



RESEARCH ARTICLE

REVITALIZING THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE THROUGH THE USE OF AUDIOVISUAL MATERIALS

Coffi Martinien Zounhin Toboula, Ulrich, O. Sèna Hindémè and Pédro Marius Egounléti
English Department, University of Abomey Calavi (UAC), Benin.

Manuscript Info

Manuscript History

Received: 05 March 2020

Final Accepted: 07 April 2020

Published: May 2020

Key words: -

PAM, EFL, Teaching Method

Abstract

The major objective of this exploratory research work is to try to shed light on the importance of the practice of audiovisual media (PAM) in the teaching of English as a foreign language (EFL). Although it is a practice almost known of everyone nowadays, the issue of its effectiveness in the learning of a foreign language continues to be subject to several controversies due to its difficulty to be assessed. However, based on the outcomes of the present exploratory study, it remains one of the ultimate teaching methods that can allow any learner of a foreign language to easily practice his target language. To carry out this research work, a methodological approach, based on the one hand on literature search and the other hand on interviews, focus groups as well as classroom observations, was adopted.

Copy Right, IJAR, 2020. All rights reserved.

Introduction:-

It is noteworthy mentioning from the start that the term audiovisual also spelled audio-visual with a hyphen can have two different meanings or functions. The first one has to do with its use to address all the materials, techniques, and methods of information whereas the second one deals with its use as a method of teaching. We then talk of audiovisual teaching methods, programs, or education.

Audiovisual media (AVM) also known as Instructional materials are part of our daily lives. Their primary function consists in combining image and sound. Simply put, with image and sound, teaching becomes audiovisual, hence the term multimedia-based education (MBE).

Statement of the Problem:

In Benin, although being today an integral part of a Teaching Unit (TU) included in the curriculum of students of the English department, there are many learners and English language instructors who still doubt the effectiveness of the action of audiovisual practice as an academic discipline in the learning of this target language given the difficulty that its evaluation very often constitutes. Indeed, the issue of too plethoric class sizes in our universities and that of the very limited means and resources of underdeveloped countries like ours in Africa do not always allow making a reliable and adequate evaluation of this subject.

Therefore, the present study through its outcomes proposes to value the use of audiovisual materials in the teaching of the English language and attempt to provide constructive solutions to the issue of the evaluation of this teaching method when considered as an academic discipline.

Significance of the Study:

The outcomes of the present study are expected to provide empirical and soothing evidence that could be helpful to English language instructors, curriculum developers, English language learners, and textbooks writers. They will help to develop more interest among EFL learners in the learning of their target language.

The present research work is important because it unveils some limits of the use of audiovisual media to teach English to EFL learners and attempts to provide as well, significant promising solutions to push back those limits. Thanks to the considerable suggestions made available by the present study, the issue of the difficulty of evaluating the impact the use of the audiovisual media has on EFL learners will no longer arise.

Purpose of the study:

The main objective of the present study is to highlight the importance of using audiovisual media to teach English as a Foreign Language (EFL). However, some specific objectives have been considered as well. These are:
Valuing the use of audiovisual materials as an educational tool to teach EFL

Solving the problem of the evaluation of audiovisual practice education when considered as a separate teaching subject.

Research Questions:

This study relies on the following questions:

How does the use of audiovisual materials impact on the academic performance of the EFL learners?

How can the impact of the practice of audiovisual in EFL teaching be evaluated efficiently?

Hypothesis:

To suitably answer the above questions, the following assumptions have been elaborated:

The use of audiovisual materials helps EFL learners improve considerably their target language. It helps to bring the real world into the classroom and makes EFL learners experience authentic language as it is used in a real-life situation.

The impact of the practice of audiovisual media on EFL learners in their language learning can be assessed through the use of classroom management strategies and computer-based test techniques.

Limitations to the Scope of the Study:

The present study has shown important limitations which are presented as follows:

1. Only first-year EFL bachelor's degree students participated in the survey.
2. Due to the limited access to the participants, the analysis was based upon their self-report assessment.
3. Given that the study only based on informants from first-year LMD students and their particular learning situation, generalization is limited.

Moreover, the scope of this research work is defined in terms of two different types of variable:

1. Independent variable: use of audiovisual media
2. Dependent variables: listening skill improvement; academic performance

Review of related literature:

Language teaching just like technology is constantly developing. Each of them, for its part, is continually subject to several relevant research studies that allow their actors to set up theories and concepts with a view of strengthening the knowledge and skills of professionals or specialists in the different sciences that they constitute. When these are put in symbiosis, they produce considerable action in the field of language teaching. The actors in these research studies, who are mostly linguists, pedagogues, and psychologists, often base themselves on sociological and natural concepts to develop their theories. Since the handling of any language is a matter of social concern, it is, therefore, necessary to develop strategies that can facilitate its acquisition.

Learning a language, whether first or second, has never been easy. This often requires a long endurance process during which several challenges are taken up by the learner. When the latter decides to make his target language a foreign one, this gives him more troubles. Although his quest allows him to open up more to the world and discover

new cultures and interesting ways of expressing himself or behaving, he will quickly understand that learning a foreign language is not limited only to the assimilation of its vocabulary, grammar, and some notions of its civilization. Such a thing would suggest that he is dealing with a dead language.

Indeed, learning a foreign language differs somewhat from other disciplines in that it requires the use of several techniques and approaches such as the method of natural appropriation and that of teaching. This is what explains the development, by language educators, of several pedagogical strategies, hypotheses, and principles such as audiovisual practice.

As underlined by Babić (2014, p.3) in her article - *Les Avantages de L'utilisation des Matériels Audiovisuels en Classe de FLE*, "the meaning of the term audiovisual education seems easy to guess at first [...]" (Adapted from Babić, 2014, p.3). However, when we try to look into it more deeply to develop a more consistent and standard definition, we realize its complexity "[...]" which is a challenge for teachers, but also for all those who are interested in contemporary educational issues" (Ibid.).

According to the Merriam-Webster dictionary (n.d.), the audiovisual term is everything that is— **1:** designed to aid in learning or teaching by making use of both hearing and sight; **2:** of or relating to both hearing and sight. Therefore, to show that the terms audiovisual material and audio-visual aids are used interchangeably, the Webster dictionary (1994) goes further by defining the last one as "training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes"(n.p).

When referring to the definition provided by some researchers who were among the first to discuss the issue under investigation, we notice that most of them highlighted the particular feature of catalyst or learning development stimulant that they constitute. Kinder (1950) for example asserted that "audio-visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic" (Mizab, 2015, p.29). Another one of those researchers, Burton (cited in Mizab, 2015, p.29), pointed out that "audio-visual aids are those sensory objects or images which stimulate and reinforce learning".

Later on, Babić (2014, p.5, referred in Zaki, 2018, p.39) will develop a rather contemporary definition of the term audiovisual education which, according to her, "[...] implies teaching methods which are based on auditory and visual sensitivity of the learner." She further mentions that it would be very complicated even impossible to suggest or make an audiovisual historical background. However, some researchers like Khelaifi (2016, p.11, cited in Zaki, 2018, p.39) have attempted to divide the history of the educational audiovisual sector into three main periods. That of educational cinema on school television (the 1920s); the golden age of school television (1950 and 1980); and the current changes in the audiovisual landscape.

