

# INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR).

ISSN 2320-5407

Volume:- 08

Issue:-05



Journal homepage: <http://www.journalijar.com>  
Journal DOI: [10.21474/IJAR01](https://doi.org/10.21474/IJAR01)



ISSN NO. 2320-5407

# International Journal of Advanced Research (IJAR)

ISSN 2320-5407

A Peer Reviewed, Open Access, CrossRef Indexed Journal

Impact Factor: 7.337 IC Value 94.33

## Editorial Board

### Editorial In Chief

Prof. Morse Florse

E-MAIL US AT: [journalijar@gmail.com](mailto:journalijar@gmail.com)

Contact us at: +441223926516

WhatsApp us at: +441223926516

### Editorial Board Members

NAME	COUNTRY	SPECIALIZATION
Dr. Hazim Jabbar Shah Ali	University of Baghdad, Abu-Ghraib, Iraq	Avian Physiology and Reproduction
Dr. Khalid Nabih Zaki Rashed	Dokki, Egypt	Pharmaceutical and Drug Industries
Dr. Manzoor Khan Afridi	Islamabad, Pakistan	Politics and International Relations
Dr. Muataz A. Majeed	India	Atomic Physics
Dr Zakaria Fouad Fawzy Hassan	Egypt.	Agriculture and Biological
Dr. Subha Ganguly	India	Microbiology and Veterinary Sciences
Dr. KANDURI VENKATA LAKSHMI NARASIMHACHARYULU	India	Mathematics
Dr. Mohammad Ebrahim	Iran	Structural Engineering
Dr. Malihe Moeini	Iran	Oral and Maxillofacial Radiology
Seyyed Mahdi Javazadeh	Mashhad, Iran	Agricultural Sciences
Dr. I. Anand shaker	India	Clinical Biochemistry
Dr. Magdy Shayboub	Taif University, Egypt	Artificial Intelligence
Dr. Ramachandran Guruprasad	National Aerospace Laboratories, Bangalore, India	Library and Information Science
Dr. Alaa Kareem Niamah	Iraq	Biotechnology and Microbiology
Dr. Abdul Aziz	Pakistan	General Pharmacology and Applied Pharmacology
Dr. Gamil Sayed Gamil Zeedan	Egypt	Virology and Microbiology
Dr. Retsy D. Tomaquin	Philippines	Public Administration
Dr. Abdolkarim Afroozeh	Iran	Photonics, communication, Fiber

## *Assistant Members*

<b>Dr. Ashwani Kumar Dubey</b>	India	<i>Zoology, Ichthyology, Biochemistry, Free Radical Biology, Toxicology, Biodiversity</i>
<b>Dr. Madhusudan Tiwari</b>	India	<i>Orthopedic physiotherapy, Rehabilitation</i>
<b>Dr. Mintu Ram Meena</b>	India	<i>Molecular biology</i>
<b>Dr. P.MALYADRI</b>	India	<i>CRM, Bank Marketing and Micro Finance, Rural Development, Human Resource Management, Entrepreneurial development</i>
<b>Mr. Fayziev Shokhrud Farmonovich</b>	Uzbekistan	<i>Criminal law, criminal procedural law</i>
<b>Dr. Ashish Tripathi</b>	India	<i>Entomology, Wildlife Conservation, Environment toxicology</i>
<b>Dr. Uma Vasant Datar</b>	India	<i>Oral Pathology, Forensic Odontology</i>
<b>Prof.Dr. Amer A. Taqa</b>	Iraq	<i>Dental Chemistry, Inorganic Chemistry, Medical Chemistry.</i>
<b>Asst. Prof. Dr. Nipa Sriwarom Ouppara</b>	Thailand	<i>Social Science, Humanities, Work Life Practice, Inter Organizational Bullying</i>
<b>Dr Monika Kamboj</b>	India	<i>Macrocyclic Metal Complex Chemistry, Medicinal Chemistry</i>
<b>Dr. SAMEERA G. NATH</b>	India	<i>Periodontology</i>
<b>Dr. Mrs. Shubhashree M.N.</b>	India	<i>Medicinal Plants</i>
<b>Dr. Vishnu K. Garande</b>	India	<i>Horticultural Crops, Fruit Science</i>
<b>Dr. Ali Badr Roomi</b>	Iraq	<i>Biochemistry, Polyphenolic Antioxidant</i>
<b>Dr. SANGEETA BAJPAI</b>	India	<i>Supramolecular, Organometallic Chemistry, Synthetic Chemistry</i>
<b>DR. BISWAJIT DAS</b>	India	<i>Biochemistry</i>
<b>Dr. Majnoony Tootakhane Ali</b>	Iran	<i>Management, Tourism, GIS, SPSS, Social Science, Sustainable Development</i>
<b>Dr. K. Velauthamurty</b>	Sri Lanka	<i>Inorganic Chemistry, Nanotechnology</i>
<b>Dr. Muhammet Vefa Akpınar</b>	Turkey	<i>Civil engineering Transportation, Geotechnical field</i>
<b>Dr. Sylvie NIBEZA</b>	Rwanda	<i>Social Sciences &amp; Humanities.</i>
<b>Dr. Karaisas Petros</b>	Greece	<i>Electric Machines, Power Electronics, Vibration Analysis</i>
<b>Dr. Jammi Ashok</b>	East Africa	<i>Pattern Recognition, Image processing</i>
<b>Dr. Dnyaneshwar Kantaram Jadhav</b>	India	<i>Dermatology</i>
<b>Dr. K. G. Padmasine</b>	India	<i>Nano Electronics Embedded Systems</i>
<b>Dr. Sidhartha Sankar Kar</b>	India	<i>Pharmaceutical, Medicinal Chemistry</i>
<b>Prof.Dr Brijendra Pratap Mishra</b>	India	<i>Medical Biochemistry, REPRODUCTIVE and RESPIRATORY SYSTEM</i>
<b>Dr. Samer El-Sayed Mohamed El-Sayed Ismail</b>	Egypt	<i>Agricultural Biotechnology, Seeds, GM crops, Molecular genetics, Fragment Analysis, FISH, Real-Time PCR, Mutation Studies, Molecular Markers, PCR, Sequencing, Genome Mapping, Stem Cells, Genomics, Bioinformatics, Clinical Human Genome Studies</i>
<b>Dr. S. RAJASHEKARA</b>	India	<i>Animal Sciences, Ornithology, Entomology, Biodiversity and Conservation, Behaviour, Ecology, Bio-Ecology, Behavioral ecology, Environment Impact Assessment, Cytogenetics, Population Genetics, and Wildlife Biology</i>
<b>Asst. Prof. Dr. Praveen Kumar Sharma</b>	India	<i>Chemistry, Organic synthesis, Medicinal Chemistry</i>
<b>Dr. Srinivasa Rao Sirugudu</b>	India	<i>Corrosion Control Methods, Surface</i>

