

Chapter 6

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

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CHAPTER 6**PRACTICES AND OPINIONS OF MULTIMEDIA MATERIALS
USER AND NON-MULTIMEDIA MATERIALS USER
TEACHERS****6.1 INTRODUCTION**

Analysis of the data received from English language teachers of AMU, Aligarh has been presented in this chapter. This part of the study aimed to find out the differences and similarities in the practices and opinions of multimedia materials user teachers and Non-multimedia user teachers. Teachers who are frequent users of technology and take their students to multimedia language labs for effective teaching and learning of language are considered and labelled as MMM user teachers. On the other hand, English language teachers who are hardly making use of technology in their classroom for teaching English are considered as Non-MMM user teachers.

The responses from English language teachers are included in the study. A comparative analysis of the responses of multimedia materials user teachers and non-multimedia user teachers has been discussed. In other words teachers who are frequent users of technology and take their students to multimedia language lab for effective teaching and learning in AMU, Aligarh are considered as MMM user teachers in this study and analyses the response of English teachers who are hardly making use of technology in their classroom for teaching the English language are considered as Non-MMM user teachers. The study also explored the current condition of multimedia technology in AMU, Aligarh. All of teachers were teaching English as a subject with the use of multimedia materials and without use of multimedia materials. The results of the study are presented with the help of a t-test with the level of freedom $p=0.05$. The data has been presented through tables, pie charts and bar diagram in order to make it more clear and comprehensible.

6.2 COMPARISON OF MEAN SCORES OF PRACTICES AMONG THE MMM USERS AND NON-MMM USER TEACHERS OF ENGLISH LANGUAGE

Table: 6.1 Comparison of Mean scores of Practices among the MMM User and Non-MMM User Teachers

Variables	MMM	N	Mean	S.D	DF	t-value	P
Practices	User	14	58.92	10.23	32	2.78	0.009
	Non-user	20	47.60	12.54			
	Total	34					

Findings of the study on teachers' practices towards use of MMM: shows in the table (6.1) that there is a significant **difference** in the score of MMM user (Mean=58.92, SD= 10.23) and Non-MMM user teachers (Mean=47.60, SD= 12.54) practices because t-test value is (t=2.78) and significant value is (p=0.009) which is lower than the level of significance (p< 0.05). So, there is significant difference found. The result reveals that MMM user teachers have more positive attitudes and practices towards MMM for teaching English language in comparison to Non-MMM user teachers. Consequently, our hypothesis H₀₃ is stating that there will be no significant difference in the attitudes and practices between MMM user and Non-MMM user teachers of English language regarding the use of MMM. Therefore Null hypothesis was rejected.

6.3 PRACTICES OF TEACHERS WITH REGARD TO USING MULTIMEDIA MATERIALS (MMM).

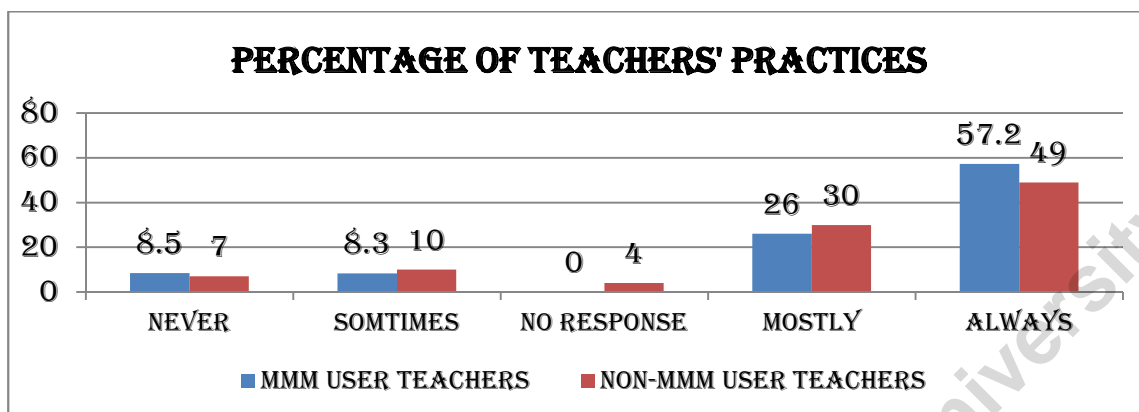
How frequently do you use the following multimedia materials (MMM) in your daily life? (Please put a tick () mark in the appropriate box.)

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

Table 6.2. Teachers' Practices

I can operate the computer and multimedia mobile easily						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	1	0	4	8	14
	8.5%	8.3%	0%	26%	57.2%	100%
Non-Multimedia User teachers practices	2	2	1	6	9	20
	7%	10%	4%	30%	49%	100%

Figure 6.1. I can operate the computer and multimedia mobile easily



Source: Author's calculation based on primary data

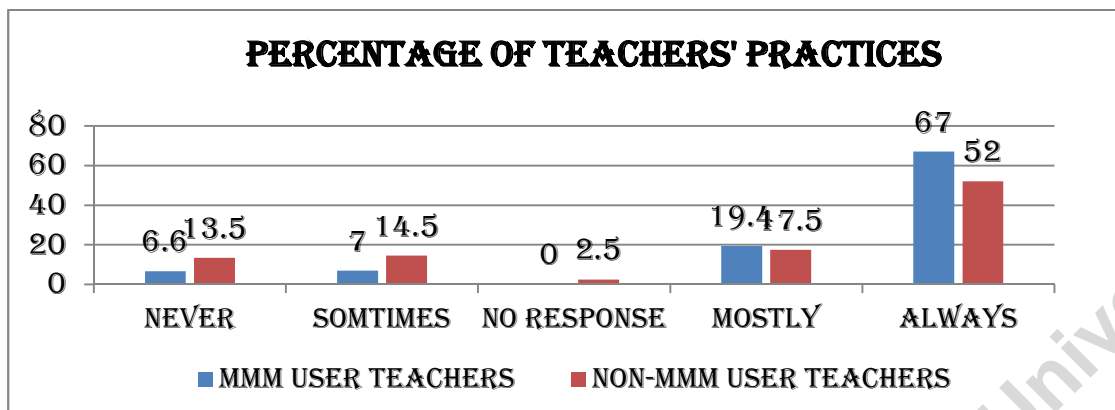
The purpose of the above statement is to know the computer skills of teachers. Table (6.2) and figure (6.1) show that 57.2% multimedia user teachers always, 26% mostly and 8.3% sometimes use or can operate a computer as well multimedia mobile easily and comfortably and only 8.5% teachers are not comfortable with the computer. Whereas 49% non-multimedia user teacher always, 30% mostly and 10% sometimes responded that they are comfortable with using mobile and computer technology. Only 7% teachers reported in against the statement.

Therefore findings of the data show that majority of the multimedia and non-multimedia user teachers are able to handle multimedia technology easily. But some teachers have a problem in handling the technology. It can be solved through proper workshops and teacher training programmes.

Table 6.3 Teachers' Practices

I can search anything on my mobile or computer with internet connectivity.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	1	0	3	9	14
	6.6%	7%	0%	19.4%	67%	100%
Non-Multimedia User teachers practices	2	3	1	4	10	20
	13.5%	14.5%	2.5%	17.5%	52%	100%

Figure 6.2. I can search anything on my mobile or computer with internet connectivity.



Source: Author's calculation based on primary data

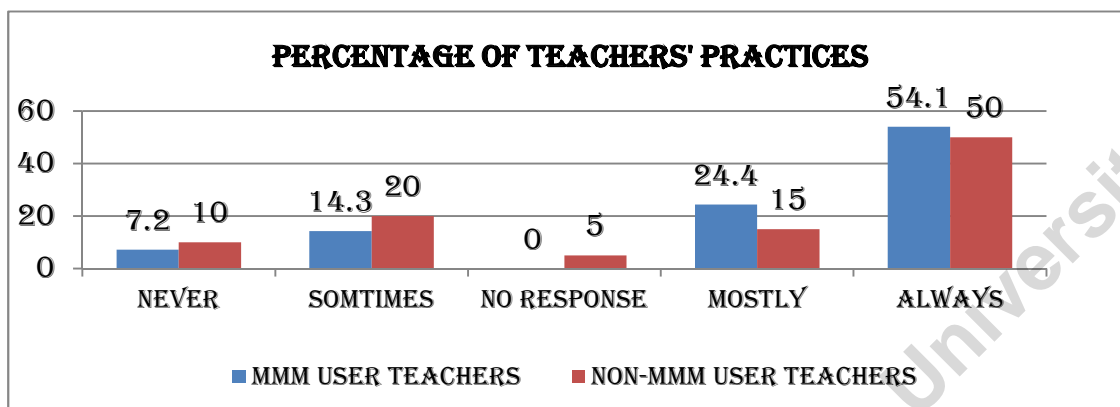
Table (6.3) and figure (6.2) show that 67% MMM user teachers always, 19.4% mostly and 7% sometimes use computer and mobile phone with internet connectivity to search anything associated with their work and only 6.6% responded against the above statement. As far as non-multimedia user teachers are concerned, 52% always, 17.5% mostly and 14.5% use internet for their work.

Results revealed that teachers of group, i.e multimedia user and non-multimedia user teachers have positive attitudes and practices towards web-based technology. Therefore, such progressive attitudes and practices of the teachers can be utilized for teaching and learning the English language in the classroom.

Table 6.4 Teachers' Practices

I use multimedia technology for social networking, like face book, twitter, whatsapp, and for writing blogs.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	2	0	4	7	14
	7.2%	14%	0%	24.4%	54.1%	100%
Non-Multimedia User teachers practices	2	4	1	3	10	20
	10%	20%	5%	15%	50%	100%

Figure 6.3. I use multimedia technology for social networking, like face book, twitter, whatsapp, and for writing blogs.



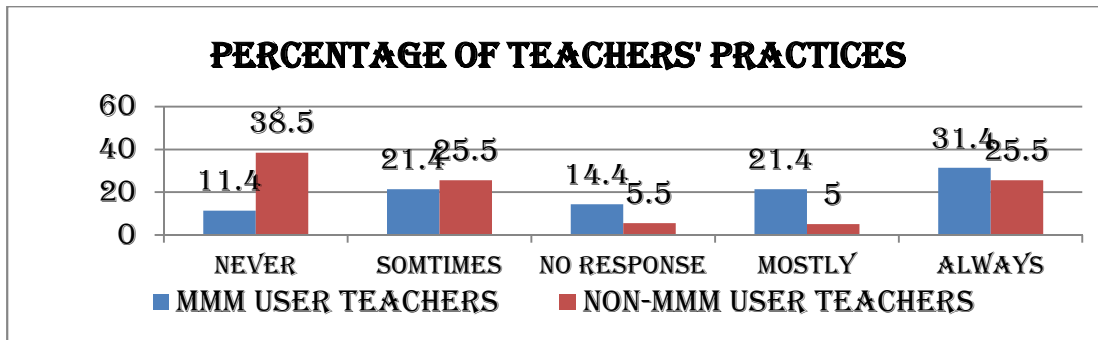
Source: Authors' calculation based on primary data

The objective of this statement was to explore, teachers' involvement with technology. The analyses of the data reported in the table (6.4) and figure (6.3) show that 54.1% MMM user teachers always, 21.4% mostly and 14% sometimes use social networking sites. On the other hand, 50% non-multimedia user teachers always, 15% mostly and 20% sometimes use Facebook, Twitter, blogs and WhatsApp. Only 10% teachers are not using such sites. Findings show that majority of the teachers are attached to social networking sites and social networking sites which teacher can use as a tool for teaching English language, because social networking sites have multiple function regarding sharing ideas, information and thoughts.

