Facts and Fallacies Regarding LI Usage in EFL Teaching and Learning: A Case Study of Saudi Context

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Abstract

The present research tends to investigate the common fallacies and worldviews about LI usage in EFL teaching and learning scenario and thereby explore the most down-to-earth empirical findings drawn on Saudi Arabian context. Many applied linguists, ELT teachers and professionals have reflected upon the inclusion or exclusion of LI usage in EFL class since the inception of EFL teaching and remained at loggerhead until now due to worldwide contextual variance. Some of them recommended the calculated use of L1 in EFL classroom and advised teachers to adopt "a cautious, enlightened, and eclectic approach". On the contrary, other theorists proposed total removal of LI in EFL classroom. With a view to revisiting the issue specific to Saudi context, three quantitative and qualitative surveys were conducted on ELT specialists, native and non-native teachers of English and EFL learners of Saudi schools and universities. Likert's five point scales were used to analyze the collected data. Based on these surveys, some significant findings covering the wider spectrum of LI usage in the teaching of language skills, vocabulary and grammar, have been inferred. The most dominant exploration of the present research endorses occasional LI usage in vocabulary and grammar classes but disapproves of it in listening and speaking classes.

Keywords

mother tongue, EFL class, fallacies, language skills, contextual variance, wide spectrum

1. Introduction

A wide-ranging repertoire of teaching approaches and methodologies has been reassessed and recommended by applied linguists, ELT professionals and ELT teachers across the world from the very beginning of the theoretical formulation of EFL pedagogy. Confronted with diverse contexts worldwide, they have oscillated between an inclusion and exclusion of LI in EFL class. The empirical data in this regard reveal that the predecessors of EFL teaching worldwide have had different experiences in different contexts. Based on their experiences, they endorsed a complete inclusion, complete exclusion

or an eclectic approach towards LI usage in EFL classes. Therefore, "English only approach" and "grammar translation methods" that were experimented in EFL teaching and learning scenario in different English or non-English speaking countries were all based on the diversity of contexts. In English speaking countries, a native EFL teacher brushes aside the use of learners' mother tongue in EFL classes, because he is faced with multinational learners of English. In such multilingual context, it is not possible for a native teacher to use different languages to facilitate EFL learners of international communities. Moreover, a native speaker is usually monolingual and hence bound to prefer English only approach. An EFL learner living in native-speaking countries gets excellent opportunities to immerse himself in English-speaking environment and learns functional English quicker. Therefore, he can easily cope up with English only approach in EFL classes.

To keep in view a broader perspective, it will be appropriate to take into account the contextual variations of EFL teaching in non-English speaking countries where EFL teachers cannot completely banish learners' mother tongue because English is not realized as medium of instruction in its entirety. However, some English medium schools in non-English speaking countries make it mandatory for learners to speak only English in school premises. In such schools, communication in English is made mandatory where students are strictly prohibited to use LI in school premises. Therefore, "English only approach" certainly pays off because it is implemented in English medium schools right from nursery level. On the contrary, the government schools of non-English speaking countries follow different curriculums in which the EFL teachers frequently use learners' mother tongue to teach English course books rather than focusing so much on language skills. The students are unable to communicate effectively. However, they can speak with ease unlike Saudi EFL learners in Saudi Arabia.

1.1 Statement of the Problem

Saudi Arabia has different EFL contexts where English learning is all-Greek to Saudi EFL learners, because its significance is almost ignored and learners' ambition has never been at high pedestal. Therefore, nowhere and nothing motivates Saudi learners for learning English except EFL teaching at tertiary level. It is at this level only they start learning English seriously in EFL classes. However, they completely scrap out English outside of their classrooms and speak Arabic everywhere, because they consider Arabic as their religious and heritage language. Therefore, after being enrolled in the university, some of the Saudi EFL learners still feel perplexed and badly stumble on English. They huff and puff when they hear "English only" in their EFL classes at tertiary level. In fact, too much LI usage in their EFL classes at school completely defeats the purpose of target language learning and turns the Saudi EFL learners oblivious to the significance of English in their future academic and professional careers. Both vicissitudes of learning approaches: English only at tertiary level and too much LI usage in schools have proven dreary, unproductive and demotivating in Saudi context, because when Saudi school graduates join the college, they are completely deficient in language skills. In addition, the EFL teachers of Saudi universities observe that Saudi EFL learners feel uncomfortable when EFL teachers of different countries follow English only approach while teaching integrated language skills.