		<i>Analytical Techniques, Electrochemical Studies, Water analysis and Purification methods</i>
<b>Dr. Dilip Kumar Behara</b>	India	<i>Chemical Engineering, Nanotechnology, Material Science and Solar Energy</i>
<b>Dr. Neda Nozari</b>	Iran	<i>Obesity, Gastrointestinal Diseases</i>
<b>Dr. Esosa Mark Iriowen</b>	USA	<i>Physical Science, Environmental Science</i>
<b>Dr. Prawej Ansari</b>	Bangladesh	<i>Anti-Inflammatory, Analgesic, Antioxidant, Antidiabetic</i>
<b>Dr. Abdelmotalab Osman Mahmoud Dalil</b>	Sudan	<i>Accounting and Finance</i>
<b>Dr.K.Ganesh Kumar</b>	India	<i>Specialization: Network Security</i>
<b>Dr Satish Geeri</b>	India	<i>Polymer Nanocomposites, FEM, CAD, CAM, Advanced Manufacturing, Smart Materials</i>
<b>Katerina L. Kabakhidze</b>	Moscow	<i>Linguistics, Intercultural Communication, Teacher Training, Higher Education Development, Russian Studies</i>
<b>Dr. Saif Ur Rehman</b>	Pakistan	<i>Data Mining, Graph Mining, Social Network Analysis, Machine Learning and Semantic Computing</i>
<b>Ahmed Mohammed Jihad Al-Kubaisi</b>	Iraq	<i>Human Geography, Geomatics Maps, City planning, Services, Urban Development</i>
<b>Prof. Ignatius Topno</b>	India	<i>Research Methodology and Articles connected with Education</i>
<b>Dr. Amit Kumar Thakur</b>	India	<i>Thermal Engineering Biofuels.</i>
<b>Dr. Esra Sipahi</b>	Turkey	<i>Business Administration-Management and Organization</i>
<b>Dr. Umar Lawal Aliyu</b>	Nigeria	<i>Management</i>
<b>Dr. Fatma Mohamed Elnabway Ward</b>	Egypt	<i>Science, Microbiology, Biotechnology, Phycology, Medicinal plants, seaweeds</i>
<b>Dr. Ismaila Emahi</b>	Ghana	<i>Biosensors Biofuel Cells Aptamers Biofiltration Nucleic Acids Chemistry</i>
<b>Dr. Moetaz Soubjaki</b>	Lebanon	<i>Strategy Management, Human Resources, Performance management, Training and development</i>
<b>Dr. Abdul Rabb</b>	Pakistan	<i>Gastroenterology &amp; Hematology, Diabetes Mellitus Hematology</i>
<b>Dr. Hiba Riyadh Jameel Al-abodi</b>	Iraq	<i>Biological Sciences</i>
<b>Dr. Kachalla Mohammed</b>	Nigeria	<i>Structural analysis, Structural design, Finite element, reliability, Steel structures, Reinforced concrete</i>
<b>Dr. Mohammad Anamul Haque</b>	Saudi Arabia	<i>Physiotherapy, Hospital Management, Public Health</i>
<b>Dr. Kavitha Nachimuthu</b>	Ethiopia	<i>Rural Development and Agricultural Extension</i>
<b>Dr. Kaan Bilge</b>	Turkey	<i>Polymer composites; Mechanics of materials; Nanocomposites; Biomass conversion; Green composites</i>
<b>Dr Kamran Yeganegi</b>	Iran	<i>Cluster Development, Facility planning, Strategic Management</i>
<b>Dr. Daniel Anthoni Sihasale</b>	Indonesia	<i>Geography and Environmental Science, Environmental conservation, Tourism management, Ecotourism Planning and development</i>

<b>Prof. Dr. Wafai Zaki Azer Mikhail</b>	Egypt	<i>Life Sciences, Invertebrate Ecology, Environmental Sciences</i>
<b>Dr. Aiat Hegazy</b>	Egypt	<i>Renewable energy Nanomaterials for solar cells and hydrogen Production</i>
<b>Dr. Lamiaa Mageed Sayed Ibrahim</b>	Egypt	<i>Clinical Biochemistry- Genes – Health and Disease- Molecular Biology</i>
<b>Dr. Arvind Prasad Dwivedi</b>	India	<i>Physical and Environmental chemistry</i>
<b>Dr. Mohammad Rafiqul Islam</b>	Bangladesh	<i>Sample size and sampling Design, Time series Analysis, Temporal Disaggregation, Econometrics, Systems of National Accounts, Macroeconomics, Bangladesh economy, Sampling Techniques.</i>
<b>Dr. Masood Ayoub Kaloo</b>	India	<i>Spectroscopy, Molecular Recognition, Analytical Chemistry, Conjugated molecules, Environmental Chemistry</i>
<b>Dr. Tayseer Elamin Mohamed Elfaki</b>	Sudan	<i>Medical Laboratory Science</i>
<b>Dr. Julie S. Berame</b>	Philippines	<i>Biology, Environmental Sciences</i>
<b>Dr. Warkaa M. Ali Al-Wattar</b>	Iraq	<i>Oral Histopathology, Dental Laser</i>
<b>Dr. Ibrahiem Abdul Razak Al-Ani</b>	Iraq	<i>Civil Engineering, Hydrology</i>
<b>Dr. Zafer Omer Ozdemir</b>	Turkey	<i>Chemistry, Biochemistry, Polymer Chemistry, HPLC, LC-MS analyses, Peptide Synthesis</i>
<b>Dr. Abdulameer Kazem Farhood</b>	Iraq	<i>Nuclear Physics, Radiation Physics, Radon pollution, Dosimetry, Radiation effects on materials, material science, Semiconductor Physics</i>
<b>Dr. Alejandro Rodriguez Rodriguez</b>	Mexico	<i>Higher Education Leadership Organizations Management</i>
<b>Dr. Roslina Abdul Rahim</b>	Malaysia	<i>Acute kidney injury, NASH, NAFLD and Human Physiology</i>
<b>Prof. Antonio Jose de Jesus Evangelista</b>	Brazil	<i>Infectious and parasitic diseases, Medical Microbiology, Microbial Virulence Factors, Antimicrobial Resistance Mechanisms and Alternative Animal Models for Development of Antimicrobial Strategies</i>
<b>Dr. Nihad Abduleatif Ali Kadhim</b>	Iraq	<i>Avian Physiology</i>
<b>Dr. Abubkr Ahmed Elhadi Abdelraheem</b>	Sudan	<i>Accounting and Finance</i>
<b>Dr. Laxman Khanal</b>	Nepal	<i>Anatomy, Histology</i>



ISSN NO. 2320-5407

# International Journal of Advanced Research (IJAR)

ISSN 2320-5407

A Peer Reviewed, Open Access, CrossRef Indexed Journal

Impact Factor: 7.337

IC Value 94.33

Vol. 8, Issue 5, May 2020

## TABLE OF CONTENTS

N <sup>o</sup>	Title of Paper	Author(s)	Page No
1	ACHIEVING MATERNAL HEALTH THROUGH JANANI SURAKSHA YOJANA UNDER NRHM:A QUALITATIVE STUDY OF CONDITIONAL CASH TRANSFER SCHEME IN PUNJAB, NORTH INDIA	Vijayetta Sharma and Pawan K. Kamra	01-08
2	DIFFERENCES IN ADULT AND CHILD FALSE MEMORIES BASED ON DIFFERENT TYPES OF ASSOCIATED WORDS	Vincent Smith	09-15
3	HURLER SYNDROME: A CASE REPORT AND A REVIEW OF THE LITERATURE	S.Amalik, K. Imrani, N. Allali, S. El Haddad and L. Chat	16-19
4	THE FEEDING VESSEL SIGN REVEALING A SEPTIC PULMONARY EMBOLISM: A CASE REPORT AND REVIEW OF LITERATURE	Wilson Bizimana, Raissa Kaukone, Hounayda Jerguigue, Youssef Omor and Rachida Latib	20-25
5	CHITOSAN: AN EFFECTIVE MATERIAL FOR TEXTILE WASTE WATER MANAGEMENT	Sonia Hossain and Forhad Hossain	26-34
6	DEVELOPMENT OF A SMALL SCALE WASHING MACHINE FOR ROOT CROPS	Hossam El-Ghobashy, Yousry Shaban, Solaf Abd El-Reheem and Fatma Abd El Gawad	35-43
7	PHYTOCHEMICAL SCREENING AND INSECTICIDAL ACTIVITY OF ZINGIBBER OFFICINALE, ALLIUM SATIVUM AND CURCUMA LONGA POWDERS AGAINST CALLOSBRUCHUS MACULATUS .FAB. OF STORED COWPEA SEEDS	Nwachukwu M.O., Azorji J.N., Onyebuagu P.C., Ikenna S., Adjero L.A., and Manuemelula N.U	44-50
8	ROLE OF HEALTH, HYGIENE AND IMMUNITY BOOSTERS TO COMBAT CORONAVIRUS- A REVIEW	Neha Minocha, Bharat Malik, Nancy Sharma and Ishika	51-59

