with peers. Participants were asked to think about culture items from their childhood (Pre-K through fifth grade). The combination of the two questions creates a total number of mentions that was used to identify modes and percentages as measures of central tendency.

Tables 4-16 present the results genre by genre. For each table, the structure of the pairs of questions posed for each genre is maintained for further categorization of the data. The results presented in the tables represent the data of all 74 respondents who answered the genre questions. The results also include all answers with more than one response per participant for one question. For example, some respondents listed two or more favorite chapter books: each of the listed items was separated and counted as an individual response. Therefore, the total number of responses might outnumber the total of 74 respondents. Likewise, some respondents left certain questions blank; therefore, the total number of responses might also be less than the total number of participants. The percentages presented in the tables reflect a percentage of responses, not participants. All percentages are rounded to the nearest one hundredth of a percent.

In all tables presenting results on cultural experiences, only responses that represent 1% or more of the total are presented and discussed. No responses identified by less than 1% of the total are included in the tables; if an item was identified as significant in less than 1% of the total responses, then it is probably not actually significant at a group level. The overall goal of this project was to identify cultural items that represent the shared experiences of contemporary U.S. college students. Therefore, responses identified in less than 1% of participant responses does not address the goal.

During the analysis, certain data were conditioned to make coding more efficient and consistent. Certain responses were changed to *null responses* to clarify the results. The following answers were changed to *null responses*: "N/A, n/a, none, I don't know, IDK, I didn't have one, I

can't remember, this didn't exist when I was a child, not sure, I didn't pay much attention, no idea, no, nope, no clue." Null responses are different from just leaving the answer blank or having no response since they provided a written answer to be quantified. The complete list of all responses is included in Appendix C.

Poems. The null responses account for 22.22% of the total responses, which was significantly higher than any poem mentioned. The poem that was mentioned the most was "Twinkle-Twinkle, Little Star" with 11 responses, or 7.64% of all responses. Several respondents mentioned collections of poems, authors, songs, fairy tales, or story or book titles instead of titles of poems. The responses of poems greater than 1% are presented in Table 4.

Table 4

Poems

Response	Favorite	Popular	Total	Percentage
Null response	15	17	32	22.22%
"Twinkle-Twinkle, Little Star"	5	6	11	7.64%
Humpty Dumpty	4	6	10	6.94%
Mary Had a Little Lamb	3	4	7	4.86%
Hey Diddle, Diddle	3	2	5	3.47%
Jack and Jill	1	4	5	3.47%
Ring Around the Rosie	3	2	5	3.47%
Shel Silverstein	4	1	5	3.47%
Hickory Dickory Dock	3	1	4	2.78%
"The Itsy-Bitsy Spider"	2	2	4	2.78%
The Old Woman Who Lived in a Shoe	3	1	4	2.78%
The Road Not Taken	2	2	4	2.78%
Green Eggs and Ham	2	1	3	2.08%
Baa, Baa, Black Sheep	1	1	2	1.39%
Five Little Monkeys	2	0	2	1.39%
Little Red Riding Hood	1	1	2	1.39%
London Bridge	1	1	2	1.39%
Mother Goose	0	2	2	1.39%
"Old MacDonald"	1	1	2	1.39%
Rumpelstiltskin	2	0	2	1.39%
"Wheels on the Bus"	0	2	2	1.39%

Picture books. *The Very Hungry Caterpillar* was the most popular response at 13.77% of responses. The null responses again accounted for a large percentage with 10.87% of all responses. Again, several respondents listed authors or book series rather than a picture book title. Some of the respondents also mentioned books that would be classified as chapter books rather than picture books. If these responses accounted for more than 1% of the total, they are presented in Table 5.

Table 5

Picture Books

Response	Favorite	Popular	Total	Percentage
The Very Hungry Caterpillar	8	11	19	13.77%
Null response	4	11	15	10.87%
Dr. Seuss	5	4	9	6.52%
Berenstain Bears	3	3	6	4.35%
The Rainbow Fish	3	3	6	4.35%
Where the Wild Things Are	4	2	6	4.35%
Goodnight Moon	3	2	5	3.62%
Brown Bear, Brown Bear, What Do You See?	1	3	4	2.90%
Chicka Chicka Boom Boom	2	2	4	2.90%
Green Eggs and Ham	3	1	4	2.90%
Love You Forever	3	0	3	2.17%
The Stinky Cheese Man and Other Fairly Stupid Tales	2	1	3	2.17%
The Cat in the Hat	0	2	2	1.45%
Clifford the Big, Red Dog	1	1	2	1.45%
The Giving Tree	1	1	2	1.45%
Everyone Poops	0	2	2	1.45%
If You Give a Mouse a Cookie	0	2	2	1.45%
The Magic Tree House	1	1	2	1.45%
Robert Munsch	1	1	2	1.45%

Chapter books. *The Harry Potter* series and *The Magic Tree House* series tied for the

highest number of responses. Both series were mentioned 20 times at 13.61% of the responses.

For this question, participants mentioned series more frequently than individual book titles. I

included all series that were mentioned in over 1% of the responses in Table 6.

Table 6

Chapter Books

Response	Favorite	Popular	Total	Percentage
Harry Potter series	5	15	20	13.61%
Magic Tree House series	5	15	20	13.61%
Junie B. Jones series	13	4	17	11.56%
Null response	4	4	8	5.44%
The Hunger Games series	2	3	5	3.40%
The Boxcar Children series	2	2	4	2.72%
Goosebumps series	1	3	4	2.72%
Nancy Drew series	3	1	4	2.72%
Percy Jackson series	2	2	4	2.72%
Baby-Sitters Club series	2	1	3	2.04%
Cam Jansen series	2	1	3	2.04%
Diary of a Wimpy Kid series	1	2	3	2.04%
A Series of Unfortunate Events	2	1	3	2.04%
Charlotte's Web	0	3	3	2.04%
The Chronicles of Narnia	1	1	2	1.36%
Hanni und Nanni series	1	1	2	1.36%
The Hardy Boys series	1	1	2	1.36%
Harry Potter and the Sorcerer's Stone	0	2	2	1.36%
Hatchet	1	1	2	1.36%
On the Run	1	1	2	1.36%

Television shows. *SpongeBob SquarePants* was the most prevalent response in this genre at 19.61% of all responses. This was significantly higher, more than double any other response in this category, as presented in Table 7. The null responses only account for 3.27% in this genre as opposed to the high percentage of null responses in the literary genres.

