#### **Ministry of Higher Education and Scientific Research**

#### **University of Abou El Qaceem Saad Allah Algiers 2**

#### **Faculty of Foreign Languages**

#### **Department of English**

# Enhancing Students' Learning and Knowledge Retention of the Cultural Module through the Use of Multimedia Teaching Materials: The Case of First Year Undergraduate Students at the University of Abbas Laghrour, Khenchela

Thesis submitted in partial fulfillment of the requirements for the degree of LMD Doctorate in Applied Linguistics and TEFL

AGGOUN Imen Prof. KHALDI Kamel

#### **Board of Examiners**

Prof. Hamitouche Fatiha	Chair	(University of Algiers 2)
Prof. Khaldi Kamel	Supervisor	(University of Algiers 2)
Prof. Souryana Yassine	External Examiner	(University of Tizi Ouzou)
Dr Chabane Mohamed	External Examiner	(University of Blida2)
Dr Bouzar Siham	Internal Examiner	(University of Algiers 2)
Dr Raoud Nadjouia	Internal Examiner	(University of Algiers 2)

**Year 2023** 

**Declaration** 

I hereby declare that the substance of this dissertation is entirely the results of

my investigation and the reference or acknowledgement is made, whenever

necessary, to the work of other researchers.

I am duly informed that any person practicing plagiarism will be subject to

disciplinary sanctions issued by university authorities under the rules and

regulations in force

Student: Aggoun Imen

Date:

ii

# **Dedication**

To the ones I love

#### Acknowledgements

There are many people who I can and should thank for helping me through this process, both professionally and emotionally.

First and foremost, I am extremely grateful to my supervisor Prof. Khaldi Kamel, for his professionalism, valued care, patience, encouragement and his invaluable feedback. His outstanding advisement and guidance have been instrumental in the completion of this work

I am greatly thankful to the teaching staff at the Department of English Language, Algiers 2 University, for their valuable time, efforts and their precious feedback. My heartfelt thanks to Prof. Yassmine Boukhedimi, Prof. Zoulikha Bensafi, Prof. Souryana Yassine, Prof. Faiza Bensemmane, Prof. Fatiha Hamitouche, Prof. Fatma Zohra Nedjai and Dr. Arar Samira.

I am thankful to the members of the jury who generously accepted to examine and evaluate my work.

I would also like to extend my sincere gratitude and appreciation to the teachers at Abbas Laghrour University, Department of English Language.

I would also like to extend my thanking and express my appreciation and gratitude for Dr. Benmouhoub Lydia. During my time of need and frustration, she was able to help me refocus on writing through her invaluable advice.

Special thanks go to my friends in the UK for providing me with valuable books and help, without which certain parts of this research would not have been accomplished.

Last but not least, I express my endless gratitude to all the research participants in the department of English at Khenchela University who took part in the present research, without their kind and generous cooperation this study would not have been possible.

#### Abstract

The purpose of this study is to find out the effect of using multimedia materials on EFL students' gain (learning) of the British cultural knowledge as well as the relationship between these materials and knowledge retention. Towards such purpose, the study sample consists of 66 first-year undergraduate students and 4 teachers from the Department of English Language at the University of Khenchela, Algeria. Employing an experimental design, the participants are divided into two groups: an experimental group and a control group, each comprising 33 students. The experimental group receives lessons using multimedia materials, including images, audios, videos, and PowerPoint presentations, while the control group is taught using traditional lecturing and discussion techniques. To gather data, pre-tests, two post-tests, student questionnaires, and semi-structured interviews with teachers are utilized as research instruments. The data collected are subjected to both qualitative and quantitative analyses. The initial analysis of the pre-test results indicates no statistically significant difference between the two groups, suggesting their initial equivalence. However, the analysis of the post-tests results reveals important findings. Firstly, the scores of the experimental group in both posttests are significantly higher than those of the control group, indicating the positive impact of multimedia materials on students' cultural knowledge acquisition. Secondly, within the experimental group, the scores in post-test 2 demonstrate a further improvement compared to post-test 1, indicating the potential for increased knowledge retention through the use of multimedia materials.

**Key words:** British Culture, Enhancing, Learning, Multimedia Materials, Retention, Teaching.

# **Table of Contents**

Board of Examiners
Declarationi
<b>Dedication</b> ii
Acknowledgementsiv
Abstract
Table of Contentsv
List of Figuresxv
List of Tablesxv
List of Abbreviationsxvii
Related Concepts/Terminologyxix
General Introduction
1. Significance of the study
2. Statement of the problem
3. Objectives and Aims of the study
4. Research Questions and Hypotheses
5. Outline of the Study
Chapter 1: The Concept of Culture & Forein Culture Teaching10
Introduction10

1.1	The concept of culture	10
	1.1.1 Difficulties in Defining the Concept of Culture	14
	1.1.2 Main Elements of Culture	17
	1.1.3 Characteristics of Culture	.18
	1.1.2.1 Culture is learned.	.19
	1.1.2.2 Culture Changes	20
	1.1.2.3 Culture is symbolic	.21
1.2	Teaching Culture in the FL Classroom	22
	1.2.1 Goals of Foreign Culture Teaching	23
	1.2.2 Which Foreign Culture should be taught?	.32
	1.2.3 What Aspects of Culture Should be taught?	34
	1.2.4 Cultural Syllabus: Common Topics for Culture Teaching	36
	1.2.5 Techniques for Culture Teaching	39
	1.2.6 Materials for Culture Teaching	40
	1.2.6.1 Authentic materials	41
	1.2.6.2 Technology in Teaching Culture	42
	1.2.7 Approaches to the Teaching of Culture	43
	1.2.8 Importance of Culture Teaching/Learning	46
	1.2.9 Practical Considerations when Teaching the Foreign Culture	47
	1.2.10 Challenges when Teaching Foreign Culture	49

Con	clusion	51
Cha	pter 2: Multimedia Instruction & Empirical Studies	54
Intro	oduction	54
2.1	Multimedia	54
2.2	Components of Multimedia	59
2.3	Related Theories to Multimedia	61
	2.3.1 The Theory of Multimedia Learning: Multimedia Learning Mode	el 63
	2.3.2 Brain Process of Information	65
2.4	Multimedia Instrcution: A multimedia Learning Environment	68
	2.4.1 Multimedia Instructional Messages	69
	2.4.2 Two Views/Approaches to Multimedia Design	71
2.5	Multimedia and Retention	72
	2.5.1 The Cone of Experience	75
2.6	The Influence of Multimedia Instruction on Learning/Teaching	79
2.7	Multimodality and the Learning Styles	87
2.8	Multimedia in Foreign Language teaching (FLT)	89
	2.8.1 Approaches that Used Multimedia in the Classroom	90
	2.8.2 Strategies for Using Multimedia	93
2.9	Γhe Rationale for Multimedia Use	95
	2.9.1 The Importance of Using Multimedia in Foreign Culture Teachin	g 98

2.9.2 Issues and Disadvantages of Technology and Multimedia99
2.10 Empirical studies
2.10.1 Exploration of the Empirical Studies
2.10.2 Summary of the Empirical Studies
2.10.3 Main Conclusions from the Empirical Studies
Conclusion
Chapter 3: Research Design
Introduction
<b>3.1</b> Research Design
3.2 Research Methodology
3.2.1 Context of the Study/ the Setting112
3.2.2 Sampling Procedure
3.2.3 Case study115
3.3 Quasi- experimental
3.3.1 Non-equivalent Groups Pre-test-Post-test (Two or more groups) 117
3.4 Longitudinal design118
3.5 Research Tools
3.5.1 Triangulation119
3.5.2 Data Collecting Methods and Procedure
3.6 Tasts 120

3.6.1. Pre-test
3.6.1.1 Coding the Tests
3.6.2 Treatment/Implementation of Multimedia Materials
3.6.3 Post-test1
3.6.4 Post-test2: Retention/ Recognition test
3.6.5 Sections/Items of the Tests
3.6.6 Pilot study130
3.7 Survey study
3.7.1 The Questionnaire
3.7.1.1 Procedure of Questionnaire Distribution
3.7.1.2 Sections/Items of the Questionnaire
3.7.1.3 Piloting of the questionnaire
3.7.2 Interview
3.7.2.1 Interviewees
3.7.2.2 Procedure of the Interview
3.7.2.3 Interviewing Method: Process of audio-recording/ Note-taking
3.7.2.4 Semi-structured Interview
3.7.2.5 Sections/Items of the Interview
3.8 Data Analysis Methods147
3 & 1 Tests 1/17

3.8.2 Questionnaire	148
3.8.3 Interview	149
3.9 The Learning Outcome	150
3.10 Overview of the Teaching Setting and Materials	150
3.10.1 Procedures of Selection/ Preparation of Multimedia Mater	rials 151
3.10.2 Classroom Equipments :Technological Devices	152
3.10.3 The Culture syllabus	153
3.10.4 Rationale for Using Multimedia Materials	164
3.10.5 Teaching Procedure	165
3.11 Limitations	166
Conclusion	166
Chapter 4: Data Analysis & Results	168
Introduction	168
4.1 The Students' Questionnaire	168
4.1.1 Methods of Data Analysis and Presentation of Data	170
4.1.2 Discussions of the Findings	170
4.2 The Tests	189
4.2.1 Data Analysis Procedure and Presentation of Data	190
4.2.1.1 Data Preparation	191
4.2.1.2 Scoring procedure of the Tests	191

Groups
4.2.1.4 Comparing post-test1 Results of the Experimental and  Control Groups
4.2.1.5 Comparing the Experimental Group' results of Post-test1 with Post-test2
4.2.1.6 Comparin the Control Group' results of post-test1 with post-test2
4.2.1.7 Comparing the Results of Post-tests of the Experimental  Group against the Control Group
4.2.1.8 Comparing Test-categories results of post-test1 with post-test 2 of both groups
4.3 The Interview
4.3.1 Presentaion of the Semi-structured Interview Data
Conclusion
Chapter 5: Discussion of the Findings217
Introduction
5.1 Summary of the Study Objectives and Methodology217
5.2 Discussion of the Findings
5.2.1 Answering the Research Questions
5.2.2 Discussion of the Hypotheses
5.3 Major Findings

	254
General Conclusion2	247
Conclusion	244
5.11 Limitations and Delimitations	242
5.10 Suggestions for Future Research	241
5.9 Recommendations	239
5.5.2.2 Students' Expectations and Preferences	238
Materials2	38
5.8.2.1 Teachers Conceptions of Culture Teaching and the Teachin	ng
5.8.2 Research Implications	237
5.8.1 Educational Implications	236
5.8 Implications	236
5.70verall Reflections on the Syllabus	234
5.6 Teacher's Role in a Multimedia-based Classroom	233
5.5 The Place of Culture	232
5.4 The Effect of Each Form of Multimedia	229
multimedia	228
5.3.3 The Result of the Interview: Discussion of teachers' views about	
towards multimedia	226
5.3.2 The result of the questionnaire: discussion of students' perception	ns
content taught in both ways (traditional and multimedia instruction)2	
5.3.1 students' test score: Discussion of students' understanding of the	e

Appendices	269
11	
الملخص	323

# **List of Figures**

Figure 1.1: Iceberg Analogy	15
Figure 2.1: Cognitive Theory of Multimedia	65
Figure 2.2: Dale's Cone of Experience	<b>76</b>
Figure 2.3: Subdivisions of Dale's Cone of Experience	77
Figure 2.4: Remembering Cone	<b>78</b>
Figure 2.5. Multimedia Principle	80
Figure 2.6: Multimedia Effect: People Learn Better from Words and	
Pictures (Dark Bars) than from Words Alone	82
Figure 2.7. Illustration of the Redundancy Principle	85
<b>Figure 2.8.</b> Strategies of multimedia-based teaching	93
Figure 3.1: Sampling	115
Figure 3.2: Schematic Presentation of the research design procedures	117
Figure 3.3: Applying the "Redundancy Principle" in a PPT presentation	
of Lesson 3	157
Figure 3.4: Applying the "Signaling Principle" in a PPT presentation of	
Lesson 3	158
Figure 3.5: Applying the "Coherence Principle" and "Multimedia	
Principle" in a PPT presentation of Lesson 3	159
Figure 4.1: Experimental Group Post-test1 and Post-test2 Scores	197
Figure 4.2: Control Group Post-test1 and Post-test2 scores	201

## **List of Tables**

<b>Table 1.1:</b> Different Understandings of the Term Culture	1:
<b>Table 2.1:</b> Three Views of Multimedia (Mayer, 2009)	6
Table2.2. Approaches to multimedia design	7
	10
Table 2.3: Summary of the Emperical Studies      Table 3.1: Research Population	1
Table 3.1: Research Topulation      Table 3.2: The Schedule of Tests and Treatment	12
Table 3.2: The Schedule of Tests and Treatment         Table 3.3: Percentage of the Received Questionnaires	1.
<b>Table3.4.</b> Program addressed to First year undergraduate student at the	1:
English department (Khenchela University)	1.
<b>Table 3.5</b> : Descriptions of the Sessions and the Materials	1: 1:
<b>Table 4.1:</b> Respondents' Ages at the Time of Completing the	4
Questionnaire.	1'
<b>Table 4.2:</b> Gender Differences of the Participants	1'
Table 4.3: Study Group	1'
Table 4.4: Importance of Good Learning of British Culture	1
Table 4.5: Goals that Need More Attention	1
Table 4.6: Justification of the Choice of Option "a"	1
Table 4.7: Justification of the Choice of Option "b"	1
Table 4.8: Justification of the Choice of Option "c"	1
Table 4.9: Justification of the Choice of Option "d"	1
Table 4.10: Cultural Aspects that the Students Are More Interested to	
Learn About	1
Table 4.11: Rankings of Sub-items	1
Table 4.12: Sources of Acquisition	1
<b>Table 4.13:</b> Students' Expectations About the Teacher's Presentation	1
<b>Table 4.14:</b> Justification of the Choice of oOtion "a: Yes, very much"	1
Table 4.15: Justification of the Choice of Option "b: Yes, up to a certain	
degree"	1
<b>Table 4.16:</b> Students Preferences of Teaching Methods	1
Table 4.17: Importance of Access to Technology	1
Table 4.18: Students Preferences of the Technological Tools	1
<b>Table 4.19:</b> Students Preferences of the Teaching Methods/Materials	1
<b>Table 4.20:</b> Students Views about the Use of Audio-visuals in Teaching.	1
<b>Table 4.21:</b> The Degree to Which Audio-visuals Can Help the Students	
Understand the Cultural Input	1
Table 4.22: Justification of Option "a: a lot"	1
<b>Table 4.23:</b> Justification of Option "b: To a certain degree"	1

Table 4.24: Students Opinions about Multimedia-based Lessons	<b>18</b> 4
Table 4.25: Justification of Option "a: Yes"	185
Table 4.26: Students Preferences in Multimedia-based Lessons	185
Table 4.27:         Students' View of Audio-visual Aids Versus Traditional	186
Way of Teaching	
Table 4.28: Effect of Multimedia Material on Students Acquisition of	
British Culture	186
Table 4.29: Advantages of Multimedia-based Classes	187
Table 4.30: Students Views About the Quality of the Input	187
Table 4.31: Justification of Option "a: Clear"	188
Table 4.32: Justification of Option "c: Interesting"	188
Table 4.33: Process and Timing of the Tests.	189
Table4.34. Scoring of the Test and the Right Answer	192
Table 4.35: Pre-test Mean Score	193
Table 4.36: Experimental and Control Groups Pre-test Results	194
Table 4.37. Experimental and Control Groups Mean score	195
Table 4.38: Experimental Group' Results of Post-test1 and Post-test2	196
Table4. 39. Experimental group post-test1 and post-test2 scores	198
Table 4.40: Control Group Post-test1 and Post-test2	199
Table 4.41. Control group post test1 and post test2 scores	200
Table 4.42. Comparison between Experimental and Control groups	198
Table 4.43. Post tests Scores of experimental and control groups	202
Table 4.44: Students' Scores Under 10 and Equal /More Than 10	203
Table 4.45. The categorical answer rate of the experimental group	204
Table 4.46. The categorical answer rate of the control group	206
Table 4.47: Teachers Participants' Profiles	208
<b>Table 5.1.</b> The Effect of One versus Different Mediums on Students	227

#### **List of Abbreviation**

**CA**: Cultural Awareness

**CC**: Communicative Competence

CTML: Cognitive Theory of Multimedia Learning

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

ICC: Intercultural Communicative Competence

MLA: Modern Language Association

N: Number

**SD:** Standard Deviation

SL: Second Language

TC: Teaching Culture

#### **Related Concepts/ Terminology**

**Multimedia:** is the combination of several media sources such as video, graphics, animation, audio, and text, accessed by a computer and attached peripherals driven by special programs (Harris & West, 1993, p76). Schnotz and Lowe (2003) defined the term multimedia as "the combination of multiple technical resources for the purpose of presenting information represented in multiple formats via multiple sensory modalities" (Schnotz and Lowe, 2003, p. 117). The materials used in this study were presented on a computer and a data show and included various forms such as text, audio, images, and videos.

Multimedia Instruction: also can be referred to as 'technology-based method of instruction' or 'multimedia-assisted instruction'. It includes the use of any technology media resource in the teaching process. Also, it is an instruction that includes "words (e.g., printed or spoken text) and pictures (i.e., static graphics such as illustrations, diagrams, charts, maps, and photos, or dynamic graphics such as animation and video). It can be presented on paper, on a computer, on a handheld device, or face-to-face (e.g., as a narrated slide presentation)" (Mayer, 2014a, p. 385).

**Traditional Method:** Traditional method of instruction refers to giving lectures without the inclusion of any type of technology-based material such as PowerPoint slides. It includes lecturing and class discussion.

Culture: According to Radhika (2007, p. 16): "Culture is the context within which a member of a society exists, behaves, thinks, feels and relates to other. It is communicated through language. Culture is shared by people in the same society...culture helps us to know how far we can go as individuals and what our responsibility is to the group".

**Foreign Culture Teaching:** Throughout this research work, "culture teaching" and "foreign or target culture teaching" are used alternatively mainly to refer to that of the United Kingdom (UK).

**Cultural Knowledge:** Here we mean by cultural knowledge what the individual knows about the foreign culture characteristics, history, values, beliefs, and behaviours of this cultural group.

**Knowledge Retention:** It is to capture knowledge in the academic process so that it can be used later. It is considered when teaching students, and it refers to how well students remember knowledge.

**Learning Outcome:** Learning outcome refers to the development and achievement in students' knowledge when they have completed the semester.

#### **General Introduction**

Educational technology, including multimedia tools, has become increasingly important in the classroom as teachers strive to enhance their teaching methods. The accessibility, flexibility, connectivity, efficiency, and compatibility of technology make it an effective means of promoting socially active language in authentic contexts (Gonzalez, 2009). Multimedia presentations, simulation methods, online courses, and computer-assisted instruction have revolutionized the academic environment, transforming classrooms into dynamic spaces that bridge the gap between education and the real world (Feinstein, Raab, & Stefanelli, 2005b).

Multimedia offers various opportunities to facilitate learning and teaching. By integrating different media elements such as text, graphics, animation, and more, teachers can provide comprehensive and engaging information to their students, ultimately achieving specific learning outcomes. In the context of this study, the use of multimedia materials to teach British culture is crucial, given the significance of the English language as a global lingua franca. Understanding its culture is vital for effective communication in today's interconnected world, making the use of effective teaching tools essential.

The goal of multimedia in education is to create immersive and multisensory experiences that support learning objectives. Incorporating various media formats, such as oral descriptions, recorded sounds, and motion video, enhances the learning experience and makes it more realistic (Heinich et al., 2002). Studies have shown that multimedia not only enhances efficiency and effectiveness but also improves learner motivation, retention, and mastery of skills and concepts (Harris & West, 1993). By creating engaging and lifelike learning environments, multimedia holds the potential to revolutionize education and enhance the overall learning experience.

In this part of the study, we aim to shed light on the problem and emphasize the significance of our research. Our focus is specifically on first-year EFL undergraduate students at the Department of English Language at the University of Khenchela. This group of students represents a crucial stage in their language learning journey, where they are building foundational skills and knowledge. Understanding the impact of multimedia on the acquisition of cultural knowledge is essential in today's interconnected world. As English continues to be the global language of communication, cultural understanding becomes vital in facilitating effective intercultural.

In summary, this part of the study emphasizes the importance of investigating the use of multimedia as a teaching tool for first-year EFL undergraduate students. By delving into the research questions and hypotheses, we strive to deepen our understanding of the impact and potential benefits of multimedia in teaching British culture.

#### 1. Significance of the Study

In order to make foreign culture learning more enjoyable and effective, it is necessary to benefit from the opportunities that multimedia offers. For this reason, it will be beneficial to compare multimedia-based learning outcomes with those of the traditional learning.

Further, to our knowledge, the teaching of foreign culture using multimedia as teaching materials is highly needed in Algeria, there are not many studies regarding the area of multimedia and foreign culture and there is a lack of experimental studies too. Although the application of multimedia materials in the classroom is not new, the extent of the use of these materials is not high due to many obstacles that will be explained and discussed in details in this research.

Multimedia-based teaching should be guided by advanced teaching theories such as constructivist learning theory; Mayer's multimedia learning theory which provides an informative set of principles that can be used to create effective instructional message design, Paivio's dual coding theory, Baddeley's working memory model, and Sweller's cognitive load theory. This study relies on the works of Richard Mayer whose research for the past fifteen (15) years, has focused on multimedia learning and on whether people learn better using multimedia (as opposed to just reading texts or traditional method of instruction). Though in his studies and tests the number of subjects tested is small, thirty (30) participants, which lay groundwork for us to conduct similar tests on similar/larger groups and on a different subject matter. As a result, this research was conducted because of a gap which had been identified between teachers' need for effective and motivating method of teaching and the actual performance/ situation, its results will help to establish a deep understanding of how multimedia adds value to the academic learning environment with a focus upon the use of videos, audios, images and power point presentations as classroom aids.

Thus, the significance of our research can be summed up as follows:

- It can contribute to the body of literature by examining the effectiveness of multimedia in teaching British culture.
- It may help to expand the knowledge and ideas about multimedia materials as teaching tools and will provide insight into teachers and students views about these materials. Such insights would help teachers to recognize effective teaching resources.
- It may encourage the use of multimedia in the university environment.
- This work can allow reaching a simplified strategy which aims to lead to easy understanding of the cultural content.
- The findings may help to make recommendations as the use of these materials could improve the teaching/learning of the cultural module.
- It may encourage other researchers to conduct further studies on the same topic, which will enrich the literature.

#### 2. Statement of the Problem

Multimedia has been incorporated in many fields and settings: in conferences, class lectures, training, and distance education courses. However, for a long time in Algeria, to our knowledge, very little research had been undertaken to investigate the effectiveness of multimedia in the field of teaching British culture. On the national or international level, most studies are done in the fields of physics, mathematics, biology and chemistry i.e. based on science learning. As has been noticed, most of the available data is on the role of certain 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. Besides, numerous scholars have studied the effect of multimedia teaching materials on learning outcomes; however, because their conclusions have been inconsistent, an effective combination of the various media that comprise multimedia teaching materials remains a worthy topic for investigation and discussion. By inconsistent conclusions we mean that different previous studies have produced different findings or results some show positive impact of these materials on the learning outcomes, some show no significant difference or even negative effects. This variation in results can be attributed to several factors such as differences in methodologies, variation in the design and implementation of multimedia materials, variation in the learning contexts or even in the characteristics of the learners.

Moreover, it is widely known that the final goal of multimedia is to improve learning outcomes (Mayer, 2001, 2005, 2009); so to debate whether its use improves the learning outcomes is useless without shedding light on several points that are related to multimedia such as the teaching materials like how, when and why these materials are used. By how we mean exploring the different factors such as the selection and organization of the materials or the different ways in which these materials are integrated, by when we mean examining the timing and frequency of incorporating these materials, and by

why we mean exploring the underlying motivations and pedagogical justifications for using these materials.

Equally important, learning with multimedia must be assessed; it can be assessed by how much students recall the information presented (remembering). Therefore, our concern in this research is not only in increasing students' learning outcomes but in ensuring that the largest possible amount of information that the students acquire in the classroom goes from short-term memory to long-term memory. To fill these gaps, the current research can be considered as a contribution to EFL teachers at a theoretical and practical level. At a theoretical level, we believe that the research at hand will give teachers deep understanding of the meaning of culture teaching and multimedia instruction, and the way they need to deal with them at university level. In addition, it will help them change their perceptions towards British culture teaching in the 21st century, as well as open the doors for multimedia instruction in their classes. At a practical level, the thesis will provide practical methods and tools on how to enhance students' British cultural knowledge, their perceptions and more importantly their retention of the acquired knowledge by relying on multimedia approach. By multimedia approach we mean where the learners are exposed to the use of audio, pictures, video, and technology throughout the lesson.

#### 3. Objectives and Aims of the Study

The objectives of this research are:

- To design nine lessons that integrate multimedia as teaching materials, using available technological devices in the classroom such as laptops, data show, and speakers, to fully leverage their benefits for the students.
- Examine the teaching/learning situation regarding British culture among first-year undergraduate students at Khenchela University.
- Identify the aspects of culture that teachers need to prioritize in order to increase EFL students learning efficiency.

• Focus on the effects of certain multimedia materials, used separately or combined.

The underlying assumption that is embedded in our focus is that using multimedia materials can be beneficial in terms of affording a better understanding of cultural content, capturing students' attention, facilitating comprehension of the British culture, increasing students' motivation, and helping them to memorize and retain the acquired cultural knowledge

#### Therefore, our final aims are:

- To increase students achievement in the subject.
- To enhance their understanding and awareness of the concept.
- To increase their retention of the content taught.
- To help them become analytical and critical.

#### 4. Research Questions and Hypotheses

Our research questions are thus formulated as follows:

- 1- To what extent can the use of multimedia materials improve students' British cultural knowledge?
- 2- Is there a difference in the amount of retained information gathered and applied using multimedia versus traditional modes of instruction? (What are the effects of multimedia materials on students' retention?)
- 3- What are the students' perceptions and the teachers' views regarding multimedia as a new integrated teaching instruction in the classroom?

With the absence of well-grounded theory related to our theme under investigation and relying only on the works of Mayer who provided us with a well-grounded multimedia research that is yielding interesting and robust findings. It was developed through a synthesis of existing research and theory in cognitive psychology, educational psychology, communication technology, and

multimedia learning. It is based on empirical evidence and not on a grounded theory approach. We, therefore, formulated three (03) hypotheses. They were formulated based on the assumption that the use of multimedia materials can enhance the teaching/learning process. They are listed below:

**H1:** Students who were taught with multimedia materials (experimental group) will attain higher mean scores in the post-test1 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 and teachers show good acceptance and welcome the use of multimedia materials.

#### 5. Outline of the Study

The present doctoral thesis is divided into six chapters. They consist of literature review chapters, the methodology chapter, a presentation of results and data analysis chapter, and the last chapter is devoted to the discussion of findings. A list of references and appendices is provided at the end of the thesis. The chapters are described in a quick review of their contents as follows:

The first part of the thesis is the introduction, which gives an overview of the whole study and defines related terms. It explains the design of the present work and the different research tools and methods used for data collection and data analysis. Additionally, it discusses the objectives and significance of the study and also highlights some limitations of the current research.

The first chapter is entitled "The Concept of Culture & Foreign Culture Teaching." It aims to review and present culture in general, culture teaching, and answer questions about the role of culture in language education. The objective is to provide a clear understanding of the

aforementioned concepts to succeed in the experimental case study. Additionally, it presents different reasons why culture is included in language teaching and what culture need to be taught in the language classroom.

Next, the focus shifts to multimedia in the second chapter entitled "Multimedia Instruction & Empirical Studies." The first part of the chapter aims to gain a better understanding of the effect of multimedia from a historical perspective, mainly based on the works of Mayer. In addition, the second part of the chapter presents eight (08) empirical studies that have explored the topic under investigation. The purpose is to diagnose the strengths and weaknesses of these studies to fill any gaps in the literature as well as support the researcher's stance.

The third chapter describes the research methodology adopted in the present study. It discusses the nature of research in education and the main features of quantitative and qualitative methods. Then, a detailed account of the research design and framework is highlighted to explain the process undertaken during this study. For instance, the need for conducting this work in relation to the aim of the thesis is discussed. The reason for choosing the quantitative-qualitative research method is presented. Specific procedures such as tests, questionnaire and interview design, pilot study, the research sample, and the procedure of data collection and treatment of data are introduced. Methodological issues that were faced during the course of the study are also discussed. These issues include factors such as ethics, reliability, and validity that were taken into consideration in conducting this research.

The fourth chapter discusses and critically analyzes the findings of the quantitative and qualitative data by examining the respondents' responses. It presents a statistical picture of the students' performance related to their learning of British culture.

The fifth and last chapter of this study includes an analysis and discussion of the experiment related to teaching British culture using multimedia materials, where the researcher relied on triangulation to maximize objectivity in the interpretation of findings. It also presents the perceptions of the teachers and students towards the learning of British culture and the use of multimedia. Discussions and implications are provided, and possible areas for future research are discussed.

As the final part of the thesis, this section summarizes the whole study and its implications for practice. It provides a conclusion of the major concepts and results as well as validation of the research hypotheses.

## **Chapter One**

### The Concept of Culture & Foreign Culture Teaching

#### Introduction

The aim of this chapter is to review the major theoretical concepts and studies related to the theme under investigation. The chapter gives an overview of what is culture, how the teaching of culture is viewed in literature. We summarize the importance of culture teaching in foreign language education and the cultural syllabus/program. Furthermore, we explore various definitions of culture, provide explanations of key terms, and discuss the difficulties and comlexities in defining the concept of culture. Besides, this research highly relied on the works of Byram (2000) and Kramsch (2013) and others, who have significantly contributed to the field of culture in foreign language teaching. Then, the most important ideas of effective methods and approaches for teaching culture will be presented in this chapter along with the materials to be integrated in foreign culture teaching. Finally, we shed light on the major challenges and practical considerations when teaching the foreign culture.

### 1.1 The Concept of Culture

To gain a deeper understanding of foreign culture teaching, it is important to explore the concept of culture as defined by various scholars. One of the earliest definitions of culture was proposed by Edward Tylor, a British anthropologist, in the 19th century. According to Tylor, culture encompasses a comprehensive range of elements such as knowledge, beliefs, art, laws, morals, customs, and other abilities and behaviors that individuals acquire as members of a society (Tylor, 1920 [1871], p.1). This definition provides a broad perspective, including all aspects of human life that involve social interaction and participation.

The concept of culture can be examined from various perspectives, with different definitions highlighting key features such as patterns, behaviors, and actions. Some definitions focus on specific aspects of culture, while others take a more comprehensive approach. For instance, Brown (1994) asserts that culture is an inherent and integral part of our existence, representing a "way of life" (p. 163). While this definition may be considered broad and vague, it allows for the inclusion of various components and facets of our daily lives. Similarly, Spencer-Oaty (2008) emphasizes that culture encompasses not only tangible objects but also symbolic and mental representations of the world, serving as a distinguishing factor among social groups (p. 49). These definitions serve as valuable starting points for understanding the term culture, as they provide a broad scope that can be applied across different contexts.

To define culture on a more specific level, Adaskou, Britten & Fahsi (1990, pp. 3-4) differentiate four meanings of culture. The first is the "aesthetic sense," which includes cinema, literature, music, and media. The second is the "sociological sense," which refers to the organization and nature of family, interpersonal relations, customs, and material conditions. The third meaning is the "semantic sense," encompassing the whole conceptualization system with conditions, perceptions, and thought processes. Finally, the pragmatic or sociolinguistic sense refers to the background knowledge, social and paralinguistic skills, and language code necessary for successful communication. This definition provides a multifaceted understanding of culture from different angles.

Furthermore, recent definitions offer valuable insights into the nature of culture. Moran (2001, pp. 25-26) describes culture as a phenomenon involving tangible forms or structures that individuals use in various interactions within specific social circumstances and groups. This definition highlights the connection between culture and social phenomena, reflecting values, attitudes, and beliefs. Tang (2006, p. 90) defines culture as encompassing both cultural perspectives, including beliefs, values, and attitudes, and cultural practices,

which involve accepted patterns of behavior and procedural aspects of culture. Spencer-Oatey (2008, p. 3) emphasizes that culture is a set of basic assumptions, values, orientations, and behavioral conventions shared by a group of people, influencing individuals' behavior and interpretations. Tomalin and Hurn (2013, p. 196) suggest that culture involves both cultural values and cultural behavior, encompassing important concepts such as family, hospitality, fairness, and knowledge of daily routines and behavior.

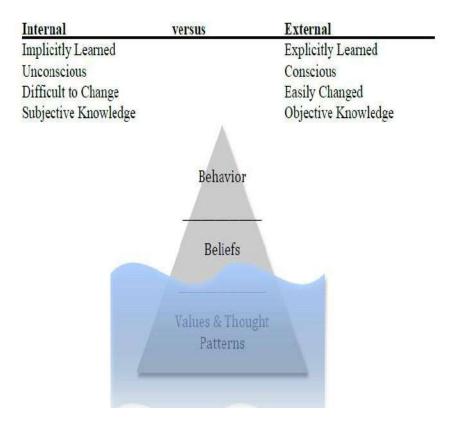
While these definitions may vary and culture may hold different meanings for different people, they converge on the notion that culture is socially shared, learned rather than inherited, and encompasses a wide range of phenomena including norms, values, shared meanings, and patterned ways of behaving. Each dimension of culture is interrelated, forming a complex and multifaceted aspect of human society and interaction.

Essentially, a very useful illustration of culture belongs to Oberg (1960) and later on developed by Hall (1976), where he used the analogy of an iceberg (the culture of a society), then there are some aspects visible, above the water, but there is a larger portion hidden/invisible, beneath the surface:

- Invisible culture (Implicit culture): it is what lies below the waves. This includes assumptions, values, and attitudes towards authority, risk taking, punctuality, communication patterns, how status is defined and how power is distributed in society. The assumptions, at the deepest level, are the most important levels of culture and the most difficult to understand (Tomalin & Hurn, 2013, p. 5).
- Visible culture (Explicit culture): According to Tomalin & Hurn (ibid), it is what appears above the waves. This can be relatively easily observed, even by those who have only a limited exposure to a new culture, for example, tourists and infrequent business travellers, although its significance may not be fully recognized. In other words, it is the observable reality which

includes language, food, music, dress, literature, architecture, public emotion, work ethic, noise, physical contact and so on.

Figure 1.1. Iceberg Analogy (Hall, 1976)



As explained by the iceberg conception of the nature of culture (Figure 1.1), details such as dress, music, and fine arts appear above the surface, while below the surface remains hidden "deep culture," including values, ideals, conceptions, and communicative norms that are much more important for understanding what people say and how they act. In other words, culture can be likened to an iceberg, where some aspects are readily visible and easily explained, while others, rooted in underlying ideas, can only be understood through deep analysis.

The wide variety of scholars who have been interested in the domain of culture have proposed numerous definitions, ranging from simple to very complex ones. Some definitions incorporate and extend previous ones, while others may contradict them. However, as mentioned earlier, we cannot deem one definition

as right and another as wrong since culture can be understood and approached differently by each person.

#### 1.1.1 Difficulties in Defining the Concept of Culture

Many efforts have been made to define culture, but limiting it to a single definition is very complicated, and many scholars are still uncertain about its precise meaning. Apte (1994) acknowledges this problem, stating, "Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature" (Apte, 1994, p. 2001). It is widely agreed upon that culture is too complex to be confined to a single definition, and there is no consensus on one agreed-upon definition.

Furthermore, defining the concept of culture is challenging due to several factors. Firstly, the term has been used in various contexts and settings, leading to different interpretations. Szewczak and Snodgrass (2002) explain, "Researchers have used more than one definition of culture depending on the time, circumstances in which a given definition was formulated, and the subject matter it referred to" (p. 63). Secondly, culture is often used to refer to a specific period or society, such as Anglo-Saxon culture or Eastern culture. It is also subdivided into subcultures within a society or used to describe particular groups, such as youth culture, nobles' culture, city culture, country culture, street culture, and so on. As a result, the term "culture" has a complex history and encompasses a variety of meanings.

Thirdly, culture is seen as shifting and changing over time. Corbett (2003) notes that culture is not stable but fluid, constantly evolving in relation to the observer and the period in which it is perceived (as cited in Soran, 2017, p. 465). Culture is dynamic and subject to interpretation, making it challenging to define. It shifts over time and can be understood differently depending on the observer.

However, the development of culture teaching has led to a deeper understanding of culture. Avruch (1998) provides a historical perspective on the various ways the term has been interpreted, categorizing them broadly into three usages (Table 1.1). These usages are often connected to political or ideological agendas that still hold relevance today (Avruch, 1998, pp. 6-7, as cited in Spencer-Oatey, 2012, p. 2). Additionally, scholars argue that culture cannot be defined as a body of knowledge separate from individuals, as it is intrinsically connected to individuals and society. Culture is reflected in their religions, morals, customs, technologies, and survival strategies. It influences how people work, parent, love, marry, and understand various aspects of life. Much of culture resides in people's minds, making it invisible and sometimes difficult to detect. One way to understand culture is to think of it as the "software" of the mind, as individuals are programmed by their cultural group to interpret and evaluate behaviors, ideas, relationships, and other people in specific ways unique to their group. Understandings of the term culture have evolved over time, with aspects being added or eliminated, likely due to the constant change of culture.

**Table 1.1.** Different Understandings of the Term Culture

Number	Interpreter	Definition	Analysis
1 <sup>st</sup> usage	By Matthew Arnolds in "Culture and Anarchy" (1867)	It is the special intellectual or artistic endeavours or products, what today we might call "high culture" as opposed to "popular culture".	only a small portion of any social group
2 <sup>nd</sup> Usage	By Edward Tylor in "Primitive	It is a quality possessed by all people in all social groups, who nevertheless could be arrayed on a	Arnold's view, all

	Culture" (1870),	development (evolutionary) continuum (in Lewis Henry Morgan's scheme) from "savagery" through "barbarism" to "civilization".  It is worth quoting Tylor's definition in its entirety: "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society".  The extreme inclusivity of Tylor's definition stayed with anthropology a long time; it is one reason political scientists who became interested in cultural questions in the late 1950s felt it necessary to delimit their relevant cultural domain to "political culture". But the greatest legacy of Taylor's definition lay in his "complex whole" formulation. This was accepted even by those later anthropologists who forcefully rejected his evolutionism. They took it to mean that cultures were wholes integrated systems.	by virtue of
3 <sup>rd</sup> usage	In the twentieth-century work of Franz Boas and his students, though with roots in the eighteenth-	Whereas the evolutionists stressed the universal character of a single culture, with different societies arrayed from savage to civilized, Boas emphasized the uniqueness of the many and varied cultures of different peoples or societies. For Boas, one should never differentiate high from low culture, and one ought to not differentially valorise	He dismissed the value judgments he found inherent in both the Arnoldian and Tylorean views of culture.  As Tylor reacted to Arnold to establish a scientific rather

С	century	cultures as savage or civilized.	than aesthetic basis
v	writings of		for culture, Boas
J	Johann von		reacted against
I I	Herder.		Tylor and other
			social evolutionists.

### 1.1.2 Main Elements of Culture

In this part, we aim to discuss the elements of culture that are assumed to have a universal nature

- Value and Beliefs: The first, and perhaps most crucial, elements of culture we will discuss are its values and beliefs. Values are a culture's standard for discerning what is good and just in society. According to Schwartz and Bardi (2001), values are "desirable, transsituational goals, varying in importance, that serve as guiding principles in people's lives" (p. 269). Values are deeply embedded and critical for transmitting and teaching a culture's beliefs. Beliefs, as discussed by Bond et al. (2004), are the tenets or convictions that people hold to be true. They concluded that despite the different definitions, they typically refer to a perceived relationship between two objects or concepts. Another conclusion was that there are different types of beliefs, some of which are more general than others. Individuals in a society have specific beliefs, but they also share collective values. To illustrate the difference, Americans commonly believe that anyone who works hard enough will be successful and wealthy. Underlying this belief is the value that wealth is good and important. Values are not static; they vary across time and between groups as people evaluate, debate, and change collective societal beliefs. Values also vary from culture to culture. For example, cultures differ in their values about what kinds of physical closeness are appropriate in public. A simple gesture, such as hand-holding, carries great symbolic differences across cultures.
- **Norms:** they are the explicit or implicit rules specifying what behaviors are acceptable within a society or group. They define the expected or acceptable behavior in particular circumstances. Social norms can also be defined as the

shared ways of thinking, feeling, desiring, deciding, and acting which are observable in regularly repeated behaviors and are adopted because they are assumed to solve problems. Some authors like Gelfand, Nishii, & Raver (2006) make the difference between values and norms as following: values are internal and norms are external influences on behavior. Social norms are neither static nor universal; they change with respect to time and vary with respect to culture, social classes, and social groups. What is deemed acceptable dress, speech, or behavior in one social group may not be acceptable in another.

• Symbols and Language: Humans are always striving to make sense of their surrounding world. Symbols such as gestures, signs, objects, signals, and even words help people to understand the world. Symbols convey recognizable meanings that are shared by societies such as sports uniforms, company logos, and traffic signs are symbols. For instance, in many cultures, a golden ring is a symbol of marriage. Language is a symbolic system through which people communicate and through which culture is transmitted. Some languages contain a system of symbols used for written communication, while others rely only on spoken communication and nonverbal actions. Societies often share a single language, and many languages contain the same basic elements. An alphabet is a written system made of symbolic shapes that refer to spoken sound. Taken together, these symbols convey a specific meanining.

### 1.1.3 Characteristics of Culture

Culture has several aspects to it. There are several characteristics of culture. It is learned, shared, symbolic, integrated, adaptive, dynamic...etc. Let's go through some of its characteristics that we believe to have relation to our theme of investigation, though all the characteristics are of the same importance in understanding the concept of culture.

#### 1.1.3.1 Culture is learned

We humans are in the process of acquiring our culture, consciously and unconsciously, throughout our lives, though most of our basic cultural understandings are acquired early on from our parents and other intimates, schools, and religious teachings. By the time a child is five (05) years old, many of the foundational aspects of culture have been internalized. By the teen years, these foundations have been thoroughly elaborated upon through the process of socialization.

According to Radhika (2017), culture is learned from the people we interact with as we are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. Two babies born at exactly the same time in two parts of the globe may be taught to respond to physical and social stimuli in very different ways. For example, some babies are taught to smile at strangers, whereas others are taught to smile only in very specific circumstances.

More importantly, it is essential to remember that culture is learned through language and others ways; it is not genetically transmitted. Culture is encoded in the structure, vocabulary, and semantics of language. Persons acquainted with more than one language are aware that there are concepts, norms, and emotions that are available in one language/culture that are not available in the other. Much of culture is acquired out of consciousness, through exposure to the speech, judgments, and actions of others. Because we learn all of our lives, we are constantly learning our cultures. We may even pick up and incorporate parts and pieces of a culture different from our own through that process known as acculturation if we have the opportunity to live in a different cultural environment or associate frequently with persons from another culture.

According to Spencer-Oaty (2012), culture is taught by the explanations people receive for the natural and human events around them. The people with whom the children interact will praise and encourage particular kinds of

behaviors (such as crying or not crying, being quiet or being talkative). Certainly there are variations in what a child is taught from family to family in any given culture.

Culture is viewed as consisting of mental programs, calling it "softwares of the mind", meaning each person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout their lifetime. The conscious and unconscious learning we undergo, over time, turns into beliefs that we consider to be valid. We then teach each other that these beliefs are cultural norms, and they are then expressed in our daily lives as behaviours and actions.

Consequently, this notion that culture is acquired through the process of learning has several important implications. For example, the learned nature of culture serves as a reminder that since we have mastered our own culture through the process of learning, it is possible to learn to function in other cultures as well.

# 1.1.3.2 Culture Changes

One important characteristic that must be considered while teaching/learning foreign culture is that culture is changing. Any anthropological account of the culture of any society is a type of snapshot view of one particular time. Because if we return several years after completing a cultural study, we would not find exactly the same situation, for there are no cultures that remain completely static year after year.

Essentially, students who learn foreign culture must recognize that cultural innovation (that is, the introduction of new thoughts, norms, or material items) occurs as a result of both internal and external forces. Mechanisms of change that operate within a given culture are called discovery and invention. Despite the importance of discovery and invention, most innovations introduced into a culture are the result of borrowing from other cultures. This process is known as cultural diffusion, the spreading of cultural items from one culture to another.

Since so much cultural change is the result of diffusion, it deserves a closer examination. First, cultural diffusion is a selective process. Whenever two cultures come into contact, each does not accept everything indiscriminately from the other. Second, cultural borrowing is a two-way process. Contact between "primitive" societies and "civilized" societies caused the former to accept traits from the latter. Third, very infrequently items are borrowed or ever transferred into the recipient culture in exactly their original form. Rather, new ideas, objects, or techniques are usually reinterpreted and reworked so that they can be integrated more effectively into the total configuration of the recipient culture.

In a nutshell, it is important to understand that to some degree all cultures are constantly experiencing change. The three basic components of culture (things, ideas, and behavior patterns) can undergo additions, deletions, or modifications. Some components die out, new ones are accepted, and existing ones can be changed in some observable way; for example, an economic system may change or new definitions of what is common or normal may be adopted from the social media. Simply, there are countless powers that continue to mold the culture. However, it is the core values of a culture that do not change quickly and easily. They are passed on from generation to generation. Therefore, it is important to make the students know about this change in order to eliminate any confusion that may be caused.

## 1.1.3.3 Culture is symbolic

Symbols are both verbal and nonverbal in form within cultural systems, and they have a unique way of linking human beings to each other. Humans create meaning between symbols and what they represent; as a result, different interpretations of a symbol can occur in different cultural contexts. Symbolic culture can be defined as an experience that signifies a culture. It is more about what cannot be touched in a culture and the things that the people of a group or culture attach a meaning to in order to communicate with one another. People of different cultures have a shared behavior or a shared experience that is understood to connect the culture. Actions such as a dance during the rainy

season, a special handshake, or a face tattoo that alerts the people involved that they belong to the same group are elements of symbolic culture. Symbolic culture elements include, but are not limited to, language, gestures, values, customs, heritage, music, colours, and many more.

## 1.2 Teaching Culture in the FL Classroom

Culture teaching has become an integral part of foreign language teaching programs. Lazarevic (2013) describes culture as the fifth language skill, stating that knowledge of the foreign country's culture is now included in the curriculum (p. 29). This refers to the ability to perceive and recognize cultural differences, accept them, and appreciate their value. While teaching culture to foreign language students is not a new topic, it has garnered significant interest among language educators, and much has been written about the role of culture in foreign language instruction over the past four decades. Authors such as Atkinson (1999), Morgan and Cain (2000), Brown and Eisterhold (2004), Tang (2006), and many others have repeatedly discussed this matter.

In today's language classrooms, the focus is no longer solely on grammar and rote learning. Instead, language and cultural knowledge are viewed as tools to connect with people globally. Technological advancements have transcended geographical and physical boundaries, allowing individuals from diverse cultural backgrounds to interact. Students now learn to reach out to the world around them, utilizing their language and cultural skills to facilitate connections (Eaton, 2010, p. 20). Consequently, foreign language learners need to develop cross-cultural communication competence. By learning the culture associated with the foreign language, learners can speak the language and understand its context, enabling them to function effectively in various public and private situations.

Similarly, most human interactions are based on understanding the context in which communication takes place, rather than relying on shared intimate knowledge of each other. This understanding involves being aware of cultural meanings associated with time, place, person, and circumstance. Consequently, appropriate language behavior is determined by this understanding of cultural context. Thus, an effective and practical method of teaching culture is essential to achieve the aforementioned goals. Every teacher should recognize the importance and necessity of culture teaching and employ practical techniques to incorporate it into their instruction.

However, the debate still persists regarding whose culture should be taught, the content of the culture syllabus, the selection of topics and perspectives, and the appropriate methods of teaching. These points will be discussed in later parts of this chapter.

## 1.2.1 Goals of Foreign Culture Teaching

Nowadays, culture is no longer simply viewed as pieces of factual information to be presented or explained by the teacher. It is recognized as a process that allows language learners to develop a deep understanding of how culture influences and shapes people's behaviors and interactions. Defining the goals of culture teaching and considering them is extremely helpful in deciding what, when, and how to teach, given that culture is a broad concept and teachers face difficulties in determining what to include in the syllabus.

According to Radhika (2007), from the learners' perspective, culture learning involves visualizing native speakers as real individuals (p. 17). The study of culture can enhance learners' curiosity and interest in understanding the target country, motivate them to study the target language, make them aware of behavioral conventions in the target culture's common situations, highlight cultural connotations of words and phrases in the target language, and develop their ability to evaluate and refine generalizations about the target culture. The author also argues for the importance of developing analytical and

interpretative skills. Culture encompasses commonly held traditions, values, and ways of behaving within a specific community. Additionally, "the development of intercultural sensitivity and awareness and the use of the language are linked to cultural skills" (Tomalin & Hurn, 2013, p. 196). Therefore, by understanding culture, students can achieve all the necessary competencies.

On a practical note, Tomalin and Stempleski (1993, pp. 7-8) provide a list of goals for teaching culture, including:

- Helping students develop an understanding that culturally conditioned behaviors exist in all people.
- Helping students recognize that social variables such as age, sex, social class, and place of residence influence the ways people speak and behave.
- Helping students become more aware of conventional behavior in common situations within the target culture.
- Helping students increase their awareness of the cultural connotations of words and phrases in the target language.
- Helping students develop the necessary skills to locate and organize information about the target culture.
- Stimulating students' intellectual curiosity about the target culture and fostering empathy towards its people.

All of the above goals are crucial as they aim to enable students to develop greater awareness and broader knowledge of the target culture, acquire new skills, understand the values of the target culture, and recognize the differences between the target culture and their own. However, it is challenging for teachers to achieve all of these goals, and scholars suggest focusing on more realistic goals that can be tested and pursued in the classroom, such as knowledge (the ability to recognize cultural information or patterns), understanding (the ability to explain cultural information or patterns), and behavior (the ability to use cultural information or patterns).

In fact, there are several essential objectives to be achieved when teaching foreign culture in the classroom. We will briefly review several of these objectives as follows:

# • To learn successfully the language

The acquisition of cultural knowledge is widely recognized as an integral component of successful language learning. Scholars may differ in their specific theories and approaches regarding the importance of culture in foreign and second language acquisition, but there is a consensus that learning about the culture of the target language has a positive impact on language proficiency and the overall language learning process.

According to Tseng (2002, p.13), success in language learning is contingent upon the acquisition of cultural knowledge. This means that language learners need to go beyond simply learning grammar rules and vocabulary. They must also delve into the cultural aspects that shape the language and its usage. By acquiring cultural background knowledge, learners gain valuable insights into the values, beliefs, customs, social norms, and behaviors of the target language community.

The connection between language and culture is significant. Language is not a standalone system of communication but rather a reflection of the culture in which it is embedded. Cultural knowledge provides learners with a deeper understanding of how language is used in real-life contexts, allowing them to communicate more effectively and meaningfully. It helps learners decipher cultural references, idiomatic expressions, and non-verbal cues, which are often critical for successful communication.

Moreover, cultural knowledge enhances learners' comprehension in the target language. Language is influenced by the cultural context in which it is used, and understanding that context facilitates comprehension. By acquiring cultural background knowledge, learners are better equipped to interpret and make

meaning of language input. They can navigate the subtleties, nuances, and cultural-specific elements of the language more effectively, leading to improved comprehension and communication skills.

Cultural knowledge also fosters cultural competence, enabling language learners to engage with native speakers in a more meaningful way. It promotes intercultural understanding and sensitivity, allowing learners to navigate cultural differences and communicate appropriately in diverse settings. By embracing the culture of the target language, learners develop a broader perspective and a deeper appreciation for cultural diversity, fostering empathy and mutual understanding.