9	REVIEW ABOUT THERAPEUTIC AND PROPHYLACTIC EFFECTS OF VITAMIN (D AND E) ON SOME RESPIRATORY VIRAL INFECTIONS, AND COVID 19	Mohammed I. Hamzah, Israa A. Abdul Kareem and Sabah Hasan Shindakh Nooraldeen	60-74
10	REVITALIZING THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE THROUGH THE USE OF AUDIOVISUAL MATERIALS	Coffi Martinien Zounhin Toboula, Ulrich, O. Sena Hindeme and <b>Pedro Marius Egounleti</b>	75-91
11	ATYPICAL PRESENTATION OF METASTATIC EWINGS SARCOMA OF PUBIC BONE-A RARE CASE	Syeda Zaineb Humaira Hussaini, A. Srinivasa Rao and Amini Raunaq Fatima	92-99
12	FEATURES OF INTERNATIONAL LEGAL COOPERATION IN COMBATING CYBER CRIME	Timur N. Butunbaev	100-107
13	MOTIVATING FACTORS OF TEACHERS IN DEVELOPING SUPPLEMENTARY LEARNING MATERIALS (SLMS)	Edward C., Jimenez, Frie and Csee	108-113
14	DESIGN OF A VACUUM SEED PLATE BASED ON PHYSICAL AND MECHANICAL PROPERTIES OF MAIZE SEEDS	Yousry Shaban, Youseef Sharobeem, Hossam El-Ghobashy and Solaf Abd El-Reheem	114-123
15	DEVELOPMENT OF A METERING DEVICE FOR DRILLING WHEAT GRAINS IN HILLS	Ibrahim Yehia, Mervat M. Atallah, Fatma Abd El Gawad and Gamal. A. El Termzy	124-137
16	AN EFFECTIVE AND FUTURISTIC APPROACH TOWARDS BIOLOGICAL APPS OF SMARTPHONES	Sara Siddique, Sidra Hameed, Irha Basit, Sidra Ashraf, Hafiza Ayesha Nawaz, Umema Mughal, Muhammad Junaid and Qurat Ul Ain	138-155
17	STUDY THE EFFECT OF EXOGENOUS AND ENDOGENOUS IRISIN ON OBESITY AND TYPE II DIABETES MELLITUS IN MALE ALBINO RATS	Hanan Mostafa Abdallah, Sahar Ahmed Elsayy, Abeer Abed Ahmed and Rizk Mahmoud Elkholy	156-171
18	GEOGRID – SAND INTERFACE FRICTIONAL PROPERTIES IN DIRECT SHEAR MODE	Abdul Latheef K. V. M and V. I. Beena	172-185
19	PREVALENCE OF ANXIETY AMONG UNIVERSITY STUDENTS, AFGHANISTAN	Bezhan Ayubi and MVR. RAJU	186-192
20	A STUDY OF BOTH-BONE FOREARM FRACTURES IN PEDIATRIC POPULATION - TREATED BY ELASTIC STABLE INTRAMEDULLARY NAILING WITH TITANIUM ELASTIC NAILING SYSTEM	K. Usha Sree and B. Someswara Reddy	193-197
21	A STUDY OF SURGICAL MANAGEMENT OF PROXIMAL TIBIA FRACTURES	Dr. Sardar Jaideep Singh and Dr. Bala Chandranma	198-202

	TREATED WITH LOCKING COMPRESSION PLATE		
22	QUAND FAUT IL FERMER UN FORAMEN OVALE APRES UN ACCIDENT VASCULAIRE CEREBRAL CRYPTOGENIQUE?	Faliouni Hicham	203-208
23	IMPROVING FOOD SECURITY THROUGH SUSTAINABLE AGRICULTURAL PRACTICES AND STRENGTHENING LOCAL BIODIVERSITY MANAGEMENT - A CASE STUDY OF INDIGENOUS PRACTICES FROM INDIA	Darpan Chhabra and Shweta Sinha	209-219
24	VENDOR SELECTION FOR LONG-TERM PARTNERSHIP -EMPLOYING CRITIC AND TOPSIS METHODS	Kavitha Reddy Gurrala and K. Naresh Kumar	220-229
25	ANALYSIS OF RHEOLOGICAL MODELS OF NON- NEWTONIAN FLUIDS	Hemendra Sarma	230-233
26	A STUDY ON CONSUMER AWARENESS & SATISFACTION OF NANDINI MILK AND MILK PRODUCTS IN KARNATAKA	Divya Bharathi and G.P. Dinesh	234-242
27	SUSTAINABLE METHOD OF WASTE WATER TREATMENT USING MICRO-ALGAE	Deep Gupta	243-250
28	COVID 19 AND UNDERSTANDING ROLE OF VYADHIKSHAMATVA (IMMUNITY) AS PER AYURVEDA WITH SPECIAL REFERENCE TORASAYAN	Vaishali Anandrao Dhande and Sanjay Sukhdeorao Thokal	251-257
29	GRENEURS: FOR EMPLOYMENT PROLIFERATION WITH ENVIRONMENT PROTECTION	Apurva Yashwante	258-262
30	KNOWLEDGE AND CURRENT PRACTICES REGARDING INTERACTIONS OF ORAL CONTRACEPTIVES AND CERTAIN OTHER MEDICATION AND ADVICE GIVEN BY EMERGENCY DOCTORS IN TERTIARY CARE HOSPITALS OF KOLKATA	Qurat Ul Ain, Indraneel Dasgupta, Sambit Maiti and Syed Badir Duja Khan	263-303
31	KNOWLEDGE OF RADIATION EXPOSURE IN COMMON RADIOLOGICAL INVESTIGATIONS: A COMPARISON BETWEEN NON RADIOLOGIST AND RADIOLOGIST	Syed Badir Duja Khan, Indraneel Dasgupta, Sambit Maiti and Qurat Ul Ain	304-356
32	CLINICAL SIGNIFICANCE AND PROGNOSTIC VALUE OF SURVIVIN AND P53 IN CHILDREN WITH ACUTE LYMPHOBLASTIC LEUKEMIA	Ahmad M. Hassaneen	357-366
33	COOPERATION OF THE STATES IN STRUGGLE AGAINST ORGANIZED CRIME	Nizamedinkhodjaev U.R.	367-369

	WITHIN THE LIMITS OF THE COMMONWEALTH OF INDEPENDENT STATES COUNTRIES		
34	HEPATOCTE-DERIVED MICRORNAS AS BIOMARKERS OF HEPATIC INJURY IN ISONIAZID-INDUCED HEPATOTOXICITY	Khalid M.M Fararh, Mona A. El-Shemy and Ghada A.A Moussa	370-377
35	FINANCIAL MANAGEMENT IN ZORAM INDUSTRIAL DEVELOPMENT CORPORATION LTD. (ZIDCO)	Lalbiakzuali and NVR Jyoti Kumar	378-388
36	BOOK RECOMMENDATIONS FROM SOCIAL TRADERS	Zdravko Tretinjak	389-391
37	DIGITAL INFRASTRUCTURE PROLIFERATION IN BANKING SYSTEM	Rajesh Kumar Saini	392-394
38	A CASE REPORT OF PERINEAL AND VAGINAL LEIOMYOMA: AN EXCEPTIONAL ENTITY	Sounni A., Belachkar L., Jayi S., Fdili Alaoui FZ, Chaara H. and Melhouf My A	395-396
39	ASSESSMENT OF PROTECTIVE EFFECTS OF ALMOND SEED AND VITAMIN E SUPPLEMENTATION ON KIDNEY AND LIVER OF RATS EXPOSED TO PARACETAMOL TOXICITY	Ali-Ekwueme Onyinye Worlu, Brown Holy and Ebirien-Agana Samuel Bartimaeus	397-406
40	AN INTROSPECTION OF AYURVEDA THROUGH PANDEMIC COVID -19	Varghese Jibi T., Subramanya Shenoy, Manna Mathew and Sreelakshmi S.	407-410
41	OBTAINING THE PROTOCOL OF ELIMINATION OF CARBONATES FROM MORROCAN OIL SHALE USING PLACKETT-BURMAN DESIGN	Laila Makouki, Meriem Tarbaoui, Said. Mansouri, Hassan Hannache and Mina Oumam	411-417
42	FLORISTIC DIVERSITY OF SREEDHARAN CHUMARATH MANA SACRED GROVE IN MUTHUTHALA PANCHAYATH, PALAKKAD DISTRICT, KERALA, INDIA	Abhinand N.R., Arya S. Nair and Abhinav N.R.	418-427
43	IMPORTANT FACTORS AFFECTING THE RECOVERY SATISFACTION WHEN MANAGING RETURNS	Ghizlane Errabi and Chakib Hamadi	428-435
44	AN ASSESSMENT OF THE INTERACTION BETWEEN INSECT BRAIN PROTEIN AND NON-STRUCTURAL PROTEIN OF CORONAVIRUS USING IN-SILICO ANALYSES	Siddharth Sagar, Jayaprada Rao Chunduri and Vyomesh Javle	436-452
45	CAS RARE D'UN TERATOME DERMOIDE DE LOCALISATION RENALE CHEZ UN NOURRISSON	K. Zitouni, M. Ouha, D. Basraoui and H. Jalal	453-456
46	ASSESSMENT OF PACKED CELL VOLUME AMONG STUDENTS OF FEDERAL COLLEGE OF VETERINARY AND MEDICAL	Chidozie, V.N., Okwori, A.E.J., Oluwatayo, B.O., Adekeye, A.M., Kinjir, H., Okeke, C., Abah, I.M.	457-460

