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# Current Status of Multimedia Materials in Departments and Institutions of AMU Aligarh

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*Keywords:* *multimedia materials (MMM), ESL, technology, communication.*

*GJHSS-G Classification:* *FOR Code: 139999*




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# Current Status of Multimedia Materials in Departments and Institutions of AMU Aligarh

Md. Imtiyaz Alam

*Abstract-* This study aimed to know the current status of existing multimedia materials in the multimedia language labs in departments and institution of Aligarh Muslim University. A survey questionnaire was applied to collect data and analysed by using SPSS software version- 17. Moreover, questionnaire was only distributed among the students and teachers group who are using multimedia materials for learning English language and teachers who are teaching them in the Multimedia lab with the integration of technology. The study was led during the session 2016-2017 academic years. This paper is one the chapters of Ph.D thesis submitted for award of the degree of doctor of philosophy.

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## I. Introduction

English language teachers of Aligarh Muslim University, Aligarh have the responsibility of teaching English language learners in the classroom according to the prescribed syllabus or booklet. But the irony is that the syllabus and text books do not cover all language components. So, English language teaching (ELT) in the classroom only emphasizes certain components of the language. There are some components of language not covered in the syllabus, such as correct pronunciation, vocabulary, paralinguistic features, and activity based teaching. And another related issue is that limited periods have been allocated for the language class. English language teachers mainly focus on reading and writing and listening and speaking skills are less emphasised in the classroom. These are the drawbacks of the situation for students to learn and practice the language in the classroom. Limited time of class, fear of making mistakes and limited classroom practice are the cause of lack of confidence among the students in using the target language. The language learner requires more learning experiences, student and teacher interaction and increase number of periods for developing English language proficiency in the classroom.

In the context of Aligarh Muslim University large classrooms are one of the major problems in teaching and learning the English language, because in such an environment healthy interaction is not possible between teachers and students. However, this shortcoming can be compensated by the use of *multimedia* inside and outside the English language classroom. Moreover, some ESL students are completely dependent on their lectures, language learning materials, and classroom tasks. Students might have undesirable attitudes and opinions towards multimedia materials (written as MMM henceforth) and may be unaware about the benefits of MMM for language learning. So, they might be indifferent towards the use of MMM and lack motivation to learn the target language themselves with the use of multimedia technology.

In Aligarh Muslim University at present, multimedia language labs have been installed in the Zakir Hussain Engineering College, Multimedia Lab Department of English and Multimedia Lab in the Department of Linguistics and many smart classrooms have been established for special lectures, presentations, for debates and discussions intended to provide knowledge from across the globe, to enhance language, soft skills, personality development of students, and encourage innovative research and teaching skills with the use of multimedia technology.

However researchers have observed that the traditional method of English language classroom teaching and learning can no longer effectively fulfil the communicative needs of the students for language teaching and learning (Richards & Rodgers, 2014).

The term multimedia is basically taken from the Latin word “Multum” and “medium” which denotes the composite of different media contents (Syed, 2008). Vaughan remarked that “multimedia is any combination of text, sound, animation, and video delivered by computer or other electronic or digitally manipulated means. It is a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements” (Vanghan, 2008).

Simply speaking the meaning of multimedia is that with the help of the computer, information can be presented by means of audio, video, and animation.

Multimedia materials (MMM) are all that sort of technical equipment which helps us to exchange information in a greater sense. It transforms information into knowledge which is a process of activating the cognitive schemas of students and increases the power of human senses. This transformation may gain numerous forms, right from digitalized images to virtual reconstructions, from simple text to hiper-texts which allow bringing changes in the tool according to the requirements of students.

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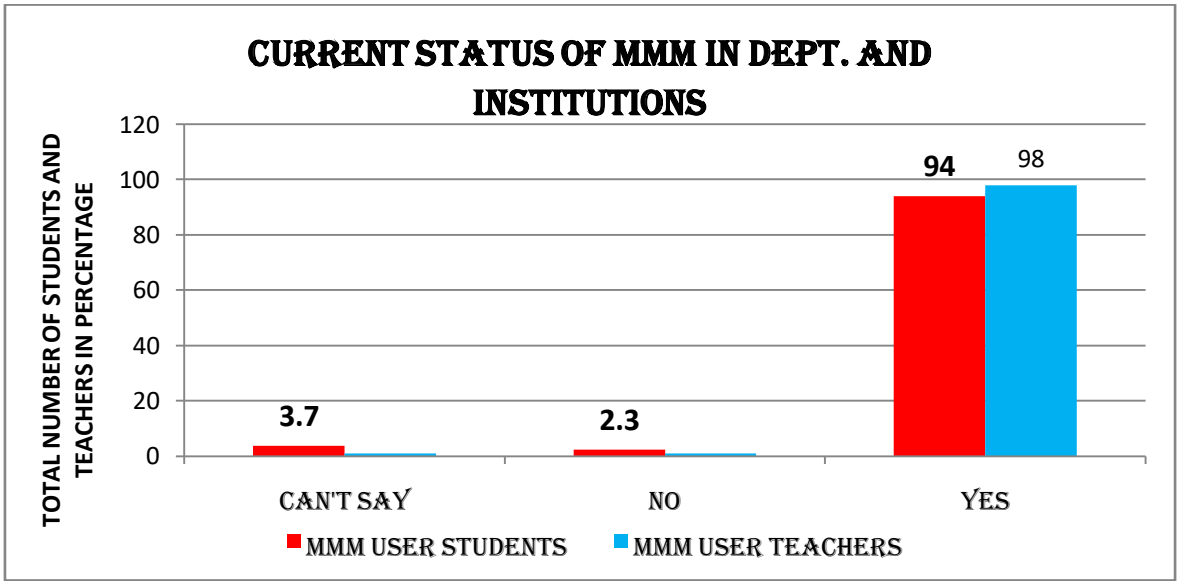
## II. Statement Wise Analysis of MMM in Departments and Institutions of AMU

*Table 1.1*

| 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% |

A multimedia lab or language lab exists in our institution/department




*Source: Researchers' calculation based on primary data*

*Figure 1.1*

The majority of students and teachers reported that 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), 94% students and 100% teachers confirmed that a language lab is available in respective Departments to hone up English language.

