

Chapter 7

Current Status of Multimedia Materials in the Departments and Institutions of AMU

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CHAPTER 7

CURRENT STATUS OF MULTIMEDIA MATERIALS IN THE DEPARTMENTS AND INSTITUTIONS OF AMU

7.1 INTRODUCTION

The objective of this part of the study was to know the current status of existing multimedia materials in the language labs in departments and institutions of Aligarh Muslim University. In addition to this, a comparative analysis of students' and teachers' responses was made on the current status of multimedia in AMU.

7.2 PARTICIPANTS

The participant of the study consisted ESL students and teachers of Aligarh Muslim University Aligarh. Students were from undergraduate and postgraduate levels. The sample comprises MMM user students and teachers. For the study 134 students were selected from the Department of English, Linguistics and Zakir Hussain College of Engineering of AMU, Aligarh, and 14 teachers were also selected from different departments and institutions. Students were from B.A. Communicative English, M.A. in English Language Teaching (ELT), Compulsory English and Linguistics and they used MMM in the Language Labs. The teachers were those who are teaching English with the use of multimedia materials.

7.3 DATA COLLECTION INSTRUMENTS AND PROCEDURE

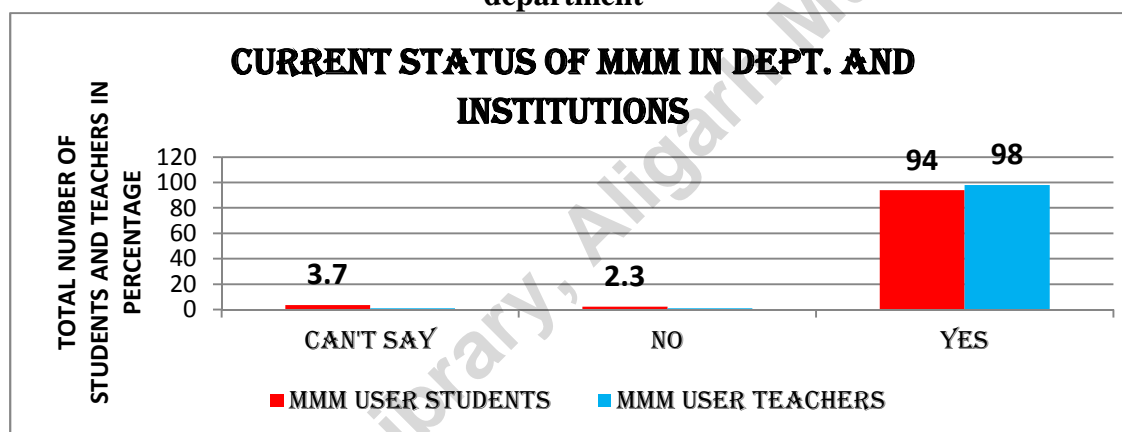
Questionnaires as a research instrument were used in this study. The questionnaires consisted of 0.three point likert-scales which were self-designed. All questions were in the close ended format. Only one question was open ended in which comments were invited from the participants. Personal interaction with students and teachers was also used to discuss the use of technology in the multimedia language labs of AMU, Aligarh.

7.4 STATEMENT WISE ANALYSIS OF MMM IN DEPARTMENTS AND INSTITUTIONS OF AMU

Table 7.1. Statement wise Analysis of MMM in Departments and Institutions of AMU

Participants	A multimedia lab or language lab exists in our institution / department			
MMM user students	Can't say	No	Yes	Total respondents
	5	3	126	134
	3.7%	2.3%	94%	100%
MMM user Teachers	0	0	14	14
	0%	0%	100%	100%

Figure 7.1. A multimedia lab or language lab exists in our institution / department



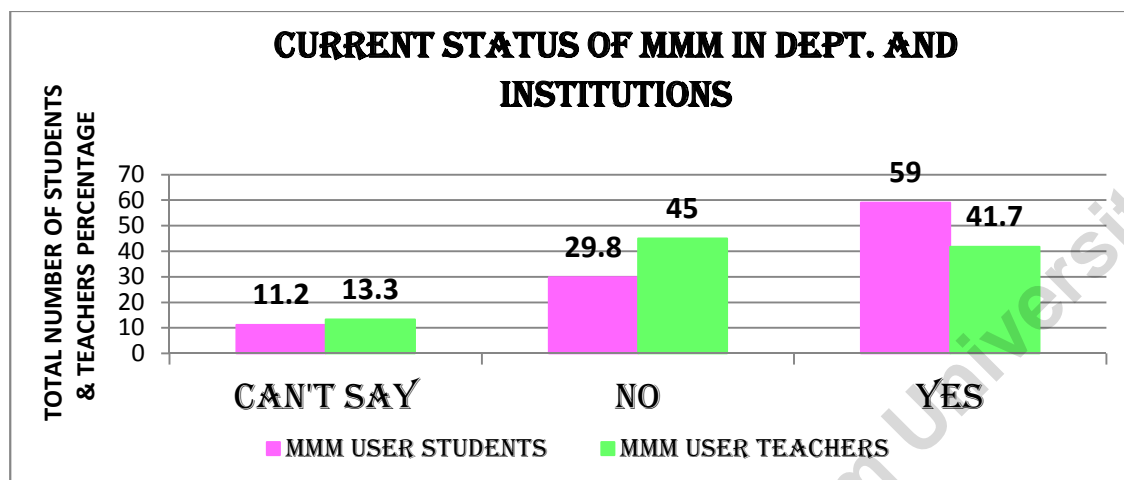
Source: Researcher’s calculation based on primary data

The majority of students and teachers reported that a multimedia language lab exists in Aligarh Muslim University Aligarh in general and in the Faculty of Arts and Engineering in particular. It is shown in the Table (7.1) and Figure (7.1) that 94% students and 100% teachers confirmed that a language lab is available in their respective Departments to hone up English language.