In summary, while scholars may have varying perspectives on the degree of importance of culture in language learning, they unanimously agree on the positive impact of acquiring cultural knowledge. Success in language learning is closely tied to cultural understanding, as language learners need to acquire cultural background knowledge to effectively communicate and comprehend the target language. Cultural knowledge enhances language proficiency, promotes meaningful interactions, and fosters intercultural competence, ultimately contributing to the overall success of language learners in becoming proficient in the target language.

### • To increase cultural awareness

Crawford-Lange & Lange (1984), Kramsch (1993), Seelye (1994), and, particularly, Byram (1988) suggested that culture learning is anchored in three fundamental learning processes: Firstly, the learners' exploration of their own culture; secondly, the discovery of the relationship between language and culture; and thirdly, the learning of the heuristics for analyzing and comparing cultures. Therefore, while teaching culture, both similarities and differences between the first culture (C1) and the foreign culture/ second culture (C2) must be set out the matter that "helps appreciate and be more aware of our own

heritage. At the same time it teaches tolerance as well" (Mastalerz, 2004, p. 13), this is known as cultural awareness.

Cultural awareness (CA) has emerged over the last few decades as a significant part of conceptualizing the cultural dimension to language teaching; that is, foreign language users need to understand foreign language communication as a cultural process and to be aware of their own culturally based communicative behaviour and that of others (Baker, 2012, p.62). In other words, students become conscious of the others linguistic and cultural world and they learn to move between theirs and that of the users of the target language. Baker (2012) links his definition of CA with the word consciousness since it is one's choice and want to accept to open up on others culture; according to him CA is a conscious understanding of the role of culture which it takes in language learning and communication; it is also a comparison between C1 and C2 or a number of C2s. In this process, students "come to understand culture not only as information about diverse people and their practices but also, and most importantly, as the contextual framework that people use to exchange meaning in communication with others and through which they understand their social world" (Scarino, 2010, p. 324). Along the same line, Baker (2012, p.65) believes that "CA leads to an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries". Simlpy, CA makes us relate better to people with cultural differences which results in more cultural connections and less cultural conflicts.

## • To promote cross-cultural communication

Culture plays a strong part in people's lives. It influences them in many sides of their lives, their way of dressing talking, behaving...etc. Thus, when getting in contact with people from other cultures, culture is considered to be the foundation of communication. Communication is the process by which thoughts, information and instructions are passed between people.

Communication breaks down into verbal communication, non- verbal communication (body language) and written communication. Culture cannot be transferred from one culture to another automatically instead it needs communication and requires greater consideration and care in communication strategies (Sarigul and Ashton, 2005, p. 2). Thanasoulas (2001) agrees with the latter view by indicating that culture and communication are inseparable because "culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted..." (Thanasoulas, 2001, p.8). To be specific, culture is the basis of any communication.

Further, in cross-cultural communication, people learn about the other's values and behaviour and adapt to their style without altering any changes in their mindset (in contrast to intercultural communication). A successful crosscultural communication needs cultural fluency as well as linguistic fluency (Tomalin and Stempleski, 1996, p. 105), known as communicative competence (CC). The concept of CC, was introduced by Hymes in 1972 for the first time, it refers to the ability to apply the grammatical rules of a language and its appropriate use, in addition to the use of the language appropriately in a specific cultural-setting. According to Canale and Swain (1980), four different components make up the construct of communication that are: grammatical competence, discourse competence, social-linguistic competence and strategic competence (as cited in Tseng, 2002, p.12). From this model, we conclude that the competence for an effective communication should include not only linguistic but also sociolinguistic knowledge. Further, the role of the teacher cannot be excluded in making the students aware of speech acts, connotations, etiquette and so on, that is appropriate or inappropriate behavior; because even simple behaviours may result in misunderstandings, miscommunication or confusion in cross-cultural situations. Students "are then better prepared to

communicate with native speakers and handle everyday situations they are likely to encounter in English speaking countries" (Mastalerz & Studium 2004, p. 13). Culture, therefore, plays a crucial role in effective communication not only because it represents the sum total of shared ethnic experiences but also because it shapes the life experiences of the individual who plays a part in it as a member of a given cultural community (Tang, 2006, p. 88).

## • To develop intercultural communicative competence (ICC)

Today's students are working and interacting with people of diverse cultures through social media and other ways, therefore they need to be able to communicate effectively across boundaries that are not just linguistic. Being interculturally competent means "having the ability to interact and communicate with representatives of other cultures" (Derenowski, 2015, p. 34). To explain it in a different way, when a person has the cultural information of a target language, it will be easier to adapt to the new country if one had to live there for some reasons like immigration or education (Ozuorçun, 2014, p. 684). Hall (1981) defines ICC as "the degree to which an individual is able to exchange information effectively and appropriately with individuals who are culturally dissimilar, bearing in mind the fact that these individuals vary in their ability to communicate with culturally unalike others" (cited in Derenowski, 2015, p. 33). According to Byram (2000), a person who is interculturally competent is someone who is able to see relationships between different cultures, able to mediate, that is to interpret each in terms of the other, has a critical or analytical understanding of their own and other cultures and "someone who is conscious of their own perspective, of the way in which their thinking is culturally determined" (Byram, 2000, p. 9). This definition covers three important points that are knowledge, skills, and attitudes which are crucial in making effective intercultural interactions.

There are many requirements to facilitate intercultural learning (the process of developing intercultural competence), the most important ones, according to Rappel (2011) are: attitudes of open- mindedness, recognizing consequences, and whole heartedness are the key to develop new ways of thinking. Attitudes of open-mindedness means receptiveness to new ideas, recognizing consequences means to be responsible, and whole heartedness means continual self-examination. Therefore, an emphasis was clearly announced by Modern Language Association (MLA, 2007) on the importance of developing students' trans-lingual and trans-cultural competence, because inter-cultural interaction is a two way process where contact between both sides result changes in their mindset, from a mono-cultural to a multicultural mindset.

Additionally, the teacher's goal should no longer be limited to helping students develop and achieve linguistic and communicative competence but also intercultural communicative competence; as Yankelovich (2007) argues that the need to understand other cultures and languages is one of five imperative needs to which higher education must respond (as cited in Furstenberg, 2010, p. 330).

#### • To eliminate ethnocentrism

Ethnocentrism occurs when you judge another culture based on preconceptions that are found in the values and standards of one's own culture. Different cultures have different norms and expectations of behavior though this does not mean that one culture is superior than the other or that one's opinion about own way of life is natural or correct. Ethnocentrism, known also as cultural ignorance, is a universal act. According to Tomalin & Hurn (2013): "members of nearly all the world's cultures regard their own way of life as being 'better' than even closely related neighbours" (Tomalin & Hurn, 2013, p, 13). Being part of cultural situation which differs from our own experience often results a reaction that follow this sequence: "observe what is happening; try to communicate; find it difficult to understand; interpret the situation according to our own limited knowledge, our own values and possibly limited experience; become judgmental and often in exasperation make our prejudices

apparent and react either by ignorance, fear, anxiety or laziness" (ibid). Consequently, to overcome ethnocentrism, people (learners of SL/FL) need to bear in mind that other people are not better or worse, they are simply different.

In the Algerian context, where learners are EFL (English as a Foreign Language) learners, the concept of ethnocentrism is highly relevant. Algerian learners may bring their own cultural values, norms, and expectations into the English language learning environment. They may perceive their own culture as superior or more favorable compared to English-speaking cultures, which can lead to ethnocentrism.

As mentioned earlier, ethnocentrism occurs when individuals judge another culture based on the preconceptions and values of their own culture. Algerian learners of English may face challenges in understanding and interpreting aspects of English language and culture that differ from their own. This can lead to difficulties in communication and a tendency to interpret the new cultural context based on their limited knowledge and experiences.

To overcome ethnocentrism and foster a more inclusive and open-minded learning environment, it is important for EFL teachers in Algeria to emphasize the importance of cultural understanding and respect. Teachers can incorporate practical strategies and techniques that promote cultural awareness, such as:

- Intercultural Communication: Encourage learners to engage in meaningful interactions with English speakers from different cultural backgrounds.
- Cultural Comparisons: Facilitate discussions and activities that compare and contrast Algerian culture with English-speaking cultures to avoid judgment or superiority.
- Sensitivity and Empathy: Foster a classroom environment where learners feel comfortable expressing their cultural viewpoints and where they are encouraged to listen to and understand perspectives different

from their own. This can help develop empathy and reduce ethnocentric attitudes.

By incorporating these strategies, EFL teachers can help Algerian learners develop a more open-minded and culturally sensitive approach to learning English. This not only enhances their language skills but also prepares them to navigate and communicate effectively in a globalized world.

### 1.2.2 Which Foreign Culture should be taught?

When it comes to teaching English language culture, many EFL teachers and learners are faced by an immediate question: which culture to learn? The most popular choices, for historical and economic reasons, were British or American culture. Most international English language teaching materials also have an obvious bias towards British or American culture. Furthermore, it is true that English now occupies a unique position as a world language. The fact that English is the dominant international language means that English is being used more and more in the above interactions and that intercultural competence is needed to successfully negotiate them.

In Algerian EFL syllabi, the emphasis on British culture can be attributed to historical and linguistic factors.

- **Historical Influence:** Algeria was colonized by France until gaining independence in 1962. During the colonial period, the education system adopted French as the main foreign language. However, after independence, there was a shift towards English as a foreign language due to global trends and the increasing importance of English as an international language.
- Linguistic Considerations: The British variety of English, often referred to as British English or UK English, has historically been more prevalent in English language teaching materials and resources globally. This may be due the establishment of the British Council and the dominance of British publishing companies in the field of English language education.

- Examination Systems: Many Algerian universities use international English language proficiency exams such as the IELTS (International English Language Testing System) or the Cambridge English exams. These exams often reflect British English norms and may prioritize British cultural content in their test materials.
- **Pedagogical Tradition:** Some English language teaching methodologies and textbooks used in Algerian universities may have originated in the UK or have been influenced by British pedagogical approaches. This can contribute to a focus on British culture in language learning materials.

It's important to note that while there may be a greater emphasis on British culture in Algerian EFL syllabi, this does not mean that American culture is completely excluded. In some universities, there may be separate modules or courses that specifically address American culture or provide a more balanced approach to cultural content. Additionally, the inclusion of cultural content can vary among institutions and individual instructors based on their preferences and teaching goals.

Moreover, in Algerian universities, the the module that focuses on culture in English Language departments may have various names. Here are some common names or variations of the module and the content of each:

- Cultural Studies: This module may explore different aspects of culture, including literature, art, history, and society, with a particular focus on English-speaking countries.
- Intercultural Communication: This module emphasizes the development of intercultural competence and effective communication across cultures, covering topics related to cultural differences, norms, and values.
- Culture and Civilization: This module delves into the study of culture and civilization, providing an in-depth understanding of the customs, traditions, and social dynamics of English-speaking communities.

- Sociocultural Contexts: This module examines the sociocultural aspects that shape language use and communication in English-speaking countries, fostering awareness and understanding of cultural diversity.
- Cultural Awareness: This module aims to enhance students' cultural awareness and sensitivity by exploring various cultural dimensions and promoting intercultural understanding and respect.
- English-speaking Countries: This module focuses on the study of English-speaking countries' culture, society, and institutions, providing insights into the historical, political, and cultural contexts that shape their language and traditions.

# 1.2.3 What Aspects of Culture should be taught?

The teaching of culture in the foreign language classroom is likely to be unclear and superficial because either not enough of it is taught, or wrong type of information is presented. "Big C" culture is generally the most commonly taught in EFL classroom: great writers, artists, and musicians, famous works of art, music, and literature. Generally, students get exposed to superficial cultural information like geography, food, art, music, and history, which are simply not enough to teach them to understand, appreciate, and respect the target culture. On the other hand, the most important part of culture that is assumptions, values, communicative norms and so on are not being completely addressed in the classroom. Equal attention must be given to "Little c" knowledge, things such as the features of daily life, popular culture, and social behaviors...etc. According to Lantolf (2000) teachers reduce culture to what Kramsch (1991) calls "the four Fs: foods, fairs, folklore, and statistical facts", which is why most students remain mono-cultural and ethnocentric even after years of foreign language study, failing "to develop intercultural understanding" (Lantolf, 2000, p. 29), Moreover, traditionally, the emphasis in teaching culture in the language classroom has been on the acquisition of cultural knowledge, but more recently, more attention is given to developing cultural awareness.

Vahdany (2005, p. 93) mentions, culture "has always been touched but not hugged dearly enough". The reasons for the limited treatment of culture according to Stern (1992, p. 207) might be due to the vastness of the culture concept; a question of syllabus design, or a question of teaching procedure.

In order to reach the aforementioned goals, we suppose culture should be presented in a systematic and organized way and the teaching process should include four features. First, cultural knowledge, it is the knowledge of the culture's institutions, the Big C, as it is described by Tomalin and Stempleski (1995). Thus, Byram (1991, p. 156) concluded that "cultural knowledge or information should have a beneficial effect on attitudes and understanding in the longer term and, in the short term, also helps to make lessons more attractive and interesting" (cited in Belgin, 2008, p. 6). Second, cultural values: The 'psyche' of the country, what people think is important; it includes things like family, hospitality, patriotism, fairness etc, which raise understanding of and reduces prejudice towards other cultures and peoples. Third, cultural behavior that is the knowledge of daily routines and behaviour, the little c, as Tomalin and Stempleski describe it. Finally, cultural skills are the development of intercultural sensitivity and awareness using the English language as the medium of interaction. By focusing on the cultural skills, students can accept the legitimacy of cultural differences among peoples.

We stressed on these features as they are taken into consideration in many countries when teaching culture as they believe that the more the target culture is presented, the more linguistically and culturally competent the students will be. For instance, in Algerian universities, it is common to find a focus on Big C culture rather than Little C culture; including studying the literature, history, and major cultural contributions of English-speaking countries.

Another example, we can look at Denmark curriculum, it states that foreign language teaching should "offer insights into the cultural and societal conditions" of the countries whose language is taught and enhance both pupils'

international understanding and understanding of their own culture" (Risager, 1998, p. 245). Similarly, in Estonia for instance, the objective of teaching foreign languages is to ensure that students are interested in the countries whose language is studied as well as in their culture. Students are expected to know the literature of the country, be familiar with the norms and rules of behaviour and communication as well as with the use of these norms in speech and writing.

To sum up, according to Stern (1992), teaching culture predominantly includes a 'cognitive component', an 'affective component' and a 'behavioural component' (as cited in Soran, 2017, p. 466). By the cognitive component, we mean the knowledge of teaching culture (TC) in general, such as geographical knowledge, different values and attitudes. And by the affective component, it is about the target language learners' curiosity and inclination towards TC. Whereas the behavioural component relates learners' behaviour to the way they encounter culture appropriately.

# 1.2.4 Cultural Syllabus: Common Topics for Culture Teaching

The cultural syllabus is defined and classified using different categories such as topics, topic areas, and elements of culture and so on. What should the syllabus contain? A question that has to be resolved according to the objectives of a syllabus and the aims and principles of culture teaching since designing a cultural syllabus is full with difficulties.

To start with, the cultural syllabus comes in the form of a list usually comprising socially oriented topics, which concern learners' everyday life, where the order of presenting these topics is not of primary importance (Derenowski, 2015, p. 58). From a personal perspective, the key criteria to design a cultural syllabus and to decide upon its content, is that the culture presented should enable the student to become familiar with the foreign culture. Then, the teacher's role is to cover the topics as suggested in the curriculum.

Furthermore, in teaching English language culture, before talking about the topics that should be tackled we must consider whose culture is being represented, first by selecting the nationality whether it is British, American, or 'Western', and then comes the step of selecting the topics to be considered in the foreign culture classroom and the learners to be addressed whether EFL or ESL learners.

Many scholars have suggested different topics that can be part of the cultural syllabus like Brooks (1986), Chastain (1988), Stern (1992), Durant (1997) and Hasselgreen (2003). Generally, teachers and designers of syllabi design the material based on the topics that have cultural significance associated with them. These include topics like traditions and customs, national holidays, cuisine, habits...etc. For example, Brooks (1986, pp. 124-128) listed 62 potential topics of cultural interest (see Appendix 1a). But he himself claims that the compiled list is not exhaustive because the selection of topics depends on various factors, and the learners' age is an important one among them. So, simply a syllabus addressed to university students is much different from the one aimed at middle or secondary school. Later on, Chastain (1988, pp. 303-304) compiled a list of 37 topics, including good manners and nonverbal communication (see Appendix 1b). Furthermore, the author adopted an anthropological perspective and claims that learners are allowed to add topics with which they want to become more familiar. He claims that the selection of the topics should be based on comparison between learner's native and target culture (Derenowski, 2015, p. 59).

A similar approach is also presented by Durant (1997, p. 31), suggesting a list of topics such as food, customs, holidays, housing, social attitudes, as well as, forms of political expression. This scholar believes that there seems to be little need for any fixed list or fixed order of themes and the choice of the topics should depend on other reasons. We agree with Durant (1997) because having a fixed list of themes will limit and control the teacher therefore the

teacher should feel free to determine what to teach, when and how according to the surrounding circumstances in order to reach his/her goals effectively.

Stern (1992), also, has proposed six categories which are (1) Places: Stern proposes 'places' as one topic area and consider that general knowledge of the geography of the target culture would be useful, (2) Individual persons and way of life: the contact with everyday life in the community not only familiarizes learners with customs of the society but helps them to investigate beliefs, thoughts, and attitudes of its representatives, (3) People and society in general: It enables the learners to identify significant groups indicative of social, professional, economic, and age differences, (4) History: learners need to get to know the main historical developments, symbols, events and trends, and the main historical personalities as well as critical issues of past and present, (5) Institutions: are identified as the system of government, the educational system, social welfare, economic institutions, the military and the police, religious institutions, political parties, and the media. Learners' knowledge of these institutions should be comparable with that of the institutions of learners' native country, and (6) Art, music, and literature: learners should be familiar with them to the extent that these are common knowledge in the speech community and form what he calls 'common literacy'.

However, Stern's proposed syllabus received great criticism by many as it is difficult to see why students studying foreign culture need to know about some subject areas that he suggests such as "places".

On the other hand, the Council of Europe (Common European Framework for languages, 2001) presents seven macro categories that encompass most of the characteristics of a European society and its culture: "everyday life, living conditions, interpersonal relations, values, beliefs and attitudes, body language, social conventions, and ritual behaviours" (pp. 102-103). Following the Common European Framework (2001) categories, Hasselgreen (2003, pp. 47-52) designed a list (see Appendix 1c). His categories are composed of: ability

to cope with daily life activities, traditions and living conditions, confidence with the beliefs, values and attitudes of foreign language users...etc.

In any case, the topics to be included in each of the categories mentioned earlier should be carefully selected by foreign language teachers who should take into consideration many aspects like the students' age, native culture, educational background and others. For instance, the age of the students needs to be considered. If the students are adults, then the goal of the course may be to create an interest in specific aspects of culture as food, music, transportation, sport, housing...etc.

Another criteria that should be the basis for deciding upon the topics of a cultural syllabus, that we personally regard as the most important, is that the selected topics should make the student feel capable and safe to live in the culture studied. Whether the students show an intention to visit the foreign culture or not this should be the central part of the cultural syllabus.

## 1.2.5 Techniques for Culture Teaching

According to Kramsch (2013, p. 64), 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 behaviours 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)" (as cited in Kramsch, 2013, p. 67). Many scholars have suggested different approaches to the teaching of culture as well as activities and techniques associated with them, so, what is the most appropriate approach for teaching foreign culture? There is no right answer to this question, as it is important to remember that the choice of a particular approach or technique

depends on many factors such as the setting, the lesson objective, the age of the students, class size, the competency of the teacher, availability of resources, the school context, students learning styles...etc

Successful teachers, as we consider, are those informed about culture, those who study the culture with discipline and always search for creative and innovative ways to include culture in lesson content and materials. Not only that, but "to give the learner opportunity to develop cultural knowledge, competence and awareness in such a way that might lead to better understanding of the foreign culture, the 'other' as well as of the learner's own culture, the 'self'" (Fenner, 2000, p. 142). With the purpose of a better cultural acquisition, teachers can adopt an effective method on cultural texture. Oxford (1994) has used the term "cultural texture" to describe the many aspects of culture that teachers need to teach to their students. To achieve this texture, teachers need to vary three different parameters, i.e. information sources, activity types and positive interactions.

According to Valdes, good techniques for teaching culture "are not easy to find and need to be shared. After one has determined what values and behaviour patterns need to be taught, one must determine how it may be most effectively done" (Valdes, 1990, p. 121). Consequently, the use of the following materials and techniques for presenting culture in the classroom is widely recommended.

# 1.2.6 Materials for Culture Teaching

Taking into consideration the existence of various materials that can be used in teaching culture in foreign language classes, the teacher should make use of any material that allow the students to increase their knowledge of the target culture (in terms of people's way of life, values, attitudes, and beliefs). In other words, make use of the authentic materials that are mostly available on the internet.

Some of the sources of materials which can be of great efficiency vary from Google images, inviting members of the target culture to the classroom, sound recordings and videos of members of the target culture to visits to the country if possible. There are many sources existing in the literature, however, we will talk only about the ones that better reflect the purpose of the present thesis.

#### 1.2.6.1 Authentic Materials

Using authentic sources from the native speech community, like films, news broadcasts, and television shows, web sites and photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials, helps the teacher to engage students in authentic cultural experiences. Teachers can adapt the use of authentic materials to suit the age and language proficiency level of the students, in addition to that they can use them to "familiarize the students with foreign symbols or images that help students to feel more confident and to become more fluent" at the same time they "stimulate students' intellectual curiosity" (Tomalin and Stempleski 1993, p. 15). According to Peterson and Coltrane (2003), the teacher may also supply students with a detailed translation or give them a chart, diagram, or outline to complete the information while they listen to a dialogue or watch a video (as cited in Sarigul & Ashton, 2017, p.8).

Additionally, literature also has an important role in the foreign culture classroom. Rather than being a fifth adjunct to the four skills (reading, writing, speaking, and listening), culture can best find its expression through the medium of literature. Literary texts are good resources of authentic language where exposure to literary works can help the students to expand their culture awareness and develop culture competence. The literature in culture teaching methodology is vast and great many techniques have been employed.

# 1.2.6.2 Technology in Teaching Culture

Technology has changed the nature of instruction and learning. Teachers are exploring digital technologies to make learning more effective and engage students actively. It gives foreign language teachers various opportunities to create better and more effective instructional materials to teach not only the language structure, but also the target culture. Students can take advantage of technology by learning in formal and informal settings through interactive social spaces (Kukulska-Hulme, 2010).

Technological devices such as smart phones, laptops and computers are widely used to support student learning in a classroom setting, and they have opened new vistas for language learning and teaching in particular (Lee, 2009). One of the alluring benefits of technology is that it provides authentic communication in an interactive environment that facilitates the teaching of culture (Lee, 2009). Through the use of interactive media, students become less dependent on the printed word and more engaged with authentic cultural content they can access and explore freely, because they have more control of the selection and application of materials and resources.

These numerous resources and materials allow teachers to tailor digital media to make culture learning more relevant and accessible to the students in their classroom (Moore, 2006). With the incorporation of technology, both the teacher and the students become part of the interactive environment. Technology creates an "open-ended" (Hellebrandt, 1996, p. 257) learning environment in which the results are not predetermined. More importantly, with interactive web resources that provide the benefits of networking and real time communication, the students can continue to learn the target language and enhance their cultural understanding outside the classroom (Moore, 2006). Technology permits both teachers and students "to go beyond quick and superficial stops on the information highway and establish meaningful interactive learning scenarios" (Hellebrandt, 1996, p. 263). Kukulska-Hulme

(2010) and Lee (2009) provide a list of various activities, which have emerged during the period of 2005-2010, that can be used in a FL/FC classroom. These activities include social applications (e.g., Facebook) and blogging (e.g., Twitter); mobile Internet access (browsing websites and reading news); use of multiple media (watching movies, listening to audio books and podcasts); location-based activities (using GPS to find a place); and user created content (making a film, creating a podcast) (Kukulska-Hulme, 2010, p. 8).

### 1.2.7 Approaches to the Teaching of Culture

Various approaches to teaching culture appeared and disappeared throughout history. These approaches are classified in different ways. These approaches can be divided into two important classifications: the first one refers to those approaches that emphasize mostly on the teaching of the target language culture, for instance the mono-cultural approach which focuses only (or mostly) on the target culture. Yet, this approach is no more implemented since it does not take into consideration the learners' native culture.

The second classification is called the comparative approach which focuses on the similarities and differences between one's own culture and the target culture. On the other hand, Risager (1998, pp. 243-252) has divided them into four approaches, namely, the intercultural approach, the multicultural approach, the trans-cultural approach, and the foreign-cultural approach. According to him, these approaches would help in the selection of adequate materials, techniques, and activities to achieve the teaching objectives. The intercultural approach draws upon the idea that culture is best learned through comparison of the target and the learners' own culture. Similar to the intercultural approach, the multicultural approach includes a focus on the learners' own culture as well as the ethnic and linguistic diversity of the target country. The trans-cultural approach considers the foreign language as an international language, so that it is not necessary at all to link the foreign language to any specific culture. However, Byram (1997, p.55) asserts that although it is

possible to introduce topics which are of universal significance in all cultures, such an approach leaves learners without topics which are characteristic of a particular country, that is the ones which "characterize its uniqueness for the language learner. Foreign-cultural approach is shaped upon the concept of a single culture and focuses on the target culture. It solely focuses on the target culture and neither takes the learners' own culture into consideration nor does it compare the two cultures together. What is important here is to develop the target language's communicative competence and cultural understanding.

In addition to the above discussed approaches, there are a number of approaches that are centred around various aspects of a given culture or concentrate on developing certain skills in learners. The following approaches concentrate on both giving knowledge and upon the different aspects of a given culture.

- The thematic approach focuses upon certain themes like, the art of living, rituals, beauty, religion, education, intellectuality as typical of a certain culture. Seelye (1993, p.133) says that "culture of a community can be best taught when grouped under main themes". He also states that each culture has its own themes. Though this approach is mono-cultural by nature, it tries to show the relationships and values in a given culture and, therefore, helps learners to understand it better. Nostrand, who looked for the main themes for the French culture, worked out a model known as an Emergent Model (1967 and 1978, cited in Seelye 1993, pp.132-133). This is based on the assumption that certain ingredients are characteristic of the behaviour of members of a certain culture. Nostrand (1974, cited in Seelye 1993, p. 133) argues that relationships in a given society can be best taught when grouped under main themes.
- The topic-based approach is based on more general topics which involve cultural issues. It is focused upon key elements of British life such as class, education, health, arts within a series of contexts which brings a more holistic view of the target culture. The topic-based approach concentrates on

more general and cross-sectional topics which involve various cultural issues. It deals with key elements of current British life, such as class, privatisation, education, health...etc. The topic-based approach brings life to class and develops a more holistic and integrated view of the target culture. Durant (1997, p.31), who is also in favour of the topic- based approach, stresses that learning should take place "on the basis of analytic and comparative methods."

- The problem-oriented approach concentrates upon the target culture but encourages learners to do some personal research. The teacher guides students' activity and bibliographic work in their specific area of interest avoiding as such to become lost in the vastness of cultural information. The problem-oriented approach aims at getting learners interested in the other culture and encourages them to do some research on their own. Seelye (1993, p.47) sees the teacher's role in defining the problem that interests learners. He claims that the more precise a problem is the easier it is for a learner to reach the desired outcome. The teacher should also guide learners in the bibliographic work. He claims that rather than be told to read a book on the general topic chosen, students can be taught to skim and to read carefully only limited sections that are germane to their specific area of interest. Otherwise, the student will fast become bogged down in the fantastic explosion of knowledge that threatens to engulf all scholars, especially those in science and social science. (Seelye, 1993, p. 47). This is an important remark to consider, given the amount of material that is accessible to learners today. The result of student research should be a report, either written or presented orally.
- The task-oriented approach is based on students own research, on common tasks to which they work in pairs or small groups. They share their research and finally they interpret the information in terms of both cultures. The task-oriented approach is also based on learners' own research. Differently from the previous one it is characterised by co-operative tasks. Learners work in pairs or small groups on different aspects of the other

culture. They share and discuss their findings with others in order to form a more complete picture. Lastly, learners interpret the information within the context of the other culture and compare it with their own. (Tomalin and Stempleski, 1993, p. 9)

• The skill-centred approach differs from the above-given approaches in a sense that it is more practical and might be useful for those who need to live within the target-language community. It aims at developing learners' skills, which they may need to manage the issues involved in (mis)communication between cultures/societies. The skill-centred approach aims to get away from the surface performance data and look at the competence that underlies the performance. A skills-centred course, therefore, will present its learning objectives in terms of both performance and competence.

No matter what approach is used, it is important that the teaching of culture "never lose [s] sight of the individual" (Brooks 1964, cited in Seelye 1993, p.135). Seelye (ibid.) goes on to say that the focus should be on "how societal values, institutions, language, and the land affect the thought and lifestyle of someone living in the culture we are studying." Second, comparison of one's own and the other culture is important.

## 1.2.8 Importance of Culture Teaching/Learning

Culture learning is informative, as well as interesting, which covers language, culture, custom, ethics, science, social issues, etc. Students are exposed to various information which appeals to their taste. And what they learn will be of great use in their daily life. As a result, their interest in learning and their motive and desire to communicate in foreign language will be aroused.

Additionally, 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) 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 stressed on the idea that understanding foreign culture and comparisons between cultures are a necessary component in foreign language learning. In support to the latter idea, Radhika claims that "learning and understanding culture is seen as a comparative process in which learners are encouraged to get aware of their own culture and contrast it with the target culture" (Radhika, 2017, p. 18). In result, students become critical observers of the foreign culture including their own due to the development of skills of analysis and interpretation. Stern (1992, p. 223) states that one of the advantages of culture teaching is that it provides background and context and helps the learners visualize the reality, where students are physically and often psychologically removed from the reality of the second (foreign) culture. Another advantage is that culture is taught in culture setting, for instance, to students studying a foreign language, where students may need more help to come to terms with the foreign environment to avoid cultural misunderstandings (Brown, 2000, p. 189).

In connection with Stern (1992), Tang (2006) states that "Not only should students know the 'what and how' about a culture, but also the 'why'. It is the why, as has been argued previously, that enriches and sustains the memory about a second culture accumulated in the learning process" (Tang, 2006, p. 89). We strongly agree with Tang (2006) as we witnessed when teaching at university that students enquire about the right time to say an expression or why they have to interact in a certain way and so forth.

## 1.2.9 Practical Considerations when Teaching the Foreign Culture

The question that may raise here is how can we incorporate culture into the foreign language curriculum, with a view to fostering cultural awareness and

communicating insight? The answer to this question can be by bringing to the fore some elements of the target culture, and focusing on those characteristics and traits that are of importance to the members of the foreign community, refraining from taking an outsider's view, teachers can make students aware that there are no such things as superior and inferior cultures and that there are differences among people within the foreign culture, as well. Teachers' task in the classroom is to stimulate students' interest in the foreign culture, and to help establish the foreign language classroom as a place where opportunities for learning of various kinds are provided mainly through the interactions among the individuals.

According to Straub (1999), what educators should always have in mind when teaching culture is the need to raise their students' awareness of their own culture, to provide them with some kind of metalanguage in order to talk about culture, and 'to cultivate a degree of intellectual objectivity essential in cross-cultural analyses' (ibid.,p.5). Prior to considering some challenges for teaching the foreign culture, it is useful to attempt an answer to the question posed at the beginning of this part by providing some guidelines for foreign culture teaching (most of the discussion that ensues is mainly based on Lessard-Clouston, 1997).

First, students will indeed need to develop knowledge of and about the FL culture, but learners will also need to master some skills in culturally appropriate communication and behaviour for the foreign culture awareness is necessary if students are to develop an understanding of the foreign culture, as well as their own culture.

Second, it is important, when it comes to teaching methodology, to deal with culture teaching in a systematic and structured way. A third point, evaluation of culture learning is a necessary component of the foreign culture curriculum, so teachers should provide students with feedback evaluating their learning state.

Moreover, in order to provide a different perspective on "the foreign culture," teachers should use comparison, with a view to identifying common ground between cultures. Before venturing into foreign territories, FL students must first become conversant with what it means to be part of a culture, their own culture. By exploring their own culture, i.e., by discussing the very values, expectations, traditions, customs, and rituals they unconsciously take part in, they are ready to reflect upon the values, expectations, and traditions of others

On a practical note, culture teaching should allow learners to increase their knowledge of the foreign culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behaviour, as well as provide them with the opportunity to act out being a member of the foreign culture. Equipped with the knowledge that such notions as "superior" or "inferior" cultures are nothing but sweeping generalisations that appeared from the lack of knowledge and disrespect to other human beings with different worldviews.

## 1.2.10 Challenges when Teaching Foreign Culture

Teaching foreign culture in the language classroom can be a challenging task that requires careful consideration. In contexts where English is learned as a foreign language, the language classroom may be the primary avenue for cultural contact. As a result, it is crucial to create an open and conducive environment for meaningful cultural learning. However, several factors can impact the success or failure of teaching foreign culture, with teachers and curricula being among the most significant factors. Let's further discuss some of the challenges that teachers often face:

 Negative attitudes: Teachers may encounter negative attitudes from learners towards the foreign culture, particularly concerning religion. It becomes essential to raise learners' awareness of cultural differences and foster an open mindset for acceptance.

- Lack of informants: Teachers may face difficulties in accessing native speakers or informants who can provide authentic insights into the target culture. This limitation can hinder a thorough exploration of the target culture within the EFL classroom.
- Limited interaction opportunities: Teachers themselves may lack opportunities to interact with native speakers or have limited training experiences abroad. This scarcity of real-life cultural exposure can pose challenges in effectively teaching foreign culture.

One specific challenge that arises is the predicament faced by non-native EFL teachers, especially novice teachers, who have no living experience in English-speaking countries like the UK or the USA. How can they effectively teach foreign culture when they themselves lack the social dimension of the language? The issue here pertains to the extent to which pragmatic interpretation and discourse structure are culture-specific and need to be taught. Cultural competence and understanding are vital components, often even more important than formal knowledge of the language system. Novice teachers, without explicit preparation or guidance, may find teaching culture a major challenge. The lack of an operational paradigm for culture teaching in the classroom can lead to idiosyncratic practices based on individual teaching styles.

Research on FL and SL teacher learning has revealed that many novice teachers feel ill-equipped to address culture in their teaching. They often lack confidence and preparation in this area (Byram & Risager, 1999). Consequently, there is a need for foreign culture teachers to possess the ability to experience and analyze both their home culture and the foreign culture they aim to teach. It is their responsibility to convey cultural meaning and introduce students to a type of learning that challenges and broadens their perspectives on the world and their cultural identity. Teachers must have a strong understanding of the cultural content students require and know how to deliver it effectively, ensuring that students accept and comprehend it easily.

Living experiences in the target culture, such as residing in the UK and observing the way of life, behavior, and communication in different situations, can greatly enhance teachers' understanding and knowledge of the foreign culture. Therefore, teachers need adequate preparation and training to teach about foreign culture because their role requires cultural proficiency in addition to language proficiency.

In summary, to overcome these challenges, foreign culture teachers need to be culturally proficient, possess the ability to analyze both home and foreign cultures, and have explicit preparation and guidance on how to teach culture effectively. By addressing these challenges, teachers can facilitate meaningful cultural learning experiences for their students.

### Conclusion

In conclusion, this chapter has examined various definitions of culture in relation to language teaching and emphasized its increasing importance. The role of a well-designed cultural syllabus/program and its content has been highlighted. Additionally, aspects of culture teaching materials, what to teach in culture, approaches/strategies for teaching culture, and recent studies on culture teaching were discussed.

The chapter has brought together different definitions of culture and related concepts by introducing prominent empirical studies relevant to the topic. Culture encompasses all the practices, beliefs, and behaviors of a society. It is learned and shapes how people think and express themselves. Although we may consider ourselves individuals, culture influences our perceptions and patterned behaviors, including our views on family, friends, faith, and politics. Culture provides social comfort and defines societies through shared values. It is transmitted from one generation to the next, yet it also evolves through innovation, discovery, and cultural diffusion. While our own culture may limit us, as humans, we have the capacity to question values and make conscious decisions. The diversity of cultures within our own society and globally is

evidence of this freedom. Studying another culture enhances our understanding of our own.

Furthermore, this chapter explains how culture shapes the thinking process and determines modes of communication and information reception. Successful language teaching requires language use to be associated with culturally appropriate behavior. Understanding the context, even without being familiar with the other person, is crucial for effective communication. Learners need to increase their knowledge of the target culture, including people's way of life, values, attitudes, beliefs, and how these are expressed through linguistic categories and forms. They should be aware of culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree. It is important to recognize that behaviors and intonation patterns considered appropriate in their own speech community may be perceived differently by members of the target language speech community. Developing cultural awareness in the classroom helps students differentiate between their own cultural norms, beliefs, or habits and the foreign culture they are learning about. Providing experiential content that encourages discussion and comparison of two different cultures (native and foreign) is beneficial. Teachers should have a prior knowledge of the cultural content they are teaching, especially considering learner-centered and technologically driven trends in culture learning.

However, studies have shown that the teaching of culture is often limited and not fully realized. Practical issues contribute to this limitation. Firstly, teachers may feel that the syllabus is overcrowded and they lack sufficient time to adequately explain culture. Secondly, teachers may be hesitant to teach culture due to a perceived lack of knowledge. Thirdly, teachers may not have received adequate training in teaching culture and may lack appropriate strategies. To address these problems, suggested solutions include preparation programs, training, and meetings dedicated to discussing the teaching of foreign culture.

The next chapter will present a comprehensive review of literature on multimedia, along with eight (08) empirical studies relevant to the investigated topic.

# **Chapter Two**

# **Multimedia Instruction & Empirical Studies**

## Introduction

Now that we have established in the previous chapter what needs to be taught in foreign culture, we turn our attention to how these aspects of culture should be taught. This chapter provides a summary of the relevant literature on the subject, highlighting the most interesting and valuable insights. It encompasses different definitions of the term multimedia and reviews various approaches and methods that have utilized multimedia materials in the classroom. It also discusses how these aids have enhanced and supported teachers and students in achieving successful teaching and learning experiences. Furthermore, we will explore the use of multimedia in foreign culture teaching, specifically examining empirical studies related to the investigated theme. The aim is to identify the strengths and weaknesses of previous studies in order to address any gaps in the existing literature.

From this perspective, the main objectives of this chapter are twofold:

- To provide an overview of multimedia and its usefulness in the field of teaching and education.
- To present empirical studies related to the theme under investigation and summarize their key findings.

#### 2.1 Multimedia

For hundreds of years, instructional messages were presented through lectures and books in form of words. These verbal modes of presentation have dominated the way explanations are conveyed to one another and, as a result, "verbal learning has dominated education and became the major focus of educational research" (Mayer, 2001, p 4). However, facing the challenges of

the new century and along with the fast development of information technology; the field of education is continuously changing. Today's classrooms are vastly different from that of the mid to late 20th century. "Traditional notions of education are giving way to newer and more modern ways of thinking about how we learn, teach, and acquire knowledge" (Eaton, 2010, p. 16). These modern ways of thinking allow creating a safe and a more stimulating environment for both teachers and students.

Moreover, 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 language class that does not use some form of technology. Nowadays, technology supplies us with advanced teaching means such as multimedia materials; imposing a change in the ways of teaching. Multimedia materials provide a new experience to students known as "the complex multi-sensory experience" which is the stimulation of the conditions of real world learning, and this is by presenting the information through text, graphics, images, audio and video, all at once experience.

More importantly, to achieve the ultimate goal of student's learning, taking into consideration that learning is a combination of comprehension and memory, it is important to select an appropriate teaching method(s) and approach(s) or to use a combination of them that can maximize the learning i.e., maximize the understanding and the memorizing, and also make the classroom environment as stimulating and interactive as possible. It is a well established fact that multimedia can provide many choices as making the teaching-learning process more fruitful, interesting, creative and more productive. If properly used, multimedia can help the students to achieve their learning goals through attracting their attention, enhancing their memorization in addition to many other benefits.

This current generation, as everybody agrees, is a part of a media-rich and a sight-oriented world with unlimited choices, where learning and creativity are

self-directed, communication and social life occur in a different way from the previous generations. Also, students learn in many different ways; some are visual learners, whereas others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum presentations related to each of these learning styles so that all students are able to succeed in their classes. In addition, many mixtures of media (multimedia) may be chosen for any given learning goal and group of students. Thus, research questions have compared the learning benefits of various media and mixes of media for different types of learning goals and students at different ages and aptitude levels. Thousands of studies have been and continue to be conducted.

Therefore, the present research is based on the following works that took into consideration the different learning styles of the students in addition to other important elements that are intended to make the teaching- learning processes more successful. Here are the most important theories in our study:

- Mayer's Theory of Multimedia Learning (CTML: Cognitive Theory of Multimedia Learning in 2001) which builds on three frameworks which are 'Dual Coding Theory', 'Working Memory Theory' and 'Theory of Cognitive Load' and some of his in-depth studies with his associates.
- Dale's cone of experience (1960)/ "Bogus cone" or the "Remembering cone".

Literature on the topic (i.e. multimedia) has revealed different definitions according to researchers' perspectives. Only recent definitions of the term are taken into account in this chapter.

To begin with, the word multimedia, can also be spelled with a hyphen as multi-media, has been used since 1962, from multi-, or many, rooted in the Latin 'multus', and media, the plural form of medium. Therefore, multimedia

consists of two words: 'multi', which means various and 'media', which refers to any hardware such as computer, television, interactive whiteboards or mobile phone) or software used for communicating such as e-mail or video-conferencing. Some authors distinguish Media with 'M' from media with 'm', when speaking about the language classroom. According to Brinton (2001), the first 'Media' refers to the technological advances such as new software, hardware and the use of computers and projectors. While the other media refers to the non-mechanical aids, such as charts or even props for the daily life adapted for teaching purposes (Brinton, 2001, p.460). The term media was used for the first time more than two centuries ago to describe newspapers. Nowadays, this word has various connotations like social media, visual media, mass media, multi-media...etc.

**Thanks** the an American educational works of Mayer, to significant psychologist, who has made contributions to theories of cognition and learning, especially as they relate to the design of educational multimedia. Mayer's best known contribution to the field of educational psychology is multimedia learning theory. His works made at hand a variety of meanings that multimedia conjures up and the main focus of each one is introduced as following: Multimedia is "technology for presenting material in both visual and verbal forms" (Mayer, 2001, p. 2). He illustrates his definition as following, when:

- You watch a podcast on your smart phone or play a strategy game on your tablet – that is, multimedia as a handheld experience.
- You sit in a room where images are presented on one or more screens and music or other sounds are presented via speakers – that is, multimedia as a "live" performance.
- You sit at a computer screen that presents graphics on the screen along with spoken words from the computer's speakers – that is, multimedia as an online lesson.

- You watch a video on a TV screen while listening to the corresponding words, music, and sounds or watching a PowerPoint presentation along with listening to the speaker's corresponding commentary.
- You make a chalk-and-talk presentation, in which a speaker draws or writes on a blackboard (or uses an overhead projector) while presenting a lecture or a textbook lesson consisting of printed text and illustrations.

The illustrations given above, according to Mayer, focus on two important points: (a) how the material is presented (known as 'Multimedia Message'), and (b) on multimedia as a learning tool. However, the many uses and abuses of the word multimedia and its various examples have led to confusion over just what multimedia is. For this reason, more explanations related to the theme under investigation are needed.

The term "multimedia" has been defined by various scholars in different ways depending on the field of research. Notable contributors to the development of the term include authors like Cutting and Blanka. To provide a proper definition of multimedia, it is necessary to go beyond a simple explanation and contextualize the term. In the field of education, Cutting (2011) suggests that media, often referred to as "audio-visual aids," has been primarily used to assist in teaching or facilitate learning. These aids encompass a range of materials such as movies, videos, slides, and various types of equipment. On the other hand, the term "multimedia" is used to describe the combination of different media forms to effectively describe or explain something. Cutting (2011, p. 4) explains that a movie projector or video tape player can be considered a multimedia device since it combines multiple media forms, namely pictures and sound.

In simple terms, multimedia refers to the combination of computer hardware and software that enables the integration of video, animation, audio, and graphics to create interactive on-screen presentations. Furthermore, Blanka (2013, p. 113) introduced a new classification of multimedia, distinguishing

between "linear" forms like e-books and "non-linear" forms like video games or self-paced e-learning courses.

We can consolidate the definitions of multimedia into a broader definition that encompasses all the scenarios mentioned above. Multimedia, as a learning tool, can be presented in two forms: (a) Words, involving spoken or printed text, and (b) Pictures, including illustrations, photos, animation, or video. The commonality among these definitions is that multimedia involves the combination of two or more types of media into a single package. These may include video, sound, animation, text, and graphics, all delivered electronically. In summary, based on the examined definitions, we propose our own conceptualization of the term in line with the objective of this thesis. Multimedia, for our purposes, refers to the use of a computer to present and combine text, graphics, audio, and video using interactive and communicative tools, ultimately creating an engaging learning environment. Further details will be provided in subsequent parts of this chapter.

## 2.2 Components of Multimedia

Multimedia materials are composed of various components: text, graphics, animation, sound, and video. These components can be presented separately or combined:

- **Text**: It is fundamental element in all multimedia applications. It conveys most information (Vaughan, 2004). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, colour, and style to present information; emphasize a certain word or phrase. "Use text for titles and headlines (what it's all about), for menus (where to go), for navigation (how to get there), and for content (what you see when you get there)" (Vaughan, 2004, p.26).
- **Graphics:** It refer to images and pictures, such as chart, diagram, and photograph, which contain no movement. Graphics can stimulate interesting

and motivation, can improve understanding ability of language. Graphics plays a very important role in language teaching process.

- Animation: It is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. Simply speaking, it is the sequence appearance or the continuous movement of objects. Vaughan (2004) believes that teachers can highlight key knowledge points and heighten students' motivation when the class is assisted by the use of animation.
- **Sound:** It is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. With multimedia, teacher can use more vivid and fruitful sound to help students' English learning.
- Video: It is the visible part of a television transmission and broadcasts visual images of stationary or moving objects. "It is also an excellent method for delivering multimedia to an audience raised on television. With video elements in your project, you can effectively present your messages and reinforce your story, and viewers tend to retain more of what they see" (Vaughan, 2004, p.164).

This passage by Ludwig gathers all the elements/ components of multimedia and their use:

"Since multimedia gives you the ability to present information in a variety of ways, let the content drive the selection of media for each chunk of information to be presented. Use traditional text and graphics where appropriate; add animation when "still life" won't get your message across; add audio when further explanation is required; resort to video only when all other methods pale by comparison" (cited in Vaughan, 2004, p.165).

Ludwig emphasizes the importance of using various components of multimedia to effectively present information. According to Ludwig, the selection of media should be driven by the content being presented.

## 2.3 Related Theories to Multimedia

In this research, we place a significant emphasis on cognition and constructivism as we seek to explore the role and impact of multimedia presentations in language learning environments. We have chosen to focus on cognitive theories because they provide valuable insights into the processes of memory and retention, which are central to our research objectives. In doing so, we have deliberately overlooked behaviorism and other learning theories that do not adequately address the concepts of memory and retention.

For instance, behaviorism primarily concerns itself with the acquisition of habits and pays little attention to the storage and retrieval of information from memory for future use. In contrast, our research is particularly interested in understanding how multimedia presentations influence memory and facilitate the retention of knowledge. By drawing on cognitive theories, we can explore the cognitive processes involved in language learning and how multimedia can enhance these processes.

By prioritizing cognition and constructivism in our research, we aim to gain a deeper understanding of how multimedia can be effectively employed to optimize language learning outcomes by considering the cognitive aspects of memory and retention.

## • The Constructive Perspective

Constructivism is considered to be a branch of cognitivism because "both conceive of learning as a mental activity" (Ertmer & Newby, 2013, p.55). Constructivism placed emphasis on the learner's active engagement in the classroom and on the creation of an environment in which students can reconstruct their knowledge through relating their existing input with the new

knowledge. Another important point in constructivism, according to Gilakjani (2012, p.60), is that knowledge is not acquired only by the teacher but also by others' help learning materials where teachers should put new and effective modes and ways of teaching. That means that it encourages the use of teaching materials such as multimedia; where mental representations can be developed. As a result, it increases the efficiency of the learning. Proponents of the constructivist approach maintain that designers (of the teaching material) should be creating educational environments that facilitate the construction of knowledge. There are various principles or suggestions that typically promote ways to accomplish that goal and they are as follows (Alessi and Trollip, 2001):

- Emphasis on learning rather than teaching;
- Emphasis on the actions and thinking of learners rather than of teachers;
- Emphasis on the active learning;
- Encourage learner construction of information and projects;
- Use purposeful, real or authentic learning activities;
- Encourage personal autonomy on the part of the learners;
- Support learner reflection;
- Encourage learners to accept and reflect on the complexity of the real world:
- Use authentic tasks and activities that are personally relevant to learners.

Another implication of using constructivism in this study is that constructivism basically combines new information and builds on existing knowledge and experiences. For instance, in this research, the design of multimedia materials had implemented concept of authentic learning and addressing the learner's mind in an attractive way. All these concepts are part of the constructivist approach to learning.

## • The Cognitive Perspective

Cognitive theories, or in other words the theories of mental activity, according to Ertmer & Newby (2013, p.51), mainly focus on the acquisition of knowledge and the mental structures (internal learning processes) in addition to the conceptualization of students' learning processes. To put it briefly, cognition theories address the matters of how information is received, organized, stored, and retrieved by the mind. Besides, learning does not occur in a passive way but initiative procedure of information acquisition depending on learners' attitudes, demands, interests, habits, and their own backgrounds' (Gilakjani, 2012, p.60). Therefore, the emphasis is more on promoting mental processing by arousing students' interests and desires to learn rather than promoting their performance only.

The most prominent theory of learning is the one of multimedia learning proposed by Mayer, which posits that optimal learning occurs when visual and verbal materials are presented together or in certain ways as he elaborated.

## 2.3.1 The Theory of Multimedia Learning: Multimedia Learning Model

Throughout the 1990s and beyond, Mayer and his colleagues, some of his notable collaborators include Roxana Moreno, Ruth Clark, and Karen VanLehn, among others, have conducted research investigating the nature and effects of multimedia presentations on human learning. Also, the theory was developed from research into text and illustrations and experiments that suggested that illustrations with integrated text improved learning effectiveness. Several other theories, models, and many other research studies influenced the evolution of multimedia learning theory. However, the main contributions come from Baddeley's working memory model, Sweller's cognitive load theory, and Paivio's dual coding theory in the early 1990s which informed Mayer's research with narration and animation. As a result, multimedia learning has been defined as a learning activity that involves using pictures (such as animation) and words (such as narration) to offer a powerful

tool for improving students' understanding of instructional material. Because people receive information through their visual and auditory cognitive senses in the cognitive process. Further, Mayer's results indicated that learning was most effective during treatments where the participants were able to see the animation visuals as well as hear the integrated audio narration of those visuals at the same time. According to Mayer (2001), the theory of multimedia learning is based on the idea that multimedia presentations must be designed in light of how human mind works in order to take advantage of the full capacity of humans for processing information; assuming that humans have two information processing systems one for verbal material and one for visual material (Mayer, 2001, p. 4).

More importantly, Mayer (2001) proposed the Cognitive Theory of Multimedia Learning (CTML) based on the following three assumptions: (a) "dual channels" refers to the processing of visual/pictorial and auditory/verbal representations through separate channels during the multimedia learning process (Mayer, 2001); (b) "limited capacity" refers to the limited information that people can process simultaneously through their visual and auditory channels; and (c) "active processing" is a meaningful learning that occurs when people engage in cognitive processes by organizing the learned information into coherent knowledge based on similarities with prior knowledge, and subsequently integrating it with prior knowledge.

