

Chapter- 5

Practices and Opinions of Multimedia Materials User and Non-Multimedia Materials user Students

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CHAPTER 5

PRACTICES AND OPINIONS OF MULTIMEDIA MATERIALS USER AND NON-MULTIMEDIA MATERIALS USER STUDENTS

5.1 INTRODUCTION

This chapter presents the analysis of responses received from the different departments and faculties of Aligarh Muslim University. It presents the data obtained from Multimedia Materials (MMM) user and Non- MMM user students.

The general information of the respondents is analysed such as gender, age, class, course of study, social background and Department in which they are enrolled have been mentioned with the help of tables and charts and comparative analysis of multimedia materials user students and non-multimedia user students' practices and opinions have been discussed. The responses of the students who are undergraduate and post-graduate students of Aligarh Muslim University Aligarh and using multimedia technology for learning English in the English language lab and outside the language lab are considered and labelled as Multimedia Materials (MMM) user students in the present study. Similarly, students who do not have access to the multimedia English language lab, and they make inadequate use of technology on their own for learning the English language are considered as Non- MMM user students.

The analysis includes the data from arts, social science, commerce, science and engineering faculty students of Undergraduate and Postgraduate level. The results of study are presented with the help of t-tests with the level of freedom $p=0.05$. Tables, pie charts and bar diagrams are used in order to make them more clear and understandable.

5.2 FINDINGS FROM THE RESPONSES OF MULTIMEDIA MATERIALS (MMM) USER STUDENTS AND NON-MULTIMEDIA MATERIALS (NON-MMM) USER STUDENTS

Table 5.1. Comparison of Mean scores of practices among the MMM users and Non-MMM user students of English language

Variables	MMM	N	Mean	S.D	DF	t-value	P
Practices	User	134	54.171	8.417	266	15.058	0.001
	Non-user	134	38.522	8.595			

Findings of the study on students' practices towards use of MMM: shows in the table (5.1) that there is significant difference in practices ($t=15.058$, $p=0.001 < 0.05$) between multimedia material users and Non-multimedia material users of English language learner. The results show that MMM user students have positive practices towards the use of multimedia materials than Non-multimedia user students. Moreover the above results also made it clear that the MMM users make more use of multimedia materials for learning English language than non-multimedia user. Thus our hypothesis H_{01} is stating that there is **no significant** difference between MMM user and Non-MMM user students with respect to their practices for the use of multimedia materials for learning English language was rejected.

5.3 PRACTICES OF STUDENTS WITH REGARD TO USING MULTIMEDIA MATERIALS (MMM)

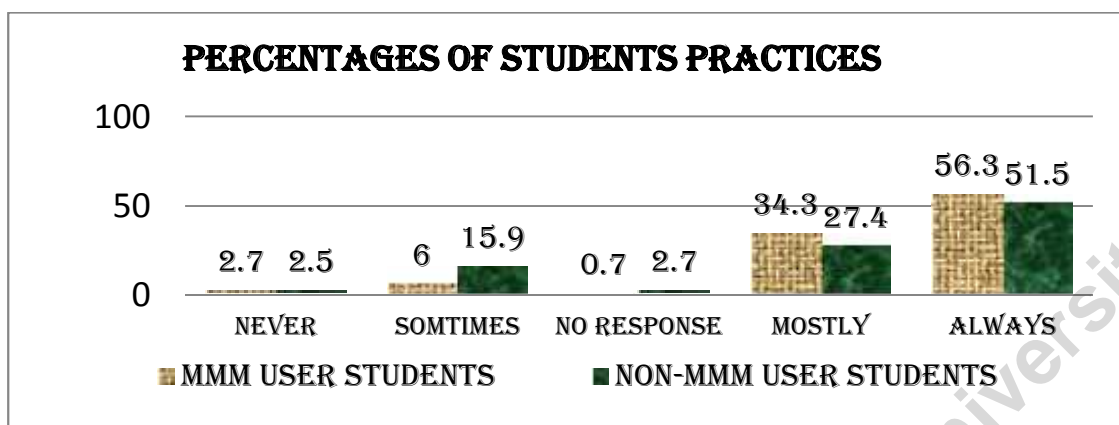
How frequently do you use the following MULTIMEDIA MATERIALS (MMM) in your daily life?

Never=1, sometimes =2, No response= 3, Mostly= 4, Always= 5

Table 5.2. Students Practices

I can operate the computer and multimedia mobile easily						
Participants	Never	Sometimes	No Response	Mostly	Always	Total respondents
MMM user students Practices	4	8	1	46	76	134
	2.7%	6%	0.7%	34.3%	56.3%	100%
Non-Multimedia User Students Practices	4	21	4	36	69	134
	2.5%	15.5%	2.7%	27.4%	51.5%	100%

Figure: 5.1. I can operate the computer and multimedia mobile easily



Source: Researcher's calculation based on primary data

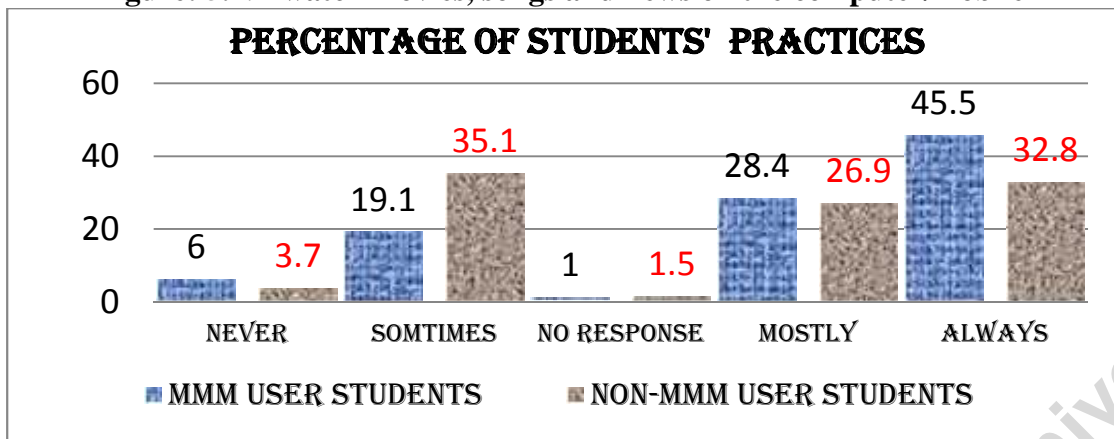
The above Table (5.2) and Figure (5.1) show responses of students of Aligarh Muslim University. It shows that 56.3% multimedia materials (MMM) user students respond that they can always operate multimedia technology easily, 34.3% respond mostly, 0.7% gives no response, 06% replied sometimes and only 2.7% students reacted that they never use multimedia technology. Whereas 51.5% Non-multimedia students always operate multimedia mobile and computer, 27.4% mostly, 2.7% of them gave no response, 15.5% use sometimes and only 2.5% never operate computer or multimedia technology.

The findings of the data made it clear that multimedia materials user students' attitudes towards using a computer and multimedia technology are more positive than non-multimedia media user students. But, the variation in the percentage of multimedia and non-multimedia user students is very little. Therefore, the researcher accepts that non-multimedia user students also have positive attitudes about the use of multimedia technology.

Table 5.3 Students Practices

Participants	I watch movies, songs and news on the computer/mobile.					Total respondents (N)
	Never	Sometimes	No response	Mostly	Always	
MMM User Students Practices	8	26	2	38	60	134
	6%	19.1%	1%	28.4%	45.5%	100%
Non-Multimedia User Students Practices	5	47	2	36	44	100%
	3.7	35.1%	1.5%	26.9%	32.8%	100%

Figure: 5.2. I watch movies, songs and news on the computer/mobile



Source: Researcher's calculation based on primary data

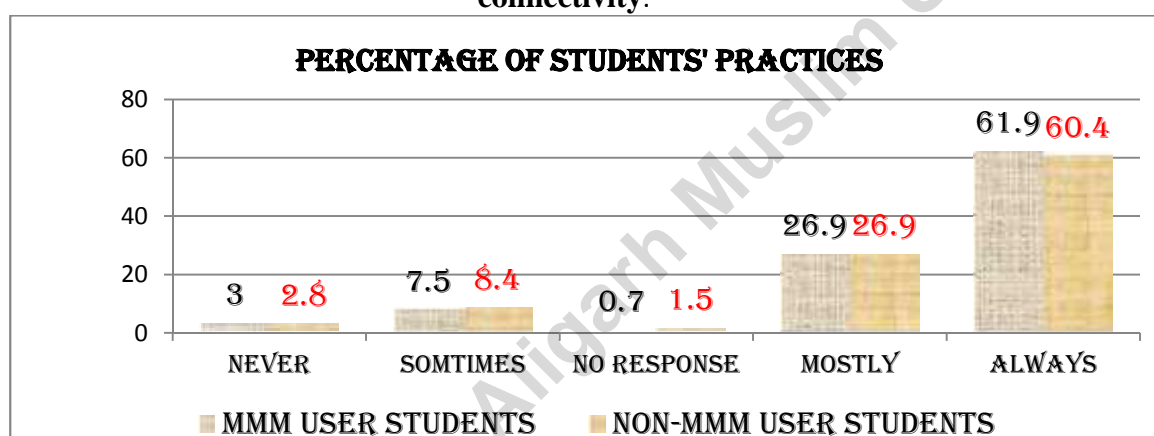
The above data shows that students of English language can operate multimedia technology easily and they are widely using it for different purposes, such as watching movies, songs and the news. Table (5.3) and Figure (5.2) show that 45.5% always use computer or multimedia mobile for watching movies, songs and news, 28.4% mostly use for the same purpose, 01% students give no response, 19.1% use it sometimes and only 6 % never watch movies, songs on the computer. On the other hand, the responses of non-multimedia user students' attitudes toward recent technology show that 32.8% always and 26.9% mostly use computer and mobile for various purposes 35.1% of them sometimes use multimedia devices, and 3.7% never use it and only 1.5% students gave no response to the use of recent technology for the multiple purposes.

The findings of the data show that majority of multimedia user students and non-multimedia user students are familiar with and they are using computers and multimedia devices in their day-to-day life. This sort of everyday exercise of students with computer technology can be utilized for developing their English proficiency. A study reported that major benefits of the video materials are that they present real and authentic input as it is originally created for native speakers. Films, radio, TV programs, songs and videos can be used in a multiplicity of instructional and teaching settings in the classroom as a mode of presenting content, initiating discussion, for giving example for a particular topic and content, self-study and for assessment situations (Bajrami & Ismaili, 2016).

