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

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**Annotation:** In this article I focused on investigate how well multimedia resources can be used to teach culture to English as a Foreign Language (EFL) learners. This study explores how multimedia resources—like films, podcasts, interactive platforms, and digital storytelling—improve EFL students' cultural competency in light of the emerging awareness that language acquisition encompasses more than just grammar and vocabulary.

**Key words:** EFL (English as a Foreign Language),Cultural competence , Multimedia resources, Authentic materials , Cultural immersion, Nonverbal communication

## INTRODUCTION

English's function as a worldwide language has greatly increased in today's interconnected globe, going beyond simple language communication. It acts as a link between many cultures, necessitating both intercultural awareness and language proficiency. Therefore, in order to improve students' communicative and cultural competency, teaching English as a foreign language (EFL) should incorporate cultural training in addition to grammatical rules and vocabulary growth.

Many EFL courses continue to use traditional methods of cultural education in spite of this necessity, which frequently lack authenticity, engagement, and relevance to students' everyday lives. The use of multimedia resources, including documentaries, animations, podcasts, films, and digital simulations, provides creative and engaging ways to educate culture in order to solve this problem. By exposing students to authentic cultural practices, beliefs, and social conventions, these resources offer rich and engaging content that can improve their comprehension and interpretation of the target language. Real-World Application of Cultural Knowledge: To build the connection between theory and practice, teachers must create opportunities for students to utilize language in actual cultural contexts. Project-based learning, cultural immersion courses, or conversations with native speakers can all help achieve this.

However, teachers can use a range of multimedia resources, including documentaries, podcasts, movies, and even virtual exchanges, to expose students to

real-world English usage in various cultural contexts in a classroom setting where they might not have direct access to English-speaking communities.

Using realistic multimedia materials that depict language use in culturally relevant circumstances is one of the best methods to impart culture in an EFL classroom. These products allow learners to experience English as it is used by native speakers in real contexts, rather than isolated grammar drills or textbook exercises.

TV series and films: For instance, the humor and social interactions in sitcoms like Friends and The Office represent American culture. Students can learn about American comedy, social mores, and conversational dynamics by watching snippets or entire programs.

For instance, the British period drama Downton Abbey highlights social etiquette, formal speech, and class divisions in Britain. This stands in stark contrast to American cultural standards, providing ample information for conversations of coman interactive program like Duolingo, which combines cultural information about the target language with vocabulary and grammatical instruction, could be used by a student. To encourage the learner to consider the social values ingrained in the language, the app might, for example, provide information about the customs surrounding Spanish bullfighting or the cultural significance of the Day of the Dead. This method fosters a greater awareness of the interwoven nature of language and culture by connecting language instruction to authentic cultural contexts. 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 earners 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. [1]

Multimedia resources can put culture in perspective, giving students a better grasp of the connections between language and customs, cultural behaviors, and social norms. Beyond only terminology, a movie depicting an American Thanksgiving celebration or a British afternoon tea, for instance, might provide insight into social behaviors and cultural values. Multimedia also aids in the improvement of speaking and listening abilities. Multimedia can be an effective method for teaching cultural content to EFL learners, as evidenced by several studies and case studies conducted in classrooms. These studies show that, depending on the situation, the needs of the

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[1] Choudhury, R. U. The role of culture in teaching and learning of English as a foreign language. Express, an International Journal of Multi Disciplinary Research

students, and the educational strategy used by teachers, multimedia use can have both advantages and disadvantages.

Herron et al. (2002) conducted a noteworthy case study that examined the use of actual video materials to teach French culture to university-level EFL students. In contrast to those who merely used textbook explanations, the researchers discovered that pupils who saw video clips of actual French social interactions gained a more profound and sophisticated comprehension of cultural customs. The study highlighted the importance of contextual and visual signals, which are sometimes lacking in written texts and include gestures, facial expressions, and ambient surroundings. These components improved students' understanding of the nuances of cultural behavior, such as proper greetings, formality levels, and nonverbal communication.

## DISCUSSION

The study's findings demonstrate the enormous potential of multimedia resources to improve cultural instruction in EFL classrooms. The results demonstrate that multimedia can significantly improve learners' access to, engagement with, and retention of cultural content. Multimedia can assist close the gap between theoretical cultural knowledge and actual cultural experiences by exposing students to authentic cultural materials including music, movies, documentaries, and digital storytelling. This supports the widespread belief in the literature that true linguistic competence requires an integrated approach and that language and culture cannot be separated (Kramsch, 1993).

## CONCLUSION

This study demonstrates how multimedia may greatly improve the teaching of culture in EFL classes when used thoughtfully and intentionally. It fosters not only linguistic accuracy but also intercultural sensitivity and understanding by giving students a chance to experience language as it exists and functions in authentic social circumstances.

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