Mayer's theory is considered as a base theoretical framework in this research because it describes the use of multiple simultaneous techniques in instructional message design, such as combining narration and visuals in a presentation as we did throughout our experiment by using a single or multiple multimedia materials to deliver information. This theory, therefore, cannot be neglected whenever the debate about multimedia is raised, because it deeply explains how to best apply the theory in practice and how humans process the material presented in different forms (multimedia) and how people learn from two material presentations (words and pictures).

#### 2.3.2 Brain Process of Information

We often ask ourselves what is more important today: to retain content and information, or to know how to retain it? Thus, the answer according to us, both are important. Because the more we know about the process of acquiring and storing knowledge, the more we can achieve our learning goals easily. Moreover, in order to better understand how multimedia can optimize the learning and help the students to learn effectively, it is important to understand the basics of how the brain processes information (learner-centred approach) and how multimedia supports dual coding of information (based on Mayer's cognitive theory of multimedia learning) as illustrated in Figure 2.1:

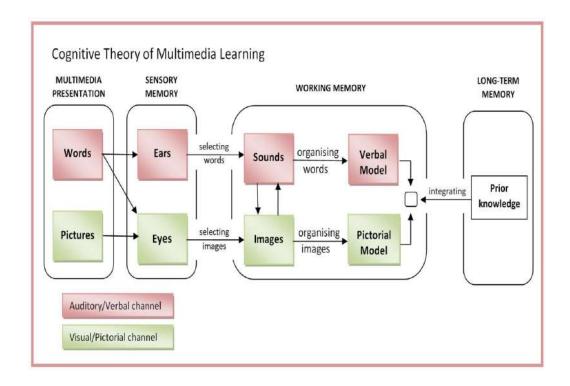


Figure 2.1. Cognitive Theory of Multimedia (Mayer, 2001, p.47)

Figure 2.1 summarizes the dual-channel assumption, one of the three assumptions underpinning the cognitive theory of multimedia theory (Limited Capacity and Active Processing). It shows the two different information processing channels: auditory/verbal channel and visual/pictorial channel. Both channels are separated and the information (auditory or visual) is processed distinctively. More importantly, the illustration shows that processing

information in the channels is an active cognitive process to construct coherent mental representations. This assumption highlights that learning is better when the information is processed through both channels than when it is processed through only one channel, because the learner has more chances to create more cognitive paths that can be followed to retrieve the information.

The memory process to store and recall information involves three successive stages: Sensory memory, working memory, and long term memory.

- The Sensory Memory: The sensory memory receives input from the senses and information is retained and registered temporally in this memory. It enables one to look at something and remember how it looks like with just a second of observation.
- Working Memory: Before information can be integrated into long term memory it must be received and processed by working memory, it could therefore be considered as the most active part of the memory system. Working memory has a very limited capacity; it can only handle small amounts of information before it has to be integrated into our long term memory or lost, it can hold no more than 5 to 9 elements of information and even fewer elements. Also, this memory allows on to recall information for a period of several seconds to a minute without the rehearsal the capacity of the working memory is limited. Back to the works of Miller (1956), his theory called the magic number 7, in which he suggested that we can only process about seven pieces of information at one time. And, we must do so quickly, as working memory can only keep information for about 20 seconds. However, Miller did not specify the amount of information that can be held in each slot. Indeed, if we can "chunk" information together we can store a lot more information in our short term memory.
- •Long Term Memory: Long term memory is the repository for more permanent knowledge and skills information that is not currently being used, but it necessary for understanding. It is highly important to process

information in a multi-step process. "Long-term memory is not just used to recognize or recall information but rather is an integral component of all cognitive activity, including activities such as high level problem solving" (Sweller, 2003, p. 221). This multi-step process starts by storing our knowledge in our long term memory. Then, this knowledge is organized into 'chunks' of information in what are known as schema. Schemas provide the basic unit of knowledge, they allow us to organize information in meaningful ways and help us to achieve the last steps which are the integration and the organization of new information. According to Heinreich, Molenda, Russel, Smaldino (2002), "schemas are used to identify, process, and tore incoming information and can be thought of as categories individuals use to classify specific information and experiences" (p. 7). In short, our long term memory is where what we know is stored and where we integrate new information. If information does not find its way into long term memory, it is then lost.

• Multiple channels: Dual Coding of Information: Researchers now believe that there are multiple channels in working memory. According to dual coding theory (Paivio, 1971, 1986, 1991; Clark & Paivio, 1991), information is processed through one of two generally independent channels. Baddeley (1992) proposes an auditory and a visual channel. The auditory channel handles information that is heard, while the visual channel processes information that is seen. Text seems to have unique processing requirements, with words initially captured by the visual channel and then converted to sounds in the auditory channel (Mayer, 2005). This proposition is originated from Baddeley's theory of working memory (1974). Using multiple channels can increase the amount of information that the brain can process (Sweller, 2005). In agreement with Sweller, we think that when information is presented using both the visual and auditory channels, working memory can handle more information overall. But, there is still the risk of cognitive overload (Sweller's Cognitive Load Theory in 1988), where too much

information delivered in an ineffective manner can interfere with the brain's ability to successfully integrate information into long term memory.

In a nutshell, the cognitive theory of multimedia learning emphasizes the immense role of multimedia, where information from different sources is integrated within a mental representation linking the new information with previous knowledge (Mayer, 2005). Consistent with multimedia learning, the 'abstract thinking' (learning through words) is replaced by the 'imaginable thinking' (learning through multimedia) which foster the learning. According to Patel (2013), "multimedia technology makes content easier and it enhances the students' abstract thinking" (p. 120), through creating an imagination in student's mind in order to deeply understand or remember the new input.

## 2.4 Multimedia Instruction: A Multimedia Learning Environment

Instruction, according to Mayer (2001, p. 30), refers to the instructor's manipulations of the learning environment that are meant to promote learning, i.e., the instruction involves creating a learning environment for the learner to promote experiences that lead to learning. Whereas, multimedia instruction means the presentation of the material using both words and pictures. Based on his perspectives, multimedia instruction is when "a person sits at a terminal and receives a presentation consisting of on-screen text, on-screen graphics or animation, and sounds coming from the computer's speakers" (Mayer, 2001, p. 3). Another example of multimedia instruction offered by the same author is a PowerPoint presentation in which someone presents slides from a computer projected onto a screen and discusses each slide.

In short, multimedia instruction refers to designing multimedia learning environments in ways that help people build mental representations. Multimedia teaching method belongs mainly to CAI (computer-aided/assisted instruction: a program of instructional material presented by means of a computer or computer systems), where computers are basically used either to

provide a presentation of data or to fill a tutorial role (Question and answer with the student).

"The third major phase in multimedia instruction, which began in the late 1900s, extends the scientific study of how people learn to include computer-based multimedia instruction. For example, computer-based environments that support multimedia instruction include slide presentations, computer-based training, online multimedia lessons, narrated animation, hypermedia, interactive simulations, intelligent tutoring systems, animated pedagogical agents, virtual reality, and serious games (Atkinson, 2008; Clark & Mayer, 2008; Graesser, Chipman, & King, 2008; Kosslyn, 2007; Lowe & Schnotz, 2008)" (Mayer, 2014a, p. 388).

## 2.4.1 Multimedia Instructional Messages

The aim of learning is in-depth understanding of the information to build up new knowledge. In this respect, the process of multimedia learning can be considered as either information acquisition (in which multimedia messages are information delivery vehicles), or as a knowledge construction (in which multimedia messages are aids to sense making)" (Mayer, 2001, p. 1). That is to say, an instructional message is a communication using words and pictures that are intended to promote learning. In information-acquisition view, learning involves adding information to one's memory. It is sometimes called 'the empty vessel view' because "the learner's mind is seen as an empty container that needs to be filled by the teacher pouring in some information" (Mayer, 2009, p. 16). However, when the teacher's goal is to promote students' understanding of the presented material, the information-acquisition view is not very helpful because it aims at making the student stores the information only. On the contrary, the knowledge construction view is that multimedia learning is a sense-making activity in which the learner seeks to build a coherent mental representation from the presented material, thus, multimedia in this case is an aid to construct knowledge, the learner selects relevant information from the

lesson, organizes it into a coherent structure and integrates it with his prior knowledge, to make meaning in the knowledge construction aspect. This latter view is the most preferable one because it is aims at promoting understanding of the presented material. Multimedia can be viewed in three different ways as shown in Table 2.1:

**Table 2.1.** Three views of Multimedia (adopted from: Mayer, 2009, p. 10)

View	Definition	Example
Delivery media	Two or more delivery devices.	Computer screen and amplified speakers;
		Projector and lecturer's voice.
Presentation mode	Verbal and pictorial representations.	On-screen text and animation; printed text and illustrations.
Sensory modality	Auditory and visual senses.	Narration and animation; Lectures and slides.

The following definitions and explanations of each multimedia instructional message (also can be referred to as Multimedia Presentations) belongs to the effort of the researcher of the present thesis:

- The delivery media: are devices used to deliver an instructional message, in
  which the focus is on the physical system used to deliver the information
  such as computer screens.
- The presentation mode: are representational formats used to present the instructional message. The focus is on the way the material is represented either through words or pictures.
- The sensory modalities: the sense modalities the learner uses to receive the instructional message. It focuses on the sensory receptors (such as the eyes and the ears) that the learner uses to perceive the information.

## 2.4.2 Two Views/ Approaches to Multimedia Design

It is useful to distinguish between two approaches to multimedia design: a technology-centred approach and a learner-centred approach. The differences between the two approaches are summarized in the following table:

**Table2.2**. Approaches to multimedia design (adopted from Mayer, 2001, p.12)

Design approach	Starting point	Goal
Technology-centred	*	Provide access to information
Learner-centred	How the human mind works	Aid human cognition

Each approach is addressed in turn as following:

- **Technology-centred approach:** it places focus on the capabilities of the technology and not necessarily on the capabilities of the learner. According to Mayer (2001), what went wrong with this approach is that it put focus on giving people access to the latest technology rather than helping people to learn through the aid of technology. The kinds of research issues often involve media research that is, determining which technology id most effective for presenting information.
- Learner-centred approach: It begins with an understanding of how the human mind works and to ask "how can we adapt multimedia to enhance human learning" (Mayer, 2001). So, it places focus on the manner in which technologies can be used in the promotion of human cognition.

Moreover, a learner-centered approach is described as focusing on the quality of learning by understanding the learner more. Now what makes up a learner-centered approach? Below are five essentials of this approach:

• Collaboration is encouraged: Learner-centered theories postulate time and again that learning is not meant to be done alone. Learning is actualized

and enhanced by interaction and communication within and among groups. Classrooms, whether online or actual, are seen as communities where students learn from each other's experiences and opinions. Learner-centered programs allow students to actively interact with others, seek out information, share perspectives, and respect different points of view.

- Materials and activities are engaging: Engagement is the real measure of the learning process. When a person is engaged, the brain actively functions to process ideas and reflects on concepts. Students are encouraged to reflect on what they have learned by incorporating brief pauses to internalize concepts and voicing out how the content relates to them. Case-based scenarios and situational analyses also help students examine what they have learned.
- Learners are given control of the learning process: Active learning entails that the student has some control over what they learn and the pace at which they learn. Studies have shown that students are more empowered, more effective and more motivated when they have some sense of control, compared to when they are merely instructed on what to do. Trusting the learner with responsibilities and asking for input can make them feel more motivated and can enhance the learning process.
- Methods are personalized and relevant: Discovering how a student learns helps in delivering methods that will make learning much easier. Materials focused on a learner-centered approach are best presented in multiple formats to fit the needs and styles of each learner. Also, material has to be both meaningful and useful to students. A learner-centered approach aims to address the gap between what a student should know and how he can apply newly-learned concepts to the real world.
- Material is challenging and stimulating: When learners encounter challenges, the brain is forced to put together previous and new knowledge to come to a decision. These challenging situations expose learners to critical thinking, allowing them to evaluate and efficiently apply what they have learned, thus reaching higher levels of the learning process.

In our research, we adopted a learner-centred framework, as we share the same premise underlying this approach that is multimedia designs, that are consistent with the way the human mind works, are more effective in fostering learning than those that are not. Additionally, the learner-centered approach is efficient in that it adapts methods and materials around the student. This enhances learning and ensures that the learner is definitely equipped with the knowledge and skills he has learned during the course

#### 2.5 Multimedia and Retention

Learning retention is the ability to transfer and store information in long-term memory and recall it in a later time. Any teacher's goal is not only ensuring that certain information is learned, but also to achieve learning retention. As a result, looking for methods and materials, such as multimedia instruction, that ensure the content is not just memorable, but unforgettable is very essential. Much of the research reported in educational literature today would support the claim asserting that using multimedia tools in teaching results in a greater degree of retention of the information.

To start with, according to Halpern and Hakel (2003) "The underlying rationale for any kind of formal instruction is the assumption that knowledge, skills, and attitudes learned in this setting will be recalled accurately, and will be used in some other context at some time in the future" (Halpern, 2003, p.38). For him, teachers care about student performance in school because they believe that it predicts what students will remember and do when they are somewhere else at some other time (ibid). In other words, teachers' main role is to ensure that the largest possible amount of information that the students' acquire in the classroom goes from short-term memory to their long-term memory and, therefore, teachers apply methods that encourage the recall of information i.e., coming up with the information from memory when needed.

Many researchers support the view that claims that memory can be enhanced using multimedia as Marchetti and Cullen (2016, p.47), who believe

that multimedia tools are approaches to help students' brains function better in relation to the information upon which they are required to work. Students' brains function better when they comprehend a concept, retain it over a period of time and then recall the concept when it its needed which is the process of remembering. And here the difference between 'retain' and 'recall', according to us, is that we use the word 'recall' when the information is learned a long time before whereas 'retain' when the information is kept in one's mind for a period of time.

Furthermore, a body of literature (Bagui, 1998; Fletcher, 2003; Mayer, 2001) show 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. One of these studies done by Kinzie and Sullivan, who found that students were more motivated to interact with multimedia instruction than with the same material presented in a lecture-pupil format, which resulted in higher retention rates and reduced teaching time ( as cited in Harris & West, 1993, p 77). In addition, 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, Harris and West (1993, p.76) claimed that multimedia programs are an efficient and effective means; they save time and may increase retention and mastery while involving the user in the learning process. As a result, students will show better performance when they are comfortable with the materials used.

As all the previously stated studies made emphasis on the relation between multimedia use and retention, it is important to illustrate and explain this relation. Najjar (1996, p.4) and Halpern (2003, p.39) explains that the improvement in learning can be attributed mainly to dual coding of the information which is presented in two different modalities (visual and auditory) i.e., learners integrate information from both verbal and visuo-spatial representations. So, it is important to remember that all aspects of a classroom

present perceived visual, audio and sensory stimuli to the student (Mayer, 2009, p. 19). So the improvement in learning means that comprehension and retention of the material are increased.

The most common retention tests are 'recall' and 'recognition'. In retention tests, the learners are asked to reproduce what was presented e.g. writing down all they can remember from a lesson. Whereas, with recognition tests, the learners are asked to select what was presented (as in a multiple-choice question) or judge whether a given item was presented (as in a true-false question). Thus, the major concern of retention tests is the quantity of learning that is 'how much was remembered' (Mayer, 2009, p. 19).

More explanations, examples and learning models that show how to boost memory, such as the cone of experience, are presented in later parts of this research.

## 2.5.1 The Cone of Experience

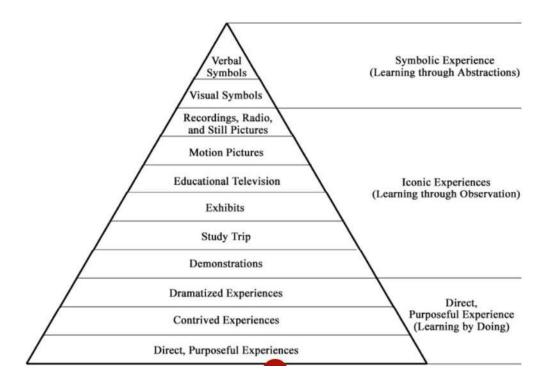
Since educational technology basically revolves around the cone of experience, and so is multimedia, we cannot go further in this research without talking about it.

Dale is an American scholar, designed the so-called 'Cone of Experience' in 1946, and then revised it subsequently in 1954 and 1969. It demonstrates the inter-relationships of the various types of audio-visual materials, as well as their individual positions in the learning process (Subramony, 2003, p. 25) (see Figure 2.2). Dale (1946, p. 38) considers the cone of experience as a visual metaphor of learning experiences, in which the various kinds of audio-visual materials appear in the order of increasing abstraction as one proceeds from direct experience.

According to Dale, a significant contributor to the field of educational technology, the cone is a pictorial device to help explain the relationship of the various types of sensory materials. He regarded the cone as a "visual analogy"

to show the progression of learning experiences from the concrete to the abstract (see Figure 2.2) (as cited in Lee & Reeves, 2007, p. 56). The pyramid presents a group of learning models and representations of different degrees of retention induced from various type of learning.

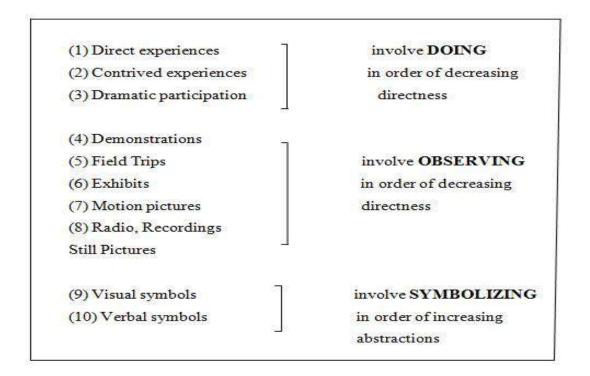
Figure 2.2. Dale's Cone of Experience (as cited in Lee & Reeves, 2007, p. 57)



The bottom of the cone 'Direct Purposeful Experiences' represents reality or the closest things to real everyday life which is the basis for the most effective and lasting learning. The more we goes up the further the learner is away from real life experiences till we reach 'verbal symbols' which is the top of the cone that involve only hearing, it is highly abstract. In the second phase of the pyramid comes 'Contrived experiences' which simulate real life situations or activities. Then, 'Dramatized experiences' which are defined as experiences in which the learner acts out a role or activity (role play). While the 'demonstrations' phase visualizes explanations of an important fact, idea or a process. The next phase is the 'Field Trips' aimed at experiencing something that cannot be encountered within the classroom. The 'exhibits' is where the teacher presents objects or processes otherwise impossible inside the

classroom, exposing the students to new ideas, discoveries and inventions. 'Motion pictures' is an observational experience with little or no opportunity to participate or use senses other than seeing and hearing. Finally, 'radio, recordings, still pictures and visual symbols'; these mentioned bands on the cone interlap and frequently blend into one another. The cone as a whole conveniently subdivides into three major groups as introduced in Figure 2.3:

Figure 2.3. Subdivisions of dale's cone of Experience (Dale, 1946)



To sum up, Dale's cone has been used to maintain that 'more realistic and direct experience is always better" (Lee & Reeves, 2007, p. 56). The more senses are involved in the learning process, the more meaningful and the better the learning will be.

However, the implications of this cone have been misapplied or modified. In the 1960s, a trainer with the Socony-Vacuum Oil Company altered Dale's Cone to create what is often called the 'Remembering Cone' through adding percentages to inform viewers of how much people retain based on how they encounter new information (see Figure 2.1.5.c). In his famous cone, Dale did not mention the relationship between the level of the Cone and a learner's level

of recall. So, the cone of remembering does not belong to Edgar Dale but to someone else. This is much debatable and needs further research as did Subramony (2003) in his article "Dale's cone revisited: Critical examining the misapplication of a nebulous theory to guide practice", where he clarifies: "Dale's cone seems inseparably joined to this rather bold theory that suggests an explicit relationship between the levels of Dale's cone and the learners levels of recall...refers to these collectively as the Remembering cone." (Subramony, 2003, p. 27)

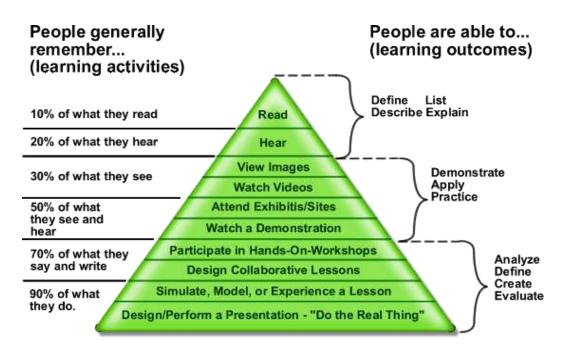


Figure 2.4. Remembering Cone

As Figure 2.4 shows what is known as remembering cone or 'Bogus Cone' that mainly focuses on the retention rate of each phase of the pyramid which range from 10% to 90%. The various types of audio-visual media interrelate in relation to the percentage of the information that people can recall and the learning outcomes. it "claims that learners will generally remember 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they hear and see, 70 percent of what they say, and 90 percent of what they both say and do" (Lee & Reeves, 2007, p. 56).

However, whatever are the teaching methods and techniques applied in the classroom, "the general learner remembers 100% of the information at the end of the session but just 10 minutes after the lecture the learner starts forgetting and within one month he forgets 97% of what he has learned. The reasons for forgetting vary from fading (trace decay) over time, interference or overlaying new information over the old to lack of retrieval cues (Dharaskar, 2004, p.140) in addition to the conditions during learning and also the form of the represented information. Though, with the introduction of multimedia materials in the classroom, the intelligence of the teacher and the use of retrieval cues during the class time, the speed of forgetting can be minimized. Also, Dales' cone of experience and Bogus Cone are both tools that can be used to help the teachers in decision making about the most suitable materials and practices that can be used in the classroom for successful learning.

In the present research, all the conditions mentioned have been taken into consideration in order to achieve our research aim which is to increase students' learning retention. In addition, we have tried to make our experiment in harmony with the literature that we have reported and deeply analysed.

## 2.6 The Influence of Multimedia Instruction on Learning/ Teaching

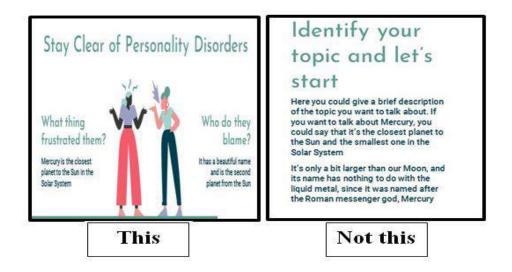
Research exploring knowledge acquisition from multi-format sources has largely supported the effectiveness of multimedia relative to single-format learning (Brunyé, 2000, p. 918). The efficacy of each element of multimedia stated later is based on the fact that the media targets either the eye or the ear which are recognized as the most powerful data-acquisition devices for the brain. Mayer's (2001; 2009) theory on multimedia learning involves seven principles that can be applied for the design of multimedia messages (Mayer, 2001, p.184). An important starting point to understand these principles is to understand how people learn from words, graphics and sounds. Four of these principles, that are the most related ones to our study since they are about the

teaching material itself and they clarify how they contribute to the students' learning, are explained in details in addition to other important principles.

# • Words and pictures are better than words alone (Multimedia Principle: N°1 in (Mayer, 2001.p. 63):

First up the Multimedia Principle, this principle is sort of the foundation of all Mayer's principles and it is the most popular one among the other principles. The case of this principle is that learners can better understand an explanation when it is presented in words and pictures than from words alone. In this context, words include written and spoken text, and pictures include static graphic images, animation and video. This principle is illustrated in Figure 2.5.

Figure 2.5. Multimedia Principle



There is a general agreement that multimedia presentations are most effective when the different types of media support one another rather than when superfluous sounds or images are presented for entertainment value (Mayer, Heiser, & Lonn, 2001, p.187). Moreover, to say that using both words and pictures is more effective than words alone should not be surprising in light of what we know about how the brain processes information. Research tells us that the use of both words and pictures lets the brain process more information

in working memory (Sweller, 2005). Extending this basic principle as shown in the previous figure, Mayer (2005) and his colleagues notify us that narration and video is much more effective than narration and text because narration and text rely on the same channel to process information. It seems that text heavy multimedia presentations may be less effective than those that rely on narration. Recall that for learning to take place, information from working memory must successfully make its way to long term memory. By using multiple channels of working memory, multimedia content can increase the likelihood that information will be effectively integrated into long term memory and not lost. For example, a narrated animation that balances the presentation of content between the animation and the narration (and keeps the amount of text to a minimum) is more likely to be effective.

Even the early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) agreed with the idea that the memory for picture and word combined is superior to memory for words alone or pictures alone (as cited in Petterson, 2004). Even more recent researches on visuals and words such as Petterson (2004) and Clark & Lyons (2010) have shown that memory for visual tends to be better than memory for words. They explain that memory for pictures is superior to memory for words and this effect has been called the "Pictorical Superiority Effect." Empirical multimedia studies support this idea. For example, in the Mayer and Anderson study (1991), the students who heard a verbal description simultaneously with the animation (verbal and nonverbal channels) performed better on a problem-solving test than the students who heard the description only (verbal channel), saw the animation only (nonverbal channel), or got no training (as cited in Najjar, 1996, p. 4). The same researchers (Mayer & Anderson, 1991, 1992) also performed a series of studies in which an auditory explanation of bicycle pump or automobile brake operation was presented before or during an explanation showing the same information. The mechanically-naive students who heard the explanation with the animation (combined verbal and nonverbal channels) performed better on a creative problem-solving test than the students who heard the verbal explanation before the animation (separate verbal and nonverbal channels) (as cited in ibid) as shown in the following figure

**Figure 2.6**. Multimedia Effect: People Learn Better from Words and Pictures (Dark bars) Than from Words Alone (white bars) (Mayer, 2001, p. 73)

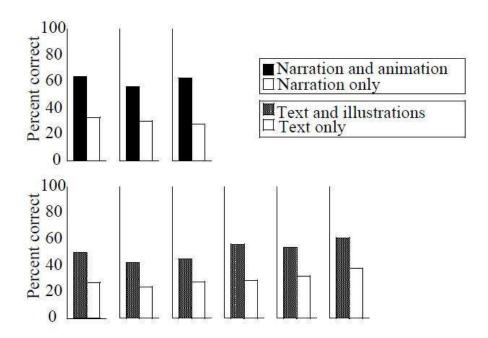


Figure 2.6 shows the mean retention scores for students who received words alone (single-representation group) and for students who received words and pictures (multiple –representation group). In six of nine experimental tests, multiple-representation learners recalled more than did single-representation learners, in spite of the fact that both groups received verbal explanations. This pattern constitutes a multimedia effect for retention because adding pictures to words tended to improve student performance on retention tests.

Therefore, we can use this principle by being very thoughtful about the images we select. Remembering that these images need to enhance or clarify the information.

### • Learning is better when extraneous material is not included

The Coherence Principle states that humans learn best when extraneous and distracting material is removed. Simply said, teachers must cut out the extras and use only the information that the learner needs. And most often, that means simple text and simple visuals that relate directly to the learning topic. Mayer (2001) believes that the coherence principle can be broken into three complementary versions:

- Student's learning is hurt when interesting but irrelevant words and pictures are added to a multimedia presentation;
- Student's learning is hurt when interesting but irrelevant sounds and music are added to a multimedia presentation; and
- Student's learning is improved when unneeded words are eliminated from a multimedia presentation.

Consequently, the Coherence Principle should be used when we plan the visual elements by asking for example whether this image is 100% necessary to help with comprehension or could we find a better one, whether this message uses simple language so the audience will understand or maybe we could trim down a few words. This principle is quite helpful in producing a simple and comprehensive presentation by reducing, simplifying, and clarifying the content with a critical "Coherence Principle" eye.

## Visuals and spoken words are better than visuals and printed words:

This according to Mayer, 2001 is known as the 'Modality Principle' (Principle N°5). Modality principle states that humans learn best from visuals and spoken words than from visuals and printed words. To put it differently, this principle doesn't mean that we should never use text on screen; it simply means that if there are visuals and too much text, learners will be overwhelmed. Therefore, the teacher should limit the amount of text he/she

uses on screen overall and rely more on visuals, unless he/ she needs to define key terms, list steps, provide directions and so on.

According to Vaughan (2004) since the first silent movie flickered to life, people have been fascinated with 'motion' pictures, he adds that "To this day, motion video is the element of multimedia that can draw gasps from a crowd at a trade show or firmly hold a student's interest in a computer-based learning project" (Vaughan, 2004, p.164) To support this view, 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. It is obviously that the visual organs are the most important informed organs of human (Wang, 1992), this means that the combination of both lead to better results. Most studies of the roles of audio and visual presentations show that the combined use of the two symbol systems results in more recall than visual-only and audio-only presentations. In addition, children recall sounds and expressive language from the audio track they hear and visual details from the visual track they see. Mayer (2014b, p.66) argues for the same concern and affirms that "People learn more deeply when the words in a multimedia message are spoken in a human voice rather than in a machine voice. Human voice is intended to prime a sense of social presence in learners (The voice principle)". Audio may be sufficient for those who are knowledgeable about a topic and can draw on previous knowledge for their mental models, but the visual symbol systems supply important situational information for those who are less informed (Kozma, 1994). Videos place students in the role of observers of first-hand images of L2 culture, social norms, habits, and interactions. This helps students to make less judgment on whether these practices are good or bad.

## • Narration and graphics are better than narration, graphics, and text:

This is known as the 'Redundancy Principle' (principle N°6) according to Mayer. This principle suggests that humans learn best with narration and

graphics, as opposed to narration, graphics, and text. The idea here is that if we already have narration and graphics, then including the text on top is just redundant information. And this can be overwhelming for the student. This principle can be used for videos or eLearning courses that have narrated audios.

Personally, from a learning perspective, I tend to include graphics or texts with audio presentations but not both together, or if they are together I make the text minimal. We tried to illustrate this principle in the following figure:

Figure 2.7. Illustration of the Redundancy Principle

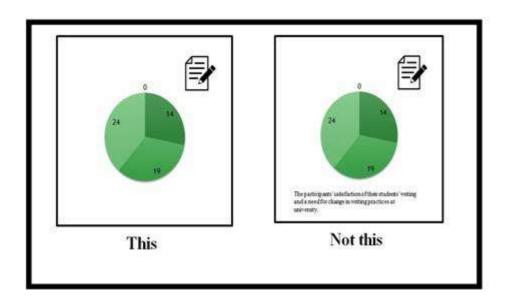


Figure 2.7 shows how the presenter should use only graphics on screen with an audio narration voiceover and not graphics and texts together.

## • Images offer more information than texts

According to Freedman (2003), students may gain more information from images than from texts because by considering the concept of 'image' we do not consider only the literal visual meaning, but also its sense as a surface representation where surface is deep with context and meaning (p. 15). For him:

"Images are different from texts in the ways in which they interact with human cognition...It is immediate (or very fast) and very memorable. Second, the ways in which images construct us: Images are inherently sensual. They are always physical and, in a sense, erotic. They attract us and make us want to look at them" (Freedman, 2003, p. 96).

On his part, Bush (2007) sees that when instructors integrate authentic images found online, the teaching of cultural awareness becomes more motivating and effective, as it increases the cultural content of the course

## Videos are better than texts or still pictures only

According to Shrum & Glisan (1994), video appears to be a rich source for teaching culture because it presents students with an image of a living vibrant people who use the target language for daily communication (Cited in Herron, Cole, Corrie, Dubreil, 1999, p. 519).

The use of videos for example 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. Fang (1996), on his part, agrees with these benefits and adds others such as promoting creativity, serving mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2002, p6). 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.

#### • On-screen presentations

Perhaps the most common presentation software is Microsoft PowerPoint (PPT), one form of multimedia that uses text, picture, sound and animation. "It enables pictures and text to be combined in the one place, but this time we have

to add the possibility of incorporating both sound and movies. Really effective presentations also depend on good layout and design...their main purpose is to present things to a group, usually as support for a spoken commentary" (Cutting, 2011, p.11). Animations in PowerPoint presentation have several advantages on the learner such as: gaining attention, attracting learners' attention to a specific area of the instructional material, demonstrating concrete or abstract procedures to be memorized and performed by the learner, helping learners understand the functioning of dynamic systems that change over time, with an analogous and continuous representation of the succession of steps (Berney and Bétrancourt, 2016, p. 151).

## 2.7 Multimodality and the Learning Styles

Learning styles generally involve different sensory modalities: visual, auditory, reading/writing and kinesthetic. Individuals tend to use more than one modality to learn new information or they switch between one modality and another or they use all of them within a single activity. Hence, through multimodal learning and teaching, multiple sensory systems are engaged (such as touch, hearing, vision and so on). Furthermore, the key to effective education is to understand the range of student styles and to design instruction and materials that respond directly to individual learning needs (Hsu, 1999, p.18). Learning styles refers to a cluster of psychological traits that determine how an individual perceives, interacts with, and responds emotionally to learning environments; which also affect our ability to learn effectively (Heinich et al, 1996. P.406). Consequently, while teaching information should be presented in different ways to engage learners with different learning styles and strengths. Students may have preferences for or learn most effectively through different modes. Actually, some students prefer or learn best from print, while others prefer to see, hear or touch. Multimedia, for instance, addresses different learning styles: Auditory learners, visual learners and tactile learners. Learners can benefit from multimedia's varied presentation forms; they can choose for themselves the meaningful sensory mode among sound, visuals and motion media.

To be more precise, Gardner (1983, 1993, 2004) shows that not all people have the same abilities nor learn in the same way Gardner identified nine aspects of intelligence: 1- verbal/linguistic (language), 2-logical/mathematical (scientific/ quantitative), 3- visual/spatial, 4- musical/rhythmic, 5- bodily/ kinesthetic, 6- interpersonal, 7- intrapersonal, 8- naturalist, and 9- existentialist. His theory implies that teachers, curriculum designers, and media specialists should work together to design curricula in which students have the chance to develop these different aspects of intelligence, the main gateways students prefer using are: auditory, visual, tactile, and kinesthetic (As cited in Ahmed & Gasem, 2012, p.2).

On the other hand, The Institute for Learning Styles developed what is known as "perceptual learning styles model" in the late 1970s and early 1980s which presents another practical way of viewing learner differences. This model proposes that learners extract information from their surroundings through the use of their senses and that there are seven pathways for learning which are: (1) Print: refers to seeing printed or written words. (2)Aural: refers to listening. (3)Haptic: refers to the sense of touch or grasp. (4)Interactive: refers to verbalization. (5)Kinesthetic: refers to whole body movement. (6)Olfactory: refers to sense of smell and taste. (7)Visual: refers to seeing visual depictions such as pictures and graphs.

Multimodality has become relevant due to the evolving social and semiotic environment. The advancement of digital technology has led to the proliferation of new forms of communication tools, enabling virtual interactions that incorporate various modes, particularly visual elements, simultaneously. These factors have created a need for multimodality in communication. (Yassine, 2017, p.85). Therefore, teachers can face a wide variety of learning styles, such as visual learners, who can benefit largely of the

visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, 'kinesthetic and tactile learners enjoy working with tangible objects, collages and flashcards too (Oxford, 2001, p 105). Multimodal learners (who use the previous stated modalities in a combination) too can largely benefit from multimedia. Taking into consideration that the more sensory channels that interact with the resource, the higher the number of students who can learn. Eventually, multimedia is one of the best educational techniques that can achieve this, because it addresses more than one sense simultaneously.

## 2.8 Multimedia in Foreign Language Teaching (FLT)

Because multimedia-assisted teaching is mainly composed of computer and video media, with the development of computer technology and integration technology, multimedia teaching mainly refers to computer integrated multimedia teaching, that is, using computer to gather a variety of media to realize the combination of various media. In the teaching process, teachers follow the teaching plan which is made according to the teaching objects, objectives, and content, select the appropriate teaching media, directly display the teaching content, and interact with students in real time, to achieve the effectiveness of multimedia display and real-time explanation.

Multimedia should be an inseparable part of FLT for many reasons. First, multimedia materials "enrich teaching content and make the best of class time and break the 'teacher centred' teaching pattern and fundamentally improve class efficiency" (Patal, 2013, p. 118) i.e. they have benefits on both the teacher and the student. In addition, visual material or anything used to help the student to see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. Since the major aim of the teachers is to make the input comprehensible for the students, the visual materials support them in that matter, as they help teachers to

correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, p.108) and they allow the teacher to skip excessive explanations and translations and help them to save time (Brinton, 2001, p.459). Simply, these aids can help the teacher to explain and establish difficult concepts and enable him to make learning more interesting and meaningful. For the students, researchers as Kemp and Dayton (1985) claim that visuals (such as graphics) aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2003, p.43). In other words, visual aids can help the student to achieve his/ her learning goal easily by serving as "mental scaffolds for the students" (Carney and Levin, 2002, p.6)

Blanka (2013, p.114) also sees that in the present time multimedia is a common teaching resource, aid or tool in foreign language (FL) classes since it is modern/fashionable, up-to-date as it can be usually easily modified, user-friendly, relatively inexpensive, eye-catching/appealing to students, stimulating; and simply, natural means of student's everyday use.

Consequently, the best method to develop a meaningful FL learning seems to be multimedia tools. However, being aware of the different approaches that use multimedia in the classroom may direct the teacher to the most suitable approach in his/her classroom.

## 2.8.1 Approaches that Used Multimedia in the Classroom

Teachers are "always looking for ways to make their educational initiatives more effective" (Hsu, 1999, p.17) and multimedia has been an important component of the language classes over the years. To be exact, the use of visuals aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects. They have been considered a useful tool for teachers in almost every trend of second language teaching. In continuation, we are providing a brief overview on the use of visual aids throughout the history of

the language teaching, the explanation of each approach belongs to the effort of the researcher of this thesis:

- The direct approach: One of its characteristics features is teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials. This teaching method, which was established in Germany and France around 1900, became popular at the 20s 30s of the last century and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools. This method enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue. The Direct Approach was the first one to give importance to the use of visuals in the language classroom.
- The audio-lingual method: The use of tape recordings and picture slides gained special importance in the 1950s 1960s with the rise of the Audio-lingual method in the USA. Based on Skinner's behaviourist theory, it claimed to provide students' with best models to imitate native speakers. The learner's activities must at first be confined to the audio-lingual and gestural visual bands of language behavior. Tape recorders and audiovisual equipment often have central roles in an audio-lingual course. If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills.
- The oral-situational approach: The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situationally. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts. The form of new words and sentence patterns is demonstrated with examples and not through grammatical explanation or description. The meaning of new words and sentence patterns is not conveyed through translation. It is made clear visually with objects, pictures, action and mime). Wherever possible model sentences are related and taken from a single situation.

Visual aids may be produced by the teacher or may be commercially produced; they consist of wall charts, flashcards, pictures, stick figures, and so on.

- The audio-visual method: Also in the 1960's, French Scholars developed the Audio-visual method. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation.
- The silent way method: Methods involved on the Humanistic Approach have made a great use of visuals too. For example, The Silent way method avoided the use of the mother tongue in the classroom. The teacher made use of several visual aids: coloured wooden rods, set of wall charts containing useful vocabulary, colour coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies.
- the total physical response: It involved a lot of physical manipulation and action in order to imitate the way L1 is acquired. Teacher's words followed by actions served as visual aid, as well as large pictures. There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points.
- The natural approach: It was developed by Krashen and it is based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.
- Comprehension-based approach: Video tapes were considered the most appropriate visual aid when the teachers were not native, as the

Comprehension-based Approach claimed. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning.

- Different communicative approaches: Their main objective is to enable students' communication in the real world. These approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for students. As an example, Communicative Language Teaching puts much of the emphasis on the need for real life objects or texts to give authenticity to the communicative situation: 'Non native speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environments' (Brinton, 2001, p.459). Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.
- Task-based learning: It arises from cognitive theories about processes such as memory, attention, and recall. In the initial stage of the lessons, input can be presented through visual aids or realia that will be followed by the performance of the tasks.

## 2.8.2 Strategies for Using Multimedia

# • Combining multimedia instructional method with traditional teaching methods

There is no doubt that modern teaching methods have many advantages over traditional ones. Compared to traditional teaching, a multimedia-based classroom can provide more vivid feedback. Nevertheless, traditional teaching methods are still commonly used because of their own strong points. So teachers should combine their strong points with modern teaching methods,

which not only raise classroom teaching quality and efficiency, but also develop the teaching and learning environments.

## Using Multimedia as a supplement

When we use computers in the teaching, we should understand that they can only assist but cannot take place of all the other teaching methods or the teacher. Since the application of multimedia materials aim to improve teaching, teachers should get a clear idea of how and when to make good use of them. Because of all kinds of media in multimedia technology, sometimes students may concentrate not on the content but on the media. If so, students are not able to grasp teaching contents well. Therefore, multimedia can be used as a supplement to classroom teaching.

Moreover, application of modern teaching methods can make teaching efficient and do part of the work instead of teachers. In other words, in the information age, the role of teachers has evolved, moving from a traditional teaching role (being the "holder" of knowledge) to being "facilitators" (helping students learning the way each learns best) when learners take advantages of the true potential of multimedia as learning tools. At any time teachers' explanation plays an extreme part and cannot be substituted by any teaching methods.

## Interactivity between teachers, students and multimedia

Interactivity is, in fact, the heart of multimedia. Therefore, in a multimedia application facilitates the communication therefore, it is used to describe a variety of learning activities including interactions between the teacher and the student(teacher–student interaction), the students and the student (student–student interaction) or between multimedia material and its user (student–content interaction). When the teaching material takes the form of a multimedia computer system, two forms of student–content interactions can be distinguished: those initiated by the student, and those initiated by the computer

system. In the former, the student seeks some information from the content in a similar way to looking something up in a book. In the latter, the system requires some input from the learner, such as pressing a button or answering a question by clicking on one of a number of options.

These strategies can be summarized as shown in the following figure:

Strategies of Multimedia-based Teaching More interactivity Using multimedia Combining the between teachers as a supplementary advantages of means and not a modern teaching and students, students and substitute for the and the traditional multimedia role of the teacher teaching

Figure 2.8. Strategies of multimedia-based teaching

#### 2.9 The Rationale for Multimedia Use

A number of studies like Astleitner & Wiesner (2004) and Yarbrough (2001) have suggested that student satisfaction and motivation is higher in courses that use multimedia materials (as cited in Ludwig, Daniel, Froman, Mathie, 2004, p. 2). In connection, Vaughan (2004, p.2) argues that multimedia offers measurable benefit by gaining and holding attention and interest at the same time it improves information retention, and when it's properly constructed, it can also be profoundly entertaining as well as useful. According to Mayer (2001, p. 19), multimedia learning has two main goals: remembering and understanding. These goals are very important in the learning process. By remembering Mayer means the ability to reproduce or organize presented material that can be tested through a retention test. By understanding he means

the ability to use presented material in novel situations. These goals cannot be achieved unless the learning is meaningful (effective teaching) and the knowledge is integrated.

So, we have selected and focused on the following rationales/advantages as they are closely related to our study objectives

## • To enhance understanding

According to Mayer (2009, p. 19), understanding is "the ability to construct a coherent mental representation from the presented material; it is reflected in the ability to use the presented material in novel situations". Understanding can be assessed by a 'transfer' test in which learners must solve new problems that were not tackled in the presented material, i.e., learning in one context and applying it to another (new situation). An example is an essay question that asks learners to generate solutions to a problem, which requires going beyond the presented material. The major concern in transfer tests is the quality of learning, i.e., how well learners can use what they have learned (Mayer, 2009, p. 19). Multimedia has the potential to enhance people's cognitive capabilities (Mayer, 2001), through strengthening their comprehension of difficult topics. Furthermore, Patel (2013) argue that "Grasping information through various channels can equip; the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication" (Patel, 2013, p. 118).

#### • To increase retention

Multimedia materials lead to better recall and easier retrieval as discussed earlier in this chapter.

#### • To raise interest level

A number of studies, such as Pun (2013), have suggested that student satisfaction and motivation is higher in courses that use multimedia materials.

These materials motivate the students to learn quickly and effectively with the help of audio, visual and animation effects. Rana (2013) supports this view through saying that "we're very visual beings, that what we see tends to affect our judgment more, and technology helps in bringing that visual aspect to education" (Cited in Pun, 2013, p.31). In addition, learners not only learn the foreign culture, but also improve other skills such as reading, listening and speaking abilities. Therefore, the students will surely appreciate this variety of media because it helps them to become more motivated.

## To construct new knowledge

According to Najjar (1996, p.1), one situation in which multimedia information may help people to learn include when the media are presented to learners with low prior knowledge or aptitude in the domain being learned, that is our case in this study. He accompanied his claim with two arguments one is that multimedia helps low domain knowledge learners to connect the new knowledge to prior knowledge and the second argument is that multimedia may make more important information more obvious.

## • To widen students' cultural knowledge

Multimedia helps the students to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning (Pun, 2013, p. 38). It can offer the students rich content and true to life materials, which are much natural and closer to real life.

In this connection, researchers like Gotsick & Gotsick (1996) and Seaman (1998) have suggested several advantages of multimedia methods of instruction over traditional methods on students including: (a) Facilitating the presentation of figures and graphs, (b) Maintaining students' attention, (c) Increasing students' motivation, and (d) Providing a more active teaching environment (Cited in Bartlett & Strough, 2003, p. 335). Learners not only learn the foreign,

but also improve their listening ability. With all these features, multimedia can greatly cultivates students' understanding of the foreign culture.

# 2.9.1 The Importance of Using Multimedia in Teaching the Foreign Culture

It has to be noted that the development of technologies has played a major role in foreign language learning since the eighties. The visual aspect of culture teaching was strengthened because the development of video technology in the eighties and computer and internet in the nineties influence FL learning and interaction in a great sense (Liaw and Johnson, 2001)

It is not easy to teach culture knowledge. In order to get a comprehensive picture of the target culture from many angles, teachers need to present their students with different kinds of information by accumulating a great deal of courseware. Some possible sources of information which can be used as materials for teaching culture can be combination of visual, audio and tactile materials; teachers are also likely to succeed in addressing the different learning styles of their students. Multimedia obviously has played a very large role in transforming the traditional ways of 'using' and teaching culture, as it has brought the outside world right into the classrooms. Through multimedia the teacher can offer students not only rich sources of authentic learning materials, but also a direct contact with complex, rich, and multifaceted world of the target culture via an abundance of texts, images, and videos; i.e., the content is presented on an attractive and friendly interface, where students can be virtually surrounded by sights and sounds of native speakers in the target settings. These vivid pictures and pleasant sounds can to a large extent overcome the lack of authentic language environment and arouses students' interest in learning. Video has been touted as a fruitful source for teaching culture as it presents students with an image of living and vibrant people (Shrum & Glisan, 1994, p.249). In a nutshell, for abstract conceptual and theoretical content material multimedia will be effective

According to Freedman (2003) "A good illustration of the complex connection between image and meaning can be seen in the visual choices people make to reveal cultural identities", he also adds: "Cultural differences and identities are profoundly illustrated and supported through the visual arts" (Freedman, 2003, p. 97). Thus, it is a vivid and good way to introduce the culture to students who can indirectly experience everyday life through videos.

It appears to be an excellent use of technology to convey contemporary cultural information using the target language. It provides immediate access to images and to native speakers of the target language for students for whom that access could be otherwise limited.

## 2.9.2 Issues and Disadvantages of Technology and Multimedia

Even though research on teaching technologies shows time after time that learning is more enjoyable, students' attention spans are longer, and retention is improved when multimedia is engaged, a number of shortcomings that hinder the widespread use of multimedia in education are listed as following:

- The expense of developing or purchasing multimedia systems and programs,
- A substantial population of educators refuses to accept to use the new technology i.e. they resist the new change ,what is known as technology refusal.

Besides that, another barrier to the integration of multimedia into the classroom is teachers' lack of competency. In Australian research, Newhouse (2002) found that many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. For instance, the results of a study conducted by Balanskat, Blamire and Kefala (2006) have shown that in Denmark many teachers still chose not to use technology and media in teaching situations because of their lack of

technological skills rather than for pedagogical/didactics reasons. Though these teachers are able to learn how to use technology through trainings or self made efforts, but it seems to be a resistance to change rather than a lack of competency. These are the disadvantages that the earlier study found in the context of non-native speaking countries:

- Lack of interaction and communication among the students and between teachers and students.
- Lack of class discussions: Teaching any subject requires lots of discussion formed through questions and answers between teachers and students, where the teachers ask real-time questions and guide the students to think, and to build up their capacity to give the answers, which is not the case when multimedia is integrated.
- Loss of Students' Logical thinking: the use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away.

## 2.10 Empirical Studies

A significant number of researchers were concerned with studying the effect of the use of multimedia on the students' cognitive achievement and few on their knowledge retention. The aim behind presenting them is to highlight their points of strengths and weaknesses. Moreover, the common view about multimedia is that it helps. But do empirical studies support this belief? This part tries to determine whether there is empirical support for the assumption that multimedia materials improve learning. The following are eight (08) of the most outstanding studies.

## 2.10.1 Exploration of the Empirical Studies

## Study 1

A study by Herron, Cole, Corrie, and Dubreil (1999), investigated the effectiveness of a video-based curriculum in teaching culture in a French classroom to improve students' cultural knowledge. This study investigated whether students learned culture embedded in a video-based second language program. Beginning-level French students watched ten (10) videos as part of the curriculum. Their study, relying on a pre-/ post-test design, focused on students' learning of cultural practices and products. Video was incorporated in a university first-semester French coursework, and students were required to listen to French scripted videos which introduced the students to French people, customs, traditions, food, cities, and dwellings presented in culturally authentic situations. The video used in this study was described as a "scripted, yet authentic" mystery story on film including fifty two (52) lessons. The overall finding revealed that "introductory level French students were able to significantly improve their knowledge of French culture from watching videos and participating in the activities associated with the videos" (Herron et al, 1999, p. 521).

#### Study 2

Yet another study, Herron, Cole, Corrie & Dubreil (2000), it examines whether foreign language (FL) students learn cultural information embedded in videos. In this study, fifty (50) students viewed "eight targeted videos as part of their multimedia-based curriculum". Eight post video tests measured short term retention of culture in each of the eight videos. Oral dialogues tested students' ability to interact culturally appropriately in a communicative setting. The purpose of this study was to investigate the following research questions:

1. Does beginning French students' overall knowledge of French culture improve over the course of one semester when exposed to a video-based curriculum? 2. Do beginning French students retain more little "c" or big "C" culture when exposed to culture embedded in a video-based curriculum? 3. Is there a significant difference for beginning French students between the shortterm retention of little "c" and big "C" culture immediately after watching each video? 4. Are beginning students able to respond orally in a foreign language in a culturally appropriate manner when they face a cultural situation referred to in the narrative of the instructional videos? 5. What are beginning students' perceptions of how much little "c" and big "C" culture is presented in the videos they watch, and what are their perceptions of how much of that cultural information is learned? A questionnaire analyzed student perceptions of cultural learning. From pre- to post testing, results indicated a significant gain in overall cultural knowledge. Post-test scores were significantly higher than pre-test scores. Pre-test and post-test scores were significantly higher for little "c" than for big "C." On the post video tests, measuring short-term retention of culture, there was no significant difference between types of culture retained. Regarding oral performance, students performed culturally appropriately more than 60% of the time. Students perceived that the videos contained more little "c" than big "C" culture and that they learned more little "c." Results support using video as an effective technological tool for presenting culture in the FL classroom. Herron et al. study results showed that students achieved significant

gains in overall cultural knowledge after watching videos from the target culture in the classroom.

## Study 3

In a study done by Shuell and Farber (2001), they examined the attitudes of over 728 college students toward the use of computer technology in twenty courses representing a wide range of academic disciplines. Twenty (20) courses, representing a wide range of academic disciplines that used computer-based technologies in some way were included in the sample. Questionnaire was used to assess the students' perceptions of the relative benefit of various types and uses of technology on their learning of course related materials. Students were generally very positive about the use of technology.