Table 5.4. Students Practices

Participants	I can search anything on my mobile or the computer with internet connectivity.					
	Never	Sometimes	No response	Mostly	Always	Total respondents
MMM User Students Practices	4	10	1	36	83	134
	3%	7.5%	0.7%	26.9%	61.9%	100%
Non-Multimedia User Students Practices	4	11	2	36	81	134
	2.8%	8.4%	1.5%	26.9%	60.4%	100%

Figure: 5.3. I can search anything on my mobile or the computer with internet connectivity.



Source: Researcher's calculation based on primary data

The above Table (5.4) and Figure (5.3) reveal that 61.9% MMM user students are always searching and exploring knowledge through internet surfing, 26.9% mostly do the same and 7.5% students are searching sometimes on the multimedia tool with internet connectivity. Whereas, the non-multimedia user students are searching on the computer with internet connectivity 60.4% always and 26.9% mostly and 8.4% sometimes, from both the groups only 3% and 2.8%, do not use the internet frequently.

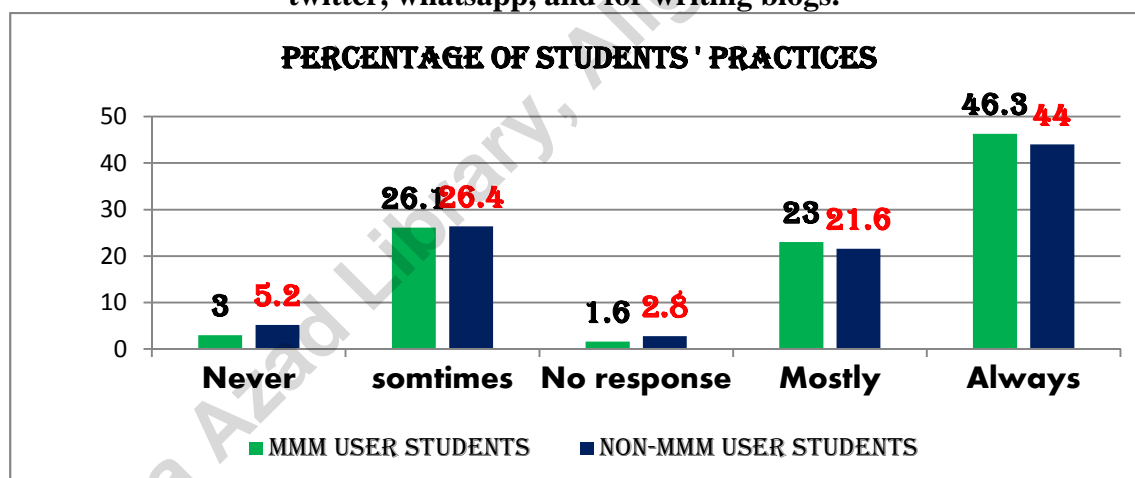
Both categories of students are skilled enough and they can search anything on the mobile and computer by means of internet connectivity. Therefore, the result shows that these attitudes and practices of students can be exploited for material production and selection for developing their English language proficiency. Because a huge amount of materials are available in the form of soft materials at different websites but it requires proper effort from teachers for selection of materials according to the

level and needs of the students. According to Christopher & Ho (1996) internet connectivity also has multimedia and interactive functions as an attractive medium to conduct teaching. Similarly, Meloni (1998) add an idea that authentic use of language through MMM increases students' motivation, and worldwide awareness as a motive for its application in language learning.

Table 5.5. Students Practices

Participants	I use multimedia technology for social networking, such as face book, twitter, whatsapp, and for writing blogs.					
MMM User Students Practices	Never	sometimes	No response	Mostly	Always	Total respondents
	4	35	2	31	62	134
	3%	26.1%	1%	23%	46.3%	100%
Non-Multimedia User Students Practices	7	35	4	29	59	134
	5.2%	26.4%	2.8%	21.6%	44%	100%

Figure 5.4. I use multimedia technology for social networking, such as Facebook, twitter, whatsapp, and for writing blogs.



Source: Author's calculation based on primary data

Table (5.5) and Figure (5.4) visibly show that MMM user students 26.1% sometimes, 23% mostly and 46.3% always use social networking sites, the numbers of students are notable. Whereas among Non-multimedia user students 26.4% use it sometimes, 21.6% mostly, and 44% always use computer and multimedia mobile phone to access social networking sites like Facebook, Whatsapp, twitter and blogs.

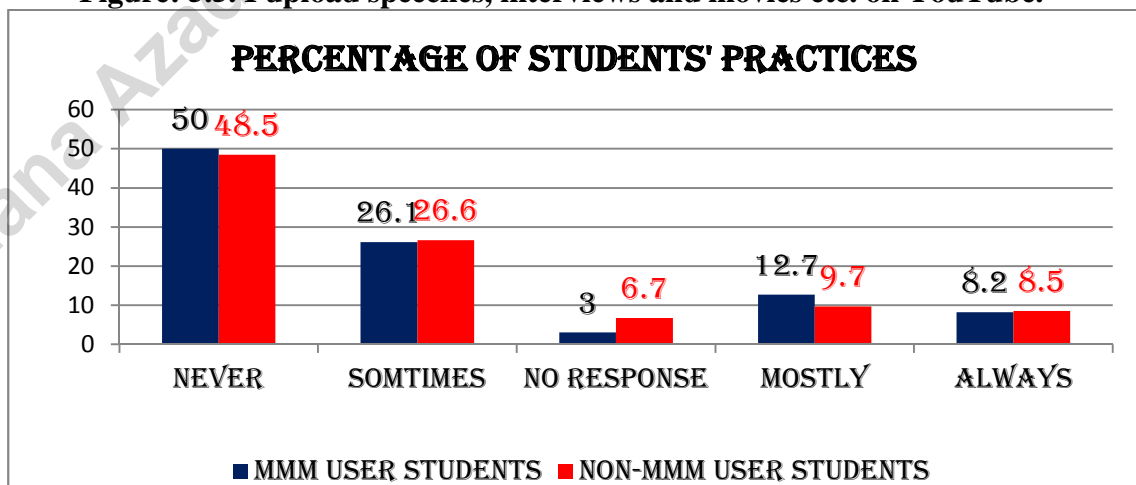
The result of analysis shows that commonly students are multimedia or digital technology friendly and they are using different kinds of social networking sites for

chatting, writing blogs and posting messages on Facebook. Such interest and engagement of students can be utilized for developing English language skills of the students. Modern social technologies are experienced by hundreds of millions of users and these are accessible for free, and these are engaging and enjoyable to use. They can be used appropriately to harness teaching and learning, basically to develop social interaction. In addition to this, social media can help create flexibility in the learning process and it gives an opportunity for easy publication, sharing ideas, information and re-use of study materials, and commentaries (Seaman & Tinti-Kane, 2013). Technology also supports in the form of important resources in information environment which are generally handled by students and lecturers themselves (Kaplan & Haelein, 2016). Social networking sites are promoted among students community for encouraging collaborative learning and developing interactions among student and student and student and teacher (Brown, 2010).

Table 5.6. Students Practices

Participants	I upload speeches, interviews and movies etc. on YouTube.					
MMM user students Practices	Never	sometimes	No response	Mostly	Always	Total respondents
	67 50%	35 26.1%	4 3%	17 12.7%	11 8.2%	134 100%
Non-MMM user Students Practices	65 48.5%	36 26.6%	9 6.7%	13 9.7%	11 8.5%	100%

Figure: 5.5. I upload speeches, interviews and movies etc. on YouTube.



Source: Researcher's calculation based on primary data

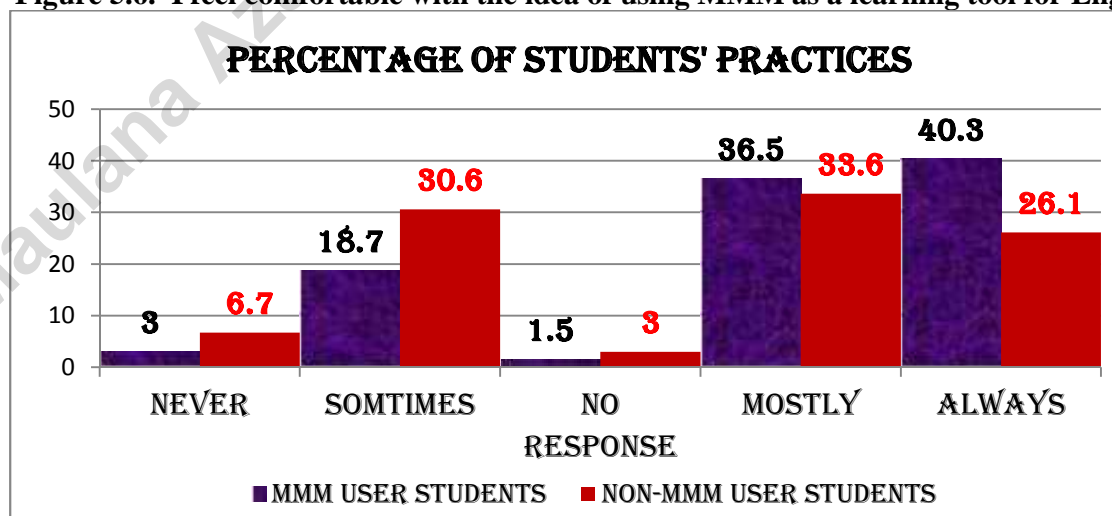
The responses of students are reported in Table (5.6) and Figure (5.5). They demonstrate that 50% MMM user students never upload speeches, interviews, discussion and dialogues materials on YouTube. Only 12.7% mostly and 8.2% always upload speeches, interviews and movies. And the responses of non-multimedia user students are quite similar to MMM user students.

Results indicate that students are hardly uploading speeches, interviews and movies on social media site like on the YouTube. Therefore, teachers and administrators need to encourage students for collaborative learning, sharing ideas, information and teaching learning materials on YouTube. A study claimed that enormous numbers of video clips are available in English language and many ESL/EFL teachers have started to share into the YouTube sources. Some of them give sample lessons for the language learner to watch, and discuss and encourage uploading videos of their own with specific aim of learning English language in the mind (Ghasemi, Hashemi & Bardine, 2011).

