

THE EFFECTIVENESS OF USING MULTIMEDIA MATERIALS IN TEACHING CULTURE TO EFL LEARNERS

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Abstract. the qualification paper is dedicated to teaching culture through multimedia tools to EFL learners. Therefore, it tends to analyze the methods of teaching culture in initial stages and determine the more efficient ones. The core purpose of this thesis is to suggest more appropriate ways of teaching culture so the seventh-grade pupils assimilate the language easily, without any troubles. The theory was proving that the researcher used multimedia tools in teaching learners to learn language and culture.

Keywords: *approach, language acquisition, multimedia tools, competence, communicative competence, culture, cultural awareness.*

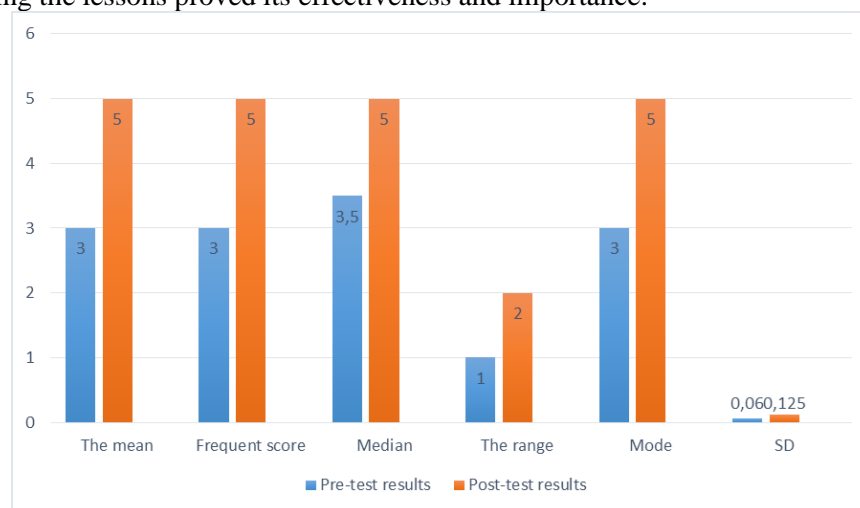
Culture is an abstract notion that refers to the collective set of common values, norms, attitudes, and practices among various social groupings. Diverse social groupings have different cultures, yet all social groups have a set of shared behaviors and principles that make up their culture.

Integration of culture into language teaching is, by no doubt, a requirement to pass on general humanistic knowledge. If successful integration takes place, the foreign and/or second language learners of English or any other languages will be able to act flexibly and sensibly along the lines of cultural norms that they encounter within the target language culture. In doing so, English language learners get to assume the role of a comparative ethnographer and fully comprehend the role of their own identity during this comparison between their own culture and the target culture [1]. In doing so, English language learners get to assume the role of a comparative ethnographer and fully comprehend the role of their own identity during this comparison between their own culture and the target culture. Repeatedly, the main point has been that students' interest in the target culture should be cultivated and maintained at a level in which the students are actively engaged in the material, merely because intercultural competence will make them more aware of their own culture, as well as the target culture.

Cultural awareness is necessary for developing learner's understanding of the dynamic nature of the target and learner's own culture. From methodological point of view, teachers must adopt systematic and structured approach as the learners benefit most when the lessons and the cultural aspects of language teaching are well planned and developed. Culture learning assessment is a part of learning process and provides important feedback to learners as well as to teacher. Teacher helps learners to express and respond to their cultural learning experiences. Learners move through the stages of learning cycle building skills, developing cultural behavior, discovering cultural explanation. The teacher's role in the learning cycle is crucial as it can to a great deal influence learner's attitude towards culture learning [2]. In our opinion, to help students transition into another culture, teachers should share their own cultural experiences with them. It is clear that the instructor plays a key role in helping his students develop a sense of their cultural heritage. Multimedia instruction creates the opportunity for learners to improve their learning effectively. Only under the background of effective education we can use advanced educational theory and fulfill the target of English teaching by utilizing modern education technology reasonably [3] Multimedia lessons offer students the opportunity to effectively improve their learning process. Only through effective education can we apply advanced educational theory and achieve the goal of teaching English through the wise use of modern educational technology. The major aim of employing multimedia tools in language instruction is to encourage and motivate the learners to express their interest in learning the English language. It can be a useful strategy to include them in language acquisition in a non-native English-speaking situation [4]. Depending on the information and resources that are available, language teachers should create a conducive environment for teaching English.

Language and cultural knowledge of the target culture are needed to teach culture in a foreign language (FL) classroom, as well as the pedagogical skills to incorporate these into daily lessons. In order to transition from the traditional, teacher-centered approach to a new dynamic and learner-centered practice, more emphasis should be placed on culture teaching methods in FL teacher education. In the classroom selected for the testing, we used TV, monitor, laptop, audio and animation films: clips from movies and cartoons and other multimedia tools, and below is the before and after result of the class. Multimedia can be used in a variety of ways, both separately and in layers, to help students understand academic material better. For those learning a language, audiobooks are ideal. It is possible to compare social norms across historical eras using song files and music videos. Using various forms of multimedia effectively can help a teacher give their students a deeper understanding of the material.

In accordance to these below illustrated marks the mean, mode, frequent score, median, the range and SD also have climbed significantly which shows the research's success. Besides, the methods which researcher used while conducting the lessons proved its effectiveness and importance.



To summarize, multimedia is a future-oriented form of learning English. Improving conditions in schools, result in having well-equipped classroom enabling using various forms of multimedia. Currently, there are many students that need motivation in learning and as they are surrounded by multiple stimuli every day, they have to learn in the same way. Teachers need to realize that they need to go away from traditional teaching and use the tools that involve different senses. The effectiveness of using multimedia materials to teach culture to EFL classes in secondary schools was the focus of the study that was conducted. In both theory and practice, the researcher worked on the exact thesis. At the end of the study, it has been concluded that multimedia technique increased the academic success of students in social studies lesson compared to the traditional classroom.

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