## Study 4

A study by Herron, Cole, Corrie, Dubreil (2002) examines the effects of video on cultural knowledge at the intermediate level. Fifty one (51) intermediate-level French students viewed 8 videos. A pretest/posttest design assessed long-term gains in cultural knowledge and in the learning of cultural practices and cultural products from exposure to a curriculum with a video component. Eight (08) post video tests measured the students' ability to retain information and to make inferences. A questionnaire assessed perceptions of cultural learning. Results indicated a significant gain in cultural knowledge with posttest scores significantly higher than pretest scores. On the short-answer and free-recall portions of the eight (08) post video tests, the students' ability to make inferences or retain information did not improve significantly in either an advance organizer (AO) or a non-AO condition. For free recall, scores were significantly higher for mentions of cultural practices than for products. The students believed that they learned more cultural practices than products.

## Study5

Dubreil (2002) explored the effectiveness of video and the internet to enhance culture learning, it focuses on intermediate level students who were neglected in past research. Dubreil addressed the effect of advanced organizers (AO) on students' retention and comprehension of culture presented in videos and on the internet. Two studies took place; one is a video study with fifty one (51) French students and an internet study with fifty four (54) French students. A pre-posttest design assessed long term gains in cultural knowledge and the learning of cultural practices and cultural products. Post task test measured students' ability to retain information and to make inferences. A questionnaire was used to assess perception of cultural learning. Results indicated a significant gain in cultural knowledge with posttest scores significantly higher than pretest scores in both studies. However, Students' ability to make inferences or retain information did not improve significantly. Results support using videos and the Internet to enhance cultural understanding and suggest that their perspective use might differ according to lesson objectives.

#### Study 6

An action-research project was designed by Kristen (2009) in order to assess how the use of video as a central instructional component impacts features of cross-cultural competence among adult ESL students. The study was conducted in a college-level intensive English language program in North America, guided by the braod question: How do students perceive the effectiveness of video-based instruction in their language study? The semester-long (15-week) course centered on the theme of the 'Klondike Gold Rush' utilizing the Disney movie 'White Fang' and a variety of related texts (e.g., poetry, newspaper articles, and short stories). This theme and the Disney video were chosen because the first one is historically and culturally rich and the language in the video is varied from standard to non-standard with some idiomatic expressions. The author asked the students to write reflective statements on the use of video in this course and then analyzed their statements for patterns relating to the re-

search question of how students perceive the effectiveness of video-based instruction in their language study. Results of this study show that the use of video for SL and FL instruction has the potential to enhance students' awareness of cultural aspects of language in ways that other media do not.

#### Study 7

A study done by Aloraini (2012), where its purpose is to find out the impact of using multimedia on students' academic achievement in the College of Education at King Saud University. This study's effort is to answer the following questions: 1- What is the impact of using multimedia on students' academic achievement in the "computer & its use in education" curriculum? 2-Are there any statistically-significant differences between the average marks of the experimental group & that of the control group in the pre & post measurements of students' academic achievement in the school of Education?

To this end, an experiment of two equivalent groups was designed, one of the groups is experimental & the other is control; each of them consists of twenty (20) female students. The lecture was given to the first group using a computer presentation program which uses multimedia treated as an experimental group, while the second group was given the same lecture using the traditional method which uses the dialog & discussion technique treated as a control group. Both groups were subjected to pre & post tests in the subject tackled by the lecture. 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 test showed that there are statistically-significant differences between the experimental group and the control group at a significance level for the interest of the experimental group.

#### Study 8

A study by Akyuz, Taniş, Khalil, Ardiç, & Mede (2017) who aim to find out the effects of videos on the knowledge of the target culture of EFL students and to analyse students' perceptions about learning culture of the target language.

The participants of the study included sixty (60) students enrolled at a public university in Turkey during the academic year 2016-2017. Both qualitative and quantitative data were collected by means of a Target Culture Knowledge. Test and an attitude questionnaire followed by semi-structured interviews regarding students' perceptions about learning the culture of the target language were made. The results of the study pointed out that using videos enhanced students' knowledge about the target culture. Also, the results indicated that students had a positive attitude toward learning the target culture.

## 2.10.2 Summary of the Empirical Studies

A summary of the previous stated studies can be found in the following table:

**Table 2.3.** Summary of the Empirical Studies

Authors	Year	Research Topic	Methodology	Results
Herron, Cole, Corrie, Dubreil	1999	the effectiveness of a video-based curriculum in teaching culture in a French classroom	Quasi- experimental	students were able to significantly improve their knowledge of French culture from watching videos
Herron, Cole, Corrie, Dubreil	2000	examines whether foreign language (FL) students learn cultural information embedded in videos	1-Quasi- experimental 2- Questionnaire	Using video is an effective technological tool for presenting culture in the FL classroom because students achieved significant gains in overall cultural knowledge
Shuell and Farber	2001	examining the attitudes of students toward the use of computer technology in a wide	Questionnaire	Students were generally very positive about the use of technology.

		range of academic disciplines		
Herron, Cole, Corrie, Dubreil	2002	The effects of video on cultural knowledge at the intermediate level.	1-Quasi- experimental 2- Questionnaire	The results support using video to enhance cultural knowledge.
Dubreil,	2002	the effectiveness of video and the internet to enhance culture learning	1-Quasi- experimental 2- Questionnaire	A significant gain in cultural knowledge. Results support using video and the internet to enhance cultural understanding
Kristen	2009	assessing how the use of video as a central instructional component impacts features of cross-cultural competence among adult ESL students	Analysis of students reflections	The use of video for SL and FL instruction has the potential to enhance students' awareness of cultural aspects of language
Aloraini	2012	the impact of using multimedia on students' academic achievement in the College of Education at King Saud University	Quasi- experimental	Using multimedia enhanced the students' performance.
Akyuz, Taniş, Khalil, Ardiç, & Mede	2017	the effects of videos on the knowledge of the target culture of EFL students	1-Quasi- experimental 2- Questionnaire 3-Interview	Using videos enhanced students' knowledge about the target culture. Students had a positive attitude toward learning the target culture.

## 2.10.3 Main Conclusions from the Empirical Studies

The previous studies show that most experimental studies stressed on the effective use of multimedia as a facilitating strategy, it helps in delivering the educational material to students easily and it plays a positive role in enhancing the general trend toward the use of technology in education.

#### Conclusion

In this chapter, the most important concepts that are related to multimedia instruction and multimedia materials are presented. Also, it has been shown that the benefits of using multimedia materials in the language classroom have been researched and asserted by scholars over the years and how the different approaches to language teaching have used auditory and visual aids as important tools in the language acquisition. The works of Richard Mayer (2001, 2005, and 2009), and other scholars, were good sources for this chapter because they provide a wealth of examples, explanations of difficult concepts and, possibilities for maximizing the retention and understanding of information by students. For instance, we explained when academic learning situations involve the use of multimedia it means it involves multimedia learning. Multimedia learning involves the use of multimedia materials which are claimed to facilitate the learning process and to improve the outcomes in the culture classroom. They offer a significant opportunity to reach the greatest number of students and most effectively support students with different learning styles. Also, multimedia provides a good educational platform and adds vigour for quality education, enabling students to change and update their thinking from the traditional teaching, thereby enhancing the quality of all aspects. Furthermore, the purpose of multimedia for educational purposes is to enhance a student's understanding and to offer them abundant information; more plentiful and help the students to get of displays vivid cultural backgrounds.

Finally, we presented the prominent empirical studies that had tight relation with our topic under investigation. These studies revealed that multimedia materials have a positive impact on students' cognitive achievement, academic achievement, comprehension and application in the classroom. The next chapter is devoted to the description of the research methodology and the methods adopted in the current research.

# **Chapter Three**

# **Research Design**

#### Introduction

In this chapter, a description of the methodology used in the study is provided. A discussion of the nature of our research and its main features of quantitative and qualitative methods, in addition to the reason behind choosing them is delineated. Also, it consists of descriptions of the research design, the procedures followed in the development of the research instruments and descriptions of their content as well as the procedures that were followed to implement the research approaches, including piloting, sampling technique, and techniques for data analysis (descriptive and statistical treatment). Finally, a description of the steps of selection and production of the teaching materials and the teaching procedures is presented.

# 3.1Research Design

According to Marczyk, DeMatteo, and Festinger (2005), research design refers to "the many ways in which research can be conducted to answer the question being asked" (p.22). To say it differently, research design refers to the plan used to examine the questions of interest. It is intended to provide an appropriate framework for the study. In the present study, we opted for a mixed methods design which aims at enhancing students' understanding and increasing their retention of the cultural knowledge acquired in the classroom through integrating multimedia teaching materials in the class. The rationale for using a mixed methods approach in our research is to continuously look at our research questions from different angles, and to clarify unexpected findings. Also, a need to explore and describe both of teachers and students' opinions about the use of the above stated materials. More precisely, the method used is known as "convergent parallel mixed methods" which is a type

of mixed methods design in which the researcher combines both quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design "the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results" (Creswell, 2014, p. 44).

Currently, researchers tend to rely on three main existing research methodologies in education. They are quantitative research, qualitative research, and mixed research. Mixed methods have been widely accepted and relied on in many fields for the last decade. "Quantitative research is conducted to describe new situations, events, or concepts; examine relationships among variables; and determine the effectiveness of treatments or interventions on selected health outcomes in the world" (Burns, Gray and Grove, 2015, p. 31). In other words, quantitative research relies primarily on the collection of quantitative data which can be evaluated numerically: "it involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical method" (Dornyei, 2007, p.2). It is an objective and systematic process in which numerical data are used to obtain information about a certain situation(s). This research method is used: "to describe variables; to examine relationships among variables; to determine cause and effect interactions between variables" (Burns et al, 2015, p.34). On the other hand, "qualitative research relies on the collection of qualitative data and it involves data collection procedures that result primarily by non-statistical methods" (Dornyei, 2007, p.2). Qualitative research is mostly utilized to make a detailed description of the data gathered and it is associated with words, language and experiences rather than measurements, statistics and numerical figures. The combination of quantitative and qualitative methods results into mixed research i.e. both methods are used in a single study to adequately address a research problem, and aim at enriching the findings of the study in addition to increasing its depth. In this study, the two research methods are used sequentially i.e. the quantitative research method is used for one phase of the research study where data collection instrument is students' pre and posttests; while the qualitative research method is used for another phase of the same study, where the data collection instruments used are teachers' interview and students' questionnaire, in order to uncover trends in thought and opinions of both teachers and students, and dive deeper into our subject of investigation.

## 3.2 Research Methodology

Methodology refers to the principles, procedures, and practices that govern research. "It should be thought of as encompassing the entire process of conducting research from planning and conducting the research study to drawing conclusions" (Marczyk, DeMatteo, and Festinger, 2005, p.22). This research, and to address the key research objectives, we used qualitative and quantitative methods because the qualitative data supports the quantitative data analysis results. The study context, data sources, sampling are discussed under this section.

## 3.2.1 Context of the Study/the setting

This study took place in the department of English Language at Abbas Laghrour University in Khenchela, during the first semester of the academic year 2017-2018.

According to Burns et al (2015, p.38), the setting is the location in which a study is conducted. They pointed out three common settings for conducting research: The "Natural setting" or "Field setting" which is an uncontrolled, real-life situation or environment and the researcher does not manipulate or change the environment for the study (the case of our study). They have also identified "Partially Controlled setting" as the environment that the researcher has manipulated or modified in some way and the "Highly Controlled setting" as the artificially constructed environment developed for the sole purpose of conducting research. This study lasted for one semester (2017/2018).

## 3.2.2 Sampling Procedure

Kerlinger & Lee (2000) define population as "all elements (individuals, objects, or substances) that meet certain criteria for inclusion in a study" (as cited in Burns et al, 2015, p.46). The population of this study consisted of all first year undergraduate students and teachers of English, at the department of English, University of Abbas Laghrour (Khenchela). One hundred and seventy six (176) students were divided into 4 groups by the administration. The number of students in each group is as follows:

**Table 3.1**. Research Population

Group	Total of Students	
1	43	
2	47	
3	47	
4	39	
All	=176	

Table 3.1 shows the number of first year undergraduate students in each group. The imbalance of the number of students between the various groups is made by the administration because some students-workers look for the suitable study timing so they demand to move from one group to another.

According to Burns et al, sampling is a "process of selecting participants who are representative of the population being studied" (Burns et al, 2015, p. 37). The same authors add that it is also "a subset of the population selected for a particular study, and the members of a sample are the subjects or participants" (Burns et al, 2015, p. 46). In this study, a non-probability sampling, by using a convenience sampling, was adopted. We opted for this

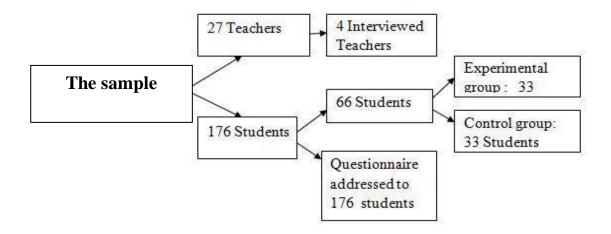
population because they are accessible to the researcher and the subjects can be engaged in the experiment easily. In this study, there are two samples:

• **Students**: Four (4) groups were selected as our sample in this research. It included eighty six (86) students (from groups 3 and 4) who were considered as the experimental group and ninety (90) students (from groups 1 and 2) as control group. Each two groups of students were taught together in one classroom because of a problem of classrooms shortage in the department, a decision made by the department not the teacher, so each two groups were considered as one whole group in this study. The total number of students in each group is 33. Therefore, students who represented the control group (N=33) and students who represented the experimental group (N=33).

The reason behind choosing to work with first year undergraduate students is because they were studying this module (culture and civilization) for the first time at university so they might have little if not any information about its content (British culture) which may offer a good start for our study to test the effectiveness of our teaching materials. Additionally, we believe that first year students need to be aware of the importance of culture since their first year at university so that they learn the language in parallel with its culture.

• **Teachers**: who have taught or actually teaching cultural module at Khenchela University are the proper sample for our interviews. There are twenty-three (27) in service teachers in the department and four (04) preservice teachers. Our interest is on in-service teachers only as they are more experienced in teaching.

Figure 3.1. Sampling



## 3.2.3 Case Study

For Creswell (2008, p. 439), a case means a "single individual, several individuals separately or in a group, a programme, events or activities". In other words, a case can be a person or group of persons such as learners or teachers, or a specific program, a material or a place that it is studied within certain circumstances. In our case, we went for a case study methodology because of our interest in particular subject which is the teaching of culture at Khenchela University. More precisely, in our study, we have:

- **Dealt with a single case**: the experience of teaching students the British culture through using multimedia materials during one semester.
- Looked at a specific grade: first year undergraduate students.
- Looked at a specific number of participants: 176.
- Been in a particular area and community: Khenchela University.

According to Opie (2004, p. 74), the aim behind the case study is to maximise understanding of one phenomenon to provide greater insights into an issue or to improve theoretical explanation. In our case, we focused on a real situation (teaching cultural module), with real people (students) in a familiar environment to us (classrooms) in order to answer our research questions and to examine the effect of our teaching materials on students.

Furthermore, Merriam (1998, p. 33) brought to light two main advantages of case studies. First, "for its very uniqueness, for what it can reveal about a phenomenon, knowledge we would not otherwise have access to." Second, it offers a way of "exploring complex social units with numerous variables of potential importance in understanding the phenomenon" (Ibid. p. 41). This is of value in our study where the complex nature of a phenomenon like culture teaching is examined. Data were gathered through various methods that enabled us to have an in-depth examination of our case.

# 3.3 Quasi- experimental

According to White & Sabarwal (2014, p.1), quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the programme/policy had not been implemented (i.e., the counterfactual). "Hence, the programme or policy can be said to have caused any difference in outcomes between the treatment and comparison groups" (ibid). These methods that "are most often used when it is not possible to randomize individuals or groups to treatment and control groups" (ibid, p.2), which is the case of our study since random assignment of subjects to two groups cannot be feasible. Shadish, Cook, and Campbell (2002) stated that "the purpose of quasi-experimental research is to examine causal relationships or determine the effect of one variable on another. Thus, these studies involve implementing a treatment or an intervention, and examining the effects of this intervention using selected methods of measurement" (Burns et al, 2015, p. 34). Quasi-experimental approaches study the effects of treatments under less controlled conditions. They usually lack a certain amount of control over the manipulation of the treatment, management of the setting, and/or selection of the subjects. (Burns et al, 2015, pp. 33-34).

We opted for quasi-experimental design because groups are not created for the purpose of this experiment. They are classified and divided into groups following an alphabetical order by the administration of the department; and into certain number of groups at the beginning of each new academic year. Schematic of research design followed for carrying out the present research work is presented in Figure 3.2 given below:

The Sample Teachers at the department of First year students (N= 176) English (N=27) The participants: 1" year students in the academic year 2017/2018 Experimental group (N=33) Control group (N= 33) The pre-test: Pre cultural Knowledge Experimental group Control group Treatment Teaching using Teaching with multimedia materials traditional materials Post-test1 Students' Questionnaire Post-test2 Teachers' interview Data Analysis & Interpretation

Figure 3.2: Schematic Presentation of the Research Design Procedures

## 3.3.1 Non-equivalent Groups Pre-test-post-test (Two or more groups)

In our study, we undertook the following steps:

- First, we tested the participants prior to the experimental intervention (pre-test for the experimental group); we also tested the participants of the control group (pre-test) in the first session of the first semester of the academic year 2017-2018.
- Then, we performed our experimental treatment with the experimental group only,
- After that, we tested the participants after the treatment to see what changes occurred (1st post-test).
- Finally, we re-tested the participants (2<sup>nd</sup> post-test) at the beginning of the academic year 2018-2019 to investigate the extent to which students have retained the information.

## 3.4 Longitudinal Design

It involves taking multiple measurements of each study participant over time. Generally, the purpose of longitudinal studies is to follow a case or group of cases over a period of time to gather normative data on growth, to plot trends, or to observe the effects of special factors.

This study can be also seen as a longitudinal design since students in groups 3 and 4 taught in a traditional way during the first semester of the academic year 2017/2018, are designated as a control group; and students in groups 1 and 2 are taught using audio-visual aids during the first semester of 2017/2018, are designated as the experimental group. The control group will be exposed only to the traditional teacher, whereas the experimental group will have accessibility to the multimedia materials. The study will assess students' knowledge and perceptions before and after introducing the multimedia materials. So, students in the control group (groups 3 and 4) complete the pretest, have normal traditional lessons during the whole semester then complete the first post-test at the end of the semester. At the same time, students in the experimental group (groups 1 and 2) complete the pre-test, receive multimedia

based lessons then complete the first post-test at the end of the semester. Lastly, another post test is administered to the same groups the following year (their second year 2018/2019) mainly to test their retention.

#### 3.5 Research Tools

The most important and crucial aspect of any research is data collection, which provides answers to the research questions under the study. Data collection relies on various instruments. It is the process of selecting participants and gathering data from these participants (Burns & Grove 2001, p. 460). To answer our research questions on the students' perceptions of multimedia materials, which had been used in the classroom throughout one semester, and its impact and efficacy on their learning of British culture; we have developed and used different instruments with:

- **Students:** A questionnaire and tests.
- **Teachers:** Face-to-face interview.
- **Design of teaching materials:** multimedia materials.

The rationale behind using these instruments is not only to address the students' perceptions of the British culture, but also to assess both the amount of knowledge acquired and recalled after some time.

## 3.5.1 Triangulation

One of the most advantageous characteristics of conducting a 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 et al 2015, p. 513). Triangulation is "using multiple data collection and analysis methods, multiple data sources, multiple analyses, and multiple theories or perspectives" (Burns & Grove, 2003, p. 244). Thus, triangulation allows us to identify aspects of a phenomenon more accurately by approaching it from different

vantage points using different methods and techniques so as to gain a more complete understanding of the phenomena. For example, Richie and Lewis (2003) state that "the 'security' that triangulation provides is through giving a fuller picture of phenomena, not necessarily a more certain one" (Richie and Lewis, 2003, p. 44). In other words, the significance of triangulation is in gaining broader insights of the phenomenon being studied.

The triangulation in this research consists of pre/post-tests and students' questionnaire. The most important instrument is pre/post tests with students. The second most important is students' questionnaire. The interviews with University teachers were only an additional source of data for a more broadly based analysis.

# 3. 5.2 Data Collecting Methods and Procedure

Data collecting method is the method to obtain data. Data of this research are collected by administering the tests, the questionnaire and the interview. In this research, the researcher is the teacher who teaches both groups. In order to get high quality of data, we used various instruments to collect data which is one of the significant steps in conducting any research. Tests were administered to the students (the same test) to see what impact of two different teaching methods (multimedia instruction versus traditional method of instruction) on their retention. Besides, to triangulate and validate the results, a questionnaire to explore the perceptions of participants about learning the culture of the foreign language was given to the students. Following the questionnaire, the interviews were held with teachers. The three main instruments used are explained in details later in this chapter.

#### 3.6 Tests

According to Arikunto (2010, p. 266), tests are tools or procedures used to know or measure something in a condition, ways where the rules are determined. Tests are the most important instruments used in the study. They

are adopted due to their suitability. Cohen, Manion & Morrison (2018) identified six kinds of test e.g. achievement tests (what a person can do or knows), diagnosis (where the strengths and weaknesses of a student are; where the student is going wrong or having problems), aptitude (what the student is good at doing), proficiency, performance and speed tests" (Cohen et al, 2018, p. 563). Every researcher uses the type of test that serves his/her goal(s) of the study. Therefore, in this research, classroom tests are used to gather significant data from the respondents; at the same time they are used to compare students; to see if particular group of student have performed better, the same or worst than another group. There were three tests used in this research, they were the pre-test and post-tests. We constructed our test according to the following steps (which will be discussed in details later in this section):

- **Defining the purposes of the test**: to ensure that it assesses what it is supposed to be testing;
- **Defining the objectives of the test**: to fairly address the objectives of the research by using specific terms and clearly stated expressions in the content of the test items i.e. the language and wording used are highly important;
- Selection of the content of the test: to decide upon what the test items are;
- Addressing the total number of items in the test and the number of questions required to address particular elements of the syllabus and the learning outcomes of the two different groups;
- Listing down the items and constructing the test: in a particular order that serves the purposes and objectives of the test;
- Setting the format of the test: its layout, the written set of instructions to introduce to the participants what they are supposed to do, and the method of working and of completion of the test;
- **Piloting the test**: to refine the test if necessary;
- Deciding time limit;

• **Preparing the marking scheme:** allocation of marks, and on what criteria to give every item a certain mark.

A pre-test and two post-tests measured students' knowledge. These three tests were given to students in both control and experimental groups. The questions in the tests were about the cultural content covered in the traditional teaching sessions and in the new multimedia based sessions. Further, during this study the researcher, as a teacher, taught the students once a week over a period of twelve (12) weeks (treatment weeks: are 12 weeks without counting the second week where an introductory lesson was introduced and the three (03) weeks where the tests took place). The schedule of the data collected from the tests can be seen in the table below:

**Table 3.2**. The Schedule of tests and Treatment

Number of weeks	Activity	Date
1.	Pre-test	October 24 <sup>th</sup> , 2017
2.	No Treatment	October 27 <sup>th</sup> , 2017
3.	Treatment	October 31 <sup>st</sup> ,2017
4.	Treatment	November 7 <sup>th</sup> , 2017
5.	Treatment	November 14 <sup>th</sup> , 2017
6.	Treatment	November 21st, 2017
7.	Treatment	November 28 <sup>th</sup> ,2017
8.	Treatment	December 5 <sup>th</sup> , 2017
9.	Treatment	December 12 <sup>th</sup> , 2017

10.	Treatment	December 19 <sup>th</sup> , 2017
11.	Treatment	January 9 <sup>th</sup> , 2018
12.	Treatment	January 16 <sup>th</sup> , 2018
13.	Treatment	January 23 <sup>rd</sup> , 2018
14.	Treatment	January 30 <sup>th</sup> , 2018
15.	Post-test1	February 11 <sup>th</sup> ,2018
16.	Post-test2	October, 1st, 2018

In the coming part, the researcher describes the process of the tests and the treatment:

#### 3.6.1 Pre-test

In the first meeting with students and before teaching the "Culture and Civilization" module using multimedia, we administered a test (Appendix 2a) to the students. This pre-test was administered to both the experimental group and the control group attempting to capture an overview of the students' prior cultural knowledge that is essential for our study before any teaching occurs as Harris, McGregor, Perencevich, Furuno, Zhu, Peterson & Finkelstein (2006) suggest: "obtaining pre-test measurements on both the intervention and control groups allow one to assess the initial comparability of the groups". They add: "The assumption is that if the intervention and the control groups are similar at the pre-test, the smaller the likelihood there is of important confounding variables differing between the two groups" (Harris et al, 2006, p.20). Another reason behind the pre-test is to see to what extent learning can be improved, as Halpern and Hakel (2003) claim "the best predictor of what is learned at the completion of any lesson, course, or program of study is what the learner thinks and knows at the start of the experience" (Halpern and Hakel, 2003, p.39).

From the experience of the pilot study which took place earlier and for practical purpose of planning and scheduling, a time limit of 60 minutes was allotted to the students to answer the test, which consisted of 26 multiple choice questions (see Appendix 2a). The teacher informed the students that neither the pre-test nor the post-test would count toward their final grade in the class. The pre-test from first year undergraduate students was administered on Tuesday, October 17<sup>th</sup>, 2017. The test was scored and the scores obtained from the respondents' papers were analyzed. The rationale for using the pre-test is to insure that there is no initial difference between the two groups, and then the scores were analyzed to determine if a significant difference between the pre-test and the first post-test existed in both groups.

## 3.6.1.1 Coding the Tests

As we took into consideration only the papers of the students who participated in all the tests (pre and both post-tests) for better results; we ended up with 33 students who undertook the three tests. Students were asked to write their names on the paper as well as any code they prefer on top of the paper (some wrote names, numbers, letters...etc), and they were asked to remember that code. Their names were needed just to remind them of their codes in case they forgot them; later their names are covered and kept only the codes. They were asked to rewrite the codes each time they sit for a test (See Appendix 2b). The reason behind using the codes is to make students feel comfortable when answering, ensuring their anonymity.

## 3.6.2 Treatment/ Implementation of Multimedia Materials

The teacher began teaching the syllabus content using multimedia materials in the classroom the session just after the pre-test session (i.e., October, 31<sup>st</sup>, 2017). This treatment was introduced to the participants of the experimental group only; the objectives and purpose of the study were explained to the participants. We applied the treatment on the experimental group by using multimedia materials, while the control group was taught in a traditional way

during a whole semester (no multimedia materials used in the classroom). All subjects from both groups were taught by the same teacher (the researcher) due to the lack of teachers. During the twelve (12) weeks treatment, the teacher was teaching the foreign culture by using videos, audios and Power Point presentations. These were the main teaching aids in the treatment to teach British culture. So, each session was based on a different audio-visual aid: a short video and images in the second session, power point presentation in the third one, a combination of a video, images and audio in the 10<sup>th</sup> session...etc. They contained factual information such as population, UK countries, an introduction to Britain, food, festivals and so on. In the videos/audios, English was clear and appropriate enough for the participants' language level. And also, there were English subtitles with some videos. The researcher designed ninety-minute lessons in which multimedia materials were integrated (From Appendix 5c to Appendix 5l). During this utilization period, a set of steps in applying this plan with the experimental group was followed:

First, the lesson was presented to the students either in a form of video, audio or Power point presentation.

Second, we played the video using the data show with the speaker on and then we asked the students to watch and listen to it.

Third, the teacher asked them to focus on the information presented, to take notes and to write down any question they have.

Following that, the students were shown the videos twice: first for general understanding and the second for getting more details. Finally, the researcher gave slightly more depth exploration of the target culture.

Finally, after the exposure to multimedia content, the teacher and students contributed to a discussion about British culture in each session. The students also asked some questions and discussed the points of interest which were raised in the video/audio/ PPT presentation.

#### **3.6.3 Post-test 1**

At the end of the first semester and after the treatment period was over (to the experimental group), a post-test was given. The students of both groups were given a first post-test with a gap of two (02) weeks after the last lecture. The aim behind post-test1 was to measure students' cultural knowledge. This test was given to both control and experimental groups in order to obtain the scores of the students after being taught in different ways. The questions of the post-test1 are the same as the pre-test (see Appendix 2a). The post-test was conducted on Sunday, 11 of February 2018. The time interval between the pre-test and post-test1 was one whole semester (from October 24<sup>th</sup>, 2017 to January 30<sup>th</sup>, 2018) in order to minimize the effects of the pre-test on the results and conclusions of the treatment. Both pre-test and post-test1 were written tests.

## 3.6.4 Post-test2: Retention/ Recognition test

At this stage, learning is measured by a test of retention and recognition. Mayer (2009) explains retention and recognition tests by stating that in retention tests "the learners are asked to reproduce what was presented e.g. writing down all they can remember from a lesson; with recognition tests, the learners are asked to select what was presented (as in a multiple-choice question) or judge whether a given item was presented (as in a true-false question)" (Mayer, 2009, p.19). In our study, a second post-test was administered to the same students (both experimental and control groups) to measure their memory recall of the knowledge acquired earlier i.e. our only interest is in the quantity of learning that is 'how much was remembered' (see Appendix 2a). It took place in the next academic year (2018/2019) on Monday, 1st of October 2018, i.e. after eight-month and a half. This eight-month delay is in line with the recommendation of previous studies which suggested a longer time frame instead of several-weeks. The teacher gathered the second year undergraduate students at the beginning of the academic year 2018/2019 that were divided to four groups and then searched for the names of the students who were in the experimental and the control group in the experiment, and then she administered the post-test2 to them. As we mentioned in an earlier part of this chapter, the number of the students who answered the pre-test, and the post-tests is the same (N=33). The same participants who attended the sessions regularly and answered the pre-test and post-test1 are the ones who answered the post-test2. Both of the pre-test and the post-tests have the same questions (26 questions).

#### 3.6.5 Sections/Items of the Tests

Each pre and post-test item consisted of multiple-choice questions (MCQ) plus two open-ended questions (Appendix 2a). Most of the test questions are MCQ, where the range of choices (some questions have three choices, four choices, or six choices) is designed to include the likely range of possible responses to each given statement.

All the information on which students were tested could be found in the lessons. Each test item was worth 1 point; incorrect answers received 0 point. A participant's pre/post-test score was computed by dividing the total number of points awarded by the total number of points, for instance, if the participant answered 15 questions out of 26 then he will have 11.5 as his mark of the test. The pre-test and the post-tests were scored in the same manner.

The pre-test and post-tests instruments consisted of five (5) main categories as follows:

#### Geographical Parameters:

It assessed students' knowledge about the size, the population and the UK countries and countries that belong to Great Britain, and was composed of five (5) questions (1, 2, 3, 4, and 5).

Q1 asks about the countries that make up Great Britain. We wanted to know whether students differentiate between Great Britain and UK.

Q2 enquires about the order of the size of the territory of each country of the UK from the biggest to the smallest. Territory size question is very essential when investigating the geographical parameters of a country.

While Q3 asks the students to write the full name of all the countries together that refers to the kingdom. The reason behind this question is to ensure that the students learned well and memorized the name and the countries of the kingdom.

Then, Q4 addresses the population of UK with three different choices. Since the population of the country is very essential, too, in the geographical parameters we decided to include them both in this part.

The last question in this category is Q5. It enquires about the capital of one of UK countries that is Scotland.

## • National Symbols:

It includes questions 6, 7, 8, and 9; that enquire about flags, the current monarch and the period of her reign.

Q6 How the British flag is named, with three different names to choose the right one among them.

Through Q7 we wanted to figure out from the students which country's flag is not embodied in the UK national flag; that is made up of three flags combined together. The content of this question necessitates four options.

Q8 asks about the current monarch. While Q9, asks about the number of year that the current monarch stayed on the throne. The intention of these two last questions is to find out whether the students give an importance to the monarchs and their reigning period.

#### • Historical Background:

It includes questions 10, 11, 12, 13, and 14; which ask about important revolutions, conflicts, wars, invasions and original tribes in UK. For example Q10, it seeks the name of the changes that occurred between 1750 and 1850 are known. Also it is the only open-ended question in this part, because we wanted to check if the students are able to remember dates and names of important events without offering them choices to rely on.

While Q11, asks about the original tribes which came from northern Europe and brought cultural traits.

Q12 enquires about the origin of the Angles, the Saxons and the Jutes, in order to know whether the students memorize well the different tribes and their origins or not.

Q13 is a close- ended question that asks about the group of people which invaded Britain in 1066, giving the students three choices to select the right one among them.

The last question in this part is Q14, it asks about one of the most famous wars in the history between the kings of England and France in 1337.

## • Britain Today:

It is composed of eight (8) questions; they are 15, 16, 17, 18, 19, 20, 21, and 22; making this part the longest one in the questionnaire. It asks about famous celebrations and festivals, food, ethnicity and media. The rationale for asking these questions is to see whether students learned well about how, when and why the British people celebrate special occasions. Also, the more students are exposed and questioned about British culture, the more they understand about it and its people who are different from them.

Five questions in this part ask about either the place of a certain festival, the date of the celebration or the opposite; they are 15, 16, 17, 19, and 20. For example Q15, it gives a date (31st of October) and asks to the participants to select the right celebration, while Q16 asks about the place where "The Notting Hill Carnival" is held and, Q17 asks about the date of St Patrick's Day.

Q18 It asks the students to select the right percentage that represents the ethnic minorities in London

In addition to the three first questions of this part these two questions also deal with celebrations e.g. Q19 asks about the place where Hogmanay is celebrated and Q20 enquires about the occasion in which people wear poppies in the UK.

Q21 deals with the most popular food in Britain.

Lastly, Q22 asks about the meaning of this acronym "BBC".

## • Political System:

It includes questions 23, 24, 25, and 26; which enquire about the constitution, education and the political parties.

The first question in this part is Q23, it asks about the name of the main two political parties in UK.

Q24 enquires about the place of the "House of Lords" and the House of Commons".

Q25 asks about the four documents that make The English Constitution.

Lastly, Q26 seeks to know by whom university education in the UK is funded.

Each category is aimed to contribute to a certain degree in answering our research questions. As a result, all the categories are important in the test because we are also interested in each category answering rate. Next, before administering these tests to the participants in both the control and experimental group, we piloted the test. Therefore, we shift into the details of the pilot study.

# 3.6.6 Pilot Study

Hertzog (2008) defines a pilot study as a smaller version of a proposed study, and researchers frequently conduct these to refine the study sampling process, treatment, or measurement of variables (as cited in Burns & Grove, 2003, p. 45). The purpose of the piloting was to ensure that the questions were clear and to eliminate any ambiguity in our instrument.

The researcher prepared a pre-test for first year undergraduate students of the academic year (2017/2018). Before handing our first test (the pre-test) to our participants, it was piloted by a teacher (a male, Abbas Laghrour University, Khenchela) and a dozen of students (males and females, Abbas Laghrour University, Khenchela) to test out the clarity of the items used in

addition to validating the wording of the test questions and to figure out the time necessary to complete the test by the participants.

According to the teacher, reformulation of some questions was needed like Q3 and Q11 but in general the questions were clear. Whereas for the students' feedback, it is as follows:

- The students did not have troubles in understanding the questions.
- The questions posed covered different areas of the subject of the study that they considered essential to their learning of the cultural knowledge.

It is concluded that the test was understood and that the different questions did not confuse the reader or generate ambiguity. There were slight changes related to terminology introduced according to the suggestions that the teacher had made.

## 3.7 Survey Study

Survey research is the process of conducting research using surveys. It is the most used research method. Results are reported as percentages and averages that are sufficient to explain the results of a survey research project (Brown, 2001, p. 15). Surveys are used to collect data information in many fields, particularly in language research because of the many types of data that can be gathered, which can describe, explore, or explain physical characteristics, phenomena, behavior, attitudes, and so forth.

Looking to the requirements of this research, surveys are appropriate and helpful. Surveys take usually the form of either a questionnaire or interview, or a combination of the two. Direct question asking is one of the characteristics that they both share, though the questions are asked orally in an interview while the questionnaire is in a written form. A brief definition of both the questionnaire and the interview is introduced as follows:

A questionnaire is a set of questions contains a specific number of questions to obtain statistically useful information, in a form of answers, from respondents relating to the research topic. According to Dale (2012), "questionnaires are probably the most widely used information-gathering technique, in many fields including communication, education, psychology, and sociology" (Dale, 2012, p. 135). Indeed, questionnaires are self-administered and can be addressed to large groups of respondents. Also, questionnaires are usually given to all the respondents at the same time therefore the data are more accurate.

However, one of the common problems with questionnaires is: First, the low response rate, the reasons behind that vary and some stay unknown. Second, questionnaire are not appropriate or valuable when dealing with second/ foreign language students who may be beginners, and who often have problems in reading or providing answers in FL/L2. Thus there is no assurance that questions used in a questionnaire have been properly understood by the respondents and answered correctly. These two problems were taken into consideration in our study in order to get better results of this instrument as discussed in later parts of our thesis concerned with the questionnaire distribution and the piloting of the questionnaire.

While the interview, according to Brinkmann and Kvale (2018, p.3), "is a specific form of conversation where knowledge is produced through the interaction between an interviewer and an interviewee. In addition to this definition, Cohen, Manion and Morrison (2000, p. 506) remind us that an interview is a "social, interpersonal encounter, not merely a data collection exercise" (as cited in Dale, 2012, p. 159). So, interviewing is a good way we can use to understand our fellow human beings. Moreover, Dale (2012, p.160) argues that one of the advantages of interviews is that data from interviews can be combined with data from questionnaires to explain or strengthen interpretations. In fact, interview method of data collection can be a time-consuming process and often difficult to administer; however, according to

many researchers it has many advantages (as cited in Alshenqeeti, 2014, pp.42-43), like:

- They offer direct contact with people in a natural way of interaction that can take place in various situations (Blaxter, Hughes and Tight, 2006)
- They are good at obtaining in-depth information since it offers researchers the opportunity to uncover information that is "probably not accessible using techniques such as questionnaires and observations" (Blaxter *et al*, 2006).
- They present more accurate data as Dörnyei (2007) argues that with the
  presence of the interviewer, mutual understanding can be ensured, since the
  interviewer may rephrase or simplify questions that were not understood by
  his/her interviewees.

In our case, considering the above mentioned advantages and disadvantages of both questionnaires and interviews, a combination of both methods would apparently be sufficient to elicit the data information to get a response to our research questions; and trying as much as possible to reduce and avoid their disadvantages.

## 3.7.1 The Questionnaire

In this study, the purpose of this instrument is to support pre/post-tests since a well constructed questionnaire can be a vital instrument. Also, this questionnaire can promote additional validity and reliability when more information from students is added. A common approach to understanding perceptions includes the use of questionnaires. Survey questionnaires were used to determine the participants' levels of satisfaction in the courses they had (at the end of the semester), to know individual opinions and reactions about learning a foreign (British) culture using multimedia materials.

Furthermore, the focus of the questionnaire was to know about the integration of the new teaching materials from the 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, these questionnaires are intended to obtain information which support and confirm various points of interest in our study. Though it is addressed to experimental and control groups, students in the experimental group were given additional questions on the questionnaire related to the integration of multimedia materials (see Appendix 3a).

The questionnaire distributed to the students was composed of closed, multiple-choice questions, and other questions that allowed the students to write any additional feedback they might have had.

So, the questions were a contribution of open-ended and close-ended item types because some questions require close-ended responses, while others require open responses. Open-ended response and closed response each has advantages and disadvantages. Open-ended responses have a number of advantages. According to Brown (2001, p. 36), open-ended responses can give respondents a great deal of flexibility in answering, which can result in a wide range of possible answers and sometimes unexpected answers may be found. However, there are some disadvantages; open-ended questions are relatively difficult and time-consuming for the respondents to answer. Thus respondents may skip such questions, or some answers may turn out to be irrelevant to the purpose of the survey.

The questionnaire was designed in a simple and clear manner. The sequence of questionnaire began with the most general questions and ended with the more specific ones. In the questionnaire, there are eleven (11) close-ended questions in Q1, Q2, Q3, Q4, Q5, Q8, Q12, Q15, Q19, Q20 and Q21. On the other hand, there are eleven (11) open-ended questions: Q6, Q7, Q9, Q10, Q11, Q13, Q14, Q16, Q17, Q18, and Q22.

## 3.7.1.1 Procedure of Questionnaire Distribution

The method used to distribute questionnaire is group-administered. It was given to the group of individuals all at one time and place i.e. the questionnaire was handed out at once to all the students in order to obtain a high return's rate of the questionnaire. The questionnaire was distributed to first year undergraduate students who were gathered in an amphi theatre after an exam consultation day during which we expected a majority of attendance and presence of the students, each two groups together. The respondents' anonymity was assured and their answers were aimed to contribute to the findings of the research. The entire process from distribution and collection of the questionnaires was explained to the students; in order to gather the most reliable result and answer from the respondents. We started with groups 1 and 2 then groups 3 and 4 as planned by the administration (exam consultation session). A total of 176 questionnaires were distributed at the end of exam consultation day. The number of returned questionnaires which were fully answered was 102.

As the researcher could collect more than half of the questionnaires i.e. 102, the figure is adequate to make conclusions. It is shown with the help of the following table:

**Table3.3.** Percentage of the received questionnaires

Total of questionnaire administered	Total of questionnaire returned	Response rate %
176	102	58%

102 completed questionnaires were returned, comprising a response rate of 58%. Total 64% questionnaires were returned to the researcher, a quantity that is sufficient to draw conclusions.

## 3.7.1.2 Sections/Items of the Questionnaire

The items of the questionnaire were organized in four (04) categories. Each category was intended to elicit a specific set of information. 22 questions were asked (see Appendix 3a). Some of the questions were open-ended and some of them were close-ended questions, including direct questions to obtain information about students' attitudes and opinions underlying the content taught and the method of teaching used in the classroom:

- Open-ended: Since we wanted to explore the in-depth opinions of the students on our research issue, we have used two (02) open-response questions: Q6 and Q18. The open-ended question is an attractive device for those categories of a questionnaire that invite an honest, personal comment from respondents (Cohen et al, 2018, p. 475). They are flexible and allow the interviewer to probe (ibid, p. 355). Though this type of questions enables the respondents to write and explain their responses in their own terms, we have opted only for two open-ended questions because: (a) they may lead the respondents to write irrelevant information and not knowing what the question seeks exactly as an answer; and therefore they are lost; (b) they may require much more time from the respondent to enter a response because first year undergraduate respondents may have difficulties in articulating their thoughts; (c) many open-ended questions in the questionnaire may make the questionnaire appear long and as a result discouraging.
- Close-ended: There are twenty (20) close-ended questions designed in Q1, Q2, Q3, Q4, Q5, Q7, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q19, Q20, Q21, and Q22. Cohen et al (2018) believe that "Closed questions prescribe the range of responses from which the respondent may choose... they are directly to the point and deliberately more focused than open-ended questions, helping the respondent to answer easily, as response categories are provided" (Cohen et al, 2018, p. 476). So, sufficient and highly structured options should be provided for respondents to select

from; and they properly reflect the purpose of the question. Our respondents had to choose from a list of different types of pre-selected options: multiple-choice, rank ordering, rating, and dichotomous questions.

## Category One: "Personal background information"

This category required the respondents to provide their demographic information including students' age, gender and study group, they are questions 1, 2, and 3. Options were provided to the students to tick the suitable one. Though age and gender information can bring nothing of importance to our study, still we used them as introductory questions.

## Category Two: "Learning foreign culture"

It contains six items numbered from four to nine. It is set to find out the learners' opinions about importance of culture and aspects of interest in learning British culture. The focus is made how important students consider the learning of culture, whether they are interested to know more about this culture, and also on essential tools and sources in their learning process.

Q4 How important is good learning of British culture do you think?

Q5 which of the following you think should be given more attention in the classroom while learning British culture, Q6 asking for explanation.

Q7 asks the students to tick the aspects of culture which they are more interested to learn about.

Q8 to rate from the most useful for understanding and learning about British culture to the least useful.

Q9 enquires about the source from which students acquired most knowledge about British culture.

## Category Three: "Learning experience"

This category consists of seven items numbered from 10 to 16, exploring the respondents' opinions, expectations and preferences about the methods of

teaching British culture. The focus in this category is made on students' perceptions of the importance of technology and audio-visual materials in the classroom.

Q10 enquires about whether the way the teacher presents the cultural contents meets students' expectations.

Q11 asks about the teaching method that the students prefer their teacher to use.

Q12 the importance of having access to technology to the students' learning.

Q13 to select the technology which they would like to have in their classroom or have more access to.

Q14 which teaching aid/method you prefer most to be used by your teacher.

Q15 is it helpful when teachers use audio-visual materials for lecturing.

Q16 the extent to which the students think audio-visual materials can help them to understand the new cultural input.

# Category Four: "Multimedia-based Class"

The fourth category is set with the aim of finding out students' opinions on the use of multimedia as teaching materials, the content presented, and on the effect of these materials on their acquisition and their efficiency. It included six (6) questions: 17, 18, 19, 20, 21, and 22. These additional questions were given only to students in the experimental group related to the new materials, so the questions are addressed only to group "1 and 2". The questions were developed to measure students' opinions about of multimedia materials in terms of information, interesting, and quality.

Q17 like the lesson plans carried out during the last semester? Why. The first question addressed students' opinions about the instruction using a "yes" or "no" options.

Q18 What did you like most about the videos, audios and the presentations that were used? Open ended question.

Q19 Do you think using audio-visual aids had improved your learning efficiency compared to the traditional way of learning? This question assessed overall satisfaction of students with the materials used; also it gives them a chance to express their opinions about the right way that facilitates their learning process of the topics covered during the sessions.

Q20 the effect of using multimedia as teaching materials on their acquisition of cultural knowledge.

O21 the benefits of multimedia-based classes.

Q22 the last question addressed students' self-reported level of the quality of information provided during multimedia sessions.

## 3.7.1.3 Piloting of the Questionnaire

A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pre-test it among a smaller subset of target respondents, as Dale (2012) confirms "All data collection instruments including questionnaires must be piloted since the creator can't be sure of the respondents' interpretations of the questions" (Dale, 2012, p.142).

As far as the piloting of the questionnaire was concerned, a small pilot sample of participants (12 students) was selected from both groups. Essentially, this pilot study served three purposes: (1) to test the layout of the instrument, (2) to obtain feedback on the clarity of the questions from the students, and (3) to verify the functioning of the items and answer categories, as well as that of the questionnaire overall structure. Thus, the pilot study was essential because it confirmed the clarity of the questions, and the ease of following the questionnaire instruction. Furthermore, it provided information regarding the approximate length of time students would need to complete the questionnaire. The results obtained in this piloting showed that:

- Some of the students pointed out that we have to explain what is meant by "Multimedia Materials" which was replaced by "audio-visual materials" in Q15 and Q19
- Students found difficulty to understand what is meant by "multimedia instruction" in Q11 so we added an explanation of the concept.
- The time allocated for the students to answer the questionnaire was 20 minutes.

After conducting the pilot test, we adjusted it according to the results and then we administered it to the target sample. The results of the piloting served as the basis for the improvement and refinement of the research instrument, in terms of organization, construction and structure.

#### 3.7.2 The Interview

This interview was designed for the purpose of gathering more information for the enrichment of the study. It includes two parts in addition to three introductory questions. Part one takes account of questions related to culture teaching, while part two encompasses questions that have to do with multimedia materials and multimedia instruction.

As a matter of fact, the main aim of the interview is to report on the teachers' outlooks on the teaching situation of the British culture in the Department of English at the University of Khenchela and it is also designed to provide the researcher with in-depth understanding of the teachers' perceptions of the cultural aspects that the subjects of the first-year undergraduate students should consider to help improving their foreign culture learning process. It is made of 16 questions (See Appendix 4a).

To design the interview, we have considered many aspects. First, questions type; to decide which question should be open- ended and which should be close-ended depending on the purpose of the question and the objective of the researcher. Second, the form of the question has to be concise and precise.

Short and clear questions are desirable, avoiding long misleading sentences, because the respondents' schedule is busy and the researcher wants to make sure they are comfortable in order to give valuable data for the study. Finally, we arranged the questions in a logical sequence that serves the goal of the interview.

The teachers' interview comprises sixteen questions (See Appendix 4a), they are divided into six thematic headings (categories). The rationale behind interviewing teachers was to explore their perceptions of the teaching of culture and their views about multimedia instruction and the obstacles that they may face when using them in the classroom.

#### 3.7.2.1 Interviewees

After contacting most of the teachers in the department to ask them to take part in the interview, only four (04) EFL teachers, whom we knew personally, 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. We contacted each participant by telephone, via email, or in the department in advance in order to schedule a time and place for the interview. Some teachers had apologized for not being able to take part in the interview because they have no experience in culture teaching or 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.

#### 3.7.2.2 Procedure of the Interview

We conducted many sessions of individual teacher interviews. Interviews with English Department teachers were carried out from mid April 2018 to

May 2018. Individual teachers' interviews were conducted in their free time and not during teaching hours. This was to avoid disturbing the teaching schedule. The data collection procedures required that initial contact be made by telephone and email with the teachers whom we couldn't meet at university. The appointments were confirmed according to the availability of interviewees at university. The meeting locations were arranged afterward with a request from the researcher that the place should be free from distractions, a requirement that lent itself to recording information accurately; most of the interviews took place in the teachers' room at Biology Department (because English Department and Biology Department are in the same building and share the same staff room).

# 3.7.2.3 Interviewing Method: Process of Audio-recording/ Notetaking

Each of the interviews was conducted by the researcher in a face-to-face, semi-structured interview, as the intention was to gain access to teachers' experiences of British culture teaching, and their use of multimedia materials. At the beginning of each teacher' interview, we greeted the interviewee.

The purpose of the interview was first introduced to the respondents to ensure their understanding, in addition to the research topic and research questions, which formed the basis of discussion. Interviewees were informed that their identity would not be revealed.

We asked permission to record the interviews and to use the information recorded in the research. During the interview data collected were audio recorded on the phone and field notes were taken simultaneously. We have informed the participants that notes would be taken during the interview. Thus, before the interviews started the recorder had been switched on.

The time allocated for each interview was 15 minutes. Therefore, while listening to the interviewee, we tried to manage how much time had passed and how much time was left.

The following factors were considered to ensure successful interviews:

- Permission to record was sought before the interview. All teachers permitted its use.
- The phone recorder was tested prior to the interview to ensure that it was in good working order and that the sound is clear.
- Smart phone (used to record) was positioned close enough to participants to record conversations.
- Recording the conversation enabled us to maintain eye contact with the participants.
- The researcher listened attentively to the interviewees as they relayed their experiences.
- We used communication skills such as reflection, nodding, questioning, clarification, and maintaining eye contact, to facilitate the talk.
- We thanked the interviewees, at the end of the interviews, for their time and precious information.

#### 3.7.2.4 Semi- structured interview

This study interviews every participant using a semi-structured interview approach. This method of interview has both features of structured and unstructured interviews and therefore uses both close and open-ended questions. As a result, it has the advantage of both methods of interview. In order to be consistent with all participants, the interviewer has a set of preplanned core questions for guidance. All the interviewees are asked similar questions respectively and as the interview progresses, each interviewee is given opportunity describe their experiences and to elaborate or provide more relevant information if he/she opts to do so

#### 3.7.2.5 Sections/ Items of the interview

The interview consists of 6 categories in which 16 questions are asked (see Appendix 4a). Some of the interview questions were open-ended and some of them were close-ended questions, including direct questions to obtain information about teachers' attitudes and beliefs underlying the use of multimedia materials in the classroom:

- Open-ended: Since we wanted to explore the in-depth opinions of the teachers on our research issue, we have used twelve (12) open-response questions. At the same time, the purpose of open-ended questions is encouraging interviewees to express their thoughts freely and to interact openly with the interviewer without control. Also, to avoid getting 'yes' or 'no' answers as they do not yield much information in connection with the subject at hand. The open-ended questions in our interview are: Q1, Q3, Q4, Q5, Q6, Q8, Q9, Q10, Q13, Q14, Q15, and Q16. Freedom is given to teachers to let their thoughts roam freely and be expressed spontaneously.
- Close-ended: There are only four close-questions designed in Q2, Q7, Q11, and Q12. We thought closed-response questions are more suitable for us in order to get teachers' opinions.