According to Dieuzeide (1965, p.2; p.47 cited in Babić, 2014, p.5 and referred in Zaki, 2018, p.39), the term audiovisual originates from the invention of the radio and cinema. He further explained that "[...] the progress of sound reproduction and radio broadcasting, then the appearance of talking cinema, made it possible to link around the 1930s the term 'audio' to the already ancient methods of 'visual' teaching based on image, and the word 'audio-visual' has spread among education and training specialists, and from there in American academic circles [...]" (Adapted from Dieuzeide, 1965, p.2, cited in Babić, 2014, p.5)

To reach an adequate result, the teacher must take into account a certain number of conditions to choose the audiovisual material that is suitable for his teaching. In particular, in the field of language teaching, the teacher must choose his audiovisual material according to the following criteria developed by Cypher (1948, cited in Babić, 2014, p.29) as reported by Zaki (2018, pp. 39-40):

1. The audio-visual materials must have a direct relation to the lesson. They should not be a mere tool of entertainment.
2. The choice of the material depends on the specific learning objective. If we want to focus on grammar and not on the cultural aspect, we will choose the material that contains certain types of vocabulary and sentences that are grammatically appropriate.
3. The audiovisual documents should be chosen to complement and enrich the different areas of the curriculum.

Beyond all the above, Babić (2014, pp. 52-55, referred in Zaki, 2018, pp. 40-41), one of the researchers who have spent a lot of time on the issue of the practice of audiovisual materials in Foreign Language class, has highlighted several advantages of the use of audiovisual materials for teaching and learning foreign languages. Among these advantages, we can enumerate the following:

1. The freedom and responsibility of the language teacher to organize the audiovisual contents.
2. The possibility for the language instructor to present these contents (the audiovisual ones) with appropriate educational means.
3. The use of audiovisual materials contributes to bringing daily life to a FL class.
4. The use of audiovisual materials facilitates memorization.
5. The accompaniment of the image and the sound facilitates understanding; "The image facilitates the access to the meaning of an authentic oral language." (Adapted from Boştină-Bratu, 2003, p.2, cited in Zaki, 2018, p. 40).

By approaching the issue under investigation in the same vein as Babić (2014, p. 52), we can assert like her that through the use of authentic audiovisual materials (such as BBC English programs, videos, stories, poems, songs, films, cartoons, comics strips in English) learners of English as a Foreign Language come into direct contact with English culture which can considerably develop their interest in learning their target language. In addition to developing motivation among them, these audiovisual materials can also allow them to listen to good and authentic English as it is spoken in real-life situations. Accordingly, they will now be able to get used to the intonation, the different types of accents adopted by native speakers. Thanks to these materials, the learner of the English language will be able to enjoy playing educational games, listening to music, and going by himself to get it as well as his favorite singers' music tracks through the use of the Internet.

As regarded by Khelaifi (2016, p.17) the use of audiovisual media "[...] makes it possible to decipher misunderstood messages, difficult words, complicated situations [...], because images work as an aid to learning " (Adapted from Khelaifi, 2016, p.17). Zaki (2018, p.40) contended this idea by highlighting that "[...] the audiovisual is very beneficial for the pronunciation" (Adapted from Zaki, 2018, p.40). He further mentioned that the audiovisual material, "increases the motivation of learners, encourages them to participate actively in the [language] class and arouses curiosity [among them]" (Ibid.). To support his words, he referred to the ones of Khelaifi (2016, p.16) who said that

Video is a very important element in the learning of a language. It causes interaction and the participation of learners, [...], [it] enables the effective involvement of the learner, which constitutes one of the driving forces of learning [...]" (Adapted from Khelaifi, 2016, p.16)

To end with his presentation of the advantages of using audiovisual materials, Zaki (2018, p.41) will add that audiovisual media constitutes a package of advantages for the learner and that they facilitate the task of the teacher. To better support his ideas, he will cite the words of researchers like Kadzro (2016, p. 43) and Gagea (2015, p. 298). According to Kadzro (2016, p. 43) "the teacher needs audio-visual materials [...] to go a little faster to finish the syllabus [...]" (Adapted from Kadzro, 2016, p. 43). Gagea (2015, p.298), for his part, affirmed that thanks to the audio-visual aids, the learners "[...] will also train themselves to take place in conversational exchanges to report an event, analyze it, express a point of view by respecting the speaking turns and by situating their floor taking for contribution to discussions in accordance with that of their interlocutor [...]" (Adapted from Gagea, 2015, p.298). According to Gagea (2015, p.298), the other advantage of using audio-visual media is to be able "[...] to build the judgment and the critical sense of [the learner], to anchor it in audio-visual news, to make him touch the complementarity between narrative and explanatory discourse." (Ibid.).

Overall, in the view of all the above, we noticed that though nearly all the researchers referred to in the present research study and who have carried out investigations into the importance of the use of audiovisual materials have reached conclusive results, none of them has addressed however the issue of the evaluation of this pedagogical tool in the context where it is used in a Foreign Language Teaching class with numerous learners. It is therefore important to find out probable solutions that can make it possible to remedy the problems of the use of audiovisual materials in underdeveloped or developing countries where the issue of large class size is very often raised.

Methodology of the Study:-

Research Design:

A research design is a “[...] blueprint for conducting a study that maximizes the researcher’s control over factors that might interfere with the validity of the study”(Mbutia,2009, p.121).

The present study is an exploratory research design that involves two phases; the qualitative and the quantitative ones. According to Hagan (2013, p.72), in an exploratory research study which is a Mixed Methods design, the initial phase focuses more on qualitative than quantitative data. This study was primarily designed to find out on the one hand whether the use of audiovisual materials to teach Foreign Languages does effectively have a positive impact on the learners’ academic performance. On the other hand, it aimed at considering the possible solutions to the problem that their evaluation raises in underdeveloped and developing countries due to the issues of large class size and lack of financial means to acquire them.

To reach the different objectives of this study, the world of first-year bachelor degree students has been mainly investigated. Data have been collected from the related literature review, EFL learners as well as four (04) English language instructors who have been teaching the audiovisual practice as an academic subject to first-year LMD students for half a decade.

The Target Populations:

To carry out the present study, actors involved in the EFL teaching and learning process have been considered. Therefore, around 4000 first-year bachelor degree students and four (04) of their language instructors have been theoretically targeted. However, only a sample of them has participated in the survey. They have all been addressed and interviewed inside the enclosure of the University of Abomey-Calavi (UAC).

Sample of the Study:

A sample is a collection of subset population elements through a definite procedure. It is used to represent a population when the entire one could not be studied and examined to answer different research questions. Since first-year bachelor's degree students, because of their number, were usually divided into four groups of approximately 1000 students according to the initials of their names, only five percent (5%) of them from each group have been selected randomly. Therefore, a total number of 200 first-year LMD students and 04 of their language instructors have been investigated.

Table 1: Number of learners (per gender) Involved in the Survey

Research site	First-year EFL Bachelor degree Students	Participants		Total of participants from each group
		Males	Females	
English Department of the University of Abomey-Calavi (UAC), Benin Republic.	Group 1	37	23	60
	Group 2	13	27	40
	Group 3	31	14	45
	Group 4	42	13	55
Total		123	77	200

Table 2: Number of Instructors of English language (per gender) Involved in the Survey

Research site	EFL Instructors in charge of audiovisual practice with First-year EFL Bachelor degree Students	Participants (Instructors of English language)		Total of participants
		Male	Female	
English Department of the University of Abomey-Calavi (UAC), Benin Republic.	Group 1	1	0	1
	Group 2	1	0	1
	Group 3	0	1	1
	Group 4	1	0	1
General Total		3	1	4

Methods used for the Data Collection:-

For the first phase of this exploratory design study, data have been collected from the review of some related literature by basing on the opinions as well as the various outcomes provided by the different researchers who carried out those studies on the importance of the use of audiovisual materials in foreign language teaching.