Table 7.2. Current Status of MMM in Dept. and Institutions

Participants	The multimedia lab is well established for developing English language in your institution/department.			
MMM user students	Can't say	No	Yes	Total respondents
	15	40	79	134
	11.2%	29.8%	59%	100%
MMM user Teachers	2	6	6	
	13.3%	45%	41.7%	100%

Figure 7.2. The multimedia lab is well established for developing English language in your institution/department.



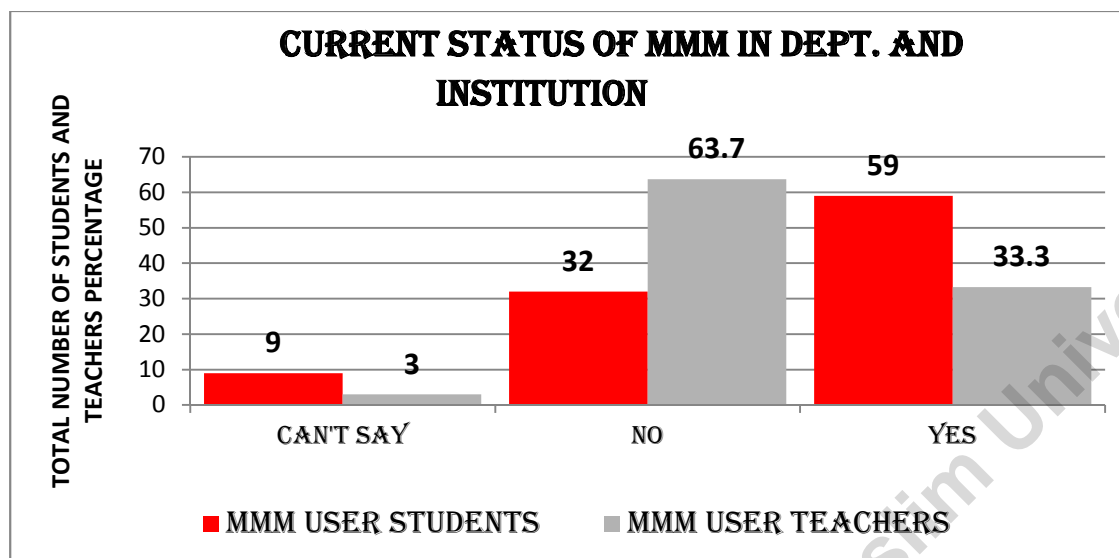
Source: Researcher’s calculation based on primary data

The purpose of this statement is to know the condition of multimedia language lab in different faculties and Departments of AMU, Aligarh. Among students and teachers who are involved in the teaching learning process of English language in the language lab, 59% students and 41.7% teachers reported that a well-established English language lab exists in the respective Department for language learning. Yet, 29.8% students and 45% teachers responded negatively and 11.2% students and 13.3% teachers responded as “can’t say”. So research finding revealed that well established multimedia labs do not exist in all the departments according to many teachers and students. Therefore, this condition needs to be remedied.

Table: 7.3 Current Status of MMM in Dept. and Institutions

Participants	Language lab activities and tasks are mentioned in the syllabus clearly			
	Can't say	No	Yes	Total respondents
MMM user students	12	79	42	134
	9%	32%	59%	100%
	1	9	4	
MMM user Teachers	3%	63.7%	33.3%	100%

Figure 7.3. Language lab activities and tasks are mentioned in the syllabus clearly



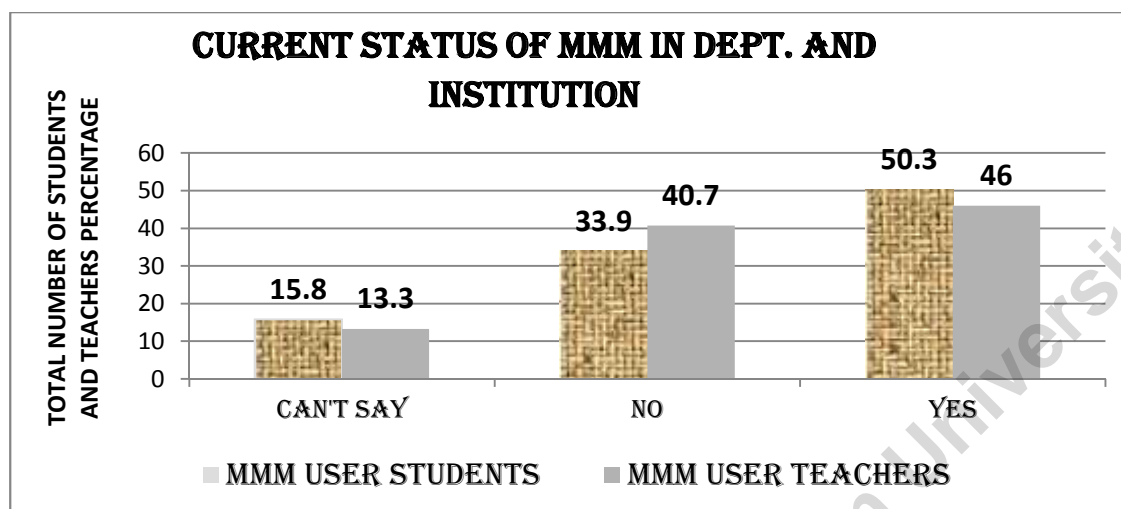
Source: Researcher’s calculation based on primary data

The main objective of this statement is to know the place of multimedia materials and lab work mentioned in the English language syllabuses. The Table (7.3) and Figure (7.3) show that only 32% student and 33.3% teachers responded that language lab activities and tasks are mentioned in the prescribed syllabuses. But the majority of teacher and students reported that language lab activities are not clearly mentioned in the syllabus, 9% students and 3% teachers responded “can’t say”. Therefore, syllabus designers and authorities should take it into their consideration.