In Saudi Arabian EFL context, a few studies about LI usage in EFL context, no doubt, were carried, but in my perception, sound less emprirical and less analytical. For example, Salamah Al-balawi (2016), Ahmed Liton (2013) and Eid Alhaisoni (2012) touched upon the issue but lack intensive analysis. Therefore, a deep-rooted experimental study is long overdue about LI usage in Saudi EFL context. In fact, this has necessitated me to take a new venture with fresh perspectives about the use of learners' mother tongue in Saudi EFL teaching and learning environments. As English spread far and wide and being taught as a foreign language or as a second language on every part of the globe, the experiences and opinions of the linguists, ELT teachers and ELT specialists were bound to be dissimilar, because every context and every language activity has its unique phenomenon to unfold. For example, the experience of a native speaker of English about the use of "English only approach" while teaching the multinational EFL learners in England would be different from that of a native speaker who is teaching Saudi EFL learners of extremely low proficiency in English. Therefore, to have a fresh perspective, it is necessary to elicit the empirical responses of EFL teachers and learners of Saudi Arabia. Another problem that needs to be reassessed is the teaching of diverse language components such as vocabulary, grammar, pronunciation and integrated language skills, which call for either the rigidity or the flexibility of LI usage in different Saudi EFL contexts. Teaching and learning of English vocabulary and grammar in Saudi context might need five to ten minute inclusion of Arabic language in EFL class whereas in language skills-classes , LI could be completely ignored and absolute focus should be on learners' speedy acquisition of proficiency in English. In Saudi Arabian EFL context, LI usage in EFL class just for a few minutes can be an important asset for both teacher and the students. Therefore, the present study tends to explore the responses and arguments of Saudi EFL learners, native and non-native EFL teachers and EFL specialists of Saudi universities in order to analyze when and where to use or not to use LI in different Saudi EFL learning and teaching scenario. Conflicting views of different ELT teachers, professionals and linguists of advanced countries have also been analyzed in literature review to obtain insightful findings. The overwhelming majority of theorists and linguists were found agreeing in literature review with LI usage in EFL classes. However, a handful of them vehemently criticize LI usage in EFL classroom.

According to Harmer (2007), the idea for using LI in EFL class grew out of Grammar-Translation Method (GTM) which was considered as a significant tool for teaching foreign languages during the 17th to the 19th centuries. It encouraged EFL teachers to teach grammar rules first and then to translate the sentences from the target language to learners' mother tongue and vice versa. The focus of Grammar-Translation Method was more on accuracy rather than on fluency. The influence of Grammar-Translation Method is still far-reaching, because even today, LI is the medium of instruction and frequently used in government managed schools of many non-English speaking countries such as India, Pakistan, China, Bengladesh and so forth. It has been observed that the graduates of such schools, no doubt, acquire accuracy but lack proper accentual patterns and proficiency in English. Saudi Arabia has similar situation in government schools where medium of instruction from elementary to higher