*Table 1.2*

| 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% |



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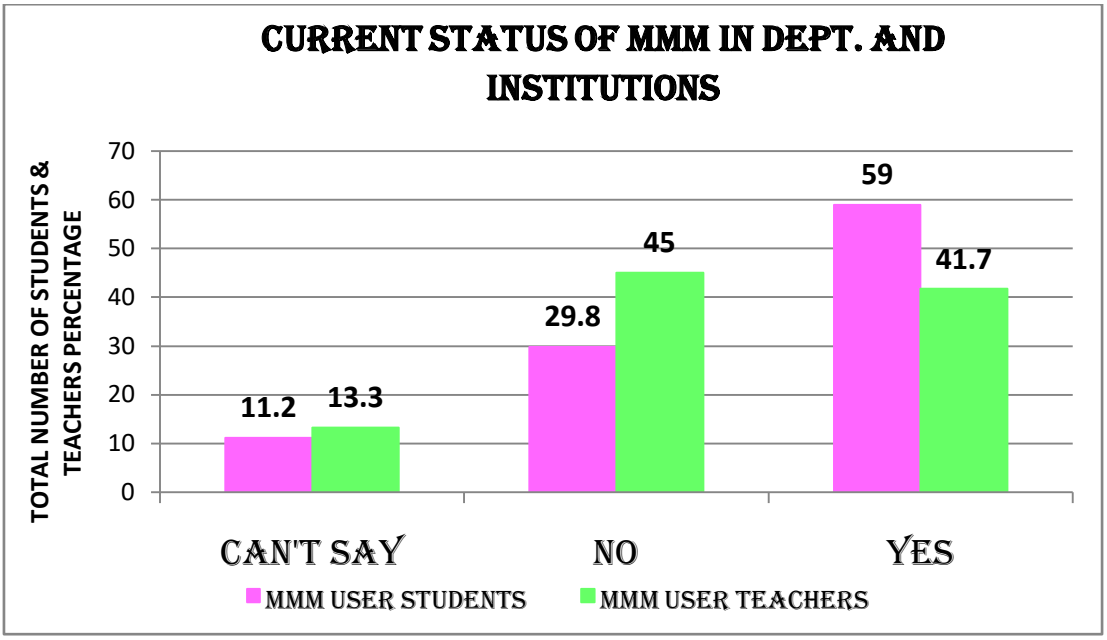
The multimedia lab is well established for developing English language in your institution/department.




*Source: Researchers' calculation based on primary data*

*Figure 1.2*

The purpose of this statement is to know the condition of multimedia language lab in different faculties and Departments of AMU, Aligarh. 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 are responded: "can't say". So research findings revealed that well established multimedia lab exist but not up to the mark for many teachers and students, it still needs to improved and fulfil the objectives of multimedia language lab.

*Table 1.3*

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



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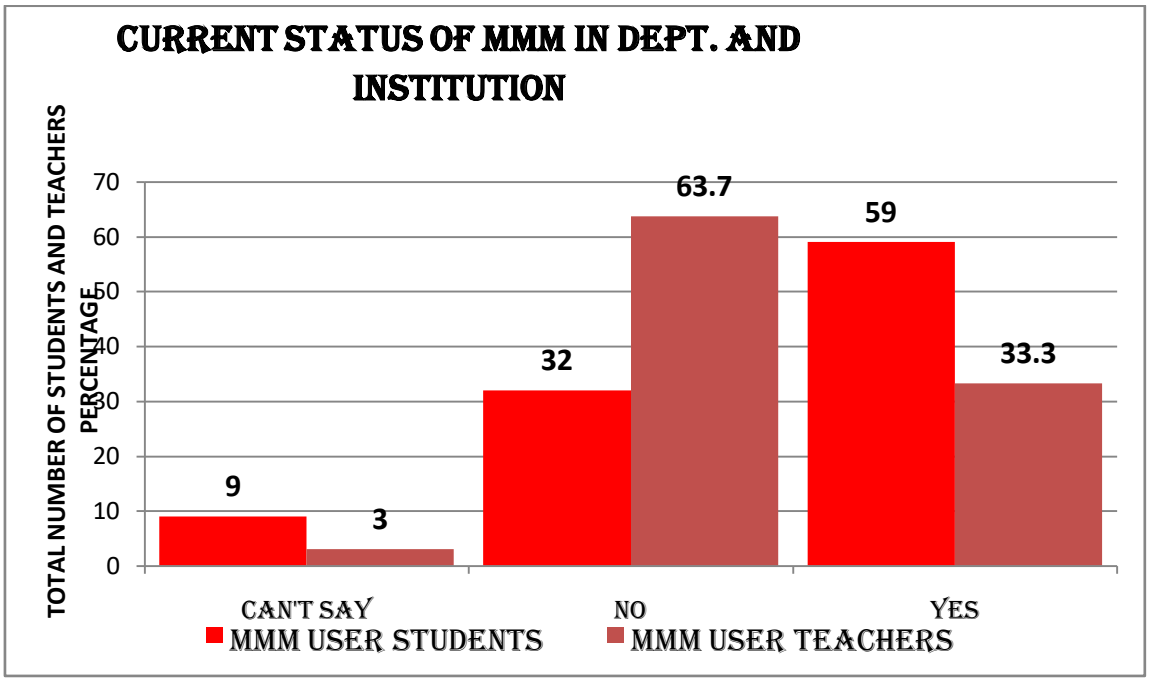
Language lab activities and tasks are mentioned in the syllabus clearly




*Source: Researchers' calculation based on primary data*

*Figure 1.3*

The main objective of this statement is to know the place of multimedia materials and lab work mentioned in the English language syllabus. 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 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 in to their consideration.