Table 7.4 Current Status of MMM in Dept. and Institutions

Participants	The multimedia lab is well equipped with internet connectivity.			
	Can't say	No	Yes	Total respondents
MMM user students	21	50	63	134
	15.8%	36.9%	47.3%	100%
MMM user Teachers	2	5	7	14
	13.3%	40.7%	46%	100%

Figure 7.4. The multimedia lab is well equipped with internet connectivity.



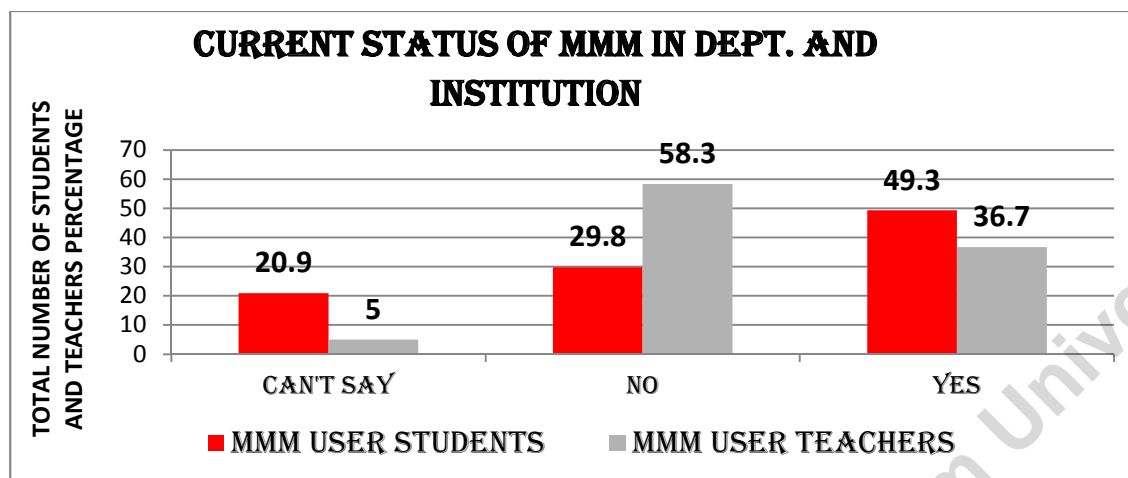
Source: Researcher’s calculation based on primary data

The majority of students and teachers reported that the multimedia lab is well equipped with internet connectivity. Yet, 36.9% students and 40.7% teachers responded that proper internet facilities are not available in the language lab and 15.8% students and 13.3% teachers responded that they “can’t say”. So, the responsible authorities should ensure efficient internet connection in the language labs where it is lacking.

Table 7.5 Current Status of MMM in Dept. and Institutions

Participants	The majority of the teachers are familiar with the use of MMM in the class as well as outside the class			
MMM user students	Can't say	No	Yes	Total respondents
	28%	40%	66%	134
	20.9%	29.8%	49.3%	100%
MMM user Teachers	1	8	5	14
	5%	58.3%	36. %7	100%

Figure 7.5. The majority of the teachers are familiar with the use of MMM in the class as well as outside the class



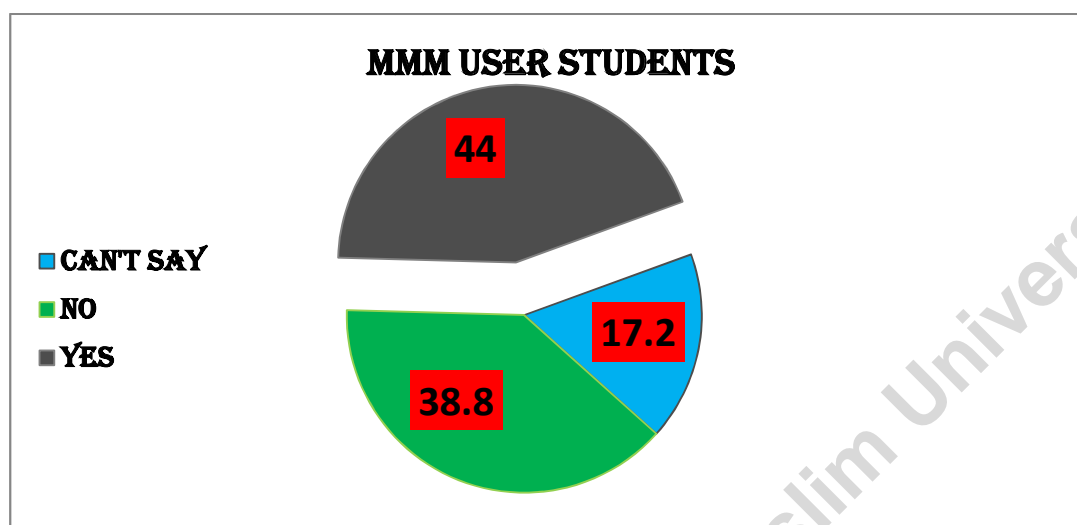
Source: Researchers' calculation based on primary data

The main objective of this statement was to identify the skills and level of familiarity with technology among teachers. A good presenter requires skills for operating technology in the classroom. In the Table (7.5) and Figure (7.5), 49.3% students and 36% teachers reported that most of the teachers are familiar with the use of multimedia technology in the classroom and outside the class. But, 29.8% students and 58% teachers responded that they are not well versed with the latest technology in the language classroom. So, authorities should take this problem into their consideration and workshops and training program should be arranged for teachers.