Table: 5.7 Students Practices

Participants	I feel comfortable with the idea of using MMM as a learning tool for English					Total respondents
	Never	sometimes	Neutral	Mostly	Always	
MMM user Students Practices	4	26	2	48	54	134
	3%	18.7%	1.5%	36.5%	40.3%	100%
Non-MMM user students Practices	9	41	4	45	35	134
	6.7%	30.6%	3%	33.6%	26.1%	100%

Figure 5.6. I feel comfortable with the idea of using MMM as a learning tool for English



Source: Author's calculation based on primary data

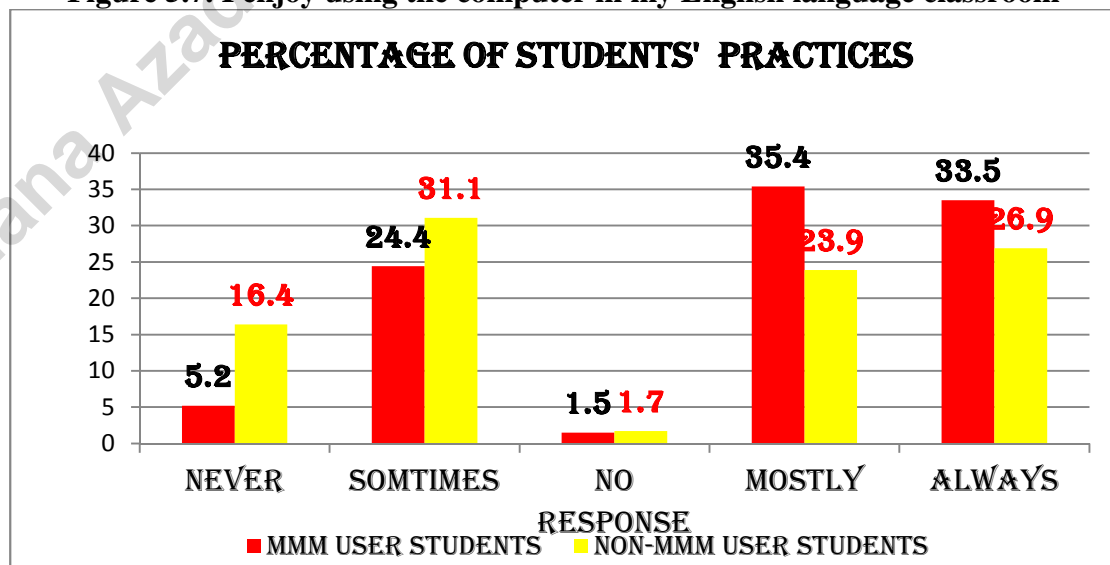
The responses of the question plotted in the Table (5.7) and Figure (5.6) displays that MMM user students have positive attitudes and practices regarding learning English language with multimedia tool. The figure shows that 40.3% always, 36.5% mostly and 18.7% sometimes are comfortable with the idea and application of technology for language learning and 3% are never in favour of the idea of using multimedia technology for English language learning. On the other hand, 26.1% non-multimedia students have responded as always, 33.6% mostly and 30.6% sometimes, in response to whether they are comfortable learning language with application of multimedia technology.

Findings indicate that majority of the students' attitudes and practices are in the favour of using multimedia materials for learning English language. This finding corroborates the findings of researchers who have found MMM useful for learning language; particularly for vocabulary, grammar, and pronunciation.

Table 5.8. Students Practices

Participants	I enjoy using the computer in my English language classroom.					Total respondents
	Never	sometimes	No response	Mostly	Always	
MMM user Students Practices	7	33	2	47	45	134
	5.2%	24.5%	1.5%	35.4%	33.5%	100%
Non-MMM user students Practices	21	42	3	32	36	134
	16.4%	31.1%	1.7%	23.9%	26.9%	100%

Figure 5.7. I enjoy using the computer in my English language classroom



Source: Author's calculation based on primary data

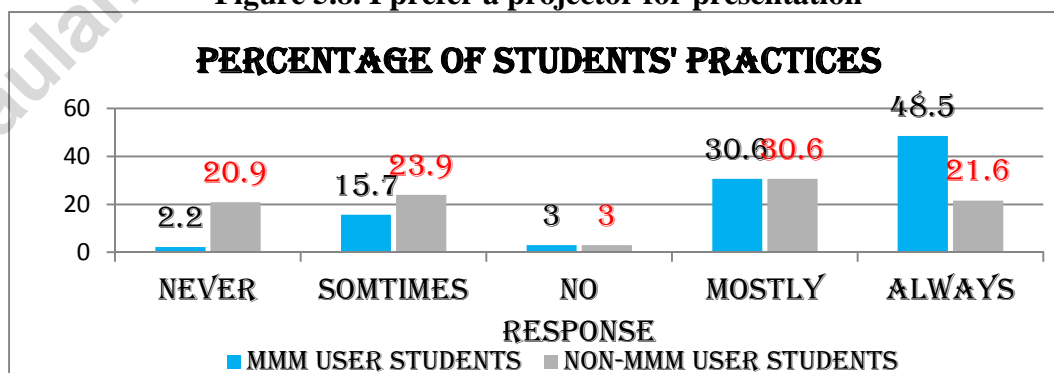
Table (5.8) and Figure (5.7) revealed that 33.5% MMM user students always enjoy the integration of computer technology in the English language classroom 35.4% mostly enjoy technology and 24.5% sometimes do so. As far as non-multimedia user student are concerned, they are also in favour of technology in the English language classroom: 26.9% always, 23.9% opted for mostly and 31.1% sometimes. But, still 16.4% non-multimedia user students indicated that do not enjoy computer technology in the language classroom.

The information provided in the above table and figure shows that majority of English language students enjoy and are using multimedia technology in their language classroom. Students who are not using multimedia regularly need encouragement and motivation for experiencing the benefits multimedia of technology for English language learning purposes. **Liu and Huo (2007)** studied on Computer Assisted Language Learning (CALL) in China and found that CALL gives better results in majority of the Universities of China. CALL has supported the learning of English Language with higher language potential. Language software has played a significant role in integrating English language learning with networked computers and other multimedia materials.

Table 5.9 Students Practices

Participants	I prefer a projector for presentation.					Total respondents
MMM user Students Practices	Never	sometimes	No response	Mostly	Always	
	3	21	4	41	65	134
	2.2%	15.2%	3%	30.6%	48.5%	100%
Non-MMM user students Practices	28	32	4	41	29	134
	20.9%	23.9%	3%	30.6%	21.6%	100%

Figure 5.8. I prefer a projector for presentation



Source: Author's calculation based on primary data

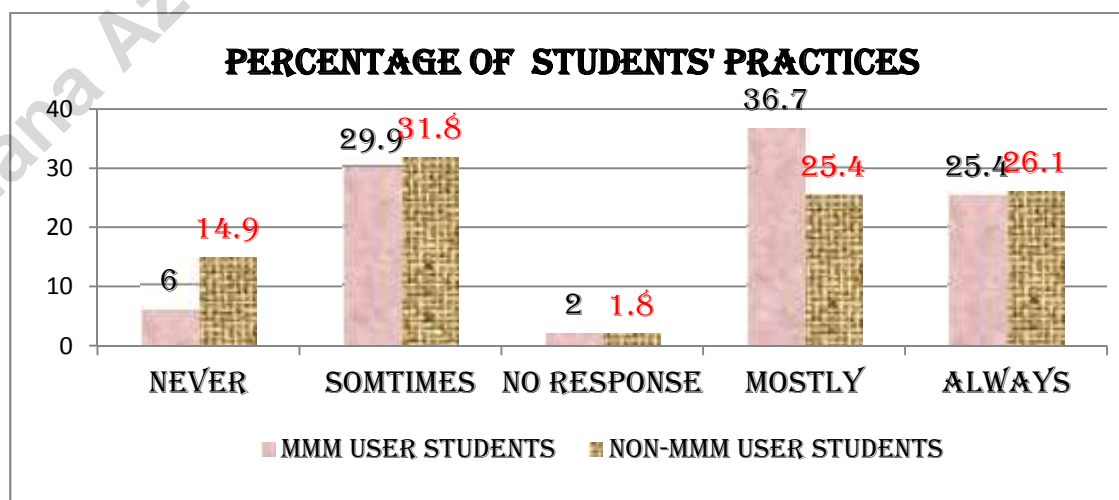
The analysis of the data above shows in the Table (5.9) and Figure (5.8) that among MMM user 48.5% always, 30.6% mostly and 15.2% sometimes, prefer a projector for presentation in the English language classroom. Whereas among Non-MMM users 21.6% always, 30.6% mostly and 23.9% sometimes are in support of presentation with a projector in the classroom. But, 20.9% non-multimedia user students do not at all prefer the use multimedia projector for presentation. It may be due to the lack of exposure to technology in the classroom as well as outside the classroom.

However, the result of analysis of the data indicates that majority of the students are in the favour of presentation with a projector. It gives vivid pictures through the use of audio-visual technology in the presentation. Kennewell (2001) states that learners should be permitted to use a projector and interactive boards themselves since an interactive group of students is motivating for students interaction. It makes lessons more interesting and enjoyable and as a consequence it improves attention, engagement, and students' behaviour which are fundamental for the learning process (Beeland, 2002).

Table: 5.10 Students Practices

Participants	I download books on my computer for detailed study					
MMM user Students Practices	Never	sometimes	No response	Mostly	Always	Total respondents
	8	40	3	49	34	134
	6%	29.9%	2%	36.7%	25.4%	100%
Non-MMM user Students Practices	20	42	3	34	35	134
	14.9%	31.8%	1.8%	25.4%	26.1%	100%

Figure 5.9. I download books on my computer for detailed study



Source: Researcher's calculation based on primary data

The responses of the MMM user students reported in the Table (5.10) and Figure (5.9) show that 25.4% always, 36.47% mostly, 29.9% sometimes download learning materials on their computer for comprehensive and detailed study. Whereas non-multimedia user students also download materials for learning, that is 26.1% always, 25.4% mostly and 31.8% sometimes collect materials on their computer. Nevertheless, 14.9% non-multimedia students never download materials for detailed and comprehensive study.

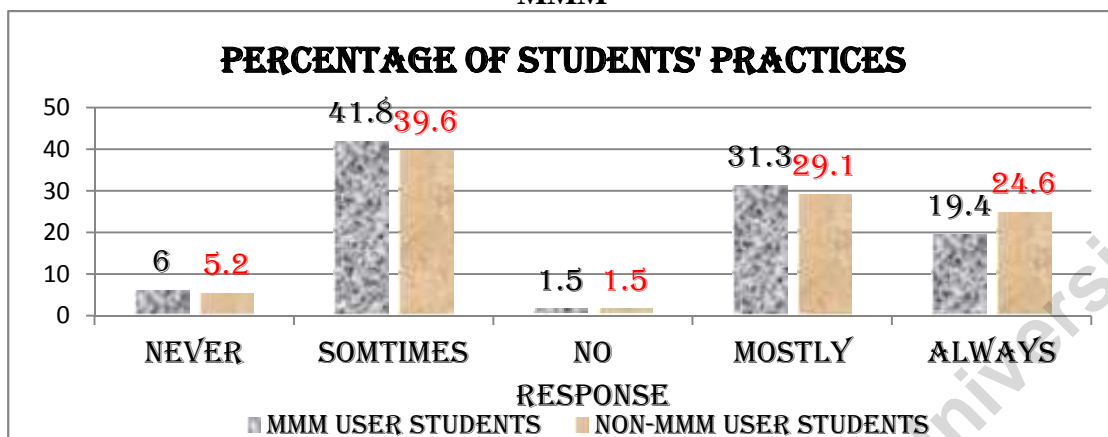
The result of the above statement makes it clear that majority of the students are practising the collection of materials from different websites, for which they download books, articles and journals for detailed study. Such skills and practices are positive for students and they develop self-study habits among learners.