*Table 1.4*

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



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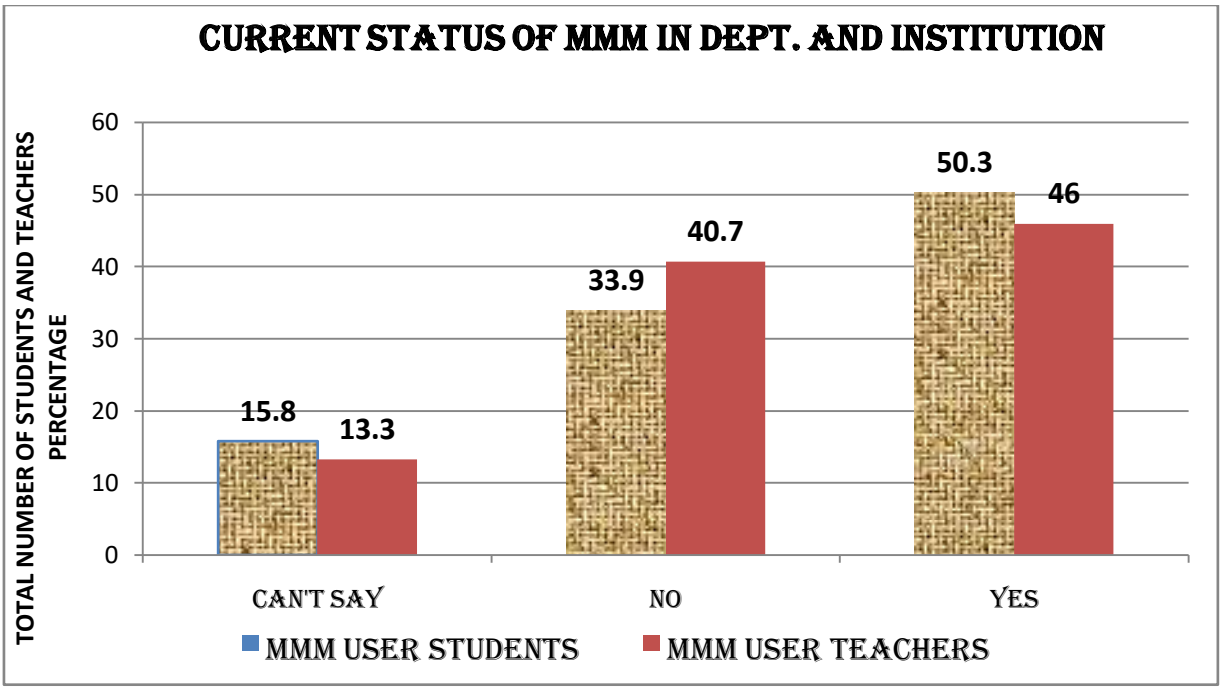
The multimedia lab is well equipped with internet connectivity.




*Source: Researchers' calculation based on primary data*

*Figure 1.4*

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 lab.

*Table 1.5*

| 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% |



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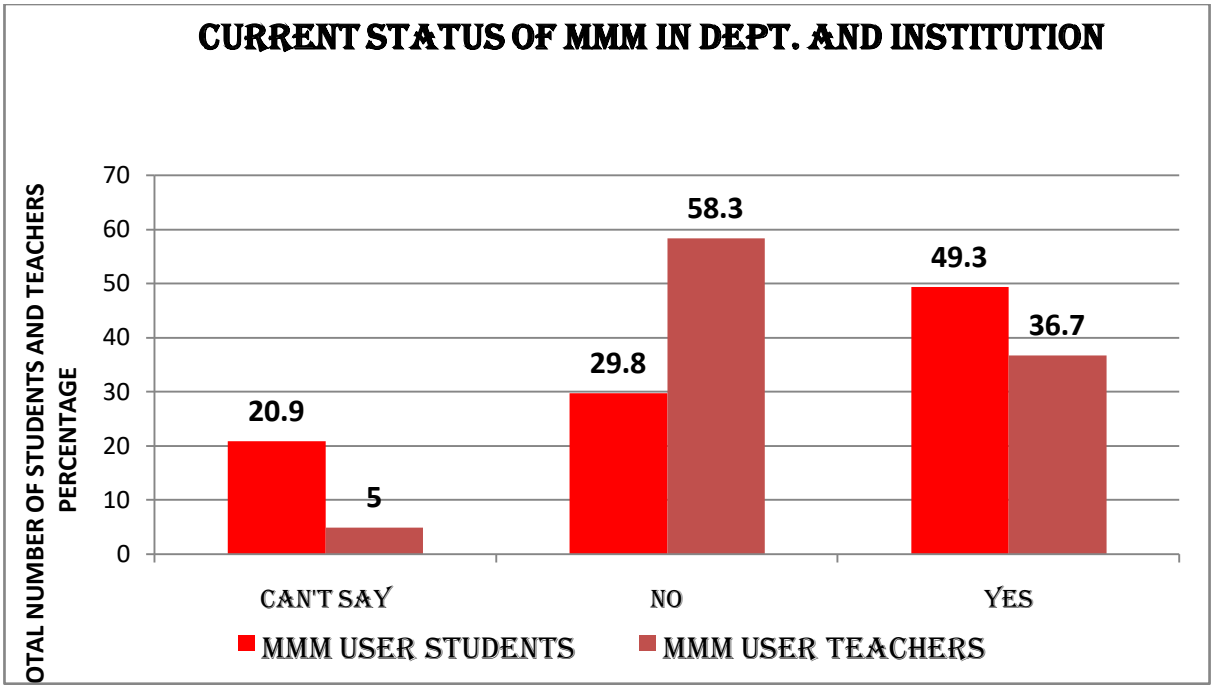
The majority of the teachers are familiar with the use of MMM in the class as well as outside the class




*Source: Researchers' calculation based on primary data*

*Figure 1.5*

The main objective of this statement is to identify the skills and level of familiarity with technology among the 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 in their notice.