	LABORATORY TECHNOLOGY, VOM, PLATEAU STATE	and Salako Y	
47	LA CHOLECYSTITE XANTHOGRANULOMATEUSE DIAGNOSTIC DIFFERENTIEL DU CARCINOME DE LA VESICULE BILIAIRE CAS CLINIQUE A PROPOS DE DEUX CAS	Ratbi El Amine, Sabbar Wadie, Sabbah Farid, Hroa Abdelmalek and Raiss Mohamed	461-464
48	THE LEGAL CONSEQUENCES OF EXAMINATION PROCESS OF WITNESSES OR EXPERTS IN THE COURT ARE BROADCAST LIVE VIA ELECTRONIC MEDIA	Leddy Frans Pattinasarany and Yohanes Pattinasarany	465-470
49	THOREAUS CIVIL DISOBEDIENCE: A VOICE OF NON-VIOLENT RESISTANCE TO DISSENT AN UNJUST POLITICAL CONTEXT	C. Masilamani	471-476
50	VENOUS THROMBOEMBOLISM AND ANTIPSYCHOTICS: A CASE REPORT	Zahra Azeroual, Fouad Laboudi and Abderrazzak Ouanass	477-481
51	INFLUENCE OF WOMEN EMPOWERMENT THROUGH ENTREPRENEURSHIP	Akshita Bahuguna	482-488
52	PATTERN OF BEHAVIOURAL RESPONSES TO ENURESIS AMONG CHILDREN IN A SELECTED COMMUNITY, IBADAN, NIGERIA	Adeyinka Ganiyat Ishola (RN, Ph.D) and Awosanya Bolaji Oluwayemisi (RN, B.Sc)	489-495
53	GAS CHROMATOGRAPHY-MASS SPECTROMETRY OF N-BUTANOLIC LEAF EXTRACT OF CARICA PAPAYA	Chidozie VN and Adoga GI	496-504
54	QUOI DE NEUF A PROPOS DE LHEPATITE VIRAL D: MISE AU POINT	Maryame Elkhayari, Nada. Lahmidani, Hakima Abid, Mariya Lahlali, Asmae Lamine, Mounia Elyousfi, Dafr-Allah Benajah, Mohammed El Abkari and Adil Ibrahimi	505-511
55	SPRING WATER- A POSSIBLE SOURCE OF DRINKING WATER AT THE TIME OF MIDSUMMER IN COASTAL BELT OF KARNATAKA - A CASE STUDY OF RAMATHIRTHA-GOKARNA, INDIA	Gajanan Hegde	512-522
56	AN ASSESSMENT OF PERFORMANCE CONTRACTING IN THE MALAWI CIVIL SERVICE: A CASE STUDY OF GOVERNMENT HEADQUARTERS	Arthur Manyunya and Zainab Farhat	523-534
57	IMPACT OF SOCIOECONOMIC STATUS AND ORAL HEALTH ON QUALITY OF LIFE IN PRESCHOOL CHILDREN	Nikhil Chandran	535-540
58	EFFECTIVENESS OF A RURAL DEVELOPMENT PROGRAM: A CASE OF	Elgie I. Aninayon and Judith D. Intong	541-551

	THE WOMEN-FARMERS IN AN UPLAND PROVINCE OF SOUTHERN PHILIPPINES		
59	WORK IMMERSION PERFORMANCE, ALIGNMENT, AND EMPLOYABILITY AMONG SENIOR HIGH SCHOOL GRADUATES	Arlene M. Garcia and Alberto D. Yazon	552-564
60	COMPARATIVE EVALUATION OF DIFFUSION OF FOUR DIFFERENT COMMERCIALLY AVAILABLE CALCIUM HYDROXIDE THROUGH DENTINAL TUBULES OF RETREATED ROOT CANAL: AN IN VITRO STUDY	Nupur Nidhi Mukulkumar, Meenakshi Verma, Ashish Jain, Rahul Rao, Amit Patil and Shwetank Shrivastava	565-572
61	QUALITATIVE PHYTOCHEMICAL SCREENING OF VARIOUS SOLVENT EXTRACTS OF CALOCYBE INDICA, MILKY MUSHROOM	N.K. Sankaranarayanan, S. Krishna Kumari and S. Kathiravan	573-577
62	DISCRIMINATION OF PADDY VARIETIES USING WAVELET FEATURES	Archana Chaugule	578-585
63	LEADERSHIP OF THE SCHOOL HEADS AND LEVEL OF TEACHERS PERFORMANCE AMONG THE SECONDARY SCHOOLS IN THE DIVISION OF LAGUNA	Jennifer M. Banda	586-596
64	STAKEHOLDERS ROLE IN ORGANIZATIONAL DEVELOPMENT AND SCHOOL EFFECTIVENESS	Jerome S. Monfero Ed. D	597-608
65			
66	EXOPHTALMOS REVEALING A CARCINOID HEART DISEASE: A CASE REPORT	Khelifi Lamiae MD, Dinia Mohamed MD and Mandoorah Baraa MD	609-615
67	OPTIMUM THICKNESS DETERMINATION TECHNIQUE AS APPLIED TO A SERIES VERTICAL JUNCTION SILICON SOLAR CELL UNDER POLYCHROMATIC ILLUMINATION: EFFECT OF IRRADIATION	Omar Dia, Mohamed Abderrahim Ould El Moujtaba, Sega Gueye, Mamadou Lamine Ba, Ibrahima Diatta, Gora Diop, Marcel Sitor Diouf and Gregoire Sissoko	616-626
68	TREATMENT OF COVID 19 PATIENT WITH CONVALESCENT PLASMA	Rajshree Behra M.D and Yogi Raj Joshi M.D	627-628
69	DETERMINANT FACTORS OF TAX COMPLIANCE MODIFIED BY TAXATION KNOWLEDGE: EVIDENCE FROM KPP MAKASSAR MADYA	Lince Bulutoding, Abd. Hamid Habbe, Memen Suwandi, Suhartono and Rizka Amelia Ningrum	629-637
70	TOBACCO AND BETEL NUT CHEWING HABITS AMONGST FIJIANS OF INDIAN DESCENT LIVING IN SUVA, FIJI	Vidhant Nambiar, Ratu Osea Gavidu and Kritesh Bhai	638-650
71	SYNTHESIS, CHARACTERIZATION, AND	Asmaa B. Sabti, Majeed Y. Al-	651-660