The interview was divided into six major categories, these are as follows:

## **Category one: Personal Information**

The interview begins with three introductory questions about teachers' personal information, concerning their age, their educational background, the number of years of teaching of the interviewees and the teachers' experience in teaching culture. It includes questions 1, 2, 3 and 4. The purpose of asking these questions is to get general information about the teachers in the department. Q4 asks about the years of experience in teaching culture. Because the more the teacher is experienced in the teaching of this module, the better he/she can afford data that can serve in a way or another to answer our research question

## Category Two: Teachers' Perceptions of Culture Teaching

The second part of the interview includes three questions (5, 6 and 7). Questions involving this part are set to know about how teachers perceive the aims and objectives of British culture teaching.

With Q5, we wanted to know what the teachers consider as the aims of this module "Culture and Civilization" in general and their plans to reach its ends. This is because teachers may have different regards of the teaching of culture depending on different factors. So, the purpose of asking the teachers this question is to find out how the teachers intentions towards the teaching of foreign culture.

We hoped that Q6 may shed light on the parts of British culture that is most interesting to the teachers. We want to know the topics that interest them as teachers and they believe that the students should know them.

Q7 asks how the teachers understand the concept of "culture teaching" in their EFL teaching. The intention of this question is to elicit their initial definitions of culture teaching. It is a close-ended question, therefore 6 subitems indicating various objectives are provided.

#### **Category Three: Tools and Strategies Teachers Use in their Teaching**

As far as the tools and strategies/ methods of teaching are concerned, Q8 and Q9 are asked to find out about the way, the materials, and the sources that the teachers often use to teach British culture. Also, we wanted to know, to what extent, the teachers rely on specific method(s) of teaching, and the reasons behind their choice of the sources they select their content from to achieve the ends of the cultural module.

Questions 8 and 9 are meant to find out about the teachers' culture teaching methods and how they deal with the foreign culture teaching in their EFL classes; adding to that, the sources they utilize for teaching it.

## **Category Four: Multimedia Instruction**

The last part of the interview takes in three questions (10, 11 and 12). This part starts with Q10, which is meant to report what form (s) of multimedia the teachers tend to use. We aimed to obtain some potential information data showing teachers' favourable or unfavourable disposition towards the integration of multimedia tools in their teaching in general from their use of these materials or not.

Then, Q11 is meant to explore why the teachers use multimedia in the EFL classes and what motivate them. The purpose of this question aims to investigate teachers' general disposition towards the use of multimedia as teaching materials. It is a close-ended question, therefore 11 sub-items indicating different reasons of motivation which may encourage the teachers to use multimedia materials. Whereas Q12 asks about the multimedia material used by the teacher in the classroom, if he/she uses any.

## **Category Five: The Effect of Multimedia Materials on Students**

This category takes in two questions that are Q13 and Q14. The questions are meant to investigate the teachers' reflections on the effect of these materials on students' learning of the British culture.

#### **Category Six: Challenges of Using Multimedia Materials**

This category includes two questions. For Q15, it gives the teachers a chance to state out the challenges and the obstacles which face them once using multimedia. By asking this question, we hoped that some potential light might be thrown on the problems that teachers face during their teaching at university.

The last question in the interview (Q16) gives the teachers the freedom to add, criticize, and advise, the students, the teachers or the researcher.

## 3.8 Data Analysis Procedure

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 as follows:

# • Quantitative Analysis:

In this case, the numerical data generated during the experimentation i.e. students' scores and percentages of students' answers in the questionnaire, are evaluated based on the statistical methods of evaluation. Quantitative analysis was done through tables, graphs, and percentages to help summarize and present our findings.

## • Qualitative Analysis:

In the opinion of Taylor and Gibbs (2010, p. 1), qualitative data analysis concerns how we move from the data to understanding, explaining and interpreting the phenomena in question. This shift can be done through the organisation of information into significant themes and data reduction, and then descriptions are provided to obtain and to arrive at conclusions, data are then tabulated.

Both types of analysis are independent and inter dependent. Since, they often complement each other and give an overall view of the data. Thus, both are considered in this thesis as shown in the following analyses:

#### **3.8.1 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.

To sum up, pre-test and both post-tests were given to measure if there were significant difference scores before and after the students being taught by using multimedia materials. So, we know about the effectiveness when the students' get 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. The percentage of each item was computed by dividing it with the sample total number of respondents who answered the test.

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 in scores.

## 3.8.2 The Questionnaire

Since the questionnaire was conducted in one day, it was possible for the researcher to get all the copies back to compile them. We went through the following steps:

- Dealing with closed-response questions: We decided to use tables with lines-and-columns form to show all respondent's answers to all close- ended questions.
- Dealing with open-response questions: Since the nature and purpose of open-response questions are quite different from those of closed-response questions, we dealt with them differently. The data from open-response questions are coded (classified into categories). "A code is simply a name or

label that the researcher gives to a piece of text which contains an idea or a piece of information (Miles and Huberman, 1994; Gläser and Laudel, 2013)" (as cited in Cohen et al, 2018, p. 668). The participants' answers are broken down into textual units and then conceptualized and categorized. As Cohen et al describe the process of coding: "The researcher goes through the text, marking it with codes (labels) that describe that text. The code name might derive from the researcher's own creation, or it may derive from the words used in the text" (ibid. 668-669).

Data are presented in descriptive statistics. Hence frequencies, percentages and forms of graphical presentation are used. The data gathered from the questionnaire were collected and compiled into several tables, where percentage and frequency distribution were used to organize and describe the students-respondents answers.

#### 3.8.3 The Interview

As categorizing the data is a crucial element in the process of analysis, the analysis begins with the identification of the themes emerging from the interview data then identifying and naming the conceptual categories. So, the data were transcribed, we read the entire transcript to get a global impression of the content. Then, we highlighted units of meaning with markers of different colours. Categories emerged from the teachers' responses in relation to the research questions. These categories were teachers' responses, in which they reported on their experiences, meanings and the reality which they attached to teaching of culture and the use of multimedia materials in their classrooms. These categories are defined depending on the intelligence and creativity of the researcher. The actual words of the teacher participants were analysed and interpreted. Percentage and frequency distribution were used to organize and describe the teacher-respondents answers. The presentation of the teachers' responses includes excerpts from the interview data.

# 3.9 The Learning Outcome

The learning outcomes of this research can be seen in the development and achievement in students' knowledge and attitudes when they have completed the tests and the questionnaire. Based on the model of the educational objectives proposed by numerous scholars (Sharda, Romano, Lucca, Weiser, Scheets, Chung, & Sleezer, 2004), the learning outcome is divided into psychomotor outcomes (efficiency and accuracy of responses), cognitive outcomes (comprehension, knowledge, application, and analysis), and affective outcomes (positive evaluations of satisfaction, attitude, and learning experience). Sharda et al. (2004) detailed the measurement of educational objectives, which is more suitable in this research because we conduct experiments to measure how students learn from or respond to various forms of multimedia materials. Therefore, we applied the perspective of Sharda et al. (2004) to measure the learning outcomes of students by focusing specifically on the cognitive and affective domains. The cognitive domains and the affective domain are measured according to students' attitudes and perceptions and their cognitive learning results (in both the tests and the questionnaire).

## 3.10 Overview of the Teaching Setting and Materials

Based on related theories and previous research findings, this experiment tried to make use of multimedia-assisted teaching in teaching British culture. The database included teaching content in the form of audio, video, pictures and PPTs. In this way, multimedia is used in classroom teaching, and each part of the multimedia played a crucial role in the classroom. In this experiment, under the guidance of constructivist and cognitive learning theories, we tried to make the classroom student-centred in order to achieve our teaching objectives. We tried to actively create learning environments for students that are conducive to activate their original knowledge and experience, practice opportunities, organize and participate in the cooperation and interactive learning among students, and evaluate the learning effect in time, so as to

improve teaching. As the main body of meaning construction, students should actively participate in the whole process of classroom learning with the help of the teacher, consolidate and improve the construction of knowledge, and improve the learning effect and efficiency. The important role of multimedia teaching materials was mainly reflected in the clearer display and presentation of a large number of background information and cultural contents, which is convenient for students to build and consolidate their knowledge and improve the efficiency of learning.

## 3.10.1 Procedures of Selection/ Preparation of Multimedia Materials

We present the preparation and production of the multimedia teaching materials that were used as teaching tools throughout the semester. We can divide the steps into:

- Content research: The material was collected, evaluated, refined, and organized to be integrated into the lessons. Nowadays, there is a wide variety of sources from which we can obtain teaching materials. The materials were selected and edited during summer 2017 under the direction of the supervisor. According to the students' level, the material was carefully selected.
- Software tools search: We searched for software that facilitates the creation and editing of multimedia. In our case, images were either captured from web pages or downloaded from search sites such as Google, which allows users to scan the Internet for a vast selection of images using a powerful keyword search engine. Videos were downloaded from the Internet, specifically YouTube, where we could find suitable ready-made video segments to incorporate into class presentations. Additionally, the presentation slides were created using PowerPoint. For preparing PowerPoint presentations, we relied on our knowledge and own experience. We used particular software like "Capture Screenshot" to capture animations and images, "Video to MP3 Converter" to turn videos into audios, "Video

Editor" to edit video files, and "Internet Download Manager" to download a variety of materials from the internet.

- **The requirements:** They involved the assessment of:
- a- **The availability of resources/equipment:** We had to schedule a regular appointment with the administrative responsible to acquire the data show and the power extension cord according to the timing of the sessions, as only two data shows were available in the whole department.
- b- **Time**: On October 17, 2017, one week prior to the students starting their studies, the teacher went to the classroom and allocated the required time to connect the machines together.
- c- **Location**: We checked whether the room (Room C5 located in the Biology Department) had power and curtains to adjust the lights when necessary.

However, the above-stated equipment would not be of much use unless a good set of multimedia materials and a carefully developed plan for organizing the entire class session were incorporated.

## 3.10.2 Classroom Equipment: Technological Devices

How were the laptop, data show and the speakers used in the classroom?

- **Laptop:** Laptops are now becoming much more common in the classrooms. And, of course, they are much more versatile in terms of their portability. (Cutting, 2011, p. 18)
- Data show (Data projector): These are a very useful thing to have, since they can normally be moved easily from one room to another. They also work well in normal lighting conditions (Cutting, 2011, p. 19). In our study, the projector was used to display images and videos.
- **Speakers:** The data show used does not have sound built so we needed a set of speakers when we wanted to show videos that have sound tracks

"A more flexible setup might be to use a laptop computer linked with a data projector. This could then easily be moved from classroom to classroom, thus eliminating the need to have to move a class to the computer lab every time you want to show them something" (Cutting, 2011, p. 15). It is worth keeping in mind that all of the laptop, data show and the speakers are only a tool. The teacher used the laptop to present the videos, audios, images and PPTs. The teacher personal computer system was equipped with external speakers, and then the computer output was displayed through a data projector.

In each session the teacher asks one of the students to come and try to connect the laptop with the data show and the speakers if needed. The teacher guides and shows them the right way of the connection between the equipments. The reason behind engaging the students is to make learn and desire technology; the students felt very happy to learn how to connect these tools as they declared.

# 3.10.3 The Culture Syllabus

The "Culture & Civilization" module at the university of Khenchela is introduced to first year undergraduate students in the first semester. It aims to give first year students an insight into life in the United Kingdom. The course is structured around political, social and cultural key concepts. The British context would serve as an example to explain these notions since the country stands as an outstanding example from the English-speaking world. There is a combination of lessons and in-class discussions. Students are expected to participate in discussion and encouraged to ask questions and give comments on the input.

There are at least 3 objectives for this module:

 The first is to provide students with a body of knowledge about some general key concepts. This knowledge is meant to be a background for their education and professional life.

- The second objective is to help them analyse the information introduced to them, evaluate options, and make their own arguments and conclusions.
- The third objective is to encourage them to think critically.

The syllabus is based on a "Topic-based Approach" intending to help students develop more cultural knowledge on several topics, what Harmer (2001, p. 333) referred to as "thematic strand" i.e. every lesson has its own topic. The historical part has been reduced to allow the addition of many cultural elements and kept for the second semester. This module can be easier and attractive when it is taught through topics (themes), because teaching thematically allows all students to enjoy the course. The teaching content is also integrated in a chronological order with certain lessons, following the main historical periods of human society, such as Lesson 3 and Lesson 4. The syllabus includes many units that have a deep relation to British culture as presented in Table 3.4.

**Table3.4.** Program addressed to First year undergraduate student at the English department (Khenchela University)

SEMESTER ONE		
<b>Lesson1</b> : Introduction to "Culture"		
Lesson 2: Introducing the UK		
<b>Lesson 3</b> : History of UK invaders		
Lesson 4: Famous kings and queens		
Lesson 5: Multiracial Britain		
<b>Lesson 6</b> : Holidays, festivals and customs		
<b>Lesson 7:</b> Food, drinks & food habits		

Lesson 8: The educational system
<b>Lesson 9</b> : The political system
Lesson 10: The legal System

The syllabus starts with a general introduction to culture, including related concepts, characteristics, and components as shown in Table 3.4. The same content was introduced to both groups but presented differently. All the sessions took place in a normal classroom. Each session lasted for an hour and a half (1h 30 minutes), and some lessons required two sessions (three hours) to be fully covered, as shown in the above table. The main aim of these materials was to change the dynamics of the traditional culture class in order to observe and evaluate the changes in terms of students' acquisition and retention of cultural knowledge. Table 3.5 illustrates the teaching materials used in the classroom in each session.

**Table 3.5**. Descriptions of the Sessions and the Materials

Session	One Semester Syllabus	Multimedia Tool Used	Source	Duration/ N° of Slides
1	Introducing the concept of Culture	Traditional Lesson (No aid used)	Self- made	/
2	General Introduction about UK	Video Images	Internet Internet	5 mins 19 sec
3	History of UK Invaders	PPT	Self-made	33 slides
4				
5	Famous kings and Queens	PPT	Self-made	19 slides

6				
7	Multiracial Britain	Video1	Internet	4 mins 27 secs
8		PPT	Self-made	15 slides
		Video2	Internet	7mins 56secs
9	Holidays, Festivals & Customs	PPT	Self-made	17 slides
10	Food, Drinks & Food Habits	Video	Internet	1mins
				59secs
		audio	Internet	2 mins 26secs
		Images	Internet	4
11	The Educational System	Video	Internet	3 mins
				19secs
12	The Political System	PPT	Self-made	21 slides
13	The Legal System	PPT	Self-made	13 slides

The table illustrates how thirteen (13) sessions were designed for both groups involved in the research. The aim of the sessions was to examine the effect of integrating multimedia teaching materials in every lesson (except lesson 1) on the experimental group.

In this study, the researcher utilized various multimedia materials to provide instruction on the selected content area (British culture) to the students. These materials included videos, audios, images, and PowerPoint presentations.

• **Videos**: Five (05) videos were used, which covered the targeted objectives of the lessons (see Appendix 5d, Appendix 5g, Appendix 5i, Appendix 5j).

- Audios: One (01) audio track was utilized.
- **Images**: Eight (08) high-quality images were shown to the students, featuring pictures of famous people (Royal Family), a building, a crown, and different types of food.
- **PowerPoint presentations** (Teacher-made presentations): Six (06) PowerPoint presentations were created, comprising a total of 118 slides with illustrations (pictures) and visual organizers. PowerPoint presentations were predominantly used in this study due to their suitability. The rationale for using each material is outlined in Table 3.6 on the next page.

The teacher took charge of slide design during the study, aiming to transmit the necessary information efficiently. The presentations were created and developed by the teacher to align with the learning objectives. Mayer's Principles of Multimedia Learning were employed as guidelines to create effective multimedia learning experiences. For example, the "Redundancy Principle" was applied, suggesting that humans learn best with narration and images rather than narration, images, and text. In other words, when narration and images are present, adding redundant text can overwhelm students. This principle was applied to slide 13 in Lesson 3 (History of Invaders), as shown in the following figure:

**Figure3.3**. Applying the "Redundancy Principle" in a PPT presentation of Lesson 3



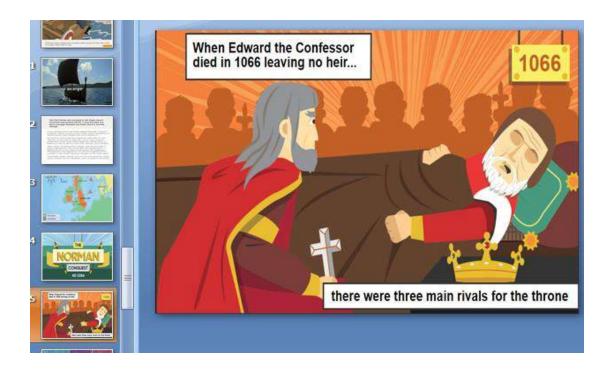
Further, we used the "Signaling Principle" that suggests using signals such as circles or arrows to point out significant information in order to attract students' attention. In our case, we thoughtfully used the highlighting feature (circling important information in slide 6 in lesson3) as shown in the following Figure 3.4 (next page).

Another principle that was taken into consideration when creating slides is the "Coherence Principle" which states learners learn better when extraneous words, pictures, and sounds are excluded rather than included. In other words, when creating multimedia content we must choose carefully what is needed and refuse elements that just create clutter but do not contribute to learning. Therefore, in our case, we tried to make the students concentrate on few elements that are needed and not get distracted with unnecessary elements and we tried to apply the "Multimedia Principle" too which states that using words (text for example) and pictures enhance the learning as shown in the following Figure 3.5.

**Figure 3.4.** Applying the "Signaling Principle" in a PPT presentation of lesson3



**Figure3.5.** Applying the "Coherence Principle" and "Multimedia Principle" in a PPT presentation of lesson3



Furthermore, the teacher encountered no difficulties in utilizing these teaching materials in terms of computing, machine connections, and informatics. This was due to her extensive experience both as a teacher and as a researcher in using these tools.

Table3.6. Rationale for using each multimedia material in the experiment

T	The lessons	Rationale
Type of Material	where the	
	material used	
Video	General	A rich video that is used by many teachers.
	Introduction	It takes the viewer in a kind of a touristic tour
	about UK	through UK. The vocabulary is easy.
		It contains the necessary elements of the lesson.
	3.5.1.1.1.1	
	Multiracial	For the first video, it is an old British sitcom
	Britain	about Teaching English as a Foreign Language
		that contains linguistics jokes to attract student
		attention to the literally translating,
		mistranslating or mishearing made by the
		foreigners and it works as an introduction to the
		lesson.
		icssoii.

		While for the second video, it is chosen for it clearness and simple language and the presenter talks slowly allowing the viewer to follow up.
	Food, Drinks & Food Habits	We wanted the students to see and know the common food at each meal time.
	The Educational System	The video is interesting and uses mind mapping that keeps the students concentrated.
Audio	Food, Drinks & Food Habits	It is the only audio used since it requires the use of the lab.  We wanted the students to catch only the names of famous food and test their concentration and listening skills.
Images	General Introduction about UK	They are used to complement the video.  They function as close-ups to show the details of the crown (the pearls), the members of the royal family and their palace.
	Food, Drinks & Food Habits	They introduce other foods that are not presented in the video.
Power point presentation	History of UK Invaders	The PPT gives the teacher the chance to explain and illustrate concepts at the same time.  The lesson contains an amount of information that necessitates the use of PPT to enable the students to take as much notes as possible.
	Famous kings and Queens	Same stated reasons (illustration & the large amount of information)
	Multiracial Britain	Same stated reasons (illustration & the large amount of information)
	Holidays, Festivals & Customs	Same stated reasons (illustration & the large amount of information)
	The political system	Same stated reasons (illustration & the large amount of information)
	The legal	Same stated reasons (illustration & the large

system	amount of information)

The table presents a summary of the thirteen (13) sessions designed for both groups involved in the research. The objective of these sessions was to assess the impact of multimedia teaching materials on the experimental group, integrated in every lesson except the first one. For a detailed description of each session's content, please refer to Appendix 5a to Appendix 5j.

- Session one (1): The first session with first-year students aimed to introduce the concept of culture, along with related terms such as acculturation, culture shock, and social distance. Additionally, the characteristics and components of culture were discussed, emphasizing the importance of learning about foreign cultures. This introductory lesson was not included in the tests, and no multimedia materials were used (see Appendix 5a).
- Session two (2): The second lesson revolved around a short video sourced from YouTube. This audio-visual material was used to introduce the topic of the lesson, providing an overview of the UK. Students were instructed to watch the video attentively and take notes while the teacher briefly described its content. The session covered various aspects such as UK countries, flags, famous cities, population, capital cities, tourism, information about the queen and the prime minister, and Buckingham Palace. Following the video, a second viewing was conducted with the teacher explaining different points and providing additional information if needed. Four images were shown to support the teacher's explanations and enhance students' comprehension of the video content. Students were then asked to extract information from the video and images to assess their understanding and address any questions they had (see Appendix 5b).
- Sessions three (3) and four (4): These sessions focused on the history of UK invaders and were based on a PowerPoint presentation. The presentation spanned two sessions and included visual organizers highlighting the different invaders, starting from the Celts, Romans, Anglo-Saxons, Vikings (Danes), and ending with the Normans. Pictures were utilized to support the

presentation, capturing students' attention and aiding in the explanation of key historical events, clothing, and geographical maps. The teacher acted as the presenter, sequencing the events and providing additional information as necessary. In the second session, the teacher summarized the main points covered in the previous session before displaying the presentation. The second session's presentation heavily relied on images and took the form of storytelling, starting from slide 24 (see Appendix 5c).

- Sessions five (5) and six (6): These sessions explored "Famous Kings and Queens," with a focus on figures such as Mary 1, Elizabeth 1, Charles 1, Victoria, and Elizabeth 2, highlighting their significant achievements and pivotal decisions (e.g., Reformation: Protestant Versus Catholic, English Renaissance, Civil War, etc.). A PowerPoint presentation was used, featuring numerous pictures of kings, queens, and other supporting visuals. The pictures played a crucial role in conveying ideas to the students. Text-based slides utilized a dark font on a white background to ensure students' attention was directed toward the information presented. Due to the extensive content and the need for thorough coverage and explanation, the lesson spanned two sessions (see Appendix 5d).
- Sessions seven (7) and eight (8): These sessions focused on "Multiracial Britain" and incorporated three tools: a PowerPoint presentation and two videos (Video 1 and Video 2). The teacher began with an introduction and an outline of the lesson to provide clarity to the students. The PowerPoint "Multicultural." presentation delved into the differences between "Intercultural," and "Cross-cultural" concepts, emphasizing their importance in students' cultural awareness. The presentation also covered various points, such as the significance of "BAME" (Black, Asian, and Minority Ethnic) and statistics related to ethnic minorities in London. The presentation concluded with a question for the students to answer: What is the story behind the arrival of people from diverse ethnic backgrounds to the UK? The answer to this question was provided in Video 1, which was shown subsequently. Video 1 aimed to provide students with an up-close view of "Multiracial UK" by

addressing questions about migration to the UK, reasons why people migrate, and changes in migration patterns since 1945. The presenter in the video spoke slowly, allowing students to comprehend and grasp interesting facts about ethnicity in the UK. Question-and-answer segments were incorporated at the end of Video 1, with relevant points highlighted through slides or within the video to reinforce understanding. Students actively engaged in discussions and questions related to the information presented. After ensuring a comprehensive understanding of the lesson, the teacher showed Video 2, a segment taken from a popular British television series from the 70s called "Mind Your Language." This humorous episode showcased individuals from diverse cultural backgrounds and their desire to learn English for effective communication. The purpose of Video 2 was to entertain students while immersing them in the experience of being from a completely different culture (see Appendix 5e).

- Session nine (9): A PowerPoint presentation was utilized to cover all essential elements related to the lesson titled "Holidays, Festivals & Customs." The presentation incorporated colorful backgrounds, highlighted words in attention-grabbing colors, and images that simplified complex concepts and visualized abstract ideas (see Appendix 5f).
- Session ten (10): This session employed a combination of video, audio, and images to introduce the lesson on "Food, Drinks & Food Habits." The video focused on the top 5 traditional British foods, meal times, and menus. Subtitles were provided in the video to assist students in note-taking and comprehension. Additionally, an audio component presented the most popular foods in the UK with clear sound, while the teacher wrote the names of the foods on the whiteboard to facilitate learning. Four images depicting traditional British food were displayed, accompanied by explanations of the ingredients and cooking methods by the teacher. Students were encouraged to engage in discussions and ask questions to deepen their understanding, and they were even invited to try some British recipes (see Appendix 5g).

- Session eleven (11): The session on "The Educational System" relied on a three-minute video as an introduction. After watching the video, the teacher revisited its content, dividing it into five main parts: primary school, high school, college, university, and an overview of what comes after university. The teacher provided explanations for each part and offered additional information as needed. Following this, the teacher elicited responses from the students through a series of questions, fostering discussions among the students (see Appendix 5h).
- Session twelve (12): This session focused on "The Political System" and utilized a text-heavy PowerPoint presentation. Complete phrases and comprehensive vocabulary were employed to ensure detailed explanations. The text-heavy presentation allowed students to take sufficient notes for exam preparation, as the presentation material was not accessible elsewhere (see Appendix 5i).
- Session thirteen (13): The final session centered around "The Legal System" and incorporated a PowerPoint presentation consisting of textual content complemented by relevant images. Thirteen (13) slides were dedicated to defining the legal system and addressing all connected points, enabling the teacher to explain the course material in a coherent order (see Appendix 5j).

# **3.10.4** Rationale for Using Multimedia Materials

The availability of the equipments and, the small-size classes allowed the integration of these teaching materials. It is for this reason that we meant to relate multimedia materials to teaching the cultural module. Many studies suggest that computer-based 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 (see Kozma, 2001; Mayer, 2001).

Multimedia-based teaching is adopted in this study to provide students with opportunities to build on their prior knowledge about British culture as

multimedia can be used to present various cultural situations. This method of teaching enabled the researcher not only to provide valuable learning opportunities, but enabled the student to develop deep reflective thinking on real-life situation. The use of multimedia as a teaching aid is to make the students extract by their own the cultural knowledge and understanding as presented. Our role as a teacher, in this context was to stand aside instead of occupying the centre stage and facilitate learning and assist the students in the extraction and construction of their cultural knowledge.

### 3.10.5 Teaching Procedure

Since the main objective of the present study focuses upon finding out the effect of a specific method namely, multimedia approach, in teaching the cultural module, the researcher selected it as instructional method for the study. Multimedia approach is an approach of teaching in which different mediums are integrated to make the teaching-learning process more successful and meaningful.

The procedure of the study is described as follows: students were exposed to both authentic language and authentic situations. In class, in addition to viewing and discussing the content presented through videos, audios, images, and Power point presentations, students are involved in class discussions. Two joined groups (groups 1+2) participated in the experiment (represent one experimental group). At the same day, the other two groups (that represent one control group) where taught traditionally, during the fall semester. Both groups followed the same procedure: each week material (s) was shown in class for the first time for all students in the experimental group. The teachers provided introductory remarks about the material (s) in addition to the outline of the lesson. The students watched/heard the presentation entirety and were asked to take notes while watching/listening. After this initial viewing/listening, a further discussion took place during each particular class session about the cultural content presented. Following this initial presentation, most students

asked for a second viewing/listening so the teacher replayed the video or audio. Then, some questions were asked by the teacher to check comprehension and by students for further explanation.

#### 3.11 Limitations

To carry out this research study and to obtain the necessary data, the following limitations were faced during the research study:

- **Time**: bringing and preparing the materials for use, took about fifteen (15) minutes of the session time.
- Power and Location: Location factors became a major difficulty to complete the experiment, since the classroom suffers from problems in the electrical system.

However, sincere efforts were put to overcome the limitations and maintain the effectiveness of the research work.

#### Conclusion

In Chapter three, we explained the research design and research methodology adopted in this study. The chapter located the study in the mixed research paradigm because it supplied the study objectives. The various methods were chosen for their suitability for the research project. This chapter also described the research population and sampling, data collection and analysis, in addition to the teaching materials and syllabus. The sample of this study consisted of a one hundred and seventy six (176) first-year undergraduate students and twenty seven (27) teachers at the Department of English at Abbas Laghrour University, Khenchela. Three instruments were used to collect data: students' questionnaire, teachers' interview, and pre/post tests. Moreover, data were analyzed through both quantitative and qualitative methods.

In addition, an overview of the teaching setting and materials was provided in which we gave a detailed description of the materials and the procedures of selecting and designing the multimedia materials, and also the rationale for using each form of the materials with every lesson. Details of each session are presented to have a full image of the teaching content and the classroom environment. Finally, the limitations that were faced during this phase, like time constraints and power cuts, are discussed.

The next chapter will be devoted to the presentation and discussion of the analysis of the data.

# Chapter 4

# **Data Analysis & Results**

#### Introduction

The previous chapter presented and brought detailed explanations of the process, rationale, and purpose of the mixed methods research design that was applied in this research to acquire an experiential overview of the effect of multimedia as teaching materials on the group identified as the experimental group. As was clearly outlined in the previous chapter, a combination of qualitative and quantitative research methodologies was employed for the purpose of more comprehensive responses.

Throughout this chapter, the researcher analyzes the quantitative and qualitative data gathered by the data gathering tools employed in this research. Different analyses of data related to the use of multimedia materials in teaching the cultural module are presented, along with their interpretations. To find out the effect of the experimental use of multimedia materials, a pretest, treatment and post-tests design, a questionnaire, and an interview were adopted in this study. Two groups of subjects participated in the study: the control group and the experimental group. The analysis of data (tests and questionnaire) obtained from the experimental and the control group was done, in addition to data obtained from the interviewed teachers. The data gathered were analyzed using the frequency count technique and percentages; mean, minimum score, and maximum score were derived, and their interpretation is given in this chapter along with the tabular representations of means. The presentation and the analysis of the data were organized as follows.

### 4.1 The students' Questionnaire

The present part of study is concerned with the analysis of the data and the interpretation of the results as regards the students' questionnaire. Data were

obtained from a self administered questionnaire, completed by 122 students from a total of 176 students. Though from a total of 122 questionnaires were received, only 102 were exploitable for this study, this represented 58% of the expected population. The remaining 18 questionnaires were deemed unusable so they were eliminated from the study due to excessive missing data. The participants did not complete some parts of the questionnaire; perhaps because the students were discouraged by the number of questions asked and they wanted to leave earlier. Although neither the reasons for refusal to participate by some students nor not fully completing the questionnaire are known. First, the questionnaire was administered to the experimental group and the control group to assess students in the experimental group and the control group in terms of attitudes towards the teaching of British culture and the teaching method. Then, the perception of students of the experimental group towards multimedia materials was studied. A descriptive statistical method was used to analyze students' answers. In order to answer the research questions posed in the introduction of our thesis, a detailed description of the results is provided in this chapter.

The questionnaire comprised four categories and data generated will be presented in the following order:

- Category One: Personal background information: It includes questions 1, 2 and 3.
- Category Two: Learning foreign culture: It includes questions 4, 5, 6, 7, 8 and 9.
- Category Three: Learning experience: It includes questions 10, 11, 12, 13, 14, 15 and 16.
- Category Four: Multimedia- based class: It includes questions 17, 18, 19, 20, 21 and 22.

#### 4.1.1 Methods of Data Analysis and Presentation of Data

As it was mentioned in the research design chapter, the data gathered will be presented in the form of tables. Statistical analysis is used to identify frequencies and percentages of all answers of the questions in the questionnaire as well as descriptive analyses.

#### **4.1.2 Discussions of the Findings**

All the tables are presented by a number and a title representing the questions in order.

#### **Category One: Personal Background Information**

As the title implies the researcher is going to analyze in this section some personal information about the respondents of the questionnaire, such as the respondents' age, gender and study group. Though not central to the study, the personal data helped to get an overview of the participants.

#### 1. Age:

The respondents were asked how old they are. Table 4.1 depicts the respondents' ages.

**Table4.1.** Respondents' ages at the time of completing the questionnaires

Age	Frequency	Percentage (%)
Less than 20	92	90.1
More than 20	10	09.9
Total	102	100

Participants were asked to tick the age category appropriate to them (see Table 4.1). 90.1% of the respondents were in the less than 20 years age category (92 responses) and constituted the bulk of the sample. Ten respondents (9.9%) were below the age of 20 years. It should be borne in mind that the age of the

participants' age has no value in our research but was used as an introductory question only.

#### 2. Gender:

Participants were asked to indicate their gender by placing a tick next to the relevant option provided (male or female).

**Table 4.2.** Gender differences of the participants

Option	Frequency	Percentage (%)		
Female	87	85.3		
Male	15	14.7		
Total	102	100		

Results concerning the students' gender in Table 4.2 indicate that most of the students are females and that their proportion surpasses the male percentage to a significant extent. So the results showed that 15 (14.7%) out of 102 respondents were male and 87 (85.3%) were female. This is not very surprising because in the Algerian society it is largely believed that foreign languages' learning is female dominated.

#### 3. Group to which you belong

The participants were asked to tick the group they belong to group1, 2, 3, or 4 in order to differentiate the experimental group from the control group.

**Table 4.3.** Study Group

Option	Frequency	Percentage (%)		
1	25	24		
2	26	25.5		
3	26	25.5		
4	25	24		
Total	102	100		

Table 4.3 indicates that merely the same number of students belong to each group, 25-26 students per group.

#### Category two: Learning a foreign culture

This section of the questionnaire contains six (06) questions that covered the participants view about the learning of British culture and the important cultural aspects that they wish to learn about.

**4.** How important is learning about British culture?

Table 4.4. Importance of learning about British Culture

Option	Frequency	Percentage (%)	
Very important	97	95	
Important	05	05	
Less important	00	00	
Not important	00	00	
Total	102	100	

95% of the participants claimed that learning about British culture is very important to them as EFL students. On the other hand, only (05%) considered it important. This result shows the awareness and willingness of students to learn British culture as an essential part of their EFL learning.

**5.** In your process of learning the British culture to which of the following do you think more attention should be given in the classroom:

**Table 4.5.** Goals that need more attention

Option	Frequency	Percentage
		(%)
a- Raise students' awareness of openness	06	06
and willingness to accept other cultures.		
b- Make culture learning more interesting	40	39
and motivating.		
c- Provide authentic experiences with a rich	50	50
variety of cultural expressions (literature, music,		
history, film, pictures, etc.).		
d- Promote students' awareness of	06	6
similarities and differences of their culture and		
other cultures.		
Total	102	100

Half of the participants in the questionnaire stated that providing authentic experiences with a rich variety of cultural expressions (literature, music, history, film, pictures, etc) should be given more attention while learning British culture. While (39%) of the participants claimed that making culture learning more interesting and motivating is more important than the other choices. An equal proportion of students (06%) believed that raising students' awareness of openness and willingness to accept other cultures and promoting students' awareness of similarities and differences of their culture and other cultures should be given more importance in culture teaching class.

# **6.** Could you explain why?

In order to find out why the ticked option, according to the students participants, should be given more attention in the classroom, they were asked to explain the reasons for their choice (see Appendix 3a). Students answers were classified according to the choice they have selected in question 5 than categorised into themes. The answers which have similar opinions were categorized under the same theme as following:

**Table 4.6.** Justification of the choice of option "a"

Explanation	Frequency	Percentage (%)
Eliminate misunderstanding	02	33.3
Tolerate other people	02	33.3
Increase familiarity with other cultures	02	33.3
Total	06	100

Two (02) participants, who had chosen that raising students' awareness of openness and willingness to accept other cultures must be given more attention, justified their choice claiming that this can eliminate understanding. Another two (02) participants stated that it makes students tolerates other people. While the rest of participants (02 participants) thought that it leads to increasing familiarity with other cultures.

**Table 4.7**: Justification of the choice of option "b"

Explanation	Frequency	Percentage (%)
Motivation is an important element of	15	37
learning		
It maintains student interest in the class	10	26
which makes learning easier		
Learning becomes more effective	15	37
Total	40	100

(37%) of the participants who had chosen that making culture learning more interesting and motivating must be given more attention justified their choice claiming that this *motivation* is an important element of *learning*. (26%) of the respondents claimed that it maintains student interest in the class which makes learning easier. While (37%) of them stated that learning becomes more effective.

**Table 4.8.** Justification of the choice of option "c"

Justification	Frequency	Percentage (%)
It creates educational experiences that	31	62
are enriching and challenging		
It stretches students' ideas	14	28
Offers new look of the foreign culture	05	10
Total	50	100

(62%) of the participants who had chosen that providing authentic experiences with a rich variety of cultural expressions (literature, music, history, film, pictures, etc.) must be given more attention justified their choice claiming that this creates educational experiences that are enriching and challenging. (28%) of the students participants thought that it stretches students' ideas. (10%) believed that it offers new look of the foreign culture.

**Table 4.9.** Justification of the choice of option "d"

Justification	Frequency	Percentage (%)
Comparing target culture with foreign	02	33
culture creates memorable points		
Make students discover diverse	03	50
traditions in a simple way		
Provide a more understanding of the	01	17
students own culture		
Total	06	100

Half of the participants who had chosen that 'Promote students' awareness of similarities and differences of their culture and other cultures' must be given more attention justified their choice claiming that this can make students discover diverse traditions in a simple way. On the other hand (33%) of the participants stated that comparing target culture with foreign culture creates memorable points and (17%) of them believed that this provides a more understanding of the students own culture

# 7. Which aspects of culture would you be more interested to learn about? (You can tick more than one answer)

**Table 4.10.** Cultural Aspects that the students are more interested to learn about

Option	Frequency	Percentage (%)
Geography	44	08
History	35	06
Monarchy	28	05
Customs and Festivals	55	10
National Symbols	61	12
Education	99	18
Politics and Law	30	05
Family Life	40	07
Food	70	13
Social Life	65	12
Other: Religion	13	02
Other: Sports	02	0.3

As highlighted in Table 4.10, the most interesting aspects of culture according to the participants are education (18%), food (13%), social life (12%), customs and festival (10%) and National symbols (12%). On the contrary, geography, family life, history, monarchy, politics and laws are the least interesting and ignored by most of the participants. Only (02%) of the participants had proposed "Religion" while (0.3%) of them had proposed "Sports" as the most interesting aspects of culture to them.

8. Which of the following would be most useful for understanding and learning about British culture? (Please rate from 1 to 5 for each selection. 1-Most useful to 5- Least useful)

- 1: Reading and discussing newspaper articles
- 2: Listening to audios
- 3: Learning from slides
- 4: Watching videos

#### 5: Class Discussions

The participants had presented 42 different possibilities of personal ratings from the least useful to the most useful ways of learning British culture (see appendix3b). Six (06) participants had classified the proposed ways to learn British culture as following: 1-2-3-4-5 (Reading and discussing newspaper articles- Listening to audios- Learning from slides- Watching videos- Class Discussions), stating them in the same order as in the questionnaire. Seven (07) participants chose this order: 2-4-3-5-1 (Listening to audios- Watching videos- Learning from slides- Class Discussions- Reading and discussing newspaper articles); where they preferred technological tools to be as the three first ways of learning. On the other hand, Five (05) participants 3-4-5-1-2 (Learning from slides- Watching videos- Class Discussions- Reading and discussing newspaper articles- Listening to audios). And, five (05) participants rated them as: 2-3-4-1-5 (Listening to audios- Learning from slides- Watching videos- Reading and discussing newspaper articles- Class Discussions), showing another preference of the multimedia tools rather than the other ways of learning. Table 4.11 shows the percentage of each way of learning that was selected from the most useful to the least useful by the students' respondents.

**Table 4.11.** Rankings of Sub-items

	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Item a"	08	08%	12	12%	16	16%	22	22%	40	39%
Item "b"	11	11%	27	26%	22	22%	22	22%	20	20%
Item "c"	20	20%	21	21	20	20%	20	20%	24	24%
Item "d"	43	42%	22	22%	14	14%	11	11%	13	13%
Item "e"	20	20%	20	20%	30	29%	24	24%	05	05%

Less than half of the respondents (42%) selected "listening to audios" as the most useful and classified it in the first position, then "Reading and discussing newspaper articles" is classified in the second position with (22%). After that,

(29%) of the respondents ranked "Learning from slides" in the third position and (24%) of them ranked it in the fourth rank. Whereas. (39%) classified "class discussions" as the least useful teaching method. Extra details about the ratings of "the most useful to the least useful" in understanding and learning British culture can be found in Appendix 3b.

## **9.** I have acquired most knowledge about British culture from:

**Table 4.12**. Sources of acquisition

Option	Frequency	Percent
University Courses	32	31%
Television	10	10%
Internet	15	15%
Other sources: Conversations with natives	20	20%
Other sources: Reading	25	25%
Total	102	100%

Students' responses to this item vary to include (31%) of them who declared that the main source of British cultural knowledge is university courses. Moreover, (25%) of the participants claimed that they acquire knowledge from reading. Also, (20%) of the respondents claimed that conversations with native speakers helped them to acquire most knowledge. Whereas, "internet" and "television" were the chosen sources for the rest of respondents, with a proportion of (15%) and (10%) sequentially.

#### **Category Three: Learning experience**

**10.** Does the way your teacher present the cultural content meet your expectations?

**Table 4.13.** Students' expectations about the teacher's presentation

Option	Frequency	Percent
Yes, very much	92	90%
Yes, up to a certain degree	10	10%
No, not enough	00	00%
No, not at all	00	00%
Total	102	100%

Nearly the majority of students have positive attitude towards the question, this is quietly apparent from the table, where (90%) of students declared that they the way the teacher presents the cultural contents meet their expectations very much. Whereas, only (10%) of respondents said that it meets their expectation to a certain degree.

\*Why (Justify your choice)

Table 4.14. Justification of the choice of option "a: Yes, very much"

Justification	Frequency	Percentage (%)
The lessons are very interesting and informative.	30	29%
It is presented in a way that simplifies many	53	52%
difficult concepts.		
The class presentation is a new and routine	03	3%
breaking.		
Very motivating to learn new things	06	6%
Total	97	100

More than half of the respondents (52) justified their choice stating that the teacher presentation meets their expectation because it simplifies many difficult concepts for them. While 29% of them thought that the lesson are very interesting and informative. 6% of the respondents claimed that their teacher's presentation is very motivating to learn new things. According to 3% of the students' respondents, the class presentation is a new and routine breaking.

**Table 4.15.** Justification of the choice of option "b: Yes, up to a certain degree"

Justification	Frequency	Percentage (%)
It requires a lot of attention to understand	4	40%
the input.		
Too much information to deal with	6	60%
Total	05	100

4 from 10 participants who chose the second option justified their choice by stating that the teacher' presentation requires a lot of attention to understand the input. On the other hand, 6 participants in the questionnaire stated that the presentation contains too much information to be dealt with from their part.

#### 11. Which teaching method do you prefer your teacher use:

Table 4.16. Students' preferences of teaching methods

Option	Frequency	Percentage (%)
The traditional teaching method in which	06	06
teachers talk most of the class time.		
Multimedia instruction: Using a variety of	88	86
sounds, images, animation, and other		
effects.		
Other: Classroom discussions	06	06
Other: Students give the lessons	02	02
Total	102	100

A high proportion of participants (86%) prefer that the teacher uses a variety of sounds, images, animation, and other effects while teaching them. Furthermore, (06%) of participants prefer that the teacher uses the traditional method of teaching. The same portion of participants (06%) favoured classroom discussions over other methods. The remaining participants (02%) like better to give the lesson by themselves.

**12.** How important to your learning is having access to technology?

**Table 4.17.** Importance of Access to technology

Option	Frequency	Percent
Very important	57	56%
Important	44	43%
Not important	01	0.9%
Not important at all	00	00%
Total	102	100%

57 participants saw that having access to technology in the classroom is very important to their learning process. Also, 44 participants chose the second option "important". While, only one single participant thought that it is not important to his/ her learning, and none chose the last option "Not important at all".

**13.** Which technology would you like to have in your classroom or have more access to?

**Table 4.18.** Students preferences of the technological tools

Option	Frequency	Percent
Computers	28	27%
Computers and projectors	34	33%
Phones	25	25%
Tablets	15	15%
Other(s)	00	00%
Total	102	100%

As shown in Table 4.18, 33% of students wanted to have access/ more access to computers and projectors, and 27% of them wanted to have access to computers only. The least wanted technological tools by the students are phones (25%) and tablets (15%).

**14.** Which of the following teaching aids you prefer most to be used by your teacher:

**Table 4.19.** Students' preferences of the teaching methods/materials

Option	Frequency	Percent
Videos	48	47%
Audios	20	20%
PowerPoint Slides	26	25%
Traditional class	06	06%
Other (s): Research groups	02	02%
Total	102	100%

The highest proportion of students (47%) prefers their teacher to use videos. In the second place comes PowerPoint presentation with a proportion of 25% of the students. 20% of the same students chose audios to be their most preferred teaching materials. Whereas 6% of the whole number of students preferred traditional class and only 2% suggested research groups to be their most preferred way of teaching.

15. Is it helpful when teachers use audio-visual materials for lecturing?

**Table 4.20.** Students views about the use of audio-visuals in teaching

Option	Frequency	Percentage (%)
Yes	102	100
No	00	00
Total	102	100

Table 4.20 shows that all the participants agreed on the view that says that audio-visuals are helpful in teaching.

**16.** To what extent you think audio-visuals can help students to understand the new cultural input:

**Table 4.21.** The degree to which audio-visuals can help students understand the cultural input

Option	Frequency	Percentage (%)
A lot	97	95
To a certain degree	05	05
Little	00	00
Not at all	00	00
Total	102	100

The prevailing majority (95%) estimated that audio-visuals can help "a lot" the students to understand the cultural input in the classroom. On the other hand, 5% of them believed that these tools can help the students "to a certain degree".

Why (Justify your choice)

Table 4.22. Justification of option "a: a lot"

Justification	Frequency	Percentage (%)
Pictures facilitate the understanding	53	51
Audio-visuals simply illustrate difficult ideas about the foreign	44	49
culture.		
Total	97	100

51% of the students' participants, who thought that audio-visuals can help "a lot" the students to understand the cultural input, justified their choice stating that they facilitate the understanding of the cultural knowledge. While 44% of them justified their choice claiming that audio-visuals simply illustrate difficult ideas about the foreign culture.

**Table 4.23.** Justification of option "b: To a certain degree"

Justification	Frequency	Percentage
		(%)
In addition to audio-visuals, students must	2	40
be in contact with/ taught by native speakers.		
They would help more if the students	3	60
themselves present the lesson using these		
materials.		
Total	05	100

60% of the students who thought that audio-visuals can help the students "to a certain degree" justified their choice by stating that it would be more helpful if the students themselves present the lesson using these materials. While, 40% justified their choice claiming that students must be in contact with or taught by native speakers in addition to the use of these materials in the classroom.

# Category Four: Multimedia- based class (The following questions are addressed to groups 1 and 2 only)

17. Did you like the lesson plans carried out during the last semester?

**Table 4.24.** Students' opinions about multimedia-based lessons

Option	Frequency	Percentage (%)
Yes	55	100
No	00	00
Total	55	100

The whole number of the participants, who belong to the experimental group, claimed that they liked the lesson plans which were carried out during the last semester.

#### Why?

Table 4.25. Justification of option "a: Yes"

Justification	Frequency	Percentage
		(%)
Deep understanding of the subject taught	22	40
Attention is increased	10	18
Different ways of learning	09	16
Easy acquisition of knowledge	14	26
Total	55	100

22% of the participants who liked the lesson plans which were carried out during the last semester stated that because they have deeply understood the subject matter taught. 14% of them said that easy acquisition of the knowledge made them like the lessons as presented. Also, 10% of the participants from the experimental group believed that their attention is increased because of the new materials used by the teacher. 9% of the same respondents claimed that the different ways of learning made them like the lessons.

**18.** What did you like most about the videos, audios and the presentations that were used?

**Table 4.26.** Students preferences in multimedia-based lessons

Option	Number	Percentage (%)
Creative way of teaching	17	31
Rich content	10	18
Interesting	09	16
Attractive	10	18
Facilitate the learning	09	16
Total	55	100

31% of the students' participants believed that the use of multimedia materials in the classroom is a creative way of teaching which they liked the most. 10% thought the content was rich and the same proportion of participants (10%) thought that it is attractive. 9% of them believed it is interesting, and another 9% thought it facilitates the learning.

**19.** Do you think using audio-visual aids have improved your learning efficiency compared to the traditional way of learning?

**Table 4.27.** Students' view of Audio-visual aids versus traditional way of teaching

Option	Number	Percentage (%)
Improved a lot	52	96
Somewhat improved	03	05
There is no difference	00	00
Made it worse	00	00
Total	55	100

Most of the respondent (96%) claimed that using audio-visual aids had improved a lot their learning efficiency compared to the traditional way of learning. In contrast, only 5% of them claimed that their learning efficiency somewhat improved.

#### **20.** The use of multimedia materials have a:

**Table 4.28.** Effect of multimedia material on students acquisition of British culture

Option	Number	Percentage
Positive effect on your acquisition of the cultural	55	100%
knowledge.		
Negative effect on your acquisition of the cultural	00	00%
knowledge.		
Total	55	100%

All the respondents showed their agreement with the view that says that multimedia materials have a positive effect on the students' acquisition of cultural knowledge.

# **21.** Personally, multimedia-based classes:

**Table 4.29.** Advantages of multimedia-based classes

Option	Number	Percentage
		(%)
Provide new and authentic learning	10	18
opportunities.		
Offer context-rich linguistic and culturally	13	24
relevant materials to learners.		
Create stronger memory links that stay in mind	20	36
longer.		
Help you build and compare your personal	12	22
knowledge with the new knowledge learned.		
Total	55	100

Table 4.29 shows that 20 participants believed that multimedia-based classes create stronger memory links that stay in mind longer. Whereas, 13 of them think they help to offer context-rich linguistic and culturally relevant materials to them. In addition, 12 respondents believe that this kind of materials used in the classroom can help the students to build and compare their personal knowledge with the new knowledge learned. Finally, only 10 respondents thought that they provide new and authentic learning opportunities.

#### **22.** In your opinion, the information presented in the sessions were:

**Table 4.30.** Students views about the quality of the input

Option	Frequency	Percentage (%)
Clear	35	63
Not clear	00	00
Interesting	20	36
Not interesting	00	00
Total	55	100

35 participants from a total of 55 participants from the experimental group answered this question by stating that the information presented in the sessions was clear. And the rest of the participants believed it was interesting. Though the fact that both answers are different but they are both positive.

Why (justify your choice)

Table 4.31. Justification of option "a: Clear"

Justification	Frequency	Percentage (%)
It was direct and concise.	15	43
It is perceived easily by the students.	9	26
It was provided in a very	11	31
understandable manner.		
Total	35	100

The participants who stated that the information presented during the sessions was clear justified their choice differently. (43%) of them justified their choice by stating that the information was direct and concise, (26%) of them said that the information is perceived easily by them and (31%) said that the way the information was presented is very understandable.

**Table 4.32.** Justification of option "c: Interesting"

Justification	Frequency	Percentage (%)
Well selected information which	4	20
catches students' attention throughout		
the whole session.		
The information is valuable and useful	16	80
even out of the classroom		
Total	20	100

80% of the participants who stated that the information presented during the sessions was interesting justified their choice by claiming that the information was selected in a good way the matter that catches their attention throughout

the whole session. The rest of the respondents believed that the input was interesting because it is valuable and useful even out of the classroom.

Overall, from the analysis of the students' responses we can observe different opinions of students from both control and experimental groups. It provided the researcher with a general idea about the students' learning of the foreign culture and their preferable learning ways and particularly their perceptions towards multimedia instruction.

