

# The influence of Hollywood product placements on cultural perceptions and teaching practices of preservice English teachers in China

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**Abstract:** This empirical study explores the influence of Hollywood product placements on cultural perceptions and teaching practices of preservice English teachers in higher education in China. Hollywood movies and TV series routinely use product placements as a tactic to blend commercial goals with compelling storylines, which could possibly influence the perceptions, and potential teaching practice of Chinese preservice English teachers. The purpose of this study is to determine the degree to which material culture in the form of product placement in Hollywood affects preservice English teachers' image of America, and their future teaching practice, altering their expectations and goals as well as how they view the West. The study uses a quantitative study method by means of an online questionnaire ( $N = 497$ ) and applies structural equation modelling to conduct data analysis. The results find notable significant relationships including those from food, architecture, transportation, and electronic devices to positive image of America, as well as architecture and transportation to potential teaching practice. The most prominent path is from image to teaching. However, certain relationships, including those from fashion to image and food to teaching, do not demonstrate statistical significance. These results contribute to the theoretical and practical understanding of how preservice English teachers see Hollywood's material culture, and how it affects their perception and possible teaching methods. The findings also demonstrate how preservice teachers' perceptions and educational approaches are shaped by Hollywood's material culture in the form of product placement, while simultaneously emphasizing the significance of integration of media literacy and upholding their cultural identity amidst these influences.

**Keywords:** product placement; impact; Hollywood; preservice English teachers

## 1. Introduction

Product placements and advertisements associated with entertainment media (Sharma and Bumb, 2022) have increased to an unprecedented degree thanks to the efforts of both movies and TV shows. In recent years, product placements have emerged as a pervasive strategy in Hollywood movies and TV shows (Li and Wang, 2015; Oba, 2016), intertwining commercial interests with narrative storytelling (Wang et al., 2016). This marketing technique involves integrating branded products or services into the content of entertainment media (Sharma and Bumb, 2022), often aiming to subtly influence consumer perceptions and behaviors (Patwardhan and Patwardhan, 2016). As a significant aspect of contemporary media consumption, product placements have garnered attention from scholars, marketers, and educators alike, particularly concerning their implications for audience interpretation and critical engagement.

Movies and television programs are frequently used to enhance instruction in English language classrooms, mostly viewed as a source of authentic language, a means of inspiring students, or a tool to provide information about different cultures (Yang and Fleming, 2013). The usefulness of audiovisual media as an educational resource in general is recognized by some scientific studies (Fernandez-Diaz and Sanchez-Giner, 2023), however audiovisual resources are still somewhat under-reached. Moreover, learners typically use mobile applications, websites, social media, and networking to communicate and interact in the target language. Movies and TV shows are a big part of students' lives, making the language learning process more enjoyable and entertaining (Sen et al., 2020). Unsurprisingly, they may prefer watching exciting or dramatic films or TV series to become more familiar with colloquial language; these are attractive solutions for learners who want to self-study and also entertain themselves (Zengin et al., 2015).

Hollywood movies and TV dramas are popular among English majors or preservice English teachers as both a type of entertainment and English learning resource in China. For them, understanding the dynamics of product placement in Hollywood is crucial not only for their professional development but also for their future classrooms. These future educators must navigate a media landscape where advertisements are seamlessly woven into the fabric of entertainment, challenging their students to discern between narrative and marketing motives. As role models and guides, preservice teachers will play a pivotal role in fostering critical media literacy among their students (Kellner and Share, 2019), enabling them to analyze and interpret the commercial elements embedded within the narratives they consume.

The purpose of the study on preservice English teachers' responses to product placement in Hollywood movies and television shows is to investigate how exposure to commercial brands and cultural artifacts in media influences their perceptions, attitudes, and potential teaching practices. Specifically, the study aims to examine how preservice teachers perceive product placement and its relevance to their future teaching, analyze the impact of these perceptions on their educational practices, identify the role of material culture in shaping educational experiences and teacher identities, and provide insights for teacher preparation programs that enhance awareness of media influence and promote critical engagement with cultural content. (For clarity, since it is not always possible to know definitively if a particular company or brand has paid to feature in a movie or TV series, here 'product placement' is used to mean any prominent display of consumer goods in media.) Ultimately, the study seeks to illuminate the complex relationships between media consumption, cultural influences, and educational outcomes for preservice English teachers, contributing to the body of literature that explores the intersection of media studies and education.

By examining their perceptions and interpretations, we can gain insights into how these future educators understand and respond to the intersection of media and marketing. This exploration is particularly relevant in an era where students are bombarded with media messages, making it essential for educators to equip them with the skills to critically analyze the content they engage with. Ultimately, this research seeks to contribute to the discourse on media literacy, highlighting the need for educators to address the implications of product placement within their teaching practices.

## **2. Literature review**

The study closes a gap in the literature examining how Hollywood material culture in the form of product placement affects Chinese preservice English teachers. Studies have been conducted on the effects of Hollywood on Chinese college students as well as youth in China and other nations. Few researchers concentrate on aspiring English teachers, and even fewer explicitly address how Hollywood material culture affects English majors' perceptions of America, and possible teaching practice in the future. Specifically, the statistical connections between material culture and possible teaching practices have not been explored in the literature that currently exists.

### **2.1. Hollywood movies and TV dramas as English studying resources**

Videos with both spoken and visual elements have the potential to be the most effective way to meet the needs of the Net Generation of students and to harness their learning preferences (Berk, 2009). The use of videos as teaching aids for digital generation has increased due to the considerably faster availability to Internet-based communications (Iu, 2021). There are various studies stating that watching movies and TV shows can help improve English study both at home and abroad (Mišćin and Mišćin, 2018; Sen et al., 2020; Vijayakumar et al., 2020; Yang, 2011; Zhou and Li, 2021). American television shows are seen as an authentic English language resource, and are used as a popular English study tool all around the world. With the introduction of Hulu, Netflix, and YouTube, American televisions are now more widely available; teachers all across the world utilize American TV shows in the classroom to boost student interest and introduce them to a range of English linguistic nuances (Kimball, 2018). English movies are used as media of teaching vocabulary and improving vocabulary mastery (Hestiana and Anita, 2022; Mahdilo and Izadpanah, 2017; Sari and Aminatun, 2021). English movies and TV programs are also used effectively to develop listening skills for English as a foreign language (EFL) learners (Metruk, 2019). English-language films have positive effects and can help pupils become more proficient speakers (Halawa et al., 2022). Learning media, such as English movie, has advanced significantly in a number of areas, including the enhancement of students' listening abilities (Saswandi et al., 2023).

The learning of language and culture can be promoted through purposefully chosen clips of films and TV series (Bonsignori, 2018). As in many other countries, American movies and TV dramas can often be used as resources for both English teaching and learning in China (Li and Wang, 2015). Non-English college students' intercultural competence can be improved with the help of English films and TV series (Zhou and Li, 2021). English majors also choose movies and TV dramas to study English, have fun, relax, and/or for learning about American culture and society.

### **2.2. Materialism and consumerism in Hollywood**

Television and the internet are the best media for reaching children and youth with marketing messages (Ghosh and Gaur, 2020). The pervasiveness of consumerism and commercialization in nearly every facet of culture is a fundamental characteristic of modern life (Kasser, 2006). The findings of research by Muneer and Munir (2020) indicate that excessive TV viewing has been shown to have a substantial impact on

viewers' perceptions of materialism and to increase materialism. American films are typically more orientated toward commercial value (Messerlin and Parc, 2020).