	<b>BIOLOGICAL ACTIVITY OF SOME NEW ORGANIC TELLURIUM COMPOUNDS CONTAINING THIADIAZOLES</b>	<b>Luaibi and Adil A. Al-Fregi</b>	
<b>72</b>	<b>ASSESSMENT OF SKELETAL AGE USING MIDDLE PHALANX, DENTAL AGE USING NOLLAS CLASSIFICATION &amp; THEIR CORRELATION WITH CHRONOLOGICAL AGE IN CHILDREN</b>	<b>Monalisa Das, Gautam Kundu and R.R Paul</b>	<b>661-667</b>
<b>73</b>	<b>ENCOURAGING SUSTAINABILITY OF EUROPEAN SMART CITIES THROUGH GREEN AND SUSTAINABLE PUBLIC PROCUREMENT</b>	<b>Stella Manika</b>	<b>668-675</b>
<b>74</b>	<b>INVESTIGATION OF HYDRODYNAMIC FORCES FOR AUV BARE-HULLS BY USING SEMI-EMPIRICAL EQUATION AND CFD</b>	<b>Gaurav Kumar and Manoj C Issac</b>	<b>676-680</b>
<b>75</b>	<b>WHAT INTERVENTIONS ARE EFFECTIVE FOR MANAGING MALNUTRITION IN PEOPLE WITH DEMENTIA?</b>	<b>Shahzaib Ahmed, Shahzaib Ahmad and Muhammad Abubakar Shahid Chishti</b>	<b>681-691</b>
<b>76</b>	<b>COMPARATIVE STUDY OF LODHRADHI LEPA AND SHALMALIKANTAK LEPA IN THE MANAGEMENT OF MUKHADUSHIKA WITH SPECIAL REFERENCE TO ACNE VULGARIS</b>	<b>Sanjay A. Dhurve and Chandani P. Ahuja</b>	<b>692-695</b>
<b>77</b>	<b>STATUS OF DISTRICT PLANNING COMMITTEES AND PROCESS OF INTEGRATED DISTRICT PLAN IN INDIA</b>	<b>R. Chinnadurai and R. Aruna Jayamani</b>	<b>696-701</b>
<b>78</b>	<b>STUDY OF PHYSICO -CHEMICAL PROPERTIES OF SOIL IN SELECTED URBAN WASTE STORAGE SITES OF KERALA</b>	<b>Prameela Thampy Supratha and Venugopalannair Saradamma Anil Kumar</b>	<b>702-710</b>
<b>79</b>	<b>POTENTIAL IMPACT OF NOVEL COVID-19 ON INDIAN ECONOMY</b>	<b>Pranjul Srivastava</b>	<b>711-716</b>
<b>80</b>	<b>RESPECT THE BENDS- FOR CLINICAL SUCCESS</b>	<b>Zarna Patel, Kamal Bagda, Kailash Attur, Nikunj Patel and Kiran Vachhani</b>	<b>717-721</b>
<b>81</b>	<b>DENTAL IMPLANTS: A REMEDY OR HINDRANCE</b>	<b>Navneet Kour, Kousain Sehar, Nadia Irshad, Sarish Latief, Adeel Ahmed Bajjad, Manju Tagra and Burhan Atlaf Misgar</b>	<b>722-734</b>
<b>82</b>	<b>UNI-DIRECTIONAL AND BI-DIRECTIONAL LSTM COMPARISON ON SENSOR BASED SWIMMING DATA</b>	<b>D. Tarasevicius</b>	<b>735-741</b>
<b>83</b>	<b>TEACHERPRENEURSHIP, PASSIVE INCOME ACCUMULATION AND TEACHER PERFORMANCE IN THE DIVISION OF LAGUNA</b>	<b>Vilma A. Ching ED. D and Master Teacher I</b>	<b>742-753</b>
<b>84</b>	<b>CATASTROPHE BY AN INVISIBLE GUEST-</b>	<b>G. Hiranmayee, Vijaya Lakshmi</b>	<b>754-766</b>

	2019 & ONGOING DRUG TRAILS ALONG WITH THE STATUS OF VACCINE PREPARATION	Madham and Padma Madham	
85	THE INSTRUCTIONAL COMPETENCE AND LEADERSHIP OF SENIOR HIGH SCHOOL MASTER TEACHERS AND THE SCHOOLS PERFORMANCE IN THE DIVISION OF LAGUNA	Ludivico M. Malitic	767-779
86	SURVEY PAPER ON CURRENT BLOCKCHAIN SOLUTIONS FOR SECURE BANKTRANSACTIONS	Preetha S., Akhilesh N.S and Aniruddha M.N	780-784
87	ELEMENTARY SCHOOL PRINCIPALS LEADERSHIP QUALITIES AND THEIR QUALITY SUPERVISION	Jeffry M. Fresco, Ed. D	785-796
88	REVIEW:ANTIVIRAL AND IMMUNOMODULATORY PROPERTIES OF NUTRACEUTICALS AND HERBS	Ganesh Kamath and Supriya Yadav	797-813
89	MANAGEMENT SKILLS OF EDUCATIONAL LEADERS AS RELATED TO SCHOOL PRODUCTIVITY	Benzon B. Polo, Ed. D.	814-824
90	IMPACT OF COVID-19 INFLUENZA ON TEACHER 21ST CENTURY PEDAGOGICAL SKILLS bstract	Wan Fadhlurrahman Bin W. Md Rasidi, Al-Amin Bin Mydin, Aziah Binti Ismail and Abdul Ghani Kanesan Bin Abdullah	825-831
91	IMPEDIMENTS TO ORIENTATION AND MOBILITY TRAINING PROGRAMMES IN GHANAIAN BASIC SCHOOLS: A CASE OF WA SCHOOL FOR THE BLIND	Isaac Attia	832-838
92	UNUSUAL CAUSE OF LIVER ABSCESS: ABOUT A CASE	Souad Maher, Khadija Ben Elhossni, Ittimade Nassar and Nabil Moatassim Billah	839-844
93	KNOWLEDGE OF NURSES ON CARE OF PATIENTS ON MECHANICAL VENTILATOR SUPPORT	Maj Soubhagya K.M, Capt Ninglunniang, Lt Ankita Singh, Lt Mamita Gurung, Lt Berlin Shiji S and Lt Col Krishna Kumar M	845-851
94	MAPPING THE ROLE OF SOCIAL ENTREPRENEURS IN ECONOMIC GROWTH OF SULTANATE OF OMAN	Subrahmanian Muthuraman, Mohammed Al Haziazi, Rengarajan Veerasamy and Nasser Al Yahyaei	852-857
95	EFFECTS OF ENVIRONMENTAL POLLUTION ON LIVELIHOOD IN THE RIVERBANK REGIONS OF BARISHAL CITY CORPORATION	Sahed Hossen Sajib and Syed Ashik E Elahi	858-865
96	FACTORS AFFECTING INVESTMENT IN LIFE INSURANCE OF BUSINESS	Sheryl C. Gura, Teena Mae Chrystyl B. Roman and Marjo Rey	866-871