The growing developments of modern technologies have redefined the characteristics of literacy which have extended from the conventional way of reading to encompass abilities “to learn, comprehend and interact with technology in a meaningful way” (Pianfetti, 2001, p.256). Students require adopting new comprehension strategies to read from texts on the Internet (Coiro, 2005). The effective applications of MMM for reading strategies have been considered as a significant tool and technique to develop reading skill. Second language acquisition literature supports the idea that students read more productively through technology (Cohen,1998, Oxford, 1990, Sheorey & Mokhtari, 2001). Coiro remarks “...internet technology has entered the second language classroom faster than books, television, or any other forms of communication technologies” (Coiro, 2005, Leu, 2002).

Table 5.11 Students practices

Participants	I listen to native speakers’ speech, debate and discussions with use of MMM.					
MMM user Students Practices	Never	Sometimes	No response	Mostly	Always	Total respondents
	8	56	2	42	26	134
	6%	41.8	1.5%	31.3%	19.4%	100%
Non-MMM user Students Practices	7	53	2	39	33	
	5.2%	39.6%	1.5%	29.1%	24.6%	100%

Figure 5.10 I listen to native speakers' speech, debate and discussions with use of MMM



Source: Author's calculation based on primary data

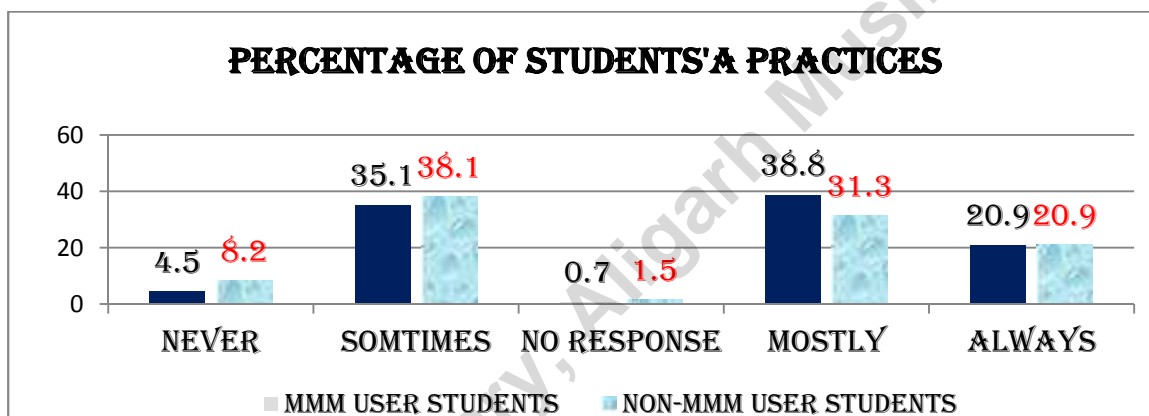
The attitudes and practices of the students show with regard to learning language in the Table (5.11) and Figure (5.10) that 19.4% MMM user students always, 31.3% mostly, and 41.8% sometimes listen to native speakers' speeches, debates and discussions with the application of multimedia technology. Whereas non-multimedia students are concerned, 24.6% always, 29.1% mostly and 39.6% sometimes listen to native speakers speeches and discussions outside the classroom.

The findings show that average students listen to native speakers' speeches, debates and discussions with the application of MMM. But still, there are large sections of students from both groups who are not listening to the native speakers regularly. So, the teacher should motivate the students for developing listening skills through the use of MMM. Since, listening activities are a very basic step in learning a language. The advent of multimedia programs and earlier studies the application of audio-visual media for listening skill development, commonly stress on the effectiveness of video by comparing it to traditional audio use. The integration of video in language learning is found to enrich target language processing and to develop listening skill, vocabulary acquisition and oral proficiency (Meskill, 1996).

Table 5.12 Students Practices

Participants	I read course books, newspapers, e- books, and stories on the computer					
MMM user Students Practices	Never	Sometimes	No response	Mostly	Always	Total respondents
	6	47	1	52	28	134
	4.5%	35.1%	0.7%	38.8%	20.9%	100%
Non-MMM user Students Practices	11	51	2	42	28	
	8.1%	38.1%	1.5%	31.3%	20.6%	100%

Figure 5.11. I read course books, newspapers, e- books, and stories on the computer



Source: Author's calculation based on primary data

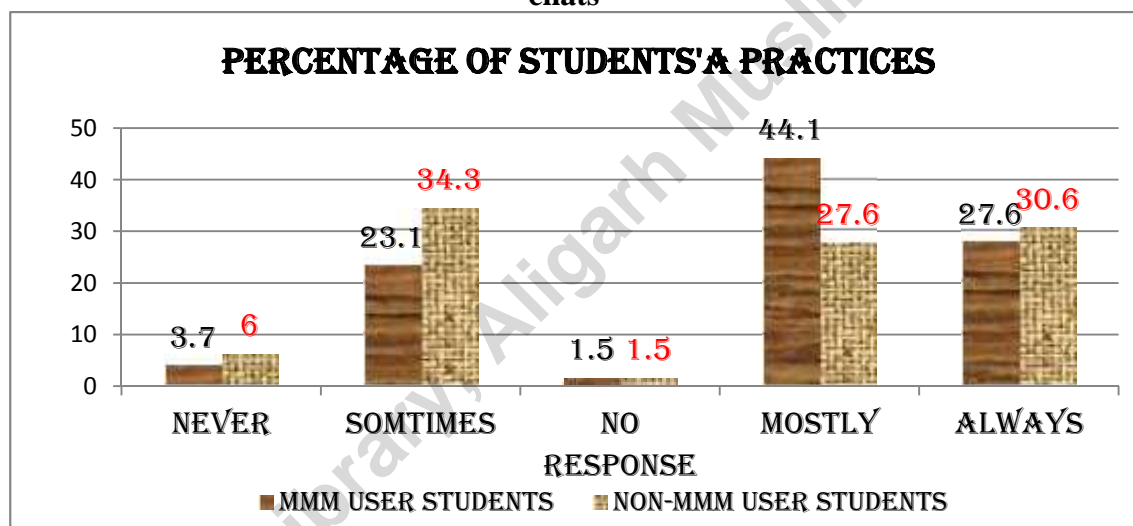
The Table (5.12) and Figure (5.11) show that 20.9% MMM user students always, 38.8% mostly and 35.1% sometimes read course books, newspapers, e-books and stories on the computer and multimedia mobiles. As far as non-multimedia user students' responses are concerned, 20.6% always, 31.3% mostly and 38.1% sometimes read books, newspapers and magazines with the help of digital technology. Only 8.1% students indicated that they never use technological tools for reading. The result shows that overall both student groups have positive attitudes and practices towards digital reading habits. Many studies have proved that multimedia tools are helpful for students who have difficulties in reading and writing skills. A Norwegian research study in 2008, explored that multimedia technology can stimulate learners' enhancement of reading skills and it also motivates the students for further reading and writing activities. Moreover, a Swedish longitudinal study with the control groups

of students revealed a significant progress among the student who are using multimedia tools (Molster, 2016; Flanagan, Bouck, & Richardson, 2013).

Table: 5.13 Students Practices

Participants	I use the computer for writing assignments, mails, messages and chats.					
	Never	Sometimes	No response	Mostly	Always	Total respondents
MMM user Students Practices	5	31	2	59	37	134
	3.7%	23.1%	1.5%	44.1%	27.6%	100%
Non-MMM user Students Practices	8	46	2	37	41	134
	6%	34.3%	1.5%	27.6%	30.6%	100%

Figure 5.12. I use the computer for writing assignments, mails, messages and chats



Source: Author's calculation based on primary data

The analysis of the responses to the question on attitudes and practices of MMM user students which are plotted in the table (5.13) and figure (5.12) show that 27.6% always, 44.1% mostly and 23.1% sometimes use a computer and other multimedia technology for writing assignments, mails, blogs and chats. Whereas 30.6% non-multimedia user students always, 27.6% mostly and 34.3% sometimes use the computer and multimedia materials for different writing purposes. Only 6 % students are never using digital technology for different writing purposes.

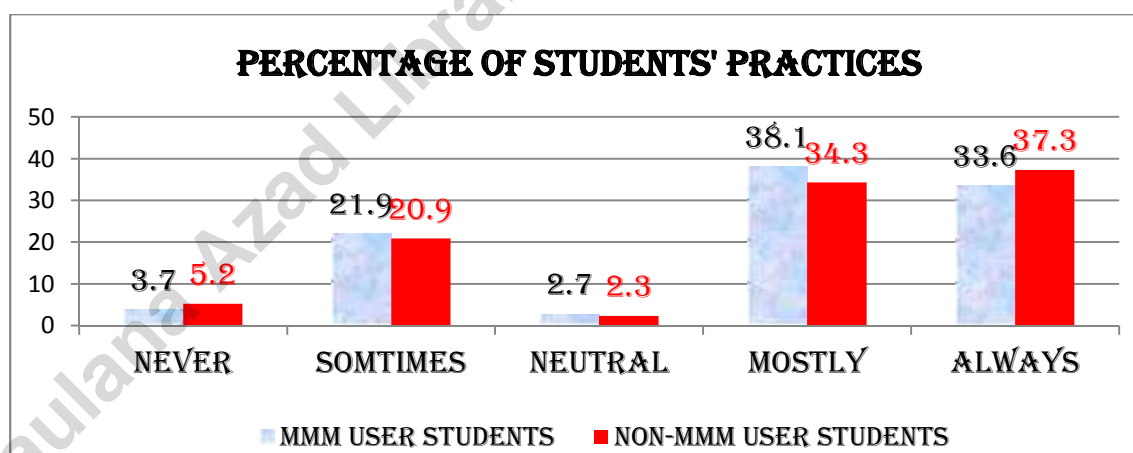
Results revealed that both group of students, MMM user and non-MMM user students have positive attitudes and practices towards the use of multimedia materials for different writing task.

According to the study conducted by Liaw (1998), learners responded that they are practicing drafting, editing and revising options with the support of email writing and students also claimed that it improved their proficiency level of English writing. Similarly, Gonglewski et al. (2001) highlighted the importance of email writing between the teacher and students of foreign language learner “the secure environment through one-on-one email exchange when the teacher helps the learners to gain self-assurance as well as the experience of using electronic media for foreign language.” Moreover, Gonglewski et al. (2001) argues that the email gives “much more valuable communicative interaction in the target language than was possible in the traditional foreign language classroom” Kutlu, Ö. (2013).