Table 7.6. Current Status of MMM in Dept. and Institutions

Participants	My teacher always encourages the use of MMM for learning the English language			
MMM user students	Can't say	No	Yes	Total respondents
	23	52	59	134
	17.2%	38.8%	44%	100%

Figure 7.6. My teacher always encourages the use of MMM for learning the English language



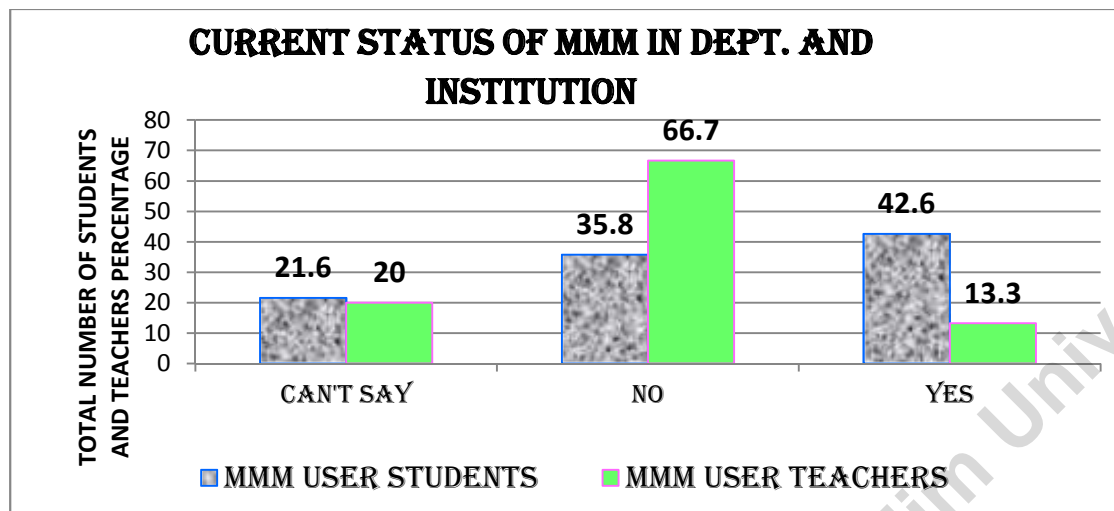
Source: Researcher’s calculation based on primary data

Table (4.5.5) and Figure (4.5.5) shows the responses of MMM user students. Among MMM user students 44% report in the affirmative that teacher encourages them to use multimedia technology for learning English language, 17.2% students’ responded with ‘No’ and 38.8% responded with ‘can’t say’.

Table: 7.7 Current Status of MMM in Dept. and Institutions

Participants	Enough listening and speaking materials are available in the multimedia lab			
	Can't say	No	Yes	Total respondents
MMM user students	29	48	57	134
	21.6%	35.8%	42.6%	100%
	3	9	2	14
MMM user Teachers	20%	66.7%	13.3%	100%

Figure 7.7 Enough listening and speaking materials are available in the multimedia lab



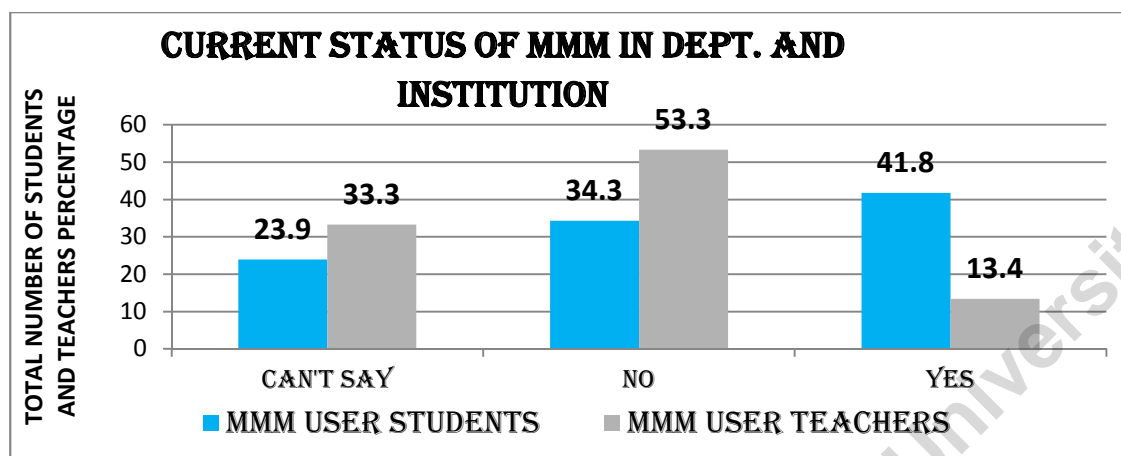
Source: Researcher’s calculation based on primary data

The purpose of this statement was to know the availability of listening and speaking skill based materials in the respective Departments of Aligarh Muslim University. A good language lab is well equipped with language teaching materials for these skills. In the Table (7.7) and Figure (7.7), 42.6% students and 13.3% teachers said they were satisfied with currently available listening and speaking materials in the multimedia lab. But 35.8% students and 66.7% teachers are not satisfied with present materials in the language lab. It shows that available materials are not enough for the teachers and students of Aligarh Muslim University. In short, shortages of materials or unsatisfactory materials are major problems and this is a matter of concern at the administrative level and it should be addressed.

Table: 7.8 Current Status of MMM in Dept. and Institutions

Participants	Enough reading materials are available in the multimedia lab.			
	Can't say	No	Yes	Total respondents
MMM user students	32	46	56	134
	23.9%	34.3%	41.8%	100%
	4	8	2	14
MMM user Teachers	33.3%	53.3%	13.4%	100%

Figure 7.8. Enough reading materials are available in the multimedia lab.