	POSTGRADUATE STUDENTS	A. Janer	
97	NUTRITIONAL STATUS OF CHILDREN UNDER 5 YEARS RECEIVED IN CONSULTATION AT THE BASSILA ZONE HOSPITAL (NORTH-WEST BENIN)	Adegnika Amirath Adebo, Abdou Ganiou Yessoufou, Marius Bio Bouko, Latifatou Assoumanou Soulemane, Abebi Karimath Yessoufou and Alphonse Sezan	872-877
98	QUALITATIVE ANALYSIS OF EUSIDEROXYLON ZWAGERI TEIJSM AND BINN SEED BY GC-MS AND LC-MS	Kris Herawan Timotius and Ika Rahayu	878-884
99	ASPECT EPIDEMIOLOGIQUE DU TRACHOME DANS LE CERCLE DE TOMINIAN EN 2009 EPIDEMIOLOGICAL ASPECT OF TRACHOMA INTO THE TOMINIAN AREA IN 2009	Seydou Bakayoko, Yacouba Ballo, Rodrigue Romuald Elie G.Y, D. Konate, F.K Sidibe, Amassagou Dougnon, Abdoulaye Napo, Nouhoum Guirou, Ali Konikpo, Nouhoum Toure, Mahamat Adam Dicko, Brainima Coulibaly, Mamadou Togo, Moro Sidibe and A.H Moussa	885-892
100	A REFLECTION ON THE IMPLEMENTATION OF FLEXI- WORKING HOURSON PUBLIC HEALTHSERVICE DELIVERYDURING CORONAVIRUS (COVID-19)ERA IN ZIMBABWE: THE SURVEY FOR THE NURSING PROFESSIONALS EMPLOYED AT PARIRENYATWA GROUP OF HOSPITALS	Nkala Bernard	893-904
101	READING VOCABULARY THRESHOLD OF ENGLISH FOR ETHIOPIA TEXTBOOKS AND STUDENTS RECEPTIVE VOCABULARY KNOWLEDGE	Bereket Gebreselassie	905-939
102	CONSISTENT PATTERNS OF SEMANTIC VARIATION OF ENGLISH PHRASEOLOGISMS IN CONTEXT	Amriddinova Nazira Shamsiddinovna	940-945
103	TOXICOLOGICAL AND ANTIDIARRHEAL STUDIES OF AQUEOUS EXTRACTS OF TWO MEDICINAL PLANTS: SCLEROCARYA BIRREA(A. RICH) HOCHST (ANACARDIACEAE) AND PSIDIUM GUAJAVALLIN (MYRTACEAE) IN NMRI MICE	Sawadogo Touwindseda Aimee, Tougouma Larba Colette, Ouedraogo Youssoufou, Da Filkpiere Leonard, Bayala Bale and Belemtougri G. Raymond	946-953
104	THE IMPACT OF CONFINEMENT AND THE HYGIENIC MEASURES TO CONTAIN COVID-19. THE EPIDEMIOLOGICAL SITUATION IN MOROCCO LIKE EXEMPLE	Souad Maher, Simohamed Elouarti and Zineb Bouchane	954-959
105	PRIME MINISTER JAN AUSHDHI PARIYOJNA: CHALLENGES IN EFFECTIVE	Archana Sawshilya	960-964

	IMPLEMENTATION		
106	WITHHOLDING TAX KNOWLEDGE AND SUPPLY PRICING: PERSPECTIVE OF SUPPLIERS IN THE CAPE COAST METROPOLIS	Paul Andoh	965-974
107	A REVIEW OF FOREIGN DIRECT INVESTMENTS (FDI) IN SUB-SAHARAN AFRICA (1970-2017)	Zekeri Momoh and Eleojo Jeremiah Idoko	975-983
108	SYNDROME OCCLUSIF ET HEMORRAGIQUE REVELANTUN HEMATOME INTRAMURAL DUODENO-JEJUNAL SPONTANE	Benzalim M and Alj S	984-987
109	PREVALENCE OF VITAMIN D DEFICIENCY IN CENTRAL REGION OF LIBYA	Aisha Nasef, Mabrouk Hassan, Adel El- Taguri and Aisha Ali Nagi	988-994
110	CLINICAL AND RADIOGRAPHIC DILEMMA: A CASE OF ADENOMATOID ODONTOGENIC TUMOR OF MANDIBLE	Jitender Kumar Aurora, R. S. Bedi, Himanshu Chauhan, Shamita Tiwari and Amartya Prakash Srivastava	995-988
111	STUDY THE EFFECT OF HEMOXYGENASE-1 INDUCTION AND SUPPRESSION ON LIPOPOLYSACCHARIDE- BRAIN INJURY IN MALE RATS	Ahmed Fouad Hussein Hashad, Mahmoud Abd Elhameed Elghareeb, Ghada Mahmoud Ismail and Nermin Mohammed Madi	999-1006
112	THE EFFECT OF PROBLEM BASED LEARNING IN STUDENTS CRITICAL THINKING OF FUNGI BIOLOGY COURSE USING CONCEPT MAPPING TECHNIQUE	Devi Ulan Sekti, Suratno and Pujiastuti	1007-1016
113	POPULATION DYNAMICS AND GROUP SIZE OF CHUKAR PARTRIDGE ALECTORIS CHUKAR IN MANDAL VALLEY, GARHWAL HIMALAYA, INDIA	Manish Kukreti	1017-1020
114	DEVELOPING HOSPITAL MANAGEMENT INFORMATION SYSTEM (HMIS) BASED ON THE ANALYSIS OF SYSTEM QUALITY, INFORMATION QUALITY, AND SERVICE QUALITY TOWARD PATIENTS SATISFACTION AT PUBLIC HOSPITAL OF DR. KOESNADI BONDOWOSO	Hendro Prasetyo and Dony Setiawan Hendyca Putra	1021-1025
115	SOCIAL AWARENESS IN COMMUNICATION OF SECONDARY SCHOOL STUDENTS IN VIETNAM	Phan Trong Ngo and Le Minh Nguyet	1026-1033
116	THE EFFECT OF LEARNING MODELS AND LEARNING INDEPENDENCE ON HIGHER-ORDER THINKING SKILLS IN IPA LEARNING	Fajar Yumanhadi Aripin, Ucu Cahyana and Muchlas Suseno	1034-1043

117	INTEGRATED LITERACY LEARNING AND CRITICAL THINKING ABILITY TO DESCRIPTIVE WRITING SKILLS	Muhamad Hasan, Gusti Yarmi and Sarkadi	1044-1054
118	INCREASING TO IMPROVE SPEAKING SKILLS BY USING CREATIVE DRAMATIZATION METHODS CLASS IV OF EAST JAKARTA PUBLIC ELEMENTARY SCHOOL	Wisnu Permadi, Zulela and Zarina Akbar	1055-1063
119	LIVELIHOOD POTENTIAL AND ECONOMIC STATUS OF NON-TIMBER FOREST PRODUCE (NTFP) IN SABARKANTHA DIVISION OF GUJARAT	N.B Parejiya and P.K Pilonia	1064-1070
120	SPORADIC CEREBRAL CAVERNOMATOSIS WITH HYPOTHALAMIC LOCATION REAVELED BY LEFT LATERAL HOMONYMOUS HEMIANOPSIA: A CASE REPORT	Touarsa Firdaous, El Aoufir Omar, Fikri Meriem and Jiddane Mohammed	1071-1075
121	THE LINGUISTIC INTRUSION OF HEBREW AMONG ARAB CITIZENS IN ISRAEL	Thair Kizel and Shosh Shaked	1076-1081
122	REVIEW ARTICLE ON THE CONCEPT OF PRANAVAHA SROTHAS	Fousiya T.P, Anandalakshmy K.N, Ajitha K. and Anjali Sivaram	1082-1086
123	OPEN REPAIR OF MASSIVE ROTATOR CUFF MUSCLE TEARS	Mustafa Elsagair, Wisamabuzaid, Allawafa and Ahmed Al Kabti	1087-1095
124	CHRONIC SDH IN BOXER/WRESTLER ASSOCIATED WITH TEMPORAL ARACHNOID CYST	Kunj Bihari Saraswat, Tushar Marbate and Ashok Gupta	1096-1099
125	TOTAL HIP REPLACEMENTAND AUTOLOGOUS BONE GRAFTING AFTER ACETABULAR FRACTURE	M.J.EL Mekkaoui, H. Benomar, J. Boukhris, A. Zaizi, B. Chafry, D. Bencheba, A.S Bouabid and M. Boussouga	1100-1103
126	INFLUENCE OF WATER CONTENT ON SHEAR STRENGTH OF FINE SOILS AT HOUEYOGBE IN BENIN	Koffi Judicael. Agbelele, Valery Doko, Sena Peace Hounkpe and Gerard Degan	1104-1112
127	KNOWLEDGE AND ATTITUDE TOWARDSTHALASSEMIA: INFLUENCING FACTORS AMONG ADULT POPULATION IN SHARJAH, UAE	Mustafa H Kareem and Sura H Kareem	1113-1117
128	THE LEVEL OF IMPLEMENTATION OF GOVERNMENT ASSISTANCE TO PRIVATE EDUCATION (GASTPE) AND ITS IMPACT ON THE PERFORMANCE OF ADMINISTRATORS AND SECONDARY SCHOOLS IN THE PHILIPPINES	Portia A. Egken and Consorcia S. Tan	1118-1125
129	INDIAS FIGHT AGAINST COVID-19: A DAY TO DAY COMPARATIVE PROGRESS BY GRAPHICAL REPRESENTATION-STUDY OF LOCKDOWN1.0 AND 2.0	Reshu Gupta, Ravi Goyal, Pallavi Agarwal and Vishal Varma	1126-1164