Table 5.14. Students’ Practices

Participants	I make use of e- dictionary for learning new words					
	Never	Sometimes	No response	Mostly	Always	Total respondents
MMM user Students Practices	5	29	4	51	45	134
	3.7%	21.9%	2.7%	38.1%	33.6%	100%
Non-MMM user Students Practices	7	28	3	46	50	134
	5.2%	20.9%	2.3%	34.3%	37.3%	100%

Figure 5.13. I make use of e- dictionary for learning new words



Source: Author’s calculation based on primary data

The Table (5.14) and figure (5.13) reveal that 33.6% multimedia user students are always, 38.1% mostly and 21.9% sometimes using an e-dictionary for learning new words and enrichment of vocabulary. Only 3.7% students are never using e-dictionary for learning new words. Whereas 37.3% non-multimedia user students are always,

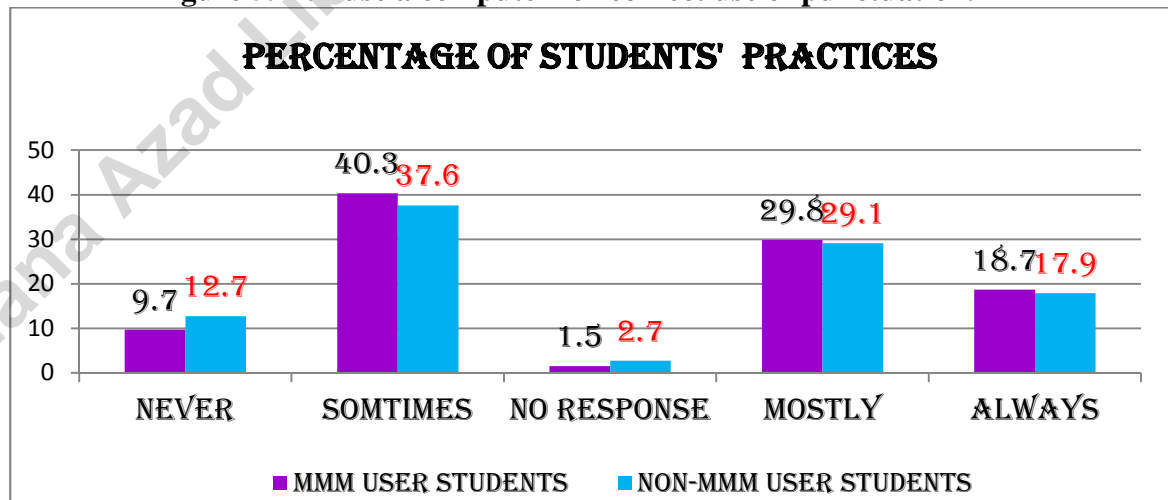
34.3% mostly and 21.9% sometimes students are using e-dictionary for learning new words and only 5.2% students are never using e-dictionary for learning new words of English language.

Findings demonstrate that nowadays the majority of students' have positive attitude positive towards the use of the e-dictionary for learning new words. Learning new words is a continuous process which begins at the time of birth and continues through entire life. There are many sources of developing vocabulary. E-dictionary is one of them. It may be online (www.dictionary.com), drive in a portable device, or installed as an app in the multimedia mobile. While the paper dictionary facilitates reading comprehension, the use of e-dictionary also facilitates reading comprehension, pronunciation and vocabulary acquisition (Hamilton, 2012).

Table 5.15. Students' Practices

Participants	I use a computer for correct use of punctuation.					Total respondents
	Never	Sometimes	No response	Mostly	Always	
MMM user Students Practices	13 9.7%	54 40.3%	2 1.5%	40 29.8%	25 18.7%	134 100%
Non-MMM user Students Attitudes	17 12.7%	50 37.6%	4 2.7%	39 29.1%	24 17.9%	134 100%

Figure 5.14. I use a computer for correct use of punctuation.



Source: Researcher's calculation based on primary data

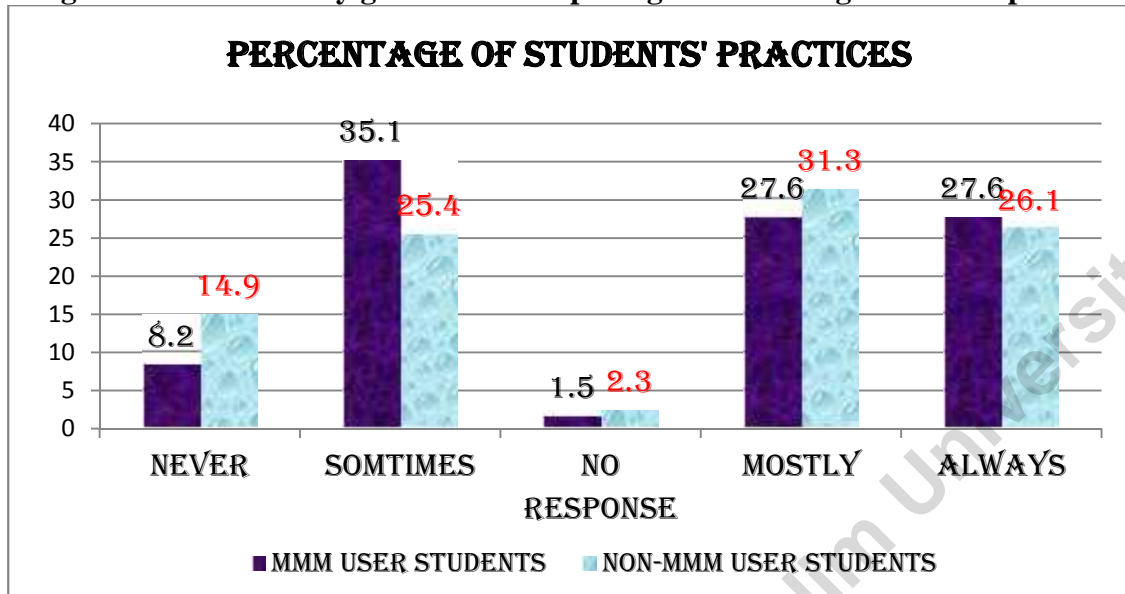
The responses of multimedia user students in the Table (5.15) and Figure (5.14) demonstrate that 18.7% always, 29.8% mostly and 40.3% sometimes use Microsoft Office and especially Microsoft Word and PowerPoint for writing and it helps them to correct their grammar and punctuation marks. Whereas among Non-multimedia user students one finds that 17.9% students always, 29.8% mostly and 40.3 % sometimes use the computer for writing skill and through which they improve their grammar and punctuations in their writing. Only 12.7 % students are never using multimedia technology for writing and improvement of punctuation marks.

The result shows that majority of the students are using a computer and other multimedia tools for writing and punctuation marks. According to employers, “the ability to communicate (both orally and in writing) is the most important skill that a graduate can possess” (Chartered Management Institutes, 2014). A study by Business Intelligence and Strategy Partner, (2012, p 298) “...stresses that grammar and punctuation are the most deficient areas of literacy skills. With less than 25 age group students identify a notable decrease in such skills over the years.” (Conroy, 2010) found that language learning particularly writing skill, grammar and punctuation can be improved through multimedia technology, Information communication technology and “...online interactions as well as links to related learning materials by encouraging interaction and discussion together with motivation to participate in class” McCann (2015).

Table 5.16. Students’ Practices

Participants	I check my grammar and spelling while writing on the computer.					
	Never	Sometimes	No response	Mostly	Always	Total respondents
MMM user Students Practices	11	47	2	37	37	134
	8.2%	35.1%	1.5%	27.6%	27.6%	100%
Non-MMM user Students Practices	20	34	3	42	35	134
	14.9%	25.4%	2.3%	31.3%	26.1%	100%

Figure 5.15. I check my grammar and spelling while writing on the computer.



Source: Author's calculation based on primary data

The analysis of the data shows in the table (5.16) and figure (5.15) that 27.6% multimedia user students are always, 27.6% mostly and 35.1% mostly checking their grammar and spelling, while writing with the use of multimedia technology. Whereas, 26.1% non-multimedia user students always, 31.3% mostly and 25.4% sometimes use computer-assisted technology for assessment of grammar and spelling. On the other hand only 14.9% students do not use the computer for grammar and vocabulary, whose percentage is quite low.

Therefore, findings show that both categories of students' i.e., multimedia user and non-multimedia user adopt computer technology for grammar correction and spellings. Microsoft office has many programs; Microsoft Word is one of them which provides various ways to check grammar, spelling and punctuation in documents. It also provides substantial support in the form dictionaries. It plays a vital role in writing and it can also function as auto correct to speed up the typing.

5.4 ANALYSIS OF RESPONSES ON OPINIONS OF MMM USER STUDENTS

In this section the researcher has analysed the data gathered from the MMM user students and Non-MMM user students regarding their opinions about multimedia materials. This has helped the researcher to have an insight into the differences in their views about multimedia technology.

Table 5.17. Comparison of Mean scores of opinions among the MMM users and Non-MMM user students of English language

Variables	MMM	N	Mean	S.D	DF	t-value	P
Opinions	User	134	44.895	5.187	266	1.44	0.15
	Non-user	134	43.955	5.474			
	Total	268					

Table 5.17 displays that there is no significant variation in the opinion ($t= 1.443$, $p=0.150>0.05$) between multimedia materials users and non- multimedia materials users of English language students. The results demonstrate that both multimedia and non-multimedia user students have positive and favorable opinions towards the use of multimedia technology for learning English language. Thus, our hypothesis H_{02} is stating that there will be no significant difference between MMM user and Non-MMM user students with respect to their opinions regarding the use of learning English language remains validated.