Table 7

Television Shows

Response	Favorite	Popular	Total	Percentage
SpongeBob SquarePants	9	21	30	19.61%
Hannah Montana	8	6	14	9.15%
The Suite Life of Zack & Cody	2	7	9	5.88%
Cyberchase	5	1	6	3.92%
Kim Possible	3	3	6	3.92%
Null response	1	4	5	3.27%
Arthur	3	1	4	2.61%
Avatar: The Last Airbender	3	1	4	2.61%
Drake & Josh	3	0	3	1.96%
Full House	3	0	3	1.96%
iCarly	2	1	3	1.96%
Rugrats	1	2	3	1.96%
That's So Raven	0	3	3	1.96%
Bob the Builder	1	1	2	1.31%
Dr. Quinn, Medicine Woman	1	1	2	1.31%
Ed, Edd n Eddy	1	1	2	1.31%
The Tonight Show Starring Johnny Carson	1	1	2	1.31%
Little House on the Prairie	2	0	2	1.31%
Lizzie McGuire	1	1	2	1.31%
The Proud Family	1	1	2	1.31%
Sesame Street	0	2	2	1.31%
The Simpsons	1	1	2	1.31%
Walker, Texas Ranger	1	1	2	1.31%
Wizards of Waverly Place	1	1	2	1.31%
Zoboomafoo	2	0	2	1.31%

Movies. Null responses were again the most common response with 11.64% of all answers. The most mentioned movie title was *High School Musical* at 6%. In this genre, there were some series and a company named rather than individual movie titles (i.e. *Harry Potter, The Lord of the Rings,* and Disney movies). The results for this genre are presented in Table 8.

Table 8

Movies

Responses	Favorite	Popular	Total	Percentage
Null response	4	13	17	11.64%
High School Musical	3	6	9	6.16%
Toy Story	2	5	7	4.79%
Harry Potter	2	4	6	4.11%
The Lion King	1	5	6	4.11%
Shrek	1	4	5	3.42%
Star Wars	1	3	4	2.74%
Beetlejuice	2	0	2	1.37%
Brother Bear	1	1	2	1.37%
Camp Rock	1	1	2	1.37%
Cars	1	1	2	1.37%
Cheaper by the Dozen	2	0	2	1.37%
Disney (animated) movies	1	1	2	1.37%
Finding Nemo	1	1	2	1.37%
Incredibles	0	2	2	1.37%
Like Mike	2	0	2	1.37%
The Lord of the Rings	1	1	2	1.37%
The Princess Bride	1	1	2	1.37%
Scooby-Doo	1	1	2	1.37%
Spirited Away	2	0	2	1.37%
Toy Story 2	1	1	2	1.37%

Songs. The null responses in this category were much higher than any other response, encompassing 24.82% of all the responses. The next highest response was "Oops, I Did It Again" by Britney Spears at 2.92% of responses. Some participants mentioned artists or categories of songs. If these were mentioned more than 1% of the total, they are reported in Table 9.

Table 9

Songs

Responses	Favorite	Popular	Total	Percentage
Null responses	13	21	34	24.82%
"Oops!... I Did It Again" by Britney Spears	1	3	4	2.92%
"Hollaback Girl" by Gwen Stefani	2	1	3	2.19%
"I've Got a Feeling" by The Black Eyed Peas	0	3	3	2.19%
"Love Story" by Taylor Swift	2	1	3	2.19%
"Baby Love" by the Supremes	1	1	2	1.46%
"Basket Case" by Green Day	2	0	2	1.46%
"Call Me Maybe" by Carly Rae Jepsen	0	2	2	1.46%
"Come Clean" by Hilary Duff	1	1	2	1.46%
Disney songs	1	1	2	1.46%
"Fire Burning" by Sean Kingston	1	1	2	1.46%
"I Want Candy" by Aaron Carter	1	1	2	1.46%
Lady Gaga	1	1	2	1.46%
"Party in the U.S.A" by Miley Cyrus	2	0	2	1.46%

Board games. *Monopoly* was the most common response in this genre with 25.85% of all responses. At 17.69% of all responses, the second most mentioned board game was *Sorry!* The null responses in this genre were one of the lowest at only 3.40%. There were more common responses in this genre than in any of the previous genres. The results for board games are presented in Table 10.

Table 10

Board Games

Responses	Favorite	Popular	Total	Percentage
Monopoly	12	26	38	25.85%
Sorry	11	15	26	17.69%
The Game of Life	9	7	16	10.88%
Candy Land	10	3	13	8.84%
Chutes and Ladders	4	4	8	5.44%
Checkers	3	4	7	4.76%
Clue	5	1	6	4.08%
Null responses	1	4	5	3.40%
Trouble	3	2	5	3.40%
Battleship	1	2	3	2.04%
Guess Who?	1	2	3	2.04%
Mouse Trap	1	2	3	2.04%
Risk	3	0	3	2.04%
Chess	2	0	2	1.36%

Card games. This genre, like the board games, also had many common responses. *Uno* was the most popular answer with 28.67% of all responses. *Go Fish* was also close at 20% of responses. The null responses were a little higher in this category than in the board games category with 9.79% of all responses. All results of more than 1% are reported in Table 11.

Table 11

Card Games

Responses	Favorite	Popular	Total	Percentage
Uno	21	20	41	28.67%
Go Fish	9	19	28	19.58%
Null responses	8	6	14	9.79%
War	4	3	7	4.90%
Pokémon	2	4	6	4.20%
Solitaire	3	3	6	4.20%
Yu-Gi-Oh!	2	2	4	2.80%
Apples to Apples	2	1	3	2.10%
Kings in the Corner	3	0	3	2.10%
Skip-Bo	2	1	3	2.10%
Slapjack	1	2	3	2.10%
Crazy Eights	2	0	2	1.40%
Cribbage	2	0	2	1.40%
Garbage	2	0	2	1.40%
Magic: The Gathering	1	1	2	1.40%
Phase 10	1	1	2	1.40%
Pinochle	1	1	2	1.40%
Poker	0	2	2	1.40%
Rummy	2	0	2	1.40%

Video games. Null responses were the highest percentage in this category (13.91%).

