

The Effect of Multimedia Instruction on Students' Learning of the British Culture

أثر التدريس بالوسائط المتعددة في تعلم الطلاب للثقافة البريطانية

Imen Aggoun*, Laboratory of Phonological and Lexical Studies and Research ,
Algiers -2- University, Algeria.

i.aggoun@univ-alger2.dz

Kamel Khaldi , Algiers -2- University , Algeria.

Khakam@gmail.com

Date of receipt:(20/01/2020) , Date of revision: (13/04/2021), Date of acceptance : (20/06/2021)

Abstract :

The paper presents an overview of a research on teaching British culture using multimedia. The purpose of this study is to find out the effect of using multimedia materials on students' learning, motivation, and their retention of the British cultural knowledge. To this end, an experiment of two equivalent groups was designed, one of the groups is experimental and the other is control; each of them consists of thirty three (33) students. Same lessons were given to two different groups in different ways; one through using multimedia technology, while the other group through lecturing and discussion technique. Both groups were subjected to pre and post tests. The study used a quasi- experimental design to assess the effectiveness of multimedia material by measuring students' British cultural knowledge and their perceptions of the content taught in one semester, in addition to the amount of knowledge retained after one year.

The analyzed results support our initial hypotheses that first year undergraduate students, over the course of one semester, can significantly improve their overall British cultural knowledge, they are more motivated and interested compared to students belonging to the traditional classroom and more importantly because of these materials students memorized well and could retain a good amount of the cultural knowledge acquired in the classroom.

Keywords : Culture, Instruction, Learning, Motivation, Multimedia, Retention.

ملخص :

يقدم هذا المقال نظرة عامة حول موضوع بحث عن تدريس الثقافة البريطانية باستخدام الوسائط المتعددة. الغرض من هذه الدراسة هو معرفة تأثير استخدام الوسائط المتعددة على تعلم الطلبة، الحافز، وقدرتهم على الاحتفاظ/تذكر المعرفة المكتسبة حول الثقافة البريطانية. تحقيقاً لهذه الغاية، تم تحديد مجموعتين؛ كل واحدة منهما تتكون من ثلاثة وثلاثون (33) طالباً. تم إعطاء نفس الدروس لكلا المجموعتين بطريقتين مختلفتين. الأولى، من خلال استخدام مواد الوسائط المتعددة، في حين مع المجموعة الأخرى تم من خلال إلقاء المحاضرات وأسلوب النقاش. تعرضت كلتا المجموعتان لاختبارات قبل وبعد المعالجة. استخدمت الدراسة تصميم شبه تجريبي لتقييم فعالية مواد الوسائط المتعددة من خلال قياس المعرفة الثقافية البريطانية للطلبة وتصوراتهم حول المحتوى الذي تم تدريسه في فصل دراسي واحد، بالإضافة إلى مقدار المعرفة المحتفظ بها بعد عام واحد.

نتائج البحث تدعم فرضياتنا الأولية بأن طلاب السنة الأولى، على مدار فصل دراسي واحد، يمكن أن يحسنوا إلى حد كبير معرفتهم حول الثقافة البريطانية، أصبحوا أكثر تحفيزاً واهتماماً مقارنة بالطلاب الذين ينتمون إلى الصف الدراسي التقليدي والأهم من كل هذا قدرة الطلاب على الاحتفاظ وتذكر كمية جيدة من المعرفة الثقافية المكتسبة خلال الفصل الدراسي. الكلمات المفتاحية: الثقافة، التعليم، التعلم، التحفيز، الوسائط المتعددة، التذكر.

*Auteur correspondant: Imen Aggoun, Email: i.aggoun@univ-alger2.dz

INTRODUCTION:

Up to this time, there is a wide disagreement on how to teach culture in a foreign language classroom. Teachers always are looking for effective teaching methods that allow language teachers to teach culture in ways that motivate and enhance students' learning. Multimedia, this educational technological wave, allows teachers to combine text, graphics, animation, sound and others in one piece; to present different types of highly complicated cultural concepts for their students in a more comprehensive way. Thus, the present study seeks to evaluate the effects of the usage of multimedia on students' British cultural knowledge and on their perceptions; through developing classroom sessions in which multimedia materials can be integrated, in order to fully exploit their benefits for students. These sessions made use of different audio-visual aids. This study attempts to demonstrate that multimedia materials afford a better and deep understanding of the cultural content.