The form of consumerism has changed in today's digital age, with the prevalence of online streaming platforms like Netflix and Amazon (Borborah and Das, 2021). Hence, "Long-term exposure to images of U.S. television endorsing consumerism may make viewers place materialism in the midst of their value systems" (Su, 2011). American Dream, for example, is related to the materialistic values which are presented by television and films (Cengiz, 2023). Selvanayagam and Rehman (2019) points out that consumerism films, television and advertising are sources of external materialistic pressures. They further state that the development of media technology is a motivator that drives consumers to increase consumption levels and desires leading to various degrees of impact on the continuum of lifestyle.

Television with its unmatched advertising appeal, drives Americans into a culture of upscaling and buying products for social status (Kim, 2022). The classic movies, such as *Beauty and the Best* and *Brave Little Toaster*, that kids grow up seeing may have something to do with the consumerist culture that adults find themselves engaging in (Jorgensen, 2018). One research study shows that modern urban living in Pakistan is negatively impacted by consumer culture, where people are deceived by the ostentatious displays of commercial goods and the entertainment sector (Irum and Yaqoob, 2018).

### **2.3. Product placement in Hollywood**

Brand-name products are inserted into movies, television shows or video games, known as product placement, a subtle form of advertising (Bereska, 2013). The expansion of the movie business has given marketers more chances to impose their brand through product placement in motion pictures. Without realizing it, viewers are exposed to brands, logos, and promotional messages while enjoying entertainment (Sharma and Bumb, 2022). In the early 1920s, product placement made its debut in Hollywood with advertisements for cigarette, beer, cola, and car makers (Hackley et al., 2008). The most significant contemporary placement occurred with the release of *ET* in 1982 and in "*Back to the Future*" (1985), Pepsi and the DeLorean automobile were the two most prominent commercial placements (Rovella et al., 2015). Chen and Wang (2016) found that the product categories with the most exposure in top-grossing Hollywood movies from 2001 to 2012 are vehicles, electronic equipment, and media and entertainment. Media is one of the main forces driving consumerism, particularly the advertising industry (McNaught, 2021).

In both Hollywood and Bollywood film industries, the most common method of product placement is by visual means, which involves exposing a brand in a scene by displaying its logo or trademark, usually portrayed in a neutral manner (Subba, 2019). Product placement is not usually done by marketers, but sometimes by movie and show creators who incorporate product placement into their projects, hence influencing consumerism (McNaught, 2021). Zhu et al. (2022) finds that product placement is a successful marketing tactic that draws in young people in China and influences their purchase choices. One research study on comparing the techniques of product placement in Hollywood, Pakistani and Indian movies shows that viewers

have a more favourable perception concerning brand placement in Indian and Hollywood films comparing to Pakistani movies.

#### **2.4. Media's role in education**

Media spectacle at present is influencing civilization, societies, and even our identities and beliefs globally (Dominguez, 2019). Movies are an important source of common knowledge which is used by people to make most decisions in their everyday life (Resnick, 2018). Media can be utilized to promote education and social progress (Dominguez, 2019). Students can comprehend language in realistic circumstances when watching movies as teaching and learning tools, since they may examine how the language is used and draw connections between words and images (Fussalam et al., 2019). Everyone acknowledges that the media has the ability to influence attitudes and ideas. Filmmakers—particularly screenwriters—use heroes to uphold the ideals they hold dear and the villains to disparage the ideals they detest (Resnick, 2018). Not only for English study, movies and TV dramas are also used for teaching a variety of disciplines. Movies encourage introspection, engage the effective domain, and connect experiences to learning, and among other things, movies can teach compassion, self-reflection, and empathy (Shankar, 2019). Faculties should consider what subjects might benefit from the usage of movies, and they must select the film to be screened and compile a selection of appropriate films (Shankar, 2019).

Film watching was found to be an effective tool for preservice teachers to alleviate boredom and stress, refresh attention spans, foster critical thinking, promote intercultural competence, and cultivate openness to diverse cultures and perspectives, thereby enhancing the academic learning process through a fun and engaging approach aligned with critical pedagogy (Lee, 2019). TV series and movies play a significant role in cultivating intercultural communicative competent for preservice English teachers in Turkish EFL context (Çakır, 2022). Being critically aware of media is not going to occur overnight for preservice English teachers in Columbia, and it ought to be a consistent practice alongside teacher education programs (Dominguez, 2019). TV series, movies and videos in English are recognized as utilitarian motivational drives for preservice English teachers to study English in challenging circumstances (Zadorozhna and Datskiv, 2022). More research is required to better understand how the TV program can encourage philosophical thoughts in the education of aspiring English teachers (Lasekan, 2021). Media literacy education (MLE) is a significant skill in 21st century to promote critical inquiry, and one research studies on how teacher education programs are implementing MLE. The results show that preservice teachers appreciate MLE as a pedagogy that encourages critical thinking, builds curriculum linkages, cultivates their technological pedagogical content knowledge, and facilitates their technology and media integration ability (Redmond, 2019). There are a few studies concerning integration of media literacy in preservice teaching education in China. For example, in order to improve pre-service and in-service teachers' abilities to coordinate different modalities and increase pedagogical efficacy in China, it is beneficial for teacher education programs to incorporate course modules on multimodal pedagogies, such as films, TV series and new broadcasts (Peng, 2019). One study suggests that pre-service teachers in China should make better use of social

media as a teaching aid in the future (Xu et al., 2024).

## **2.5. Conceptualization**

According to critical theorists, American movies and TV dramas can promote the flourishing of consumer culture and mass consumption (Gundle, 2020), to encourage audiences to buy consumer items (Liao and Huang, 2021) and to induce impulsive purchasing, in order to stimulate economy, consume the product surplus and meanwhile shape the country image (Kim et al., 2012). From a materialistic point of view, food, fashion, architecture, transportation, and electronic devices are routinely depicted and become an integral and natural part of the media. The following literature review focuses on the above five factors in material culture.

Product placement is everywhere in Hollywood movies and TV dramas. Viewers were more likely to want to experience the food or restaurant brands if they were featured in Hollywood movies (Haripersad, 2018). For example, McDonalds and Pizza Hut appear from time to time. Scenes can be interwoven with products, such as drinking Coca-Cola as part of the storylines (Sharma and Bumb, 2022), as well as coffee brands (Subba, 2019). Fashion has been recognized as a crucial part of Hollywood, linking the prestige of high fashion with celebrities and film stars (Pesce, 2022). As a result of digital technologies and innovation, fashion in films has created various form of expressions, art branding and contact with communities, which opens a novel way to link fashion brands with the new consumers' behaviors and desires (Soloaga and Guerrero, 2016). Architecture belongs to the study of material culture (Buchli, 2020), and Hollywood movies project particular location images and myths of cities such as Paris, which form stereotypes and are universally shared and accepted by consumers (Gkritzali et al., 2016). Automobiles have always been a recurring occurrence in American road movies (Nowell et al., 2016). In television dramas such as *Gossip Girl*, the rich, upper-class characters prefer their own vehicles or taxis, and seldom take public transportation (Gürocak, 2023). Product placement has become an increasingly important way to promote products, including electronic devices. Apple is currently focusing more on product placement and increasingly uses this strategy to enhance consumer purchase intention annually (Khan et al., 2016).