Mario Kart was the second most common answer with 9.93% of the total responses. In this

category, the responses were very diverse, with 27 responses only being mentioned once. All

responses of more than 1% of the total are reported in Table 12.

Table 12

Video Games

Responses	Favorite	Popular	Total	Percentage
Null responses	11	10	21	13.91%
Mario Kart	5	10	15	9.93%
Pokémon	5	5	10	6.62%
Mario	6	2	8	5.30%
Call of Duty	1	6	7	4.64%
Minecraft	1	4	5	3.31%
Pac-Man	2	3	5	3.31%
Donkey Kong	1	3	4	2.65%
Halo 2	3	1	4	2.65%
Halo	0	3	3	2.00%
Spyro	0	3	3	2.00%
Super Smash Bros. Brawl	2	1	3	2.00%
Webkinz	2	1	3	2.00%
Crash Bandicoot	1	1	2	1.32%
Grand Theft Auto	0	2	2	1.32%
Kingdom Hearts	2	0	2	1.32%
Kirby	0	2	2	1.32%
Legend of Zelda	0	2	2	1.32%
Madden	1	1	2	1.32%
Mario Sunshine	1	1	2	1.32%
Mario World	1	1	2	1.32%
Nintendogs	2	0	2	1.32%
Super Smash Bros. Melee	1	1	2	1.32%
Tony Hawk	1	1	2	1.32%

Recess games. In this category, the responses seemed to be more universal. The response

with the highest percentage was "tag" at 21.88% of the responses. There were different forms of

tag mentioned (i.e. "freeze, lava, equipment, zombie"), but I grouped them all together, since

they all had "tag" in the response. The null responses were very low in this category (3.75%). All

responses of more than 1% are presented in Table 13.

Table 13

Recess Games

Responses	Favorite	Popular	Total	Percentage
Tag (various forms)	17	18	35	21.88%
Four Square	8	8	16	10.00%
Football	2	9	11	6.88%
Kickball	5	6	11	6.88%
Swings (swing-set)	9	1	10	6.25%
Make-believe (pretend play)	7	2	9	5.63%
Null responses	3	3	6	3.75%
Red Rover	2	3	5	3.13%
Jump rope	3	1	4	2.50%
Soccer	1	3	4	2.50%
Dodgeball	1	2	3	1.88%
Hot lava (the ground is lava)	1	2	3	1.88%
Magic	1	2	3	1.88%
Monkey bars	2	1	3	1.88%
Tether ball	2	1	3	1.88%
Tire swing	2	1	3	1.88%
Chinese jump rope	1	1	2	1.25%
Double Dutch	2	0	2	1.25%
Grounders	1	1	2	1.25%
Gummispringen	1	1	2	1.25%
Hide-and-Seek	1	1	2	1.25%
Hopscotch	1	1	2	1.25%
Monkey on the Rocks	1	1	2	1.25%
Talking with friends	2	0	2	1.25%

YouTubers. The null responses were again the highest percentage in this category (60.74%). Smosh was the second biggest response, at 5.93% of all responses. Fred and Nigahiga were the next biggest responses, at 4.44% each. Shane Dawson had 3.70% of all responses. All other responses were only 1% to 2% of the total responses in this category. All responses of more than 1% from this category are presented in Table 14.

Table 14

YouTubers

Responses	Favorite	Popular	Total	Percentage
Null responses	44	38	82	60.74%
Smosh	2	6	8	5.93%
Nigahiga (Ryan Higa)	3	3	6	4.44%
Fred	0	5	5	3.70%
Shane Dawson	2	2	4	2.96%
Jenna Marbles	2	1	3	2.22%
Bethany Mota	1	1	2	1.48%
Charlie Bit My Finger	0	2	2	1.48%
GloZell	1	1	2	1.48%
PewDiePie	1	1	2	1.48%
Ray William Johnson	1	1	2	1.48%

Memes. The null responses were the largest percentage (75%), which is the biggest percentage of common responses in the entire survey. Each of the other responses totaled only 1% to 2% of the overall responses in this category. Any response of more than 1% is presented in Table 15.

Table 15

Memes

Responses	Favorite	Popular	Total	Percentage
Null responses	51	45	96	75.00%
Rage Comics memes	1	2	3	2.34%
Dat Boi	1	1	2	1.56%
Peanut Butter Jelly Time	0	2	2	1.56%
Pepe the Frog	0	2	2	1.56%

Additional items. The last three questions asked for any items that would be beneficial to ELL students, any genres that had been missed in the survey, and any items that were left out of any of the genres. The null responses greatly outweighed any other response in this category with 56.52% of the responses (Table 16).

Table 16

Additional Items

Responses	Beneficial Items	Other Categories	Extra Items	Total	Percentage
Null responses	23	36	45	104	56.52%
Phrases	4	2	0	6	3.26%
Toys	0	5	1	6	3.26%
Harry Potter	3	0	1	4	2.17%
SpongeBob	4	0	0	4	2.17%
Fashion Trends	0	3	0	3	1.63%
Foods	0	2	0	2	1.19%
Gestures	1	1	0	2	1.19%
Technology lingo	1	1	0	2	1.19%
	63	63	58	184	

Highest responses by item. Table 17 displays the highest total responses by cultural item across all genres in the survey. The table includes all responses that garnered 10% or more of the total responses in their genres and is organized in rank order from highest percentage of responses to the least. A column was also added for the total number of responses.

Table 17

Highest Responses by Item

Item	Total	Percent
Null (memes)	96	75.00%
Null (YouTubers)	82	60.74%
Uno	41	28.67%
Monopoly	38	25.85%
Null (songs)	34	24.82%
Null (poems)	32	22.22%
Tag	35	21.88%
SpongeBob SquarePants	30	19.61%
Go Fish	28	19.58%
Sorry	26	17.69%
The Very Hungry Caterpillar	19	13.77%
Harry Potter	20	13.61%
The Magic Tree House	20	13.61%
Null (movies)	17	11.64%
Junie B. Jones	17	11.56%
The Game of Life	16	10.88%
Null (picture books)	15	10.87%
Four square	16	10.00%

Chapter 4: Discussion

This study surveyed participants for cultural items across 12 genres in the hopes of determining culturally relevant items to expose English Language Learners to in the TEFL 107 American Childhood Classics class. This survey focused on the research question *what materials can teachers use to teach culture?* A favorite cultural item would indicate something within each category that a participant enjoyed, whereas a popular cultural item would indicate a cultural item that was popular with their peers at the time.