*Table 1.6*

| 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% |



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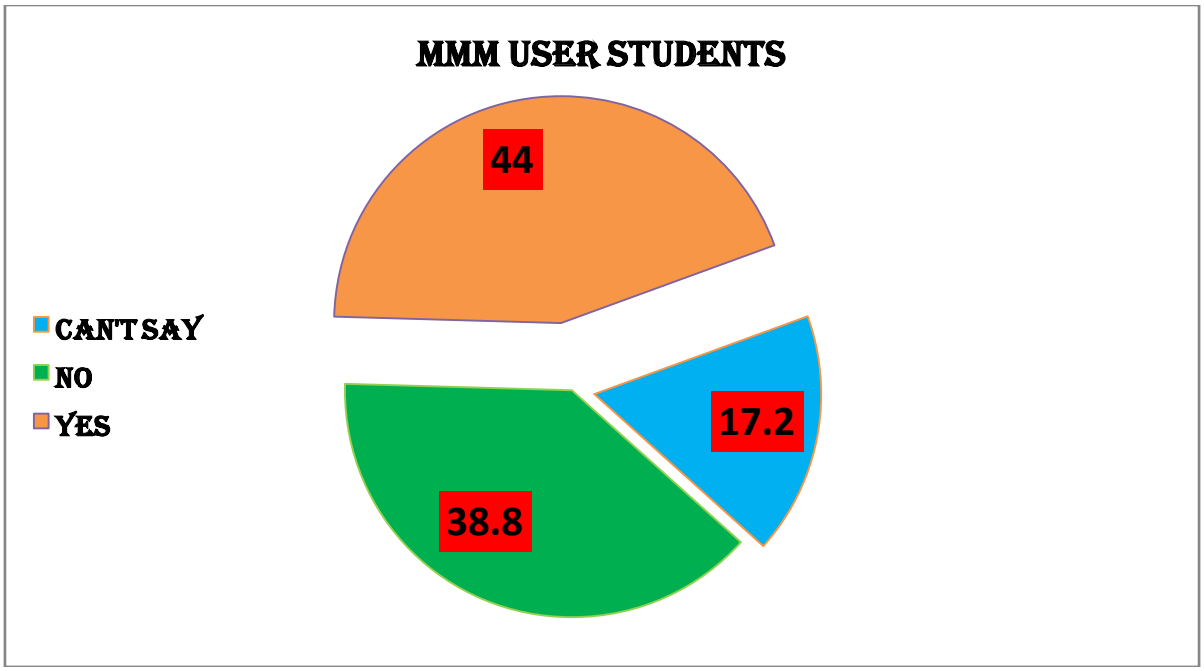
My teacher always encourages the use of MMM for learning the English language




*Source: Researchers' calculation based on primary data*

*Figure 1.6*

Table (4.5.5) and Figure (4.5.5) shows the responses of MMM user students. Among MMM user students 44% report that yes teacher encourage them to use multimedia technology for learning English language, 17.2% students' response No and 38.8% can't say anything on the above statement.

*Table 1.7*

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



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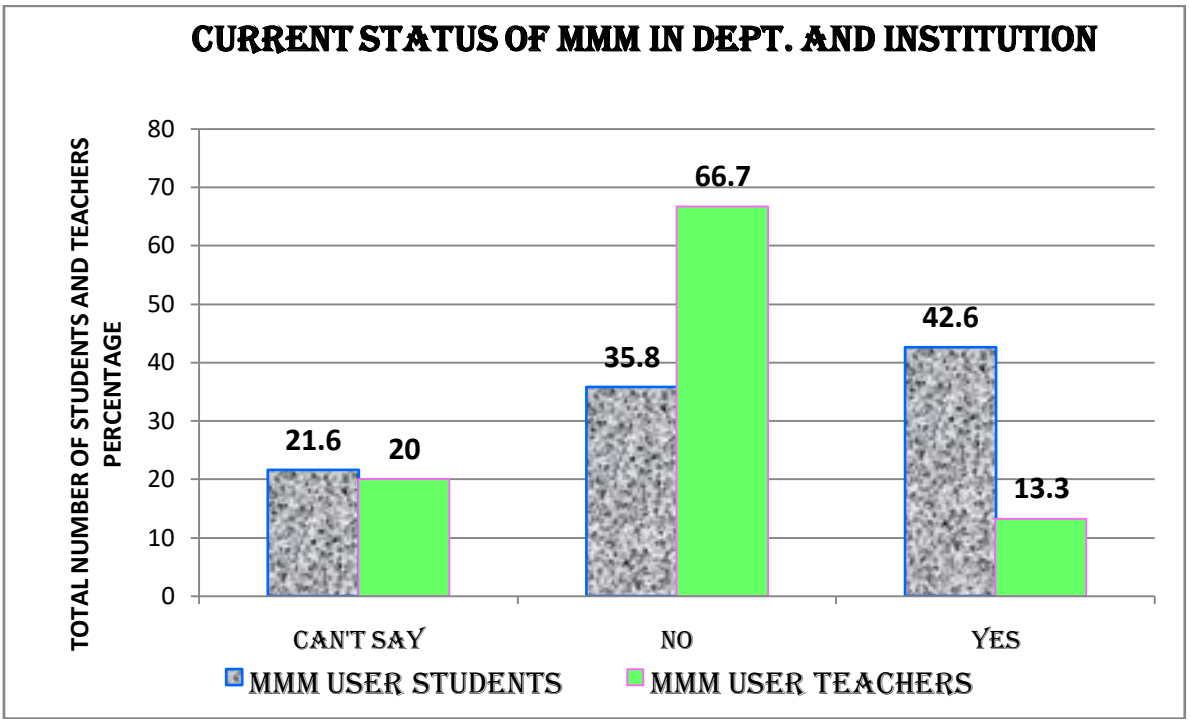
Enough listening and speaking materials are available in the multimedia lab




*Source: Researchers' calculation based on primary data*

*Figure 1.7*

The purpose of this statement is 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. In the Table (7.7) and Figure (7.7), 42.6% students and 13.3% teachers are 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, shortage of materials or unsatisfactory materials is major problems and this is the matter of concern at the administrative level and it should be addressed.