Regarding the second phase of the present exploratory research study, interview and focus group questionnaires and classroom observations have been used to collect data. The questionnaire addressed to language instructors deals mostly with the way their audiovisual practice classes can be effectively assessed. As for the one addressed to the EFL learners, it has to do with the impact the audiovisual practice classes have on their English language acquisition as well as their academic performance. Besides, through focus groups, the issue of the best way to assess audiovisual practice classes has also been addressed to some of those students who participated in the study.

Procedure of Data Analysis

The following research instruments have been used to analyze the data collected. In the first phase of the study, the content analysis technique was used to examine the data collected from the review of related literature to triangulate and validate the findings from the other instruments.

This research method is a suitable one for the present research study because it facilitates the analysis of literature contents such as articles, pictures, and other documents and materials of various formats (Bryman, 2011).

Regarding the second phase of this exploratory design study, the inductive content analysis strategy (thorough description, analysis, and interpretation of data through data reduction and data coding techniques) used by researchers such as Bodgan and Biklen (1992, pp.70-72) and Davis (1995) has been adopted to examine the different data collected from the different participants (EFL learners and English language instructors) through the distribution of the semi-structured interview questionnaires, classroom observations and focus groups.

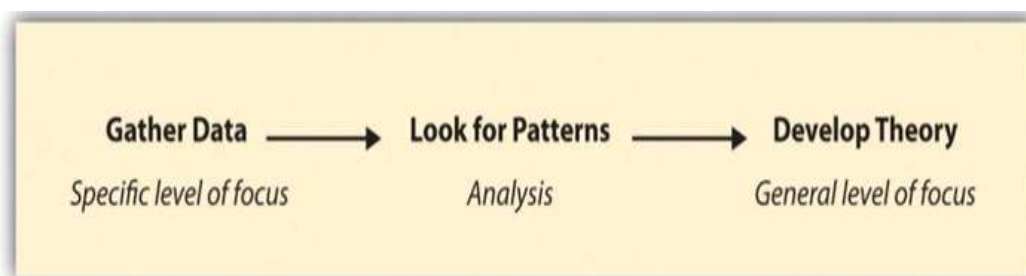


Figure 1:- Inductive Research.

Source: Blackstone, A. (2018, p.20). Inductive or deductive? Two different approaches. Principles of sociological inquiry: Qualitative and quantitative methods, 1.

Reliability and Validity:

One of the imperatives of all research procedures has to do with the validity and the reliability of the data and outcomes. However, these two notions are not observed in the same way by quantitative and qualitative researchers, because in quantitative research, the reality is seen as objective whereas, in the qualitative research, it is subjective.

As pointed out by Golafshani (2003, p.601) “reliability is a consequence of the validity”. Similarly, Bryman (2008) noted that “validity presumes reliability” (p.698).

On the other hand, one of the advantages of a content analysis technique as a research analysis method is that it is based on an interpretive approach and consequently does not rely as much on the experimental factors. This situation helps then “[...] to validate the research study and to make it more reliable” (Reva, 2012, p.19). However, this study has discussed the internal reliability (stability, reproducibility, accuracy) and content validity (closeness of categories, conclusions, generalizability).

Internal reliability:

Reliability has to do with the extent to which the instruments used in a research study provide the same outcomes over several trials. As pointed out by Krippendorff (1980) "stability is the degree to which a process is invariant or unchanging over time" (p.130). In the present research study, a test-retest procedure has been adopted. The interview and focus group questionnaires have been administered to ten (10) participants selected randomly from each of the four groups of the first-year LMD students. Most of the forty (40) students who participated in the t-test in different conditions and separate time situations confessed that the different questionnaires were fluid though they noticed that some of them were tricky. Therefore, no considerable bias has been observed since there were no significant differences between the means of answers provided by the respondents of the four groups as far as the questionnaires addressed to them are concerned. Since the different judgments provided by the same participants administered two times to the same various questionnaires and each time in distinct situations are unchanging, we can then say that their coding is stable. However, as it is warned by Krippendorff (1980), stability is "the weakest form of reliability and should not be trusted as the sole indicator of the acceptability of content analysis data for inference and analysis" (pp.130-131). That is why the content of the data collected through this research study based on the cues (importance of the use of audiovisual materials, strategies used to assess a class of audiovisual practice) have been analyzed as well by other coders, each of them coded the set of content once. The outcomes of the test-retest procedure based on different coders have shown that all the coders produced the same coding motives. It can then be inferred that the data obtained through the use of the different research instruments (interview, focus group questionnaires) are reliable. Given that the research questionnaires administered to participants are standardized ones (they are written and submitted to respondents and ask the same questions in a similar format that make to record answers regularly), it can be inferred that they are accurate.

Content validity:

To test the validity of the different research instruments, a coding scheme also known as an interpretation mechanism that arranges data into categories (Poole and Folger, 1981) has been elaborated to help coders to analyze the data content. The use of multiple classifiers made it possible to attain the closeness of the different categories by associating an explicit variable with implicit ones. The different conclusions obtained follow favorably the data collected. It was implied that enigmatic words are simply withdrawn to assure accuracy in the analysis. Therefore, only words or indicators related to the different issues under investigation were allowed. The different concept categories were determined by comparing the various responses provided by the distinct participants. Their different answers were first reduced to enable the sorting of concepts into distinct groups to make it possible that in each of them the concepts are at the same time parallel as possible to each other and non-similar as conceivable from concepts in every different group. Since stability, reproducibility, and accuracy have been observed as far as the different concepts are concerned, the notion of generalizability is likely to be suggested.

Presentation, Analysis, and Interpretation of the Study:**Interview:**

An interview, as pointed out by Freeman (1998), is a "structured oral exchange with someone" (p. 216). Therefore, to probe the informants' developing perceptions about the importance of the use of audiovisual materials in a Foreign Language Teaching and the way this pedagogical tool can be effectively assessed in a large size class situation, semi-structured interviews have been used. They have been carried out simultaneously with the completion of the questionnaires (Cf. Table 3). The data collected through the different individual interviews are analyzed and presented in Tables 4 and 5.

Learners' Answers to Open-ended Questions:

In sum, most of the respondents from the EFL learners who admitted having a very bad level in English (low: 37.00%; below average: 35.00 %) mentioned that they enjoy very much their audiovisual practice class (87.50%). Though most of them (78.00%) recognized that they still have to improve their level in English and overcome problems such as anxiety (34.50%), lack of motivation (15.50%), lack of self-confidence (12.5%), lack of listening comprehension (15.50%), they, however, confessed that the practice of the audiovisual class motivates them to develop more interest in their target language learning. As freshmen, they (55.00%) believe that the most important language skill is Listening and since "Speaking is developed through Listening" (55.00%), then the use of audiovisual materials can help them improve both skills. Moreover, they supported that before experiencing the use of audiovisual materials in their target language learning, they (50.50%) were not able to produce oral communication for fear of making mistakes. But after having attended audiovisual practice classes for some while, they (89.00%) noticed that the use of audiovisual aids in their Foreign Language classes made their target language

learning enjoyable, exciting as well as enthusiastic. Consequently, they (79.50%) inferred that the different activities of audiovisual practice classes are educational ones and argued that they (64.50%) are really important to develop listening and speaking skills. As for the issue of sitting for the audiovisual practice examination, though some of them (38.50%) mentioned not being yet really ready for it because not knowing the way it will take place, 61.50% of them contrarily admitted they were ready for it even though they are concerned as well about the way it will take place. Nevertheless, to the question of how the practice of audiovisual can be evaluated successfully, they provided considerable information. In this regard, they (62.50%) suggested that language laboratories be used and proposed (37.50%) that small groups of students are made and different sequences of the same examination questions (tandem repeat sequences) are used.