There were 74 respondents in the study, each of whom answered at least one of the genre questions. Even though there was a smaller number of participants than expected, there were enough responses to provide significant quantitative data. Considering that this survey asked for responses from Pre-K through fifth grade, participants were able to recall a significant amount of culture items.

Findings on Genres

The twelve genres divide broadly into two categories: digital media texts and print media texts. There seemed to be a pattern when comparing the digital media (i.e. TV shows, movies, songs, and video games) to the print media (i.e. books, poems, card games, board games). Print media are more closely tied to high culture, whereas digital media are more closely tied to low culture. High culture items like poems and books, both print media, had fewer total items identified and the items included were shared by more respondents than low culture items. Many Americans in early childhood probably do not seek out poems and books to read on their own but encounter them via parents and teachers reading to them. It is easier to consume the digital

media that they are bombarded with every day. Young Americans probably consume more digital media than print media, so they had more digital items in their personal catalogue to choose from.

The twelve genres also break into two categories in a different way: genres that require group interaction and genres that can be pursued individually. Genres that involve community or groups, like the card games, board games, and recess games, had more shared responses than genres with items that could be engaged with alone. Things like video games, movies, and songs resulted in more individual preferences possibly because you can do those on your own.

Poems. The null responses accounted for 32 responses, or 22.22% of this category. The next highest response was "Twinkle-Twinkle Little Star" which accounted for 11 or 7.64% of the total responses. Since "Twinkle-Twinkle, Little Star" is a song, it could also be included in that category, since it is a popular childhood song. Either way, it is a significant item and worth noting in TEFL 107. The second most-mentioned poem was "Humpty Dumpty" with 10 responses, or 6.94% of the total. Since it was mentioned frequently, "Humpty Dumpty" may also be worth noting in TEFL 107. The gap between the null responses and the highest-mentioned poem indicates that either the participants couldn't recall poems from childhood very easily, or that poetry isn't a socially popular genre. There were 144 total responses in this genre, ranking seventh out of 13 categories in highest number of total responses.

Picture Books. *The Very Hungry Caterpillar* was the highest response in this genre with 19 responses or 13.77% of the total. The next highest response was the null responses with 15 responses or 10.87% of the total responses. The third most popular item was an author, Dr. Seuss, which received nine responses, or 6.52%. In terms of total responses, there were 138 in this category, which were even fewer than the poetry responses. Again, I wonder if remembering

picture books from Pre-K through fifth grade was too distant for the participants to recall specific titles. I would recommend including not only *The Very Hungry Caterpillar*, but also looking at the works of Dr. Seuss in TEFL 107, since there was a significant number of responses that mentioned them. Even though there were only nine mentions of Dr. Seuss in this category, there were six responses that mentioned one of his works by title (i.e. *Green Eggs and Ham* and *The Cat in the Hat*). *Green Eggs and Ham* also had three mentions in the poem category, so that makes a total of 18 responses involving Dr. Seuss, which shows that he and his works are culturally significant and should be included in TEFL 107.

Chapter Books. There were 147 total responses in this category, making it the fourth out of 13 categories in the highest number of total responses. The null responses only accounted for 5.44% of the total. This seems to indicate that it was easier for participants to remember favorite chapter books than the previous two categories. The top three items in this category were book series, rather than individual titles, which also indicates that participants remember them better, since they likely read either the entire series or several books in the series. The participants likely read them over a longer time period in their lives, which probably made a greater impact on them. In the case of Harry Potter, the series gained mass popularity in the United States, which could also account for the high response rate. The *Harry Potter* series and the *Magic Tree House* series were tied for the highest number of responses with 20 responses each or 13.77% of the total. Another top mention was the *Junie B. Jones* series, which was mentioned 17 times or 11.56% of the total. The large gap between the three most popular series and the null responses shows that all three of these series should be introduced in the TEFL 107 course.

TV Shows. This genre had the second highest number of total responses at 153. There were only eight null responses or 3.27% of the total, which was the lowest amount of null

responses in any of the genres. This genre had more responses than any of the literary categories, which might indicate something significant about American culture. There has been a shift in American culture to consuming more and more digital media. This generation witnessed the birth of things like the smartphone and iPad. Therefore, they have almost always been able to carry digital media with them. They were able to watch shows while their parents were standing in line at the grocery store, waiting for doctor appointments, and riding in the car. They have been constantly bombarded by digital media. *SpongeBob SquarePants* was the most popular mention in this category with 30 responses or 19.61% of the total. The second highest response was *Hannah Montana* with 14 responses (9.15%). The high frequency of responses for both *SpongeBob SquarePants* and *Hannah Montana* indicates that both should be mentioned in TEFL 107.

Movies. There were 17 null responses (11.64%) in this genre. The next two highest items were *High School Musical* with nine responses (6.16%) and *Toy Story* with seven responses (4.79%). The responses were diverse in this category with no movie being mentioned ten times or more. I wonder if this category was too vast. It could have been split further by genre (i.e. comedy, action, animated, etc.) in order to get more of a consensus of responses. This genre, however, was ranked fifth highest in number of total responses, so it seems to be significant to talk about movies as a genre in the TEFL 107 course. It might also be worth mentioning *High School Musical* and *Toy Story*, since they were listed by multiple participants.

Songs. This genre had only 137 total responses, which ranks ninth out of 13 for highest number of total responses. There were 34 null responses, which was 24.82% of the total in this genre. The next highest response was "Oops!... I Did it Again" by Britney Spears with only four responses or 2.92% of the total. Many of the songs mentioned represent only 0-3% of the total,

or were mentioned less than four times. Again, I wonder if splitting this further by genre (i.e. country, rock, rap, etc.) or asking about artists rather than songs would have generated more shared responses. In fact, some responses did mention artists or categories (i.e. Disney) of songs. Therefore, I don't think that this category or any of the songs mentioned are significant enough for including in TEFL 107. However, there were children's songs like "Twinkle-Twinkle, Little Star", "The Itsy-Bitsy Spider", "Old MacDonald", and "The Wheels on the Bus" mentioned in the poem category. "Twinkle-Twinkle, Little Star" was mentioned 11 times, so that would be a significant song to include when talking about songs from childhood.