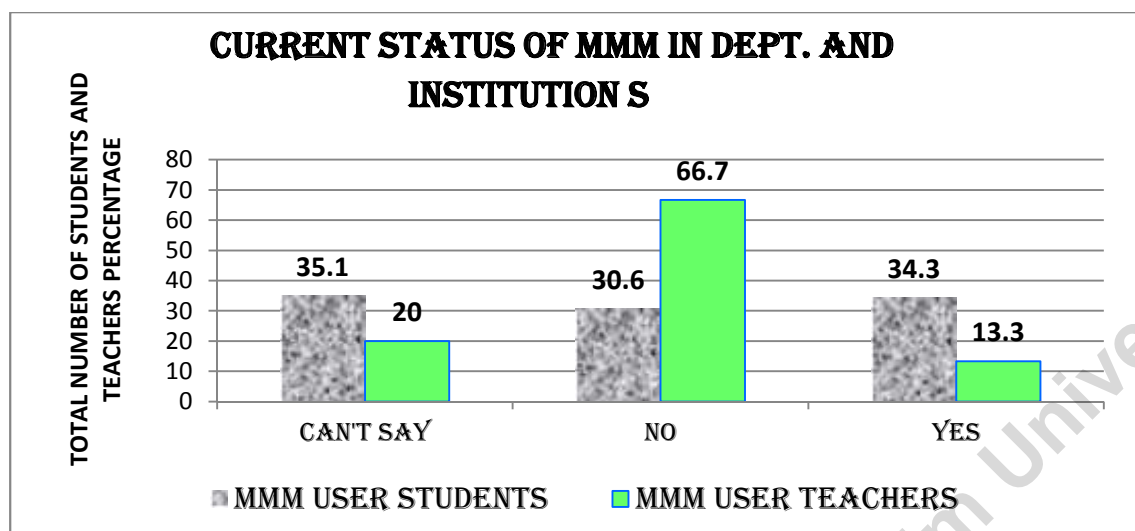
Source: Researcher’s calculation based on primary data

The major aim of this statement is to know the accessibility of reading skill based materials in different Departments. A good language lab is well equipped with language teaching materials skill for this. In the Table (7.8) and Figure (7.8) one finds that 41.8% students and 13.4% teachers are satisfied with currently available reading materials in the multimedia lab. But 34.3% students and 53.7% teachers responded that present materials in the language lab do not fulfil the requirements. It shows that available materials are not enough for the teacher and students of Aligarh Muslim University. In short, shortages of materials or unsatisfactory materials are major problems and this is again matter of concern at the administrative level and it should be solved immediately.

Table 7.9 Current Status of MMM in Dept. and Institutions

Participants	Enough writing materials are available in the multimedia lab			
	Can't say	No	Yes	Total respondents
MMM user students	47	41	46	134
	35.1%	30.6%	34.6%	100%
MMM user Teachers	3	9	2	
	20%	66.7%	13.3%	100%

Figure 7.9 Enough writing materials are available in the multimedia lab



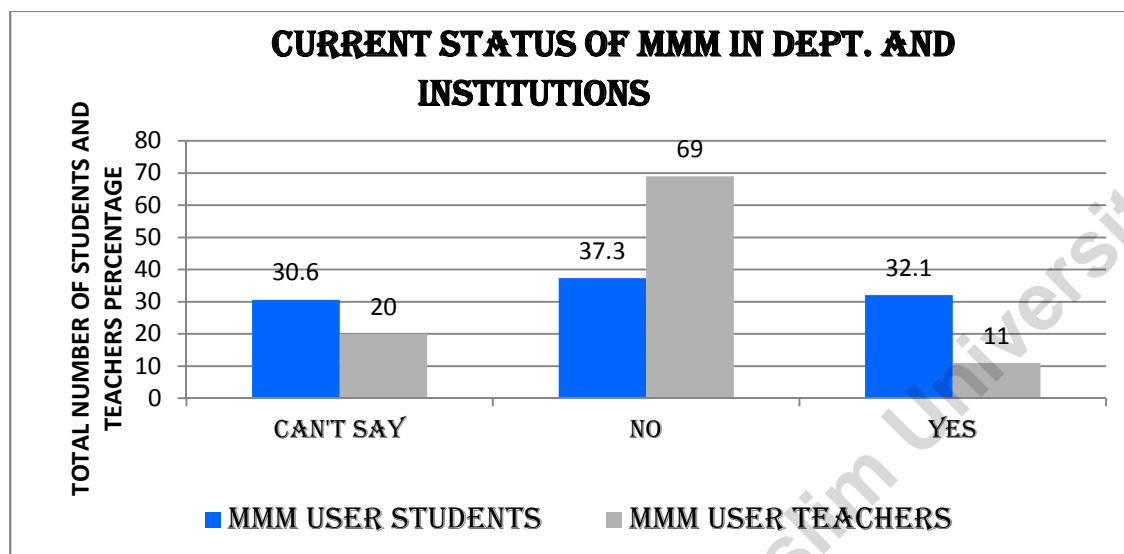
Source: Researcher’s calculation based on primary data

The intention of the above statement was to know the availability of writing skill based materials in the different language lab of the university. A modern multimedia language lab equipped with computer technology and latest language software has the potential to train students and give quality language tasks. In the Table (7.9) and Figure (7.9), 34.6% students and 13.3% teachers are found to be satisfied with currently available writing materials in the multimedia lab. Yet, 30.6% students and 66.7% teachers responded that present materials in the language lab do not fulfil the needs of the students and staff. It indicates that existing materials are not enough for the teachers and students of Aligarh Muslim University. In brief, lack of writing materials is a major problem. It should be taken into consideration by the authorities.