Table 6.5 Teachers' Practices

I upload speeches, interviews and movies etc. on YouTube.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	2	3	2	3	4	14
	11.4%	21.4%	14.4%	21.4%	31.4%	100%
Non-Multimedia User teachers practices	8	5	1	1	5	20
	38.5%	25.5%	5.5%	5%	25.5%	100%

Figure 6.4. I upload speeches, interviews and movies etc. on YouTube.



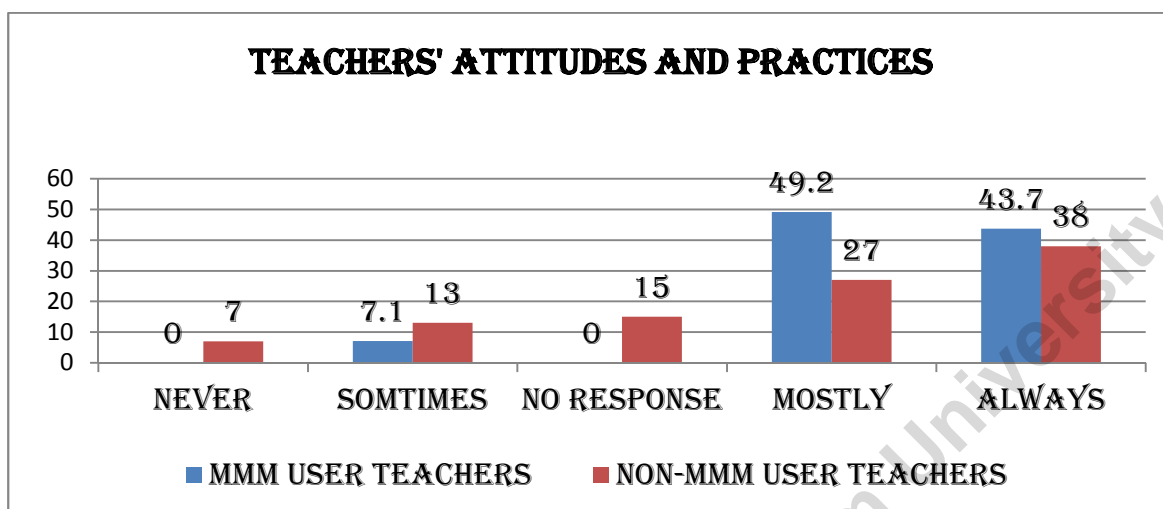
Source: Author's calculation based on primary data

The aim of this statement was to know as to what extent teachers are sharing ideas and information on the digital platform. The study reported that 31.4% MMM user teachers always, 21.4% mostly and 21.4% sometimes upload interviews, debates and discussions on YouTube. Whereas 25.5% non-multimedia user teachers always, 5% mostly and 25.5% mostly share and upload audio, videos on YouTube. But 38.5% non-MMM teachers never upload anything on the YouTube. So, the results are mixed: some teachers are uploading and some are not uploading materials on the digital sites. This is the responsibility of the teachers as well as the administrator to promote collaborative teaching and learning and uploading worthy materials on YouTube.

Table 6.6 Teachers' Practices

I use the computer for writing articles, research papers and mails.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	0	1	0	7	6	14
	0%	7.1%	0%	49.2%	43.7%	100%
Non-Multimedia User teachers practices	1	3	3	5	8	20
	7%	13%	15%	27%	38%	100%

Figure 6.5. I use the computer for writing articles, research papers and mails.



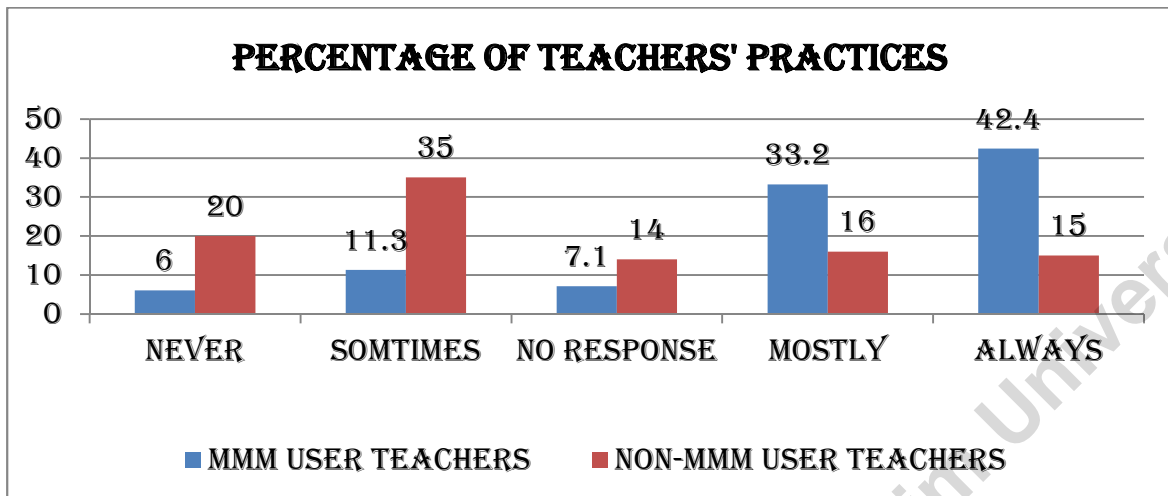
Source: Author's calculation based on primary data

The objective of this report was to explore the teachers' everyday academic practice with the help of technology. In the table (6.6) and figure (6.5) one finds that 43.7% multimedia user teachers always, 49.2% mostly, and 7.1% mostly use computer technology for different writing purposes. On the other hand, 38% non-multimedia teachers reported always, 27% mostly and 13% said that they sometimes use technology for academic writing. Only 7% teachers have responded with never and 15% of them gave no response. Results revealed that majority of the teachers are using computer mediated technology. Some teachers are not practising writing work on the computer. They might have the need for some workshop or formal training to handle technology for different purposes.

Table 6.7 Teachers' Practices

I feel comfortable using MMM as a teaching/ learning tool in English language classroom.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	2	1	4	6	14
	6%	11.3%	7.1%	33.2%	42.4%	100%
Non-Multimedia User teachers practices						20
	20%	35%	14%	16%	15%	100%

Figure 6.6. I feel comfortable using MMM as a teaching/ learning tool in English language classroom.



Source: Author's calculation based on primary data

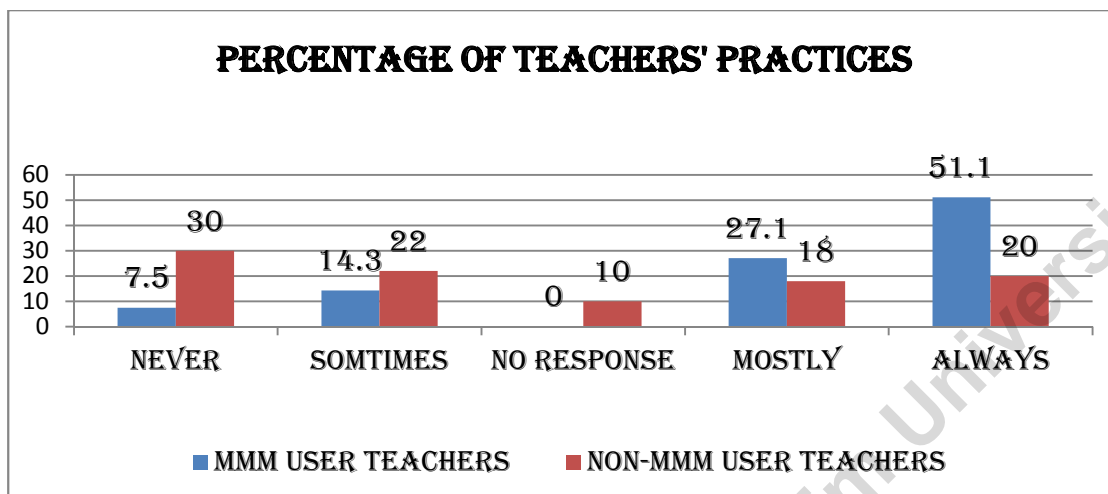
In the table (6.7) and figure (6.6) it is found that 42.4% multimedia user teachers always, 33.2% mostly, and 11.3% sometimes feel comfortable with using multimedia technology for teaching and learning the English language. Whereas 15% non-multimedia user teachers always, 16% mostly, 35% sometimes use multimedia technology for teaching English language and 20% teachers responded that they never use technology in the language classroom.

Therefore the results show that majority of multimedia user teachers are using technology in the language classroom and most of the non-multimedia teachers are not comfortable with the use of MMM in the language classroom.

Table 6.8 Teachers' Practices

I motivate my students to use MMM for learning the English language.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	2	0	4	7	14
	7.5%	14.3%	0%	27.1%	51.1	100%
Non-Multimedia User teachers practices	6	4	2	4	4	20
	30%	22%	10%	18%	20%	100%

Figure 6.7. I motivate my students to use MMM for learning the English language.



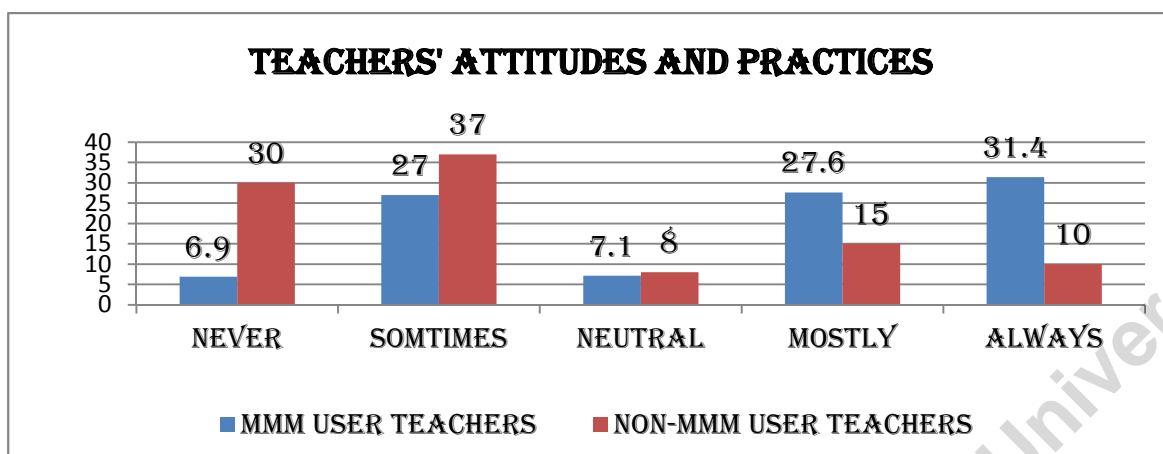
Source: Author's calculation based on primary data

Good teachers always motivate their students. One of the significant aspects of teaching is motivating the students because learners who are less motivated will not learn effectively. Even they do not retain information and do not participate in the teaching and learning process and some of them become troublemakers in the class. The table (6.8) and figure (6.7) show that 51.1% multimedia user teachers always, 27.1% mostly, 14.3% mostly motivated their students to use multimedia materials for learning the English language. Whereas, 20% no-multimedia teachers always, 18% mostly and 22% sometimes motivate their student to use technology for English language learning. But more than 30% teachers are never asking their students to use technology. Findings show mixed responses received from the teachers, and non-multimedia teachers are motivating their students less towards the recent technology.

Table 6.9 Teachers' Practices

I use an overhead projector for presentations.						
Participants	1	2	3	4	5	Total respondents
MMM user practices	1	4	1	4	4	14
	6.9%	27%	7.1%	27.6%	31.4%	100%
Non-Multimedia User teachers practices	6	8	1	3	2	20
	30%	37%	8%	15%	10%	100%

Figure 6.8. I use an overhead projector for presentations.