In order to demonstrate the efficacy of brands as a soft power instrument, it is imperative to note that through advertising, brands have the initial capacity to shape the national image (Barinova, 2019). Barinova also points out that the Soft Power 30 index is thought to be the most thorough and comparable evaluation of soft power worldwide, and the survey data in the index covered luxury items (fashion), technology products (electronic devices), and cuisine (food). Food, drink and fashion can contribute to an attractive national image (Olins, 2005). The way food is portrayed in TV dramas can have a big impact on how people view their country (Kim et al., 2012). Brands of McDonald's, Coca-Cola and Apple (electronic devices) in popular culture affect audiences' perceptions of America (White, 2021). Fashion is related to national image in shaping brand America (Anholt and Hildreth, 2010). Hollywood has a significant influence on what people wear on a regular basis, as evidenced by the blending of popular culture and fashion (Cunningham, 2016). It is the same with other countries too. For example, fashion collections in fashion show promotions help

spread the image of Italy as a fashion country as well as France (Pinchera and Rinallo, 2022).

As far as architecture, the symbolism of modern architecture is based on national and cultural distinctions, which necessitate constant innovation in architectural form. The promotion of consumerism and fashion, which operate not just locally but globally through the efforts and inventions of celebrities with the backing of theorists, critics, and the media, was deeply ingrained in architecture (Atto, 2008). The vehicle embodied national identity, such as vehicles of General Motors and Ford (Wollen and Kerr, 2002). It is evident that all of the James Bond films in Hollywood use a lot of car models, which are essentially part of a commercial placement agreement between James Bond films and numerous auto manufacturers (Khan et al., 2016), which provides an image of America with fast luxury cars and high quality of life.

Therefore, the research question is proposed as follows:

How does exposure to product placement in Hollywood influence preservice English teachers' perceptions and potential teaching practice?

Based on the above literature of product placement's influence on national image, Hypothesis 1 and its sub-hypotheses are proposed as follows:

Hypothesis 1: Product placement significantly impacts the national image of America.

Hypothesis 1.1: Food significantly impacts the national image of America.

Hypothesis 1.2: Fashion significantly impacts the national image of America.

Hypothesis 1.3: Architecture significantly impacts the national image of America.

Hypothesis 1.4: Transportation significantly impacts the national image of America.

Hypothesis 1.5: Electronic devices significantly impact the national image of America.

Hollywood movies have a significant influence on how people view American culture since they are watched all around the world. Brands are carefully incorporated into these movies through product placement, which quietly affects how audiences perceive America. Important factors of food, fashion, architecture, transportation and electronic devices are major fields for product placements in Hollywood. It is very urgent to know whether these factors exert influence on the perceptions of preservice English teachers, namely the national image of America in this study. Every culture revolves on food, and American cuisine is both varied and significant. American food manufacturers' product placement has the power to either create new perspectives on American food culture or confirm preconceived notions. International trends are frequently influenced by American fashion. American fashion firms' product placement can highlight American style and have an impact on global fashion trends. From skyscrapers to famous landmarks, American architecture is recognizable and frequently represents American strength and inventiveness. These links can be strengthened by the product placement of American real estate or architectural firms. The open road and automobiles are frequently linked to American culture. American automakers' product placement can strengthen this connection and emphasize how crucial freedom and mobility are to American culture. Electronic gadgets are essential to contemporary living. American electrical brands' product placement can highlight

the advantages and convenience of American technology. These five factors quite likely to influence the perceptions of preservice English teachers on national image of America.

Since preservice English teachers would more likely to enter into teaching profession after graduation, it is quite possible that product placement in Hollywood might influence their future teaching practice, Hypothesis 2 and Hypothesis 3 are proposed as below:

Hypothesis 2: Product placement significantly impacts the potential teaching practice.

Hypothesis 2.1: Food significantly impacts the potential teaching practice.

Hypothesis 2.2: Fashion significantly impacts the potential teaching practice.

Hypothesis 2.3: Architecture significantly impacts the potential teaching practice.

Hypothesis 2.4: Transportation significantly impacts the potential teaching practice.

Hypothesis 2.5: Electronic Devices significantly impacts the potential teaching practice.

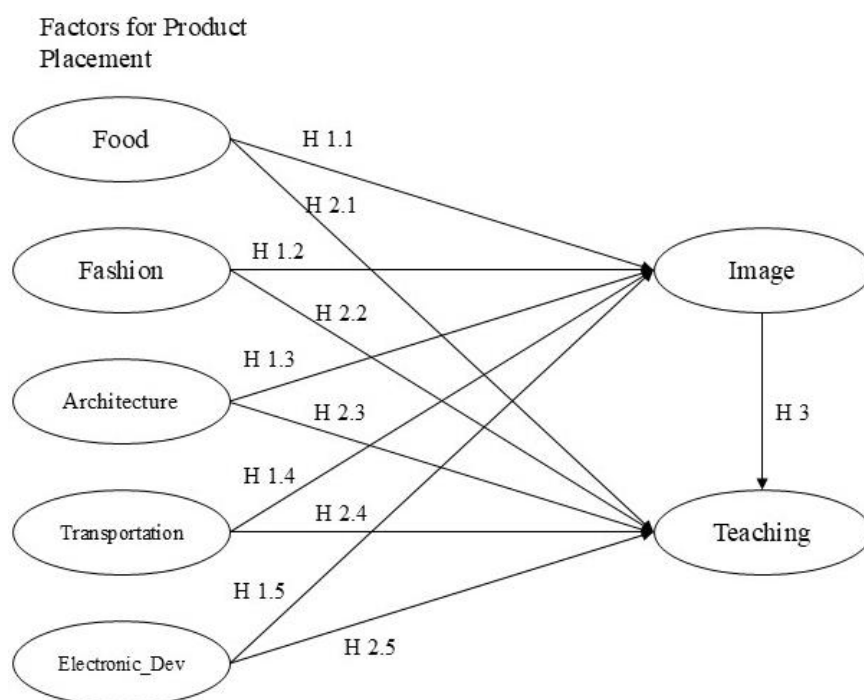
Preservice English teachers' potential teaching practice in the future might be influenced by the specific product used in Hollywood movies and TV dramas. These aspiring teachers may unconsciously, directly or indirectly, include these brands and items into their teachings as a result of their exposure to them. Product placement of food brands can affect how English teachers teach language, culture and cuisine. For instance, if a teacher is exposed to a particular brand of fast food, they might analyze the effects of fast food on society or use it as an example in a lesson about American culture. The fashion companies that are presented in product placement have the power to affect how English teachers instruct their students in the latest fashion. If a teacher is familiar with a particular fashion company, they may highlight the environmental effects of fast fashion or use it as an example in a lesson about fashion trends. Product placement's use of various architectural style can have an impact on how English teachers instruct their students in architecture. For example, if a teacher is exposed to a particular architectural style, they might explain how architecture affects urban planning or compare it with Chinese style of architecture. Types of cars and vehicles in product placements have the power to affect how English teachers instruct their students on transportation. If a teacher is exposed to a particular automobile brand, they might use it as an example in a lesson about car culture or compare it with Chinese brands of cars of new energy. Product placement of various electronic gadgets might affect how English teachers teach their students in most advanced technology. They might show preferences unconsciously towards a particular brand of smartphone that they are exposed to in Hollywood films or TV series.

Hypothesis 3: Image of America significantly impacts the potential teaching practice.

Preservice English teachers' perspectives and teaching practice may be impacted by how Hollywood portrays American culture, society and morals through product placement. Teachers may subconsciously include these idealized or stereotypical depictions of America into their teachings after being exposed to them, which could result in a skewed or insufficient grasp of American society.

The above conceptual framework and hypotheses are shown in **Figure 1**.