1.1 Problem:

Multimedia has been incorporated in many fields and setting: in conferences, class lectures, trainings, and distance education courses. However, for a long time in Algeria very little research had been undertaken to investigate the effectiveness of multimedia in the field of teaching British culture. Most of the information available is on the role of some technological teaching aids in teaching language or other subjects. Lack of such a study has left little information for teachers about the importance of multimedia materials in the classroom. Moreover, it is already known that the final goal of multimedia is to improve learning outcomes; so to debate whether its use improves the learning outcomes is useless without shedding light on several points that are related to multimedia as teaching materials like how, when and why these materials are used. Equally important, learning with multimedia must be assessed; it can be assessed by how much students recall the information presented (remembering). In short, this study was conducted with the assumption that the usage of multimedia materials would enhance students' British cultural knowledge, their perceptions and more importantly their retention of the acquired knowledge. The researcher would also like to establish how much effective is the use of such resources in enhancing students' British cultural learning.

1.2 Hypotheses:

For the sake of the present study and as a first step to answer our research questions, one has formulated the following three (03) hypotheses:

H1: Students who taught with multimedia materials (experimental group) will attain higher mean scores between in the posttest than students of the control group.

H2: The retention of students who were taught using multimedia materials is higher than of students taught traditionally.

H3: Students in the experimental group show good acceptance and welcomes the use of these materials.

1.3 Objectives

The objective of this research is

- To develop nine sessions in which multimedia visuals can be integrated, in order to fully exploit their benefits for students. These sessions will make use of different audio-visual aids through the technological devices available in the classroom. (Laptop, data show and speakers).
- Examine the teaching/learning situation of the British culture at the level of the first-year undergraduate students at Khenchela University.

- Figure out which aspects of British culture teachers should give much attention in order to increase the students EFL learning efficiency.

The underlying assumption that is embedded in our focus is that using multimedia materials can prove to be beneficial in the classroom in terms of affording a better understanding of the cultural content, attracting students' attention, enhancing and facilitating comprehension of the British culture, as well as increasing students' motivation and help them to memorize and retain the cultural knowledge acquired in the classroom, i.e., our final aims are:

- To raise students' interest level.
- To enhance their understanding and awareness of the British culture.
- To increase their retention of the content taught.
- To help them become analytical and critical.

1.4 Importance of the study:

As this study highly rely on the works of Richard Mayer on whether people learn better using multimedia (as opposed to just reading text). Though the number of subjects tested is small which lay groundwork for us to conduct similar tests on larger groups and on different subject matter. Furthermore, this research was conducted because of a gap which had been identified between teachers' need for effective and motivating method of teaching and actual performance in addition to the fact that the teaching of culture is highly neglected in Algeria. Thus, the importance of the subject study is a result of the following issues:

- It would contribute greatly to the body of literature by examining the effectiveness of multimedia in teaching British culture.
- It helps to expand the knowledge and ideas about multimedia materials as teaching tool and will provide insight into teachers and students views about these materials. Such insights would help teachers to recognize effective teaching resources.
- It encourages the use of multimedia in the University environment.
- This work allows reaching a simplified strategy which aims to lead to easy understanding of the cultural content.
- The findings help make recommendations to these materials that could improve the teaching/learning process at university.

2. Theoretical Background:

Teaching and learning culture to foreign or second language students may not be a novel topic, as it has been a matter of considerable interest to language teachers; much has been written about the role of culture in foreign language instruction over the past four decades. Facing the challenges and requirements of the 21 century, and along with the fast development of technology; the field of culture teaching is ever changing. Newer ways of thinking about how we learn, teach, and acquire knowledge are appearing. The American Council on the Teaching of Foreign Language (ACTFL, 2013) noted that technology has been used to both assist and enhance language learning. It is now rare to find a foreign language class that does not use some form of technology. Furthermore, these "digital technologies are applied in higher education institutions in teaching/learning practices for a variety of purposes: ...multi-media presentations" (Hoadjili & Mehiri, 2014, p78); imposing a change in teaching ways from standing in front of the classroom, having only a blackboard and a chalk to using varieties of audio-visual materials in the classroom.