Board Games. Along with chapter books, board games had the fourth highest number of total responses at 147. There seemed to be more shared responses in this category, too, with many games being mentioned five times or more. *Monopoly* had the most responses with 38 or 25.58% of the total. This was the second highest mention of any cultural item in the entire survey. Other high responses were *Sorry* with 26 responses (17.69%), *The Game of Life* with 16 responses (10.88%), *Candy Land* with 13 responses (8.84%), and *Chutes and Ladders* with eight responses (5.44%). The null responses only accounted for 3.40% of the total with five responses. The high frequency of the games (i.e. *Monopoly, Sorry, The Game of Life, Candy Land, and Chutes and Ladders*) indicate that they are significant to American childhood popular culture. I recommend that these games be introduced to the English learners in TEFL 107.

Card Games. *Uno* had 41 responses or 28.67% of the total responses in this category. This was the highest mentioned cultural item in any of the genres. Another significant item in this genre was *Go Fish* with 28 responses (19.58%). The null responses were higher in this genre than in the board games. However, they were still significantly lower than *Uno* and *Go Fish* with 14 responses or 9.79%. I think the fact that I split the games genre into four categories (i.e. board

games, card games, video games, and recess games) narrowed the scope enough to allow for more shared responses. Both *Uno* and *Go Fish* had a very high frequency of responses. Therefore, exposing the EL students to these games in TEFL 107 would be beneficial for them to learn about the culture of American childhood.

Video Games. In this genre, the null responses again outweighed specific cultural items. There were 21 null responses (13.91%). The highest mention of a cultural item was *Mario Kart* with 15 responses (9.93%). *Pokémon* was close with 10 responses or 6.62% of the total responses in this genre. Video games had the third highest amount of total responses at 151; therefore, I think the genre itself is worth mentioning in TEFL 107. In addition, *Mario Kart* and *Pokémon* had a significant number of responses, so they could specifically be mentioned in the curriculum.

Recess Games. This genre had the highest number of total responses of any of the categories. There were 160 total responses. "Tag" was the highest response in this category and the third highest cultural item mentioned in any category. "Tag" was mentioned 35 times, which was 21.88% of the total responses in this genre. Several forms of "tag" were mentioned: "zombie tag, equipment tag, freeze tag, and tag." For clarification and consistency, they were all tallied as forms of "tag" in general. Several other recess games were mentioned with high frequency: four square (10.00%), football (6.88%), kickball (6.88%), swings (6.25%), and make-believe or pretend play (5.63%). There were only six null responses in this genre, which accounted for only 3.75% of the total responses. In this genre, there were more shared responses from all the participants. This seems to indicate that there is a narrow scope of what recess games children can play. The data indicate that tag, four square, football, and kickball should be introduced to

the EL students in TEFL 107. Swings and make-believe were also mentioned frequently, so they could be shown and discussed also.

Memes. This genre had only 128 total responses, which is one of the lowest rates of responses for any category. There were 96 null responses or 75.00% of the total in this genre. This was also the highest number of any response in the entire survey. Many of the participants with null responses indicated that they didn't know what a meme was or that they didn't exist in their Pre-K through fifth grade years. The highest mention was *Rage Comics* memes, but it only had three responses or 2.34% of the total. None of the memes mentioned received more than 3% of the responses. Since TEFL 107 covers American childhood classics, and most of the respondents said that memes didn't exist in their childhood, the category is not significant enough to include in the curriculum for the course.

YouTubers. Null responses were 60.74% of this genre with 82 responses. This was the second highest number of responses in the entire survey. Many of the null responses indicated that YouTube didn't exist or wasn't popular when the participants were children. Others indicated that although YouTube existed, it consisted of random videos, and that being a YouTuber as a profession hadn't really developed yet. The second highest response was Smosh with eight responses (5.93%). The next highest mention in this category was Nigahiga (Ryan Higa) with six responses or 4.44%. The rest of the responses represented 0-4% of the total. Therefore, since the null responses were so high, and any of the other responses were so low, this category is probably not worth addressing in TEFL 107. The fact that the profession of YouTuber didn't exist when college students were children is another reason to exclude this genre from the class.

Additional Items. The last few questions asked if there were culture references that participants thought would be beneficial to international students, if there were any categories missed in the survey, and if there were any items missed in any of the categories in the survey. There were 104 (56.52%) null responses for these questions. The two highest mentioned items were phrases and toys, each with six responses or 3.26% of the total. A couple of other responses mentioned things that were already dealt with in the survey (i.e. Harry Potter and SpongeBob). The high amount of null responses and the low amount of other responses is indicative that the participants thought this survey was thorough and covered a wide range of topics, and, therefore, wouldn't need anything added should it be replicated in the future.

Highest Responses by Item. The last table (Table 17) was added to examine more closely the division of genres into different categories. In creating Table 17, three category divisions emerged: digital media vs. print media, high culture vs. low culture, and individual pursuits vs. community interaction. The highest percentages of responses were ranked greatest to least.

It is evident that many of the digital media had high null responses (i.e. memes, YouTubers, songs, and movies). The possible reasons for this were mentioned in the discussions of each of these genres: the memes and YouTubers were new media that weren't popular during the participants' childhoods. The songs and movies could have been split into sub-genres. The TV Show, *SpongeBob SquarePants*, is the one digital medium other than "null" that had a high response rate. There were also a couple of print media genres that had a high rate for null responses: poems and picture books. Again, the speculations of why the null responses were high in these categories was discussed in the sections for each of them: it is likely that these were hard to remember given the time that had elapsed since childhood for the participants. The one print

medium other than "null" that had high responses was the genre of chapter books. *Harry Potter, The Magic Tree House,* and *Junie B. Jones* were all among the highest responses.

Table 17 also allows us to compare popularity of high culture versus low culture. Of the high culture genres (i.e. songs, poems, chapter books, and picture books) in the top responses, only chapter books had response rates that were higher than the null response rates. Of the low culture genres (i.e. memes, YouTube, board games, card games, recess games, TV shows, and movies) board games, card games, recess games, and TV shows all had higher response rates than the null responses. This makes it clear that the low culture items have higher popularity than the high culture items in American culture.