**Figure 1.** Parth model of hypotheses.

**Figure 1** Demonstrates the conceptualization of the research that illustrates the relationships between factors for product placement, image of America and potential teaching practice.

### 3. Methodology

#### 3.1. Research design, sampling method and data collection

This study is an integral part of the research group's larger project. The study uses a model that the authors developed and devised and follows a quantitative research design. The study focuses on English majors in Chinese universities in the Guangxi Zhuang Autonomous region by using purposive sampling. Data from 497 English majors who enrolled at seven universities in Guangxi Zhuang Autonomous Region in China are used in this study. The selected universities are all local institutions situated in various cities within the province of Guangxi and have comparable academic standing. Nearly all of the English majors in these institutions' foreign language schools received training and education to teach the language in the future, the majority in middle school, while others in elementary or high school. Participants have to provide their informed consent for their data to be handled in a way that protects their identities after being advised of their rights regarding anonymity. The study intends to uphold participant confidence and ensure the accuracy of the data collected by doing this. By more closely matching the sample to the study's objectives, this approach seeks to more accurately represent the target population of a particular interest (Andrade, 2021) and improve the rigor and dependability of the study's data and conclusions (Campbell et al., 2020). One researcher distributed an online survey to English majors at her university and other universities that agreed to take part. Participants received an explanation of the study's

objectives and subjects and gave their consent for their data to be used anonymously.

### **3.2. Instrument**

To collect data, a web-based online questionnaire was made available. The goal of the questionnaire section focused on in this study was to shed light on the behavior and potential teaching practice of preservice English instructors with relation to the material cultural factors that are shown in Hollywood films and television shows. The questionnaire is based on the conceptual framework previously stated which is a structural equation model (SEM) that investigates how different factors—such as food, fashion, architecture, transportation and electronic devices—affect two outcomes: image of America and potential teaching practice. For each factor, the questionnaire includes items that directly evaluate the specific aspect of the factor. For the two outcomes, items were set to measure the constructs of image and teaching. There are 7 dimensions among the constructs this study was concerned with. Five dimensions are included in material culture, which are food (7 items), fashion (8 items), architecture (4 items), transportation (4 items), and electronic devices (4 items). The rest of the constructs are image of America (8 items) and potential teaching practice (6 items). All the 41 items of the questionnaire are designed on a scale of 5-point Likert, with 5 denoting strongly agree, 4 agree, 3 neutral, 2 disagree, and 1 strongly disagree.

### **3.3. Data analysis**

Both AMOS 26.0 and SPSS 26.0 are utilized to examine the data. The reliability test of internal consistency is assessed using Cronbach Alpha. There are two steps of the study: step one is to examine the reliability and validity of the latent variables of the measurement model; step two is to estimate the structural equation model in order to analyse the correlations between the latent variables and test the hypotheses.

The validity and reliability of the measuring model are evaluated to guarantee its quality. Cronbach's Alpha (CA) and Composite Reliability (CR) are two metrics that quantify reliability and guarantee consistent measurements. Good construct reliability and internal consistency are indicated by a CR of 0.7 or higher and a CA of 0.7 or higher, respectively. Validity guarantees reliable measurement of constructs and is evaluated using the Heterotrait-Monotrait Ratio (HTMT) and Average Variance Extracted (AVE). An AVE of 0.5 or higher indicates good convergent validity, while an HTMT of less than 0.90 suggests good discriminant validity. By examining these key metrics, we can determine the overall quality of our measurement model.

The model fit test is used in the second phase of structural equation modeling evaluation to ascertain whether the proposed structural equation model is suitable for the data. To analyze the data, the MLE method is employed.

## **4. Results**

### **4.1. Descriptive data analysis**

497 English majors who entered in the fall semesters of 2019, 2020, 2021, and 2022 at seven universities in Guangxi, China, provided the data used in this study.

With numbers 433 and 64, respectively, nearly nine out of ten (87.1%) of the respondents are female and 12.9% are male. Postgraduates and students enrolled in three-year programs make up 3.6% and 5.0% of the population, respectively, whereas undergraduates make up 91.4% of the sample and the majority of respondents. The number of students that enrolled in university was 164 in 2022, 134 in 2021, 130 in 2020, and 69 in 2019. With 88.9% of the responses coming from Guangxi, other Chinese provinces account for the remaining 11.1%.

#### 4.2. Reliability assessment

In order to assess the reliability of the study, CA coefficients are calculated as well as variance and mean by use of SPSS version 26.0 as a data analysis tool. **Table 1** presents the CA coefficients, variance and mean for various constructs related to material culture depicted in Hollywood films and TV dramas, image of American and potential teaching practice. The CA coefficients, which assess the internal reliability of the scales, are all above the threshold of 0.70, indicating high reliability for each construct. The coefficients of CA range from 0.857 for transportation to 0.943 for teaching, which suggests that the indicators are consistently measuring the intended constructs, with teaching demonstrating the highest level of internal consistency. In terms of variance, which measures the dispersion of responses around the mean, varies from 0.688 to 0.922. Electronic devices have the highest variance (0.922), indicating a greater spread in students' responses for this construct, which suggests that there is more variability in how different students perceive the representation of electronic devices in Hollywood films and TV dramas. On the other hand, teaching has the lowest variance (0.669), indicating more consistent responses among students regarding the depiction of teaching. The mean scores for the indicators range from 3.167 to 3.659, indicating generally positive evaluations across all constructs. Specifically, the indicator of food has the highest score (Mean = 3.659), suggesting that students perceived food as a prominent aspect of material culture in these media. Conversely, electronic devices received the lowest mean score (Mean = 3.167), but it still reflects a positive perception.

**Table 1.** Mean, variance and Cronbach alpha of each construct.

No.	Indicators	Mean	Variances	Cronbach alpha
1	Food	3.659	0.779	0.885
2	Fashion	3.603	0.688	0.926
3	Architecture	3.397	0.712	0.874
4	Transportation	3.244	0.791	0.857
5	Electronic Devices	3.167	0.922	0.904
6	Image	3.538	0.73	0.927
7	Teaching	3.557	0.669	0.943

#### 4.3. Measurement model

Prior to assessing the structural model, confirmatory factor analysis (CFA) is conducted to evaluate the proposed measurement model (**Figure 2**) in order to ascertain whether the measurements of a construct align with the researcher's

understanding of the construct's nature (Hair et al., 2019), and to make sure the model fits the data. The MLE approach is used to examine the model. AMOS 26.0 is utilized as a tool of data analysis.

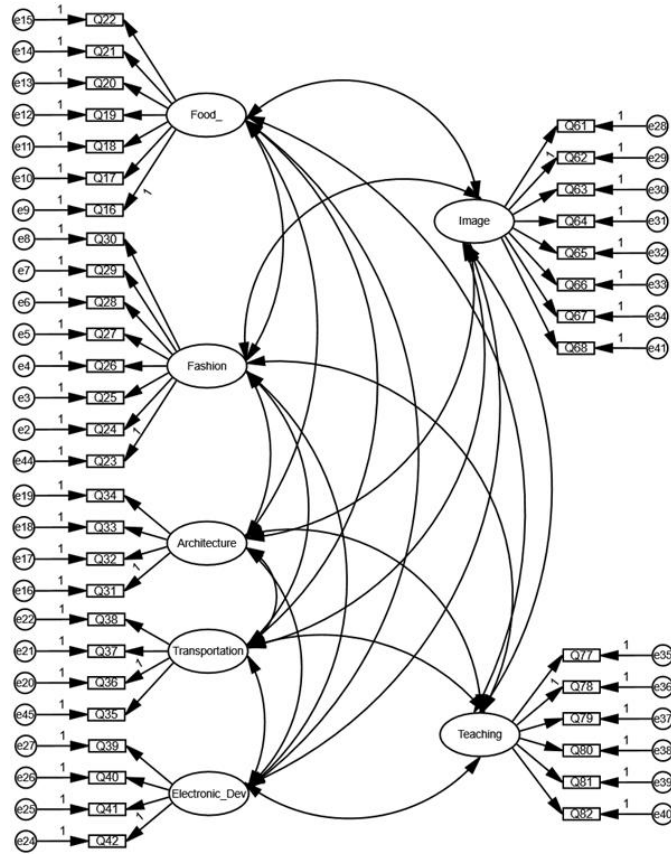


Figure 2. CFA model.