To achieve the ultimate goal of student learning of a foreign culture, it is important to select and use the appropriate teaching method, one which can make the classroom environment as stimulating and interactive as possible. Multimedia provides many choices; as making teaching interesting, creative and more productive in order to attract student attention. Multimedia attempts to stimulate more closely the conditions of real world learning, a world of multisensory, all at once experiences. (Heinich,R.et al, 1996, p 248).In Mayer's (2001, p41) words, the presentation of information through text, graphics, images, audio and video; provides a complex multi-sensory experience in exploring our world, and that this mixture of words and pictures increases the integration of a large amount of information.

2.1 Culture Teaching:

According to Kramsch (2013, p64), until the 1970's, culture was seen as the literacy or humanities component of language study and was associated with the grammar-translation method of teaching foreign languages. In the 70's and 80's, following the communicative turn in language pedagogy, culture became synonymous with the way of life and everyday behaviors of members of speech communities, bound together by common experiences, memories and aspirations. "If, in the early years of the 21st century, the globalized geopolitical landscape and the spread of computer-mediated technology have changed the nature and the role of culture in language teaching" (Risager, 2006; cited in Kramsch, 2013, p67). Many scholars have suggested different approaches to the teaching of culture as well as activities and techniques associated with them, most of them are learner-centred methodologies. Thus, it is the teacher's responsibility to offer guidance and a good setting where the student feels at ease to learn the language and its culture as suggested by Grazib (2006) who thinks that the teacher's role in the classroom has changed from a source of knowledge to a guide and facilitator, as it is one of the requirements of the 21st century classroom (Grazib, 2006, p217).

Learning foreign culture gives students a reason to study the target language because understanding culture makes studying foreign language more meaningful, since culture is an important aspect in foreign language learning. Radhika (2017, p17) believes that the study of culture can: Increase learners' curiosity and interest in understanding the target countries; help students become aware of conventions of behaviour in common situations in target culture, and lastly it creates awareness of cultural connotations of words and phrases in the target language. Many educators from the very early periods of 1950s up to now like stressed on the idea that understanding foreign culture and comparisons between cultures are a necessary component in foreign language learning. In support to the later idea, Radhika (2017, p18) claims that learning and understanding culture is seen as a comparative process in which learners are encouraged to be aware of their own culture and contrast it with the target culture. In result, students become critical observers of the foreign culture including their own due to the development of skills of analysis and interpretation.

2.3 Multimedia in Culture Teaching:

Generally speaking, multimedia means the "use of multiple forms of media in a presentation" (Schwartz & Beichner, 1999, p8). Multimedia comprises a computer program that includes "text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics" (Maddux, Johnson, & Willis, 2001, p253).

Whereas for culture, it should be learned in a cognitive way i.e. the teacher has to provide tools that make the students create their own experience the target culture; which makes them more interested in knowing more about the culture. The availability of technology resources at a teacher's disposal has made it easier for teachers to find culturally authentic materials (Bush, 2007, p727). The use of multimedia gives teachers various opportunities to create better instructional materials to teach the target culture effectively. Due to the fact that teaching culture has difficult aspects to be explained and learned, the integration of multimedia permits both teachers and students "to go beyond quick and superficial stops on the information highway and establish meaningful interactive learning scenarios" (Hellebrandt, 1996, p263).

Research exploring knowledge acquisition from multi-format sources has largely supported the effectiveness of multimedia relative to single-format learning (Brunyé, 2000, p918), in addition to its role in improving student's retention of the input. According to Marchetti and Cullen (2009), multimedia tools are approaches to help students' brains function better in relation to the information upon which they are required to work, and it is important to remember that all aspects of a classroom present perceived visual, audio and sensory stimuli to the student. They help learners remember & transfer their knowledge (Alfar, 2009).