These results suggest that the use of audiovisual materials helps EFL learners develop more interest in their target language learning. This implies that they are likely to have a positive impact on their academic performance. In the view of the different responses provided by the respondents, it can be suggested that the impact of the practice of audiovisual in EFL teaching can be evaluated through the use of language laboratories as well as the management of the large size classes by dividing the test-takers into small groups.

Instructors' Answers to Open-ended Questions:

In parallel to EFL learners, the language instructors who participated in the survey were interviewed based on twelve open-ended questions as presented in table 3.

The outcomes show that two of the language instructors (50.00%) have been teaching English as a Foreign Language at university about the last five (5) years and the two others (50.00%) have been dealing with it for approximately ten (10) years. According to most of them (50.00%), their EFL students do not have good abilities in speaking and listening. That is why, said nearly all of them (75.00%), "we try to promote their listening skill through the use of audiovisual aids in our English language classes". They (75.00%) further mentioned that to better help learners develop an interest in their target language learning, it is compulsory to inform them about the culture of the native language speakers. However, only one of them (25.00%) confessed using audiovisual materials in his language teaching classes. Two of them (50.00%) mentioned that they often make use of audiovisual aids and one (25.00%) asserted that she sometimes makes use of audiovisual material (an overhead projector) to teach English to her EFL learners. Regarding the question related to the kind of teaching aids they often make use of, all of them (100.00%) mentioned pictures, videos as well as woofers (speakers). However, three of them (75.00%) pointed out that they sometimes make use of relia and overhead projectors. This suggests that most of them were experienced with the use of audiovisual materials in their language teaching. They (75.00%) mentioned that their use helps teachers and learners practice the foreign language in a real-life situation by giving the latter the chance to develop their oral communication skills.

According to all of them (100.00%), the practice of audiovisual helps learners improve mostly their listening and speaking skills. As for the issue of evaluating their audiovisual practice classes, three of them (75.00%) mentioned that they have never succeeded in doing it because of time constraints and lack of appropriate assessment materials. However, one of them (25.00%) argued that he did it once by putting his learners into groups of 10 test-takers before submitting each group to different sequences of exam questions. Similarly, to the question "how can the practice of audiovisual be evaluated in class?" all of them (100.00%) suggested that language laboratories be used and each learner is made to get an audio player device (i.e. a mobile phone). Moreover, two of them (50.00%) argued specifically that this evaluation can also be made through the use of a computer-based technique or by evaluating learners individually or in small groups. Therefore, all that suggests the evaluation of this educational material is indeed possible in the context of foreign language learning where the issue of large class size is often raised. Regarding the possible factors that hinder the evaluation of the practice of audiovisual, all the respondents (100.00%) pointed out that it is due to the issue of large class size and the lack of language laboratories. Three of them (75.00%) also mentioned as problems that prevent the assessment of this practice, the lack of appropriate audiovisual aids (computer, audio player device) before two others (50.00%) added the fact that no requirement of some audiovisual aids (audio player device) is made to EFL learners as learning material.

These results suggest that the use of audiovisual materials helps EFL learners develop more interest in their target language learning. This implies that they are likely to have a positive impact on their academic performance. In the view of the different responses provided by the respondents, it can be put forward that the impact of the practice of

audiovisual in EFL teaching can be evaluated through the use of language laboratories as well as the management of the large classes size by dividing the test-takers into small groups.

Summary of the Cross-analysis of the Data Collected from the EFL Learners' and Instructors' Answers to Open-ended Interview Questions:

The cross-analysis of the subjects' stated beliefs suggested the following two major trends as those that were consistent with their perceptions about the effectiveness of the impact of the practice of audiovisual classes on EFL learners' academic performance as well as its evaluation as an academic discipline.

The first common opinion of EFL learners and their language instructors regarding the effectiveness of the use of audiovisual materials in English language learning relates to the development of listening and speaking skills. All of them believed that the practice of audiovisual classes facilitates the improvement of self-confidence as well as listening and speaking skills. They argued that it makes easier English vocabulary learning and develop class activities' participation by reducing anxiety among EFL learners.

The second common opinion of the two different kinds of respondents regarding the evaluation of the use of the practice of the audiovisual in English language classes as an academic discipline relates to the fact that it can only be possible through the management of the large size classes by dividing the test-takers into small groups or making use of language laboratories.

Table 3:- Questionnaires distributed to EFL Students and Instructors.

N _o	Questions addressed to EFL learners	KEYS-Q1	N _o	Questions addressed to EFL instructors	KEYS-Q2
1	What Is Your Level In English?	WYILE	1	How Long Have You Been Teaching English As A Foreign Language At University?	HLHYBTE
2	Are You Satisfied With Your Level In English? Explain.	AYSWYLE	2	How Do You Consider Your Students' Speaking And Listening Abilities?	HDYCSSLA
3	Which Skill Do You Think Is The Most Important In English Language Learning?	WSIMIELL	3	Do You Promote Listening Skill In Your English Language Classes?	DYPLSIYLC
4	Do You Think That There Is A Relationship Between Speaking And Listening Skills?	RBSLS	4	In Your Opinion, Do You Think That It Is Necessary To Teach English Native Speakers' Culture To EFL Students To Enable Them To Improve Their Target Language?	TENSCTEFL
5	Which Problems Affect Your Speaking Performance In Oral Communication?	WPASPIOC	5	Do You Use Audiovisual Materials To Teach The English Language To Your Students?	DYUAMTTE
6	Could You Communicate By Using English Language?	CYCBUEL	6	Which Kinds Of Teaching Aids Do You Often Use?	WKTADYOU
7	In Your Opinion, What Is The Best Way To Develop The Speaking Skills?	BWTDSS	7	How Often Do You Use Audio-Visual Aids In The Classroom?	HODYUAVA
8	What Is Your Opinion About Your Class Of Audiovisual Practice?	WYQAAP	8	What Do You Think The Role Of Audio Visual Aids Is?	WTRDAVAI
9	What Is Your Opinion About Using Audiovisual Materials (Like Videos) In Classroom?	WYAUAM	9	In Your Opinion, Which Of The Four Language Skills The Audio Visual-Aids Help To Develop Among Learners?	WLKAVAHD
10	Do You Think That The Different Activities Of Your Class Of Audiovisual Practice Are Important To Develop Your Listening And Speaking Skills?	DYTAPAI	10	Have You Ever Succeeded In Evaluating Your Class Of The Practice Of Audiovisual?	HYEYCOA
11	Do You Think That You Are Ready To Sit For The Practice Of Audiovisual In Exam?	DYTRFAE	11	In Your Opinion, How Can The Practice Of Audiovisual Be Evaluated In Class?	HCPQABEC
12	In Your Opinion How Can The Practice Of Audiovisual Be Evaluated Successfully?	HCPABES	12	What Are The Factors That Prevent The Assessment Of Your Audiovisual Practice Class?	WFPTADAP

Table 4:- Learners responses to open-ended questions (from the most frequently mentioned to the least).