After doing CFA, it displays the measurement model's output. According to Hair et al. (2019), all of the measured constructs' indicator loadings (standardized regression weights) should be greater than the threshold value of 0.708. After calculation of the CFA model twice, Q16, Q19, Q38, Q65 and Q 37 are deleted from the model due to low factor loading of the item (less than 0.708). In **Table 2**, the findings of CFA analysis present a good level of model fit assessment to data (chi-square = 1603.369,  $p < 0.001$ ,  $df = 573$ , chi-square/ $df = 2.798$ , GFI = 0.843, AGFI = 0.817, CFI = 0.930, TLI = 0.923, IFI = 0.930, RMSEA = 0.060, SRMR = 0.047).

As reported in **Table 2**, all standardized factor loadings are significant ( $p < 0.001$ ), ranging from 0.710 to 0.914, which satisfy the criteria of 0.708, implying sufficient interpretation of the derived factors and the validity of indicators. The indicator Q36 in transportation (factor loading, 0.914) has the highest indicator-explained variance value of 0.842 ( $=0.914^2$ ), while the indicator Q18 in food (factor loading, 0.710) has the smallest explained variance of the indicator at 0.504 ( $=0.710^2$ ). The squared multiple correlation (SMC) of each construct satisfies the criteria since both the lowest and maximum variance values are significantly higher than the cutoff of 0.5 (in **Table 3**).

**Table 2.** CFA model fit assessment.

Model Fit index	Standard	Research model	Conclusion
CMIN	The smaller the better	1603.369	
df	The bigger the better	573	
CMIN/df	1–3 good, 3–5 acceptable	2.798	good
Goodness of Fit Index (GFI)	>0.8 acceptable, >0.9 good	0.843	acceptable
Adjusted Goodness of Fit Index (AGFI)	>0.8 acceptable, >0.9 good	0.817	acceptable
Root Mean Square Error of Approximation (RMSEA)	<0.1 acceptable, <0.08 good	0.060	good
Root Mean Residual (SRMR)	<0.08	0.047	good
Tucker-Lewis Index (TLI)	>0.8 acceptable, >0.9 good	0.923	good
Incremental Fit Index (IFI)	>0.8 acceptable, >0.9 good	0.930	good
Comparative Fit Index (CFI)	>0.8 acceptable, >0.9 good	0.930	good

**Table 3.** Measurement model assessment.

Latent variable	Item	Unstd.	S.E.	t value	p	Std.	SMC	CR	AVE
Food	Q17	1.003	0.063	15.88	***	0.713	0.509	0.835	0.559
	Q18	0.868	0.055	15.82	***	0.710	0.504		
	Q20	0.972	0.057	17.09	***	0.762	0.580		
	Q21	1.014	0.056	18.06	***	0.801	0.643		
	Q22	1				0.750	0.563		
Fashion	Q23	1.012	0.052	19.51	***	0.781	0.610	0.933	0.634
	Q24	1				0.796	0.634		
	Q25	0.992	0.050	19.96	***	0.795	0.631		
	Q26	1.051	0.050	20.81	***	0.819	0.671		
	Q27	1.011	0.052	19.46	***	0.780	0.608		
	Q28	1.037	0.052	20.07	***	0.798	0.636		
	Q29	1.031	0.050	20.82	***	0.820	0.672		
	Q30	0.93	0.048	19.55	***	0.782	0.612		
Architecture	Q31	1				0.718	0.516	0.876	0.640
	Q32	1.166	0.065	18.03	***	0.842	0.711		
	Q33	1.136	0.067	16.86	***	0.787	0.617		
	Q34	1.136	0.063	18.12	***	0.847	0.716		
Transportation	Q35	0.976	0.034	28.89	***	0.900	0.826	0.902	0.823
	Q36	1				0.914	0.842		
Electronic Devices	Q42	1				0.858	0.735	0.906	0.707
	Q41	1.048	0.040	26.1	***	0.898	0.808		
	Q40	0.901	0.042	21.62	***	0.798	0.637		
	Q39	0.968	0.044	21.91	***	0.805	0.647		

**Table 3.** (Continued).

Latent variable	Item	Unstd.	S.E.	t value	p	Std.	SMC	CR	AVE
Image	Q61	1				0.764	0.584		
	Q62	0.879	0.051	17.22	***	0.736	0.541		
	Q63	0.967	0.050	19.22	***	0.807	0.652		
	Q64	1.065	0.052	20.36	***	0.847	0.717	0.924	0.636
	Q66	1.055	0.052	20.23	***	0.842	0.709		
	Q67	0.999	0.054	18.44	***	0.780	0.609		
	Q68	0.926	0.049	18.96	***	0.798	0.637		
Teaching	Q77	1				0.820	0.672		
	Q78	1.052	0.043	24.33	***	0.879	0.772		
	Q79	1.061	0.044	24.03	***	0.872	0.760	0.943	0.734
	Q80	1.057	0.045	23.43	***	0.858	0.736		
	Q81	1.029	0.044	23.19	***	0.852	0.727		
	Q82	1.084	0.046	23.37	***	0.857	0.734		

Note: \*\*\* means  $p < 0.001$ . Source: from the author.

Convergent validity is conducted through evaluation of composite reliability (CR) and average variance extracted (AVE). The CR values in the study of food (0.835), fashion (0.933), architecture (0.876), transportation (0.902), electronic devices (0.906), image (0.924), and potential teaching practice (0.943) are well above the required minimum value of 0.708. The AVE values of food (0.559), fashion (0.634), architecture (0.640), transportation (0.823), electronic devices (0.707), image (0.636), and potential teaching practice (0.734) are above the recommended threshold value of 0.50 (Hair et al., 2019). The convergent validity is believed adequate (Table 2) given the tight relationship between the measures of the same construct.

**Table 4.** Discriminant validity (HTMT results).

	Food	Fashion	Archi.	Trans.	Elec. Dev.	Image	Teaching
Food	1						
Fashion	0.891	1					
Archi.	0.679	0.750	1				
Trans.	0.454	0.555	0.781	1			
Elec. Dev.	0.388	0.462	0.635	0.655	1		
Image	0.736	0.705	0.653	0.441	0.487	1	
Teaching	0.669	0.664	0.656	0.407	0.472	0.490	1

Note: Archi. = architecture; Trans. = transportation; Elec. Dev. = electronic devices.

In order to assess the discriminant validity of the model, the study adopts an approach proposed by Henseler et al. (2015) based on the multitrait-multimethod matrix, named the heterotrait-monotrait ratio of correlations (HTMT). If the HTMT

value is less than 0.90, discriminant validity has been confirmed between the two reflective constructs. After calculation, the highest HTMT ratio is in the correlation of food - fashion (0.891), and the lowest ration is food – electronic devices (0.388). Both the highest and lowest HTMT ratios are well below the threshold of 0.90, indicating the measurements of different constructs are unrelated. The discriminant validity is considered adequate (presented in **Table 4**).