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secondary levels is Arabic. In Saudi context, the EFL teachers use Arabic to teach English in schools, which was found dreary and demotivating for Saudi EFL learners to learn language skills. Excessive use of mother tongue adversely affects learners' pace for learning language skills. They feel demotivated and their pace of learning also goes down. In fact, the frequent use of LI in EFL class from elementary to tertiary levels minimizes the chances for EFL learners to improve language skills. In such scenario, the EFL learners make fewer efforts to improve their proficiency in English. However, the use of LI in EFL class for a few minutes will be effective at tertiary level in Saudi universities where the students are enrolled with very low proficiency in English owing to their least amount of exposure to English during their whole stay at school. Therefore, EFL teachers can occasionally use LI in EFL classroom at tertiary level in Saudi universities to illustrate grammatical components and the conceptual meaning of difficult English words. Approximately 40% of Saudi school graduates join Saudi universities with tabula rasa. They lack both the basic communication skills and the basic knowledge about English. For them 5-10 minute LI usage in EFL class will definitely boost their confidence and their entite learning process.

A complete exclusion of LI in EFL classes right from nursery to higher secondary levels has proven to be very productive in English medium chools. The learners of English learn English naturally in such situation because they get optimal opportunities to learn integrated language skills faster. Therefore, the graduates of English medium schools of any country are found more proficient in English than those of non-English medium schools. Therefore, the claim "English is best taught monolingually by a native speaker of English" might be true in English speaking countries or in English medium schools, where the EFL learners have full chance to immerse in English speaking society or English speaking environment and learn speaking skills faster via regular interaction in English. But this will probe nothing but a mere fallacy in Saudi context where EFL learners of Saudi universities lack proficiency in English and expect from EFL teachers to speak Arabic just for a few minutes as scaffolding to assist their learning process rather than to consider it a "retrograde pedagogical activity". LI usage should be considered as a significant tool to motivate Saudi EFL learners and obliterate their doubts if any while teaching the text. This claim is further substantiated by other experimental data. For example, a research was conducted on 300 Greek students at three levels: beginner, intermediate and advanced to elicit their responses about whether the teacher should know and use the learners' MT, 65% of students at beginner level and about 50% of students at intermediate and advanced level believe the teacher should know the students' mother tongue. In response to the question about whether teacher should use the mother tongue, 66% Greek students of beginner level and 58% of intermediate level endorsed the idea of using MT in English language teaching class. On the contrary, only 29% advanced learners found MT in EFL class acceptable. The responses of Greek students manifest the fact that the higher the level of EFL students, the less they need to use mother tongue in the classroom. Atkinson (1993) also endorses reinstating of "a careful and limited use of LI in EFL class for low proficiency level learners to improve their comprehension, to set up pair and group work and to explain the language

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activities in the class". However, he discourages LI use for the EFL learners of high proficiency in English. In a nutshell, the claim "English is best taught monolingually" does not hold water for low proficiency EFL learners in Saudi EFL context.

1.2 Literature Review

With a view to substantiating the hypotheses of the present study, it is indispensable to analyze empirical data about LI usage in different EFL contexts. The perception about the use of LI in EFL class has also undergone significant change over the decades as per the demand of EFL learning environment across the world. The advanced nations have started realizing the significance of bilingualism and multilingualism in the wake of global business and bilateral ties. Many linguists in English speaking countries vehemently criticized the intervention of LI in EFL class for over 120 years and considered its exclusion as a "badge of honor". On the contrary, the EFL teachers in non-English speaking countries still embrace LI in EFL classes weighing it an effective tool to explain vocabulary and grammar components. The most prominent linguist who disapproved of LI usage in EFL class was Stephen Krashen (1981) in his "comprehensive input" hypothesis. According to him, it is "the quantity and quality of exposure to target language that matters most to learn that language". Chaudron (1988) also promoted the complete exclusion of LI in EFL class to enrich healthy environment for target language learning. Ellis (1984) claims that independence of learners from their mother tongue will give more opportunities to learners to learn target language better and faster.