130	EFFECT OF OWNERSHIP STRUCTURE ON AUDIT QUALITY OF LISTED CONGLOMERATE COMPANIES IN NIGERIA	Johnbest and Churchill Ologhodo	1165-1177
131	POTENTIALITES PHYSICOCHIMIQUES DES FEVES DE CACAO DES VARIETES MERCEDES ET THEOBROMA CACAO DES REGIONS DU LOH-DJIBOUA ET DE LINDENIE-DJUABLIN (COTE DIVOIRE)	Karim Kouablan Jean Constant, Saki Suomion Justin, Yoboue Guillaume Arthur Kouassi Loh, Sea Tehi Bernard and Patrice Lucien Kouame	1178-1186
132	EVALUATION OF EARLY MATURING SORGHUM [SORGHUM BICOLOR (L.)MOENCH] AND COWPEA [VIGNAUNGUICULATA (L.)WALP.] VARIETIES INTERCROPPING FORBIOMASS YIELD IN FEDIS DISTRICT, EASTERN ETHIOPIA	Wubshet Tesfaye, Tessema Zewdu and Tamado Tana	1187-1196
133	EFFECT OF SEED TUBER SIZES ON THE GROWTH AND YIELD OF TACCA LEONTOPEALOIDES (AMORA) AT VARYING NPK FERTILIZER LEVELS IN JOS PLATEAU STATE	Satdom S.M. and Ajala B.A	1197-1204
134	PARASYMPATHETIC DEFICIENCY IN HEART FAILURE	Sawssane Khalloud, Mustapha El Bekkali, Souad Abouddrar, Halima Benjelloune and Mohammed Cherti	1205-1209
135	DILATED CARDIOMYOPATHY: COMPLICATION OF POST-RADIATION HYPOTHYROIDISM: ABOUT A CASE AND REVIEW OF THE LITERATURE	Salwa Cheraou, Amine Hamami, Jihad Raoui, Elizabeth Uguani, Safae Hilal, Zakia Touati and Mohamed Cherti	1210-1215
136	GENDER EQUALITY AND WOMEN EMPOWERMENT TO ACHIEVE SUSTAINABLE DEVELOPMENT GOAL	Satyajit Saha	1216-1223
137	NATURAL POLYMERS: THEIR APPLICATIONS IN FOOD, COSMETIC AND PHARMACEUTICAL INDUSTRIES	Deepak Aggarwal and Neha Minocha	1224-1238
138	A BRIEF OVERVIEW OF VEHICLE ROUTING PROBLEM AND TWO-PHASE HEURISTICS	Siddharth S and Nandini B	1239-1244
139	KEY INFORMANT INSIGHTS IN MOLDOVAS PREVENTION AND RESPONSE SYSTEM FOR TRAUMATIC BRAIN INJURIES	Svetlana Cociu, Serghei Cebanu, Gheorghe Rojnoveanu, Diana Dulf, Corinne Peek-Asa and Rima Afifi	1245-1254
140	CASE REPORT OF PRIMARY EWING'S SARCOMA AT THE CERVICAL SPINE IN 19-YEAR-OLD MALE	Mohammed Saud Asali, Abdulrahman Saud Asali and Mahdi Bassi	1255-1258
141	GLUCOSE-6-PHOSPAHTE DEHYDROGENASE ACTIVITIES IN	Kalpna Chetia, Rajib Kr Borah and Mihir Kr Goswamy	1259-1262

	DIABETICS A STUDY AT A TERTIARY CARE TEACHING HOSPITAL IN THE NORTH EAST INDIA		
142	THE STRUGGLE OF PHILIPPINE INDIGENOUS PEOPLES	Jheson O. Dacanay	1263-1270
143	VASCULAR INJURIES OF THE UPPER LIMB IN A URBAN TRAUMA CENTER: A RETROSPECTIVE ANALYSIS	Shabnam Fathima A., Prathap Kumar S. and Sritharan N.	1271-1276
144	EVALUATION OF 1 TBIT/S WDM-OIL-TDM-PON PERFORMANCE ON 28 GHZ FREQUENCY BAND	S. Conombo, M.D Diouf, S. Ouya and A.D Kora	1277-1291
145	THYROID STIMULATING HORMONE LEVELS AMONG NEWBORN AND ASSOCIATION WITH CONGENITAL HYPOTHYROIDISM IN A TERTIARY CARE HOSPITAL OF NORTH INDIA	Altaf Ahmad Bhat, Suhail Ahmad Naik, Farhana Mohd, Rukaya Akhter and Iqra Bhat Sheikh Mushtaq	1292-1297
146	ANALYSIS OF PHYSICOHEMICAL PARAMETERS AND PREVALENCE OF ENTAMOEBIA HISTOLYTICA IN WATER DRAWN FROM CAST AND NON-CAST WELLS IN ZARIA, NIGERIA	Danjuma, Florence Yachim, Onaji, Ajegba Innocent, Ocheme Julius Okojokwu and Danladi Yakubu Papi	1298-1305
147	CRITICAL ANALYSIS ON THE RESPONSIBILITIES OF WORLD HEALTH ORGANIZATIONS (WHO) IN RELATION TO EMERGENCY RESPONSE TO COVID-19	Ezine Enos Musatsili, Scholastica Nalobile and Murrey Kennedy	1306-1316
148	STABILITY OF THE CONSTITUTION: FOUNDATIONS AND PROCEDURE FOR AMENDING THE BASIC LAW OF THE STATE	Mukhamedov Utkirbek Khazratkulovich	1317-1320
149	INTERNAL HEAT GAINS IN RESIDENTIAL BUILDINGS IN GERMANY	F. Ziegler	1321-1324
150	DIET THERAPY FOR REFRACTORY EPILEPSY AND ITS RELATIVITY TO DENTISTRY	Shruti Chopra, Shveta Sood, Naresh Sharma and Akshara Singh	1325-1330
151	PRIMITIVE HYDATIC CYST OF THE THIGH IN A YOUNG WOMEN:CASE REPORT AND LITERATURE REVIEW	A. Soleh, M. Haddou, E. Zim, M.A Benhima, I. Abkari and H. Saidi	1331-1334
152	A STUDY OF SOCIO-ECONOMIC AND HEALTH CONDITIONS OF CHILDREN WORKING AS RAG-PICKERS IN UDAIPUR, RAJATHAN	Veena Dwivedi	1335-1342
153	A MODEL OF CARBON EMISSION REDUCTION BASED ON THE EFFICACY OF NATIONAL PUBLIC ROAD LIGHTING IN NORTH SUMATERA PROVINCE	Janter Napitupulu, Nasruddin M.N, Immanuel Munthe and Setia Megawati	1343-1350
154	THE NEED FOR REGULATION OF EQUITY CROWDFUNDING IN INDIA	Sanjana Bharadwaj and Rahul D. Gangurde	1351-1355

155	EVALUATION OF THE EFFECT OF LOCAL ALCOHOLIC DRINKS IN GABON IN ADULT SUBJECTS	Hourfil-Gabin Ntougou Assoumou and Massande Wilfried	1356-1361
156	A STUDY OF ENDOTHELIAL DYSFUNCTION IN PREDIABETICS AS EVIDENCED BY FLOW MEDIATED VASODILATION IN COLOR DOPPLER OF BRACHIAL ARTERY	T. Renuka and P. Rajendra	1362-1364
157	PLACENTAL BLOOD DRAINAGEIN ACTIVE MANAGEMENT OF THIRD STAGE OF LABOUR AFTER VAGINAL DELIVERY	Shagufta Rather, Ambreen Qureshi, Sumeena and Nazeefa	1365-1368
158	THE RELATIONSHIP BETWEEN BODY MASS INDEX AND BLOOD PRESSURE OF ADULT AGE IN MUSSAYIB DISTRICT	Abdulmuttaleb Abduljabbar F. Fayyadh and Ihsan Oleiwi Hammadi	1369-1375



Journal Homepage: -[www.journalijar.com](http://www.journalijar.com)

## INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/10909  
DOI URL: <http://dx.doi.org/10.21474/IJAR01/10909>



### 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.

**Corresponding Author:- Ulrich O. Sèna Hindémè**

Address:- English Department, University of Abomey Calavi (UAC), Benin.