#### 4.4. Model fit assessment for SEM validation

The purpose of SEM was to investigate the hypotheses and assess the suitability of the suggested conceptual framework. The findings show that the model fits the data well (chi-square = 163.369,  $p < 0.001$ ,  $df = 573$ , chi-square/df = 2.798, GFI = 0.843, AGFI = 0.817, CFI = 0.930, TLI = 0.923, IFI = 0.930, RMSEA = 0.060, SRMR = 0.047) (presented in **Table 5**).

**Table 5.** Evaluation of the structural model.

Criterion	Standard	Research model	Conclusion
Std.	>0.7 good	0.710~0.914	good
SMC	observed variable: >0.5	0.504~0.842	good
	latent variable: 0.670 substantial, 0.333 moderate, 0.190 weak	0.609~0.782	moderate and substantial
CR	>0.7	0.835~0.943	good
AVE	>0.5 good, 0.36~0.5 acceptable	0.559~0.823	good

#### 4.5. Path analysis

**Table 6.** Results of SEM path analysis.

Hypo.	Path	Unstd.	S.E.	t value	p	Std. ( $\beta$ )	Decision
H 1.1	Image ← Food_	0.514	0.112	4.583	***	0.499	Accepted
H 1.2	Image ← Fashion	0.055	0.119	0.468	0.640	0.053	
H 1.3	Image ← Archi.	0.307	0.103	2.986	0.003	0.269	Accepted
H 1.4	Image ← Trans.	-0.132	0.058	-2.270	0.023	-0.156	
H 1.5	Image ← Elec. Dev.	0.169	0.042	3.990	***	0.201	Accepted
H 2.1	Teaching ← Food_	-0.057	0.090	-0.632	0.527	-0.057	
H 2.2	Teaching ← Fashion	0.061	0.090	0.680	0.496	0.060	
H 2.3	Teaching ← Archi.	0.281	0.082	3.429	***	0.255	Accepted
H 2.4	Teaching ← Trans.	-0.130	0.046	-2.838	0.005	-0.160	Accepted
H 2.5	Teaching ← Elec. Dev.	0.033	0.033	0.992	0.321	0.041	
H 3	Teaching ← Image	0.731	0.059	12.464	***	0.755	Accepted

Note: \*\*\* $p < 0.001$ , Hypo. = hypothesis, Archi. = architecture, Trans. = transportation, Elec. Dev. = electronic devices.

Among the eleven estimated path coefficients, altogether seven are statistically significant: four paths are significant at the 0.001 level, two paths are significant at the 0.01 level, and one path are significant at the 0.05 level. The results are demonstrated in **Table 6** and **Figure 3**. The statistically significant relationships are discovered on the paths of food to image ( $\beta = 0.499$ ,  $t = 4.583$ ,  $p < 0.001$ ), architecture to image ( $\beta$

= 0.269,  $t = 2.986$ ,  $p = 0.003$ ), transportation to image ( $\beta = -0.156$ ,  $t = -2.270$ ,  $p = 0.023$ ), electronic devices to image ( $\beta = 0.201$ ,  $t = 3.990$ ,  $p < 0.001$ ), architecture to teaching ( $\beta = 0.255$ ,  $t = 3.429$ ,  $p < 0.001$ ), transportation to teaching ( $\beta = -0.160$ ,  $t = -2.838$ ,  $p = 0.005$ ), and image to teaching ( $\beta = 0.755$ ,  $t = 12.464$ ,  $p < 0.001$ ). The relationships are not discovered to be significant at the 0.05 level or lower level on the paths of fashion to image, food to teaching, fashion to teaching, or electronic devices to teaching. H 1.1, H 1.3, H 1.4, H 1.5, H 2.3, H 2.4, and H 3 are supported, since these seven paths are significant at 0.001, 0.01 or 0.05 level. H 1.2, H 2.1, H 2.2, and H 2.5 are denied, because these four paths are insignificant statistically.

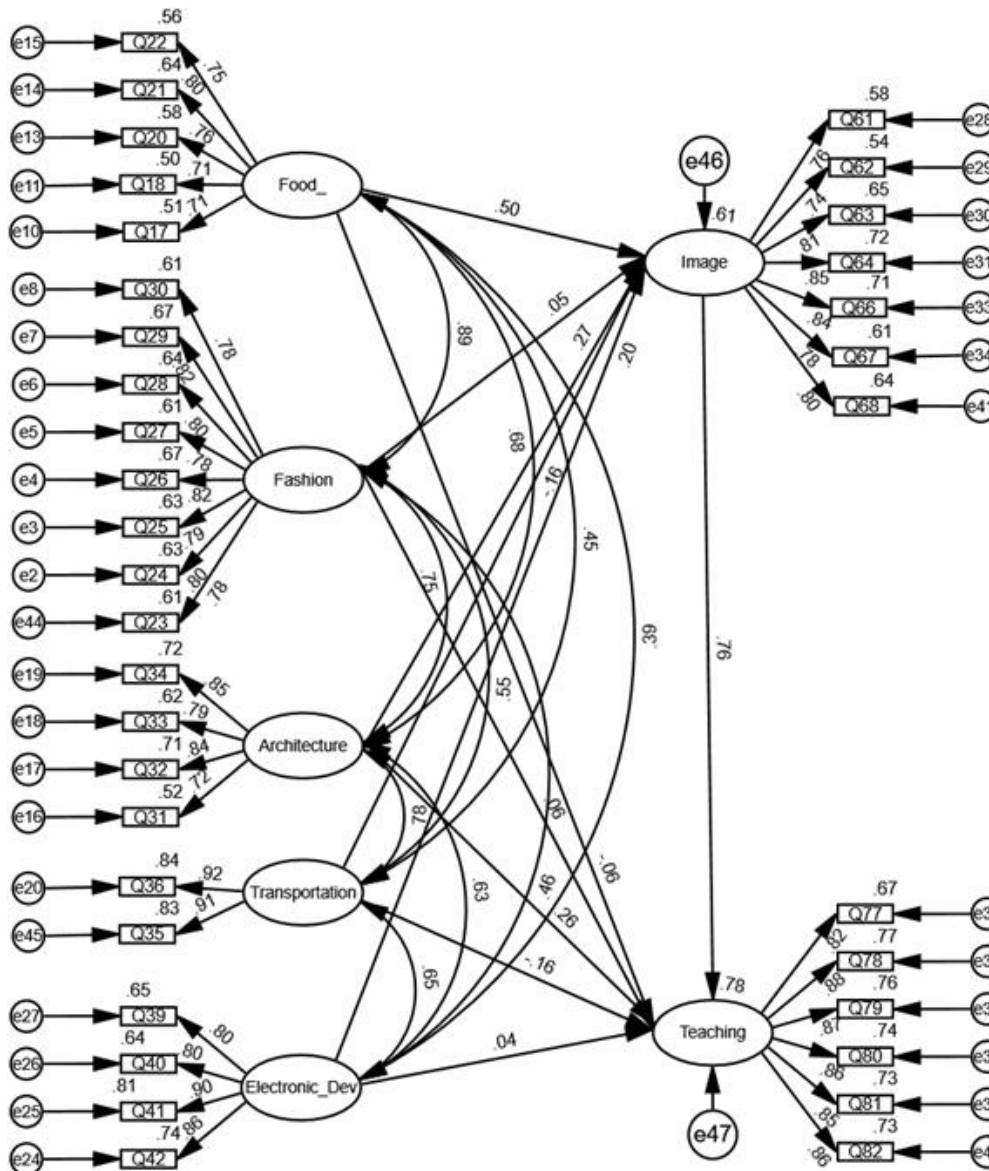


Figure 3. Results of SEM analysis.