*Table 1.8*

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



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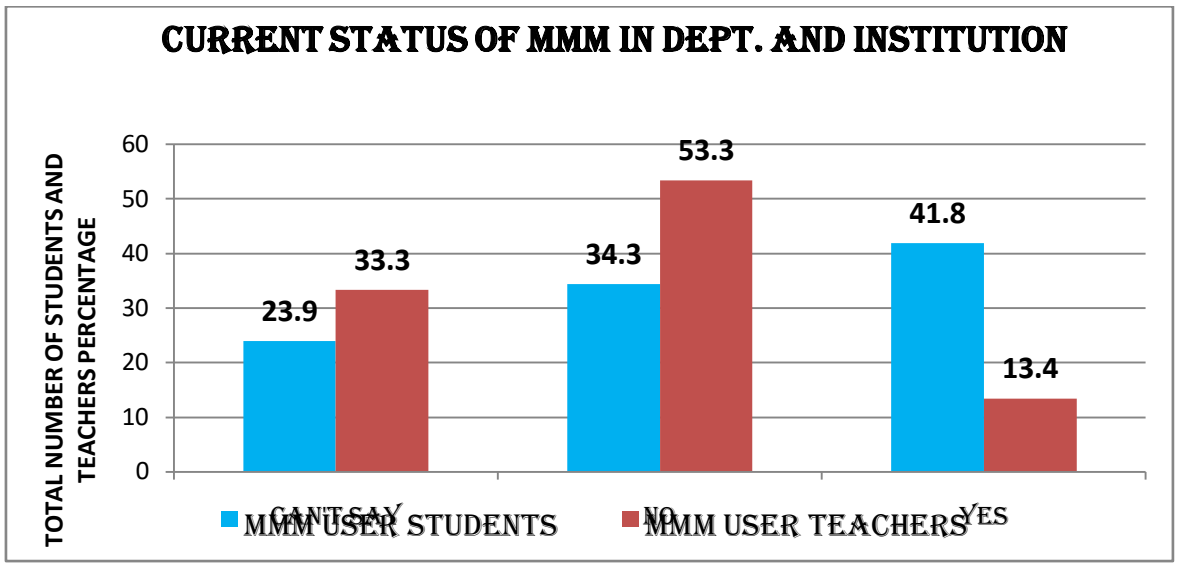
Enough reading materials are available in the multimedia lab.




*Source: Researchers' calculation based on primary data*

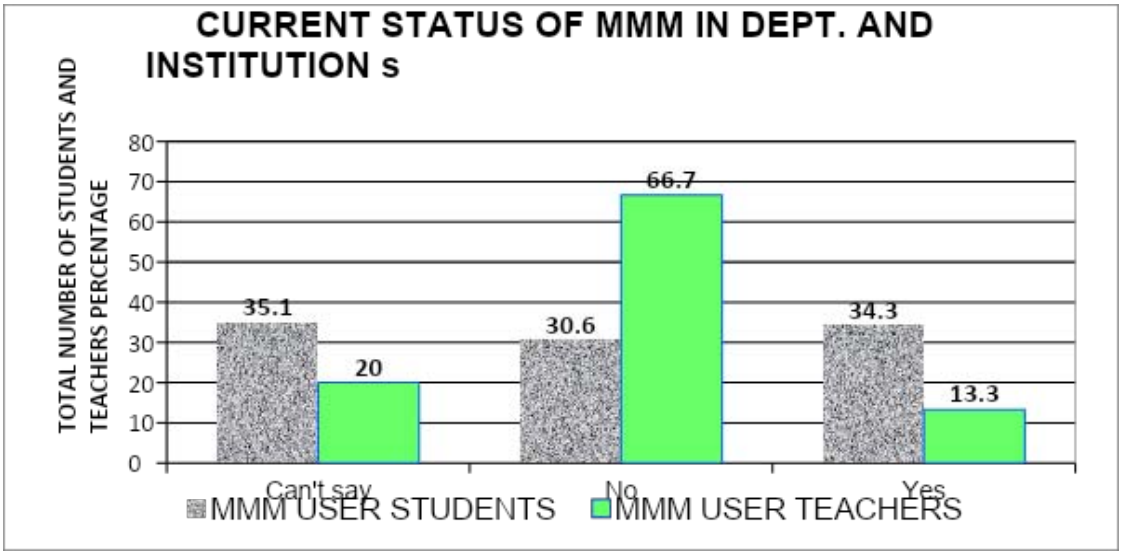
*Figure 1.8*

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. In the Table (7.8) and Figure (7.8), 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 the matter of concern at the administrative level and it should be solved immediately.

*Table 1.9*

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

Enough writing materials are available in the multimedia lab




*Source: Researchers' calculation based on primary data*

*Figure 1.9*



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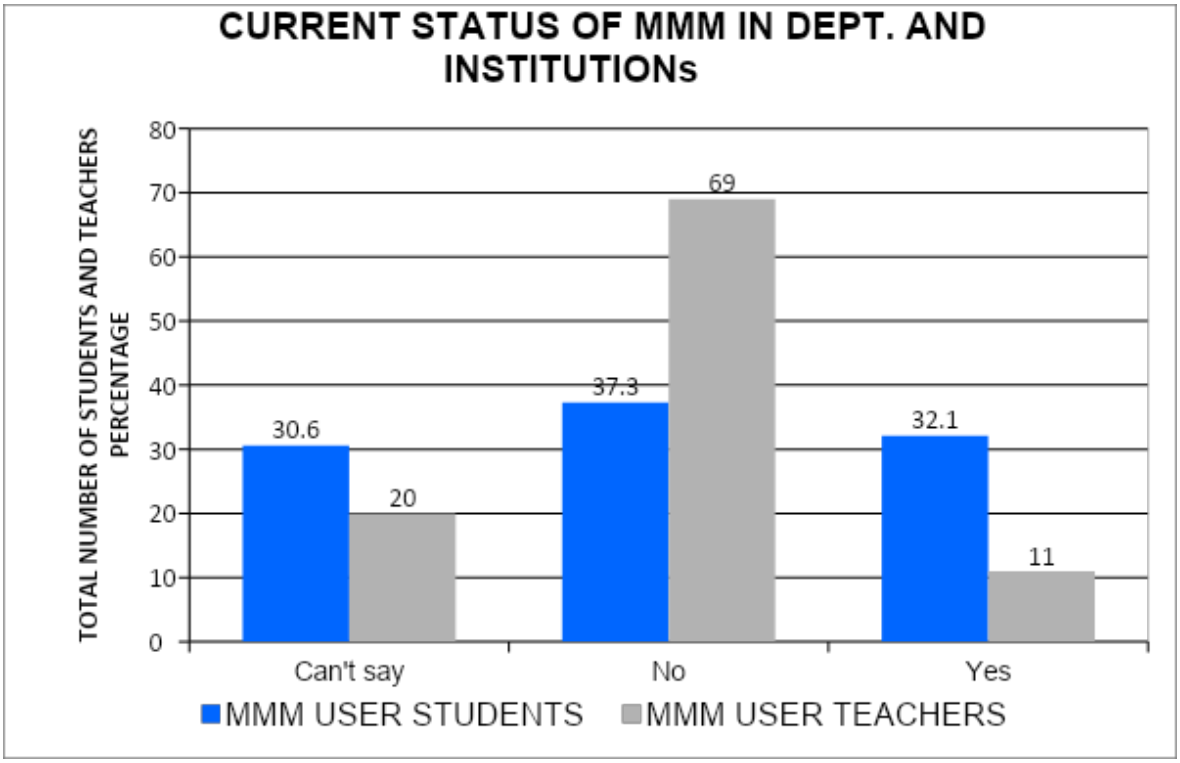
The intention of the above statement is to know the availability of writing skill based materials in the different language lab of the university. A modern multimedia language lab equipped with computer technology and latest language software has the potential to train students and give quality language task. In the Table (7.9) and Figure (7.9), 34.6% students and 13.3% teachers are satisfied with currently available writing materials in the multimedia lab. Yet, 30.6% students and 66.7% teachers are 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 1.10*