#### 4.2 The Tests

There were three (03) tests in this study, a pre-test and two post tests with two groups of first year undergraduate students in the academic year 2017/2018. The results are reported in this section. The pre-test was administered at the beginning of the semester. A post test (same content as the pre-test) was completed by the subjects in the experimental and control groups at the end of semester one (01). Another post test (post-test2) was also administered to both groups. The tests were given between a time interval of 8 months and half. The process and timing of the tests are illustrated in the following table:

**Table 4.33.** Process and Timing of the Tests

Tests	Experimental & Control groups
Pre-test	October 24th, 2017
Post-test1	February 11 <sup>th</sup> ,2018
Post-test2	October, 1st, 2018

The data analysis in this research aims to find a significant difference between the first value of the pre-test and the last value of the post-test. In order to find out the difference between students scores before using multimedia materials and after using them, both pre-test and post- tests are compared.

# 4.2.1 Data Analysis Procedure and Presentation of Data

Data analysis and interpretation consists of raw data structured in tabular form. The raw data is the answer sheets given by the students during the pre test and post-tests; this has to be done statistically. This raw data is evaluated and the results are recorded as part of data. Then, they are categorized, classified, summarized into various tables, graphs and calculations in this report, in order to reveal the appropriate information for confirmation or rejection of the hypotheses. For the tests, tables show the frequency chart marks for pre and post-test1 for both groups. The score differences of pre and post-test1 for both groups can be seen in the tables.

We tried to approach the results from different angles in order to fully cover the differences (if there are any) that exist between the groups. Therefore, from the data obtained we can make the following comments:

- Compare pre-test results of both control and experimental groups: to ensure whether there was an equivalence of concept knowledge between both groups.
- Compare post-test1 results of the experimental group with post-test1results of the control group: to see if there is a difference in students' performance in the exam.
- Compare post-test1 results of the experimental group with post-test2 results of the experimental group: to identify any improvement or decline in students' performance and the amount of knowledge they could retain over a period of time.
- Compare post-test1 results of the control group with post-test2 results of the control group: the rationale behind this comparison is to recognize if there is an enhancement or not in the performance of students.
- Compare "c" with "d" i.e. to compare post-test1 and post-test2 results of the experimental group with post-test1 and post-test2 results of the control

group: To see if the performance of both groups in post test1 and post-test2 is the same or different.

#### 4.2.1.1 Data Preparation

A few steps were followed to prepare the raw data for statistical analysis in the study. The answer sheets were evaluated and the results were recorded as part of data. First, Answers were considered as wrong and scored zero if the questions are left unanswered. Second, if a subject left an entire test paper blank or if more than half of the questions were unanswered, the data were regarded as missing, and the subject was dropped from the statistics. Only participants with both pre and 2 post tests were included in the analysis, while the remaining who completed either a pre-test or a post-test were excluded. In accordance with these conditions, the final number, which was of statistical value, of subjects in experimental group was 33, and the control group was 33.

#### **4.2.1.2** Scoring Procedure of the Tests

Twenty points were the total possible score for each pre-test and post-tests. We have used the common formula (in statistics) to give an equal chance of scoring for each question. Therefore, one (01) point was attributed to each question in order to ensure the equivalence and to avoid bias. Therefore, all the questions are given the same importance by the researcher. Also, the correct answer of each question in the test can be found in the following table:

Table4.34. Scoring of the Test and the Right Answer

Category	Question N + Right answer	Score
1- Geographical	Q1: D	1
Parameters	Q2: B-D-A-C	1
	Q3: "United Kingdom of	1
	Great Britain and Northern	
	Ireland"	
	Q4: A	1
	Q5: B	1
2- National	Q6: C	1
Symbols	Q7: C	1
	Q8: C	1
	Q9: C	1
3- Historical	Q10: Industrial Revolution	1
Background	Q11: A	1
	Q12: B	1
	Q13: B	1
	Q14: C	1
4- Britain Today	Q15: C	1
	Q16: C	1
	Q17: B	1
	Q18: C	1
	Q19: C	1
	Q20: A	1
	Q21: B	1
	Q22: A	1
5- Political	Q23: A-C	1
System	Q24: B	1
	Q25: B-C-E-F	1
	Q26: A	1

# 4.2.1.3 Comparing Pre-test Results of Experimental and Control Groups

Both the experimental and control group were given a pre-test. In order to find out if there were any significant differences between the pre-test scores of the students in the experimental group and the control group, the researcher made this comparison to establish that the sample in both experimental and control groups were similar in level. Also, a significant difference in the result of the both groups would suggest that the study was inconclusive. Table 4.35 below shows the pre-test results of both experimental and control group for this study. It also shows the statistical differences of the two groups based on their pre-test scores.

Table 4.35. Pre-test Mean Score

Pre-test		
Group	Experimental group	Control group
Total N	33	33
Mean score	3.63	3.39
SD	1.42	1.24

The pre-test results reveal that no significant difference exists between the pre-test scores of the experimental group (M= 3.63, SD=1.42) and the pre-test scores of the control group (M= 3.39, SD=1.24). From Table 4.2.1.3, it is obvious that the control group performed as the experimental group on the test. According to these results, there is no statistically significant difference between the pre-test scores of the students of these two groups. This was evident as both groups consisted of a total of subjects who have an equal knowledge background before the module began thereby indicating that the sample of the population of the study was fair.

This result indicates that the subjects had the same background concerning their knowledge of the British culture before implementing the experiment.

The Table 4.35 also postulates that both the groups have similar mean score in the pre test and any gain in the academic achievement in the field of the British culture could be attributed to the method employed. We can conclude that both groups have equal concept knowledge at the beginning of the semester.

Table 4.36. Experimental and Control Groups Pre-test Results

Pre-test						
Range of scores	Exp grp		Ctrl grp			
	Frequency	Percent	Frequency	Percent		
0-5	31	94%	33	100%		
6-9	02	06%	00	00%		
> 9	00	00%	00	00%		

As illustrated in Table 4.36, students' results of the pre-tests were divided into three categories. 1) Scores between 0 and 5, 2) Scores between 6 and 9, and 3) Scores more than 9. Clearly noticed from the table, almost all the students (94%) from the experimental group scored from 0 to 9 and the rest of them scored from 6 to 9. While in the control group, all the students' scores belong to the first category i.e. scores from 0 to 5. From both groups, no student has scored greater than 9. The level of both groups' students is approximately the same.

Also, for the experimental group, the highest score in pre-test was 06 and the lowest score was 01; while for the control group, the highest score in pre-test 05 was and the lowest score was 02.

Another way to approach our results is to compare students' post-test1 scores of the experimental group against those of the control group as discussed next.

# **4.2.1.4** Comparing Post-test1 Results of the Experimental and Control Groups

The following table reports the results of the post-test1 for both groups. The means and standard deviation of the post-test scores for the control group and the experimental group are presented in Table 4.37. The two groups were

compared to determine whether the treatment (the use of multimedia materials) has a different effect on the experimental group.

**Table 4.37.** Experimental and Control Groups Mean score

-	Pre-test		Post-test1	
-	M	SD	M	SD
Experimental Group	3.63	1.42	11.36	4.03
Control group	3.39	1.24	10.15	3.64

Table 4.37 shows the pre-test and two post-tests assigned to both experimental and control groups in terms of means. As indicated in the table, the results show that both the experimental and control group performed better in their post-test1 (M=11.36, SD= 4.03; M=10.15, SD=3.64) than in their pre-test (M=3.63, SD=1.42; M= 3.39, SD=1.24). The mean score of the pre-test was 3.39 in the control group, and it was 3.63 in the experimental group, so there is no significant difference between the two groups in the pre-test. Table 4.37 revealed that the difference between the two groups in the pre-test was not significant. In brief, each group consisted of students with similar level and knowledge before they begin their learning process of the British culture.

In the post-test1, the mean score of the post-test1 in the control group was 10.15 and it was 11.36 in the experimental group (Table 4.36). This result indicated that the participants who were taught using multimedia materials did significantly better in the test than those students who were taught in a traditional way.

To compare scores between the groups first, total pre-test and post-test1 scores for each subject were calculated. Then, gain scores (difference between post-test and pre-test scores) were computed by comparing group pre-test and post-test scores. An average gain score for each treatment group was then estimated.

The mean of the post-test1 minus the mean of the pre-test of the experimental group was compared to that of the control group's to evaluate the difference.

#### a- Experimental group:

M. post-test1 - M. pr-test = 
$$11.36 - 3.63 = 7.73$$

#### b- Control Group:

M. post-test1 - M. pr-test = 
$$10.15 - 3.39 = 6.76$$

The experimental group obtained a positive mean gain score (M=7.73), also students from the control group scored a positive mean gain score (M= 6.76). In addition, from the results of both operations we find that the average mean score of the experimental group is higher than that of the control group:

# 4.2.1.5 Comparing the Experimental Group' results of Post-test1 with Post-test2

**Table 4.38.** Experimental group' results of post-test1 and post-test2

Test	Mean score	SD
Post-test1	11.36	4.03
Post-test2	11.78	4.10

Table 4.38 indicates that there is a very small difference among post-test1 and post-test2 scores in the experimental group's scores. The mean score of students' post-test1 score is =11.36, and the post-test2 score is =11.78. Thus, if we make the following operation:

M. post-test2 – M. post-test1= 11.78 - 11.36 = 0.42.

The difference between both post tests is greater than 0 i.e. it is positive difference.

Table 4.39 (next page) presents details about the highest and lowest scores in addition to the difference between both post-tests. The highest score in post-test1 was 18 and the lowest score was 02; while the highest score in post-test2 was 19 and the lowest score was 02. There are 11 students under passing score and 22 students up passing score in post-test1, while there are 08 students under passing score and 25 students up passing score in post-test2. In addition, 12 students from the experimental group scored better in post test2 as compared to post-test1. While 11 students have inferior scores in post-test2 than post-test1, it means they did worse in the second post test as compared to their performance in the first post test. And, 10 students have the same scores in both tests, i.e. their performance in the test neither improved nor declined. It is illustrated in Figure 4.1:

Figure 4.1. Experimental Group Post-test1 and Post-test2 Scores

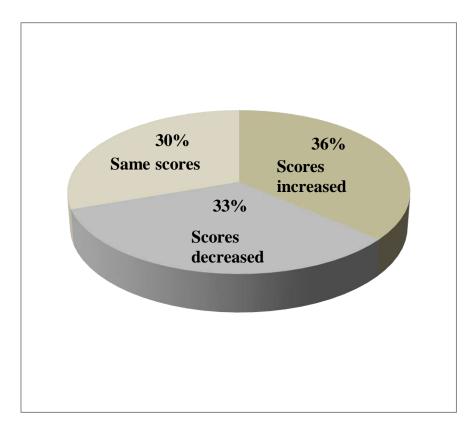


Table4. 39. Experimental group post-test1 and post-test2 scores

Students	Post-test1	Post-test2	Difference
1	08	10	+2
2	06	08	+2
3	12	16	+4
4	02	02	0
5	05	15	+10
6	09	11	+2
7	18	15	-3
8	14	13	-1
9	07	04	-3
10	13	10	-3
11	08	08	0
12	17	16	-1
13	11	09	-2
14	13	11	-2
15	18	12	-6
16	10	10	0
17	14	17	+3
18	12	12	0
19	15	17	+2
20	14	14	0
21	06	05	-1
22	05	05	0
23	09	09	0
24	11	19	+8
25	08	09	+1
26	12	10	-2
27	14	14	0
28	15	15	0
29	15	12	-3
30	13	14	+1
31	10	14	+4
32	18	18	0
33	13	15	+2

No difference					
Positive difference					
Negative difference					

### 4.2.1.6 Comparing the Control Group' results of Post-test1 with Post-test2

By doing this, we aim to identify any improvement or decline in students' performance and the amount of knowledge they could retain over a period of time. This part of the analysis is very essential to this study since it contributes immensely to answering one of our research questions.

**Table 4.40.** Control Group Post-test1 and Post-test2

Test	Mean score	SD
Post-test1	10.15	3.64
Post-test2	09.42	3.60

Table 4.40 indicates that there is a very small difference among post test1 and post-test2 scores in the control group's scores. The mean score of students' post test1 score is =10.15, and the post test2 score is =9.42. Thus, if we make the following operation: M. post test2 – M. post test1= 9.42-10.15 = -0.73. Though the difference between both post tests is extremely small but it is less than 0 i.e. it is a negative difference.

An overview of the frequency of students' scores in both post tests is provided. The highest score in post-test1 was 18 and the lowest score was 02; while the highest score in post-test2 was 17 and the lowest score was 02. There are 13 students under passing score and 20 students up passing score in post-test1, while there are 16 students under passing score and 17 students up passing score in post-test2. In addition, it can be noticed that more than half of the students in the control group (19 students) scored better in post-test2 as compared to post-test1. On the other hand, 14 students have inferior scores in post-test2 than post-test1. As shown in Figure 4.2 and the following table:

**Table 4.41.** Control group post test1 and post test2 scores

Student	Post-test1	Post-test2	Difference
1	10	10	0
2	08	05	-3
3	10	13	+3
4	10	06	-4
5	12	12	0
6	18	10	-8
7	16	10	-6
8	13	15	+2
9	10	09	-1
10	10	12	+2
11	08	08	0
12	15	11	-4
13	02	07	+5
14	02	05	+3
15	13	10	-3
16	10	08	-2
17	10	07	-3
18	12	10	-2
19	13	11	-2
20	14	12	-2
21	02	02	0
22	06	09	+3
23	05	13	+8
24	04	05	+1
25	09	12	+3
26	06	05	-1
27	05	05	0
28	14	07	-7
29	06	14	+8
30	15	09	-6
31	08	17	+9
32	18	08	-10
33	13	13	0

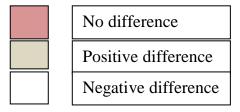
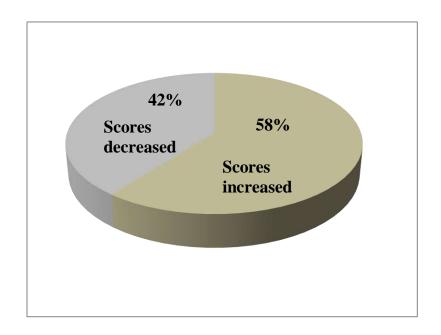


Figure 4.2. Control Group Post-test1 and Post-test2 Scores



# **4.2.1.7** Comparing the Results of Post-tests of the Experimental Group against the Control Group

By comparing both post tests results of the experimental group with those of the control group, we seek to know whether they share the same differences or not. That means we have different possibilities to consider.

**Table 4.42.** Comparison between experimental and control groups

	Test	Exp grp	Ctrl grp
Mean	Post-test1	11.36	10.15
score	Post-test2	11.78	09.42

Table 4.42 shows that post test1 mean score of the experimental group is higher than the one of the control group (11.36 > 10.15). Though the difference is not great but still it can prove something. Likewise, post test2 mean score of the experimental group is higher than the one of the control group (11.78 > 09.42). The difference between both groups' results is significant. In addition to the fact that the experimental group showed a better performance in both post tests than the control group; their results also improved from post test1 to post test2 (from M=11.36 in post test1 to M=11.78 in post test2) as compared to the control group where the students' results have decreased in post test2

than post test1 (from M=10.15 in post test1 to M= 09.42 in post test2). Table 3.40 presented the grades of both groups in post-test1 and 2. We presented them from the lowest grade to the highest grade in order to show the difference in achievement of both groups. In post-test1, more grades less than 10 can be found in the control group than the experimental. Thirteen (13) students in the experimental groups scored less than 10, whereas in the experimental group only eleven (11) students scored under 10. In post-test2, the number of students who scored under 10 in the experimental group decreased (9 students) as opposed to the number of students in the control group who scored under 10 which increased (15students), more details about students grades can be found in the following table:

Table 4.43. Post tests Scores of experimental and control groups

Marks	Post	-test1	Post	-test2
	Exp Grp	Ctrl Grp	Exp Grp	Ctrl Grp
02	1	3	1	1
04	/	1	1	/
05	2	2	2	5
06	2	3	/	1
07	1	/	/	3
08	3	3	2	3
09	2	1	3	3
10	2	7	4	5
11	2	/	2	2
12	3	2	3	4
13	4	4	1	3
14	4	2	4	1
15	3	2	4	1
16	/	1	2	/
17	1	/	2	1
18	3	2	1	/
19	/	/	1	/

Moreover, for the control group, the highest mark for post-test1 is 16/20 and for post-test2 questions is 17/20, while the lowest mark for post-test1 is

02/20 and post-test2 is 01/20. On the contrary, the lowest mark in the experimental group for post-test1 which is 02/20 while the highest mark is 18, for post-test2 the lowest mark is 02/20 and the highest mark is 19/20.

**Table 4.44.** Students' scores under 10 and equal /more than 10

		Post-test1		Post-test2	
		Exp Grp	Ctrl Grp	Exp Grp	Ctrl Grp
	Frequency	11	13	09	16
< 10	Percentage	33%	39%	27%	48%
	Frequency	22	20	24	17
≥ 10	Percentage	67%	61%	73%	52%

Table 4.42 indicates that the percentage of students who got equal or greater than 10 in both post tests is higher than of the ones who got under 10. For example, in the experimental group, 67% of students in post test1 and 73% of them in post test2 had scored equal or greater than 10; whereas for the control group, 61% in post test1 and 52% in post test2 had scored equal or greater than 10. Also, for post-test2, in the experimental group, 18% of the students got marks less than 10 while in control group more than half of the students (52%) could not manage to get  $\geq$  10. In addition, the number of students who got  $\geq$  10 was 22 students in post test1 became 24 students in post test2 i.e. the experimental group students improved their performance. On the contrary, the number of students who got equal or greater than 10 in post test1 has decreased from 20 students in post test1 to 17 students in post test2 i.e. the control group students' performance got worse.

From what it is represented in the previous tables and the details of students' marks we can conclude that there is a significant difference among the post-test achievement scores of control and experimental group, where the experimental group results are much better than the control group.

# **4.2.1.8** Comparing Test-categories Results of Post-test1 with Post-test 2 of both Groups

The purpose of comparing each student's category results of post-test1 with post-test2 is to document student areas of strengths and weakness while learning, with the purpose of enhancing the teaching process. In addition, it is important for the research to know which part(s) of the British culture was mostly acquired by the students and therefore was mostly answered in the post tests as shown in Table 4.45 and Table 4.46.

**Table 4.45.** The categorical answer rate of the experimental group

Category	Score	ore Post-test1		Rate of	Post-test2		Rate of
		N	Percent	category	N	Percent	category
				response			response
1	0/5	0	0%		0	0%	
	1/5	5	15%	100%	4	12%	100%
	2/5	2	6%		1	3%	
	3/5	5	15%		4	12%	
	4/5	7	21%		11	33%	
	5/5	14	42%		13	39%	
2	0/4	1	3%		1	3%	
	1/4	5	15%	97%	2	6%	97%
	2/4	8	24%		7	21%	
	3/4	9	27%		11	33%	
	4/4	10	30%		12	36%	
3	0/5	4	12%		4	12%	
	1/5	3	9%	88%	2	6%	88%
	2/5	3	9%		6	18%	
	3/5	12	36%		10	30%	
	4/5	1	3%		4	12%	
	5/5	10	30%		7	21%	

4	0/8	1	3%		4	12%	
	1/8	6	18%	97%	6	18%	88%
	2/8	8	24%		6	18%	
	3/8	4	12%		5	15%	
	4/8	7	21%		5	15%	
	5/8	1	3%		2	6%	
	6/8	3	9%		1	3%	
	7/8	1	3%		1	3%	
	8/8	2	6%		3	9%	
5	0/4	3	9%		1	3%	
	1/4	9	27%	91%	5	23%	97%
	2/4	6	18%		9	27%	
	3/4	8	24%		11	3%	
	4/4	7	21%		7	21%	

To start with, the most answered category in the post-test1 and post-test2 is category 1 (Geographical parameters), where at least one question was answered. The least answered category in post-test1 is category3 (Historical Background) while in the post-test2 is category 3 (Historical Background) and category 4 (Britain Today) with an answering rate of 88%. Also, there is an improvement in the categorical response with a full scoring (e.g. 5/5 or 4/4) from post-test1 to post-test2 in category 2.while for categories 1, 3, and 4 the response rate has decreased. Category 5 response rate was the same in both tests.

In addition, students in the experimental group had difficulty answering some items in category four (Britain today) related to dates, places and symbols; in three of these items the number of subjects having the correct answer decreased on post-test2 compared to post-test1. Also, items showing the greatest improvement in post-test2 answers for the experimental group were related to political system (category five).

**Table4.46.** The categorical answer rate of the control group

Category	Score	Post-test1		Total	Po	st-test2	Total
		N	Percent		N	Percent	-
1	0/5	1	3%	97%	0	0%	100%
	1/5	4	12%		2	6%	-
	2/5	2	6%		1	3%	-
	3/5	3	9%		3	9%	-
	4/5	4	12%		4	12%	-
	5/5	19	58%		23	70%	-
2	0/4	1	3%	97%	2	6%	94%
	1/4	10	30%		6	18%	-
	2/4	7	21%		6	18%	-
	3/4	3	9%		8	24%	
	4/4	12	36%		11	33%	-
3	0/5	5	15%	85%	11	33%	67%
	1/5	8	24%	-	7	21%	-
	2/5	9	27%		7	21%	-
	3/5	7	21%	-	5	15%	-
	4/5	2	6%	-	2	6%	-
	5/5	2	6%	-	1	3%	-
4	0/8	6	18%	82%	7	21%	79%
	1/8	2	6%		3	9%	
	2/8	11	33%	-	17	52%	-
	3/8	4	12%		0	0%	
	4/8	5	15%	1	2	6%	1
	5/8	2	6%	1	2	6%	1
	6/8	0	0%	1	1	3%	1
	7/8	1	3%	1	1	3%	1
	8/8	2	6%	1	0	0%	1
5	0/4	8	24%	76%	9	27%	73%

1/4	6	18%	6	18%	
2/4	6	18%	6	18%	
3/4	8	24%	10	30%	
4/4	5	15%	2	6%	

The most answered category in the post-test1 is category 1 (Geographical parameters) and category 2 (National Symbols) and post test2 is category 1 (Geographical parameters), where at least one question was answered. The least answered category in post test1 is category 5 (Political System) with an answering rate of 76%.while in the post-test2 is category 3 (Historical Background) with an answering rate of 67%. Also, there is an improvement in the categorical response with a full scoring (e.g. 5/5 or 4/4) from post-test1 to post-test2 in category 1.while for the rest of the categories the response rate has decreased.

Students in the control group had difficulty answering some items related to the national symbols, historical background, Britain today, and the political system (categories 2,3,4,5); in two of these items the number of subjects having the correct answer decreased on post-test2 compared to post-test1.

Generally speaking, items showing the greatest improvement in post-test2 answers for the control group were related to category 1 and especially the questions related to the full name of the kingdom and its countries.

Overall, from the analysis of questionnaire responses about students' perceptions it can be stated that, in general, students from the experimental group expressed their enjoyment and interest in multimedia materials and its positive effect on them; also students in the control group welcomed the idea of using multimedia and expressed their acceptance of these tools.

#### 4.3 The Interview

This section is concerned with the analysis of the data and the interpretation of the results obtained from the teachers' interview. The participants were asked to answer 16 questions, to elicit specific information of their perception of the teaching of British culture in EFL context and multimedia instruction, who offered a wide range of answers. Under this circumstance, we thought it is better to group the similar phrases or words of their answers together when there is any common ground in their views. The responses to these questions of the interview and their corresponding analysis are presented in turns. See Appendix 4 for more details about teachers' transcripts.

#### 4.3.1 Presentation of the Semi-structured Interview Data

Table 4.47. Teachers' participants' profiles

Respondents	Age	Gender	Qualification	Teaching	Culture
				Experience	Teaching
				(years)	Experience
					(years)
Teacher1	30	Male	Magister	5	2
Teacher 2	39	Female	Professor	14	5
Teacher 3	46	Male	PhD	20	10
Teacher 4	36	Female	Magister	10	6

Table 4.47 covers Q1, Q2, Q3, and Q4. It shows that the age range of the informants in this research project was - years. The teachers who were interviewed in the study were from different ages; the fact that may have an influence on their choices of the teaching method.

Table 4.45 shows that the interviewed teachers were both males and females. These teachers were not selected but found to have an experience in teaching British culture. Since the focus of the study was on foreign culture teaching, we had to deal only with this kind of teachers.

The table also shows that the interviewees had extensive teaching experience, ranging between 05 and 14 years at university. This characteristic is essential because the longer the teaching experience of an individual, the

better he/she is likely to understand methods and strategies of teaching foreign culture and the use of different materials and the ability to use them effectively. Based on their wealth of teaching experience, we assumed that these teachers were information-rich and would provide valid and meaningful data that would contribute to an understanding of how teachers teach culture and use different materials to convey the information.

#### **Question 5:**

#### What are your aims for this module?

In the interviews carried out with the four teachers, they have talked briefly about what their aims and goals with the teaching of British culture were, and how they thought the students might in the future use what they have learned in the lessons.

One respondent (T4) expressed three different aims for teaching British culture, which were: a) To contribute towards the students' cultural knowledge, b) To reinforce the students' skills to be critical and analytical in understanding the others cultures. And, c) To help his students to be prepared for situations where they need this cultural knowledge.

Other teachers' responses to this question revealed that they work hard to show their students the tight relationship between culture and language, and also "I am interested in making students aware of the target culture and language and because knowing about the target culture helps much students to adopt and adapt the language and the effects of culture on language learning" as T3 claimed. Moreover, T1 makes efforts to develop the students' curiosity towards the target culture and their own in order to eliminate misunderstandings.

#### **Question 6:**

### Which part of culture, do you think, is most interesting in teaching British culture?

One teacher (T1) stated that she focuses more on history when she teaches British culture because students need to know from where traditions and practices came from and why people behave in such a way and she mainly focuses on the change in culture during different periods of time. On the contrary, another teacher respondent claimed:

"I include all of the parts because they are interrelated and serve one another. If you teach one part and ignore the others, you will not reach the end you are seeking e.g., talking merely about geography is not enough, one needs to teach everyday practices, history, food and so on. Therefore, focusing on one single part of the culture would cause breakdowns in the way of teaching and learning of the culture".

In addition T3 stated that "I try to know the learning requirements of the students and to offer them what they need to know... I try to include as much parts of the culture as possible"

The rest of the respondents (T3 and T4) stated that they try to include cultural aspects to the best extent possible.

#### **Question 7:**

#### What do you understand by 'culture teaching' in EFL teaching context?

After listening carefully to the different interviewees, we have noticed that the responses cover a wide enough range of definitions. T3 pointed out that "culture teaching should be based on comparison between once own culture and the foreign culture being learned. Because once students recognize the cultural elements in target language and their corresponding alternatives in

their mother culture, this will raise their awareness about cultural differences or similarities existing between both cultures and help them understand better". As another teacher (T1) put it: "Being aware of the own culture facilitates the process of learning of the foreign culture"

On the other hand, teachers find that all the cultural elements must have an equal importance and they should go as one so that the students learn as more as possible about the foreign culture.

#### **Question 8:**

#### How do you teach culture?

The responses given by the teachers allowed to draw a summary about given ways of culture teaching that seem to be of interest to teachers. T1 claimed her use of authentic sources from the foreign community such as newspapers and photos, videos or passages from novels, poems, different literary texts as she stated "To be honest, I rely on authentic sources such as newspapers, photos and videos and so on which make culture learning funnier and more realistic and make the students feel closer to the target language as they use the items which exist in real world in their classroom". Another teacher (T3) believed that "Class discussions, videos and PPT presentations" are the most appropriate materials for him the serve his goals. The other two teachers use lecturing method plus videos from time to time as T2 stated "I give the students handouts and I explain the lessons and I show them videos from time to time".

#### **Question 9:**

#### What are the sources you use to teach culture?

The interviewed teachers suggested the following sources: Own research and preparations, YouTube, Google and books.

#### **Question 10:**

#### What forms of multimedia materials do you often use?

All the teachers had agreed on one material which is the Data show.

#### **Question 11:**

### Describe what motivates and encourages you to adopt multimedia tools in your classroom:

One of the respondents (T1) claimed: "The thing that motivates me is myself: because I see that using multimedia would be such a helpful illustrative way to help the students get the things you are talking about, because just teaching them culture without any kind of presentations or live examples or instances you are just giving the theoretical part of it because just teaching theory without practice would be a total failure".

Most of the interviewed teachers claimed that the reason that encourages them is the fact that they now belong to a different teaching/learning context from before which leads them to adopt these technological tools and consider them as central elements in their classes as T2 stated "We are in the 21st century...we must use what impact students' mood during the learning process because when they have positive attitude they learn better"

#### **Question 12:**

## Please, say what kind (s) of multimedia materials you use in your typical class to teach cultural knowledge of the foreign language:

T1 stated "I use presentation software PPTs to help them cohere, understand the whole plot and the chronology of issues being taught"

While T2 uses "videos and discuss the video contents adequately to help the students conceptualize the issues on hand".

T3 and T4 claimed that they use PPT presentations much of the time which enable the students to take notes and ask questions.

#### **Question 13:**

In your opinion how does multimedia instruction change students' learning experiences in the foreign culture classroom?

One respondent (T1) said "Multimedia helps much and the learning process will be a success, without multimedia we cannot make the students live the content. However, if you are just trying to fill their heads with theory and read handouts or just simply explaining in class this would not do well with the learning process".

A second respondent (T2) claimed: "A benefit of multimedia is that it takes advantage of the brain's ability to make connections between verbal and visual representations of the content introduced, leading to a deeper understanding in a unique experience." she adds "Students will for sure remember what they have learned in the classroom when multimedia is used because it stays in their mind in a form of images".

A third teacher respondent (T3) claimed that the more students' attention is attracted and the teaching is creative, the best the learning is; and that is exactly what multimedia offers. While the fourth respondent (T4) believed that students learning must be oriented and with the integration of multimedia the teacher can control the content presented in a way that can serve well students' learning process in a positive way.

#### Question 14:

Do you think students learn best when multimedia materials are used in the class (increases students' motivation and participation in the class)? Why? All of the teachers agreed with the opinion stated in the question. As one of them stated "Absolutely yes, because students are not passive learners, they are integrated and active, they are part of the learning process, they take an action and interaction. When there is interaction between the student and the teacher, successful learning occurs". Also another respondent claimed that multimedia encourages the students' critical analysis which keeps them engaged throughout the whole course and makes them learn best when it is incorporated.

#### **Question 15:**

### What are some of the barriers/challenges you encounter when using multimedia materials in the classroom?

Teachers seemed to be dissatisfied of availability of multimedia materials in the department. In addition to "Power cut, malfunctioning of the device like with data show, it stops after few minutes or with the laptop when it has viruses or not updated" as one of the teachers had revealed.

#### **Question 16:**

### Would you like to add something else about the use of multimedia materials in teaching British culture?

Two teachers highly appreciated the theme of the research, and thought that it needs to be tackled much more by researchers in the future due to its importance and significance in the field of EFL learning/teaching.

As one of the teachers concluded, "The only thing I would like to add is that we should encourage the coming generation of teachers and the novice teachers to integrate more and more multimedia materials in their classes, and this by bringing into light their advantages". Another one believed that multimedia should be integrated more in the foreign language class because most of today's students are born in digital environment. On the whole, the teachers

stressed on the importance of integrating multimedia materials as teaching tools in the classroom.

Overall, results from the interview brought out the importance of teaching foreign culture including as much elements and components as possible in order to learn well about the speech community. Teachers stressed on the importance of using multimedia materials as it is more productive as compared to the traditional learning. They shared the assumption that they have to take advantage of multimedia materials especially in EFL context. Among the positive attitudes revealed, teachers manifested that it is essential to focus on multimedia advantages such as facilitating and enhancing the teaching process, and that it leads to successful learning and better knowledge retention. The effort carried out by the universities to provide resources/ materials to promote teaching and learning practices are not highly valued by the teachers. The need to acquire competences regarding the use of multimedia materials is basic.

#### Conclusion

This chapter has mainly dealt with the data collected for the research, statistical analyses, and interpretations of data obtained from three research instruments: tests, questionnaire, and interviews. The chapter aimed to identify and investigate students' views about the content taught to them during one semester and the teaching method, as well as the materials used to present the lessons (for the experimental group). Additionally, it examined university teachers' views on British culture teaching, their understanding of the objectives of culture teaching, their perceptions of British culture, the culture topics they needed to teach, the techniques they used to achieve the objectives of culture teaching, their satisfaction with the current materials in terms of culture teaching, and their general disposition towards the use of multimedia materials. Different tests were used to evaluate, assess, and measure the students' knowledge and acquisition of the cultural content.

Part 1 provided a detailed analysis of the questionnaire addressed to first-year undergraduate students at Abbas Laghrour University. The generated data is presented in the same order as the questionnaire's sections: 1) Personal background information, 2) Learning foreign culture, 3) Learning experience, and 4) Multimedia-based class.

Part 2 presents the analysis of three tests used to identify significant differences between two different groups: the experimental group and the control group.

Part 3 provides a general picture of university teachers, ranging from their profiles (including age, qualifications, and years of teaching) to their perceptions of British culture teaching and their use of multimedia.

In the next chapter, we will present a discussion of the findings in relation to the research questions and hypotheses.

#### Chapter 5

#### **Discussion of the Findings**

#### Introduction

The previous chapter presented the different analyses of data and the results obtained. This chapter reviews the whole research that has been carried out. First, a brief review of the research is presented. All issues such as the research objectives are briefly discussed. Subsequently, a critical discussion of the main findings resulting from the analyses of data are presented, with reference to the research hypotheses and the research questions that guided the study and will guide the discussion in this chapter too. Also, a link between the theoretical framework of this study (as presented in chapter 1 and 2 and throughout this study) and the research outcomes is set. Then, some implications of the current study are presented simultaneously with the findings; while some research implications are presented separately are presented. Finally, the contributions of the study and the limitations and directions for future research are discussed.

#### 5.1 Summary of the Study Objectives and Methodology

In the previous studies, it has been achieved that multimedia materials increase students' achievement scores and positively affect students' attitudes and learning outcomes. In this study, multimedia materials were used to contribute to the field by showing different effects of the materials that were not extensively investigated before. The objectives of this research are: First, planning nine lessons in which multimedia materials can be integrated, in order to fully exploit their benefits for students. Second, examining the teaching/learning situation of the British culture at the level of the first-year undergraduate students at Khenchela University. And third, figuring out which aspects of the foreign culture teachers give much attention in order to increase EFL students learning efficiency.

As the present study was an attempt to know about the effectiveness of multimedia as teaching materials in teaching British culture and its effect on students' retention, the researcher worked on a sample of 66 participants. A series of tests were carried out, interviews and questionnaires were also used to collect additional data for the study.

#### **5.2 Discussion of the Findings**

#### **5.2.1** Answering the Research Questions

In this section, we shall use our findings to answer our research questions. The findings are also related to the issues we discussed in the literature review in the first chapter.

#### Research Question #1:

# To what extent can the use of multimedia materials improve students' British cultural knowledge?

This question was intended to explore whether multimedia materials can enhance and extend students' learning outcome and produce more improvements in their scores (the experimental group).

Our results that supported research question one: At the beginning of the semester, students took a pre-test on British cultural information before any exposure. According to the pre-test results which indicated that first-year students lack even the basic knowledge about the culture of English speaking countries for example, the name, and the current queen of the kingdom, or the countries of the UK. This may be attributed to the fact that they came from different secondary schools streams (literary and scientific streams) and they did not study English with the same interest.

At the end of the semester after the course, the students took the same test (post-test1) and scored statistically significantly higher than the pre-test. These results confirm the expectation that using multimedia, as a teaching tool, highly

improves students' knowledge over the course of one semester. However, it must be noted that even the students in the control group scored statistically significantly higher in post-test1 than the pre-test. Therefore, the findings of the present study suggest that the participants in our sample (experimental group) in the first semester could improve their general cultural knowledge over the course of a semester through exposure to multimedia-based lessons. The results of this experiment are consistent with previous studies carried out by Shah and Khan (2015) and Aloraini (2012) in which multimedia-aided teaching is proved to be more effective in increasing scores than the traditional one.

In answering the first research question, from another angle, the results from the analysis of the post-test1 scores established that there is a significant improvement in students' scores. For instance, 67% of the students from the experimental group scored equal/more than 10. In other words, the use of multimedia is obviously effective in improving knowledge acquisition and it positively affects the academic success of the students, as a statistically significant difference is observed between the pre and the post-test1, when multimedia is used.

However, in the categorical answer rate of the experimental group, students faced difficulties in answering category 3 (Historical Background) this may be attributed to many factors:

First, most students are not interested in learning history they seem bored during history lessons and they do not pay attention to historical contents;

Second, the category questions are about the lesson of "History of Invaders" which was presented using one multimedia material that is a PPT presentation. The teacher used the PPT presentation that contained both images and texts but without the support of any other material which may be the reason behind the low rate of answering as compared to other categories. Though the use of PPT presentations may produce different learning outcomes in students as compared

to video or audio materials, previous studies suggest that implementing two materials makes the learning more effective;

Third, the lesson required two sessions (i.e. 3hours) because it contained a large amount of information (from dates to event...etc); the teacher used 33 slides to make the presentation clear in order to prevent "The cognitive Load" but it might be the case during this lesson. As the students can experience cognitive overload in their working memory, which has a limited capacity i.e. it can only deal with a limited amount of information at one time, resulting in a loss in focus and remembering. When a student is exposed to new material, they can draw on this previous knowledge and the cognitive load is reduced. However, if subject knowledge is 'massive', the student is unable to fall back on the long-term memory and the working memory becomes overloaded, leading to working memory failures.

#### Research Question #2:

#### Is there a difference in the amount of retained information gathered and applied using multimedia versus traditional modes of instruction?

The second research question was an attempt to assess the impact of these multimedia materials and to understand whether they have the potential to increase retention through testing the experimental group students' capacity to recall knowledge.

The data used to answer this question relied on the students' post-test1 and post-test2 scores. By examining the difference between the post-test1 and post-test2 of both groups, we can answer the second research question: Students who were taught through multimedia instruction (experimental group) obtained higher scores in post-test2 than students in the control group who have not been taught using multimedia materials (comparing both groups' post-tests scores).

In addition, by comparing categories response answer; we can notice that the students in the experimental group gained many more scores for each category than those in the control group.

On the basis of these results, it could be asserted that multimedia materials produce greater retention knowledge. It seems, therefore, that we have progressed in the results from one medium (traditional classroom) to multimedia. This result can be attributed to the fact that multimedia-based presentations capture the attention of the students, since attention influences the act and process of remembering as validated by many studies done in the field of cognitive psychology and cognitive neuroscience.

The results correspond to the findings of the previous studies on multimedia and retention one of them is a study done by Sharma (2013, p.12), who explored long-term retention of knowledge gained by interactive multimedia versus the conventional direct method of teaching English language. In experimental research 154 students, aged 12-14 years, participated. They were divided at random into two groups: a conventional teaching method group and multimedia teaching method group. An experimental research method included a pre-test and a post-test of the student's achievement. The post-test was administrated immediately after the experiment finished. The retention test was administrated one month after the post-test. Mean achievement scores on the post-test of the conventional group were higher than the mean achievement scores on the post-test of the conventional group. The difference in mean between these two retention scores was highly significant too. Therefore, multimedia materials produce greater retention knowledge.

The results of this investigation also support the findings of Khine and Fisher (2003, p.37), John and Wheeler (2008, p.48), and Smaldino, Lowther and Russell, (2008, p.259). These studies emphasize that learners would retain more information with the help of sufficient stimulating technological content in their learning materials.

#### Research Question #3:

# What are the students' perceptions and the teachers' views regarding multimedia teaching as a new integrated instruction in the classroom?

Our findings supported our third research question: students in the experimental group have benefited from the multimedia based lessons and were satisfied with the content presented. The findings from the tests suggest that the majority of the students seemed to have positive attitudes towards the use of multimedia materials in foreign culture classes. They agreed that these materials help in their learning process and the acquisition of the new input; they also afford a better understanding of the lessons.

The analysis of students' performance scores showed that both the experimental and control groups had different performance scores. As the mean performance scores for the experimental group was significantly higher than that of the control group. These findings indicated that multimedia materials had a positive effect on the students' performance.

Moreover, from the analysis of the questionnaire responses about students' perceptions it can be stated that, in general, students from the experimental group expressed their enjoyment and interest in multimedia materials and their positive effect on their learning. Results showed that in two out of six questions (Q17 and Q20) addressed to the experimental group about students' perceptions of the new instruction, students expressed positive perceptions of the materials used. This finding indicates that the new instructional materials had a considerable positive effect on the students. This constitutes an interesting finding.

One major finding is that students after their exposure to multimedia-based lessons stated that multimedia materials were helpful instructional materials for them to easily comprehend and retain all sorts of cultural knowledge presented during the sessions (Q19 and Q21). Results from the additional questions (Q18) showed that the majority of the students found the new instructional materials

interesting, creative and facilitate their learning of the British culture; while (Q22) inquired about the quality of the information covered in multimedia based lessons, 35 (63%) of the 55 respondents considered the content clear and 20 (36%) respondents considered it interesting.

#### **5.2.2 Discussion of the Hypotheses**

The major findings of the study could be established through the confirmation (or rejection) of the hypotheses that guided the study. The main findings are reviewed for each hypothesis followed by a discussion of these findings and an analysis of the implications of these findings for future studies is presented. The study was guided by the following hypotheses:

#### **Hypothesis 1 statement:**

Students who are taught with multimedia materials (experimental group) will attain higher mean scores in the post-test1 than students of the control group.

#### a- Conclusions

Overall, there is evidence that the differences of marks in the control group are more less than the experimental group because experimental group has used multimedia materials instead of the traditional class. Thus, the first hypothesis was confirmed. This result shows that the treatment used on the experimental group enhanced students' achievement. According to this data, it can be concluded that the applied method positively affected the learning of students.

#### **Hypothesis 2 statement:**

The retention of students who are taught through multimedia materials is higher than of students taught traditionally.

#### a- Conclusions

Hypothesis two is confirmed since the results indicated that students of the experimental group recall more information in the post-test2 than students of the control group.

#### **Hypothesis 3 statement:**

Students in the experimental group and teachers show good acceptance and welcome the use of multimedia materials.

#### a- Conclusions

While this study found little evidence on the importance of designing a good syllabus as it was not the main concern of this research, it did uncover evidence that being taught with multimedia is highly approved by both teachers and students. Therefore, hypothesis is confirmed too.

#### 5.3 Major findings

For a better understanding, the results are divided and presented under following headings:

# 5.3.1 Students' tests score: Discussion of students' understanding of the content taught through both methods (traditional and multimedia instruction)

As these tests aim to measure the amount of students' knowledge after one semester of learning; the result of students' learning improvement could be seen from post-test1 for each group:

#### • The effect of multimedia on the experimental group students

The focus here is on answering frequency of each category in post-test 1, where the most answered category in the post-test1 is category 1 (Geographical parameters), where at least one question was answered. This can be attributed to many factors one of them is internet and social media, because much general knowledge about countries is encountered there. On the other hand, students faced difficulties to answer questions of category four "Britain today" related to dates, places and symbols and category3 "Historical Background" which is the least answered category in post-test1. This may be because students do not have to a strong interest in history and celebrations; therefore they cannot separate a date or an event from another.

#### • The effect of traditional instruction on the control group students

For the control group too, category 1 (Geographical parameters) in the post-test1 is highly answered by the students. However, students had troubles in remembering information related to "Political System" and therefore the least answered category in post-test1 is category 5 (Political System).

Overall, at the end of the semester, a significant difference is observed between the means of pre and post-test1 results of the control group but the difference is higher in the experimental group than the control group.

# • The difference of multimedia instruction and traditional instruction on students' scores

The increase in the experimental group where multimedia was used is statistically significantly higher than the group where traditional instruction was implemented.

According to pre-test results gained from the test, there is no significant difference in experimental and control groups, which means the two groups were highly similar to each other in terms of academic success, and the significant difference is in the benefit of post-test1and post-test2 results. When the experimental group results were analyzed, there is a significant difference between the pre and post-test1 results of the experimental group. Previous studies show the use of multimedia and technology use in education and social studies increase students' academic success. In the web-based studies of Karadeniz and Akpinar (2015), the same situation was observed. This could be explained as it is important in terms of identifying the abilities of the students, their readiness for the course, their pre-gained objective and behaviors and which objectives were reached (Öncü, 1994, Akt et al., 2007).

In general, on the other hand, it is possible to believe that traditional instruction has little effect on the achievement level of students as compared to multimedia based classes. When the experimental and control groups' post-tests scores were analyzed, the significant difference is in the benefit of the

experimental group, which means the experimental group had increase in the post-test1 & post-test2. This situation is also in parallel with Aloraini (2012)'s study on the impact of using multimedia on students' academic achievement.

# 5.3.2 The Result of the Questionnaire: Discussion of students' perceptions towards multimedia

Common approaches to understanding perceptions include the use of questionnaires, focus groups, and interviews. While each of these approaches provides good information, students' questionnaires seemed to be the best way to assess students' perceptions because they can be completed anonymously and administered to assess changes in students' experiences and thinking over time. The questionnaire was devoted to question about the teaching environment and characteristics of British culture teaching and asks about one's learning style in addition to the content presented and the way of presentation whether it is easy to understand, time saving, helpful in retaining the information and makes the classroom more interesting.

#### • Perceptions of students from both groups

In this part the discussion will cover three main issues:

The first was about the students' responses of their learning of the foreign culture. Based on the result of the questionnaire, it could the calculated that most of the students considered the learning of British culture very important in EFL context where customs and festivals, education, food, social life and national symbols were the most interesting aspects of culture that the students wanted to learn about. We can explain this by saying that students show more awareness about the value of understanding a certain culture and they make a good effort to understand others through understanding their culture as a first step.

The second was about the 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. We can clarify this by saying that humans are primarily sight-oriented and they rely on hearing because sounds are all around us, as Smaldino, Lowther & Russell (2008) clarify that many students have become visual learners, having been brought up with technology, so without visuals in a presentation the learners may not learn effectively (Smaldino, Lowther & Russell, 2008, p.259).

The third was about the students' opinion about audio-visual materials. Based on the result of questionnaire, most of the students considered the use of audio-visuals very helpful. They also show high preferences for the use of videos more in the classroom. This preference can be due to their belonging to the digital era and their use of digital technologies and the Internet in many facets of their daily life like for leisure or communication and therefore they prefer the visual stimuli. This result is in complete agreement with Marchetti and Cullen (2016) and Akyuz, Taniş, Khalil, Ardiç, & Mede (2017) findings.

On the whole, students appreciated multimedia-based instruction, and they wanted to have this kind of instruction afterwards.

#### • Perceptions of students from the experimental group (Q17-Q22)

Six questions included in the questionnaire were distributed to students in the experimental group (33 students) who received the multimedia-based lessons. Results from these additional questions showed that a high majority of the students found that multimedia instructional materials are interesting and helpful in learning about the British culture. These positive attitudes of the experimental group students towards the integrated materials are in parallel with Shuell and Farber (2001)'s study results as well as other researches which found that the use of multimedia in the learning process does not only improve the learning of the students but also creates positive changes in the attitudes of the students towards

the learning process and the subject presented. In the same sense, Yünkül and Er (2014, p.316) found students' attitudes towards lesson were positively affected by the use of multimedia, in a research based on pre-test post-test quasi-experimental design with control and experimental groups, as the students in the experimental group were identified as having better attitudes towards the lessons.

Moreover, the materials in this study have been specifically used to provide students with a good resource that help them to better understand and retain the information they receive during the multimedia-based sessions. This result have similarities with Kristen Campbell (2009), Dubreil (2002), Herron et al. (2000, 2002)'s findings.

### 5.3.3 The Result of the Interview: Discussion of the teachers' views about multimedia

The teachers' interview was conducted with the following aims:

a- To get a deeper insight into the teachers' perceptions of the teaching of British culture in EFL context.

b- To complement the results of both the tests and the questionnaire.

The findings of the analysis of the interview transcripts, supplied by the teachers at Khenchela University (English department) enabled us to draw certain conclusions:

#### • Results 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.

#### • Results concerning the use of multimedia materials:

- The interview brought out the importance of using multimedia materials with a necessity of focusing on their 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.

#### 5.4 The effect of each form (s) of multimedia

This research differs from previous studies on multimedia because it not only focuses on how various multimedia materials affect learning outcomes, but it also measures students' affective sensitivity and degree of investment. We also examined sets of slides based on identical learning content and various types of multimedia (on-screen text and narration, human-like animation, on-screen text, and narration, and monster-like animation, on-screen text, and narration), as well as how the different sets of slides affect the students' emotional responses (e.g., arousal, pleasure, and degree of investment), and whether these factors inhibit the students' learning motivation and learning outcomes. In addition to presenting the human-like (highly realistic) animated characters, monster-like animated characters were used to assist students in visualizing the learning contents to help people understand the type of animated characters used in the instructional material that can fit the students' requirements and expectations in the e-learning environment.

The following table shows the comparisons between the effects of using one, two or a mix of media when teaching the cultural module on first year undergraduate students during one semester at Abbas Laghrour University. The lessons were presented sometimes using one multimedia format, sometimes two formats are combined together or even three. From the analysis of students' categorical answer rate in post-test1 and post—test2 (relating the questions asked in the test to

the lessons to know the effect of the material used to present the lesson) we concluded with the following key points as shown in Table 5.1:

**Table 5.1.** The Effect of One versus Different Mediums on Students

Number of media	Multimedia Formats	Effect
One Material	Video alone	Less effective
	PPT alone	Less effective
Two Materials	Video + Images	More effective
Three Materials	Video1+ Video2+ PPT	More effective
	Video+ Audio+ Images	More effective

Table 5.1 shows that the more materials are used in combination the best is the learning. If we compare the effect of using one content form of multimedia/one medium to the effect of using two and three content forms as Mayer (2003) confirms that using multiple modalities is generally more effective for learning than relying on only one (Mayer, 2003). An explanation of this can be attributed to the fact that in our study, in the multimedia-based environment, multimedia messages were more likely to cause students to use both auditory and visual channels therefore more understanding and retention of the content occurred. These results are consistent with the cognitive theory of multimedia learning presented in Chapter 2 and the two assumptions that seem to govern past and present enthusiasms for the use of multiple media in teaching that are the additive assumption and the multiplicative assumption. To start with, a study done by Mousavi and his colleagues in 1995 and a 2001 study by Richard E. Mayer provided evidence that presenting novel concepts to learners in both auditory and visual symbolic modes results in more efficient learning than information presented in either mode alone. The researchers' explanation for their findings is that the conscious human mind is supported by both auditory and visual "buffers" that specialize in storing different symbolic representations of information to be learned. These buffers permit instructional information to be stored in both visual

and aural (sound) forms. Giving information content in two different modalities (visual and auditory) apparently results in storage by two different, sensory-based memory buffers, which increases the duration and quality of information available to learners while they mentally process the information. Thus, providing key instructional information in both pictorial and auditory (narrative for example) forms might extend the duration of "thinking time" during learning for some learners and therefore enhance their retention. Another explanation to our study results goes to Clark and Craig (1992) who believe that the additive and multiplicative assumptions represent the intuitive beliefs of many instructional media specialists in explaining the effect of media. They discuss each of them as following:

- The Multiplicative Assumption: Single media have certain impact on learning. However when separate media are combined, they interact to produce strong and important effects. In other words, multimedia benefits are sometimes multiplicative, that is, greater than the sum of the benefits of individual media i.e. when two or more media are combined such as images and audio, their learning benefits are greater than any of the combined media used alone such as audio alone or images alone.
- The Additive Assumption: This assumption states that multimedia instruction, if used properly, makes "valuable contributions to learning and therefore instruction presented in two or more media produce more learning than instruction presented by only one medium because the learning benefits of each of the combines media are additive" (Clark & Craig, 1992, p.19), in our case the use of two/three multimedia materials as shown in Table 5.1. Some researchers who support this assumption suggest that each single teaching medium makes unique contributions to learning as certain medium produce unique cognitive effects when used for instruction and therefore some media produce more of some types of learning for certain students and subject matter. As a result, the combinations of media produce benefits to learning that are the sum of their separate benefits. For example, the use of multimedia contributes something

unique to academic achievement which is not possible with textbooks, or videos may foster unique cognitive skills that are not available from images and so on. That's why when we have certain number of media combined their learning benefits can be additive.