In the third division, individual pursuits versus community interactions were compared. There were eight genres classified as individual: memes, YouTubers, songs, poems, TV shows, chapter books, movies, and picture books. Of these individual pursuits, only the TV show, SpongeBob SquarePants, and the chapter book series, *Harry Potter, The Magic Tree House,* and *Junie B. Jones* had higher response rates than the null responses. All the community items (i.e. *Uno, Monopoly,* "tag", *Go Fish, Sorry, The Game of Life*, and four square) had higher response rates than the null responses in their respective genres. It is evident that these community interactions allow Americans to have shared experiences.

Examining these three category divisions makes it clear that the most frequent responses came from genres that entail low culture, community interactions. The division of digital versus print media was balanced in frequency. Early childhood in America is perhaps best characterized as a period where children engage with others interacting with pop culture items.

Chapter Five: Conclusion

The research question that this study focused on was *what materials teachers can use to teach culture*. Specifically, the purpose was to identify materials to recommend for use in MSUM's TEFL 107 American Childhood Classics course. This study included poems, picture books, chapter books, TV shows, movies, songs, games, memes, and YouTubers in order to cover a wide spectrum of American culture.

The data show that there are popular culture items in the genres of picture books, chapter books, TV shows, board games, card games, video games, and recess games that have been mentioned frequently enough to include in the TEFL 107 course. Significant books include *The Very Hungry Caterpillar,* and three series: *Harry Potter, The Magic Tree House,* and *Junie B. Jones. SpongeBob SquarePants* is a TV show that holds significance. Finally, several games important to Americans are: *Monopoly, Sorry, The Game of Life, Uno, Go Fish, Mario Kart,* tag, and four square.

The diverse data in the genres of poems, movies and songs indicated that either childhood was too far away to remember individual titles, or that the genres are so vast that participants couldn't think of an answer. In the case of poems specifically, it may have been difficult for college students to remember poems from their childhood. It might be worth looking at some of the works of Dr. Seuss since he as well as names of particular works of his were mentioned. It might also be worth mentioning some of the popular music artists at the time rather than any

specific songs. Although these genres are important to talk about with EL students, there are few specific items that teachers should include in the course.

Finally, the genres of memes and YouTubers had a low total number of responses, and even the highest responses in each genre were a low percentage of the total. The data indicates that these two categories were not significant in the childhood years of current college students. However, the importance of these genres may change in the future. This suggests these genres would be best taught as concepts, rather than focusing on any specific items in them.

This survey and study could be used for potential future surveys, since, as Gholson and Stumpf state, "…culture is continually changing…" (2005, p.77). This survey should be repeated at least every five to ten years, since culture, like language, is a mutable, living thing. In future surveys, the movie category should be split further into sub-genres, as was done with games, to produce richer data for analysis. Likewise, the song category should either be separated into genres or changed to musical artist for the sake of having richer data results to work with. The meme and YouTubers categories may become more significant in future surveys. It might also be beneficial to repeat this study and survey with more participants in order to yield more responses and data to work with.

In conclusion, American college students do identify the majority of these genres as significant to American popular culture. It would be beneficial for international college students to have exposure to these genres and specific items in each genre in order to understand and communicate with their American peers in the community in which they are living. Teachers should use this report as a basis for what popular culture genres and items to be taught in the TEFL 107 Childhood Classics course.

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Appendix A: Survey Questions

1. What is your age?
   a. 19 b. 20   c. 21   d. 22   e. 23   f. 24   g. 25+

2. What is your sex?
   a. male   b. female

3. What is your ethnicity? (Choose all that apply.)
   a. Asian   b. Black/African   c. Hispanic/Latinx   d. Native American

   e. Pacific Islander   f. White   g. I prefer not to answer

Please answer the following questions based on Pre-K through Grade 5 of your life. Please give only one answer for each question. If you cannot think of an answer for a question, please write "none".

4. What was one of your favorite poems or nursery rhymes?

5. What was a popular poem or nursery rhyme?

6. What was one of your favorite picture books?

7. What was a popular picture book?

8. What was one of your favorite chapter books?

9. What was a popular chapter book?

10. What was one of your favorite TV shows?

11. What was a popular TV show?

12. What was one of your favorite movies?

13. What was a popular movie?

14. What was one of your favorite songs?

15. What was a popular song?

16. What was one of your favorite board games?

17. What was a popular board game?

18. What was one of your favorite card games?

19. What was a popular card game?

20. What was one of your favorite video games?

21. What was a popular video game?

22. What was one of your favorite things/games to play at recess?

23. What was a popular thing/game to play at recess?

24. What was one of your favorite memes?

25. What was a popular meme?

26. Who was one of your favorite YouTubers?

27. Who was a popular YouTuber?

28. What is a pop culture reference that you think would be beneficial for an English Language Learner to know about?

29. Are there any categories that this survey didn't cover that you think are worth mentioning?

30. Are there any other pop culture items that you think should be mentioned in a category that is already mentioned?

Appendix B: Implied Consent Letter

Dear MSUM student body,

You are invited to participate in a study of American Childhood Classics. I hope to learn what pop culture items you were exposed to from pre-K through fifth grade in order to develop a curriculum for the TEFL 107: American Childhood Classics course here at MSUM. You were selected as a possible participant in this study because you are a peer of the students who would be taking this course. The survey is designed to see what pop culture materials should be introduced to non-native English speakers.

If you decide to participate, please complete the linked survey. Your return of this survey implies that you have consented to participate. It will take about 15-20 minutes to complete. No benefits accrue to you for answering the survey, but your responses will be used to develop a curriculum and materials for the TEFL 107 course. Any discomfort or inconvenience to you derives only from the amount of time taken to complete the survey.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will not be disclosed.

Your decision whether or not to participate will not affect your future relationships with MSUM. If you decide to participate, you are free to discontinue participation at any time.

Please feel free to ask questions regarding this study. You may contact me later if you have additional questions at *(701)212-0542 or hansenk@fargo.k12.nd.us*. Any questions about your rights may be directed to Dr. Lisa I. Karch, Chair of the MSUM Institutional Review Board at 218-477-2699 or by e-mail at:
irb@mnstate.edu.

Thank you for your time.