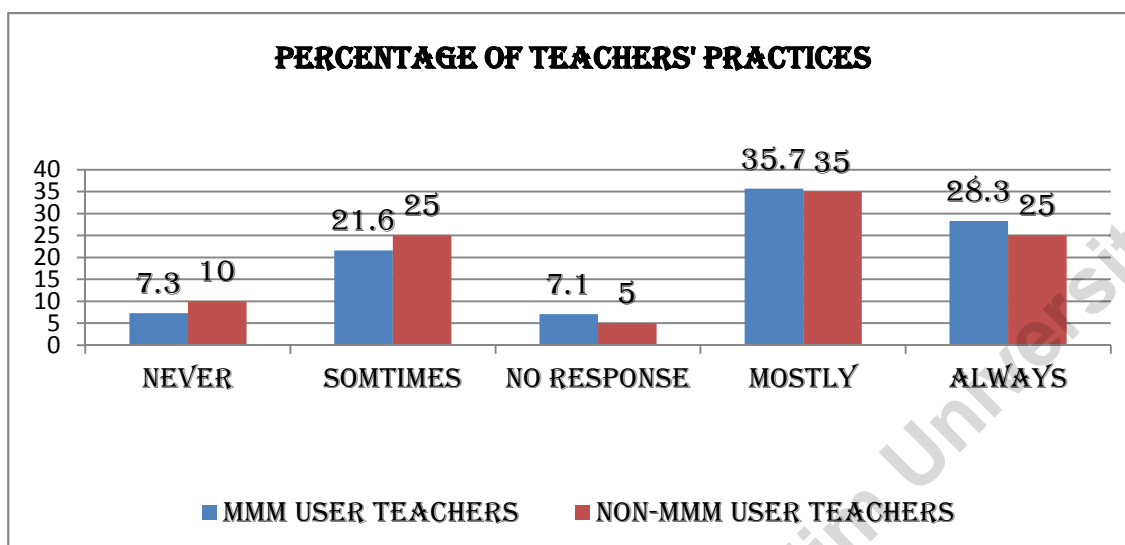
Source: Author's calculation based on primary data

The table (6.9) and figure (6.8) show that 31.4% multimedia user teachers always, 27.6% mostly and 27% sometimes use an overhead projector for presentation. Whereas only 10% always, 15% mostly 37% sometimes use a digital projector for presentation. But more than about 40% teachers from both groups never use the projector for presentation. Result revealed that even teachers are required to be motivated for using multimedia materials in their classroom. The non-multimedia teachers who are endeavouring to use recent modes of technology to communicate information and enhance understanding among the students may not consider the projector as their first choice.

Table 6.10 Teachers' Practices

I download books on my computer.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	3	1	5	4	14
	7.3%	21.6%	7.1%	35.7%	28.3%	100%
Non-Multimedia User teachers practices	2	5	1	7	5	20
	10%	25%	5%	35%	25%	100%

Figure 6.9. I download books on my computer.



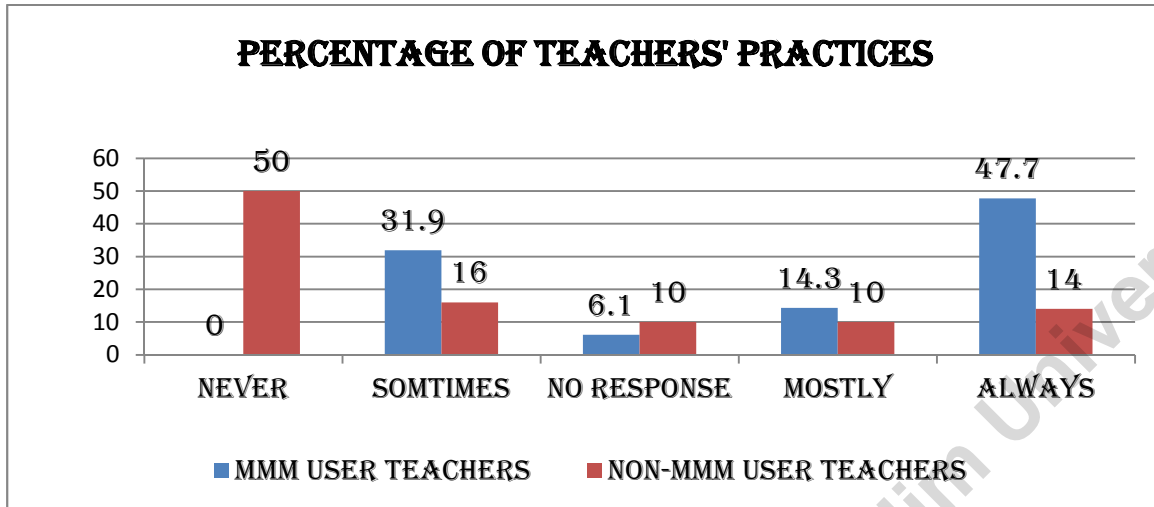
Source: Author's calculation based on primary data

The objective of the above statement is to know the materials collection practices of the teachers. Table (6.10) and figure show (6.9) 28.3% multimedia user teachers always, 35.7% mostly, and 21.6% sometimes download books on their computer. Only 7.3% teachers are not downloading books. Whereas 25% non-multimedia user teachers always, 35% mostly, and 25% sometimes download books on their computer. Only 10% teachers are not collecting books on their computer. Results from the respondents show that majority of the teachers are downloading materials on their computer. It is revealed that they have a positive habit of collecting teaching and learning materials from different sources.

Table 6.11 Teachers' Practices

I conduct listening/speaking tasks with native speakers' speeches, debates and discussions with the use of MMM in my class.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	0	5	1	2	6	14
	0%	31.9%	6.1%	14.3%	47.7%	100%
Non-Multimedia User teachers practices	10	3	2	2	3	20
	50%	16%	10%	10%	14%	100%

Figure 6.10. I conduct listening/speaking tasks with native speakers’ speeches, debates and discussions with the use of MMM in my class.



Source: Authors’ calculation based on primary data

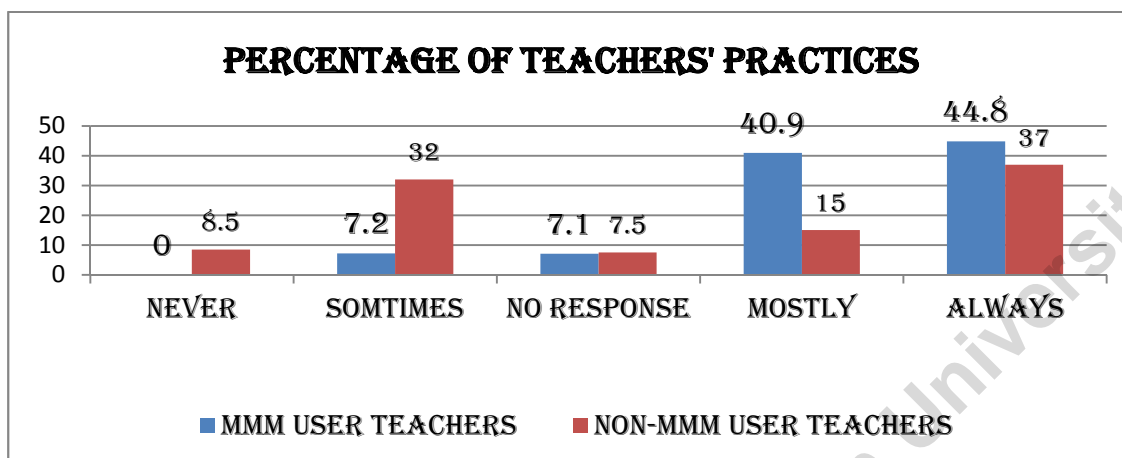
The purpose of the above statement was to explore the types of activities conducted by teachers in the language classroom. In the figure (6.11) and table (6.10) one finds that 47.7% multimedia user teachers are always, 14.3% mostly and 31.9% sometimes are conducting listening speaking tasks in the language classroom. On the other hand only 14% non-multimedia user teachers always, 10% mostly, and 16% sometimes are organising listening speaking activities in the class with technology. But more than 50% non-multimedia user teachers responded that they are never using technology for teaching different language activities in the classroom.

The report shows that non-multimedia user teachers have less positive attitude towards presenting model tasks with multimedia technology in the classroom.

Table 6.12 Teachers’ Practices

I advise my students to read course books, newspapers, e- books, and stories on the computer.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	0	1	1	5	7	14
	0%	7.2%	7.1%	40.9%	44.8%	100%
Non-Multimedia User teachers practices	2	6	2	3	7	20
	8.5%	32%	7.5%	15%	37%	100%

Figure 6.11. I advise my students to read course books, newspapers, e- books, and stories on the computer.



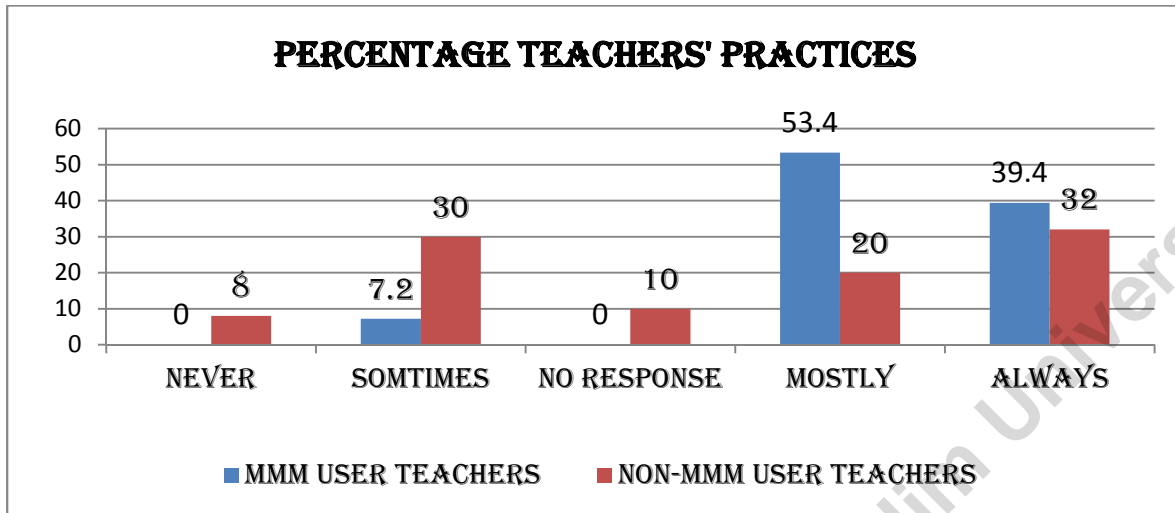
Source: Author's calculation based on primary data

The above statement was used to explore what kind of suggestions teachers give to their students regarding multimedia technology. In the above table (6.12) and figure (6.11) it is reported that 44.8% multimedia teachers always, 40.9% mostly and 7.2% sometimes tell their students to use digital resources, like E-books, Newspaper, stories and blogs for learning the English language. Non-multimedia user teachers sometimes also recommend them students to use different computer-assisted resources for the improvement of language. Findings reported that both groups of teachers have positive attitudes towards the optimum utilization of multimedia resources improving reading skills.

Table 6.13 Teachers' Practices

I advise my students to use the online dictionary while reading e- texts.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	0	1	0	7	6	14
	0%	7.2%	0%	53.4%	39.4%	100%
Non-Multimedia User teachers practices	2	5	2	4	6	20
	8%	30%	10%	20%	32%	100%

Figure 6.12. I advise my students to use the online dictionary while reading e-texts.