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

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




*Source: Researchers' calculation based on primary data*

*Figure 1.10*

"A room without books is like a body without a soul" (Marcus Tulliu Cicero, n.d Brainy Quote. 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 hand, 37.3% students and 69% teachers responded, books are not prescribed for learning the English language with the integration of technology and 30.6% students and 20% teacher responded 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 in their notice.



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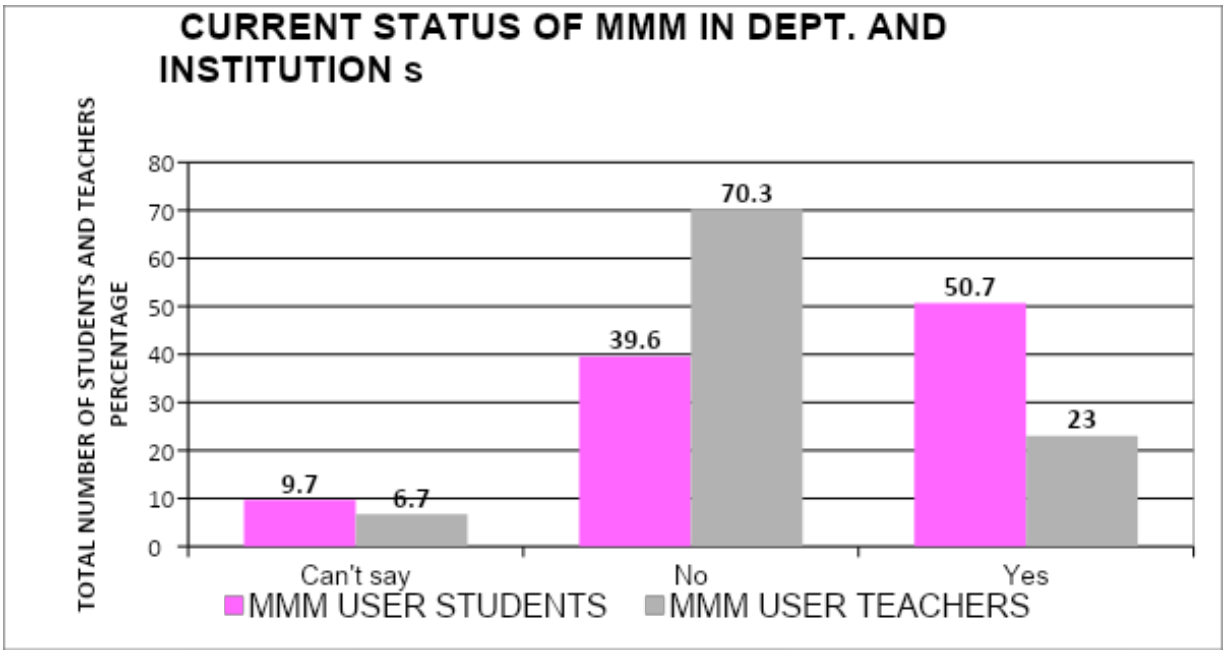
*Table 1.11*

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

There are enough numbers of computers for all the students.




*Source: Researchers' calculation based on primary data*

*Figure 1.11*

"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 existing number of computer in their Language Lab.

*Table 1.12*

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



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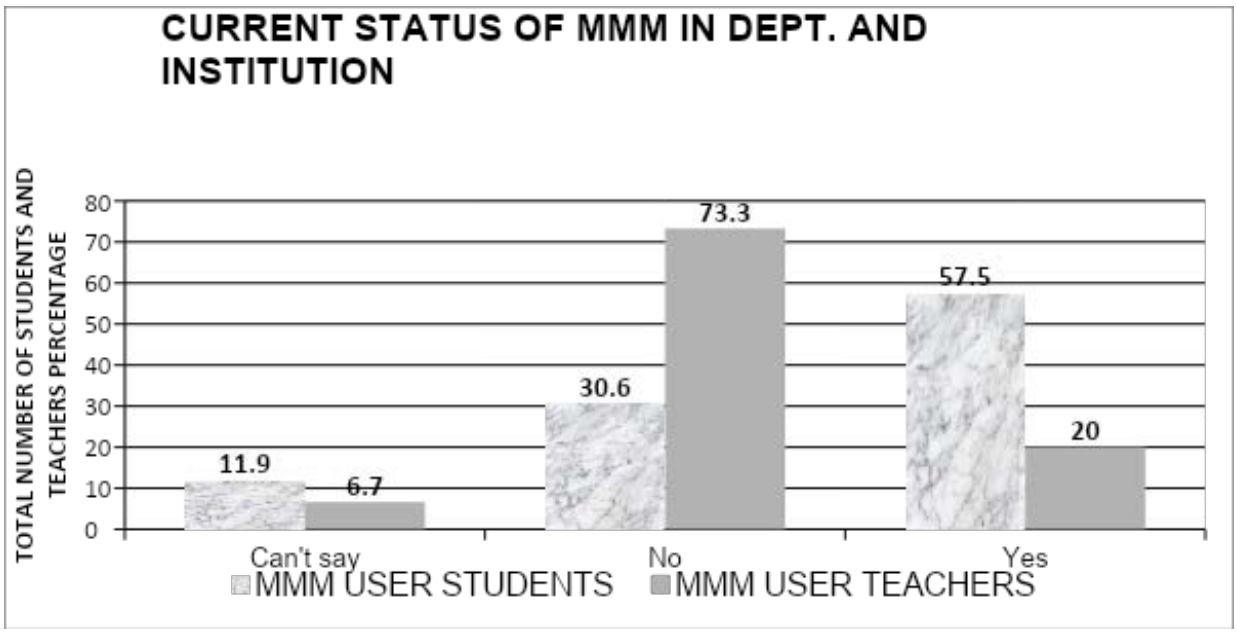
The lab attendant is trained to handle the equipment




