



USING ONLINE MULTIMEDIA RESOURCES TO TEACH CULTURE-BASED LANGUAGE AT B2 LEVEL

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ABSTRACT

The teaching of culture-based language has become an essential component of foreign language education, particularly at the B2 level, where learners are expected to communicate fluently and appropriately in various sociocultural contexts. Online multimedia resources provide effective tools for integrating cultural content into language instruction by offering authentic, interactive, and visually rich materials. This paper examines the role of online multimedia resources in teaching culture-based language at the B2 level. It analyzes how videos, podcasts, digital texts, and social media platforms contribute to the development of linguocultural competence, intercultural awareness, and pragmatic skills. The study highlights the pedagogical advantages of multimedia resources, including increased learner motivation, exposure to real-life language use, and opportunities for independent learning. It is argued that systematic and methodologically sound use of online multimedia resources significantly enhances students' ability to understand and apply cultural norms in foreign language communication..

In the modern educational paradigm, foreign language teaching is no longer limited to the acquisition of grammatical structures and lexical units. The ability to communicate effectively in a foreign language requires an understanding of the cultural context in which the language functions. This aspect is especially important at the B2 level, where learners are expected to interact confidently, understand implicit meanings, and adapt their language use to different social and cultural situations. As a result, culture-based language teaching has become a key objective of contemporary language education.

Culture-based language teaching focuses on the integration of cultural knowledge, values, traditions, and communicative norms into the language learning process. Linguocultural competence enables learners to interpret culturally marked expressions, understand behavioral patterns, and avoid misunderstandings in intercultural communication. At the B2 level, students already possess a solid linguistic foundation, which allows them to engage in deeper cultural analysis and reflection.[1]

The rapid development of digital technologies has created new opportunities for teaching cultural aspects of language. Online multimedia resources, such as videos, podcasts,

interactive websites, blogs, and social media platforms, provide learners with access to authentic cultural content. Unlike traditional textbooks, these resources reflect real-life language use and present cultural information in dynamic and engaging formats. Through multimedia, students can observe how language is used in everyday situations, professional contexts, and informal communication.

Another important advantage of online multimedia resources is their impact on learner motivation. Digital materials are often more engaging and relatable, which increases students' interest and active participation in the learning process. Furthermore, multimedia resources support autonomous learning, allowing students to explore cultural topics independently and develop critical thinking skills.[2]

This paper aims to explore the pedagogical potential of online multimedia resources in teaching culture-based language at the B2 level. It examines how digital tools can be effectively integrated into foreign language instruction to develop linguocultural competence and prepare learners for successful intercultural communication.

Culture-based language teaching is grounded in the idea that language and culture are inseparable. Language reflects the values, beliefs, traditions, and social norms of its speakers. Therefore, effective language learning requires an understanding of these cultural dimensions. At the B2 level, learners are expected to interpret cultural references, recognize differences in communication styles, and use language appropriately in various contexts.

Online multimedia resources play a crucial role in achieving these objectives. One of the most widely used multimedia tools is video content. Films, television programs, interviews, and online videos present authentic language use together with visual and contextual information. For example, students may watch a video depicting a workplace meeting in an English-speaking country and analyze forms of politeness, turn-taking, and non-verbal behavior. Such activities help learners understand cultural norms that influence communication.[3]

Podcasts and audio materials are another valuable resource for teaching culture-based language. They expose learners to natural speech, different accents, and culturally relevant topics. At the B2 level, students can listen to podcasts discussing social issues, traditions, or everyday life and complete tasks that require identifying cultural values and attitudes. This approach develops listening skills while deepening cultural awareness.

Digital texts, including online articles, blogs, and news websites, provide learners with up-to-date cultural information. These resources allow students to explore contemporary cultural issues and compare them with their own cultural experiences. For instance, learners can read articles about national holidays or educational systems and discuss cultural similarities and differences. Such activities encourage critical thinking and intercultural reflection.

Social media platforms and online communication tools further enhance culture-based language learning. Participation in online discussions, forums, or virtual exchanges enables students to engage in real intercultural communication. For example, interacting with peers from other countries through discussion boards or collaborative projects allows learners to practice culturally appropriate language use and develop pragmatic competence.[4]

Project-based learning using multimedia resources is also highly effective. Students can create digital presentations, videos, or blogs on cultural topics, such as social etiquette, traditions, or cultural stereotypes. These projects require learners to research cultural information, analyze multimedia sources, and present their findings creatively. As a result, students become active participants in the learning process and develop deeper cultural understanding.

Despite their advantages, online multimedia resources must be used thoughtfully. Teachers should carefully select culturally relevant materials and design tasks that promote analysis, discussion, and reflection. Without proper guidance, students may consume multimedia content passively without achieving meaningful learning outcomes.

In conclusion, the teaching of culture-based language at the B2 level is an essential aspect of foreign language education, as it prepares learners for effective and culturally appropriate communication. Online multimedia resources provide valuable opportunities for integrating cultural content into language instruction through authentic, interactive, and engaging materials.

The use of videos, podcasts, digital texts, and social media platforms enables learners to observe cultural norms and communicative behaviors in real contexts. At the B2 level, students possess the linguistic competence necessary for deeper cultural analysis, making multimedia resources particularly effective for developing linguocultural and intercultural competence. In addition, digital tools increase learner motivation and support independent learning.[5]

However, the successful implementation of online multimedia resources depends on methodological planning and teacher guidance. Educators must ensure that multimedia materials are aligned with learning objectives and accompanied by tasks that encourage critical thinking and reflection. When used systematically, online multimedia resources significantly enhance the quality of culture-based language teaching.

Overall, the integration of online multimedia resources into B2-level language instruction contributes to the development of culturally aware, communicatively competent, and confident language users who are well prepared for interaction in a globalized world..

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