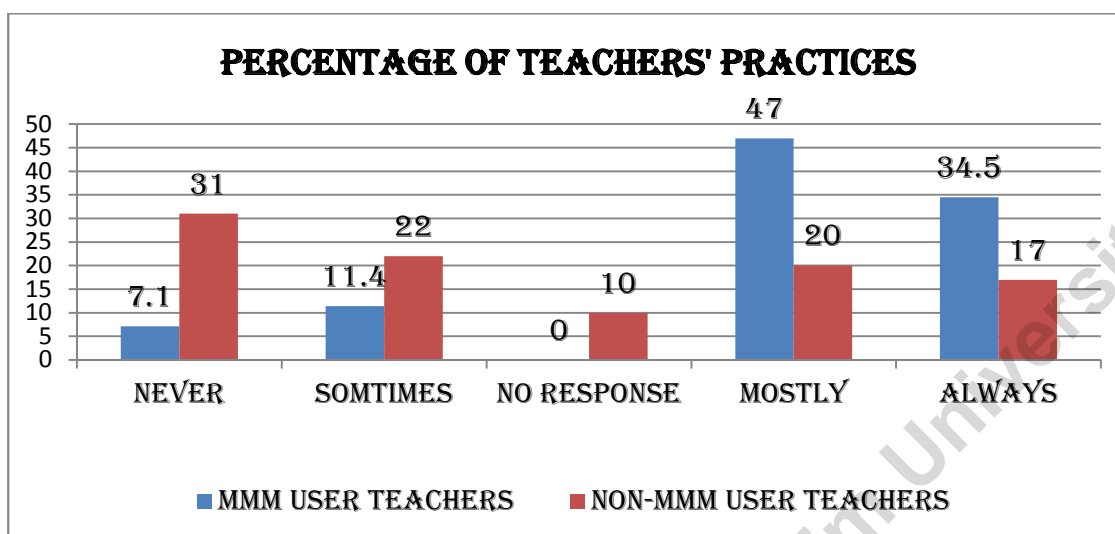
Source: Author’s calculation based on primary data

In the table (6.13) and figure (6.12) it is reported that 39.4% multimedia user teachers always, 53.4% mostly, and 7.2% sometimes advise their student to use E-resources and the E-dictionary while reading texts. Whereas 32% non-multimedia user teachers always, 20% mostly and 30% recommend the use of E-dictionary to their students at the time of reading text online. Responses of teachers show that both multimedia user teachers and non-multimedia user teachers are in the favour of the use of the E-dictionary. Only 8% teachers never advise their students to use the digital mode of a dictionary.

Table 6.14 Teachers’ Practices

I use MMM for the teaching of reading.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers practices	1	2	0	7	4	14
	7.1%	11.4%	0%	47%	34.5%	100%
Non-Multimedia User teachers practices	6	5	2	4	3	20
	31%	22%	10%	20%	17%	100%

Figure 6.13. I use MMM for the teaching of reading



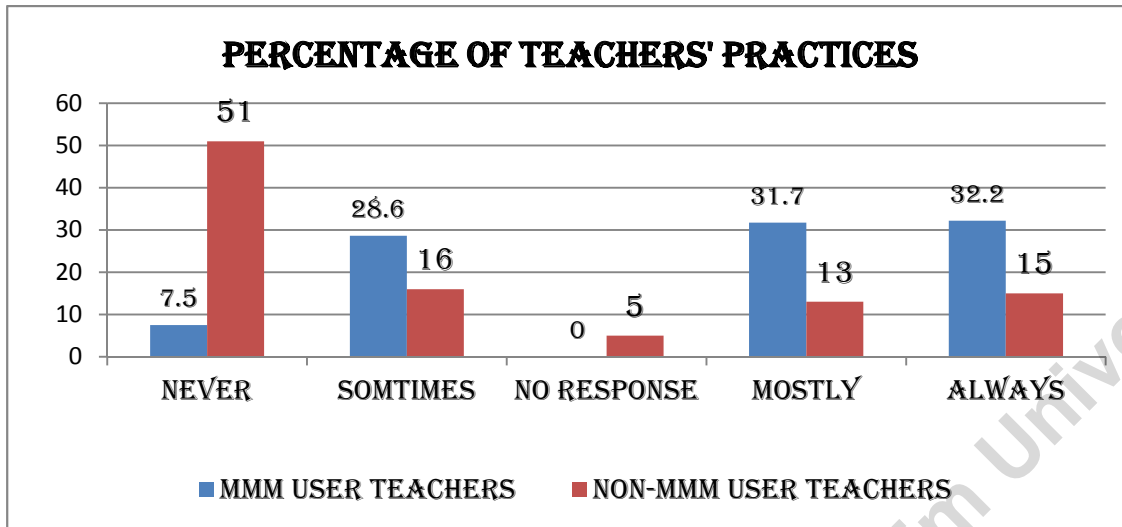
Source: Author's calculation based on primary data

The main intention of the above statement was to find out the method of teaching reading used by teachers. The report shows that majority of the multimedia user teachers are using multimedia technology for teaching reading. As far as non-multimedia user teachers are concerned, more than 31% teachers are not using technology for teaching reading.

Table 6.15 Teachers' Practices

I use MMM for the teaching of writing.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers attitudes & practices	1	4	0	4	5	14
	7.5%	28.6%	0%	31.7%	32.2%	100%
Non-Multimedia User teachers practices	10	3	1	3	3	20
	51%	16%	5%	13%	15%	100%

Figure 6.14. I use MMM for the teaching of writing.



Source: Author’s calculation based on primary data

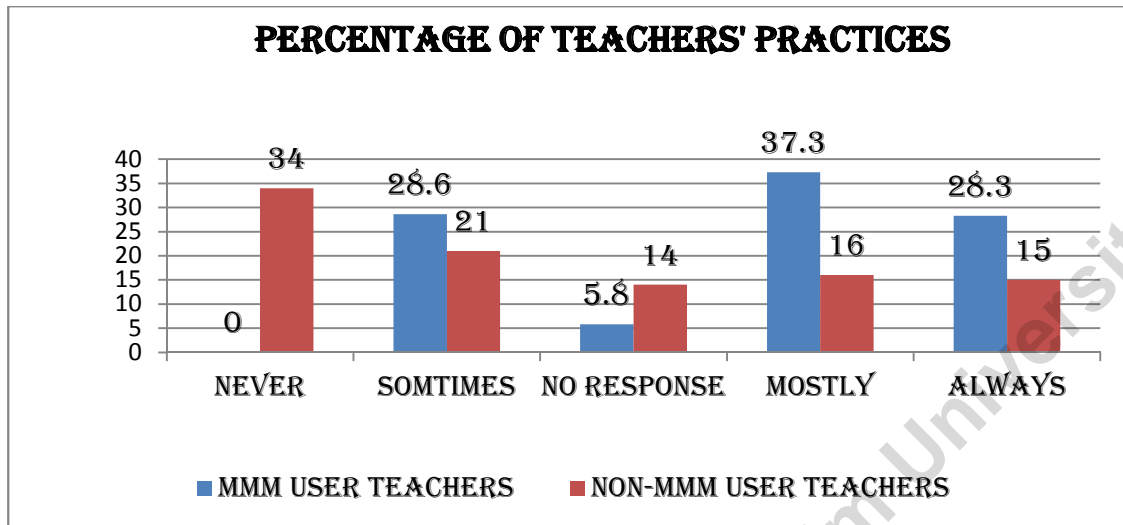
In the table (6.15) and figure (6.14) it is reported that 32.2% multimedia user teacher always, 31.7% mostly and 28.6% use multimedia materials for teaching writing skills. Whereas 15% non- multimedia user teachers responded always, 13% mostly and 16% sometimes use technology for teaching writing skills. But 51% non-multimedia user teachers responded that they never use multimedia materials for teaching writing skills.

Findings of the data analysis show that majority of the teachers are not using technology for teaching writing skills.

Table 6.16 Teachers’ Practices

Students in the MMM class remain interested and motivated.						
Participants	1	2	3	4	5	Total respondents
MMM user practices	0	4	1	5	4	14
	0%	28.6%	5.8 %	37.3%	28.3%	100%
Non-Multimedia User teachers practices	7	4	3	3	3	20
	34%	21%	14%	16%	15%	100%

Figure 6.15. Students in the MMM class remain interested and motivated.



Source: Author's calculation based on primary data

The main purpose of the above statement was to know the motivation level of students in technology-oriented classrooms. The analysis of the data shows 28.3% multimedia user teachers always, 37.3% mostly and 28.6% sometimes responded that multimedia is a significant tool in the teaching-learning process and learners are motivated and interested in the class through technology. Whereas 15% non-multimedia user teachers always, 16% mostly and 21% sometimes felt that multimedia technology maintains the students interest. Results show that majority of the teachers of both groups responded that multimedia technology does not make students interested and motivated.

6.4 OPINIONS OF MULTIMEDIA USER AND NON-MULTIMEDIAUSER TEACHERS

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

6.5 COMPARISON OF MEAN SCORES OF OPINIONS AMONG THE MMM USERS AND NON-MMM USER TEACHERS OF ENGLISH LANGUAGE

Table 6.17. Comparison of mean scores of Opinions among the MMM users and Non-MMM User Teachers

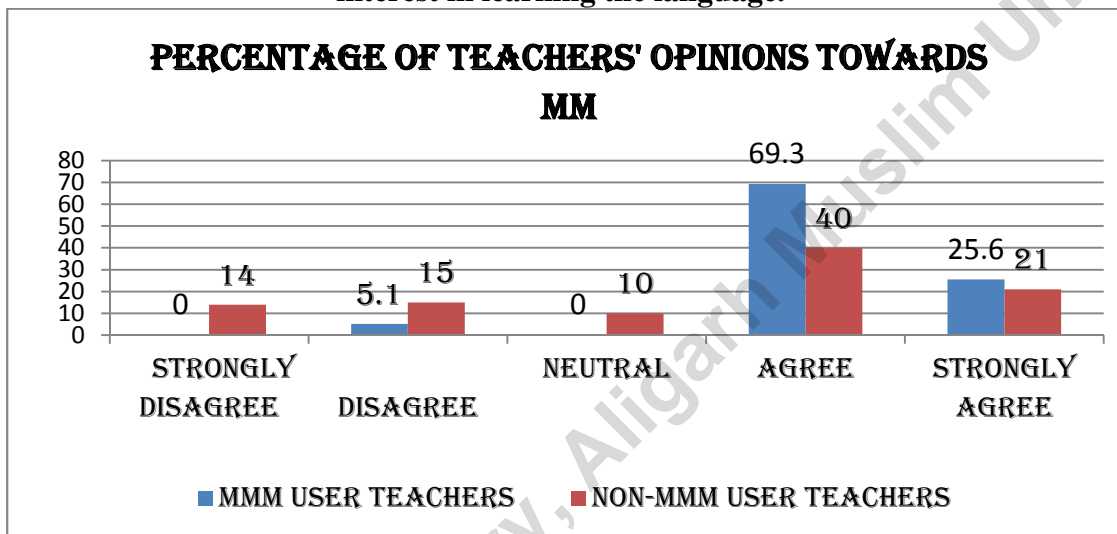
Variables	MMM	N	Mean	S.D	DF	t-value	P
Opinions	User	14	54.50	3.87	32	-0.42	0.67
	Non-user	20	55.70	10.13			
	Total		34				

As the outcome of comparative test obtained in the table 4 reveals that there is no significant difference in the score of MMM user (Mean=54.50, SD= 3.87) and Non-MMM user teachers (Mean=55.70, SD= 10.13) opinions because t-test value is (t=-0.42) and significant value is (p=0.67) which is greater than the level of significance (p>0.05). So, there is no significant difference found. The result show that both MMM user teacher Non-MMM have affirmative opinions towards the application of MMM for learning English language. Therefore, our hypothesis H₀₄, stating that there will be **no significant** difference in the opinions between MMM user and Non-MMM user teachers of English language regarding the use of MMM. So hypothesis was accepted.

Table: 6.19. I like multimedia materials for ELT because.....