*Source: Researchers' calculation based on primary data*

*Figure 1.12*

"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), 30.6% students and teachers replied that language lab attendant is well trained to handle the modern technology. But, 57.5% 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 1.13*

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



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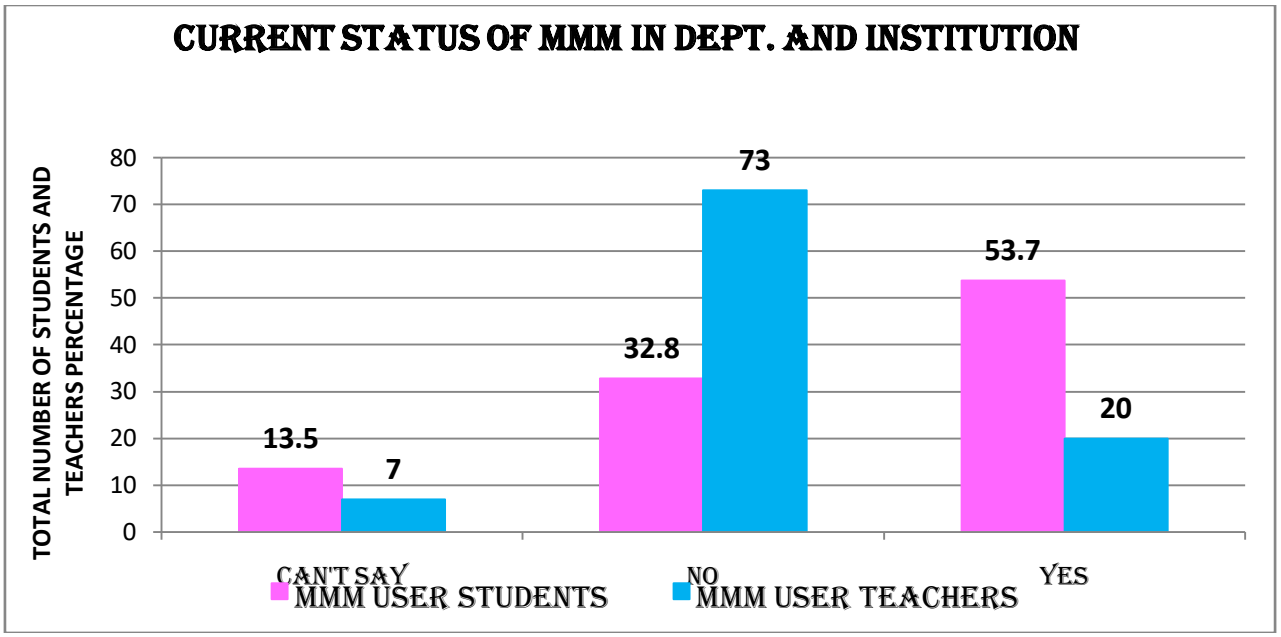
Well-trained teachers are assigned for teaching English with the use of MMM.




*Source: Researchers' calculation based on primary data*

*Figure 1.13*

"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) 53.7% students and 20% teachers responded well-trained teachers are assigned to 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 language in the multimedia lab, 13.5% students and 7% teachers 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 1.14*

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



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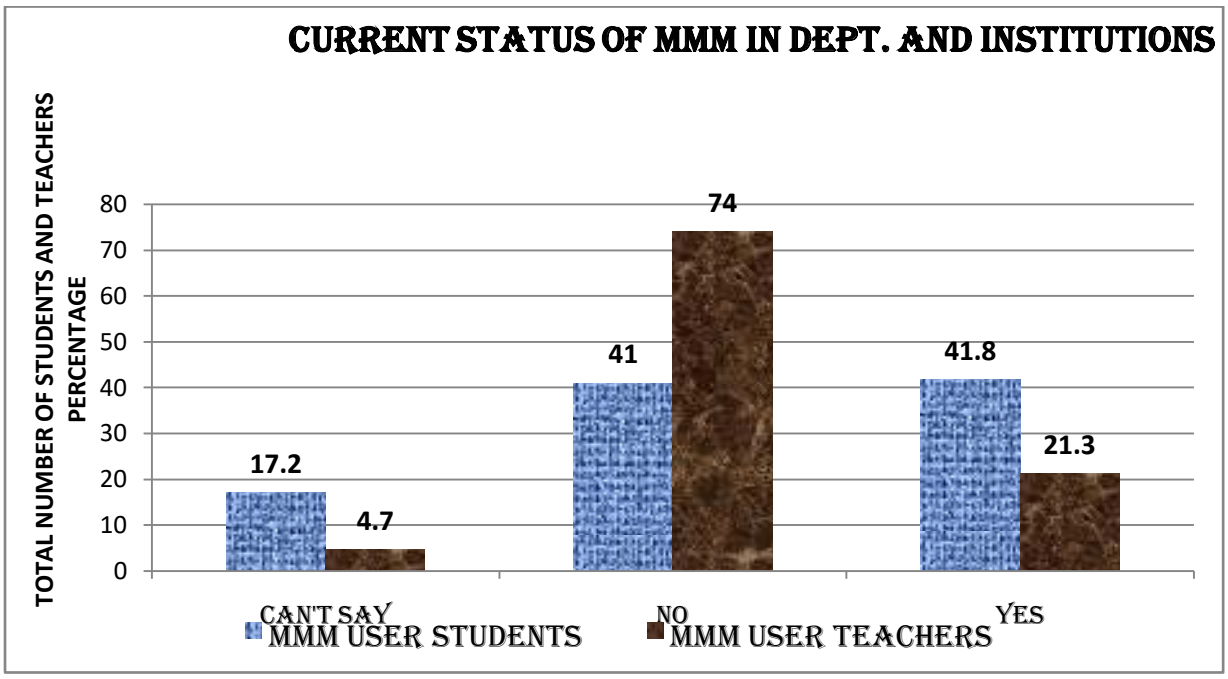
Sufficient language software and hardware are available.