In order to better understand how multimedia can make the learning process more effective through using images alone, videos alone, a combination of words (including both written and spoken text) and pictures (including static graphic images, animation and video), audios and visual presentations or the combination of all above; it is important to be aware of the basics of how the brain processes the information which is introduced differently. Firstly, using both words and pictures is more effective according to Mayer (2005), one of the leading researchers in the area of multimedia learning, in addition to other researchers like Sweller (2005), Adam and Chambers (1962) and Harber & Myers (1982); who explained that memory for pictures is superior to memory for words and this effect has been called the "Pictorial Superiority Effect". The use of both words and pictures makes the brain process more information in working memory (working memory can only handle small amounts of information which stays there for 20 seconds only before it has to be integrated into our long term memory or lost), which leads the brain to integrate the information into long term memory successfully. Furthermore, most studies on the roles of audio and visual presentations show that the combined use of the both systems results in more recall than visual only or audio only presentations. Cognitive psychology studies have shown that 94% of the information learned through the visual and auditory access, of which 88% is obtained through the vision, 12% through hearing. Believing that there are multiple channels in working memory (part of our brain), Baddeley (1992) proposes two channels (which takes the information to the working memory) an auditory channel which handles information that is heard, and a visual channel which processes information that is seen; using these multiple channels can increase the amount of information that the brain can process (Cited in Sweller, 2005, p23). According to Najjar (1996, p131) the dual coding of the information presented in two different modalities visual and auditory leads to an improvement in learning. Moreover, "students may gain more information from images than from texts" (Freedman, 2003, p15), because images are different from texts in the ways in which they interact with human cognition. It is very memorable, sensual and physical; they

attract us and make us want to look at them (Freedman, 2003, p 96). Lastly, the use of videos with their capability to present complex, dynamic social contexts and events can help students construct rich, dynamic mental models of the situations and allow them to draw more inferences than they could from mental models constructed from text or still pictures. Videos, for example, help students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative and feel more motivated. Many teachers use software programs in their classroom presentations, such as Powerpoint to include relevant pictures (and video) (Carney and Levin, 2002, p7).

4. The Role of Multimedia in Improving Retention:

The use of multimedia instruction in language classroom has many advantages, either in its single-format or multi-format, than a traditional class which uses blackboard and chalk. Mayer (2001) sees that multimedia represents a potentially powerful learning technology that is, a system for enhancing human learning. In support to the latter view, many researchers like Mayer, (2001) and others confirm the fact that multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to traditional lectures or study materials that do not use multimedia. Owing to the fact that they save time as validated by Harris & West (1993, p75), who claimed that multimedia are an efficient and effective means; they save time and may increase retention and mastery while involving the user in the learning process. This increase in comprehension and improvement in retention of the material can be during a class session or “at later testing times” (Mayer & Moreno, 1998, p312). And since it is the role of the teacher to make his/her students feel comfortable during the class time with the both the teaching materials and the methodology; students will perform well, feel confident and experience low anxiety. In addition to these benefits, visuals (including images, videos and animation) in general can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang agrees with these benefits and adds others such as promoting creativity, serving mental scaffolding and fostering aesthetic appreciation (Carney and Levin, 2002, p6).

In a nutshell, multimedia as a teaching resource, aid or tool in foreign language (FL) classes can facilitate the teaching/learning process and help with the acquisition of foreign culture in an inexpensive and fashionable way. These materials do not support the student only but also the teacher, to skip excessive explanations, make the lesson more interesting and save time.

3. EXPERIMENTAL :

3.1 Methodology:

This study took place in the department of English Language at Abbas Laghrour University in Khenchela, in the academic year 2017-2018 during one semester (First semester). For the purpose of this study, we opted for a mixed methods research, which aimed at raising students' interest level, enhancing their understanding, and increasing their retention of the cultural knowledge acquired in the classroom through integrating multimedia materials in the class. The rationale for using mixed methods in our research was to continuously look at our research questions from different angles, and clarify unexpected findings and/or potential contradictions. Moreover, It explores and describes both teachers' and students' opinions about the use of multimedia materials in the classroom. Furthermore, we opted for a quasi-

experimental design because the students were already divided into certain number of groups following an alphabetical order at the beginning of each new academic year.

3.2 Sample:

For the present study, we dealt with a sample of a hundred and twenty two (122) first year undergraduate students, from a total population of a hundred and seventy six (176) students of the English Language department at Khenchela University. The population of this study consisted of all first year undergraduate students (176 students who were divided into 4 groups). The sample for this study included thirty three (33) students from groups one (1) and two (1) who were in the experimental group, and thirty three (33) students from groups two (2) and three (4) who were part of the control group; without any random pre-selection processes.