**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 Boştina-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
<b>Total</b>		<b>123</b>	<b>77</b>	<b>200</b>

**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
<b>General Total</b>		<b>3</b>	<b>1</b>	<b>4</b>

### 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.

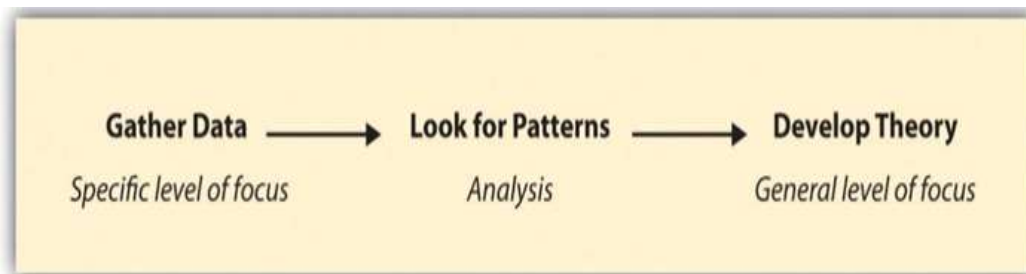
Regarding the second phase of the present exploratory research study, interview and focus group questionnaires and classroom observations have been used to collect data. The questionnaire addressed to language instructors deals mostly with the way their audiovisual practice classes can be effectively 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 <sub>o</sub>	Questions addressed to EFL learners	KEYS-Q1	N <sub>o</sub>	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?	HDCSSLA
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?	DYPLSYLC
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?	DYUAMTE
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?	HOOYUAVA
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		No, I have to improve it			Yes, I have some good command of it		No, I have to improve it			Yes, I have some good command of it		No, I have to improve it			Yes, I have some good command of it		No, I have to improve it			Yes, I have some good command of it		No, I have to improve it			Yes, I have some good command of it		No, I have to improve it																	
		11		49			9		31			11		34			13		42			44		156			22.0		78.0																	
3	WSMIEL	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L																
		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		No, there is no link between them			Yes, we develop Speaking through Listening		No, there is no link between them			Yes, we develop Speaking through Listening		No, there is no link between them			Yes, we develop Speaking through Listening		No, there is no link between them			Yes, we develop Speaking through Listening		No, there is no link between them			Yes, we develop Speaking through Listening		No, there is no link between them																	
		35		23			17		21			31		9			27		28			110		81			55.0		40.5																	
5	MPASPOIC	Ax	LM	LSC	LLC	AoT	Ax	LM	LSC	LLC	AoT	Ax	LM	LSC	LLC	AoT	Ax	LM	LSC	LLC	AoT	Ax	LM	LSC	LLC	AoT	Ax	LM	LSC	LLC	AoT															
		43	8	2	3	3	12	11	13	3	1	11	9	8	12	5	3	2	2	13	35	89	31	25	31	44	34.5	16.5	12.5	15.5	22.0															
6	CYCSUEL	Yes, I can!		No, I cannot! I am afraid to make mistakes			Yes, I can!		No, I cannot! I am afraid to make mistakes			Yes, I can!		No, I cannot! I am afraid to make mistakes			Yes, I can!		No, I cannot! I am afraid to make mistakes			Yes, I can!		No, I cannot! I am afraid to make mistakes			Yes, I can!		No, I cannot! I am afraid to make mistakes																	
		39		21			17		23			27		18			16		39			99		101			48.5		50.5																	
7	EMTOSS	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA	UAM	UAA															
		49	11	32	9	26	19	22	33	129	71	64.5	35.5																																	
8	MYDAAP	My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn			My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn			My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn			My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn			My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn			My class of audiovisual practice is boring		I enjoy much my audiovisual practice class. It motivates me to learn																	
		11		49			3		37			5		40			6		49			25		175			12.5		87.5																	
9	WYAUAM	Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic			Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic			Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic			Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic			Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic			Their use makes English class annoying		They make English learning enjoyable, exciting and enthusiastic																	
		9		51			7		33			5		40			1		54			22		178			11.0		89.0																	
10	DYTAPAI	Yes, because they are educational		I do not know			They are not important		Yes, because they are educational			I do not know			They are not important		Yes, because they are educational			I do not know			They are not important		Yes, because they are educational			I do not know			They are not important															
		48		1			11		36			3			1		34			8			3		41			6		8			159		13			23		78.5		9.0			11.5	
11	DYTRPAE	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			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			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			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			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			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																	
		27		33			19		21			17		28			14		41			77		123			38.5		61.5																	
12	HCPABES	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 use of a language laboratory		By making a group of students take different sequences of the same test (tandem repeat sequences)			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 use of a language laboratory		By making a group of students take different sequences of the same test (tandem repeat sequences)			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 use of a language laboratory		By making a group of students take different sequences of the same test (tandem repeat sequences)																	
		43		17			23		17			27		18			32		23			125		75			62.5		37.5																	
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, AoT= 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-QZ	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			%								
		1-5 years	5-10 years	+10 year ±	1-5 years	5-10 years	+10 year ±	1-5 years	5-10 years	+10 year ±	1-5 years	5-10 years	+10 year ±	1-5 years	5-10 years	+10 year ±	1-5 years	5-10 years	+10 year ±						
1	HLHYBTE	1	0	0	0	1	0	0	1	0	0	1	0	0	2	2	0	50.0	50.0	0.0					
2	HOYCSSLA	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	DI-PLSYFLC	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	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	1	0	3	1			75.0		25.0					
4	TENSCTEFL	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	Yes, it develops learning interest among them	Sometimes it helps them but sometimes it causes anxiety among them				
		1	0	1	0	0	1	0	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	Woolf	PicVid	Rla	DHP	Woolf	PicVid	Rla	DHP	Woolf	PicVid	Rla	DHP	Woolf	PicVid	Rla	DHP	Woolf				
		1	1	1	1	1	1	0	1	1	0	1	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	0	2	1	1	0	50.0	25.0	25.0	0.0
8	WTRDGAVAL	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	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	1	3	3			75.0		75.0				
9	WLXAYAD	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	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	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	1	0	1	0	3	1			75.0		25.0					
11	HCPD-ABEC	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	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	1	0	1	1	1	1	1	1	1	0	4	2			100.0		50.0				
12	WPPTADAP	Classr	LAAY-A	NRoSAV-aids	Lol-Lab	Classr	LAAY-A	NRoSAV-aids	Lol-Lab	Classr	LAAY-A	NRoSAV-aids	Lol-Lab	Classr	LAAY-A	NRoSAV-aids	Lol-Lab	Classr	LAAY-A	NRoSAV-aids	Lol-Lab				
		1	1	0	1	1	1	0	1	1	0	1	1	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: Rols    DHP: Over Heard Projector    Woolf: Woolers (Speakers) Listen: Listening    Read: Reading    Speak: Speaking    Write: Writing    Classr: Class size    LAAY-A: Lack of Appropriate Audiovisual aids (Computer, audio player device) NRoSAV-aids: Non requirement of some audiovisual aids (audio player device) to EFL learners as learning material    Lol-Lab: Lack of Language Laboratory																								

**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	Nallivettill 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) → Requires 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	Gagee (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	Wardas 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	Brahmi and Leggoun (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	Silveira and Larenas (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](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. Khelaiifi, 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 Enchancing EFL Students' Speaking SkillCase 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>].