The computer has multimedia features to draw the students' interest in learning the language.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	9	4	14
	0%	5.1%	0%	69.3%	25.6%	100%
Non-Multimedia User opinions	3	3	2	8	4	20
	14%	15%	10%	40%	21%	100%

Figure 6.17. The computer has multimedia features to draw the students' interest in learning the language.



Source: Author's calculation based on primary data

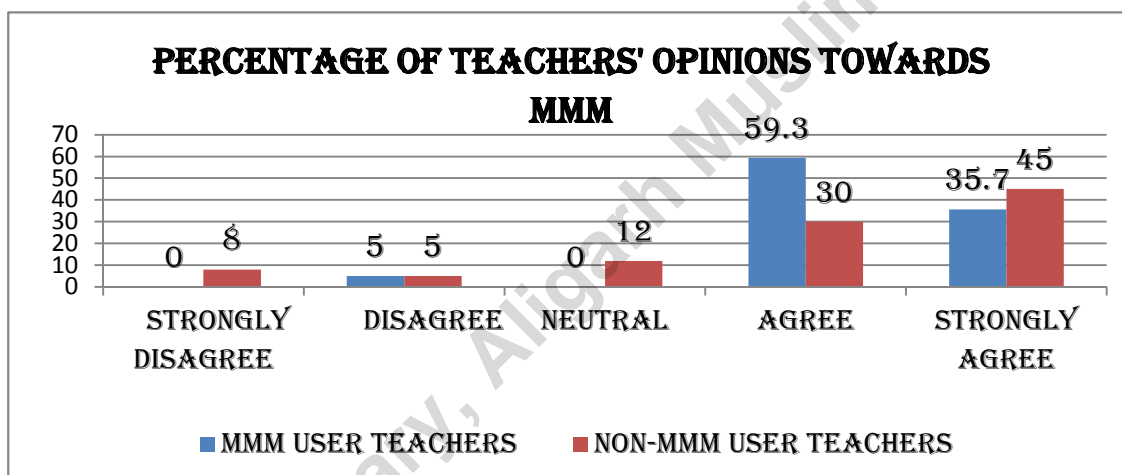
The objective of the above statement was to gain insight into teachers' opinions regarding computer technology in language learning. In the table (6.19) and figure (6.17) it is reported that 25.6% multimedia user teachers strongly agree and 69.3% agree that the computer has multiple features to grab the attention of the learners toward language learning. Whereas 21% non-multimedia user teachers strongly agree and 40% agree that computers have multimedia features to develop interest among learners. However, 14% teachers strongly disagree and 15% disagree with the given statement.

The analysis of the data shows that majority of the teachers are in the favour of technology to enhance interest among learners but some teachers are against the idea of technology having a role in developing the interest of the learner.

Table: 6.20. I like multimedia materials for ELT because.....

MMM provide visual aids in the form of interesting pictures, cartoons and graphics.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	10	3	14
	0%	5.1%	0%	69.3%	25.6%	100%
Non-Multimedia User opinions	3	3	2	8	4	20
	14%	15%	10%	40%	21%	100%

Figure 6.18. MMM provide visual aids in the form of interesting pictures, cartoons and graphics.



Source: Author's calculation based on primary data

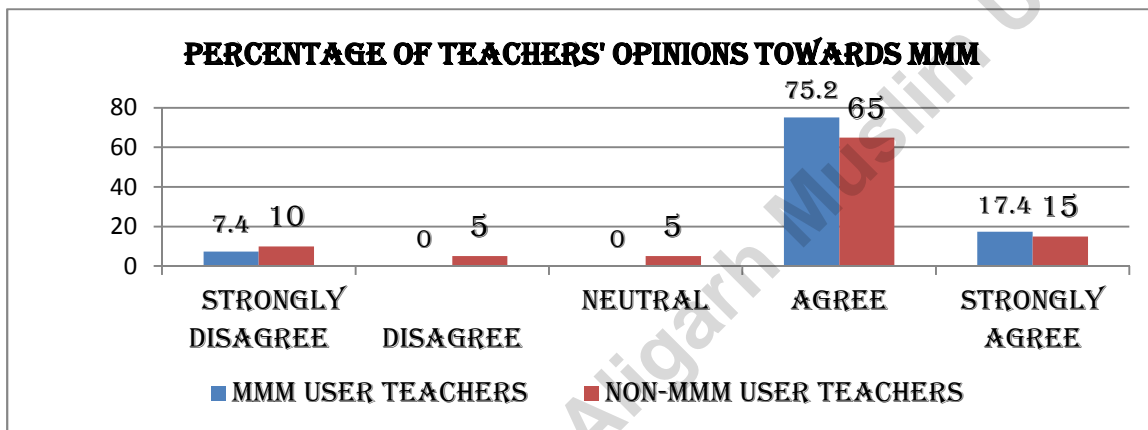
Responses show in the table (6.20) and figure (6.18) that 25.6% MMM user teachers strongly agree and 69.3% agree that multimedia materials provide visual aids. Whereas 21% non-multimedia user teachers strongly agree and 40% agree that multimedia technology has features to produce multiple teaching aids. Although 14% teachers strongly disagree, 15% disagree, and 10% are neutral towards this.

On the whole, findings of the data show that majority of the teachers accept that technology provides interesting pictures, cartoons, the graphs for teaching in the language classroom.

Table 6.21. I like multimedia materials for ELT because.....

I believe that multimedia facilitates teacher- student interaction.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	0	0	10	3	14
	7.4%	0%	0%	75.2%	17.4%	100%
Non-Multimedia User opinions	2	1	1		3	20
	10%	5%	5%	65%	15%	100%

Figure 6.19 I believe that multimedia facilitates teacher- student interaction.



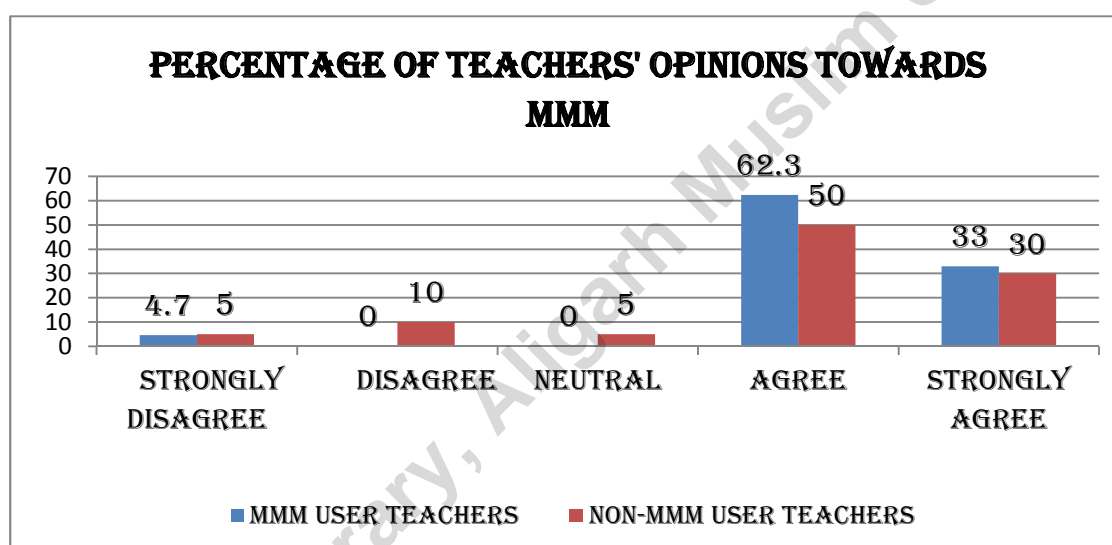
Source: Author's calculation based on primary data

The analysis of the data presented in the table (6.21) and figure (6.19) shows that 17.4% MMM user teachers strongly agree and 75.2% agree that multimedia materials improve teacher and student interaction. It is found through a different study that student and teacher interaction is good for effective teaching and learning process. Although only 15% non-multimedia teachers strongly agree, 65% agree, that recent technology facilitates student-teacher- interaction. But, 7% teachers strongly disagree 5% neutral and 5% disagree. Results show that teachers of both groups agree on the point that MMM facilitates student teacher interaction.

Table 6.22. I like multimedia materials for ELT because.....

Students can listen to native speakers' speech, interview etc. for oral practice through MMM.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1 4.7%	0 0%	0 0%	9 62.3%	4 33%	14 100%
Non-Multimedia User opinions	1 5%	2 10%	1 5%	10 50%	6 30%	20 100%

Figure 6.20. Students can listen to native speakers' speech, interview etc. for oral practice through MMM.



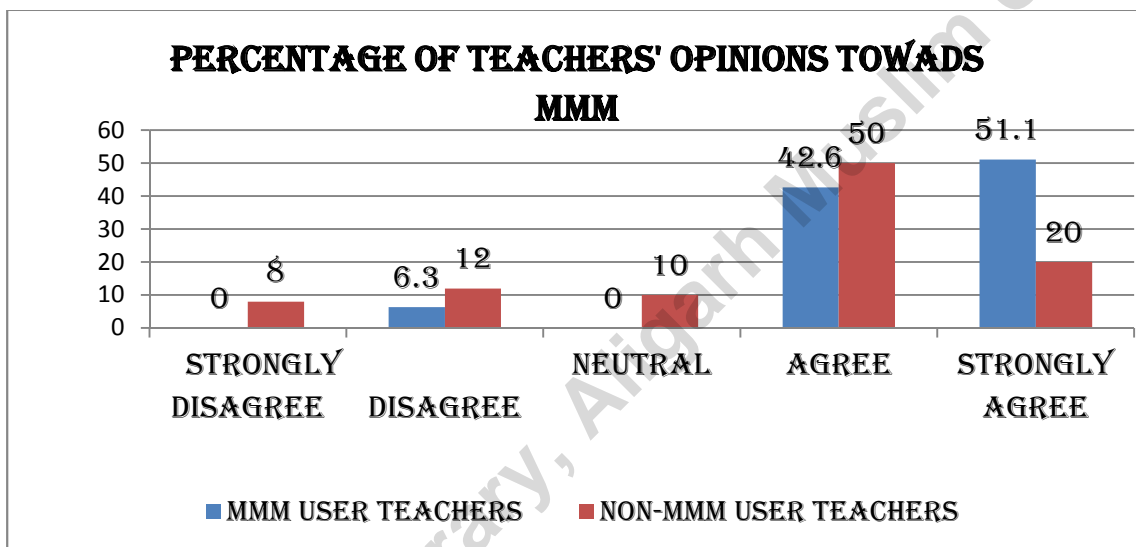
Source: Author's calculation based on primary data

The purpose of above statement is to find out opinions of the teachers about the benefit of MMM for listening and speaking. Analysis of the data displayed in the table (6.22) and figure (6.20) shows that 33% MMM user teachers strongly agree, 62.3% agree that multimedia materials are effective tools for listening and speaking practices. Whereas 30% non-multimedia teachers strongly agree, 50% agree that real native speaker's speech, interview and discussion practices can be possible only through MMM. More than 15% teachers are not in the support of MMM in the language classroom. Findings show however, that majority of the teachers appreciated the application of MMM for listening, speaking.

Table 6.23. I like multimedia materials for ELT because.....

I can use multimedia materials to support my books.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	6	7	14
	0%	6.3%	0%	42.6%	51.1%	100%
Non-Multimedia User opinions	1	3	2	10	4	20
	8%	12%	10%	50%	20%	100%

Figure 6.21. I can use multimedia materials to support my books.