3.3 Materials:

The following table presents the ten (10) lessons given to first year undergraduate students in the department of English Language at Abbas Laghrour University in Khenchela, during the first semester of the academic year 2017-2018 (13 sessions/ 19.5 hours).

Figure 1. Program of Culture and Civilization Module during the First Semester.

Lesson	Multimedia Device	Session's Time	Number
1. Introducing the Concept of Culture, its Characteristics and Components	(Traditional Lesson => No devices used)	1h 30mins	
2. General Introduction about UK	Video	1h30mins	5 mins 19 sec
	Images		
3. History of Invaders	PPT	3h	33 slides
4. Famous kings and Queens	PPT	3h	23 slides
5. Multiracial Britain	Video1	3h	4.27mins
	PPT		
	Video2		
6. Holidays, Festivals & Customs	PPT	1h30mins	17 slides
7. Food, Drinks & Food Habits	Video	1h30mins	1.59mins
	audio		
	Images		
8. The Educational System	Video	1h30mins	3.19mins
9. The Political System	PPT	1h30mins	21 slides
10. The Legal	PPT	1h30mins	13 slides

The previous table in Figure 1 presents details of lesson number six (06) in which Power point presentation was used. Including the titles sub-titles, slide number presented. The teacher adds any necessary information to the students if needed as it is showed in Figure 1

Figure 2. A Power Point presentation of Lesson Number 6



This figure (Figure 2) is a screen shot to show the teaching material selected and used by the teacher during the session which is Power Point (17 slides).

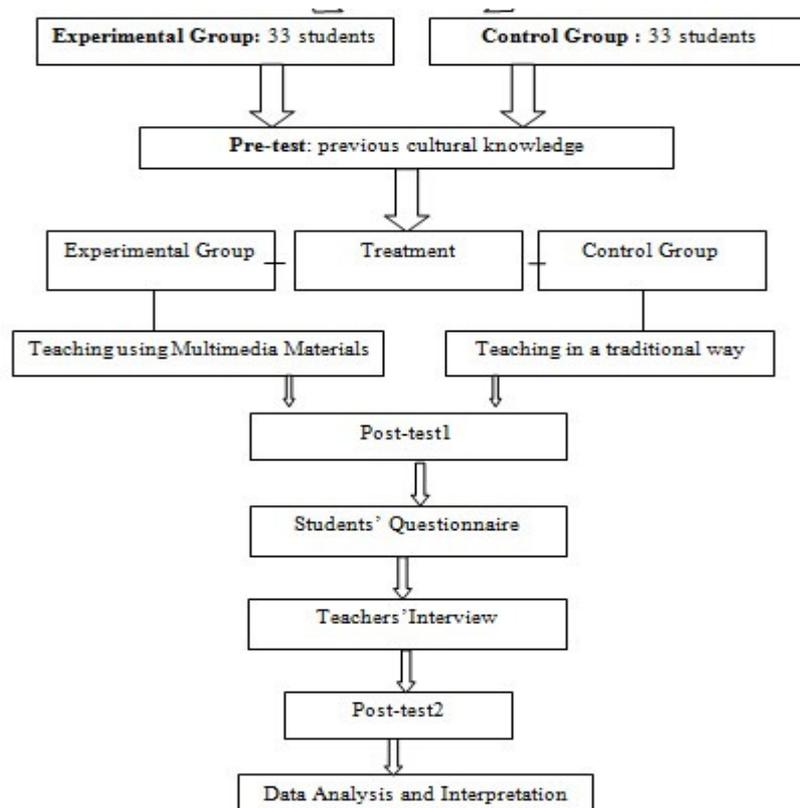
3.4 Procedure:

The most important and crucial aspect of any research is data collection, which provides answers to the questions under the study. The present study aimed at finding out the effect of using multimedia materials in teaching culture on students' retention. For this purpose, we had developed and used various instruments to assess both the amount of knowledge acquired, information recalled after some time, and the efficiency of multimedia materials used in the classroom through one semester.