According to Cook (2001), monolingualism was the dominant methodology for EFL teaching until 120 years ago. Consequently, the direct method of teaching was established in Germany and France around 1900 and became popular in 1920 ś in European education, which manifests direct association between experience and expression without the interference of mother tongue. It was sometimes called the natural method, which was opposed to LI usage in EFL class. According to Atkinson (1993), "Every second spent using the L1 is a second not spent using English!—and every second counts". Gardners (2000) said that translation in mother tongue should be avoided and learners should be motivated to think in English and to speak in English. Harmer (2001) considered LI usage in EFL classroom as "uncommunicative, boring, pointless and irrelevant". Wharton, (2000) was also against the LI usage in English language teaching. To him, little learning takes place in case LI is used in the EFL class. Richards and Rodgers (2002,), who propounded The Audio-lingual Method strictly rejected the use of LI and said, "target language is the language of the classroom and translation should be avoided". Harmer (2007) also endorses the banishment of all forms of LI in teaching foreign languages.

On the contrary, some linguists are flexible towards LI usage in EFL classrooms. For example, Disciullo's (1986) conducted a survey on Spanish teachers and students in order to ascertain their attitude towards their mother tongue. After his intensive survey, he recommended the use of Spanish in EFL classroom. Eastman (1995) argued that the use of LI would do more good than harm in terms of teaching the beginners. A famous cultural anthropologist, Heath (1986) has gone a step ahead and said, "A child should not be deprived of his mother tongue in school, because to reject his mother tongue

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means to reject the child". Heller (1992) also asserted that to use target language only and ignore LI is to participate in "linguistic genocide". Nunan (1999), Carter (1987) and Dornyei (1995) admitted that the use of mother tongue can't be ignored because it has an important role to play in elucidating the conceptual meanings of difficult words to low-level EFL learners. Cole (2012) points out "in case an EFL teacher doesn't use learners' mother tongue, he has to act as a cartoonist, sometimes, taking so much time explaining the meaning of a foreign language, whereas a mere translation can serve the purpose within fraction of second".

According to Faltis (1990), ELT teachers can use L1 as a significant tool to facilitate the learning of English as a foreign language. Nation (2003) also supported the use of LI in EFL class. He calls it a "balanced approach". Auerbach (1993) also opined that to use target language only is neither "conclusive nor pedagogically sound". According to Brown, (2000), "a cautious, enlightened, and eclectic approach will be a better strategy for teaching EFL classes". Skutnabb-Kangas (2000) endorsed the effectiveness of bilingualism in a child's linguistic and educational development. According to him, the use of LI gives deeper understanding. Storch and Wigglesworth (2003) were of the view that LI can strengthen students' cognitive support encouraging them to break the ice and initiate verbal communication. According to Auerbach (1993), the use of LI in EFL class guarantees a deep sense of security because the students feel communion with the teachers and feel much more engaged and motivated to learn the target language. A survey was conducted by Sharma (2006) on the use LI in an EFL classroom in Nepal who found LI very useful for explaining the meanings of difficult words, grammaticality and for developing a healthy rapport between students and teachers. Bouangeune (2009) in his case study also found LI translation very clear and easy to understand in less time. He confirms the effectiveness of LI usage in teaching vocabulary via translation and dictation.

So many other linguists also supported LI usage in EFL class in recent years. McDowell (2009), for example, encouraged ELT teachers to use LI while explaining instruction to the learners. Stapa and Majid (2009) studied how LI is effective in generating ideas among low proficiency level learners in Malaysian universities. Hadley (2001) pointed out that "judicious use of the native language is acceptable wherever feasible". Ford (2009) conducted a study in Japan where he found that 9 out of 10 interviewees disapproved of English only approach. In another university, von Dietze et al. (2009) conducted an intensive study about the frequency of LI in EFL class and the data manifest that L1 usage was found in majority of the EFL classroom. Norman (2007) conducted a quantitative survey in one of the Japanese universities and explored that a large majority of Japanese EFL students wanted native speakers of English to learn a little Japanese and use it occasionally to facilitate English language learning. Bateman (2008) is of the view that sometimes teachers feel to use LI in EFL class to facilitate learners' learning process. Mason (2003) highlighted the benefits of L1 in extensive reading classes and found LI users most effective in learning English as a foreign language.