Though both assumptions are in contrast but they can explain the difference in the extent of effectiveness of multimedia materials when used alone or in combination in our experiment since the multiplicative assumption provides a description of the effect of two or more media on learning that allows for interaction effects of the different media. This is in contrast to the additive assumption, which sums the individual effects of several media on learning.

Therefore, this discussion shows that determining the appropriate type of multimedia material depends on the content and nature of the learning/teaching program; any multimedia message must be designed according to the subject and learning/teaching program.

#### **5.5** The Place of Culture

Through the process of this experiment, many new issues were revealed and many questions were adequately answered. Through the students' overall results in the pre-test as well as their answers during the class discussions, we can say that our students, in general, do not have any sufficient cultural background about the British culture which was studied for seven (07) years, four (04) years in the middle school and three (03) years in the secondary school. Most of them do not have the cultural background they are supposed to have at their level like the full name of the kingdom, its countries or even the current monarch.

Students who were subject to the experiment made a remarkable leap. They have been acquainted with new knowledge about the British culture., Moreover, the teacher focused on how to gain the necessary knowledge and competence that enable the students to get the right interpretation to what their interlocutor is saying considering the context, the tone of the voice, the body language and other circumstances which all, in one way or another, are strongly influenced by one's

culture and social norms. As the integration of British culture lessons in the curriculum will have endless benefits, we have seen the eagerness among students and their thirstiness to learn more; their eyes were sparkling each time they knew something about the other world which they did not know before or each time they understood something which was confusing and mysterious for them before. Regardless of improving their socio-cultural competence and consequently their communicative competence, these lessons provided a motivating atmosphere for learning; they provided them with fun that is one very important aspect to keep motivation, concentration and ability to accommodate and absorb more. The teaching of British culture using multimedia as teaching materials such as videos, images, audios and PPT presentations, where authentic language is used, were a window through which students can see what the culture really look like and how the language is really exchanged in its natural context.

#### 5.6 Teacher's Role in a Multimedia-based Classroom

The teacher has to embrace a number of methods, techniques and recommendations that help in making the multimedia-based learning successful. Here are some that we ended with from this study:

- Teachers have to gain mastery over the use of different media in terms of methods and strategies and how to select and utilize them in proper combination for the attainment of teaching —learning objectives in a particular instructional situation.
- Teachers should design the multimedia environment in a way that make the students able to proceed on the path of learning quite independently
- Teachers have to support the use of multimedia materials for all class presentations in order to make the students active participants in the process of learning instead of remaining passive.
- Teachers have to encourage students to connect cultural knowledge that is learned at class with the students' culture and experiences.

• Teachers should encourage students to ask questions about the complications they face in multimedia-based classroom, and encourage them to share their ideas.

In a nutshell, five significant factors have emerged with the integration of multimedia teaching materials into the teaching of British culture:

- It has changed the fundamental concept of learning. The students are no longer passive learners, i.e., passively absorbing the information from the teachers, but can actively participate in their own learning process.
- With multimedia, the teachers have more options to represent their educational content using a combination of media rather than just text only. That means that their content can now be interactive and media-rich.
- The teachers can strengthen their instructional strategies and methods of communicating content to the learners, thus enhancing the teaching and learning environment.
- •The students liked multimedia-based teaching. This could be due to the innovativeness of the method of teaching coupled with the fact that these students belong to the digital generation and find using multimedia instruction a more effective and innovative way to learn. In effect, this infusion of multimedia as teaching materials into the teaching and learning process has generated a new paradigm in education and changing the way teachers teach and students learn. And its impact on learning is far-reaching.

## 5.7 Overall Reflections on the Syllabus

The British Culture is included in the curriculum at the Foreign Languages Faculty at Khenchela University. Mainly, the syllabus taught has three dimensions: to offer information about the British culture and civilization, to develop positive attitudes toward English language learning and to develop students' cultural awareness.

During this study, the researcher found out that there was no collaboration among the faculty members in the English language department. In many ways, she faced the difficulties and challenges by herself. So we would like to highlight these challenges that were encountered in the English language department at Khenchela University starting from searching and selecting the necessary content of the module and the creation and design of the multimedia materials. First of all, the department must help teachers who teach the same module (e.g. Culture & Civilization) to build a database that includes various cultural products and authentic materials that English language teachers can contribute to and draw from. Through such a database, teachers can share teaching resources with each other and save time. In addition, the elaboration of the cultural syllabus must take into consideration the topics which are considered the most relevant and suitable for students (depending on their level). Although there are many common subjects to be studied such as the suggested topics by Byram and Morgan (1994, 51-52) or Stern (1992, 219-222), the decision to include certain topics must be based on certain criteria such as the specific goals of the courses, the vastness of the subject and the time needed to accomplish the teaching process (1semester/ 2semesters) and the fact that sometimes, students enter university without having much related knowledge and matters of culture.

Moreover, based on the results obtained from post-test1 at the end of the semester, which aimed to assess their learning, we can decide which parts of the British culture were mostly acquired by the students. Bearing in mind that the research was carried on over a period 5 months (from October 2017 to end of Februry2018), the samples being relatively small (33 students). Their categorical responses in post-test1 results ranked as following:

- •The most answered category by the students in both groups is category1 (Geographical parameters): an explanation of this may be attributed to the following factors: as the questions in this category are about the first lessons students showed more attention and could remember more details about them, the content is easier and less dates are provided.
- The least answered category in both groups is category 5(Political System): an explanation of this may be attributed to the following factors: the

time allocated for the lesson was not enough as the lesson contains a lot of details, students tend to show ignorance to such kinds of topics.

From the ranking of the categories answered by the students in the tests, we can conclude the following: students have come to answer the main questions in each category and the difficult points of the course. Students acquired a considerable cultural and linguistic knowledge, Taking into account these results, the fact that culture teaching cannot be separated from language, we can affirm that the choice of adequate ways of teaching foreign culture depend mainly on the teacher and on the students competency of the language as culture is a complex network and each participant has an active role in it. Consequently, a combination of effective approaches and a well-designed syllabus should give knowledge and understanding of the British culture.

# **5.8 Implications**

# **5.8.1 Educational Implications**

The educational implications presented here are appropriate for teachers who provide foreign culture teaching at university level and are related to the use of multimedia.

a- The first educational implication suggests the use of multimedia materials as an effective way to teach British culture.

Results from the present study suggest that using multimedia instruction has the potential to successfully improve student's performance in the subject taught.

b- The second educational implication involves the use of multimedia instruction to increase retention of the cultural knowledge.

The present study confirms the benefits of using multimedia materials used to increase students' retention can be effective. The cognitive benefits of multimedia instruction have been shown to optimize individuals working memory during learning (Mayer, 2005, 2009).

c- The third educational implication suggests that foreign culture learning is a difficult task for students.

Results from the present study suggest that teaching foreign culture must be based on a selection of good syllabi that attracts the students and motivates them to learn the foreign culture.

## **5.8.2 Research Implications**

The implication of the study is another important aspect to consider when conducting research. From this study, the significance of previous literature concerning the use of multimedia materials can be enhanced with the necessary adaptation. Hence, the importance of multimedia materials in the teaching as well as the teaching of British culture is briefly discussed to gain knowledge. Depending on the present study, one potential way to improve retention and learning might include increasing the duration of the implementation of the teaching materials from one semester to two semesters. Although there are practical advantages to brief interventions, the present study revealed approximately an increase in experimental group scores from post-test1 to post-test2. Maybe, engaging additional multimedia materials might highly increase test score gains. Additionally, allowing the student to take more parts in the multimedia-based lessons might have more positive effects on student's learning and retention

As the new era assigns new challenges and duties on modern teacher, teachers must understand that these materials are important to help them in facilitating their teaching. Therefore, they need to take advantage of such materials and they must benefit from the opportunities provided for them. Without their will to integrate these materials and make them a part of their classrooms, teachers will fail and not reach the target group. For universities that do not provide these materials, the current research will provide them with the basic knowledge of the benefits of multimedia materials. The knowledge of the positive effect of the materials, the satisfaction of the EFL students with the materials and the various

benefits they receive from the lessons given using multimedia; will convince the universities and the teachers to widely employ these materials in the teaching/learning process.

# **5.8.2.1** Teachers Conceptions of Culture Teaching and the Teaching Materials

As a matter of fact, older teachers might have different conceptions towards the teaching of culture and the use of multimedia materials than younger ones, since their experience differ from the younger teachers' era. This is what we have noticed throughout the findings of the teachers' interview and from our experience as a pre-service teacher at university. There may be those who see themselves performing better in a traditional teaching setting rather than a multimedia instructed setting and those who prefer to teach general concepts related to culture as culture shock, acculturation, culture transfer and so on rather than teaching British or American culture.

Consequently, before starting the new academic year at university, teachers need to organise a coordinating meeting in order to discuss the opinions of teachers towards teaching culture to EFL students and to decide about the appropriate teaching methods and materials. Such coordinating meetings will encourage a sense of partnership between the teachers and the educational staff, as well as empathy and tolerance of ambiguity, especially among novice teachers.

## **5.8.2.2 Students' Expectations and Preferences**

It is essential to consider the preferences of the students as well as their expectations in order to know the kind of materials needed to reach the target aims when teaching a certain module. Transition from secondary school to university can be extremely challenging for both the student and teachers especially with first year undergraduate students, which was our case. This transition has been identified as a major cause of anxiety amongst first-year students, Failure to successfully manage such transition may result in significant distress, poor academic performance, and increase drop-out rate. A key factor in

the ease of transition from secondary school to university is student expectations. With this in mind, teachers can prepare questionnaire to know about students' expectations of each module and learning preferences in terms of the content, teaching/learning materials, environment ...etc.

Furthermore, teachers can also question the students about students' skills in using technological materials and their degree of acceptance of these materials. Knowing about students' learning preferences is important, because first year experiences play a significant role in shaping students' attitudes and performance in subsequent years. Additionally, the initial weeks of first year are also the time at which students are most likely to drop out from their classes because of the difficulties that they face mainly in understanding the content presented to them.

#### 5.9 Recommendations

These recommendations could be listed on the basis of the results presented in Chapter 4. The researcher concluded that many experiments can be undertaken in the field of multimedia. Some of them are:

- British culture lessons should include diverse topics and issues as possible to make the learning meaningful and fruitful.
- Universities should encourage the use of multimedia materials apart from traditional methods of teaching and also provide the necessary materials.
- Conducting more studies on using multimedia in the academic curriculum in the University atmosphere.
- Expansion in using multimedia in teaching other modules.
- Students can be integrated more into the learning process by enabling them to prepare/ select some multimedia materials (slides, animations, etc.).
- Students' learning preferences and expectations should be taken into consideration to make their learning more effective.
- The use of new experimental methods in the classroom situation should be encouraged. They should keep in live touch with the latest trends and also

venture into newer experimental methods of teaching in order to raise the level of their teaching competency and achievement level of students.

- This study should be viewed as a micro level investigation since it does not sufficiently show how multimedia supports teaching and learning and it should be promoted in future researches.
- the English language department at Khenchela University can seek help from
  other departments such as technological departments, so teachers can use the
  teaching aids such the data-show, the speakers or even the labs, they can also
  get technology support to broaden the ways in which they acquire more
  authentic teaching/learning resources.

Furthermore, concerning teachers, in order to learn about how such complicated subject (British Culture) is taught, incorporating more trips to the British language society would be very helpful especially for the novice teachers. These summer trips that have touristic goals aim at getting teachers in touch with the culture of English language. The reason is because there are many aspects of British culture that cannot be fully understood unless the teacher personally experiences them and explores them in their natural setting.

Concerning the module itself (British Culture & Civilization), including British culture in the curriculum before the students master the linguistic aspect of the language must be debatable. We believe that no matter how long students studied the language (Algerian school students spend 7 academic years learning English), they will not fully reach the ultimate level of linguistic competence, at least not by the time devoted for them to learn the language which mean that we should not count the possibility of waiting the learners until they master the linguistic aspect of the language. However, this does not mean to start teaching them British culture right from the first year. In my viewpoint, foreign culture integration should not start until the student finish their first year of English studying. Another solution is to teach them the easiest aspects of culture during the first year of leaning English and leave the difficult aspects of culture to the coming years.

## **5.10** Suggestions for Further Research

This work of research was a pleasant experience for the researcher. There are several aspects that can be improved in order to make future research on this topic more accurate and more meaningful. The researches of the future can proceed further in the following areas:

#### a- Area studied

- The focus of the current research was specifically on teaching British culture, further researchers can explore other ways to teach language learners' cultural knowledge and raise their awareness and intercultural competences. In such studies, multimedia can be used as main or supplementary teaching materials.
- The researchers could also investigate the effects of teaching British culture through multimedia on students with different Level (e.g. Master students).
- Investigate how different techniques are good to teach foreign culture and explore whether the integration of these other tools can be as effective as multimedia or not.
- This work is limited only for the subject British culture. This type of experiments can be carried out for other subjects than British culture.
- This experiment can be carried out with different British culture syllabus.
- The present experiment was based on a sample of 66 students. If a
  researcher studies this experiment on a large sample, the results might be
  more reliable.
- Additionally, repeating this study in the coming years will be an important step in understanding how the effect of multimedia teaching materials is changing over time as technology continues to evolve.

### **b-** Materials used

- The number of videos, slides, animations, and audios used for the objectives of the lessons can be increased and choices can be varied.
- Future research studies could use multimedia learning with the treatment groups in quantitative experiments that could extend the findings and applications of the theory. For instance, versions of multimedia presentations can be compared to each other. A version of a presentation with slides (PPT presentation) can be compared to a version of a presentation with videos in order to show how different multimedia tools can afford more effective ways to learn and teach.

# c- Period of integration

- It would be very useful to investigate if the use of multimedia over two semesters would result in higher score gains and more retention of the information.
- Since this study was conducted before the pandemic of Corona virus struck the world, another study can be done to assess the effectiveness of multimedia materials after the pandemic, since online learning/teaching was widely used by the students and teachers around the country and changed the concepts of teaching and learning.

These future study variations could serve to fill the gaps in the multimedia knowledge base or to specifically test the potential benefits of integrating single/multiple presentation tools. The results of these future studies could be used to guide and inform future multimedia presentations users.

#### **5.11 Limitations and Delimitations**

This study provided positive information on using multimedia teaching materials to teach British culture. However, several limitations of this research are apparent; they suggest paths for future research. Thus, this study was limited by factors related to the sample, the methodology and the environment. Thus, eight limitations are recognized for the present study:

- First, all findings are based on certain types of multimedia. Results could differ
  with different types or different combinations of multimedia. For example,
  changing the videos from informative videos to a cultural documentary could
  provide the basis for future research.
- Second, findings could differ with more advanced EFL students who process the
  teaching materials differently. The researcher conducted a study with first year
  undergraduate students at Khenchela University. Different results may appear
  with second or third year students.
- Third, future researchers could expand the qualitative component of this study and question future experimental participants about their reactions to the British cultural information and describe which kind of culture they prefer or find more interesting.
- Another limitation is that the researcher is the teacher of both groups (experimental and control), so findings of the study may be biased.
- The study is limited to the University of Khenchela. Therefore, findings from this study may not necessarily apply to other universities in other states i.e. generalizing the results to populations beyond first-year undergraduate EFL students at Khenchela University is cautioned.
- The implementation took place in a normal classroom environment and not in a lab-based environment. Thus, this factor may affect the results.
- The completion of the questionnaire was voluntary for students. Therefore, some of the students chose not to participate, thereby limiting the sample size.
- Finally, the sample was 66 students considering many factors that decreased the sample size, such as the absence of students in post-test2 as compared to post-test1which led the researcher to exclude many participants in post-test1 in order to make the number of respondents in both tests similar. The absence of students might affect the progress of the experiment.

One should bear in mind the following delimitations of the study:

• Attention has been paid only to students' learning and their retention.

- The teacher may be proficient with multimedia materials which may not be the case with other teachers, thus it can affect the experiment results.
- The instruments and the teaching materials were self-constructed. The process of creating the materials depended on many sources resulted in unique materials for the present study. Therefore, it is conceivable that the results may change if the instruments and the materials are differently constructed.

#### Conclusion

According to the result of this study which aims to put forward the effect of multimedia materials on students' learning and retention of the British culture, the significant difference between the control and experimental group is found to be in the benefit of the experimental group. In other words, multimedia materials are a better instructional way than traditional ways of teaching. Additionally, students' retention increased according to the researcher. In the control group, on the other hand, traditional instruction had a less effect on students' retention. It has been concluded that students in the control group had difficulties in remembering dates and important information. It goes without saying that the materials used in the experimental group were more attention catching than the case of the control group. For the experimental group, it has been observed that the majority of the students showed an improvement in their learning.

The purpose of using multimedia as teaching materials in universities is to find the best ways for both students to learn effectively and teachers to teach efficiently. Taking into consideration the type of the course, class size and students level we suggest the following teaching strategies that can be used by teachers in their classes in order to enhance the learning process: 1) To encourage the use of technology and multimedia, 2) To encourage questions and discussion of the content taught and the teaching materials used, 3) To accommodate the teaching materials to the learning styles, 4) To combine visual, auditory, tactile, and kinesthetic techniques, 5) To encourage creativity through the use of multimedia in class presentations.

In our research, we were able to significantly increase how well students understood the content by basing multimedia design on an understanding of how the human mind works. Therefore, we can say that the design of multimedia instructional materials should be based on an understanding of the nature of human learning. As using different technologies does not change the fundamental nature of how the human mind works; however, to the extent that instructional technologies are intelligently designed, they can serve as powerful aids to human cognition.

Nevertheless, despite the effect of multimedia materials on the improvement of learning, it could be counterproductive if the multimedia-based materials are not properly designed or are not well composed. Previous studies showed that multimedia adoption in the classroom requires adequate understanding of technology and multimedia types or components required to properly represent concepts or ideas. This implies that a teacher must understand the students and know what form(s) of multimedia or materials need to be adopted at a given time for a set of targets. As a result, the target groups determine the type of multimedia components employed while preparing instructional materials and the ways they are to be delivered.

As it can be observed, students have come to identify the main positive results and difficulties of the lessons through their answers of the tests. Generally speaking, students acquired a considerable British cultural knowledge. Taking into account these results, we can affirm that the choice of adequate ways of teaching culture depend mainly on the teacher and on the students' mastery of the English language. A combination of effective approaches and a well-designed syllabus should give knowledge and understanding of the British culture.

In conclusion, to the extent that we remain focused on how to promote learning, the promise of multimedia learning remains strong, as we rely on the intelligent design of multimedia instructional materials which depends on an understanding of how the human mind works. A paradigm shift regarding appropriate implementation of multimedia in education is necessary to ensure a

successful 21st century classroom and to prepare students for success in their future careers.

## **General Conclusion**

A quasi-experimental research with two groups (pre-test-post-test design), was conducted at Khenchela University, Department of English language. This research aimed at investigating the effects of using multimedia on EFL students' knowledge of the foreign language culture was a good experience to the researcher in one hand and a contribution to the field of foreign culture teaching and learning on the other hand. In the present study, the subjects were divided to two groups, i.e., an experimental and a control group. The control group followed a usual teaching/learning process, while the experimental group received a teaching through multimedia materials. In addition, a questionnaire was used to examine students' perceptions toward learning the target culture using new teaching materials and an interview to examine teachers' views.

The purpose of this study was to investigate the use of multimedia materials as an instructional method to teach British culture to first year EFL undergraduates. Thus the present study contributes to the research by providing tentative insights into the use of multimedia instruction in teaching British culture. Though the content being conveyed to the students by multimedia material should be given more importance than the material itself, we tried to give both equal importance in this research. As was reported in the results from the present study, in the examined learning area (British culture), the application of multimedia instruction resulted in a significant difference between the mean scores of the students who received the new instruction during the semester and those who received traditional instruction. In each test the mean scores of those who received multimedia instruction was significantly higher. Furthermore, this study contributes to the research literature by adding more information on the teaching of British culture to what has previously been achieved. In this perspective, the present study develops around four chapters, which are: two literature review chapters, research design chapter, data analysis and results chapter, and the last chapter is devoted to the discussion of the

findings, implications, limitations, and recommendations and directions for future research. The thesis is also preceded by a general introduction and followed by a general conclusion.

In the literature review chapters, we provided a comprehensive account of two major concepts divided into two chapters: The first chapter dealt with the concept of "Culture" and foreign culture teaching and the second chapter dealt with the concept of multimedia. We saw that the concepts have been identified in different ways so we tried to present the most outstanding definitions. For example the concept of culture, one could write an entire book in the attempt to define culture, but, in a nutshell, it is the set of behaviours, customs, habits, language traits, traditions, art forms and moral rules particular to the people in a certain country. Scholars believe that because the term 'culture' has a wide usage, it often lacks an understanding of the many elements it encompasses. Also, since culture changes through time each generation has their own interpretation on what traditions to pass down. Some traditions may be varying by a little bit, whereas some are done away with completely. Traditions are also influenced by social trends. If a tradition or belief is deemed "uncool" it is less likely to be passed down. In addition, foreign culture teaching has been the concern of many teachers and scholars and has sparked considerable controversy, yet its validity as an equal complement to language learning has often been overlooked. Up to now, two main perspectives have influenced the teaching of foreign culture. One pertains to the transmission of factual, cultural information, which consists in statistical information, that is, institutional structures and other aspects of the target civilisation, highbrow information, i.e., immersion in literature and the arts, and lowbrow information, which may focus on the customs, habits, and folklore of everyday life. This preoccupation with facts rather than meanings, though, leaves much to be desired as far as an understanding of foreign attitudes and values is concerned. All that it offers is mere book knowledge learned by rote. The other perspective, drawing upon cross-cultural psychology or anthropology, has been to embed culture within an

interpretive framework and establish connections, namely, points of reference or departure, between one's own and the target country. This approach, however, has certain limitations, since it can only furnish learners with cultural knowledge, while leaving them to their own devices to integrate that knowledge with the assumptions, beliefs, and mindsets already obtaining in their society. We relied in the present research on the positive points of both perspectives.

In the second chapter, we have seen multimedia and the different terms associated to it that have a tight relation to our theme of investigation such as multimedia instructional environment, multimedia learning, multimedia messages, multimedia-based teaching on so on. Multimedia is simply defined as a combination of more than one media type such as text, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization. More importantly, we have seen that multimedia-based teaching is a complex teaching process. The development and evaluation of all aspects of multimedia teaching materials need long-term research and practice. Based on the study results we can say that compared with traditional classroom's "chalk + whiteboard" environment, multimedia-based teaching enables teachers to prepare and display teaching content in time, helping students to better understand the corresponding teaching objectives, key and difficult points, and teaching process and saving valuable classroom time. Teachers can also provide students with more information input and more opportunities to practice, so as to improve the efficiency of teaching. We should clearly realize that no matter how advanced multimedia technology is and how helpful it is to teaching, it is only a teaching aid. To achieve real success in English classroom teaching, we must give full play to teachers' leading role and students. The empirical studies we reviewed proved the effectiveness of multimedia instruction on students' learning and retention (Kristen, 2009; Aloraini, 2012; Akyuz, Taniş, Khalil, Ardiç, & Mede, 2017)

After having conceptualised the different concepts in our research, the next step was the planning of the research design. We decided to opt for first year English degree students and teachers at the department of English, University of Khenchela, Algeria, during the academic year 2017/2018. A quasi-experimental research has been adopted due to the present research's aims, which put emphasis on both teachers and students' perceptions and attitudes towards the use of multimedia as teaching materials to teach the cultural module in EFL classes. The research instruments consisted of students' questionnaires, a pre-test, two post-tests and a semi-structured interview. Descriptive statistical analysis that included frequency, percentage, mean, and standard deviation were used. The instruments complement one another and every tool addresses specific objectives.

The British Culture, as a part of the curriculum at the Foreign Languages Faculty at Khenchela University, has three dimensions: to offer information about the British culture and civilization, to develop positive attitudes toward British culture learning and to develop students' understanding of their own culture and identity. Taking into account the specific goals, the vastness of the subject, the fact that sometimes, students enter university without having much related knowledge, difficulties of syllabus design and matters of teaching methods, the teacher considered two main aspects, namely the approach in teaching the British culture (Multimedia approach) and the structure of the cultural syllabus.

The present study revealed significant and meaningful findings. Positive results for multimedia use in the classroom were similar between the present study and earlier research (Mayer, 2001, 2009). Possible explanations for the differences between both groups in this study and Mayer's studies might be attributed to a number of circumstances. First, the present study did not take place in a laboratory. Because in a laboratory setting, certain effects can be controlled like the noise, the lights...etc, that may affect the study results. Therefore, the setting of the experiment is an important factor. Second, the

implementation of the teaching materials lasted for one semester only. Because long-term integration of multimedia materials in the classroom leads to better results. This combination of possible effects could explain why the sample scores are lower when compared to prior studies.

One of the key findings in this study was that using multimedia had great impacts on improving learners' knowledge of the British culture. In addition, the results revealed that the new integrated instruction had an overall positive impact on students' perceptions regarding the learning of British culture. Obviously, these results suggest that multimedia materials should be a part of every foreign language classroom instruction as the role of these materials in our learner-centered scenario was to increase the power of human cognition. Thus, teachers need to use multimedia in combination with a variety of other teaching methods, techniques and materials to teach the 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 PPT presentaions in order to address the different learning styles 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 that sense, multimedia materials provide so many options as making teaching interesting as well as productive in terms of improvements in students' achievements and scoring. Therefore, we should benefit from their advantages as much as possible. Of course this type of instruction cannot replace all other teaching methods but teachers can apply several methods together in one class for better results. We do believe that in future, the use of multimedia in teaching will be further developed by the emergence of new tools and the virtual reality (VR) technology; at the same time, the students' learning efficiency may reach an unprecedented height. In conclusion, we believe that these materials are helpful and useful to ensure and fulfil an effective result of both teaching and learning.

Also, the present study supports a number of research agendas in the areas of multimedia instruction, cognitive processing and retention, and foreign culture teaching. This study adds to the research by combining multimedia use and cognitive processing (mainly recalling processes) with the field of foreign culture teaching into a single study. Heretofore, foreign culture teaching, British culture more precisely, has not benefited from extensive investigations from the perspective of the cognitive theory of multimedia learning. Therefore, this study provides additional support to recent studies addressing the efficacy multimedia instruction in the classroom (Mayer, 2005). Results from this study showed positive post-test1-post-test2 increase in scoring with respect to experimental group students' ability to recall information related to British culture. Another crucial outcome of the research is that teachers made emphasis on the importance of presenting the different elements of British culture all together and also focused on the importance of using multimedia as teaching materials with a necessity of focusing on their 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.

However, there are some challenges that may face the teachers when using multimedia in classroom teaching. These challenges include technical problems, accessibility of computers, and sharing computer resources among teachers. Eliminating these obstacles may well lead to better results in the future.

Based on the results of the present study, the researcher suggested that in order to successfully teach British culture to EFL students, conspicuous efforts have to be made in three areas: teaching materials, syllabus design, and teacher training. Concerning the teaching materials, it is believed that through our efforts, multimedia-based teaching will promote the steady development of foreign culture teaching towards a better direction as they can inform the students about the foreign culture, provide experience of the culture in use, and

help students to make discoveries about the culture. Additional research with respect to long-term use of multimedia and its effect on retention should be conducted. Specifically, research related to increasing retention is needed. Whereas the integration of multimedia tools have been extensively studied in the domains of science, mathematics, physics additional research into their efficacy with respect to foreign culture teaching is needed. With respect to research implications, additional research into the teaching of British culture and the design of syllabus should be conducted. While multimedia materials have been shown to have advantages in science, mathematics and physics, a review of the literature revealed little prior research combining this instructional design technique with foreign culture teaching. Also, the use of multimedia materials as teaching tools to improve cultural knowledge would benefit from additional research. In addition to teaching materials, the cultural courses need to be clearly articulated and organized in the syllabus in such an order to make the learning easier and the teachers can easily centre on attaining the objectives of the courses, make them beneficial for the students in developing their linguistic, cultural and even personal growths, and develop cultural competence that is an unavoidable element in the cultural syllabus. Lastly, teacher training programs that prepare foreign culture teachers for their effective teaching of culture would better include a significant training session so as to equip teachers with appropriate methods or techniques to teach the foreign culture effectively to the students.

The researcher encountered many obstacles, which resulted in the presence of some limitations related to the sample, the methodology and the environment. For instance, results could differ with more advanced EFL students who may process the teaching materials differently as the researcher conducted a study with first year undergraduate students at Khenchela University, different results may appear with second or third year students. Further, different results would have emerged if we took into consideration different types or different combinations of multimedia when teaching British culture; hence, future researchers can take this opportunity.

# References

American Council on the Teaching of Foreign Languages (ACTFL). (2013). Role of technology in language learning. Retrieved March 15, 2017, from: http://www.actfl.org/news/position-statements/role-technology-language-learning.

Ahmed, A. G. A., & Gasm, A. (2012). The relation between multiple intelligences theory and methods of ELT. *International Journal of Learning and Teaching*, 4(2), 26-41.

Akyuz, A., Taniş, A., Khalil, E., Ardiç, O., & Mede, E. (2017). Effects of videos on students' knowledge of the target language culture. Inonu University: *Journal of the Faculty of Education*, 18(3), 162-174.

Alessi, S. & Trollip, S.R. (2001). Multimedia for learning: Methods and development. (3<sup>rd</sup> ed). *MA: Allyn and Bacon*.

Aloraini, S. (2012). The impact of using multimedia on students' academic achievement in the College of Education at King Saud University. *Journal of King Saud University-Languages and Translation*, 24(2), 75-82.

Alshenqueti, H. (2014). Interviewing as a data collection method: A critical review. *English linguistics research*, *3*(1), 39-45.

Arikunto, S. (2010). Research procedure a practical approach. *Jakarta, Indonesia: PT Rineka Reserved*.

Atkinson, D. (1999). TESOL and culture. TESOL quarterly, 33(4), 625-654.

Baddeley, A. (1992). Working memory. Science, 255(5044), 556–559

Bagui, S. (1998). Reasons for increased learning using multimedia. *Journal of Educational Multimedia and Hypermedia*, 7, 3-18.

Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT. *Belgorod State University*, 66 (1), 62-70

Balanskat, A., Blamire, R., & Kefala, S. (2006). The ICT impact report: A review of studies of ICT impact on schools in europe. *European Schoolnet*, *1*, 1-71. Retrieved from http://ec.europa.eu/education/pdf/doc254 en.pdf

Barry, A. M. (2001). Faster than the speed of thought: Vision, perceptual learning, and the pace of cognitive reflection. *Journal of Visual Literacy*, 21(2), 107-122.

Bartlett, R. M., & Strough, J. (2003). Multimedia versus traditional course instruction in introductory social psychology. *Teaching of Psychology*, 30(4), 335–338.

Berney, S., & Bétrancourt, M. (2016). Does animation enhance learning? A metaanalysis. *Computers Education*, 101, 150-167

Blanka, K. (2013). Multimedia in the Teaching of Foreign Languages. University of Hradec Králové. *Journal of Language and Cultural Education*. 1(1), 112-121.

Bond, M. H., Leung, K., Au, A., Tong, K. K., De Carrasquel, S. R., Murakami, F., ... & Lewis, J. R. (2004). Culture-level dimensions of social axioms and their correlates across 41 cultures. *Journal of cross-cultural psychology*, *35*(5), 548-570.

Bradshaw, A.C., (2003). Effects of presentation interference in learning with visuals. *Journal of Visual Literacy*, 23(1), 41-68.

Brinkmann, S., & Kvale, S. (2018). Doing interviews. (Vol. 2). Sage.

Brinton, D. M. (2001). The Use of media in language teaching (3rd ed.). Celce-Murcia, M. (ed.) *Teaching English as a second or foreign language*. Boston: Heinle and Heinle.

Brooks, N. (1986). Culture in the classroom. In J. M. Valdes (Ed.), *Culture bound:* Bridging the cultural gap in language teaching, 123-128.

Brown, D. H. (2000). Principles of language learning and teaching. (Vol.4.). New York: Longman.

Brown, J. D. (2001). Using Surveys in Language programs. Cambridge: Cambridge University Press.

Brown, S., & Eisterhold, J. (2004). Topics in language and culture for teachers. Yarmouth, ME:Intercultural Press.

Brunyé, T, et al. (2000). Learning Procedures: the role of working memory in multimedia learning experiences. *Journal of Applied Cognitive Psychology*. 20(7), 917-940.

Burns, N. and Grove, S.K. (2001). *The Practice of Nursing Research, Conduct, Critique, and Utilization* (4<sup>th</sup> ed). Philadelphia: W.B. Saunders Company.

Burns, N & Grove, S.K. (2003). *Understanding nursing research*. (3rd ed.). Philadelphia: W. B. Saunders Company.

Burns, N. K., Gray, J. R., & Grove, S. (2015). *Understanding nursing research:* Building an evidence-based practice. St. Louis, MO: Elsevier Saunders.

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.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*: Revisited. Clevedon, UK: Multilingual Matters.

Byram, M. (2000). Assessing Intercultural Competence in Language Teaching. *Sprogforum*, (18), 8-13.

Byram, M., & Risager, K. (1999). *Language teachers, politics and cultures*. Clevedon, UK: Multilingual Matters.

Canning-Wilson, C., & Wallace, J. (2000). Practical aspects of using video in the foreign language classroom. *The internet TESL Journal*, 6(11),36-1. Retrieved from: http://itestlj.org/articles/canning-video.html

Carney, R. N & Levin, J. R. (2002). Pictorical Illustrations still improve students' Learning from Text. *Educational Psychology Review*, 14 (1). 6.

Clark, R. E., & Craig, T. G. (1992). Research and theory on multi-Media learning effects. *In Interactive multimedia learning environments: Human factors and technical considerations on design issues* (19-30). Springer Berlin Heidelberg.

Clark, R. C & Lyons, C. (2010). *Graphics for Learning: Proven Guidelines for Planning, Designing, and Evaluation visuals in Training Materials*. John Wiley & Sons.

Chastain, K. (1988). *Developing second language skills: Theory and practice* (3rd ed.). Florida: Harcourt Brace Jovanovich.

Cohen, L., Manion, L. and Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge Falmer, London.

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge University Press.

Creswell, J. W. (2008). Educational research Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Boston, MA: Pearson Educational, Inc.

Creswell, J. W. (2014). Research design qualitative, quantitative and mixed methods approaches (4th ed.). Thousand Oaks, CA Sage.

Cutting, A. (2011). Using Multimedia in the Classroom: A Guide for Teachers. Curriculum Materials and Assessment Division. MESC, Samoa

Dale, E. (1946). Audio-visual methods in teaching. New York: The Dryden Press.

Dale, T.G. (2012). An introduction to second language research methods: Design and data. Dale T. Griffee and TESL-EJ Publications.

Derenowski, M. (2015). Teaching culture in the FL senior high school classroom: Coursebook evaluation and teachers' and learners' views. POZNAN

Dharaskar, R. (2004). Effective use of multimedia Technology for Enhancing the memory retention: Process of human brain in E-learning through CBT Software.

Dornyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, qualitative, and mixed methodologies. New York: *Oxford University Press*.

Durant, A. (1997). Linguistic Anthropology. Cambridge: University Press.

Eaton, S. E. (2010). Global trends in language learning in the twenty-first century. Calgary Canada: Onate Press.

Ertmer, P. A., &. Newby, T. J. (2013) Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. *Performance Improvement Quarterly*, 26 (2) PP. 43–71.

Feinstein, A. H., Raab, C., & Stefanelli, J. M. (2005b). Instructional systems research in the hospitality industry. *Journal of Hospitality & Tourism Education*, 17(4), 34-45.

Fenner, A. B. (2001). Dialogic interaction with literary texts in the lower secondary classroom. In A. B. Fenner (ed.), *Cultural awareness and language awareness based on dialogic interaction with texts in foreign language teaching* (pp.13-46). Retrieved from http://www.ecml.at/documents/pub126fennerE.pdf.

Furstenberg, G. (2010). Making Culture the Core of the Language Class: Can It Be Done? *The Modern Language Journal*, 94 (2), 329–332

Fletcher, J. D. (2003). Evidence for learning from technology-assisted instruction. In H. F. O'Neil, Jr. & R. S. Perez (Eds.), *Technology applications in education: A learning view.* Mahwah, NJ: Lawrence Erlbaum Associates, 79-99.

Freedman, K. (2003). *Teaching visual culture: curriculum, aesthetics, and the social life of art.* Teachers College Press, USA, New York. The National Art Education Association.

Gelfand, M. J., Nishii, L. H., & Raver, J. L. (2006). On the nature and importance of cultural tightness-looseness. *Journal of applied psychology*, *91*(6)

Gilakjani, A. P. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *Modern Education and Computer Science*, 4, 57-66.

Gonzalez, J. A. (2009). Technology and culture in the language class: Adding another ingredient to the old dilemma... and a taxonomy and a database structure. *Asia Call Online Journal*, 4(1), 58-66.

Hall, E.T. (1976). *Beyond Culture*. Garden city. NY: Anchor. Retrieved from <a href="http://www.constantforeigner.com">http://www.constantforeigner.com</a>

Halpern, D. F., & Hakel, M. D. (2003). Applying the science of learning to the university and beyond: Teaching for long-term retention and transfer. *Change: The Magazine of Higher Learning*, 35(4), 36-41.

Harmer, J. (2001). Teaching productive skills. The Practice of English Language Teaching. *Longman Handbooks for Language Teachers*.

Harris, K. J., & West, J. J. (1993). Using Multimedia in Hospitality Training. The Cornell Hotel and Restaurant Administration Quarterly, 34(4), 75-82.

Harris, M. (1993). *Culture, people, nature: An introduction to general anthropology*.NY: HarperCllins.

Harris, A. D., McGregor, J. C., Perencevich, E. N., Furuno, J. P., Zhu, J., Peterson, D. E., & Finkelstein, J. (2006). The use and interpretation of quasi-experimental studies in medical informatics. *Journal of the American Medical Informatics Association*, 13(1), 16-23.

Hasselgreen, A. (2003). Towards the assessment of intercultural competence. *Bergen'Can do'project*, 45-55.

Heinich, R., Molenda, M., Russell, D. J, & Smaldino, E., S. (1996). *Instructional Media and Technology for Learning* (6th ed.). Simon & Schuster Books for Young Readers. Macmilan: United States of America.

Heinich,R. et al.(2002). *Instructional Media and Technology for Learning* (7th ed.). Macmilan: United States of America.

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.

Herron, C., Cole, S. P., Corrie, C., & Dubreil, S. (1999). The Effectiveness of video-based curriculum in teaching culture. *The Modern Language Journal*, 83(4), 519-533.

Herron, C., Cole, S. P., Corrie, C., & Dubreil, S. (2000). Using instructional video to teach culture to beginning foreign language students. *CALICO Journal*, 17(3).395-430.

Herron, C., Cole, S., Corrie, C., & Dubreil S. (2002). A Classroom investigation: Can video improve intermediate-level french language students' ability to learn about a foreign culture? *The Modern Language Journal*, 86(1), 36-53..

Hsu, C. H. C. (1999). Learning styles of hospitality students: Nature or nurture? *International Journal of Hospitality Management*, 18, 17-30.

John, P. D., Wheeler, S. (2008). The Digital classroom: Harnessing the power of technology for the future of learning and teaching. New York: Routledge/David Falmer.

Khine, M. S., Fisher, D. (2003). *Technology-Rich Learning Environments*. A Future Perspective. New Jersey: World Scientific.

Kozma, R.B. (1991). Learning with media. *Review of Educational Research*, 61(2), 179-212.

Kramsch, C. (2013). Culture in foreign language teaching. *Iranian Journal of Language Teaching Research*. *1*(1), 57-78.

Kristen, C. W. (2009). The Impact of Student Beliefs on the Effectiveness of Video in Developing Cross-Cultural Competence. University of Albany. *CALICO Journal*, 27(1), 91-100.

Kukulska-Hulme, A. (2010). Learning cultures on the move: Where are we heading? *Educational Technology & Society*, 13(4), 4-14.

Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning* (Vol. 78, No. 4). Oxford University Press.

Lazarevic, M. N. (2013). Intercultural Competence as an Aspect of the Communicative Competence in the Tertiary Level English Language Learners. University of Novi Sad. Neoplantensis

Lee, L. (2009). Promoting intercultural exchanges with blogs and podcasting: A study of Spanish-American telecollaboration. *Computer Assisted Language Learning*, 22(5), 425-443.

Lee, S. J., Reeves, T.C. (2007). Edgar Dale: A significant contributor to the field of educational technology. *Educational Technology*, 47 (6), 56.

Lessard-Clouston, M. 1997. Towards an Understanding of Culture in L2/FL Education. Japan: *Kwansei Gakuin University Press*. 131-150

Li, Y. (2016). Intercultural awareness in foreign language teaching: A Chinese perspective. *Journal of Language Teaching and Research*, 7(4), 768–772.

Liaw, M. L., & Johnson, R. J. (2001). E-mail writing as a cross-cultural learning experience. *System*, 29(2), 235-251.

Ludwig, T., Daniel, D. B., Froman, R., & Mathie, V. A. (2004). Using Multimedia in Classroom Presentations: Best Principles. Society for the Teaching of Psychology Pedagogical Innovations Task Force.

Mannan, A. (2005). *Modern Education: Audio-visual aids*. New Delhi, India: *Anmol Publications*.

Marchetti, L., Cullen, P. (2016). A multimodal approach in the classroom for creative learning and teaching. Casalc Review.

Marczyk, G., DeMatteo, D., & Festinger, D. (2005). Essentials of research design and methodology. John Wiley and Sons. Inc., Hobokon, New Jersy.

Mastalerz, T.,& Studium (2004). Incorporating elements of British culture in teaching English to secondary school students in Poland - sample lessons on selected British saints. Poland.

Mayer, R. E. (2001). Multimedia Learning. New York: Cambridge University Press.

Mayer, R. E. (2005). Cognitive Theory of Multimedia Learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 31–48). Cambridge University Press.

Mayer, R. E. (2009). *Multimedia Learning* (2nd ed). New York: Cambridge University Press.

Mayer, R. E., Heiser, J., & Lonn, S. (2001). Cognitive constraints on multimedia learning: When presenting more material results in less understanding. *Journal of Educational Psychology*, 93(1), 187-198.

Mayer, R. E. (2014a). Multimedia instruction. In *Handbook of research on educational communications and technology* (pp. 385-399). Springer, New York, NY.

Mayer, R. E. (2014b). Research-Based Principles for Designing Multimedia Instruction. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying science of learning in education: Infusing psychological science into the curriculum* (pp. 59-70). Washington, DC, US: Society for the Teaching of Psychology.

Merriam, S. B. (1998). Qualitative research and case study applications in education. revised and expanded from "Case Study Research in Education". Jossey-Bass Publishers, San Francisco.

Modern Language Association Ad Hoc Committee on Foreign Languages. (2007). Foreign languages and higher education: New structures for a changed world. *Profession*, 234-245.

Moore, Z. (1996). Culture: How do teachers teach it? In Z. Moore (Ed.), Foreign language teacher education: Multiple perspectives. *Maryland: University Press of America*. 269-288.

Moran, P. R. 2001. *Teaching culture: Perspective in practice*. Boston: Heinle & Heinle.

Morgan, C., & Cain, A. (2000). Foreign language and culture learning from a dialogic perspective (Vol. 15). Multilingual Matters.

Mousavi, S. Y., Low, R., & Sweller, J. (1995). Reducing cognitive load by mixing auditory and visual presentation modes. *Journal of educational psychology*, 87(2), 319.

Miller, G. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *The psychological review*, 63, 81-97.

Najjar, L. J. (1996). Multimedia information and learning. *Journal of Multimedia and Hypermedia*, 5, 129-150.

Newhouse C.P. (2002) Technology Education for the 21st Century in Australia?. In: Watson D., Andersen J. (eds) Networking the Learner. WCCE 2001. IFIP — The International Federation for Information Processing, (vol 89). Springer, Boston, MA

Opie, C. (2004). What is educational research. Doing educational research. A guide to first-time researchers. London: Sage Publications.

Oxford, R. (1994). *Language learning strategies: An update*. Washington DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Oxford, R. (2001). Language learning styles and strategies (3rd ed.). In M. Celce-Murcia (Eds), Teaching English as a second or foreign language. pp. 359-366. Boston: Heinle & Heinle.

Ozuorçun, F. (2014). Teaching Culture as a Fifth Language Skill. *The Journal of International Social Research*. 7(29), 680-685.

Paivio, A. (1986). *Mental representations: A dual coding approach*. Oxford, England: Oxford University Press.

Patel, C. (2013). Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancements in Research* & *Technology*, 2(7), 116-123.

Peterson, E & Coltrane,B. (2003). *Culture in Second Language Teaching*. ERIC Clearninghouse on Languages and Linguistics.

Petterson, R. (2004). Gearing communications to the cognitive needs of students: Findings from Visual Literacy Research. *Journal of Visual Literacy, Autumn.* 24(2), 129-154.

Pun, M. (2013). The Use of Multimedia Technology in English Language Teaching: A Global Perspective. Crossing the Border: *International Journal of Interdisciplinary Studies*, 1 (1), 29-38.

Radhika, R. (2017). The Importance of Communicating Culture in English Language Teaching. *An International Peer-Reviewed Open Access Journal*. India. *4*(1), 15-21.

Rappel, L. (2011). An analysis and interpretation of intercultural approaches to English language teaching. *Journal of Integrated Studies*, 1(2).

Ritchie, J. & Lewis. J. (eds.) (2003). *Qualitative research practice: A guide for social science Students and Researchers*. Sage Publications, London. 14.

Risager, K. (1998). Language teaching and the process of European integration. In Language learning in intercultural perspective: Approaches through drama and ethnography (pp. 242-254). Cambridge University Press.

Risager, K. (2006). *Language and Culture: Global flows and local complexity*. Multilingual matters .Channel View Publications. 42

Sarigul, E., & Ashton-Hay, S. (2005). Culture and English language teaching: raising awareness. In 9th International INGED (Turkish English Education Association) Conference" New Horizons in ELT".

Scarino, A. (2010). Assessing Intercultural Capability in Learning Languages: A Renewed Understanding of Language, Culture, Learning, and the Nature of Assessment. *The Modern Language Journal*, 94 (2). 315-336.

Schwartz, S. H., & Bardi, A. (2001). Value hierarchies across cultures: Taking a similarities perspective. *Journal of cross-cultural Psychology*, *32*(3), 268-290.

Schnotz, W & Lowe, R. (2003). External and internal representations in multimedia learning. *Learning and Instruction*, 13,117-123.

Seelye, H. N. (1993). *Teaching Culture. Strategies for Intercultural Communication* (3rd ed).IL: National Textbook Company.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton, Mifflin and Company.

Shah, I., & Khan, M. (2015). Impact of multimedia-aided teaching on students' academic achievement and attitude at elementary level. *US-China Education Review A*, *5*(5), 349-360.

Sharda, R., Romano Jr, N. C., Lucca, J. A., Weiser, M., Scheets, G., Chung, J. M., & Sleezer, C. M. (2004). Foundation for the study of computer-supported collaborative

learning requiring immersive presence. *Journal of Management Information Systems*, 20(4), 31-64.

Sharma, P. (2013). Role of interactive multimedia for enhancing students' achievement and retention. *International Women Online Journal of Distance Education*, 2(3), 12-22.

Shrum, J. L., & Glisan, E. W. (1994). Teacher's handbook: Contextualized language instruction. Boston: Heinle and Heinle.

Shuell, T. J., & Farber, S. L. (2001). Students' perceptions of technology use in college courses. *Journal of Educational Computing Research*, 24(2), 119-138.

Smaldino, S. E, Lowther, D. L & Russell, J.D. (2008). *Instructional Technology and Media forLearning* (9th ed). Upper Saddle River, *NJ: Pearson Publications*.

Soran, K. S. (2017). Teaching Language and Teaching Culture, presented at 8th International Visible Conference on Educational Studies & Applied Linguistics. 464-470.

Spencer-Oatey, H. (2012). What is Culture? A Compilation of Quotations. Global PAD Core Concepts.3

Spencer-Oatey, H. (2008). *Culturally Speaking Culture, Communication and Politeness Theory* (2nd ed.). Continuum International Publishing Group.

Stern, H. H. (1992). *Issues and options in language teaching*. Oxford University Press, USA.

Straub, H. 1999. Designing a Cross-Cultural Course. *English Forum*, 37(3).

Subramony, D. P. (2003). Dale's cone revisited: Critical examining the misapplication of a nebulous theory to guide practice. *Educational Technology*, 43(4), 25-30.

Sweller, J. (2003). Evolution of human cognitive architecture. In B. Ross (Ed.), *The Psychology of Learning and Motivation* (Vol. 43, pp. 215– 266). San Diego, CA: Academic Press.

Sweller, J. (2005). Implications of Cognitive Load Theory for Multimedia Learning. In R.E. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (Ch. 2, pp. 19-30). New York: Cambridge University Press. 19-30

Szewczak, E., Snodgrass, C. (2002). *Managing the Human Side of Information Technology: Challenges and Solutions*. IRM press.

Tang, Y. (2006). Beyond Behavior: Goals of Cultural Learning in the Second Language Classroom. *The Modern Language Journal*. 90(1), 86-99.

Tomalin, B. & Stempleski, S. (1993). Cultural Awareness. Oxford: OUP.

Tomalin, B. & Hurn, B. (2013). *Cross-Cultural Communication, Theory and Practice*. Palgrave Macmillan.

Taylor, C., & Gibbs, G. R. (2010). What is qualitative data analysis (QDA)? *Online QDA Web Site*.

Thanasoulas, D. (2001). The importance of teaching culture in the foreign language classroom. *Radical pedagogy*, *3*(3), 1-25.

Tseng, Y. H. (2002). A lesson in culture. *ELT journal*, 56(1), 11-21.

Tylor, E. 1920 [1871]. Primitive Culture. New York: J.P. Putnam's Sons.

Valdes, J. (1990). The inevitability of teaching and learning culture in a foreign language course. *Culture and the language classroom*, 20-30.

Vaughan, T. (2004). *Multimedia: Making it work* (8th ed.). Beijing: Qinghai University Publishing House.

Wang, A. S. (1992). *Cognitive Psychology*. Beijing: Pecking University Press.

White, H., S. Sabarwal. (2014). *Quasi-experimental Design and Methods, Methodological Briefs: Impact Evaluation* No. 8, UNICEF Office of Research, Florence.

Yassine, S. (2017). Multimodal design of EFL textbooks: A social semiotic multimodal approach. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, *3*(12), 84-90.

Yünkül, E., Er, K.O. (2014). The Effect of Multimedia Software Course on Student Attitudes. *Eğitimde Kuramve Uygulama*. 10(2), 316-330.