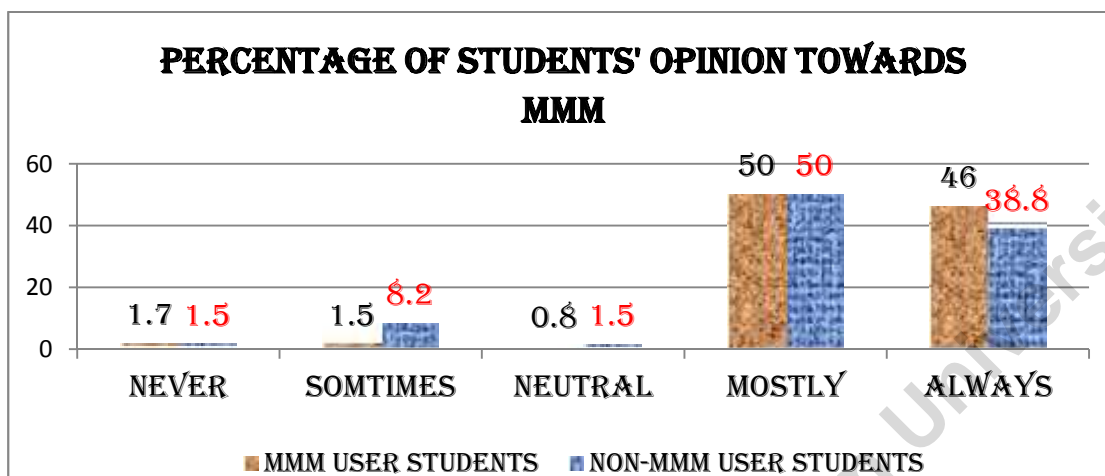
5.5 STUDENTS' OPINIONS REGARDING THE USE OF MULTIMEDIA MATERIALS

Why do you give preference to MULTIMEDIA MATERIALS (MMM) over the traditional method?

Table: 5.18 I like multimedia materials because.....

Participants	MMM provides visual aids in the form of interesting pictures, cartoons and graphics.					
MMM user Students Opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	2	2	3	67	60	134
	1.7%	1.5%	1.8%	50%	45%	100%
Non-MMM user Students Opinions	2	11	2	67	52	134
	1.5%	8.2%	1.5%	50%	38.8%	100%

Figure 5.16. MMM provides visual aids in the form of interesting pictures, cartoons and graphics



Source: Author's calculation based on primary data

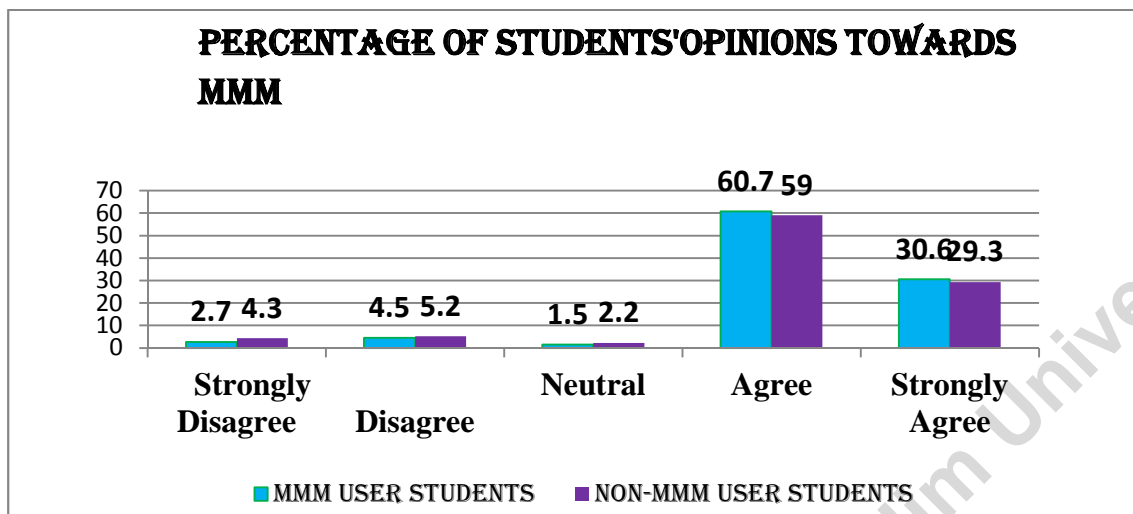
In Table (5.18) and figure (5.16), analysis of the responses to the question on the enjoyability of MMM is presented. The students of multimedia user 45% strongly agree, 50% agree and they enjoyed multimedia materials because it provides audio-visual aids, interesting pictures, and graphics. Similarly, non-multimedia user students also liked multimedia materials because of its audio-visual feature. Among them 38.8% strongly agree, 50% agree that they liked multimedia materials. Only 8.2% of them disagree on this point.

Findings show that both MMM user and non-MMM user students liked the interesting features of technology and most of the students have opined in favour of audio-visual aids. So, their positive opinions towards the use multimedia technology can be utilized for learning and teaching English language.

Table 5.19. I like multimedia materials because.....

Participants	I can listen to native speakers' speech, interview etc. for oral practice through MMM.					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	4	6	2	81	41	134
	2.7%	4.5%	1.5%	60.7%	30.6%	100%
Non-MMM user Students opinions	6	7	3	79	39	134
	4.3%	5.2%	2.2%	59%	29.3%	100%

Figure 5.17. I can listen to native speakers' speech, interview etc. for oral practice through MMM.



Source: Author's calculation based on primary data

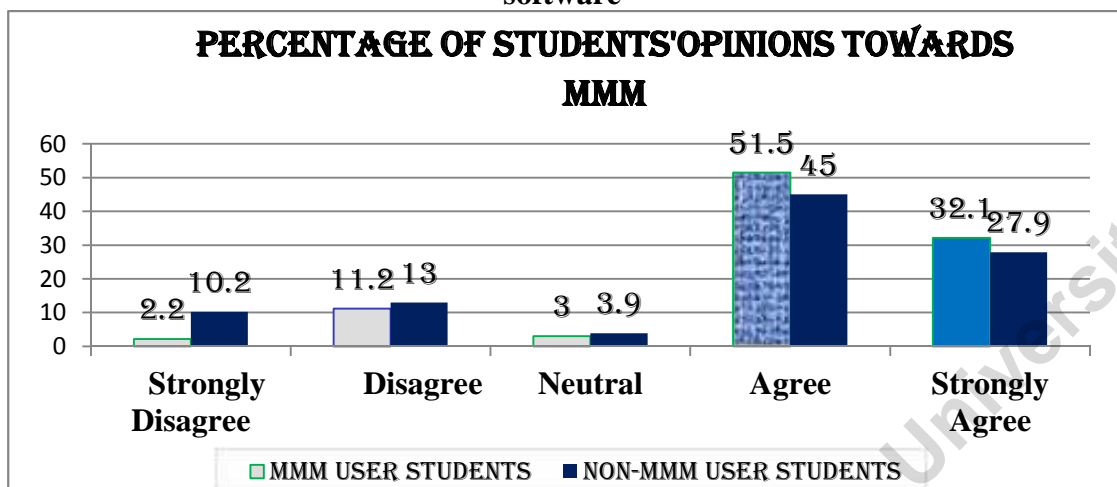
MMM user students' responses in the Figure (5.19) and Table (5.17) show that 30.6% strongly agree, 60.2% agree and 4.5% of them disagree, according to the opinions data, that they liked multimedia materials because with its use they can listen to native speakers' speech, interviews and oral practices. Whereas 29.3% non-multimedia user students strongly agree, 59% agree and 5.2% disagree on the use of multimedia technology for listening and speaking purposes.

Results show that maximum students are fond of using and like technology for listening and speaking purposes. Therefore, such positive thinking of the learner can be fruitful for integration of technology in the language classroom.

Table: 5.20. I like multimedia materials because.....

Participants	I feel more comfortable learning at my own pace through MMM software					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	3	15	4	69	43	134
	2.2%	11.2%	3%	51.5%	32.1%	100%
Non-MMM user Students opinions	14	18	5	60	37	134
	10.2%	13%	3.9%	45%	27.9%	100%

Figure 5.18. I feel more comfortable learning at my own pace through MMM software



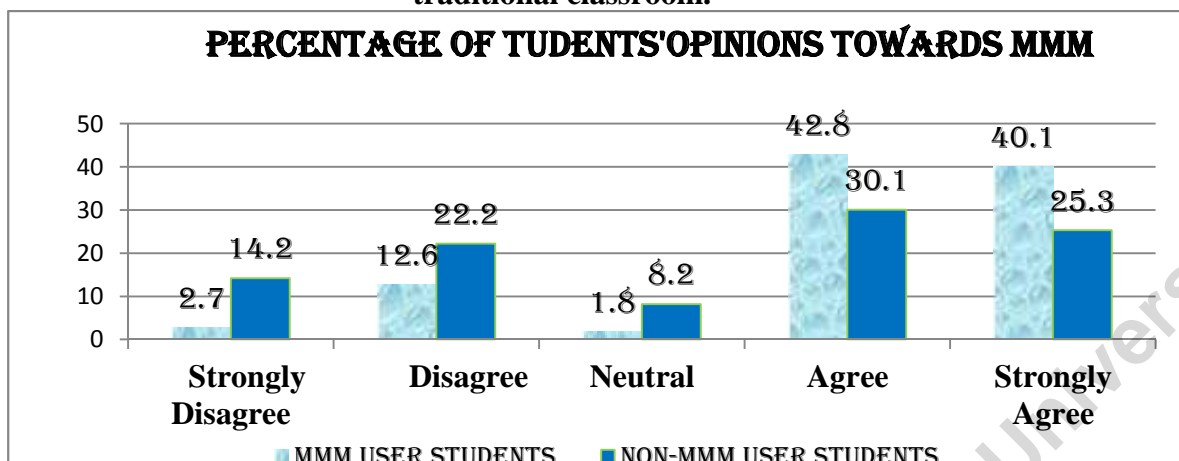
Source: Author's calculation based on primary data

Students liked multimedia materials because they can learn language at their own pace with the application of the computer and with different language software. The MMM user students have expressed their opinions as follows: 32.1% students strongly agree and 51.5% agree. Among multimedia user students one finds that they feel comfortable with the use of multimedia technology and they can learn language at their own speed with its help. On the contrary, only 11% students disagreed upon this point. They seem to need some sort of remedial classes to handle technology. Whereas among Non-MMM students 27.9% strongly agree and 45% students agree that they like multimedia materials because they can learn at their own pace. But 13% non-multimedia users disagree and 10.2% strongly disagree on this point. Table (5.20) and figure (5.18) show that the opinion percentage of non-multimedia user students in comparison to MMM user students is less. So there is a need to involve non-multimedia students in the stream of teaching and learning process with technology through which they can learn English easily and effectively.

Table: 5.21. I like multimedia materials because.....

Participants	The atmosphere in the MMM class is more informal than in the traditional classroom.					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	1	29	1	60	43	134
	2.7%	12.6%	1.8%	42.8%	40.1%	100%
Non-MMM user Students opinions	19	30	11	40	34	134
	14.2%	22.2%	8.2%	30.1%	25.3%	100%

Figure 5.19. The atmosphere in the MMM class is more informal than in the traditional classroom.