Sincerely,
Kendra Hansen

Appendix C: Survey Responses Mentioned by 1% or Less of Respondents

Genre	Response	
	Favorite	**Popular**
Poems	Aesop's Fables (Tortoise and the Hare) (1) Alle Meine Entchen (1) The Farmer in the Dell (1) I'm a Little Teapot (1) It's Hot by Shel Silverstein (1) Knick-Knack Paddy Whack (1) Lu Lu Lullaby (1) Oh, the Places You'll Go (1) Old Mother Hubbard (1) Paul Revere's Ride (1) Peter, Peter, Pumpkin-Eater (1) The Big, Fat Cat (1) The House That Jack Built (1) The Owl and the Pussy Cat (1) The Raven (1)	A Light in the Attic (1) Three Blind Mice (1) Dr. Seuss (1) Falling Up (1) Hot Cross Buns (1) Jaberwocky One Fish, Two Fish, Red Fish, Blue Fish (1) The Princess and the Pea (1) Rock-a-bye, Baby (1) Roses are Red (1) Row Your Boat (1) Schlaf, Kindlein, Schlaf (1) The Giving Tree (1) This Little Piggy (1)
Picture Books	And the Dish Ran Away With the Spoon (1) Chrysanthemum (1) Click, Clack, Moo, Cows That Type (1) Don't Let the Pigeon Drive the Bus (1) Frog and Toad (1) Green Hat, Blue Hat, Oops (1) If You Give a Pig a Pancake (1) Junie B. Jones (1) Mr. and Mrs. Books (1) Mud Pies (1) Olivia (1) One Fish, Two Fish, Red Fish, Blue Fish (1) Perry Das Eich Anchen (1) Skippy Jon Jones (1) Spiderman Encyclopedia (1) Stellaluna (1) The Kitten Who Lost Its Purr (1) The one with trucks (1) The Pokey, Little Puppy (1) The Princess and the Frog (1) The Seven Silly Eaters (1) The Simple People (1) The Snowy Day (1) The Old Lady Who Swallowed a Fly (1) Time for Bed (1) Where's Spot? (1) Whirley the Helicopter (1)	A Bad Case of Stripes (1) Alphabet books (1) Diary of a Wimpy Kid (1) Donald Duck (1) Fairy tales (1) I Spy (1) Max and Moritz (1) Little Golden Books (1) The Monster at the End of This Book (1) The Ugly Duckling (1) The Polar Express (1) Where's Waldo (1)
Chapter Books	Twenty Thousand Leagues Under the Sea (1) Among the Hidden (1)	29 Clues (1) A-Z Treehouse Mystery (1)

	Artemis Fowl (1) Bailey School Kids (1) Harry Potter and the Chamber of Secrets (1) Charlie Bone and the Invisible Boy (1) Dangerous Journey (1) Don't Hurt Laurie (1) Fig Pudding (1) Fire Within (1) Follow My Leader (1) Geronimo Stilton (1) Gregor the Overlander (1) Guardians of Ga'Hoole (1) Hank the Cowdog (1) Inkheart and the Thief Lord (1) Matilda (1) Maximum Ride (1) The Mouse and the Motorcycle (1) Sweet Valley High (1) The Tale of Despereaux (1) The Watsons Go to Birmingham – 1963 (1) Witches (1)	Blubber (1) Captain Underpants (1) Flat Stanley (1) Judy Bloom (1) Sisterhood of the Traveling Pants (1) Ugly Duckling (1)
TV Shows	Animaniacs (1) Blue's Clues (1) Bonanza (1) Courage the Cowardly Dog (1) Danny Phantom (1) Invader Zim (1) Looney Tunes (1) Malcolm in the Middle (1) Max and Ruby (1) Mr. Rogers (1) My Little Pony (1) PBS (1) Dragon Tales (1) The Powerpuff Girls (1) Rocko's Modern Life (1) Sailor Moon (1) Sanford and Son (1) Saved by the Bell (1) Teen Titans (1) Thomas and Friends (1) Total Drama Island (1) Twin Peaks (1) What's New, Scooby-Doo? (1) When I Was Younger (1) The Wild Thornberrys (1) Winx Club (1)	Degrassi (1) Disney Channel (1) Friends (1) G.I. Joe (1) Hee-Haw (1) Home Improvement (1) My Name is Earl (1) Ninja Turtles (1) Power Rangers (1) Raumschiff Enterprise (1) Teletubbies (1)
Movies	Air Bud (1) Aladdin (1) An American Tail: Fievel Goes West (1) Annie (1) Aristocats (1) Arthur's Christmas (1) Baby's Day Out (1) Barbie Movies (1) Barbie: Swan Lake (1)	Air Buddies (1) Barbie: The Princess and the Pauper (1) Barney (1) Batman (1) Beauty and the Beast (1) Charlie and the Chocolate Factory (1) Dr. Dolittle (1) Goonies (1) Heaven Can Wait (1)

	Bedknobs and Broomsticks (1)	Jungle Book (1)
	Bill and Ted's Excellent Adventure (1)	Legally Blonde (1)
	Blazing Saddles (1)	Napoleon Dynamite (1)
	Bolto (1)	Nightmare Before Christmas (1)
	The Breakfast Club (1)	Rugrats (1)
	Bridge to Terabithia (1)	Spiderman (1)
	Chronicles of Narnia (1)	SpongeBob SquarePants the movie (1)
	Cinderella Story (1)	Spy Kids (1)
	Corpse Bride (1)	Up (1)
	Dennis the Menace (1)	Winnie the Pooh (1)
	Ever After (1)	
	Free Willie (1)	
	Hannah Montana (1)	
	Hatari! (1)	
	Hercules (1)	
	Holes (1)	
	Hoodwinked (1)	
	Jurassic Park (1)	
	King Kong (1)	
	Lilo and Stitch (1)	
	Little Mermaid (1)	
	Mulan (1)	
	My Big, Fat, Greek Wedding (1)	
	The Lion, the Witch, and the Wardrobe (1)	
	Pocahontas (1)	
	Ratatouille (1)	
	Red Sonya (1)	
	Rikki-Tikki-Tavi (1)	
	Sailor Moon S the Movie (1)	
	Sound of Music (1)	
	Tangled (1)	
	Terminator Series (1)	
	The Parent Trap (1)	
	VeggieTales (1)	
	Wiggles (1)	
	You've Got Mail (1)	
Songs	2000s hip hop (1)	Avril Lavigne (1)
	American Pie (1)	Boom Boom Pow (1)
	Billy's Got His Beer Goggles On (1)	Burning Up (1)
	Brand New Girlfriend (1)	The Climb (1)
	Breakaway (1)	Crank That (1)
	Chattahoochee (1)	Dynamite (1)
	Chicken Fried (1)	Eat It (1)
	Disturbia (1)	Fergalicious (1)
	Dive (1)	Girlfriend (1)
	Fallin' For You (1)	Halo (1)
	Final Countdown (1)	Hazel Eyes (1)
	Fireflies (1)	Hey, Soul Sister (1)
	Genie in a Bottle (1)	I Kissed a Girl (1)
	Hannah Montana songs (1)	I Want It That Way (1)
	Here Comes the Sun (1)	Justin Bieber (1)
	Hey There, Delilah (1)	Leave (1)
	I Want to Break Free (1)	Life is a Highway (1)
	Ice Cream Freeze (1)	Losing My Religion (1)
	If You Can't Dance (1)	Low (1)
	I've Got Nerve (1)	Save a Horse, Ride a Cowboy (1)