#### 4.6. Indirect and total effect

Table 7 demonstrates the results of indirect effect and total effect of the research model. Three paths of significant indirect effect of food on teaching ( $\beta = 0.377$ ,  $p = 0.012$ ), architecture on teaching ( $\beta = 0.203$ ,  $p = 0.025$ ), and electronic devices on



teaching ( $\beta = 0.152, p = 0.006$ ) are found via the mediator of behavior. Four paths of the total effect of food on teaching ( $\beta = 0.320, p = 0.003$ ), architecture on Teaching ( $\beta = 0.458, p = 0.003$ ), transportation on Teaching ( $\beta = -0.278, p = 0.012$ ), and electronic devices on teaching ( $\beta = 0.192, p = 0.005$ ) are discovered statistically significant. The indirect effect of fashion on teaching ( $\beta = 0.040, p = 0.654$ ) and transportation on teaching ( $\beta = -0.118, p = 0.077$ ) through the mediator behavior, and the total effect of fashion on teaching ( $\beta = 0.100, p = 0.461$ ) are insignificant considering the  $p$  value over 0.05.

**Table 7.** Results of indirect and total effect.

Relationship	Indirect effect	$p$ value	Relationship	Total effect	$p$ value
Food-image-teaching	0.377	0.012	Food-teaching	0.320	0.003
Fashion-image-teaching	0.040	0.654	e-teaching	0.100	0.461
Archi.-image-teaching	0.203	0.025	Archi.-teaching	0.458	0.003
Trans.-image-teaching	-0.118	0.077	Trans.-teaching	-0.278	0.012
Elec. Dev.-image-teaching	0.152	0.006	Elec. Dev.-teaching	0.192	0.005

(Archi. = architecture, Trans. = transportation, Elec. Dev. = electronic devices)

## 5. Discussions and implications

### 5.1. Discussions

The results of this research provide significant insights into the impact of material culture in the form of product placements in Hollywood films and TV shows on perceptions and potential teaching practice of preservice English teachers. Among the eleven path coefficients examined, seven show statistically significant relationships, indicating that these factors play a crucial role in shaping perceptions and influencing teaching effectiveness. The results also reveal significant insight into how various factors influence teaching outcomes through direct and indirect pathways, highlighting the complex interplay between different elements and their effects on teaching, with some factors showing notable direct and indirect impacts, while others exhibit minimal influence.

Product placement of food in Hollywood movies and TV dramas positively and significantly shapes the image of America for Chinese preservice English teachers, influencing their perceptions of American culture and lifestyle. The finding coincides with previous research that portrayal of food in TV drama can significantly influence national image (Kim et al., 2012), and is also consistent with the study that brands of Coca Cola and McDonalds influence country image of America (White, 2021). When familiar brands, such as fast-food chains, appear in educational materials, they highlight aspects of American consumer culture. This exposure can foster admiration for American lifestyles, often associating these brands with ideas of convenience, quality, and status. However, it may also lead to stereotypes, reinforcing a one-dimensional view of America as a consumerist society. Consequently, while these product placements can enhance cultural understanding and spark interest in American English, they also necessitate a critical examination of the complexities of American identity beyond the commercial facade.

The product placement of electronic devices, particularly brands like Apple, in Hollywood movies and TV shows significantly influences the perceptions of Chinese preservice English teachers, often framing America as a country of cutting-edge technology. The finding is consistent with previous study that famous product brand such as Apple in popular culture influences national image of America (White, 2021). While this portrayal can create a positive image of American culture as cutting-edge and aspirational, it also raises critical questions about the implications of such representations. This focus on high-tech consumerism can overshadow the complexities of American society, such as socioeconomic disparities and the ethical concerns surrounding technology. Furthermore, it may lead educators to adopt a narrow view of American identity, reducing it to a series of brand associations rather than a rich tapestry of diverse experiences and values. As these preservice teachers navigate their roles as cultural ambassadors, it is crucial for them to engage critically with these representations, fostering a deeper understanding of the interplay between media, consumer culture, and the multifaceted nature of identity in a global context.

Western architecture and interior design profoundly shape the image of America for Chinese preservice English teachers, often idealizing American values such as innovation, freedom, and individualism. The finding is consistent with a previous study that monumental architecture in Hollywood movies creates a lavish and luxurious image (Pool, 2018), and a study that architecture is associated highly with national identity (Atto, 2008). Iconic buildings and contemporary interiors serve as symbols of cultural prestige and modern living, contributing to a perception of America as a land of opportunity and creativity. However, this admiration can also lead to a superficial understanding of American society, overlooking issues like social inequality, urban decay, and cultural homogenization. Additionally, the emphasis on aesthetic appeal may overshadow the historical and cultural contexts that inform architectural choices, reducing complex narratives to mere visual symbols. While Western architecture and design can inspire admiration, it is crucial for preservice teachers to critically engage with these images, recognizing both the allure and the underlying complexities of American culture.

The portrayal of Western brands of vehicles and transportation in Hollywood movies and TV shows can negatively impact the image of America for Chinese preservice English teachers by promoting a limited and often unrealistic view of American culture. These representations frequently emphasize luxury, speed, and individualism, reinforcing stereotypes that associate American identity with wealth and a car-centric lifestyle. Consequently, preservice teachers may internalize an image of America that prioritizes consumerism and privilege, leading to misconceptions that may be reflected in their teaching. To foster a more balanced view, it is essential for preservice teachers to critically engage with these images and understand the complexities of American culture beyond consumer brands, and help students develop a more comprehensive understanding of the United States.

When examining the impact on teaching, architecture and transportation play significant roles. The positive effect of architecture on teaching indicates that potential teaching practice could ultimately be influenced by the Western style of constructions and interior design. Exposure to Western architecture innovative design can encourage preservice teachers to think critically about their own house environments. They may

integrate what they have watched about western architecture into their teaching design and practice. On the other hand, transportation's negative impact on teaching often presents a stark contrast, as it tends to reinforce notions of consumerism, inequality and economic imperialism. It highlights that Western brands of automobiles no longer exhibit positive influence on future teaching practice of preservice English teachers, which might signal that domestic brands of automobile slowly earn more attention of young people than western products and possibly take up more of the future market.

The path from the perceived image to teaching outcomes reveals a particularly strong positive relationship. Many preservice teachers may idealize American culture as a model of modernity, leading to an emphasis on teaching American norms that can overshadow local contexts and relevance. While exposure to American culture can enrich the curriculum, it also risks cultural imposition, potentially creating disconnects with students who may struggle to relate to the content. The availability of American educational resources and technology can enhance teaching practices and encourage a more global perspective, helping students see English as a global language. Still, this requires careful balancing with local language and cultural education to ensure that the teaching remains relevant and meaningful to students. Striking a balance between embracing new ideas and respecting local traditions will ultimately benefit their teaching and their students' learning experiences.