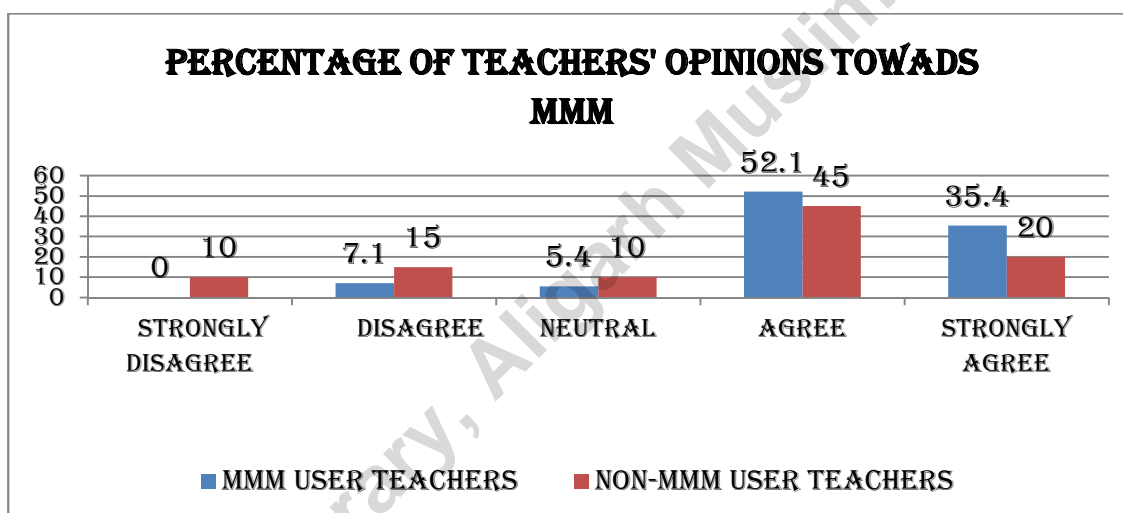
Source: Author's calculation based on primary data

In the table (6.23) and figure (6.21), it has been reported that 51.1% MMM user teachers strongly agree and 42.6% agree that they are integrating MMM to make learning through textbooks, learning more interesting and effective. Whereas 20% Non-MMM user teachers strongly agree and 50% agree that multimedia materials support textbook knowledge. But, 8% teachers strongly disagree, 12% disagree with the above statement. Findings show however, that majority of the teacher from both groups take help of technology to supplement the knowledge derived from books.

Table: 6.24. I like multimedia materials for ELT because.....

Students can learn themselves at their own pace through MMM software.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	1	7	5	14
	0%	7.1%	5.4%	52.1%	35.4%	100%
Non-Multimedia User opinions	2	3	2	9	4	20
	10%	15%	10%	45%	20%	100%

Figure 6.22. Students can learn themselves at their own pace through MMM software.



Source: Author's calculation based on primary data

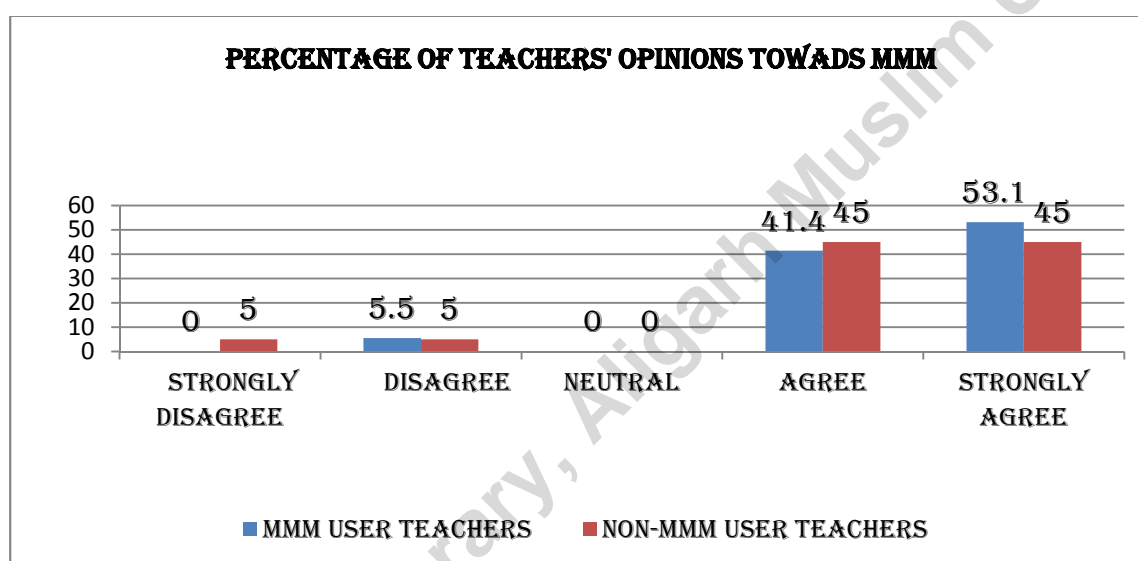
The data analysis shows in the table (6.24) and figure (6.22) that 35.4% MMM user teachers strongly agree, 52.1% agree that multimedia software helps the students to learn at their own pace. Although 7.1% MMM user teachers disagree with the given opinion. As far as non-multimedia teachers' opinions are concerned 20% strongly agree and 45% agree that technology helps learners to study at their own pace and ability. But 10% teachers strongly disagree, 15% disagree and 10% remained neutral on the above statement.

The result shows mixed responses, the majority of the teachers agree and some disagree with the above statement.

Table 6.25. I like multimedia materials for ELT because.....

Use of the video helps in developing listening skill.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	6	7	14
	0%	5.5%	0%	41.4%	53.1%	100%
Non-Multimedia User opinions	1	2	0	8	9	20
	5%	10%	0%	40%	45%	100%

Figure 6.23. Use of the video helps in developing listening skill.



Source: Author's calculation based on primary data

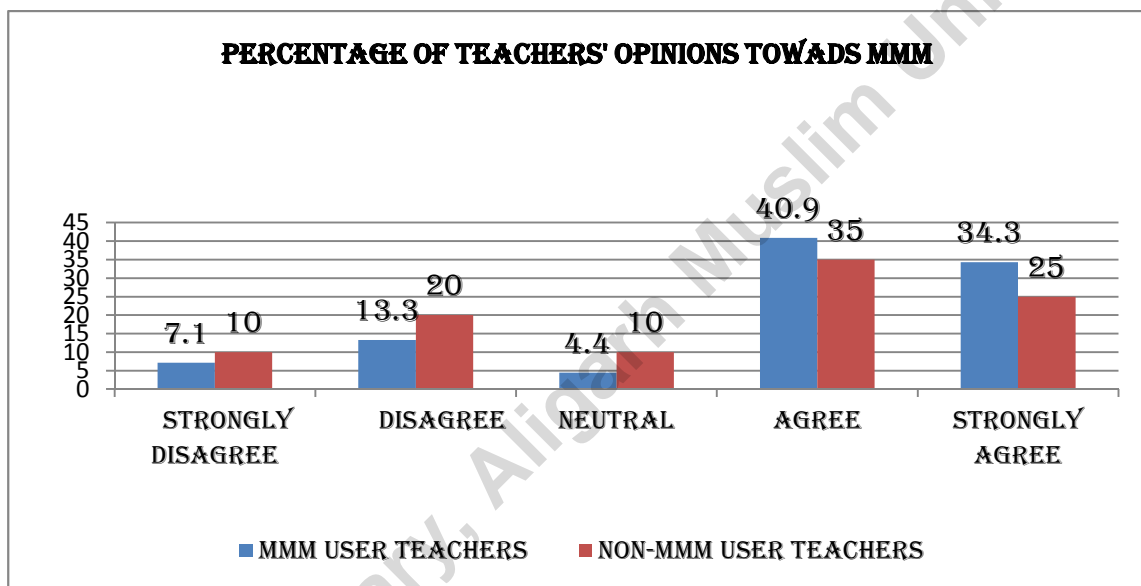
The responses reported in the table (6.25) and figure (6.23) show that 53.1% MMM user teachers strongly agree and 41.4% agree that video clips help learners to develop listening skills. Whereas 45% non-multimedia teachers strongly agree and 40% agree that really video clips support students to improve that listening skill. Nevertheless, 5% teachers strongly disagree, 10% disagree with the above statement.

Findings revealed that majority of the teachers from both groups are in the favour of the use of video to develop listening skills.

Table 6.26. I like multimedia materials for ELT because.....

Use of MMM develops learners' writing skill.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	2	1	6	4	14
	7.1%	13.3%	4.4%	40.9%	34.3%	100%
Non-Multimedia User opinions	2	4	2	7	5	20
	10%	20%	10%	35%	25%	100%

Figure 6.24. Use of MMM develops learners' writing skill.



Source: Author's calculation based on primary data

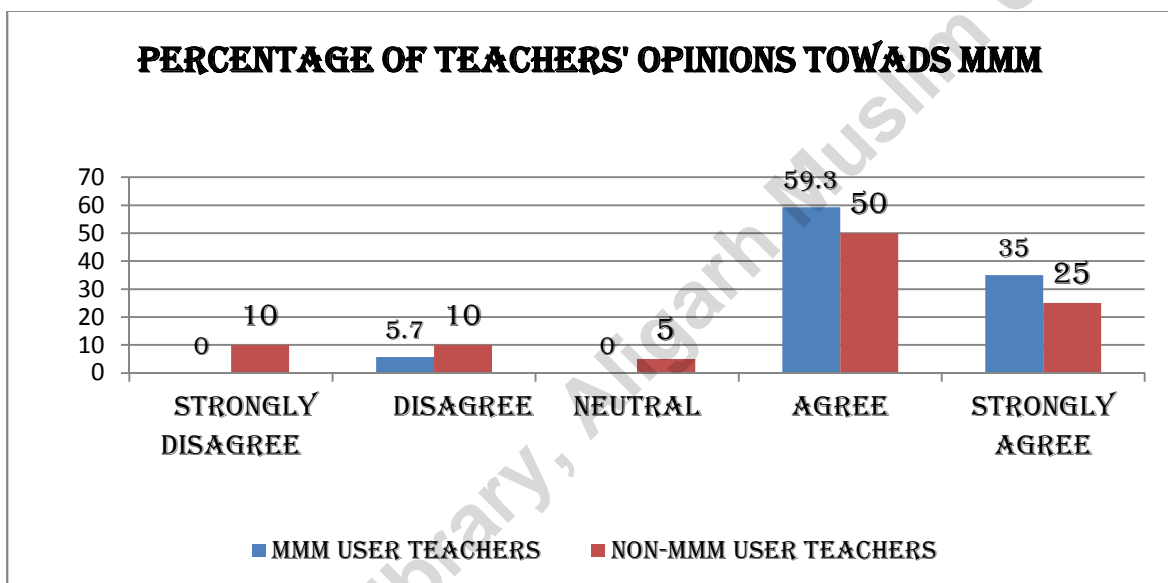
Report of the data shown in the table (6.26) and figure (6.24) shows that 34.3% MMM user teachers strongly agree, 40.9% agree that multimedia technology helps the students to develop their writing skill. Similarly, 25% non-multimedia user teachers strongly agree, and 35% agree that MMM improves writing skills. But more than 30% teachers disagree with the above idea of technology.

Therefore, the findings of the data are the mixed, with majority of the teachers supporting the statement but some of them disagree.

Table 6.27. I like multimedia materials for ELT because.....