N°	KEYS-Q1	First Group					Second Group					Third Group					Fourth Group					Total Frequencies					%				
		H	Aa	A	Ba	Lo	H	Aa	A	Ba	Lo	H	Aa	A	Ba	Lo	H	Aa	A	Ba	Lo	H	Aa	A	Ba	Lo	H	Aa	A	Ba	Lo
1	WYLYE	0	2	15	18	25	0	1	10	12	17	0	3	8	27	7	0	1	16	13	25	0	7	49	70	74	0.00	3.50	24.5	35.0	37.0
2	AYSWYLE	Yes, I have some good command of it					Yes, I have some good command of it					Yes, I have some good command of it					Yes, I have some good command of it					Yes, I have some good command of it					Yes, I have some good command of it				
		No, I have to improve it					No, I have to improve it					No, I have to improve it					No, I have to improve it					No, I have to improve it					No, I have to improve it				
3	WSIMIEL	L	S	R	W		L	S	R	W		L	S	R	W		L	S	R	W		L	S	R	W		L	S	R	W	
		35	16	7	2		23	13	1	3		19	21	3	2		33	17	3	2		110	67	14	9		55.0	33.5	7.0	4.5	
4	RBSLS	Yes, we develop Speaking through Listening					Yes, we develop Speaking through Listening					Yes, we develop Speaking through Listening					Yes, we develop Speaking through Listening					Yes, we develop Speaking through Listening					Yes, we develop Speaking through Listening				
		No, there is no link between them					No, there is no link between them					No, there is no link between them					No, there is no link between them					No, there is no link between them					No, there is no link between them				
5	WPA5P5DC	Ax	LM	LSC	LLC	AaT	Ax	LM	LSC	LLC	AaT	Ax	LM	LSC	LLC	AaT	Ax	LM	LSC	LLC	AaT	Ax	LM	LSC	LLC	AaT	Ax	LM	LSC	LLC	AaT
		43	9	2	3	3	12	11	13	3	1	11	9	8	12	5	3	2	2	13	35	69	31	25	31	44	34.5	16.5	12.5	15.5	22.0
6	CYCSUEL	Yes, I can!					Yes, I can!					Yes, I can!					Yes, I can!					Yes, I can!					Yes, I can!				
		No, I cannot! I am afraid to make mistakes					No, I cannot! I am afraid to make mistakes					No, I cannot! I am afraid to make mistakes					No, I cannot! I am afraid to make mistakes					No, I cannot! I am afraid to make mistakes					No, I cannot! I am afraid to make mistakes				
7	BMTOS5	UAM					UAM					UAM					UAM					UAM					UAM				
		UAA					UAA					UAA					UAA					UAA					UAA				
8	MYDAAP	My class of audiovisual practice is boring					My class of audiovisual practice is boring					My class of audiovisual practice is boring					My class of audiovisual practice is boring					My class of audiovisual practice is boring					My class of audiovisual practice is boring				
		I enjoy much my audiovisual practice class. It motivates me to learn					I enjoy much my audiovisual practice class. It motivates me to learn					I enjoy much my audiovisual practice class. It motivates me to learn					I enjoy much my audiovisual practice class. It motivates me to learn					I enjoy much my audiovisual practice class. It motivates me to learn					I enjoy much my audiovisual practice class. It motivates me to learn				
9	WYUAM	Their use makes English class annoying					Their use makes English class annoying					Their use makes English class annoying					Their use makes English class annoying					Their use makes English class annoying					Their use makes English class annoying				
		They make English learning enjoyable, exciting and enthusiastic					They make English learning enjoyable, exciting and enthusiastic					They make English learning enjoyable, exciting and enthusiastic					They make English learning enjoyable, exciting and enthusiastic					They make English learning enjoyable, exciting and enthusiastic					They make English learning enjoyable, exciting and enthusiastic				
10	DYTPAI	Yes, because they are educational					Yes, because they are educational					Yes, because they are educational					Yes, because they are educational					Yes, because they are educational					Yes, because they are educational				
		I do not know					I do not know					I do not know					I do not know					I do not know					I do not know				
11	DYTRPAE	No, I am not ready because I do not know the way the test will take place					No, I am not ready because I do not know the way the test will take place					No, I am not ready because I do not know the way the test will take place					No, I am not ready because I do not know the way the test will take place					No, I am not ready because I do not know the way the test will take place					No, I am not ready because I do not know the way the test will take place				
		Yes, I am. However I wonder how the test will take place					Yes, I am. However I wonder how the test will take place					Yes, I am. However I wonder how the test will take place					Yes, I am. However I wonder how the test will take place					Yes, I am. However I wonder how the test will take place					Yes, I am. However I wonder how the test will take place				
12	HCPABES	By making use of a language laboratory					By making use of a language laboratory					By making use of a language laboratory					By making use of a language laboratory					By making use of a language laboratory					By making use of a language laboratory				
		By making a group of students take different sequences of the same test (tandem repeat sequences)					By making a group of students take different sequences of the same test (tandem repeat sequences)					By making a group of students take different sequences of the same test (tandem repeat sequences)					By making a group of students take different sequences of the same test (tandem repeat sequences)					By making a group of students take different sequences of the same test (tandem repeat sequences)					By making a group of students take different sequences of the same test (tandem repeat sequences)				
Codes		H= High, Aa= Above average, A= Average, Ba= Below average, Lo= Low					L=Listening, S=Speaking, R=Reading, W=Writing					Ax= Anxiety, LM= Lack of Motivation, LSC= Lack of Self-Confidence, LLC= Lack of Listening Comprehension, AaT= All of Them					UAM= Using Audiovisual Materials (Listening), UAA= Using Audiovisual Aids (Like watching TV)														

Table 5:- EFL Instructors responses to open-ended questions(from the most frequently mentioned to the least).

N°	KEYS-Q2	EFL Instructor N°1 (From the first Grp learners)			EFL Instructor N°2 (From the second Grp of learners)			EFL Instructor N°3 (From the third Grp of learners)			EFL Instructor N°4 (From the fourth Grp of learners)			Total Frequencies			%											
1	HLHYBTE	1-5 years	5-10 years	+10 year s	1-5 years	5-10 years	+10 year s	1-5 years	5-10 years	+10 year s	1-5 years	5-10 years	+10 year s	1-5 years	5-10 years	+10 year s	1-5 years	5-10 years	+10 year s									
		1	0	0	0	1	0	0	1	0	0	1	0	2	2	0	50.0	50.0	0.0									
2	HOYCSSL A	Very Bad	Bad	Good	Very Good	Very Bad	Bad	Good	Very Good	Very Bad	Bad	Good	Very Good	Very Bad	Bad	Good	Very Good	Very Bad	Bad	Good	Very Good							
		0	1	0	0	1	0	0	0	1	0	0	0	0	1	2	1	0	25.0	50.0	25.0	0.0						
3	DY-PLSYLC	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway	Yes, by making use of AV-aids	No, not always but a little bit anyway									
		1	0	0	1	1	0	1	0	1	0	3	1	75.0	25.0													
4	TENKCTEFL	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them									
		1	0	1	0	0	1	1	0	1	0	3	1	75.0	25.0													
5	DYU-AMTTE	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr							
		0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	2	1	1	0	50.0	25.0	25.0	0.0			
6	WKTADYDU	PicVid	Rla	DHP	Wool	PicVid	Rla	DHP	Wool	PicVid	Rla	DHP	Wool	PicVid	Rla	DHP	Wool	PicVid	Rla	DHP	Wool							
		1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	4	3	3	4	100.0	75.0	75.0	100.0				
7	HODYU-AVA	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr	Oft	Alws	stmes	Nvr							
		0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	2	1	1	0	50.0	25.0	25.0	0.0				
8	WTRDQAVAI	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation	Helping learners develop oral communication skills	Helping learners and teachers practices EFL in real life situation									
		1	0	1	1	0	1	1	0	1	1	0	1	3	3		75.0	75.0										
9	WLXA-YAHD	Listen	Read	Speak	Write	Listen	Read	Speak	Write	Listen	Read	Speak	Write	Listen	Read	Speak	Write	Listen	Read	Speak	Write							
		1	1	1	0	1	0	1	0	1	0	1	0	1	0	4	1	4	0	100.0	25.0	100.0	0.0					
10	HY-EYCOA	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions	Honestly I never succeeded in doing it because of time constraints and lack of appropriate assessment materials	Yes, I did it once by putting learners into groups of 10 test takers and by submitting each group to different sequences of exam questions									
		1	0	1	0	1	0	1	0	0	0	1	3	1	75.0	25.0												
11	HCPD-ABEIC	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups	By making use of a lab or having each learner get an audio player device (i.e. a mobile phone)	By using a computer-based technique or by evaluating learners individually or in small groups									
		1	1	1	0	1	1	1	0	1	1	1	0	4	2		100.0	50.0										
12	WPTADAP	Classr	LAAY	NRaSAV	Lol-Lab	Classr	LAAY	NRaSAV	Lol-Lab	Classr	LAAY	NRaSAV	Lol-Lab	Classr	LAAY	NRaSAV	Lol-Lab	Classr	LAAY	NRaSAV	Lol-Lab							
		1	1	0	1	1	1	0	1	1	0	1	1	1	1	4	3	2	4	100.0	75.0	50.0	100.0					
Codes		AV-aids: Audio-visual aids			Oft: Often			Alws: Always			Stmes: Sometimes			Nvr: Never			PicVid: Pictures and videos			Rla: Rels			DHP: Over Heard Projector			Wool: Woofers (Speakers)		
		Listen: Listening			Read: Reading			Speak: Speaking			Write: Writing			Classr: Class size			Lol-Lab: Lack of Language Laboratory			LAAY-A: Lack of Appropriate Audiovisual aids (Computer, audio player device)								
		NRaSAV-aids: No requirement of some audiovisual aids (audio player device) to EFL learners as learning material																										