Table 7.10 Current Status of MMM in Dept. and Institutions

Participants	Prescribed books are available for learning English language with the integration of MMM.			
	Can't say	No	Yes	Total respondents
MMM user students	41	50	43	134
	30.6%	37.3%	32.1%	100%
MMM user Teachers	3	9	2	14
	20%	69%	11%	100%

Figure 7.10 Prescribed books are available for learning English language with the integration of MMM



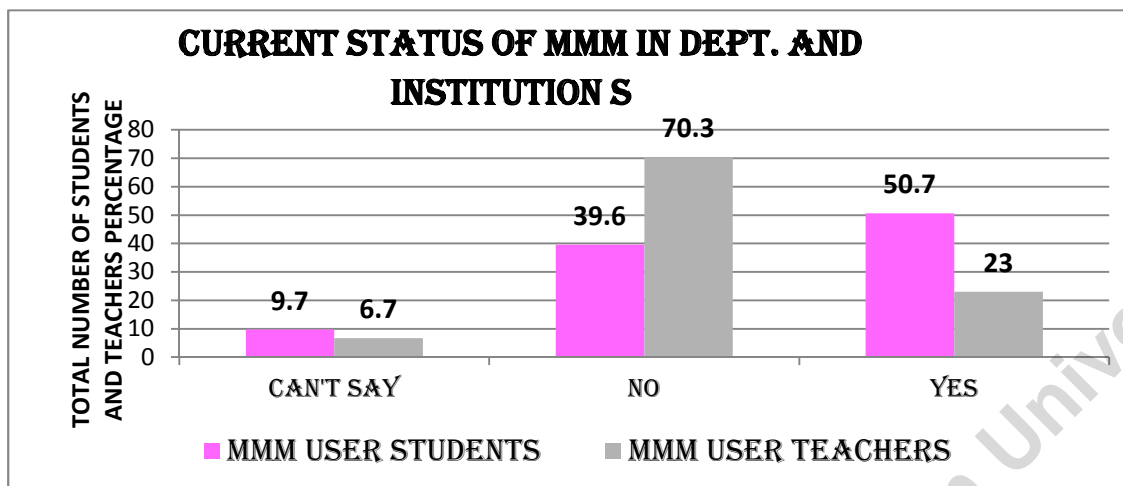
Source: Researcher’s calculation based on primary data

“A room without books is like a body without a soul” (Marcus Tulliu Cicero,n.d BrainyQuote. comn). A book is one of the significant components of the teaching and learning process, in the absence of it, one cannot imagine good education. In the Table (7.10) and Figure (7.10), 32.3% students and only 11% teachers reported that prescribed books are available online for learning English language. On the other hand, 37.3% students and 69% teachers responded that books are not prescribed for learning English with the integration of technology and 30.6% students and 20% teacher responded that they “can’t say”. Results show that majority of the teachers and students do not have access to books on ESL/EFL with technology. So the authorities of the institutions should take it into their notice.

Table 7.11 Current Status of MMM in Dept. and Institutions

Participants	There are enough numbers of computers for all the students.			
	Can't say	No	Yes	Total respondents
MMM user students	13	53	68	134
	9.7%	39.6%	50.7%	100%
	1	10	3	
MMM user Teachers	6.7%	70.3%	23%	100%

Figure 7.11. There are enough numbers of computers for all the students.



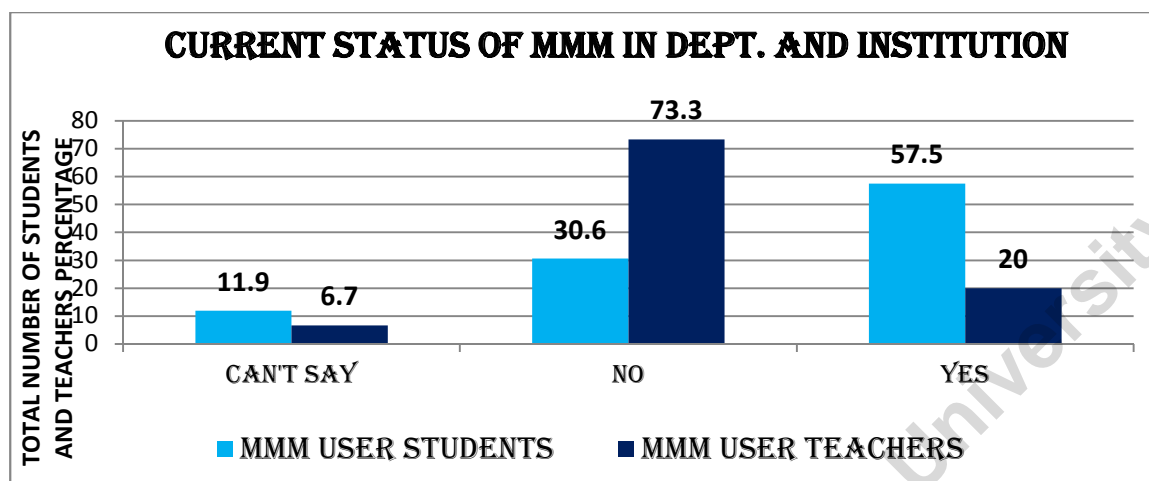
Source: Researcher’s calculation based on primary data

“Access to computers and the internet has become a basic need for education in our society” (Conrad Kent, n.d. Brainy Quote.com). Table (7.11) and Figure (7.11) show 50.7% students and only 23% teacher responded that in the language lab sufficient numbers of computers are available for the students. Whereas 39.6% students and 70.3% teachers reported that the number of computers is not sufficient for students to use. Findings of the data revealed that majority of the students and teachers are not satisfied with the existing number of computers in their Language Lab.