### **Appendices**

## **Appendix 1: Suggested cultural topics according to different scholars**

**Appendix 1a:** Cultural Topics in the Language Classroom by Brooks

**Appendix 1b:** Topics for Teaching Culture by Chastain

**Appendix 1c:** Categories of Cultural Topics by Hasselgreen

### **Appendix 2: Students Tests**

**Appendix 2a:** The Test

**Appendix 2b:** Students Codes

### **Appendix 3: Students' Questionnaire**

**Appendix 3a:** The Questionnaire

**Appendix 3b:** Various Ratings of "the most useful to the least" in Understanding and Learning British Culture (Q8)

### **Appendix 4: Teachers' Interview**

**Appendix4a:** The Interview

**Appendix4b:** A Sample of Teacher Transcript (T1)

**Appendix 4c:** A Sample of Teacher Transcript (T2)

**Appendix 4d:** A Sample of Teacher Transcript (T3)

**Appendix 4e:** A Sample of Teacher Transcript (T4)

### **Appendix 5: Lessons and Materials**

**Appendix5a**: Lesson1

**Appendix5b**: Lesson2

**Appendix5c**: Lesson3

**Appendix5d:** Lesson4

**Appendix5e**: Lesson5

Appendix5f: Lesson6

**Appendix5g**: Lesson7

Appendix5h: Lesson8

**Appendix5i:** Lesson9

**Appendix5j:** Lesson10

### Appendix 1: Suggested cultural topics according to different scholars

**Appendix 1a: Cultural topics in the language classroom by Brooks** (1986, pp. 124-128)

- Greetings, friendly exchange, farewells. How do friends meet, converse briefly, take their leave? What are the perennial topics of small talk? How are strangers introduced?
- The morphology of personal exchange. How are interpersonal relationships such as difference in age, degree of intimacy, social position and emotional tension reflected in the choice of appropriate forms of pronouns and verbs?
- Levels of speech. In what ways are age, provenance, social status, academic achievement, degree of formality, interpersonal relations, aesthetic concern, and personality reflected in the standard or traditional speech?
- *Patterns of politeness*. What are the commonest formulas of politeness and when should they be used?
- *Respect*. Apart from overt expressions of deference and discipline, what personages and what cultural themes, both past and contemporary, are characteristically held in sincere respect?
- *Intonation patterns*. Apart from the selection, order, and form of words themselves, what overtones of cadence, interrogation, command, surprise, deference and the like are borne exclusively by the dynamics of pronunciation?
- Contractions and omissions. What words and intonation patterns are commonly used to enliven one's speech by way of commentary upon one's own feelings or actions, those of the person addressed, or the nature or behaviour of other elements in the immediate situation?
- Types of error in speech and their importance. What errors is the speaker of English likely to make in the new language? What is the relative seriousness of these errors in the new culture?
- *Verbal taboos*. What common words or expressions in English have direct equivalents that are not tolerated in the new culture, and vice versa?

- Written and spoken language. Aside from richness of vocabulary and complexity of structure, what are the commonest areas of difference between spoken language and writing?
- *Numbers*. How are numbers pronounced, spelled, represented in arithmetical notation, written by hand, and formally printed in ways that are peculiar to the new culture?
- *Folklore*. What myths, stories, traditions, legends, customs, and beliefs are universally found among the common people?
- *Childhood literature.* What lyrics, rhymes, songs, and jingles of distinct aesthetic merit are learned by all young children?
- *Discipline*. What are the norms of discipline in the home, in school, in public places, in the military, in pastimes, and in ceremonies?
- Festivals. What days of the calendar year are officially designated as national festivals? What are central themes of these occasions and what is the manner of their celebration?
- *Holidays*. What is the usual rhythm of work days and days off? What do young people do with their days off?
- Observance of Sunday. How does Sunday differ from weekdays with regard to what an individual does or does not do, may or may not do?
- *Games*. What are the most popular games that are played outdoors, indoors, by the young, by adults?
- *Music*. What opportunities are offered the individual for training and practice in vocal and instrumental music?
- *Errands*. What are typical errands that a young person is likely to be asked to do, either at home or in school?
- *Pets*. What animals are habitually received into the home as pets? What is their role in the household?
- *Telephone*. What phrases and procedures are conventional in the use of the telephone? What is the role of the private telephone in the home? Where are public telephones to be found and how is the service paid for?

- *Comradeship*. How are friendships and personal attachments likely to be formed and what provisions are made for fostering comradeship through clubs, societies, and other group organisations?
- *Personal possessions*. What objects are often found decorating the bureau and walls of young person's bedroom? What articles are likely to be discovered in a boy's pocket or a girl's handbag?
- *Keeping warm and cool.* What changes in clothing, heating, ventilation, food, and drink are made because of variations in temperature?
- *Cleanliness*. What is the relation between plumbing and personal cleanliness? What standards of public hygiene and sanitation are generally observed?
- *Cosmetics*. What are the special conditions of age, sex, activity, and situation under which make-up is permitted, encouraged, or required?
- *Tobacco and smoking*. Who smokes, what, and under what circumstances? What are the prevailing attitudes toward smoking? Where are tobacco products obtained?
- *Medicine and doctors*. What are the common home remedies for minor ailments? What is the equivalent of the American drugstore? How does one obtain the service of a physician?
- *Competitions*. In what fields of activity are prizes awarded for success in open competition? How important is competition in schools, in the business world, in the professions?
- *Appointments*. How are appointments for business and pleasure made? What are the usual meeting places? How important is punctuality?
- *Invitations and dates*. What invitations are young people likely to extend and receive? What formalities are involved? What is the counterpart of "dating" in the United States?
- *Traffic*. How does vehicular traffic affect the pedestrian? What are the equivalents of traffic lights, road signs, crosswalks, safety islands, parking meters, hitchhiking?

- Owning, repairing, and driving cars. Are young people interested in gasoline motors? Are they knowledgeable about them? What is the role of the car in the family life? What are the requirements for obtaining a licence to drive?
- Science. How has modern science affected daily living, inner thought, conversation, reading matter? Gadgets. What mechanical devices are commonly found in personal use, in the home, in stores, and in travel? Sports. What organised and professional sports are the most popular and the most generally presented for the public?
- *Radio and television programs*. How general is the use of radio and television and what types of programs are offered, especially for young people?
- *Books*. What are the facts of special interest concerning the printing, punctuation, binding, selling, and popularity of books?
- Other reading matter. In addition to books, what types of reading matter, such as newspapers, weeklies, magazines, and reviews, are generally available and where can they be bought or consulted?
- *Hobbies*. In what individual hobbies are young people likely to engage?
- *Learning in school*. What is the importance of homework in formal education? What is taught at home by older members of the family?
- *Penmanship*. What styles of handwriting are generally taught and used? What kinds of writing tools are available at home, in school, in public places? What are the conventions concerning the writing of dates, the use of margins, the signing of names?
- Letter writing and mailing. How do letters customarily begin and end? How are envelopes addressed? Are there typical kinds of personal stationary? Where are stamps bought? Where are mailboxes found?
- Family meals. What meals are usually served *en famille*? What is the special character of each meal, the food eaten, the seating arrangement, the method of serving dishes, general conversation?
- *Meals away from home*. Where does one eat when not at home? What are the equivalents of our lunchrooms, cafeterias, dining halls, lunch counters, wayside inns, restaurants?

- Soft drinks and alcohol. What types of nonalcoholic beverages are usually consumed by young people and adults? What is the attitude towards beer, wine, and spirits? What alcoholic drinks are in frequent use at home and in public?
- Snacks and between-meal eating. Apart from the normal trio of daily meals, what pauses for eating or drinking are generally observed? What is the customary hour and the usual fare?
- Cafés, bars, and restaurants. What types of cafes, bars, and restaurants are found and how do they vary in respectability?
- *Yards, lawns, and sidewalks*. What are the equivalents of American back yards, front lawns, and sidewalks in residential and business areas? What is their importance in the activities of young people?
- *Parks and playgrounds*. Where are parks and playgrounds located and with what special features or equipment are they likely to be provided?
- Flowers and gardens. Of what interest and importance are flower shops, house plants, gardens for flowers and vegetables in town and in the country?
- *Movies and theaters*. Where are moving picture houses and theatres to be found? What procedures are involved in securing tickets and being seated? What can be said of the quality and popular appeal of the entertainment?
- *Races, circus, rodeo.* What outdoor events are in vogue that correspond to our auto or horse races, circuses, and similar spectacles?
- *Museums, exhibitions and zoos.* What types of museums, exhibitions, and animal displays are generally provided and what is their role in the education of the young and the recreation and enjoyment of adults?
- Getting from place to place. What facilities for travel are provided for short distances about town or from one city or part of the country to another, by bus, rail, or airplane?
- Contrasts in town and country life. What are some of the notable differences in dwellings, clothing, manners, shopping facilities, public utilities, when life in town is compared with life in the country?
- *Vacation and resort areas*. What areas have special climate, scenery, or other natural features that make the attractive for vacation?

- *Camping and hiking*. How popular are summer camps, camping, hiking, and cycling trips, and what organisations are especially interested in their promotion?
- Saving accounts and thrift. In what ways do banks and other organisations provide for the deposit of small amounts of money by individuals? To what extent and in what ways are young people encouraged to practice thrift?
- *Odd jobbs and earning power*. What kind of chores and odd jobs are young people expected or permitted to do? If these are paid for, how is the individual reimbursed? To what extent are regular paying jobs made available to young persons?
- *Careers*. What careers have strong appeal for the young? How important is parental example and advice in the choice of the career? What financial help is likely to be forthcoming for those who choose a career demanding long preparation?

# **Appendix 1b: Topics for Teaching Culture by Chastain** (1988, p. 304)

1. Family	11. Economic	21.	31. Services (e.g.,
	system	Transportation	medical, postal,
			banking, police)
2. Home	12. Politics	22. Language	32. Health and
			welfare
3. Meeting personal	13. Contemporary	23. Ecology	33. Commonly
needs	scene		known history
4. Eating	14. Religion	24. Population	34. Retirement
5. Social interaction	15. Vacations	25. Crime	35. Good manners
6. Education	16. Travel	26. Humour	36. Courtsey
			phrases
7. Leisure activities	17. Daily routines	27. Death	37. Nonverbal
			communication.
8. Courtship and	18. Pets	28. Clothing	
marriage			
9. Money	19. The press	29. Geography	
10. Earning a living	20. Holidays	30.	
		Correspondence	

**Appendix 1c: Categories of cultural topics by Hasselgreen** (2003, pp. 48-52)

1. Ability of coping with daily life activities, traditions and living conditions (e.g., in

home, school, at festivals etc.)

Everyday family life: Meals, variety of food/ Daily routine, housing, family size,

housework/ Pets and other animals/ TV, internet

School: System, class size, grades/ Routines, meals, breaks, uniforms/ Social needs

Leisure time: Going out with friends/ Sport, keeping fit/ Holidays

Festivities (focus on food and rituals, occasionally costume): Christmas, birthdays/

National festivals and feast days/ Other international feast days/ Youth festivals

Country generally – living conditions: Location, demography, occupations, farming

activities/ Nature, geography, climate, language/ Urban-rural communities, regional

differences/ Social classes

2. Ability to deal with social conventions (e.g., 'good manners', dressing and

meeting people)

Roles and relationships: Boys – girls, men – women/ Younger – older generation/

Family – society/ Family circles and cohesion/ Women's working situation/ Helping

each other

Visiting – hospitality: Punctuality, introductions/ Sharing, gifts/ Washing hands, taking

off shoes/ Sitting down/ Leaving early

Social occasions: Funerals/ Weddings

Expressing emotions: Degree of noise, excitability, flamboyance

Going out: Smoking and drinking etiquette and habits/ Restaurant culture/ Table

manners

Clothes: Dress code – general – formal for going out

278

# 3. Confidence with the values, beliefs and attitudes of the foreign language users (e.g., what they are proud of, worry about and find funny)

Concerned with: Family life, friends, school success/ Economy, prices, unemployment/ Sport, keeping fit, diseases/ Pollution, housing problems, gossip

Characterisation: Friendly, simple, polite/ Sincere, caring, open-minded, tolerant/ Rude, bad-tempered, hypocritical/ Conservative

Religion: Church-going

Beliefs: Superstitions/ Physical appearance, skin – hair colour

Cultural heritage: National history and independence/ Country, nature, population/ National heroes, athletes, sportsmen, singers

National stereotypes and reality: Ethnic identities and conflicts/ War, terrorism, emigration

Sense of humour: Direct humour, irony/ Telling jokes about other people and nations/ Own and others' misfortune

# 4. Ability to use verbal communication means (e.g., greeting, apologising, expressing gratitude, embarrassment and love)

Addressing people: Degrees of politeness and distance/ Greetings/ Apologising

Striking up conversation: Talking to friends and strangers/ Being noisy, quiet, turn-taking, interrupting/ Talking to small children – adults/ Using thank you, please

Sayings, proverbs: Animal references (i.e. as stupid as)

*Emotions – feelings*: Expressing love, impulsiveness, shyness, embarrassment, taboos

### 5. Ability to use non-verbal language (e.g., body language and facial expressions)

Body language: Shaking hands/ Kissing/ Hugging/ Nodding/ Gesticulating — hand signals

Body contact: Touching/ Standing too close, too far

Facial expression: Eye contact/ Winking/ Smiling/ Crying/ Showing anger

## **Appendix 2: Students Tests**

Appendix 2a: The Test
Student's full name:
Code:
Group:
Dear first year students,
This test is part of a research on the use of multimedia devices in teaching culture to EFL students, and its aim is to measure students' retention about culture lessons. Would you be kind as to answer the following questions! (Circle the right answer)
All responses are anonymous and are treated in strict confidence.
I. Geographical Parameters
1) Great Britain is not made up of
A. England
B. Scotland
C. Wales
D. Northern Ireland
2) Britain consists of four countries. Order the countries according to the size of their territory. (1- the biggest to 4- the smallest)
A- Wales
B- England
C- Northern Ireland
D- Scotland

3)	These four countries together form a country whose full name is:
4)	What is the population of the UK?
	A. About 70 millions
	B. About 50 millions
	C. About 40 millions
5) V	What is the capital of Scotland?
Α. (	Glasgow
B. l	Edinburgh
C. \$	Swansea
	II. National Symbols
6)	The British flag is popularly known as:
A	Jack Union
В.	Jack United
C.	Union Jack
7)	It embodies the flags of three countries. Which of the countries is not represented in
	the flag?
A-	-England
В-	-Scotland
C-	-Wales
D	-Northern Ireland
8)	Who is the current monarch?
A	King George
В.	Elizabeth I
C.	Elizabeth II
9)	The current monarch has been on the throne for:
A-	45 years

B- 50 years
C- Over 60 years
III. Historical Background
10)The huge changes to industry which took place between 1750 and 1850 are usually referred to as:
11) Which tribes originating from northern Europe brought cultural traits which are still
a part of British life today?
A. The Celts.
B. The Vikings
C. The Angles and Saxons
12) Where did the Angles, Saxons and Jutes come from?
A. France
B. Germany, Denmark.
C. Rome, France
13) Which group of people invaded Britain in 1066?
A. Romans
B. Normans.
C. Germans.
14) The conflict which raged between the kings of England and France in 1337 is known as which war?

- A. Wars of the Roses B. Eighty Years War C. The One Hundred Years war. IV. **Britain Today (4pts)** 15) The 31st of October celebrates: A. Valentine's Day B. Guy Fawke's Day C. Halloween 16) The Notting Hill Carnival is held in: A. Liverpool B. Manchester C. Edinburgh 17) St Patrick's Day is celebrated on: A. 1st March B. 17th March C. 23rd April
- 18) Which ONE of the following is true:
- A. 25% of all ethnic minority people live in London
- B. 35% of all ethnic minority people live in London

C. 45% of all ethnic minority people live in London 19) Hogmanay is traditionally celebrated in: A. England B. Wales C. Scotland **20**) When do people in the UK wear poppies: A. Remembrance Day B. New Year C. Mother's Day 21) What is the most popular food in Britain? A. Pizza B. Fish and chips C. Hamburgers 22) What do the letters BBC stand for? A. British Broadcast Corporation B. Baptist Bible College C. Big Block Chevy **Political System (04points)** V.

23) What are the main two political parties?

A. Conservative party (Tories)

285

- B. Liberal Democrat Party
- C. Labour party (Whigs)
- 24) Where are the House of Lords and the House of Commons situated?
- A. In Buckingham Palace
- B. In Westminster Palace
- C. In Saint James Palace
- 25) The English Constitution is based on Conventions and 4 documents. What are those documents?
  - A. 1832 The First Reform Act
  - B. 1628 The Petition of Rights
  - C. 1689 The Bill of Rights
  - D. 1997-1998 Devolution of Power
  - E. 1215 Magna Carta
  - F. 1679 The Habeas Corpus
- 26) University education in the UK is funded by:
- A. The government
- B. Individual students
- C. A combination of the government and the students

We personally want to thank you for every second you invested in our test

## **Appendix 2b: Students' Codes**

Expe	Experimental group		ontrol group
N°	Student	N°	Student
1	R1	1	77777
2	ASS	2	Hanna
3	191512	3	2017
4	Barç	4	Super Lady
5	RITTA	5	Sam
6	COS	6	V652
7	770564896	7	Ro
8	faith	8	Wolf
9	Jimautt	9	911
10	KH40	10	Hippo
11	0000Y	11	8
12	Queen maya	12	Sweet1
13	bita	13	39HM
14	Wish me luck	14	Норе
15	1420	15	Jasmin
16	Bella	16	Mahrez 10
17	32	17	0554896274
18	White	18	Andira
19	2014	19	Italy
20	ROMEO	20	Me=Me
21	B1B	21	C0C0
22	0669521302	22	PINKPANTHER
23	REAL	23	2006
24	YES	24	Saritta Silina
25	02Rebel	25	MST
26	USMK	26	THIRTY-TWO
	•	•	•

27	14	27	007
28	A+B=C	28	ALOHA
29	James	29	JO
30	ОНАҮҮО	30	Butterfly
31	Wonderful	31	1562
32	RM19	32	Khenchela
33	1995	33	Celia

Appendix 3: Students' questionnaire

**Appendix 3a: The Questionnaire** 

Questionnaire

This questionnaire is part of a PhD study on the use of multimedia instruction in teaching Culture (i.e. presenting information in the form of

graphics, audio, video, or movies using computers, projector and any other

technological tools). One of our goals is to study the effect of this type of

materials on students' retention of the cultural knowledge acquired during

one semester. In that regard, we have developed a questionnaire to learn

more about students' opinions and attitudes towards multimedia instruction

used; at the same time in order to gain an accurate understanding of these

reasons, it is critical that we hear from both students who are using and

those who are not using multimedia.

Read and answer each question carefully and ask for help if you do not

understand something or not sure how to respond. Answering this

questionnaire should require you about 15 minutes. (Please Tick V the

correct answer or provide a full statement where necessary)

All responses are anonymous and are treated in strict confidence.

Thank you very much for your collaboration. Your input is really important

for our study.

I. Personal background information

1.	Age:		
a)	Less than 20	b) More than 20	
2.	Gender:		
a)	Female	b) Male	

3.	Group to which yo	u belong		
a-	1 b- 2	c-3	d-4	]
II.	Learning a Foreig	gn Culture		
4.	How important is go	ood learning of British	culture do you think	?
	a- Very	b- Important	c- Less important	d- Not important
	important			
				<u> </u>
5.	In your process of le	earning the British cul	ture, which of the fol	lowing you think
	should be given mor	e attention in the clas	sroom:	
a-	Raise students' awar	reness of openness and	d willingness to accep	ot other cultures
b-	Make culture learning	ng more interesting an	d motivating.	
c-	Provide authentic ex	periences with a rich	variety of cultural ex	pressions
	(literature, music, hi	story, film, pictures, e	etc.).	
d-	Promote students' a	wareness of similaritie	es and differences of	their culture and
	other cultures.			
6.	Could you explain wh	ny?		
7.	Which aspects of cu	lture would you be m	ore interested to learn	about?
	(You can tick more	than one answer)		
a-	Geography		f- Education	
b-	History		g- Politics and Lav	v
c-	Monarchy		h- Family Life	
d-	Customs and festiva	ls	i- Food	
e-	National Symbols		j- Social Life	
Ot	her:			
8.	Which of the follow	wing would be most u	seful for understandi	ng and learning

about British culture?

Please rate from 1 to 5 for each selection. 1- Most useful to 5- Least useful

	Discussions	discussing newspaper articles	videos	to audios	slides	
1:	•					
2						
3	:					
4	:					
5	:					
9	. I have acquired	most knowledge a	bout British cult	ure from:		
a	- University Cour	ses	c- Inte	rnet		
b	- Television		d- Oth	er sources: Pleas	se specify	
III.	a- Yes, very	b- Yes, up to a	c- No, r	not d-	expectations?  No, not at all.	
	much	certain exter	nt enou	gn.		
V	hy (Justify your c	hoice)				
		method do you pre	fer your teacher	use:		
a	- The traditional t	eaching method in	which teachers	talk most of the	class time	
b	b- Multimedia instruction: Using a variety of sounds, images, animation, and other					
	effects					
1	2. How important	to your learning is	having access to	technology?		
	a- Very	b- Important	c- Not imp	portant d-	Not important	

c- Watching d- Listening

e- Learning

a- Class

b- Reading

	important			at all		
•						
13	13. Which technology would you like to have in your classroom or have more access					
	to?					
a-	Computers		d- Tablets			
b-	Computers and Proj	ectors	e- Other(s)			
c-	Phones					
14	. Which of the follow	ing you prefer mo	st to be used by your tea	cher:		
a-	Videos		d- Traditional clas	S		
b-	Audios		e- Other (s):			
c-	PowerPoint Slides (	Images)				
15	Is it helpful when to	eachers use audio-v	visual materials for lectur	ring?		
a-	Yes		b- No			
16	.To what extent you	ı think audio-visua	al materials can help stu	idents to understand		
	the new cultural inp	out:				
	a- A lot b-	To a certain degre	e c- Little	d- Not at all		
	<b>Why</b> (Justify your o	choice)				
				•••		
IV.	Multimedia Cl	ass (The following	ng questions are addi	ressed to groups 1		
	and 2)					
17	Did you like the les	son plans carried o	out during the last semest	er?		
a-	Yes		b- No			
W	hy?					

	u iike ii	iost abo	out the video	os, audios ar	id the presi	entations that	were
used?							
•••••	• • • • • • • • • •	• • • • • • • •				•••••	
	• • • • • • • • • •						
	• • • • • • • • •	• • • • • • • • •					
	• • • • • • • • •	••					
.Do you thir	ık using	audio-	visual aids	have impro	ved your	learning effici	ency
compared to	the tradi	tional v	vay of learni	ng?			
a- Improve	d a lot	b- Soi	newhat	c- There i	s no	d- Made	it
		imp	proved	differe	nce	worse	
The use of m	nultimedi	ia mater	ials have a:				
Positive effe	ct on you	ır acqui	sition of cul	tural knowle	dge.		
Negative eff	ect on yo	our acqu	isition of cu	ltural knowl	edge.		Γ
Personally, r	nultimed	lia-base	d classes:				
Provide new	and auth	nentic le	earning oppo	rtunities.			Γ
Offer contex	t-rich lin	guistic	and cultural	ly relevant n	naterials to	learners.	Ĺ
Create strong	ger mem	ory link	s that stay ir	n mind longe	r.		
Help you but			•	_		new	Г
learned know	wledge.			_			_
.In your opin	ion, the i	nformat	tion presente	ed in the sess	sions were:		
a. Clear	b.	Not			1	t interesting	
	clear					_	
.In your opin	ion, the i	Not	c. Interest		1		g

Thank you for completing this questionnaire.

Appendix 3b: Various Ratings of "the most useful to the least" in Understanding and Learning British Culture (Q8)

Rating possibility	Rating	Frequency
1	1-2-3-4-5	6
2	1-2-5-3-4	3
3	1-2-4-3-5	2
4	2-1-3-5-4	3
5	2-1-3-4-5	2
6	2-3-1-5-4	1
7	2-3-1-4-5	2
8	2-1-3-4-5	4
9	2-1-3-5-4	2
10	2-5-3-4-1	1
11	2-5-4-3-1	2
12	2-5-1-3-4	3
13	2-5-3-1-4	1
14	2-4-1-3-4	3
15	2-1-4-3-5	4
16	2-4-1-5-3	2
17	2-1-4-3-5	1
18	2-3-4-1-5	5
19	2-4-3-5-1	7
20	3-4-5-1-2	5
21	3-4-5-2-1	2

22	3-5-4-2-1	2
23	3-1-4-5-2	4
24	3-1-2-4-5	2
25	3-2-1-4-5	1
26	3-2-1-5-4	1
27	3-1-5-4-2	1
28	3-2-5-4-1	1
29	3-2-5-1-4	1
30	4-3-2-1-5	4
31	4-5-3-2-1	4
32	4-3-5-2-1	1
33	4-2-1-3-5	4
34	4-3-5-1-2	2
35	4-3-2-1-5	2
36	4-3-1-5-2	1
37	4-1-2-3-5	1
38	4-1-2-5-3	1
39	5-1-2-3-4	2
40	5-2-1-3-4	2
41	5-4-2-1-3	2
42	5-3-1-2-4	2

**Appendix 4: Teachers' interview** 

**Appendix4a:** The interview

**Interview** 

Introduction

Thank you for your willingness to share your beliefs and experiences with

us. With your permission, I would record our conversation today. The

information you share with me will help us to better understand teaching

British culture with multimedia materials to improve students' retention.

Before we begin, do you have any questions? Let's get started!

**Questions** 

**I Personal Information** 

1. Age: ...

2. Qualification:

a- Magister/Master

b- PhD

c- Professor

3. For how long have you been teaching?

4. For how long have you taught/ been teaching culture and civilization?

**II Teachers' Perceptions of Culture Teaching** 

5. What are your aims for this module?

296

- 6. Which part of culture, do you think, is most interesting in teaching British culture?
- 7. What do you understand by 'culture teaching' in EFL teaching context?
- a- Provide information about the history, geography and political system of the foreign culture.
- b- Provide information about daily life and routines
- c- Provide information about shared values and beliefs.
- d- Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).
- e- Make culture teaching more interesting and motivating.
- f- Develop attitudes of acceptance and tolerance towards other peoples and cultures.
- g- Promote increased understanding of students' own culture.

### III Tools and Strategies Teachers Use in their Teaching

- 8. How do you teach culture?
- 9. What are the sources you use to teach culture?

#### **IV Multimedia Instruction**

- 10. What forms of multimedia materials do you often use?
- 11. Describe what motivates and encourages you to adopt multimedia tools in your classroom :
- a- Other teachers
- b- Professional development
- c- Workshops

- d- Any other
- 12. Please, say what kind (s) of multimedia materials you use in your typical class to teach the British cultural knowledge:
- a- Presentation software (e.g PowerPoint, Prezi)
- b- Videos
- c- Audio
- d- Other Materials (Specify.....)
- e- I do not use any

#### V The Effect of Multimedia Materials on Students

- 13. In your opinion how does multimedia instruction change students learning experiences in the foreign culture classroom?
- 14. Do you think students learn best when multimedia materials are used in the class (increases students' motivation and participation in the class)? Why?

### VI Challenges of Using Multimedia Materials

- 15. What are some of the barriers/challenges you encounter when using multimedia materials in the classroom?
- 16. Would you like to add something else about the use of multimedia materials in teaching British culture?

Thank you so much for talking with me today.

I am grateful for your contribution to my study

Appendix 4b: A sample of teacher (T1) transcript

Q1:30

Q2: Magister

Q3: 5 years

Q4: 2 years

Q5: Well, my aims are many one of them is to raise inside my students a desire to

learn and understand more about people whose cultural backgrounds,

experiences and perspectives are different from their own and to make them

accept these differences.

Q6: I include all of the parts because they are interrelated and serve one

another. If you teach one part and ignore the others, you will not reach the

end you are seeking e.g., talking merely about geography is not enough, one

needs to teach everyday practices, history, food and so on. Therefore,

focusing on one single part of the culture would cause breakdowns in the

way of teaching and learning of the culture.

Q7: For me, culture teaching is both linguistic and cultural knowledge about the

target culture as well as pedagogical skills to integrate them in the classroom. I

would like to add that being aware of the own culture facilitates the process of

learning of the foreign culture, thus, the teacher has to make it clear to his students

the existence of similarities and differences among cultures.

Q8: To be honest, I rely on authentic sources such as newspapers and photos, videos

and so on which make culture learning funnier and more realistic and make the

students feel closer to the target language as they use the items which exist in

real world, in their classroom.

Q9: Mainly from the internet (YouTube, Google...), reliable sites of course.

299

- Q10: I use Data show to show videos and texts especially when I have complicated lessons... you know..
- Q11: The thing that motivates me is myself: because I see that using multimedia would be such a helpful illustrative way to help the students get the things you are talking about, because just teaching them culture without any kind of presentations or live examples or instances you are just giving the theoretical part of it because just teaching theory without practice would be a total failure
- Q12: I use presentation software PPTs to help them cohere and understand the whole plot and the chronology of issues being taught.
- Q13: Multimedia instruction helps much and the learning process will be a success, without multimedia we cannot make the students live the content. However, if you are just trying to fill their heads with theory and read handouts or just simply explaining in class this would not do well with the learning process.
- Q14: Absolutely yes, because students are not passive learners, they are integrated and active, they are part of the learning process, and they take an action and interaction. When there is interaction between the student and the teacher, successful learning occurs.
- Q15: Actually there are many, for instance, there are only two data shows for the whole department... you see... so, we cannot use them much of the time or when needed
- Q16: The only thing I would like to add is that we should encourage the coming generation of teachers and the novice teachers to integrate more and more multimedia materials in their classes, and this by bringing into light their advantages.

**Appendix 4c:** A sample of teacher transcript (T2)

Q1: 39

Q2: Professor

Q3:14

Q4: 5

Q5: Personally, I always try to show my students the tight relationship between culture and language and since that they are EFL students they have to learn both of them in parallel.

Q6: This is a good question...I consider every part of the foreign culture important and need to be looked at why? Because when you teach culture you try to cover the whole scene, you cannot just ignore parts of this culture the image of the culture will be then incomplete.

Q7: Culture teaching should be based on comparison between once own culture and the foreign culture being learned. Because once students recognize the cultural elements in target language and their corresponding alternatives in their mother culture, this will raise their awareness about cultural differences or similarities existing between both cultures and help them understand better.

Q8: I give the students handouts and I explain the lessons and I show them videos from time to time.

Q9: The sources I use to teach culture! My own research and preparations.

Q10: you mean the material to present the lesson? I use the Data show

Q11: We are in the 21century... we must use what impact student's mood during the learning process because when they have positive attitude they learn better

Q12: I like to use videos and discuss the video contents adequately to help the students conceptualize the issues on hand.

- Q13: A benefit of multimedia is that it takes advantage of the brain's ability to make connections between verbal and visual representations of the content introduced, leading to a deeper understanding in a unique experience. Also, students will for sure remember what they have learned in the classroom when multimedia is used because it stays in their mind in a form of images.
- Q14: Of course, of course, As I have already said, multimedia encourages the students' critical analysis which keeps them engaged throughout the whole course and makes them learn best when it is incorporated.
- Q15: Issues like power cut or malfunctioning of the device like with data show, it stops after few minutes or with the laptop when it has viruses or not updated.
- Q16: I do really like your theme of research as this theme is getting more and more investigated.

### Appendix 4d: A sample of teacher (T3) transcript

Q1:46

Q2: PhD

Q3: 20

Q4: 10

Q5: I am interested in making students aware of the target culture and language and because knowing about the target culture helps much the students to adopt and adapt the language and the effects of culture on language learning

Q6: Well, I try to know the learning requirements of the students and to offer them what they need to know... I try to include as much parts of the culture as possible.

Q7: Culture teaching should be based on comparison between once own culture and the foreign culture being learned. Because once the students recognize the cultural elements in the target language and their corresponding alternatives in their mother culture, this will raise their awareness about cultural differences or similarities existing between both cultures and help them understand better.

Q8: Class discussions, videos and PPT presentations.

Q9: I rely on my books and the internet.

Q10: Data show.

Q11: Simply because technology invaded the world...It is everywhere...for our benefits and the students' benefits too.

Q12: You can say that I use PPTs presentations much of the time so that the students can take notes and ask questions.

- Q13: The more students' attention is attracted and the teaching is creative, the best the learning is; and that is exactly what multimedia offers.
- Q14: Yes sure, from my experience in teaching I can say that... they become more active and they enjoy the lesson... they absorb the information easily.
- Q15: Not much... though, I prefer to use the lab when I intend to use multimedia materials so that I gain time.
- Q16: Finally, I can say that multimedia should be integrated more and more in the foreign language class because most of today's students are born in a digital environment.

Appendix 4e: A sample of teacher transcript (T4)

Q1/36

Q2: Magister

Q3:10

Q4:6

Q5: My aims are: To contribute towards the students' cultural knowledge, to

reinforce the students' skills to be critical and analytical in understanding the others

cultures and, to help my students to be prepared for situations where they need this

cultural knowledge.

Q6 : I give a great attention to history when I teach British culture because students

need to know from where traditions and practices came from and why people

behave in such a way and that culture is constantly changing.

Q7: All the cultural elements must have an equal importance and they should go as

one so that the students learn as much as possible about the foreign culture.

Q8: lecturing method

Q9: My papers, articles, books...

Q10: Data show

Q11: You know...The setting is different, the students are different we ourselves

are different from the previous generation of teachers therefore we have to

make multimedia materials essential elements in our teaching.

Q12: Often Power Point presentations.

Q13: Students learning must be oriented and with the integration of multimedia the

teacher can control the content presented in a way that can serve well students'

learning process in a positive way.

305

- Q14: Yes, I do. Because multimedia helps to vary and enhance the learning process, the content presented is rich and more realistic; there is more interaction between the teacher and the learner.
- Q15: Since the labs are mainly for oral expression session we have to use the classroom, and the process of bringing the data the laptop and the cables...etc consumes the time of the session. I hope we will have rooms equipped with all the necessary materials that help the teacher to use them whenever needed.
- Q16: Yes, I would like to say that these materials are truly helpful for the teachers and students but further research is needed to investigate their disadvantages and how we, as teachers, can prevent them from occurring during a lesson time.

## **Appendix 5: Lessons and Materials**

**Appendix 5c: Lesson 1 (Introductory Lesson)** 

Teacher: Aggoun Imen

Room: 35

**Session Time: 1h30min** 

Outline	Content
4 0 1 1 10 0 10 0 1	T. I i i i
1- Origin and Definition of the	Introducing the words:
Word Culture	Acculturation, Culture Shock, and Social
	Distance
2- Culture Characteristics:	Culture is learned not inherited
	Culture is slowly changing
	Culture is a social phenomenon
	Culture shapes its language and the other
	way round.
3- Components of Culture:	Language, Ideas and Beliefs, Religion
	and Ethics, Customs and Traditions,
	Taboos, Codes, Work of art, Rituals and
	Ceremonies, Social Organizations,
	Education, Economic/ Political/legal
	systems
4- Importance of Foreign Culture	To increase cultural awareness
Learning:	To promote cross-cultural interaction
_	(Intercultural competence)

Appendix5d: Lesson2 (Introducting The UK)

**Teacher: Aggoun Imen** 

**Room: 35** 

**Session Time: 1h30min** 

Material used: Video

Source: <a href="https://www.youtube.com/watch?v=Q7Aq50-fuZg">https://www.youtube.com/watch?v=Q7Aq50-fuZg</a>

**Duration: 5.19mins** 

Time	Content	Additional Information
0-1.22 min	Countries of UK	
1.22-1.25 min	The flag of UK ( A	
	combination of three	
	flags)	
1.25-1.45 min	Population of UK and	( statistics in 2000) but in
	each of its countries	mid 2016 it is about 66m:
		England: 55.2m,
		Wales:3.1m, scotland:5.4m,
		northern irland :1.8m,(
		Office for National
		statistics GB)
		https://www.ons.gov.uk/peop
		lepopulationandcommunity/p
		opulationandmigration/popul
		ationestimates
1.45-1.52 min	the capital city and its	in 2016 it is estimated to
	population.	be8.6m
1.52-2min	Where does the prime	Number 10 has 3 overlapping
	minister live.	functions. It is the official
		residence of the British

		Prime Minister: it is their
		office, and it is also the place
	where the Prime Minister	
		entertains guests from Her
		Majesty The Queen to
		presidents of the United
		States and other world
		leaders. The Prime Minister
		hosts countless receptions
		and events for a whole range
		of British and overseas
		guests, with charitable
		receptions high up the list
2-2.10min	The queen and the	The State Opening of
	parliament	Parliament marks the formal
		start of the parliamentary
		year and the Queen's Speech
		sets out the government's
		agenda for the coming
		session, outlining proposed
		policies and legislation. It is
		the only regular occasion
		when the three constituent
		parts of Parliament - the
	Sovereign, the House of	
		Lords and the House of
		Commons – meet
2.10-2.25min	Buckingham Palace	It is the official London
		residence of the UK's
		sovereigns since 1837
		and today is the

		administrative headquarters
		of the Monarch. Although
		in use for the many official
		events and receptions held
		by The Queen
2.25- 3.22 min	famous towns and	
	cities	
3.22-3.55 min	farms and national	
	parks	
3.55-4.27 min	Tourism	
4.27-4.42 min	Wales	
4.42-4.55 min	Islands	
4.55- 5.19min	Waterloo international	
	station	

**Appendix 5e:** Lesson 3 (History of UK Invaders)

Material Used PPT
Number of Slides: 33

Slide	Content	Extra Information
Number		
1	Introduction to the history of UK	
2	Outline of the main invaders	
3	The Celts	
4	Picture of stonehenge	
5	The Romans	They called the land
		'Britannia', which meant 'land
		of tin
6	Three main Roman invaders in different	
	periods of time	
7	1- Julius Ceasar 55-54 BC	
8	2- Caligula AD40	
9	3- Claudius AD 43	
10	Queen's Buddicca Battle with the	After years of heavy taxes and
	Romans	the Romans taking their land,
		some Celtic tribes were
		desperate for revenge. In
		AD60, one leader who chose
		to fight was Queen Boudicca.
		She raised a huge army and
		went to burn the Roman
		towns.
11	Hadrian's wall	The best known frontier in the
		entire Roman Empire and
		stands as a reminder of past
		glories of one of the world's
		greatest civilizations.
		Designated a World Heritage

		Site in 1987
12	Why the Romans left Britain	
13	Picture of Romans, Britons, Picts and	
	Anglo-Saxons	
14	Who are the Picts, the Britons and the	
	Anglo-Saxons?	
15	The Anglo-Saxons	
16	The origins of the Anglo-Saxons	
17	Reasons of Invasion	
18	A map shows the main Anglo-Saxon	
	kingdoms	
19	The Vikings	
20	The origin of the name "Vikings"/ the	
	reason behind their conquest	
21	Picture of the Vikings ships	
22	The long lasting battle between the	
	Vikings and the Anglo-Saxons	
23	A map shows the homelands of the	
	Vikings and their settlements	
24	The Normans	
25	The death of Edward the confessor	
26	Three main rivals for the throne	
27	King Harold preparation for the war	
28	King Harold against Harald's army	
29	The Battle of Stamford Bridge	
30	King Harold against William, Duke of	
	Normandy	
31	The battle of Hastings	
32	The death of King Harold	
33	Wiliam king of England	

**Appendix 5f**: Lesson 5 (Cultural Diversity)

Material Used: PPT Number of Slides: 15

Slide Number	Content
1	Title
2	What is Culture? ( Elements of culture)
3	Multiculturalism
4	Being a Multicultural Person Means?
5	Cross culture (title)
6	Cross Culture Communication
7	Intercultural
8	The difference among cross-cultural communication and
	Intercultural communication
9	Illustration shows the difference between and Multicultural,
	Intercultural and Cross-cultural
10	Cultural Diversity Issues
11	Skills to overcome cultural differences
12	BAME
13	Ethnic Minority
14	Ethnic Minority
15	A question to be answered

**Material Used: Video** 

**Source**: https://www.youtube.com/watch?v=fH\_7GQi1Oq0

**Duration**: 4.27mins

Time	Content	Additional information
00-17s	presentation of Southall	
	Broadway	
18s-27s	the largest Asian population	
	exists in southall Broadway	
28s- 36s	UK is an ethnic diverse	
	country with many different	
	communities	

37s-44s	over centuries people came	
	originally over the seas to live	
	in UK	
44s- 55s	1st immigrants came by ships	Most of the passengers were ex-
	from Jamaica in 1948	servicemen seeking work, they
		were invited to come to Britain
		after World War Two, to assist
		with labour shortages. Many of
		the passengers had fought for
		Britain during the war. They
		later became known as the
		"Windrush Generation".
56s-1.04min	Notting Hill Carnival	Unlike most local festivals this
		one has nothing to do with
		English culture and is actually
		celebrated by the Afro-
		Carribean community. The main
		features include vivid national
		costumes and traditional
		flavorful foods. This street
		festival originated in 1964 when
		Afro-Carribeans of London
		decided to celebrate their culture
		despite all the racial
		misunderstandings of the time.
		It takes place annually in the end
		of August
1.05min-1.25min	• Indians, Bangladeshi and	• to escape civil war and
	Pakistani Families came to	seeking better economic
	Britain in 1950-1960s	opportunities
	• Asian Ugandan refugees in	• Almost 60,000 Ugandan
	1970s	Asians were expelled from the
	• Somalis in 1990s	country by President Idi Amin.

	• Recently Eastern European	The British government
	citizens in search of work	ultimately permitted 27,000 to
		move to the UK through the
		Uganda Resettlement
		Board. Instead of allowing
		them to migrate to the UK, the
		British government had
		initially sought agreement
		from its British overseas
		territories to resettle them
		• As civil war ravaged Somalia,
		refugees flocked to Britain
1.26min-2.40min	Real experience of old versus	
	young generations.	
2.41min-4.27min	Cardiff project of migration	
	and integration.	

:

# **Appendix 5h: Lesson6 (Holidays, Festivals and Customs)**

Material Used: PPT

Number of Slides: 17

CI: J.	Contont	A 1114 1 T. f 42
Slide Number	Content	Additional Information
1	Title: British Holidays,	/
1	Festivals and Customs	
2	introduction	
3	introduction	
4	Sub-title:	Pritish bank halidays are public halidays
4	1- Public Holidays Or Bank Holidays	British bank holidays are public holidays and have been recognised since 1871.  The name Bank Holiday comes from the time when banks were shut and so no trading could take place. There is currently a total of 8 permanent bank and public holidays in England, Wales and Scotland and 10 in Northern Ireland. These include Christmas Day and Good Friday, which in England, Wales and Northern Ireland are common law' holidays (they are not specified by law as bank holidays but have become customary holidays because of common observance).
5	Christmas	Celebrate the birth of Jesus Christ.
6	New Year's Day	Celebrate the end of the year and start of a new one. It's on the 1 <sup>st</sup> January according to the widely used Gregorian calendar, which is based on old Roman calendar and the Julian calendar that succeeded it.
7	Boxing Day	This holiday is known as the second day of Christmas and it may be observed. In truth, the exact origin of the meaning of Boxing Day is unknown. One theory is that it is named after the custom of priests opening alms boxes in churches after Christmas. These held money which had been donated to the poor and needy in the run up to Christmas. Some churches still open these boxes on Boxing Day
8	Sub-title: 2- Easter= Good Friday+ Easter Sunday	Easter includes Good Friday and Easter Sunday and they are always three days apart. Easter refers to Easter Sunday which is the day the resurrection of Jesus is remembered. Good Friday commemorates the day that Jesus Christ was crucified on a cross. Easter is preceded by 40 days of

		1
		fasting, and Good Friday and Easter Sunday
		are marked by church services full of
		meaning and importance.
9	Good Friday	People fasting and praying. Many church
		services are held in the afternoon, usually
		around noon or midday to 3pm, to
		· · · · · · · · · · · · · · · · · · ·
		remember the hours when Jesus hung on the
		cross. Many churches also observe the day
		by re-enacting the procession of the cross as
		in the ritual of the Stations of the Cross,
		which depicts the final hours of Jesus' life.
10	Easter Sunday	The name Easter is derived from 'Ostara' or
		'Eostre', a pagan goddess of fertility. The
		dates when Easter is celebrated varies from
		year to year, the earliest date that Easter can
		be in March 22 and the latest is April 25.
		The Christian tradition of eggs marking
		Easter is said to represent rebirth and
		resurrection - new life being born from the
		egg.
11	Spring and Summer Bank	/
	Holidays	
12	Sub title : 2- Festivals and	/
	Celebrations	
13	Remembrance Day	Remembrance day now commemorates
		British soldiers, sailors and airmen who
		gave their lives in the two WW.
14	Halloween	Ţ
14	Halloweell	Halloween has its origins in pagan festivals
		held around the end of October in England,
		Wales, Scotland and Ireland. People
		believed that, at this time of year, the spirits
		of dead people could come 'alive' and walk
		among the living. They thought that it was
		important to dress up in costumes when
		venturing outside, to avoid being harmed by
		the spirits
15	Saint Valentine's Day	One story of the origins of this Day comes
1.5	Same valentine s Day	
		from the time of the Roman Empire, under
		the rule of Emperor Claudius the Second.
		Rome was involved in many bloody and
		unpopular military campaigns; Claudius was
		having a difficult time getting soldiers to
		join his military leagues. He believed that
		Roman men did not want to leave their
		lovers or families. As a result, he cancelled
		all marriages and engagements in Rome.
		During this time a Christian priest named
		Valentine came to defend love in the
		empire. Valentine began to secretly marry
		couples despite the emperor's orders. When

		Emperor Claudius was informed of these ceremonies, Valentine was sent to prison where he remained until his death on February 14 in the year 270
16	April's Fool	
17	Notting Hill Carnival	People are gathered to Celebrate Caribbean Culture; artistic talents and creativity; enhancement of community spirit and innovative platforms embracing cultural diversity.

Appendix 5i: Lesson7(Food, Drinks, and Food Habits)

Audio: MP3

Source: Youtube
Duration: 2.32 mins

Time	Content
0-0.33	Fish and chips and its origin
0.34-1.22	Tea as a famous drink
1.23-1.55	Jellied eels
1.56-2.26	Haggis

Material Used: Video

**Source**: Youtube **Duration**: 2 mins

Time	Content
00-0.15	A full English Breakfast
0.15-0.29	Lunch
0.30-0.42	Sandwich
0.43-0.55	Afternoon Snack and tea
0.56-1.00	Dinner: Top 5 Traditional Meals
1.01-1.12	Top 1 Traditional Meal
1.13-1.25	Top2
1.26-1.33	Top3
1.34-1.50	Top4
1.51-2	Top5

Appendix5j: Lesson 8: Educational system

**Material Used: Video** 

**Source: Youtube Duration:** 3.18mins

Time	Content
0-23s	Introduction
24s-52s	Primary school
53s-1.21min	High school
1.22min-1. 48min	College
1.49min-2.30min	University
2.31min-2.52min	After University

# **Appendix 5k: Lesson9 (The political System)**

Material Used: PPT

### Number of Slides 21

Slide Number	Content	
1	The title	
2	The Governmental Model	
3	Monarch VS Parliament	
4	The Constitutional Monarchy	
5	1- The legislature	
6	2-The executive	
7	3- The Judiciary	
8	The British monarchy	
9	The monarch cannot do	
10	The British monarchy Duties	
11	British Parliament	
12	British Parliament Duration	
13	1- House of Lords	
14	The Lords Temporal	
15	Parliament Members	
16	Reforms	
17	<b>2-</b> The House of Commons	
18	Political Parties	
19	1- The Labour Party	
20	2- The Conservative Party	
21	Smaller political parties	

# **Appendix 51: Lesson 10 (The legal System)**

Material Used: PPT

Number of Slides: 21

Slide Number	Content	Additional Information
1	Title	
2	Definition	
3	Image of the Central Criminal	
	Court in 1539	
4	Basic Principles	More explanations of the
		basic principles
5	The Rule of Law	
6	Basic Principles of English Law	
	Natural Law	
7	The Supremacy of Parliament	
8	Separation of Power	
9	Sources of British Law	
10	Civil Law versus Criminal Law	
11	Two Branches of Law	Focusing on the differences
		between both branches
12	Legal aspects	
13	The court system	

العنوان: استخدام وسائل الوسائط المتعددة في تدريس المادة الثقافية لطلبة السنة الاولى ليسانس بجامعة خنشلة

#### الملخص:

يتزايد تطور التعليم والتعلم وتجذب مواد الوسائط المتعددة كأدوات تعليمية المزيد من الاهتمام. في الوقت الحاضر يتزايد الطلب على المواد التعليمية متعددة الوسائط لأنها أثبتت أنها تساعد الطلاب في تعلمهم في مختلف التخصصات. ومع ذلك، لا يولى اهتمام كبير الستخدام مواد الوسائط المتعددة في تدريس الثقافة البريطانية، وخاصة في السياق الجزائري. لمعالجة هذه الفجوة ، تقدم هذه الأطروحة استخدام مواد الوسائط المتعددة لتعزيز التعلم والاحتفاظ بالمعرفة في الثقافة البريطانية. الغرض من هذه الدراسة هو معرفة تأثير استخدام مواد الوسائط المتعددة على اكتساب (تعلم) طلاب اللغة الإنجليزية كلغة أجنبية للمعرفة الثقافية البريطانية وكذلك العلاقة بين هذه المواد و القدرة على الاحتفاظ بالمعرفة. وتحقيقا لهذا الغرض، تتكون عينة هذه الدراسة من 66 طالبا وطالبة في السنة الأولى و 04 أساتذة، في قسم اللغة الإنجليزية، جامعة خنشلة (الجزائر). تم استخدام ثلاث أدوات في إجراء الدراسة؛ وتشمل هذه اختبار ما قبل الدراسة ، واختبارين لاحقين ، واستبيانات الطلاب ، ومقابلة مع الأساتذة. تم اعتماد تصميم تجريبي مع مجموعتين: مجموعة تجريبية ومجموعة ضابطة. تتألف كل واحد منهم من ثلاثة وثلاثين (33) طالبًا جامعيًا في السنة الأولى. تم إعطاء الدروس باستخدام مواد الوسائط المتعددة للمجموعة التجريبية (المواد المستخدمة هي في شكل صوتيات ومقاطع فيديو وعروض تقديمية باور بوينت) ، في حين تم تدريس المجموعة الثانية للمجموعة الضابطة باستخدام الطريقة التقليدية التي تستخدم تقنية المحاضرات والمناقشة التي يتم التعامل معها كمجموعة ضابطة. وخضعت كلتا المجموعتين لاختبار قبلي واختبارين لاحقين. وخضعت كلتا المجموعتين لاختبار قبلي واحد (قبل إجراء أي تدريس) واختبارين بعديين (بعد الانتهاء من الفصل الأول). وتم تحليل البيانات التي تم الحصول عليها من خلال التحليل النوعي والكمي. ولم تظهر نتيجة تحليل الاختبار القبلي وجود فروق ذات دلالة إحصائية بين المجموعتين. وفي الوقت نفسه، أظهرت نتيجة تحليل الاختبارات البعدية ما يلي: 1- درجات المجموعة التجريبية في كلا الاختبارين البعديين أفضل من نتائج المجموعة الضابطة، 2- درجات المجموعة التجريبية في الاختبار البعدي 2 أفضل من نتائج الاختبار البعدي1. تظهر نتائج هذه الدراسة أن هناك تحسينات ملحوظة في التعلم وزيادة في كمية المعرفة بين الطلاب الذين يتم تدريسهم من خلال استخدام الوسائط المتعددة عكس طلاب المجموعة الضابطة ، مما يؤكد أهلية الوسائط المتعددة كأدوات واعدة لتعزيز القدرة على الاحتفاظ بالمعارف للطلاب ، ودعم عملية التعلم والتعليم. وأخيرًا، نوهت هذه النتائج بالتالي: يجب على الأساتذة البقاء على اتصال مع أحدث الوسائل التعليمية وكذلك المغامرة بتجربة أحدث أساليب التدريس من أجل رفع مستوى التحصيل لدى الطلاب. وعلاوة على ذلك، ينبغي للجامعات أن تشجع على استخدام مواد الوسائط المتعددة جنبا الى جنب مع أساليب التدريس التقليدية، وأن توفر أيضا المواد اللازمة، مع مراعاة توجهات الطلاب التعليمية وتوقعاتهم

الكلمات المفتاحية: الثقافة البريطانية، تعزيز، التعلم، مواد الوسائط المتعددة، التذكر، التدريس.