Table 6:- Results of the Analysis of the Data collected from the Different literature related to the Study.

N°	Literature from which data have been collected (sources)	Results of the studies on the use of audiovisual materials in the EFL learning process		EAVPC	Suggestion And recommendation
		Advantages	Disadvantages		
1	Allou and Bouchitem (2013)	→ Improve speaking basically when some required rules are observed (p.71)	→ Make students react negatively because of the frequency of its use and the method adopted by the language instructor for its usage (p.72)	No data	→ Taking into consideration students preferences, needs when using them (p.73) → Pre-preparing the aid and pre-planning the lesson before the course time (p.73) → Motivating students to make use of them (p.73) → Providing language instructors with variety of aids (p.73)
2	Nallivestil and Ali Odeh (2013)	→ Stimulate thinking and improve learning environment in a classroom (p.91) → Provide opportunities for effective communication between teachers and learners (p.91) → Substitute monotonous learning environments (p.91) → Develop and increase students' personal understanding of the areas of learning (p.91)	→ Require more care (p.91) → Require the checking of the quality and authenticity of the materials used by the language instructor (p.91) → Relying too much on them can lead to monotony and boredom (p.91)	No data	No data
3	Babić (2014, pp. 52-55)	→ Increase the freedom and responsibility of the language teacher to organize their contents. → Give the possibility for the language teacher to present these contents (the audiovisual ones) with appropriate educational means. → Contribute to bringing daily life to a foreign language class. → Facilitate memorization. → Facilitates understanding (image and sound facilitate access to the meaning of an authentic oral language)	→ Create difficulties of organizing the language course (p.52)	No data	→ Carrying out further studies to compare the results because technology and language teaching methods are constantly in progress (p.57) → Requiring professional training for teachers and defining the audiovisual means and methods for teaching foreign languages (p.52)
4	Gagea (2015, p.298)	→ Help to train learners themselves to take place in dialogued exchanges → Help students to learn little by little to master long speech → Allow learners to practice notes taking with varying degrees of structuring, when hearing a presentation or of a course. → Help to build the judgment and the critical sense of the learner	No data	No data	No data
5	Mizah and Ladjali (2015)	→ Help students improve speaking skill (p.70) → Give students an opportunity to hear and see English in real use (pp.70-71) → Facilitate teaching and learning process (p.71) → Motivate students and help them to feel comfortable to practice freely in different speaking activities (p.71)	No data	No data	→ Designing different speaking activities and using different teaching aids to expose students to an authentic foreign language to develop their speaking abilities (p.71) → Increasing reasonably the frequency of the use of audio-visual aids (p.71)
6	Mordas and Maharli (2015)	→ Enhance learners' achievements in language level and active vocabulary (p.81) → Create an enjoyable learning context (p.81) → Facilitate teaching and learning process (p.81) → Make lectures more realistic, enjoyable and attractive (p.83) → Make students dynamic, more active to participate with teachers (p.83) → Make students engage with each other; overcome shyness and anxiety (p.83) → Boost the learners' interest and motivation to produce and practice their target language (p.83)	→ Create difficulties for their supply at the University (p.81)	No data	→ Sensitizing on their importance to be taken into in every language teaching style, strategies and materials (p.81) → Supplying sufficient materials for teaching EFL learners at the University (p.82) → Integrating audio-visual aids in classroom (p.84) → Varying the audio visual aids such as videos, laboratory, internet, radio and television (p.84)
7	Lomri and Chenini (2016)	→ Improve the student's speaking skill inside and outside the classroom (p.81) → Help EFL learners to be successful in their academic performance and the development of their speaking abilities (p.108) → Increase of the participation of the EFL learners in classroom activities (p.113) → Provide learners with a motivating and funny opportunity to listen to native speakers and the chance to acquire new vocabulary items as well as the improvement of their pronunciation skills (p.113)	No data	No data	→ Providing language instructors with new devices to reinforce the quality of teaching (p.114)
8	González-Vera and Corisco (2016)	→ Make students raise their awareness of the power of intonation... (p.23) → Develop listening and speaking among primary school learners (p.23)	No data	No data	→ Updating the methodologies of foreign language teaching
9	Brahimi and Legoun (2016, p.13)	→ Constitute a kind of complementarity between the written language and the oral language (p.13) → Help to link the written and oral language. This allows the learner to give feedback to what is already studied (p.13)	No data	No data	No data
10	Zaki (2018, p.41)	→ Constitute a package of advantages for the learner and that they facilitate the task of the teacher (p.41)	No data	No data	No data
11	Guterres and Quintas (2018)	→ Can motivate students to develop their speaking skill (p.42) → Make learners enjoy their foreign language learning (p.42)	No data	No data	No data
12	Solazar and Larreras (2018)	→ Have a positive change on the learners' performance (p.107) → Becomes a routine in the lessons (p.108) → Make learners feel relax and self-confident (p.108)	No data	No data	No data
Codes		EAVPC: Results of the studies on the Evaluation of the Audio-Visual Practice Class as an academic discipline			

Focus groups:

To further examine the opinion of each of the EFL learners' respondents about the impact of the practice of audiovisual on their academic performance and the way this educational instrument can be effectively assessed, each of the four primary students' groups has been divided into four different other but smaller groups of approximately 10 EFL learners following the general principles of focus group design.

Indeed, when dealing with the focus group the number of participants per group ranges approximately from 6 to 10 people who share similar characteristics or common interests (Marczak and Shewell, 1991).

Responses to Focus Group Questions:

Six focus group questions have been addressed to the EFL learners but only the responses provided to two of them by those respondents are worth mentioning in the present study.