Table 7.12. Current Status of MMM in Dept. and Institutions

Participants	The lab attendant is trained to handle the equipment.			
	Can't say	No	Yes	Total respondents
MMM user students	16	77	41	134
	11.9%	57.5%	30.6%	100%
	1	10	3	14
MMM user Teachers	6.7%	73.3%	20%	100%

Figure 7.12. The lab attendant is trained to handle the equipment



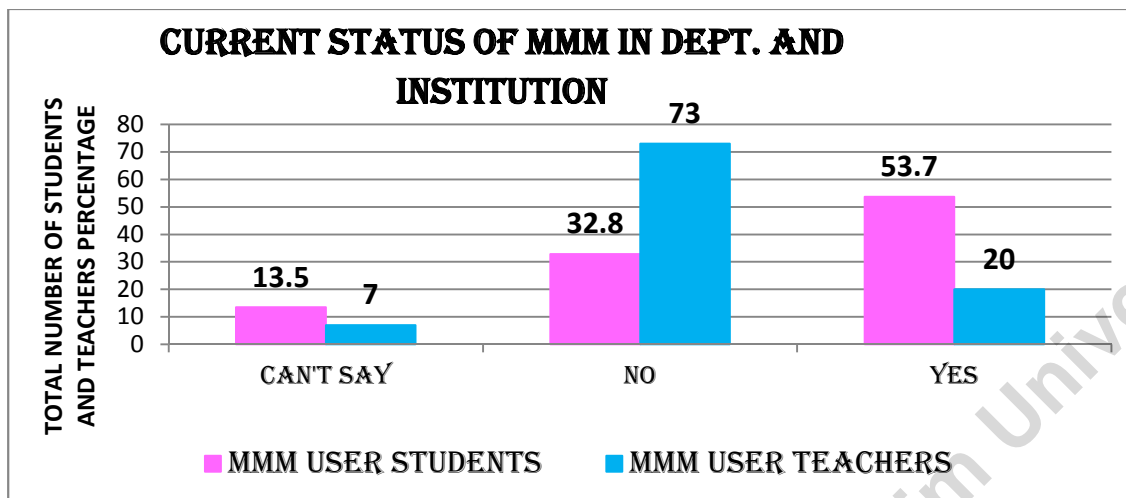
Source: Researchers' calculation based on primary data

“Confidence comes from discipline and training” (Robert Kiyosaki, n.d, Quotes,). Similarly, a teacher can be confident with the help of proper teacher training, guidance and observation. In the Table (7.12) and figure (7.12) we find that 57.5% students and 20% teachers replied that the language lab attendant is well trained to handle the modern technology. But, 30.6% students and 73.3% teachers reported that in the English language lab attendant is not trained for the assigned work and 11.9% students and 6.7% teachers replied “can’t say”. The result shows majority of the language lab attendant is not trained for the allotted work. So, the authorities should train their human resources who are working in the language lab.

Table 7.13 Current Status of MMM in Dept. and Institutions

Participants	Well-trained teachers are assigned for teaching English with the use of MMM.			
	Can't say	No	Yes	Total respondents
MMM user students	18	44	72	134
	13.5%	32.8%	53.7%	100%
MMM user Teachers	1	10	3	14
	7%	73%	20%	100%

Figure 7.13. Well-trained teachers are assigned for teaching English with the use of MMM.



Source: Researcher’s calculation based on primary data

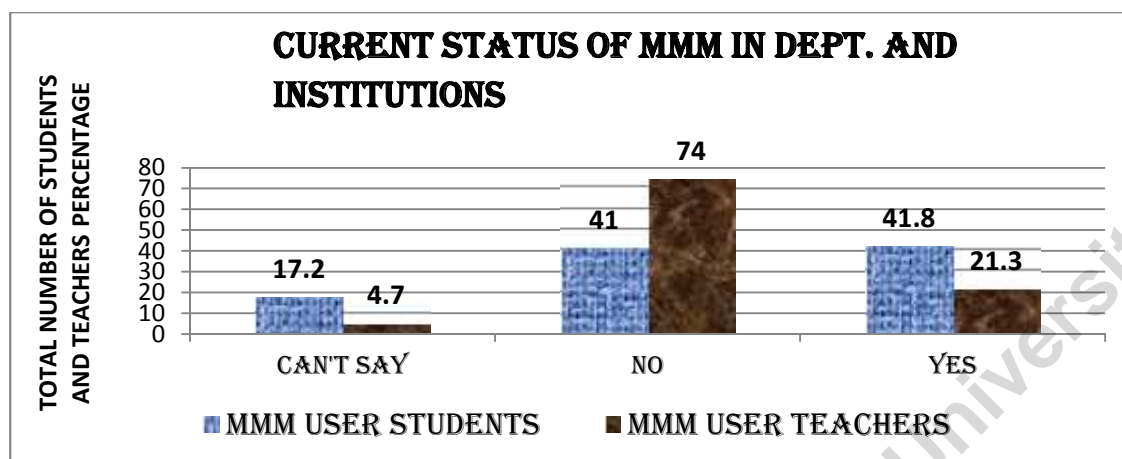
“It’s all to do with training: you can do a lot if you are properly trained” (Queen Elizabeth II, online Quotes). In the table (7.13) and figure (7.13) one finds that 53.7% students and 20% teachers responded that well-trained teachers are assigned for teaching English language with the application of multimedia materials. On the contrary, 32.8% students and 73% teachers stated that well-trained teachers are not appointed for teaching English in the multimedia lab, 13.5% students and 7% teachers responded ‘can’t say’.

It implies that well- trained English language teachers should be appointed in the English language lab and regular training programmes should be conducted for the teachers through which they can update their skills.

Table 7.14 Current Status of MMM in Dept. and Institutions

Participants	Sufficient language software and hardware are available.			
	Can't say	No	Yes	Total respondents
MMM user students	23	55	56	134
	17.2%	41%	41.8%	100%
	1	10	3	
MMM user Teachers	4.7%	74%	21.3%	100%

Figure 7.14. Sufficient language software and hardware are available.