Source: Author's calculation based on primary data

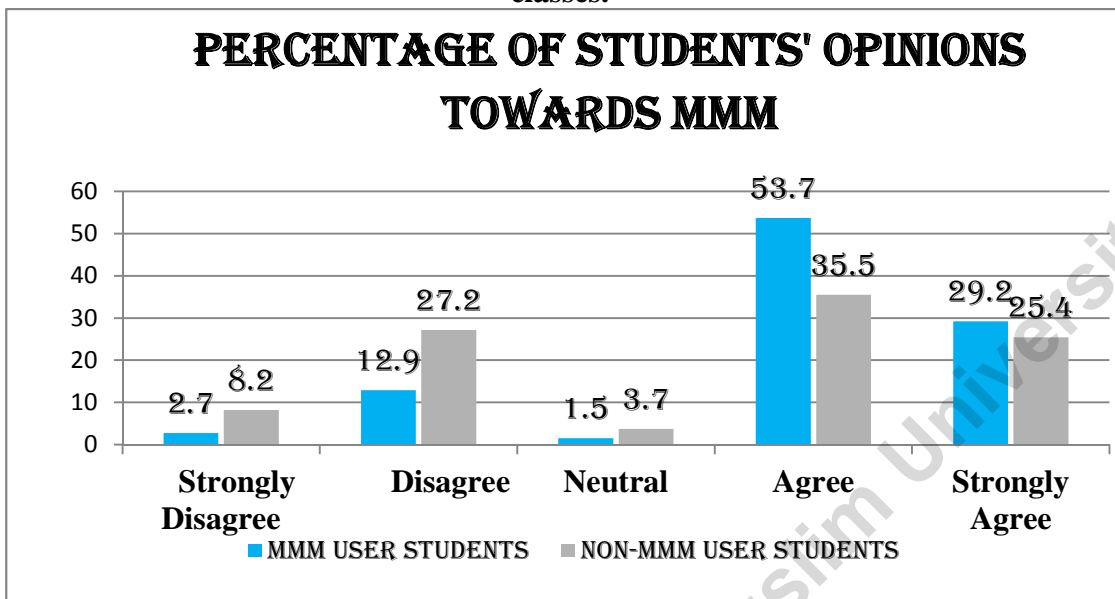
The table (5.21) and figure (5.19) show that among MMM user students, 40.1% strongly agree and 42.8% agree with the above statement, i.e., multimedia technology provides more informal environment than the conventional classroom. Technology-mediated classrooms are student centred and the teacher works as a facilitator with learners. Only 12.6% students disagree with the above statement. Whereas 25.3% non-MM students strongly agree, 30.1% agree that really MM provides an informal atmosphere for learning language.

The major finding of above statement is that 22.2% disagree and 14.2% strongly disagree with the idea that MMM provides informal environments for learning. Therefore, there is a necessity to give access to technology to the non-multimedia students and ensure balanced teaching and access to materials for English language learning.

Table: 5.22. I like multimedia materials because.....

Participants	MMM classes are more motivating than the usual lecture based classes.					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	4	17	2	72	39	134
	2.7%	12.9%	1.5%	53.7%	29.2%	100%
Non-MMM user Students opinions	11	36	5	48	34	134
	8.2%	27.2%	3.7%	35.5%	25.4%	100%

Figure 5.20. MMM classes are more motivating than the usual lecture based classes.



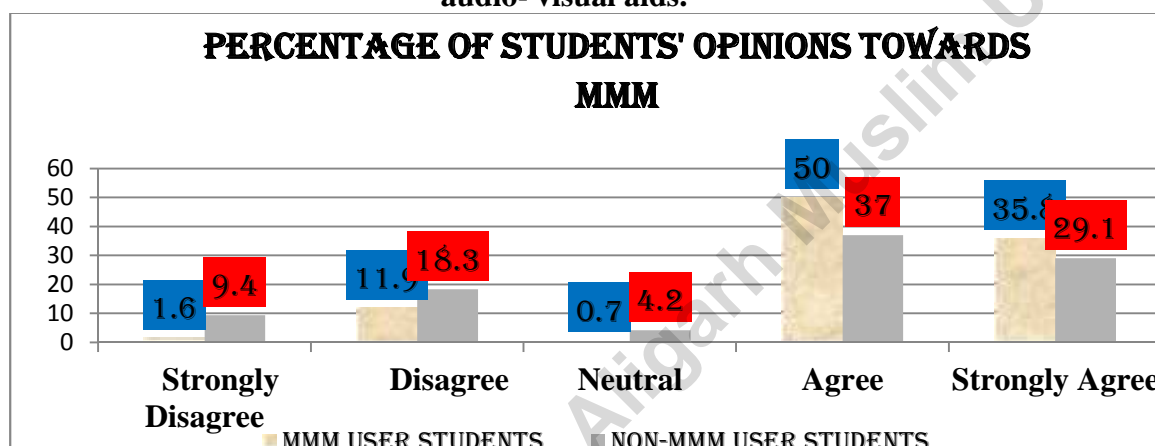
Source: Author's calculation based on primary data

The opinions of MMM user students presented in the Table (5.22) and Figure (5.20) are as follows: 29.2% strongly agree and 53% students agree that classrooms equipped with multimedia materials are more motivating than conventional classrooms which end only in lecture, chalk and talks. But 12.9% multimedia user students expressed their disagreement that a classroom with technology is not motivating and, 1.5 % of them remained neutral. As far as non-multimedia students' opinions are concerned 25.4% strongly agree and 35.5% agree that classrooms with multimedia technology are more motivating than the usual traditional classroom. On the other hand 27.2% non-multimedia students responded in disagreement, implying that classrooms can be motivating without technology and 3.7% students remained neutral.

The results of this statement are mixed. Most of the students say multimedia technology is motivating for the language learner but some students seems to opine that technology is not the only factor to make language classes motivating and interesting. It requires some other components from the teachers, students and administrators to make language classrooms lively and interesting.

Table: 5.23 I like multimedia materials because.....

Participants	I retain information for longer in my mind by learning through audio- visual aids.					Total respondents
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
	2	16	1	67	48	134
	1.6%	11.9%	0.7%	50%	35.8%	100%
Non-MMM user Students opinions	13	25	6	50	39	134
	9.4%	18.3%	4.2%	37%	29.1	100%

Figure 5.21. I retain information for longer in my mind by learning through audio- visual aids.

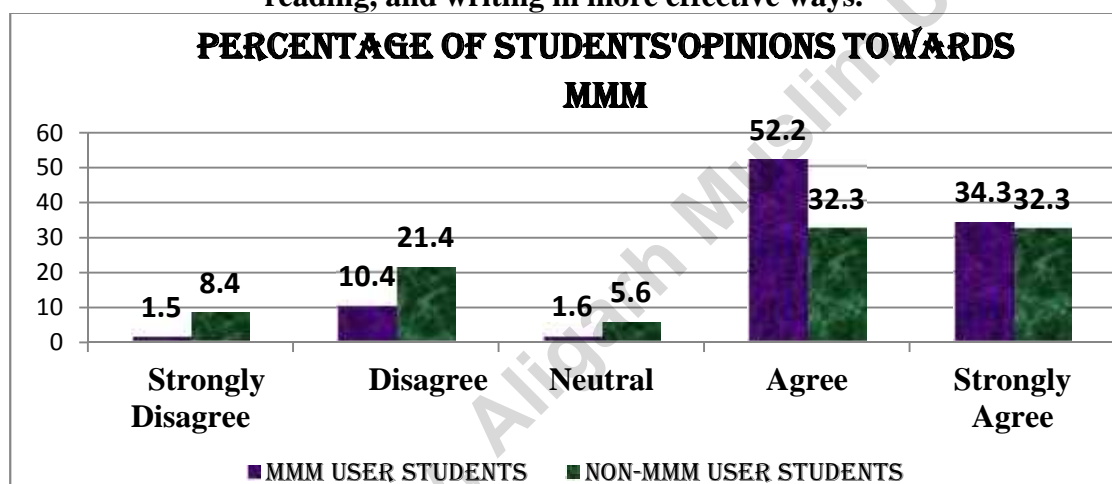
Source: Researcher's calculation based on primary data

The Table (5.23) and Figure (5.21) shows MMM user students 35.8% strongly agree and 50% agree that learning through the audio-visual helps them to learn and retain it for longer in their mind. But 11.9% of them disagree on the same statements and 1.6% is neutral. Whereas 29.1% strongly agree and 37% agree among Non-multimedia user students retained information by learning with the help of multimedia technology. On the other hand 9.4% students strongly disagree and 16.3% disagree that they do not retain information by learning through technology. It appears that there are many other ways in which they could retain information for longer in their mind.

The results show that most of the students opined in favour of multimedia materials as a help in retaining knowledge and information. But some students from both groups disagree with above statement.

Table: 5.24. I like multimedia materials because.....

Participants	MMM helps to learn the four language skills of listening, speaking, reading, and writing in more effective ways.					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	2	14	2	70	46	134
	1.5%	10.4%	1.6%	52.2%	34.3%	100%
Non-MMM user Students opinions	11	29	8	43	43	134
	8.4%	21.4%	5.6%	32.3%	32.3%	100%

Figure 5.22. MMM helps to learn the four language skills of listening, speaking, reading, and writing in more effective ways.

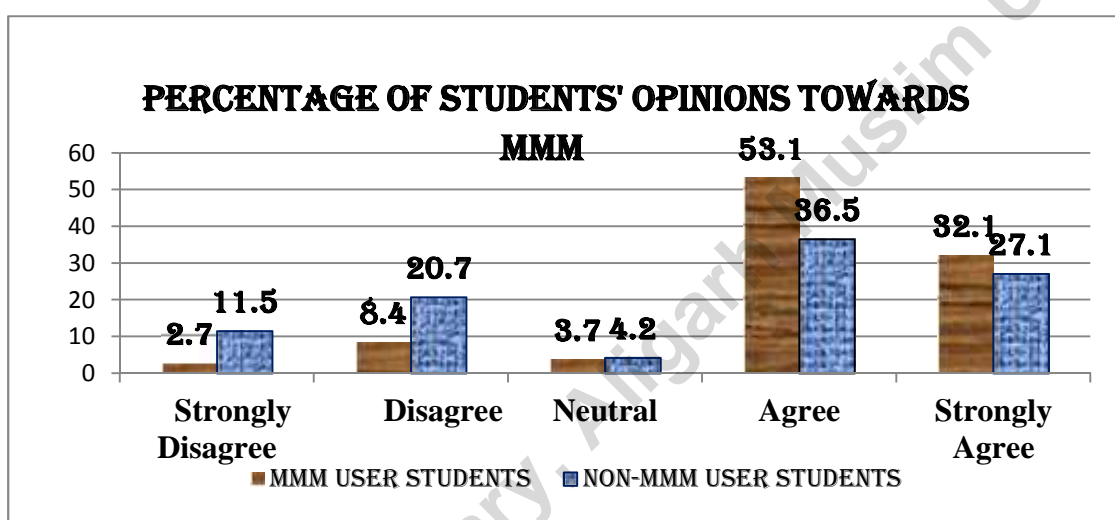
Source: Author's calculation based on primary data

In the Table (5.24) and Figure (5.22) among the students of multimedia user category 34.3% strongly agree and 52.2% agree that multimedia materials support in learning four major languages skills, such as listening, speaking, reading and writing. But 10.4% students responded with disagreement and 1.6% of them are neutral. On the other hand, 32.3% strongly agree, 32.3% agree on the point and are in the favour of learning English language with the support of multimedia technology. However, 21.4% non-multimedia user students responded with disagreement: 8.4% strongly disagree and 5.6% of them are neutral.