The indirect influence of food, Western architecture and interior design, and brands of electronic devices in Hollywood movies and TV dramas on teaching practices, particularly through the mediator of behavior, highlights a complex interplay between cultural representation and classroom dynamics. These elements often shape students' perceptions and expectations, influencing their engagement and participation in learning environments. This influence can be double-edged; reliance on such representations may inadvertently reinforce stereotypes or narrow definitions of success and culture. To navigate these challenges, preservice teachers should critically engage with these media portrayals, fostering discussions that unpack the behaviors they evoke and promoting a more inclusive understanding of cultural diversity and technological engagement in the classroom.

In terms of total effects, food, architecture, transportation, and electronic devices each show significant total impacts on teaching, providing both opportunities and challenges. On one hand, food brands, western architecture and interior design, and brands of electronic devices in Hollywood movies and TV dramas have a strong positive total effect. These cultural elements can serve as accessible touchpoints for discussing themes of consumerism, identity, and globalization in the classroom, making lessons more relatable and engaging for students. Additionally, the depiction of electronic devices can facilitate conversations about technology's role in communication and social dynamics. However, it is crucial for preservice teachers to navigate these influences critically, as reliance on popular culture may risk oversimplifying complex cultural narratives or perpetuating stereotypes. By adopting a reflective approach, preservice teachers can leverage these elements to foster deeper cultural awareness and critical thinking among their students, ensuring that lessons resonate meaningfully while addressing broader societal implications. In addition, preservice teachers must critically assess the representations of transportation in media, encouraging students to question and analyze the broader societal implications

while fostering a more nuanced understanding of real-world issues related to mobility and infrastructure.

This research enriches the literature on material culture in the form of product placements by illustrating how elements like food, architecture, and electronic devices influence perceptions and teaching practices of preservice English teachers in China, emphasizing the need to explore their nuanced interactions with teaching practice. The findings highlight the importance of integrating discussions about external factors, such as those presented in Hollywood media, into teacher preparation programs, helping preservice teachers recognize how cultural influences shape their effectiveness. Additionally, the study encourages interdisciplinary research that links media studies, education, and sociology, opening avenues for comprehensive investigations into the intersection of media influence and education.

## **5.2. Implications**

The findings of this research underscore several important implications for teacher preparation programs, particularly regarding the critical engagement with media representations among preservice English teachers. First, there is a pressing need to incorporate media literacy into teacher training curricula. As the study indicates, product placements in Hollywood films and TV shows significantly shape perceptions of American culture, which can lead to both admiration and stereotypes among preservice teachers. By integrating media literacy components, teacher education programs can equip future educators with the tools to critically analyze media content, recognizing the complexities of cultural representation. This approach can help preservice teachers understand the implications of consumer culture and encourage them to facilitate classroom discussions that challenge superficial narratives. Such critical engagement can empower teachers to foster a more nuanced understanding of cultural identity in their students, promoting critical thinking and awareness of media influence.

Additionally, the research highlights the necessity of balancing American cultural content with local contexts in teaching practices. Preservice teachers may idealize American material culture as a model of modernity, potentially leading to cultural imposition in their classrooms. Therefore, teacher preparation programs should emphasize the importance of contextualizing American cultural elements within the broader spectrum of global cultures, including local traditions and values. Educators should be trained to create curricula that reflect the diverse realities of their students while incorporating relevant aspects of American material culture in a way that resonates with local experiences. This balance can help prevent disconnects between the content and students' lived realities, fostering an inclusive learning environment that respects and values cultural diversity.

Lastly, the implications extend to the need for ongoing professional development focused on media and cultural studies for in-service teachers. As the media landscape continues to evolve, educators must stay informed about the changing dynamics of product placement and cultural representation. Professional development programs can provide opportunities for teachers to engage in critical discussions about media literacy and its application in the classroom. By fostering a community of practice,

teachers can share experiences and strategies for navigating the challenges posed by media portrayals, ultimately enhancing their teaching effectiveness. Such initiatives can also support teachers in addressing stereotypes and misconceptions that arise from media consumption, enabling them to promote a more comprehensive understanding of cultural identity among their students. In summary, integrating media literacy, balancing cultural content, and providing ongoing professional development are essential steps in preparing preservice English teachers to navigate the complex interplay between media consumption, cultural representation, and educational outcomes.

### **5.3. Limitations and future study**

There are various limitations to the study that may influence its findings. Firstly, limited sample sizes and a lack of diversity among preservice teachers may make it difficult to accurately reflect larger viewpoints on the use of product placement and material culture in the classroom. Future studies should aim for larger, more diverse samples to ensure a more accurate representation of viewpoints regarding product placement and material culture in educational settings.

Furthermore, the study only records responses at one specific moment in time, thus it might not account for long-term shifts in attitudes or methods of instruction. Future studies could employ a longitudinal design to track changes in attitudes and instructional methods over time, providing a more comprehensive understanding of these dynamics. Additionally, incorporating repeated measures at multiple intervals would allow researchers to identify trends and shifts that may not be captured in a single snapshot.

Additionally, the study might not adequately reflect how quickly technology is changing in society. The study may also fall short in addressing the rapidly evolving role of technology in education and how it interacts with material culture. Without longitudinal data, determining the sustained impact of product placement on teaching practices is challenging. This limitation highlights the need for future research that continuously assesses the integration of technology in education as it evolves. By adopting a dynamic approach that considers both technological advancements and cultural shifts, researchers can better understand the ongoing influence of product placement on teaching practices.

Finally, focusing studies on preservice teachers may obscure the viewpoints of experienced educators, who may react differently to product placement. Future research should include a broader participant pool that encompasses both novice and experienced teachers to capture a more comprehensive understanding of reactions to product placement in education.

## **6. Conclusion**

The study's conclusions shed important light on how preservice English teachers' attitudes, perceptions, behavior and future teaching practice are influenced by commercial placement in Hollywood media. The study emphasizes how material culture has a significant influence on English majors' perceptions of American culture as well as their prospective teaching strategies. Preservice teachers might have a better

understanding of the ramifications of consumerism and materialism in their future classrooms by acknowledging the complex relationship between media use and educational outcomes. This knowledge is essential for encouraging students to engage critically with the material they are teaching them and for developing a more nuanced understanding of cultural identity.

The study also emphasizes how important it is that media literacy be given top priority in teacher preparation programs and that American cultural components be placed in a global context. Preservice teachers must strike a balance between these influences and regional customs and beliefs as they negotiate the challenges of mentioning American material culture in their curricula. In order to create inclusive learning settings that connect with students' lived experiences and deepen their awareness of many cultural contexts, it is imperative to maintain this dual focus. Teacher training programs have the potential to minimize cultural imposition and advance a more equal approach to education by providing aspiring educators with the critical analysis and reflection skills necessary to evaluate the media they consume.

To sum up, this research has implications that transcend beyond preservice teacher education and emphasize the necessity of continuing professional development for in-service teachers. Teachers need to be aware of how media depictions are evolving and how that can affect pupils as the media landscape changes more. By working together to debate and exchange best practices in media literacy, educators can become more effective and more equipped to deal with misconceptions and stereotypes derived from popular culture. Researchers and educators can help optimize learning environments in culturally relevant ways by keeping an eye on the intersection of media, culture, and education. This will ultimately enhance the educational process for students and provide them with a better understanding of the complexity of identity and representation in the contemporary world. Future studies should prioritize larger and more diverse samples of preservice teachers to better reflect broader perspectives on product placement and material culture in education. Incorporating longitudinal designs and repeated measures would allow researchers to track shifts in attitudes and instructional methods over time, providing a deeper understanding of these dynamics. Additionally, including experienced educators in the research would enrich insights into how different teaching backgrounds influence reactions to product placement in educational settings.

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