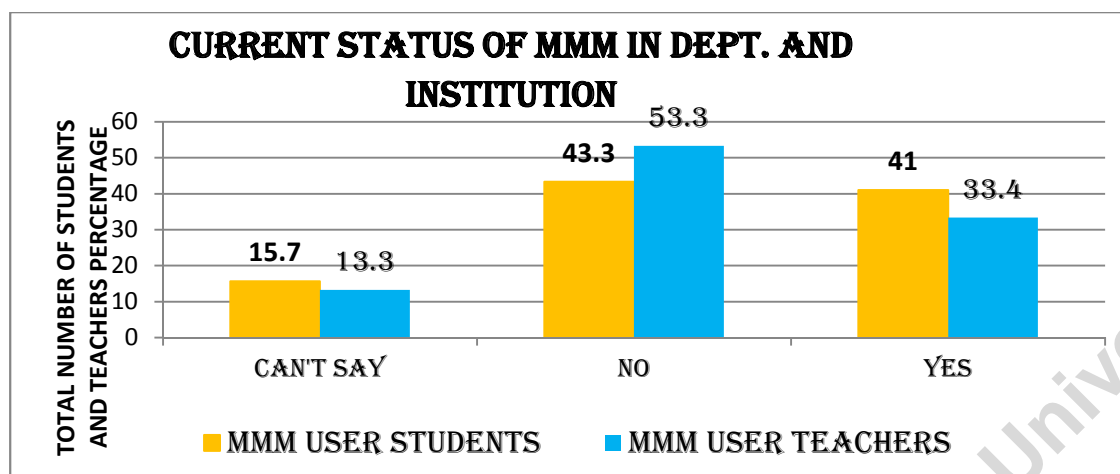
Source: Researcher’s calculation based on primary data

“In almost every job now, people use software, hardware and work with information to enable their organization to operate more effectively” (Bill Gates.n.d, Brainy Quotes.com). In the Table (7.14) and Figure (7.14), 41.8% students and 21.3% teachers replied that sufficient software and hardware are available in the language lab. On the hand, 41% students and 74% teachers stated that sufficient language software materials are not accessible in the language lab and 17.2% students and 4.7% teachers responded that they ‘can’t say’. The result shows that the majority of the teachers and students think that in the language lab software and hardware materials are insufficient for effective teaching-learning process. Therefore, multimedia language lab should be upgraded from time to time through which students and teachers will connect with the latest development in the field of language teaching.

Table 7.15 Current Status of MMM in Dept. and Institutions

Participants	MMM activities are used for all the skills.			
	Can't say	No	Yes	Total respondents
MMM user students	21	58	55	134
	15.7%	43.3%	41%	100%
MMM user Teachers	2	7	5	14
	13.3%	53.3%	33.4%	100%

Figure 7.15. MMM activities are used for all the language skills.



Source: Researcher’s calculation based on primary data

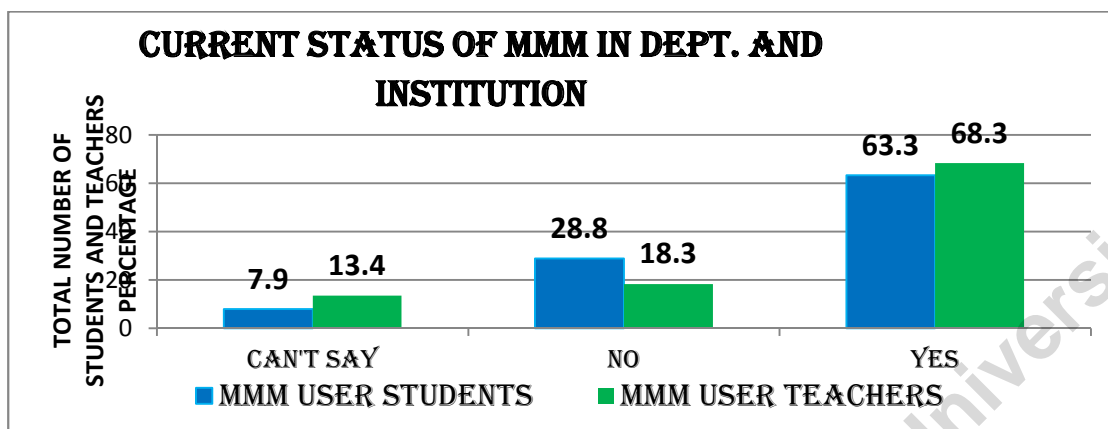
In the table (7.15) and figure (7.15) one finds that 41% students and 33.4% teachers replied that language learning activities to develop major skills such as listening, speaking, reading, writing, grammar and vocabularies are conducted with the help of multimedia technology in the language classroom. Whereas 43.3% students and 53.3% teachers reported that they are not satisfied with the activities which are conducted in the language classroom through technology and 15.7% students and 13.3% teachers did not respond.

Therefore, the result implies that teacher should include innovative and interesting activities through which students are motivated to attend the language classroom. According to Lev Vygotsky “the most significant moment in the course of intellectual development, which gives purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge”.

Table: 7.16 Current Status of MMM in Dept. and Institutions

Participants	Tests or exams are conducted through the use of MMM.			
	Can't say	No	Yes	Total respondents
MMM user students	24	48	62	134
	7.9%	28.8%	63.3%	100%
	2	2	10	14
MMM user Teachers	13.4%	18.3%	68.3%	100%

Figure 7.16 Tests or exams are conducted through the use of MMM.



Source: Researchers' calculation based on primary data

The majority of 63.3% students and 68.3% teachers reported in the table (7.16) and figure (7.16) that English language tests or exams are conducted through multimedia technology in the language lab. Whereas among 28.8% students and 18.3% teachers responded that tests or exams are not conducted through multimedia technology. Results show that tests are conducted in the language lab but still needs to involve all the students in such tests. Actually tests and exams are conducted in the language lab through multimedia technology only for oral communication and not for other skills.