One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation, i.e. the "use of two or more theories, methods, data sources, investigators, or analysis methods in a study." to examine the same phenomenon (Burns & Grove, 2003:515). The triangulation in this research consisted of pre/post tests, questionnaire and interview. The most important instrument was pre/post tests with students. The second most important was students' questionnaire. The interviews with university teachers were only an additional source of data for a more broadly based analysis.

a- Pre & Post Test: The aim behind pre-test and post-test was to measure students' cultural knowledge, and to address their perceptions of the British culture. These two tests were given to both control and experimental groups students. Schematic of research design followed for carrying out this experiment is presented in figure 3 given below:

Figure 3. Schematic Presentation of the Research Design



We have followed the following steps:

- A pre-test was administered to both the experimental group and the control group to test students' previous cultural knowledge that is essential for our study.
- After equating both the groups, we have performed our experimental manipulation on the experimental group, while the control group was taught in traditional way.
- Test the participants after the manipulation to see what changes occurred. At the end of the first semester, the students of both the groups were given post-test with the gap of three (3) weeks after the last lecture.
- Re-test the participants (2nd post-test) at the beginning of the academic year 2018-2019.
- All of the pre-test and both post-tests were paper pencil tests.

b- Questionnaire: Its purpose is to support our pre/post-tests. The questionnaire promoted additional validity and reliability since more information from students was added. It was used to determine individual opinions/ reactions about learning a foreign culture using multimedia materials in the classroom. The main focus of the questionnaire was to encounter the integration of new teaching materials from students' point of view. Another focus was to gain more information about students understanding of the input when implementing multimedia materials in the classroom. In addition, this questionnaire was intended to obtain information which support and confirm various points of interest in our study.

The questions were a mixture of open and close-ended item types. They were posed in such an order as to make the whole questionnaire clear and easy to understand. The

sequence of the questions was designed to make sure that the respondents give unambiguous answers; beginning with the most general questions and ending with the more specific ones.

c- Interviews: Four EFL teachers from a group of twenty three university teachers agreed to take part in the interview. In fact, arranging appointments with teachers was a difficult task; some teachers had apologized for not taking part in the interview due to personal reasons. The criterion for selecting these teachers for the interviews was their availability and willingness to take part in the study, in addition to their familiarity with the module (experience in teaching "Culture & Civilization").

We had interviewed teachers with different years of experience. Thus, the information obtained from the chosen group is reliable enough and they well represented the target population for this research.

3.5 Statistical analysis:

As the study was designed as a mixed method research, the data analyses were combined with both qualitative and quantitative strategies and the data were validated by means of triangulation. There are two types of analysis considered in this research: quantitative and qualitative.

Both analyses are considered in this thesis as shown in the following:

- **Tests:** To assess the efficacy of the multimedia materials, this study collected students' tests scores. Differences between pre test and post-test1 scores were computed and a gain score was obtained for each student. An average gain score for each group was calculated and then both scores were compared. By integrating these materials, we wanted to know whether the scores are increasing or not. Differences attributed to the integration of the teaching materials are evaluated by comparing post-test1 with post-test2 scores. Percentage and frequency distribution were used to organize and describe the answers of the students-respondents. The frequency was accustomed to present the actual response of the respondents to a specific question or item in the questionnaire. Also, the rate of the correct answers is given as percentage-frequency for each item in the tests. In addition, descriptive Statistics (Minimum, Maximum, and Mean) were employed to describe the pre-test and post-test scores of the students and to compare final gain scores.
- **Questionnaire:** The data gathered from the questionnaire were collected and compiled into several tables. Percentage and frequency distribution were used to organize and describe the students-respondents answers.
- **Interview:** Analysis began with interpretation of the actual words of the teacher participants. The presentation of the teachers' responses includes quotations from the interview data. Also, percentage and frequency distribution were used to organize and describe the teacher-respondents answers.