To the question: "Do you think that the different activities of your class of audiovisual practice are important to develop your listening and speaking skills?", most of the respondents from each focus group mentioned that the use of audiovisual materials such as overhead projector, videos, music, woofers, and relia helps them develop an interest in their target language learning. Commenting on the positives of this educational instrument, some asserted "[...] I feel too much happy when the teacher use[s] music and [a] video projector to teach English to us"; "I am not afraid to speak English during audiovisual practice class. When the teacher uses videos [in the class], I [can] understand better his lessons and everything that I listen [to]"; "My participating [...] [in] the audiovisual practice class help[s] me to [improve] my English language competence [basically] my listening [skill]"; "The audiovisual practice class puts learners [in a learning situation that approximates the one of] the native speakers or [the one that enables a child to acquire] a language [instinctively]".

To the question: "In your opinion how can the practice of audiovisual be evaluated successfully?", most of the respondents involved in the different focus groups mentioned that the best way to assess their academic performance based on the knowledge they have acquired by attending their audiovisual practice classes is through the use of language laboratories. Some asserted that "we are too numerous in our class. So it is only by diving us into small groups that you can evaluate our performance in English [...]"; "you can evaluate our [competence in your audiovisual practice lecture] by making use of our mobile phone".

Summary of the Cross-analysis of the Data Collected from the Sixteen Focus Groups:

The cross-analysis of the data collected from the participants in each of the sixteen focus groups suggested the following two major trends as those that were consistent with their perceptions about the effectiveness of the impact of the practice of audiovisual on their academic performance and the evaluation of this educational instrument as an academic discipline.

The first common opinion of all the subjects from the sixteen focus groups relates to the development of their listening and speaking skills. Most of them believed that the practice of audiovisual classes helps them to develop their English vocabulary learning and listening skills. Some mentioned that after attending the audiovisual practice classes for all a semester, their English language pronunciation, as well as their speaking skills, have been considerably improved. Some of them again further mentioned the practice of audiovisual is their favorite discipline because it helps them to manage their foreign language anxiety.

The second common opinion of those subjects relates to the limited way through which the audiovisual practice class as an academic discipline can be assessed. They all believed that is only through the use of the large classes' size management techniques or language laboratories that this can be possible.

Results of the Analysis of the Data Gathered from the Different Classroom Observations:

To examine the attitude of the first-year bachelor degree EFL learners during the audiovisual practice classes, many classroom observations were carried out during a whole semester.

The results obtained from the different classroom observations showed that through the audiovisual practice classes, learners who were not able to speak in public can now outdo themselves to utter some words in front of their classmates without being afraid. In other words, these classroom observations helped to notice that during the audiovisual practice classes the students develop a considerable interest in their target language learning. Each of

them is focused and gives his or her attention to the lecturer. All of them are excited by the different activities used by the lecturer and impressed by the fact that they can produce meaningful sentences and understand many words as well. This suggests that the practice of the English language through the use of audiovisual materials helps learners develop listening and speaking skills as well as the management of their foreign language anxiety.

These results supplement the ones obtained through the cross-analysis of the data collected from the sixteen focus groups as well as those from the cross-analysis of the data collected from the EFL learners' and instructors' answers to open-ended interview questions. Simply put, it can be suggested that the audiovisual practice class as an academic discipline positively impacts on the academic performance of the EFL learners.

Results of the Analysis of the Data collected from the Different literature related to the Study:

For the sake of triangulation, data have also been collected from the literature related to the present study. The results of the analysis of those data are presented in table 6 above.

The outcomes of most of the twelve (12) literature explored have shown that the use of the audiovisual materials helps students to learn more about the culture of the native speakers and consequently develop their listening and speaking skills. It provides learners with a positive, casual, and supportive learning environment where they can practice their target language without fear. It stimulates thinking and facilitates memorization among them. This motivates them to develop more interest in their target language learning and participate in different classroom activities or interactions.

To summarize, in light of all the above, we can say that audiovisual education facilitates the learning and teaching process. It makes the lectures more realistic, enjoyable, and attractive. It helps to improve the learners' academic performance and develop their listening and speaking skills inside and outside the classroom. Similarly, the analysis of the outcomes obtained from individual interview questions, classroom observation as well as the one of those provided by the respondents to focus group questions has proved that the use of audiovisual materials positively impacts on the academic performance of the EFL learners. It has also revealed that learners can be evaluated based on their audiovisual education through the use of computer-based techniques, language laboratories, or large class size management methods. This proves that the objectives of the present study have been met and its two assumptions plausible.

Discussion of the Results:-

The present exploratory study has been designed to investigate the importance of audiovisual education and the possible ways that can help with its evaluation. The investigation has been carried out in the department of English at the University of Abomey-Calavi in the republic of Benin (West Africa). The target population of the study was the EFL first-year LMD students and their language instructors. They were randomly selected during the academic year 2018- 2019 and administered semi-structured interview questionnaires. To generate more perception about the audiovisual education experience and beliefs of the EFL learners who participated in the survey, focus groups and classroom observations have been adopted. For the sake of triangulation (which is a qualitative research method of validating the data gathered through different other research methods) data have also been collected from the review of some related literature about the importance of the use of audiovisual materials in foreign language teaching.

The outcomes of the cross-analysis of the different data (interviews, focus groups, classroom observations) collected from the EFL learners suggested that the audiovisual practice classes help to improve the listening and speaking skills. By making use of videos and audio listening materials, the language instructor brings into the classroom the way the English language is spoken by native speakers in real-life situations. By adapting the audiovisual aids to the level of the learners, the latter develop more interest in their target language learning and improve considerably their self-esteem as well as their foreign language anxiety. In a nutshell, the audiovisual education provides the EFL learners with a flexible and supportive learning environment that approximates that of the native speaker.

On the other hand, the outcomes of the analysis of the data gathered from the language instructors similarly suggested that the use of audiovisual materials has a positive impact on the academic performance of the EFL learners by helping them develop more interest in their target language learning. However, some of those language instructors highlighted that the effectiveness of audiovisual education depends on the suitable use of its materials. Indeed, audiovisual materials are the most often authentic tools that help learners to familiarizethemselves with the culture and civilization of the target language. They makethe experience of foreign language learning a funny one.

They help learners to easily acquire the language learning content and make the language instructors' lectures preparation easier. Their use even facilitates the organization of the course even though their effectiveness in the practice depends on the language instructors' creativity, professional freedom, professional environment, and experience. In short, EFL learners, as well as their language instructors, can benefit from the audiovisual practice classes.

The triangulation of the results of the analysis of the data collected from the twelve (12) different literature addressed by the present study with the outcomes of the cross-analysis of the different data collected from the EFL learners as well as the ones of the data gathered from the language instructors suggests the following four (04) major trends as those that are consistent with their perceptions about the issue of the importance of the audiovisual education. AVM help to:

1. Learn more about the culture of the native speakers and consequently develop listening and speaking skills.
2. Provide learners with a flexible, dynamic, and positive learning environment free of any stressful situation that may be likely to hinder their target language learning.
3. Stimulate thinking and memorization among learners.
4. Develop motivation, interactions among EFL learners, and a lot of interest in their target language learning.

In light of all the above, we can say that the different findings of the twelve (12) literature reviewed corroborate the ones of the present study. This suggests that the first objective of the present research study is met and consequently its first assumption likely.