*Source: Researchers' calculation based on primary data*

*Figure 1.14*

"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. Whereas 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 they "can't say". The result shows that the majority of the teachers and students responded that in the language lab software and hardware materials are insufficient for the 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 1.15*

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



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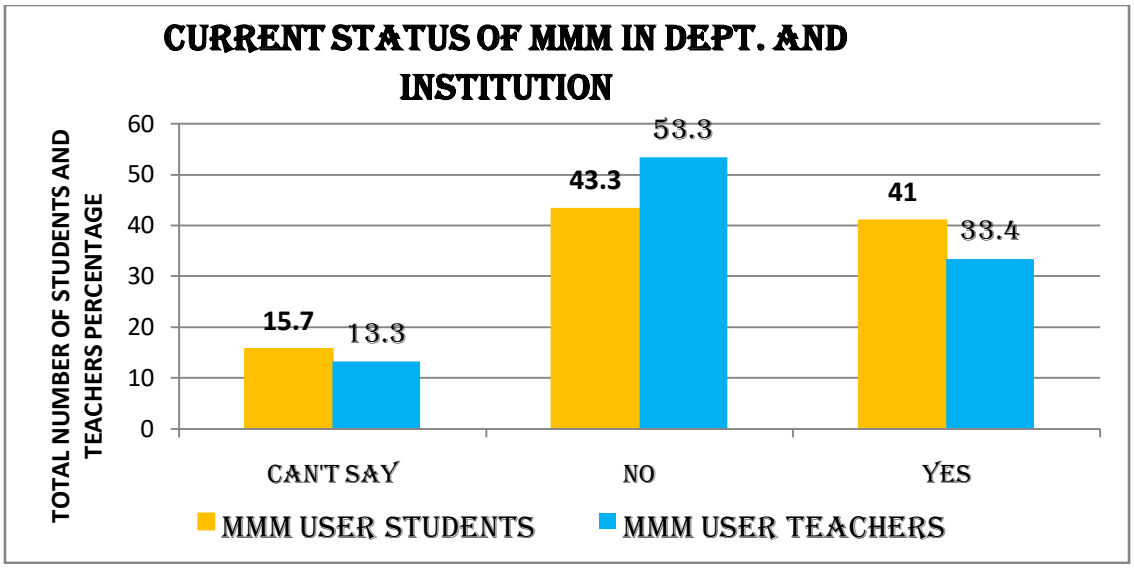
MMM activities are used for all the skills.




*Source: Researchers' calculation based on primary data*

*Figure 1.15*

In the table (7.15) and figure (7.15), 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 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, it implies that teacher should include innovative and interesting activities through which students a 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 1.16*

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



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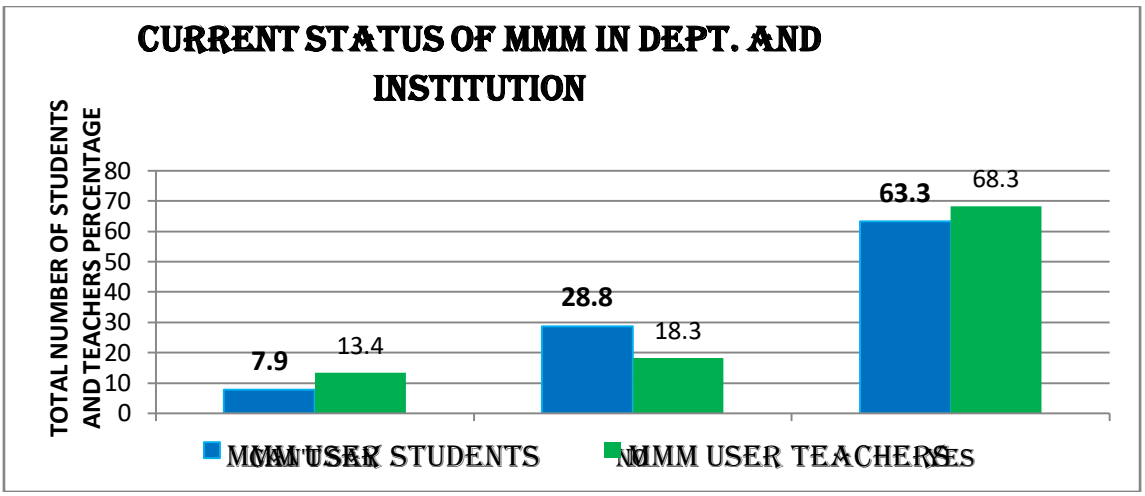
Tests or exams are conducted through the use of MMM.




*Source: Researchers' calculation based on primary data*

*Figure 1.16*

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.

## III. Conclusion and Recommendations

A combined understanding is needed to make out clear that really multimedia technology is good source of teaching materials and it can be used to achieve other National goal. Our country and society have existed intelligently, soundly and happily without the use of multimedia technology for many years and still practicing it. Bust now days, recent technology has become the demand of the hour, to use multimedia technology as a potential instrumental to full fill other human, cultural, social, economic and political purposes.

The use information communication technology (ICT) has been emphasised in the National policy on educational framework in 1986 and modified in 1992 emphasized using educational technology to promote the quality of teaching and learning process which had already included in the XII$^{th}$ Five Year Plan (2012-2017) to improve the quality of higher education system in India which is implemented by the University Grant Commission (UGC).

But in between, the planning commission of India which used to draft the five year plans had been dissolved and its place the NITI Ayog or National institution for Transforming India has taken the responsibility. So, NITI Ayog may take time to put everything in place the new setup of UGC, before employing or leading forward from where the objective of National Mission on use of ICT policy (2012) in higher education has left it.

The researcher is hoping that the "Digital India" initiatives by the Hon'ble Prime Minister Mr. Narendra Modi will be able to facilitate the integration of multimedia technology into the l classroom in general and in the language classroom in particular. All Universities and colleges at least the Universities of National Importance and College of Excellence status, after visit of the National Assessment and Accreditation Council (NAAC) A+ accreditation level and other educational institutions must train their teachers, staff and restore multimedia language labs and organise soft skill activities for student and teachers whenever possible, even the existing syllabus does not required it.

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