4. RESULTS AND DISCUSSION

At the beginning of the study, students took a pretest on British cultural knowledge. At the end of the semester, the students took a first post-test identical to the pretest. Scores of overall British cultural knowledge were higher on the post-test for the experimental group than the control group (compared to students' scores in the pretest which). Both post-tests findings of the present study show that first year undergraduate students can improve their knowledge of British cultural information from experiencing multimedia lessons presented. These findings support our initial hypothesis that first year undergraduate students, over the course of one semester, can significantly improve their overall British cultural knowledge. At the conclusion of the

study, the students took a second post-test identical to the pretest and the first post-test, which aimed at testing their retention of the cultural knowledge acquired. As a result, mean score of the experimental group students were significantly higher than the control group; the matter that support our second hypothesis that students retention can be increased as shown in the table:

Table 1: Experimental and Control Groups Mean score

	Test	Experimental Group	Control group
Mean score	Pre-test	3.63	3.39
	Post-test1	11.36	10.15
	Post-test2	11.78	09.42

As shown in Table (1), the analysis result of the pre test showed no statistically-significant differences, which in turn proves the equivalence of the two groups. Meanwhile, the analysis result of the post tests showed the following:

- 1- There are statistically-significant differences between the experimental group and the control group for the interest of the experimental group,
- 2- There is a significant difference between the post-test1 and post-test 2 of the experimental group for the interest of the post-test2.

The present study reveals that scores of overall British cultural knowledge were higher on the post-test1 for the experimental group than the control group. Both post-tests findings of the present study show that first year undergraduate students can improve their knowledge of British cultural information from experiencing multimedia-based lessons presented. These findings support our initial hypothesis that first year undergraduate students, over the course of one semester, can significantly improve their overall British cultural knowledge. At the conclusion of the study, the students took a second post-test identical to the pretest and the first post-test, which aimed at testing their retention of the cultural knowledge acquired. As a result, the mean score of the experimental group students were higher than the control group; the matter that supports our second hypothesis that students' retention can be increased as shown in Table (1).

Moreover, results gained from the questionnaires addressed to students were divided into three matters:

- a- Students' responses about their learning of the foreign culture, where most of students consider the learning of British culture very important in EFL context and consider customs and festivals, education, food, social life and national symbols as the most interesting aspects of culture that the students want to learn about.
- b- Students' responses about the teaching method/ materials preferences, where the majority of students like the way their teacher presents the cultural content because, according to them, difficult concepts are introduced in a simplified way. In addition, most of respondents from both groups prefer their teacher to use multimedia instruction; their answers showed that "listening to audios" is the most useful way to learn and understand British culture whereas "class discussions" is the least useful one.
- c- Students' opinions about audio-visual materials, where most of the students consider the use of audio-visuals very helpful. They also show high preferences for the use of videos in the classroom.

On the other hand, data obtained from teachers' interviews enabled us to draw the following conclusions:

a- Concerning the teaching of British culture:

- Almost the majority of teachers recognized the importance of presenting the different elements of British culture all together, hence, recognized the significance of integrating multimedia materials in EFL classes.

- Teachers make certain emphasis on including as much cultural aspects as possible in the classroom and that all cultural elements should be given same importance.

b- Concerning the use of multimedia materials:

- The interview brought out the importance of using multimedia materials with a necessity of focusing on its advantages on the learning process.

- Teachers also put great emphasis on the positive effect of multimedia on students' critical analysis, remembrance and how it leads to successful learning.

-It was clearly understood from the teachers answers their dissatisfaction of the availability of the materials in the department.

5. CONCLUSION

As illustrated in this article, the use of multimedia materials as a specific way of teaching foreign culture proves to be valid. Taking into account the teaching materials used throughout this study, it is confirmed that they offer many benefits to enhance the learning process. Most importantly, the integration of these materials has the potential to attract students' attention, enhance and facilitate their comprehension of the British culture, as well as increase students' motivation and help them to memorize and retain the cultural knowledge acquired in the classroom. Moreover, the use of multimedia materials has a positive effect on first year undergraduate students; they are more motivated and interested compared to students belonging to the traditional classroom.

In addition, the results of this study suggest that multimedia materials should be a part of every foreign language classroom instruction. Also, teachers need to use a variety of methods, techniques and materials on their way to teach different aspects of culture. Based on the findings of this research, it is obvious that students should be exposed to the foreign culture by using different teaching aids such as videos, audio and PPTs in order to satisfy all the needs of students. During these processes, they can have a chance to develop both cultural and linguistic awareness as they can have an access to the subtleties of the culture

In conclusion, university teachers must accept the integration of multimedia materials in their classrooms, since it offers more authentic and interactive sources to facilitate the learning and to improve the effect of the teaching of foreign cultures.