Use of MMM develops reading skill.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	8	5	14
	0%	5.7%	0%	59.3%	35%	100%
Non-Multimedia User opinions	2	2	1	10	5	20
	10%	10%	5%	50%	25%	100%

Figure 6.25. Use of MMM develops reading skill



Source: Author's calculation based on primary data

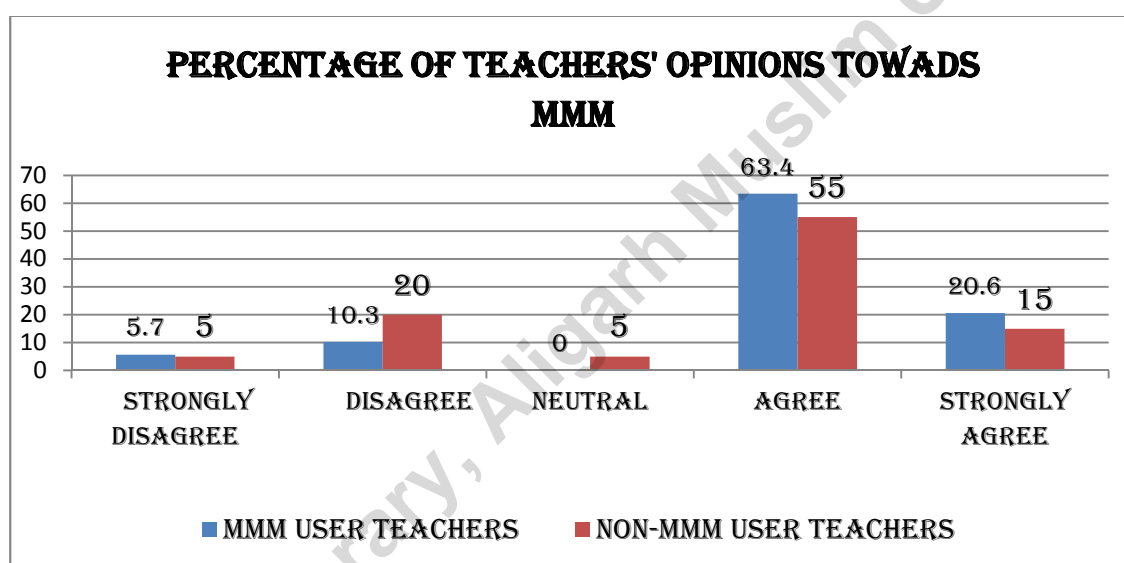
The data analysis in the table (6.27) and figures (6.25) shows that 35% MMM user teachers strongly agree, 59.3% agree that multimedia technology helps students to enhance their reading skill. Similarly, 25% non- multimedia user teachers strongly agree, and 50% agree that MMM develop reading skills. But more than 20% teachers disagree with the above opinion on multimedia materials.

Therefore, the findings of the data are the mixed with majority of the teachers are supporting the statement but some disagreeing.

Table: 6.28 I like multimedia materials for ELT because.....

Use of MMM develops learners' grammar						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	2	0	8	3	14
	5.7%	10.3%	0%	63.4%	20.6%	100%
Non-Multimedia User opinions						20
	5%	20%	5%	55%	15%	100%

Figure 6.26. Use of MMM develops learners' grammar



Source: Author's calculation based on primary data

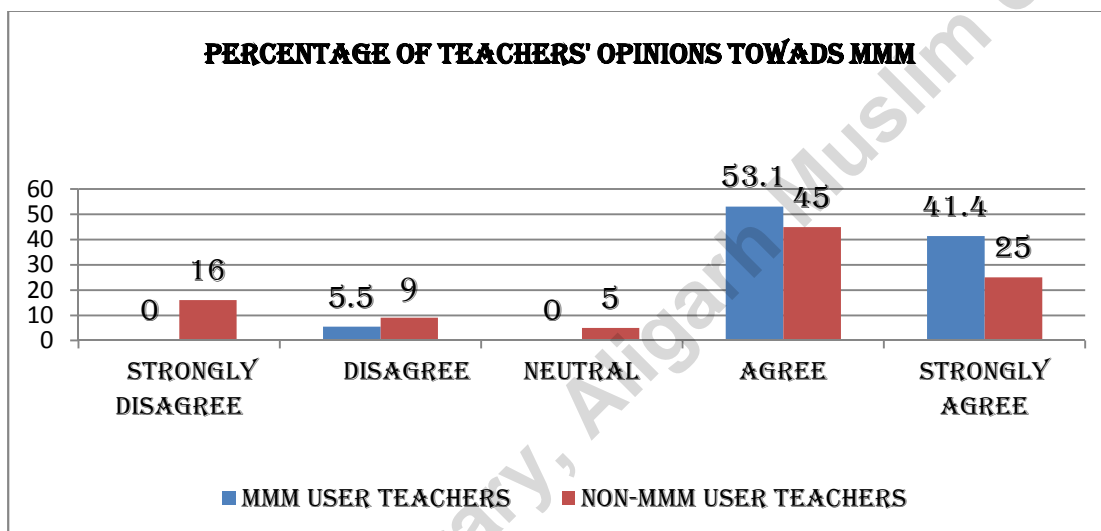
The responses presented in the table (6.28) and figure (6.26) show that 20.6% MMM user teachers strongly agree, 63.4% agree that MMM help learners to develop grammar knowledge. Whereas 15% non-multimedia teachers strongly agree and 55% agree that certainly MMM support students to improve their grammar. Nevertheless, 5% teachers strongly disagree, 20% disagree with the above statement.

Findings revealed that there are mixed responses, but the majority of the teachers from both groups are in the favour of the use of MMM for developing grammar.

Table: 6.29 I like multimedia materials for ELT because.....

Use of MMM develops learners' vocabulary.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	8	5	14
	0%	5.5%	0%	53.1%	41.4%	100%
Non-Multimedia User opinions	3	2	1	9	5	20
	16%	9%	5%	45%	25%	100%

Figure 6.27. Use of MMM develops learners' vocabulary.



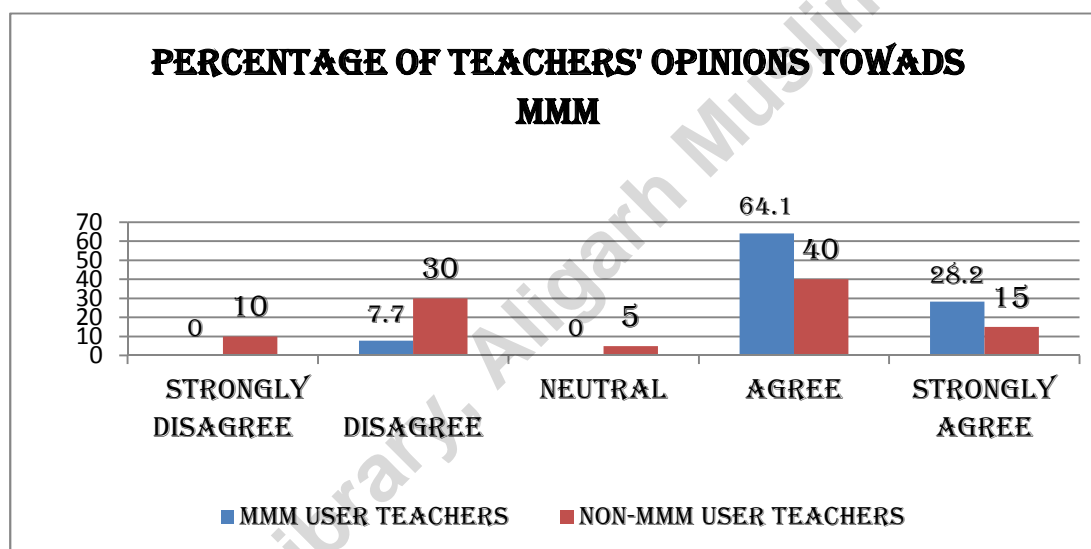
Source: Author's calculation based on primary data

The purpose of above statement was to know opinions from the teachers about the benefit of MMM for developing vocabulary. Analysis of the data reported in the table (6.29) and figure (6.27) 41.4% shows that MMM user teachers strongly agree and 53.1% agree that multimedia materials are effective tools for vocabulary practice. Whereas 25% non-multimedia teachers strongly agree and 45% agree that MMM supports in developing new vocabulary. Still, more than 16 % teachers are not in the support of MMM in the language classroom for vocabulary building. Findings show that majority of the teachers appreciated the application of MMM for learning grammar and vocabulary.

Table: 6.30. I like multimedia materials for ELT because.....

Individual differences in a heterogeneous class can be taken care of through multimedia.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	9	4	14
	0%	7.7%	0%	64.1%	28.2%	100%
Non-Multimedia User opinions	2	6	1	8	3	20
	10%	30%	5%	40%	15%	100%

Figure 6.28 Individual differences in a heterogeneous class can be taken care of through multimedia



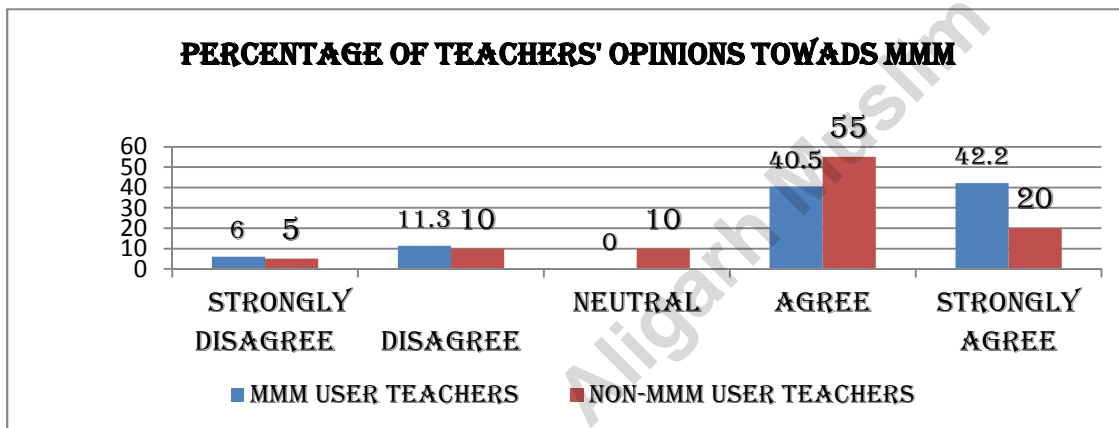
Source: Author's calculation based on primary data

The objective of above statement is to obtain the views of teachers about the use of MMM to address the problems of the heterogeneous classroom. Analysis of the data presented in the table (6.30) and figure (6.28) shows that 28.2% MMM user teachers strongly agree and 64.1% agree that multimedia materials are effective tools to resolve the problems of individual differences. Whereas 15% non-multimedia teachers strongly agree and 40% agree that MMM helps to support problems of heterogeneous language classrooms. Still, more than 15% teachers are not in the support of MMM in such classrooms. Findings show mixed responses, but the majority of the teachers appreciated the application of MMM to solve the problems of individual differences in heterogeneous classroom.

Table: 6.31 I like multimedia materials for ELT because.....

Multimedia is a rich source for developing language skills in terms of content, information and sensory perception.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	2	0	5	6	14
	6%	11.3%	0%	40.5%	42.2%	100%
Non-Multimedia User opinions	1	2	2	11	4	20
	5%	10%	10%	55%	20%	100%

Figure 6.29 Multimedia is a rich source for developing language skills in terms of content, information and sensory perception.