As far as the second question under investigation is concerned, none of the literature reviewed addressed the issue of the evaluation of the learners' academic performance related to their audiovisual education. However, basing on the outcomes of the analysis of the data collected from EFL learners and their language instructors to this regard, it has been simply suggested whether by EFL learners or their language instructors to make use of large classes size management techniques, language laboratories, computer-based language tests or tandem repeat sequences examination questions, internet, audio player devices using removable SD cards such as MP3 and MP4 appliances as well as mobile phones. This infers that the second objective of the present research work is met and its second assumption plausible.

Conclusion And Recommendations:-

The present study, which attempted to highlight the importance of audiovisual education and find out the possible ways to evaluate EFL learners' academic performance related to the practice of this educational instrument when considered as an academic discipline, has come to some significant outcomes. It has shown that through the use of movies, pictures, audio learning materials, learners have the opportunity to discover the civilization and culture of the native speakers and experience the English language as it is spoken in real-life situations by the latter.

Indeed, the audiovisual practice helps learners to move away from the book as a formal means of teaching. The media are the main way for learners to feel what they are learning because they are not generally in contact with the English culture. Out of the teaching of the English language, learners are more interested in English culture, customs, ways of behaving, and speaking than English grammar classes. So they will work and participate more in classroom activities whenever they are taught through the use of audiovisual media.

However, though most of the EFL learners, as well as their language instructors who participated in this study, admitted that the best way to learn a foreign language is to make the student develop extrinsic motivation— which implies the learning of the native speaker's culture and civilization through the use of audiovisual materials, it is noteworthy mentioning that this could not be possible without the professional experience of the language instructor. He is the one who can identify or suggest the best and suitable audiovisual materials for language learning or teaching in accordance with the target learners' level. He has to encourage productive interaction in the classroom and fight against the passivity of learners.

In other words, to make the most of the audiovisual practice classes, learners should be guided by their language instructors for fear to experience the problem of boredom usually due to the routine in the learning or teaching process and the lack of variety in the use of audiovisual materials.

As the issue of the evaluation of audiovisual education is still prominent in developing countries' educational system it is advisable for future researchers on language learning processes to attempt to explore other techniques that could help to better assess this educational instrument basically when it is considered as an academic discipline. They can also investigate with more details, the drawbacks of the use of audiovisual media in the foreign language learning process. To help to generalize the outcomes of the present research study, further research with a larger number of participants could also be considered.

References List:-

1. Acharya, B. (2010). Questionnaire Design. In A paper prepared for a training Workshop in Research Methodology organized by Centre for Post Graduate Studies Nepal Engineering College in collaboration with University Grant Commission Nepal, Pulchok, June (pp. 2-11).
2. Babić, A. (2014). Les avantages de l'utilisation des matériels audiovisuels en classe de FLE. (Doctoral dissertation, Diploma Thesis. University of Zagreb). [Retrieved, January 23, 2020, from <http://darhiv.ffzg.unizg.hr/id/eprint/5192/1/pdf>]
3. Blackstone, A. (2018). Inductive or deductive? Two different approaches. Principles of sociological inquiry: Qualitative and quantitative methods, 1. Adapted by Saylor Academy (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods. [Retrieved, February 10, 2020, from https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/index.html]
4. Bogdan, R., and Biklen, S. K. (1992). Qualitative research for education: An introduction to theory and methods. (2nd ed.). Boston : Allyn & Bacon.
5. Boștină-Bratu, S. (2003). L'audiovisuel comme support pédagogique. [Retrieved, January 19, 2020, from <http://www.armyacademy.ro/biblioteca/anuare/2003/AUDIOVISUEL.pdf>]
6. Brahmi, K. et Laggoun, H. (2016). L'impact de l'audiovisuel sur la compréhension orale des apprenants du FLE : Cas de « 5ème AP », [mémoire de master]. Université Larbi Tebessi, Tébessa, faculté des lettres et des langues, département de lettres et langue française, filière : langue française, 53.
7. Bryman, A. (2008). Social Research Methods. Oxford: Oxford University Press.
8. Bryman, A., and Bell, E. (2011). Business research methods. (3rd ed.). Cambridge: Oxford University Press. ISBN 9780199583409. OCLC 746155102.
9. Dieuzeide, H. (1965). Les techniques audio-visuelles dans l'enseignement. Presses Universitaires de France.
10. Downe- Wamboldt, B. (1992). Content analysis: method, applications, and issues. Health care for women international, 13(3), 313-321.
11. Freeman, D. (1998). Doing teacher research: from inquiry to understanding. Boston: Heinle and Heinle Publishers.
12. Gagea, M. (2015). L'audiovisuel comme support pédagogique. Language and literature - European Landmarks of Identity 17, Universitatea din Pitești, 297-302.
13. Golafshani, N. (2003). Understanding reliability and validity in qualitative research. The qualitative report, 8(4), 597-606.
14. Hagan, T. (2013). The potential of online technologies and social media in 21st-century teacher professional development & practice: a mixed methods study exploring teachers' personal, professional development and/or classroom use of online technologies in Ireland and the United States of America. [Published doctoral dissertation], Dublin City University.
15. Hall, S. (n. d). What Is Inductive Content Analysis? Small Business - Chron.com, [Retrieved, February 12, 2020, from <http://smallbusiness.chron.com/inductive-content-analysis-24666.html>].
16. Kadzro, E.M. (2016). L'utilisation des supports audiovisuels dans l'enseignement/apprentissage du français langue étrangère : Le cas de quelques écoles secondaires des régions BrongAhafo et Ashanti, mémoire de master. Kwame Nkrumah University of Science and Technology, Department of Modern Languages, le Ghana, 126.
17. Keller, S., and Conradin, K. (2010). Semi Structured Interview. [Retrieved February 19, 2020, from <http://www.sswm.info/print/2363?tid=>].
18. Khelaifi, R. (2016). Le rôle des supports audiovisuels comme outil pédagogique dans l'apprentissage de l'oral : Cas de 2ème année moyenne. Achouri Mostafa -Biskra, [mémoire de master], Université Mohamed khider - Biskra, 55.
19. Kinder, J. S. (1950). Audio-visual materials and techniques. American Book Co.
20. Krippendorff, K. (2004). Content Analysis: An Introduction to its Methodology. Thousand Oaks, California: Sage Publications.

21. Marczak, M., and Sewell, M. (1991). Using focus groups for evaluation. Cybernet Evaluation. Turscon, AZ : The University of Arizona.
22. Mbuthia, N. (2009). An investigation into the factors that nurses working in critical care units perceived as leading to burnout. [Published Master Thesis]. University of South Africa.
23. Merriam-Webster. (n.d.). Audiovisual. In Merriam-Webster.com dictionary. [Retrieved February 5, 2020, from <https://www.merriam-webster.com/dictionary/audiovisual>]
24. Mizab, M. (2015). The role of Audio-Visual Aids in Enhancing EFL Students' Speaking Skill Case Study First Year LMD students of English at Biskra University (Doctoral dissertation)
25. Poole, M. S., and Folger, J. P. (1981). Modes of observation and the validation of interaction analysis schemes. *Small Group Behavior*, 12, 477-493.
26. Potter, W. J., and Levine- Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research*, 258-284.
27. Reva, A. (2012). The Role of Extracurricular Activities in Foreign Language Learning in University Settings. [Published Master Thesis]. College of Graduate Studies and Research, Department of Languages and Linguistics, University of Saskatchewan Saskatoon, Saskatchewan.
28. Webster's Encyclopedia Unabridged Dictionary of the English Language (1994). Audio-visual aids. Newyork:Bramery Books. In Wikipedia (lasted edited on december 19, 2019). Audiovisual education. [Retrieved, February 5, 2020, from <https://en.m.wikipedia.org>].