Bibliography List :

-Alfar, I. (2009). Preparation and production of interactive multimedia software (2nd ed). Delta Computer Technology, Tanta, Egypt.

-Burns, N. and Grove, S.K. (2003). Understanding Nursing Research. 3rd Ed. Philadelphia, W.B. Saunders Company. 515.

-Freedman, K. (2003). Teaching Visual Culture: Curriculum, Aesthetics, and the Social Life of Art. Teachers College Press, New York. The National Art Education Association, USA. 15-97.

-Heinich, R. et al. (1996). Instructional Media and Technology for Learning. Macmila: United States of America.248.

-Maddux, C., Johnson, D., & Willis, J. (2001). Learning With Tomorrow's Technologies. Educational Computer. Boston: Allyn and Bacon. 253.

-Marchetti, L., Cullen, P. (2016). A Multimodal Approach in the Classroom for Creative Learning and Teaching. Casalc Review.

- Mayer, R. E. (2001). *Multimedia Learning*. New York: Cambridge University Press.
- Schwartz, J. E., Beichner, R. J. (1999). *Essentials of Educational Technology*. Boston: Allyn and Bacon. 8.
- Spencer-Oatey, H. (2012). *What Is Culture? A Compilation of Quotations*. Global PAD Core Concepts. 3.
- Sweller, J. (2005). *Implications of Cognitive Load Theory for Multimedia Learning*. In R.E. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University Press. 19-30.
- Bush, M. D. (2007). "Facilitating the Integration of Culture and Vocabulary Learning: The Categorization and Use of Pictures in the Classroom". *Foreign Language Annals*, 40(4), 727-745.
- Carney, R.N and Levin, J.R. (2002). "Pictorial Illustrations Still Improve Students' Learning From Text". *Educational Psychology Review*, 14 (1).
- Grazib, M. (2006). "Task Based Learning Approach: From Theory to Practice". *Journal of Translation and Languages*, 13 (1), 211-217.
- Harris, K. J. & West, J. J. (1993). "Using Multimedia in Hospitality Training". *The Cornell Hotel and Restaurant Administration Quarterly*, 34(4), 75-82.
- Hellebrandt, J. (1996). "Multimedia and Foreign Language Teacher: A Humanistic Perspective". In Z. Moore (Ed.), *Foreign language teacher education: Multiple perspectives*. Maryland: University Press of America, 249-269.
- Hellebrandt, J. (1996). "Multimedia and foreign language teacher: A humanistic perspective". In Z. Moore (Ed.), *Foreign language teacher education: Multiple perspectives*. Maryland: University Press of America. 249-269.
- Hoadjili, A. C. & Mehiri, R. (2014). "The Integration of E-learning in the Algerian Tertiary Level The Case of Biskra University". *Journal of Translation and Languages*, 14 (1), 77-91.
- Kramersch, C. (2013). "Culture in Foreign Language Teaching". *Iranian Journal of Language Teaching Research*. Urmia University, 1(1), 64-76.
- Mayer, R. E. (2001). *"Multimedia Learning"*. New York: Cambridge University Press.
- Mayer, R. E. & Moreno, R. (1998). "A Split-Attention Effect in Multimedia Learning: Evidence for Dual Processing Systems in Working Memory". *Journal of Educational Psychology*, 90, 312-320.
- Najjar, L. J. (1996). "Multimedia Information and Learning". *Journal of Multimedia and Hypermedia*, 5, 129-150.
- Radhika, R. (2017). "The Importance of Communicating Culture in English Language Teaching". *An International Peer-Reviewed Open Access Journal*, Indi, 4(1), 17-18.
- Schnotz, W & Lowe, R. (2003). *External and internal representations in multimedia learning*. *Learning and Instruction*, 13:117-123.
- American Council on the Teaching of Foreign Languages (ACTFL). (2013). *Role of Technology in Language Learning*. <http://www.actfl.org/news/position-statements/role-technology-language-learning> (consulted on 22 November, 2014)