Source: Author's calculation based on primary data

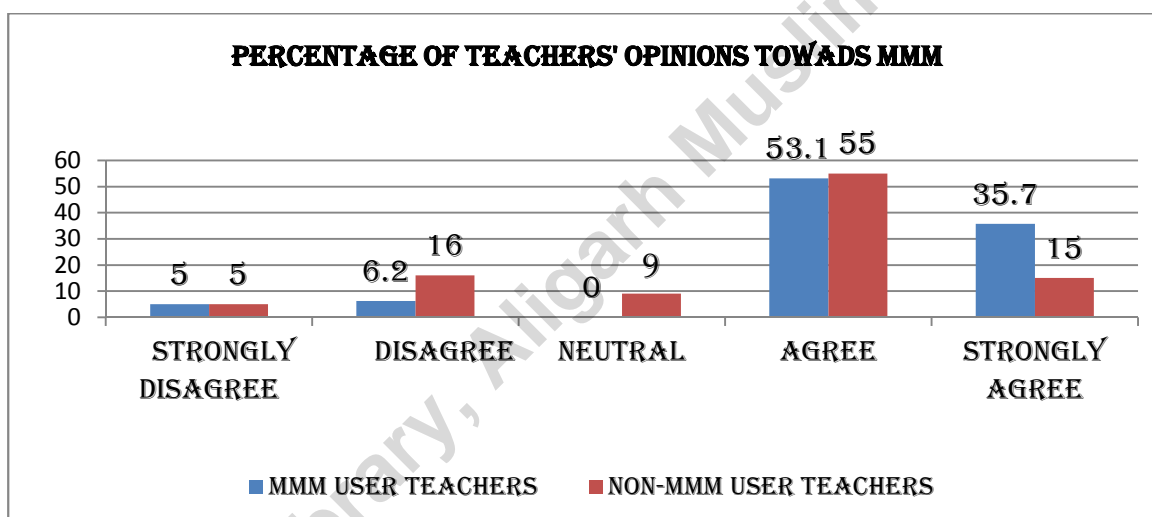
The main purpose of the above statement was to obtain the opinions of teachers regarding the application of multimedia technology for learning English language and their benefits. The responses in table (6.31) and figure (6.29) shows that 42.2% multimedia user teachers strongly agree, 40.5% agree that multimedia technology supports language learners in developing language skills in terms of content, information and sensory perception in an effective manner. Whereas 20% non-multimedia user teachers strongly agree and 55% teachers agree that multimedia materials help students for learning, listening, speaking, reading and writing as well as content knowledge and sensory perception in a better way, only 15% teachers are not in the favour of the use of technology for language learning.

Results reported that majority of the teachers from both groups support the use recent technology for language development and other requirements related to language improvement.

Table: 6.32. I like multimedia materials for ELT because.....

It reduces the time used in transferring information and expertise to the students.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	1	0	7	5	14
	5%	6.2%	0%	53.1%	35.7%	100%
Non-Multimedia User opinions	1	3	2	11	3	20
	5%	16%	9%	55%	15%	100%

Figure 6.30. It reduces the time used in transferring information and expertise to the students.



Source: Author's calculation based on primary data

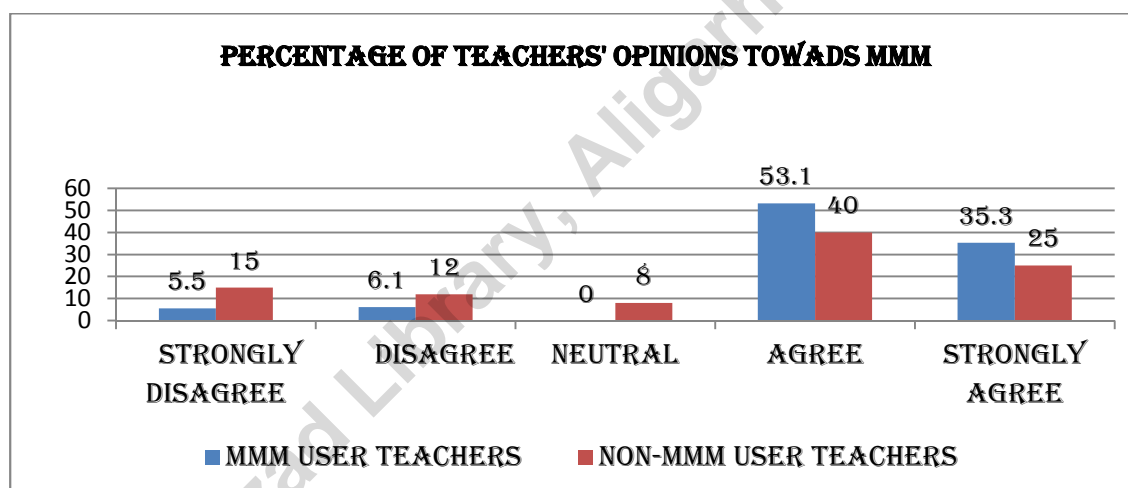
The basic aim of the above statement is to explore the opinions of the teachers on MMM regarding how it saves the time of the students. The analysis of the data presented in the table (6.32) and figure (6.30) shows that 35.7% multimedia user teachers strongly agree and 53.1% agree that multimedia technology supports language learners in developing language skills. It saves time, energy and develops the learners' expertise in operating different technological devices. Similarly, 15% Non-multimedia user teachers strongly agree and 55% teachers agree and support their opinion. Nevertheless, 5% teachers strongly disagree, 16% disagree and 9% are neutral on the above point.

Results are reported in a mixed form, but the majority of the teachers from both groups support the use of recent technology for language development and also agree that it saves time and energy of the students.

Table: 6.33. I like multimedia materials for ELT because.....

MMM classes are more motivating than the usual lecture based class.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	1	1	0	7	5	14
	5.5%	6.1%	0%	53.1%	35.3%	100%
Non-Multimedia User opinions	3	2	2	8	5	20
	15	12	8	40	25	100%

Figure 6.31. MMM classes are more motivating than the usual lecture based class.



Source: Author's calculation based on primary data

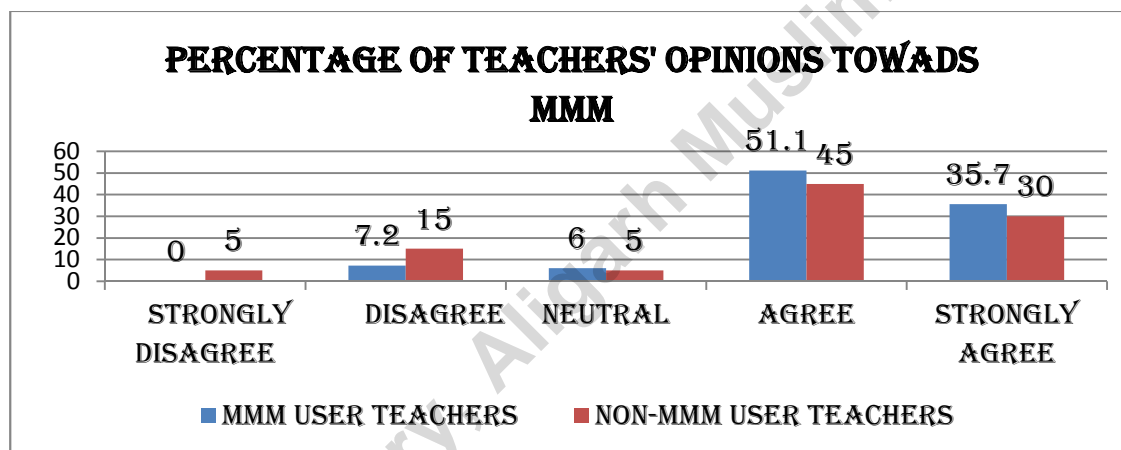
The data analysis in the table (6.33) and figures (6.31) shows that 35.3% MMM user teachers strongly agree and 53.1% agree that multimedia technology is more motivating than conventional lecture-based class. Similarly, 25% non-multimedia user teachers strongly agree, and 40% agree that MMM may be more motivating than a traditional class. But more than 20% teachers disagree on the above point.

Therefore, the findings of the data are the mixed: majority of the teachers support the statement but some teachers disagree with the view that technology-based classes are superior to conventional classes.

Table 6.34. I like multimedia materials for ELT because.....

Students retain information longer by learning through audio- visual aids.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	1	7	5	14
	0%	7.2%	6%	51.1%	35.7%	100%
Non-Multimedia User opinions	1	3	1	9	6	20
	5	15	5	45	30	100%

Figure 6.32. Students retain information longer by learning through audio-visual aids.



Source: Author's calculation based on primary data

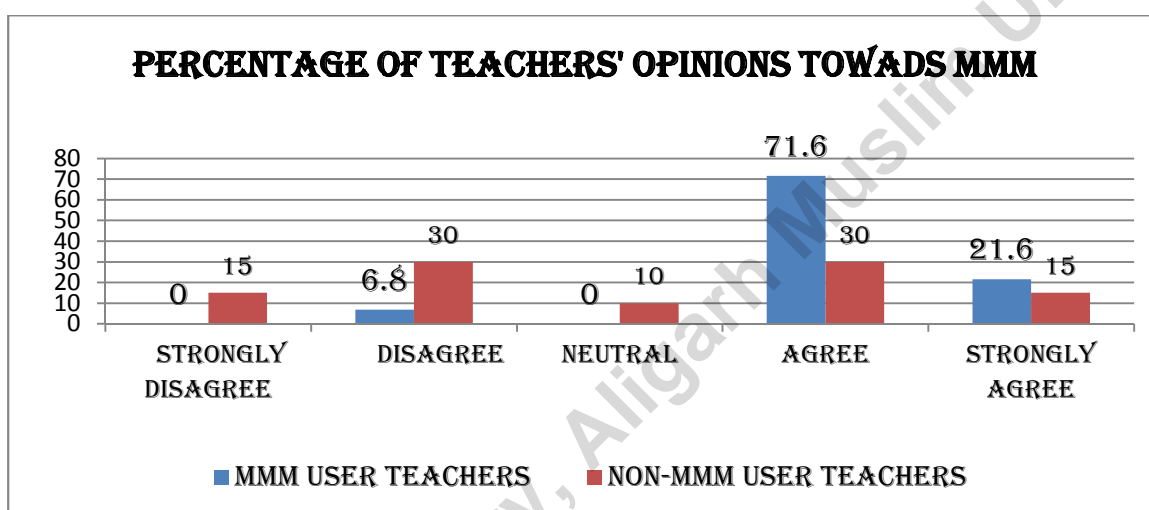
The essential purpose of the above statement was to find out the opinions of the teachers regarding multimedia technology and audio-visual aids' contribution towards retaining information. The responses in the table (6.34) and figure (6.32) show that 35.7% multimedia user teachers strongly agree and 51.1% agree that multimedia technology helps language students to retain information longer by learning through audio-visual aids. Whereas 30% Non-multimedia user teachers strongly agree and 45% teachers agree that audio-visual aids help students retain information longer. Only 20% teachers are not in the favour of the use of technology for language learning.

Results reported that majority of the teachers from both groups are supporting the use recent technology for language development as it improves retention of learned material.

Table: 6.35 I like multimedia materials for ELT because.....

The use of MMM helps me to explain concepts in more effective ways.						
Participants	1	2	3	4	5	Total respondents
MMM user teachers opinions	0	1	0	10	3	14
	0%	6.8%	0%	71.6%	21.6%	100%
Non-Multimedia User opinions	3	6	2	6	3	20
	15	30	10	30	15	100%

Figure 6.33. The use of MMM helps me to explain concepts in more effective ways.



Source: Author's calculation based on primary data

The data analysis in the table (6.35) and figures (6.33) shows that 21.6% MMM user teachers strongly agree and 71.6% agree that multimedia technology helps the teacher to teach complex concepts in an easy and effective way. Similarly, 15% non-multimedia user teachers strongly agree and 30% agree that MMM supports the teacher in effective classroom teaching. But more than 45% Non-MMM teachers disagree with the above opinions on multimedia materials.

Therefore, the findings of the data are the mixed: while majority of the teachers support the statement and but teachers disagree with it implying that MMM does not help the teacher to explain complex concepts.

In short, this chapter has presented the analysis of responses received from English language teachers of Aligarh Muslim University. Participants were professors, associate professors, assistant professors and Postgraduate teachers of English. The

study tried to explore the practices and opinions of Multimedia Materials (MMM) user and Non- MMM user teachers of English. The results revealed that MMM user teachers have more positive attitudes and practices towards MMM for teaching English language in comparison to Non-MMM user teachers. However, it was found that teachers from both groups encourage their student to use recent technology for developing communication skills and proficiency in English.

Maulana Azad Library, Aligarh Muslim University