Findings of the data revealed that majority of the students are in support of the integration of multimedia technology in the learning English language skills. But some responded in disagreement. They may not have experienced learning the English language skills through latest technology.

Table: 5.25 I like multimedia materials because.....

Participants	The use of MMM helps me to understand concepts in more effective ways.					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	1	14	5	71	43	134
	2.7%	8.4%	3.7%	53.1%	32.1%	100%
Non-MMM user Students opinions	15	28	6	49	36	134
	11.5%	20.7%	4.2%	36.5%	27.1%	100%

Figure 5.23. The use of MMM helps me to understand concepts in more effective ways.

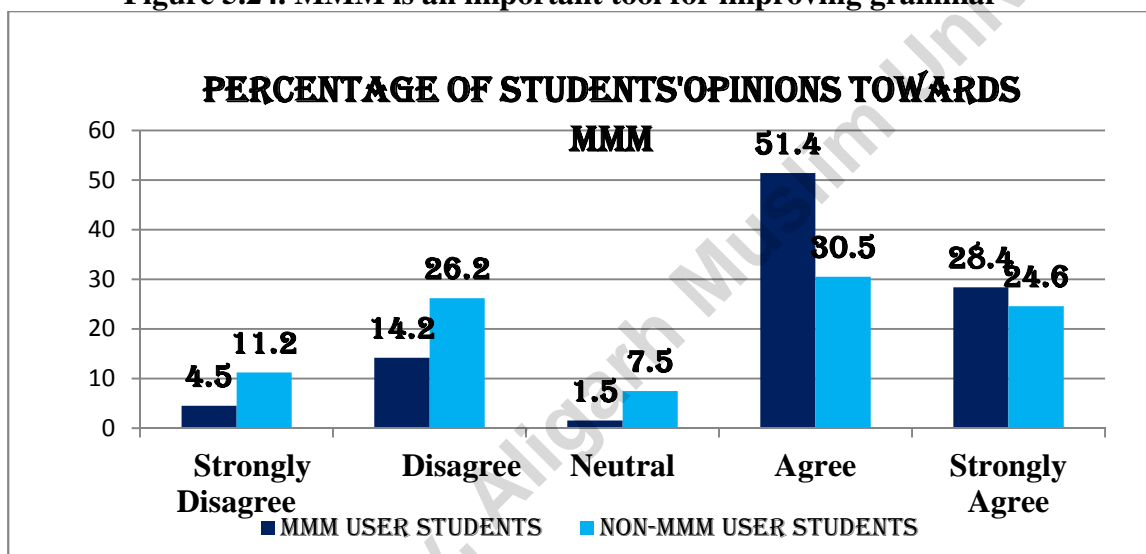
Source: Author's calculation based on primary data

In the table (5.25) and figure (5.23) 32.1%, multimedia user students strongly agree and 53.1% agree that multimedia technology helps them to understand complex concepts easily but 8.4% students disagree with the above statement. Whereas, 27.1% non-multimedia material user students are strongly agree and 36.5% agree that technology supports in understanding difficult concepts. Yet 20% students do not agree and 11.5% strongly disagree with the above idea.

Results found from the above analysis indicate that multimedia is a significant tool for the teaching and learning process. There is a need for exposing all learners to it to make learning effective.

Table: 5.26 I like multimedia materials because.....

Participants	MMM is an important tool for improving grammar					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	2	23	2	69	38	134
	1.5%	17.2%	1.5%	51.4%	28.4%	100%
Non-MMM user Students opinions	15	35	10	41	33	134
	11.2%	26.2%	7.5%	30.5%	24.6%	100%

Figure 5.24. MMM is an important tool for improving grammar

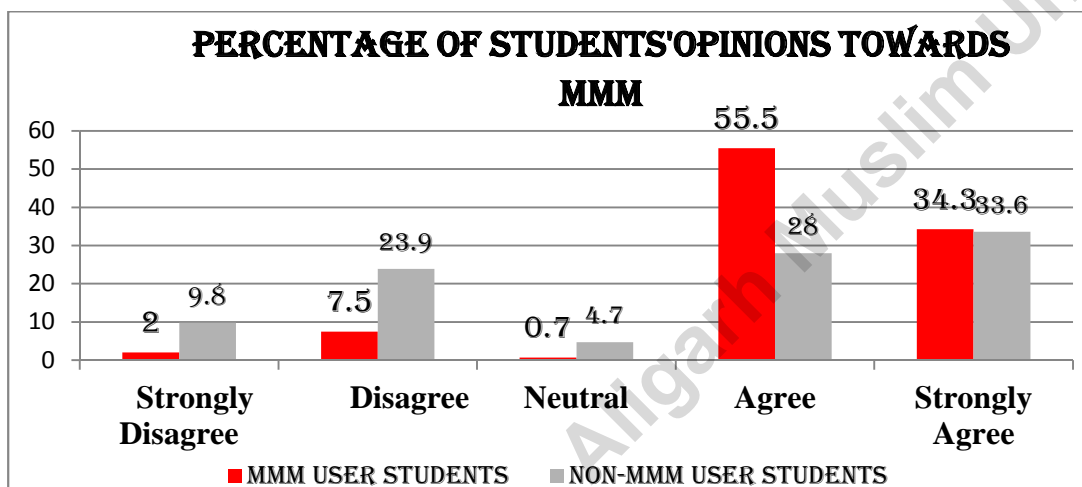
Source: Author's calculation based on primary data

Data gathered from multimedia user students of English language reported in the Table (5.26) and figure (5.24) show that 28.4% strongly agree and 51.4% agree that multimedia materials are a very significant tool for improving grammar. Nevertheless, 17.2% students of MMM have expressed disagreement with the statement. At the same time, 24.6% non-multimedia students strongly agree, and 30.5% agree that multimedia materials may help in developing grammar among the learners.

So it was found that more or less both groups of students consider multimedia technology as one of the important tools for improving grammar. Some of them disagree with the idea and 7.5% of them are neutral.

Table: 5.27 I like multimedia materials because.....

Participants	MMM is an important tool for improving vocabulary					
MMM user Students opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	3	10	1	74	46	134
	2%	7.5%	0.7%	55.5%	34.3%	100%
Non-MMM user Students opinions	13	32	6	38	45	134
	9.8%	23.9%	4.7%	28%	33.6%	100%

Figure 5.25. MMM is an important tool for improving vocabulary

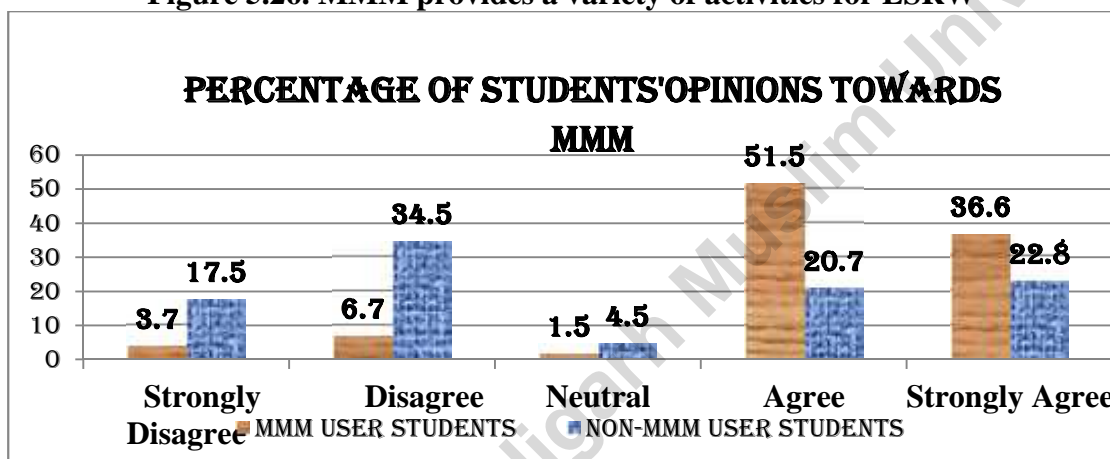
Source: Author's calculation based on primary data

Among multimedia user students of English language in the Table (5.27) and Figure (5.25) 34.3% strongly agreed and 55.5% agreed that multimedia materials are an important tool for improving vocabulary. Yet, 7.5% students of multimedia users expressed disagreement with the above statement and 0.7% remained neutral. On the other hand, 33.6% non-multimedia students strongly agree, 28% agree and 9.8% strongly disagree on the above statement.

To sum up more or less both groups of students consider multimedia technology as one of the important tools for improving vocabulary. Some of them disagree with the idea of multimedia materials and as a tool for improve vocabulary and 4.7% of them are neutral.

Table: 5.28 I like multimedia materials because.....

Participants	MMM provides a variety of activities for LSRW					
MMM user Students Opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total respondents
	1	13	2	69	49	134
	0.7%	9.7%	1.5%	51.5%	36.6%	100%
Non-MMM user Students Opinions	23	46	6	28	31	
	17.5%	34.5%	4.5%	20.7%	22.8%	100%

Figure 5.26. MMM provides a variety of activities for LSRW

Source: Author's calculation based on primary data

Table (5.28) and Figure (5.26) reveals that 36.6% multimedia user students strongly agree and 51.5% agree that multimedia material provides various activities for language learning. Yet 9.7% students have disagreed and 1.5 of them is neutral to the above statement. Whereas among Non-multimedia user 22.8% students strongly agree and 20.7% agree that multimedia technology provides multiple language learning activities. But 34.5% students disagree with the above statement.

Result shows that majority of students agree that multimedia is the source of various language activities still some students disagree on this point. So there is a requirement to expose them to a variety of activities for language acquisition in the class.

In conclusion, this chapter has presented the analysis of responses received from students of the different departments and faculties of Aligarh Muslim University. The study has tried to explore the practices and opinions of Multimedia Materials (MMM) user and Non- MMM user students of English. The results show that MMM user students have more positive attitudes and practices towards the use of multimedia

materials than Non-MMM user students. Moreover, the above results also make it clear that MMM users make more use of multimedia materials for learning English than non-multimedia users.

Maulana Azad Library, Aligarh Muslim University