	Kryptonite (1) Lion King songs (1) Lipgloss (1) Love the Way You Lie (1) Lump (1) My Goodies (1) NKOTB (1) No One (1) Octopus' Garden (1) Our Song (1) Picture to Burn (1) Poker Face (1) Reflections (1) Ring of Fire (1) She (1) Sk8er Boi (1) Smells Like Teen Spirit (1) So Yesterday (1) Sweet Escape (1) VeggieTales songs (1) Walk Like an Egyptian (1) Where Have All the Flowers Gone (1) White Flag (1)	The Sign (1) Soulja Boy (1) Stairway to Heaven (1) Stronger (1) Tearing Up My Heart (1) Thriller (1) Toxic (1) Whip/Nae Nae (1) Your Love Is My Drug (1)
Board Games	Dragonology (1) Farmer's game (1) Flintstone's Chess (1) Gin Rummy (1) Pretty, Pretty Princess (1)	Apples to Apples (1) Twister (1) Yahtzee (1)
Card Games	Berenstain Bears (1) Bullshit (1) Elfer Raus (1) Mille Bornes (1) Old Maid (1) Spider Solitaire (1)	A of Spade (1) Quartet (1) Speed (1)
Video Games	Boogeyman (1) Disney Princess: Enchanted Journey (1) Duck Hunt (1) FIFA (1) Frogger (1) Just Dance (1) Kirby and the Amazing Mirror (1) Mario Galaxy (1) Mario Galaxy 2 (1) Mortal Kombat (1) Nintendo DS (1) Pajama Sam (1) Pharaoh (1) Pinball (1) Pokémon: Emerald (1) Ratchet and Clank (1) Sims 2 (1) Skyrim (1) Super Metroid (1) Tetris (1) Tomb Raider (1) Tuneland (1)	Angry Birds (1) Asteroids (1) Dance, Dance Revolution (1) Guitar Hero (1) Harry Potter PlayStation (1) Legend of Zelda: The Ocarina of Time (1) Sonic the Hedgehog (1) Super Smash Bros (1) Wii racing (1) Wii Sports (1)

	Twisted Metal 2 (1)	
	Where in the World is Carmen Sandiego (1)	
	Wii games (1)	
	Wii tennis (1)	
	Winnie the Pooh (1)	
	Yoshi Story (1)	
Recess Games	Boys chase girls (1)	Basketball (1)
	By myself (1)	Girls chase boys (1)
	Cops and robbers (1)	Kick the can (1)
	Ditch (1)	King of the Hill (1)
	Four Corners (1)	Physical activity (1)
	Merry-go-round (1)	Schoolyard bully beatdown, I was the bully (1)
	Skunks in the barnyard (1)	Wall ball (1)
	Smear the queer (1)	The ground is lava (1)
	Two square (1)	
Memes	Harry Potter Puppet Pals (1)	Hide the Weasel (1)
	I'm on a Horse (1)	Kermit the Crab (1)
	Lord of the Rings: One Does Not Simply (1)	SpongeBob memes (1)
	Numa Numa Yei (1)	You Lost the Game (1)
	The Dramatic Chipmunk (1)	Thinking Dinosaur (1)
	Tickle You With My Feather (1)	WHAT DOES IT MEAN? (1)
		Y U NO? (1)
YouTubers	America's Got Talent videos (1)	Brent Rivera (1)
	Andrea Russet (1)	Markiplier (1)
	Cat videos (1)	Music videos (1)
	Charlie the Unicorn (1)	Philip de France (1)
	Dani Noe (1)	Tyler Oakley (1)
	Good Mythical Morning (1)	Vlogbrothers (1)
	Super Skarmory (1)	Waterskiing squirrel (1)
	The Dolan Twins (1)	
	Thomas Sanders (1)	
	Watchmojo (1)	

Beneficial Items	Additional Categories	Additional Items
Barbies (1)	Cartoons (1)	Authors (10
Britney Spears (1)	Disney movies (1)	Avatar (1)
Chocolate! from SpongeBob (1)	Expressions/idioms (1)	Computer games (1)
Equality and love for everyone (1)	Jimmy Carter was a terrible	Hand-held games (1)
Fads/trends (1)	president (1)	Marvel movies (1)
Glee (1)	Kardashians (1)	Musicals (1)
Hannah Montana (1)	Metaphors (1)	Old cartoons (1)
Influence of TV on American	Multi-cultural classics that help	Old movies (1)
Society (1)	make up pop-culture (1)	Silly bands (1)
James Bond (1)	Old Disney Channel Shows (1)	Take your umbrella or catch cold
Jimmy Walker (1)	Parenting trends (1)	(1)
Jinco Jeans (1)	Recreational activities (1)	Viral videos (1)
Justin Bieber (1)	Technology (1)	
The Lion King (1)	This survey covered a wide-range	
Michael Jackson jokes (1)	of pop-culture categories (1)	
Movies (1)	Trading cards (1)	
TV (1)	What do you believe in today? (1)	
Musical references (1)		
Nursery rhymes and folktales (1)		
Selfie (1)		
Sesame Street (1)		

Shows (1) Steal from rich and give to poor (1) VeggieTales (1) "What the Deuce?" (1) Will Ferrell related (1) YouTube (1)		