The phenomenon of EFL learning and teaching is unique in Saudi Arabia. Saudi EFL learners realize the importance of English only at tertiary level while pursuing their higher studies in Saudi universities.

Having less amount of exposure to English at school, the proficiency level of many students remains abysmally low. Therefore, some students feel demotivated when they do not understand whatever is taught in English at tertiary level. Here, teacher can either use electronic devices to explain conceptual meaning of difficult words or can drop English for a few seconds and use Students' LI to facilitate their learning process. However, utilizing Students' LI frequently may remove a chance for real communication between the teacher and student. Nevertheless, what would happen to Anglophone teachers? How would they cope with beginner level Saudi teenage EFL learners? In fact, the beginner level Saudi EFL learners who have no previous exposure to English expect EFL teachers to use, sometime, a little Arabic, because they are often willing to know exactly what a new grammatical structure or lexical item means in the first language. Therefore, it is difficult to ignore the wishes of Saudi EFL learners who have very low proficiency in English. With a view to exploring better findings in Saudi contexts, three quantitative and qualitative surveys were conducted to elicit the attitude and responses of teachers and students of Saudi universities about how frequently they can use LI in teaching and learning of English as a foreign language. In nutshell, the basic hypotheses of the present research are given below:

1.3 Hypothesis

i. to explore to what extent an exclusion of LI in EFL class from nursery to tertiary levels would be effective in Saudi context

ii. to explore to what extent an inclusion of LI in EFL classroom from nursery to tertiary levels will minimize Saudi leaners' opportunity to learn English.

iii. to explore whether LI can be occasionally used in Saudi EFL classroom from nursery to tertiary levels to illustrate words and grammaticality.

iv. to explore whether in self-study situation, EFL learners of all levels, sometimes, can use LI to better understand English textbooks.

v. to explore to what extent a monolingual teacher disregards multicultural perspectives in EFL teaching scenario.

2. Materials and Methods

2.1 Research Data

This empirical research draws on the primary data as well as secondary data. The primary data are based on quantitative surveys, which include statements. The secondary data rely on the published sources, which include research journals. The quantitative surveys were conducted on applied linguists, ELT teachers of Saudi universities, Saudi journalists, English teachers and higher secondary students from Saudi government schools and international English medium schools in KSA. The primary data have been collected by administering structured statements from the respondents randomly selected from three major cities of Saudi Arabia, i.e., Jeddah, Makkah and Riyadh. On the contrary, the

secondary data are based on published online resources such as research papers, impressionistic articles published in Saudi Daily English newspapers and international research journals.

2.2 Data Collection

The quantitative survey, undoubtedly, is a significant means for data collection in empirical research because it aims to explore overwhelming response from the participants (Cohen, Manion, & Morrison, 2007). However, numerous research data prove that self-reporting questionnaires or statements usually depict an incomplete picture of the situation. For instance, Pintrich and Schunk (2002), no doubt, endorsed the significance of quantitative surveys but also realized "the nitty-gritty of qualitative research in obtaining insightful findings" and recommended qualitative surveys, which are comprised of individual interviews and focused group. For this reason, both quantitative and qualitative surveys were carried in the present study, in order to make an in-depth analysis of advantages and disadvantages that emerge from LI usage in EFL class. In quantitative surveys, a choice of five pre-structured responses was offered to the respondents along with the neutral point, which means neither agree nor disagree. This is also termed as Likert five point scales which are used to measure how much or what degree the respondents agree or disagree with a particular statement. The sample survey is comprised of one thousand male respondents including teachers and students: teachers ranging in age from 30 to 50 and students ranging from 20 to 25 years. In addition, qualitative surveys based on individual interviews, group discussions were also organized to find more logical, pragmatic, and context-based findings. With a view to exploring how LI usage helps EFL teachers to enhance ease and opportunities for Saudi EFL learners to learn English faster, three experimental surveys were conducted on one thousand respondents including EFL specialists, journalists, Saudi university graduates and Jeddah international school teachers and higher secondary students. The respondents were asked to check strongly agree/agree/neutral/disagree/strongly disagree on similar fixed statements in all three surveys which were designed to elicit what degree the participants agree or disagree. The sample of statements related to LI usage in EFL class is given below:

Sample of Statements

Sample	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. A Complete exclusion of LI in EFL classroom from nursery to tertiary levels will be effective in teaching listening and speaking skills.					
2. Complete inclusion of LI in EFL classroom from nursery to tertiary levels will adversely affect leaners' pace of learning English.					
3. An EFL teacher can occasionally use LI in EFL classroom from nursery to tertiary levels to illustrate words and grammaticality.					
4. An EFL teacher can find online resources more effective than LI					

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usage to illustrate the conceptual meaning of difficult words and an

EFL learner better understand words in self-study situation.

5. English is best taught monolingually by a native speaker of English

is nothing but a mere fallacy in Saudi context.

6. If TESOL learners speak the same language, LI can be used

approximately for 5-10 minutes in 50-minute class to facilitate the

learning process.

2.3 Data Analysis

Likert's five point scales, which are comprised of "Strongly agree/agree/Neutral/disagree/strongly disagree", were used in the present study to measure the degree of agreement or disagreement about the use of LI in EFL class in order to explore the reliable statistical findings. Figures and tables were used in order to analyze collected data quantitatively and qualitatively, because figures and tables validate exact statistical findings and are easy to understand. Percentages were used to display the respondents' responses about LI usage in EFL class in Saudi Arabian contexts. Before moving on any further, it is worth mentioning that Saudi learners lack proficiency and motivation for learning English owing to their less degree of exposure to English at schools. When they join the Saudi universities, they are unable to cope up with the standard and efficiency required to pursue their higher studies.

3. Results/Discussion

Three quantitative surveys were administered to fathom overwhelming responses of participants whereas the qualitative surveys delved deeper with numerous individual interviews and focused group in order to explore more pragmatic and valid conclusions. The remarkable findings that emerged from quantitative and qualitative surveys cover a broader spectrum about the use of mother tongue and its far reaching impact on EFL learners in general and Saudi EFL learners in particular. These surveys give a clear picture about where and how to use mother tongue to enhance EFL learners' knowledge about English and their pace of learning integrated language skills. The overwhelming responses of the participants of three quantitative surveys are being analysed below to obtain insightful findings.

The results of the first survey drawn on EFL specialists, journalists and Saudi university EFL teachers, reveal what degree they agree or disagree about the use of LI in different language activities of EFL classes. The considerable responses of the participants and their categorical comments and insightful arguments that lead to a fresh perspective are given below:

Table 1. Responses of EFL Teachers, ELT Specialists and Saudi Journalists

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Complete exclusion of LI in EFL classroom from nursery to tertiary levels will be effective in teaching listening and speaking skills.	55%	30%	5%	5%	5%
2. Complete inclusion of LI in EFL classroom from nursery to tertiary levels will adversely affect leaners' pace of learning English.	60%	30%	0%	5%	5%‰
3. LI can be occasionally used in EFL classroom from nursery to tertiary levels to illustrate words and grammaticality.	60%	25%	0%	10%	5%
4. Online resources will be effective in learning vocabulary, grammar and language skills in self-study situation	65%	30%	0%	5%	0%
5. English is best taught monolingually by a native speaker of English is nothing but a mere fallacy in Saudi context.	50%	20%	5%	20%	5%
6. If TESOL learners speak the same language, LI can be used approximately for 5-10 minutes in 50-minute class to facilitate the learning process.	60%	20%	0%	10%	10%
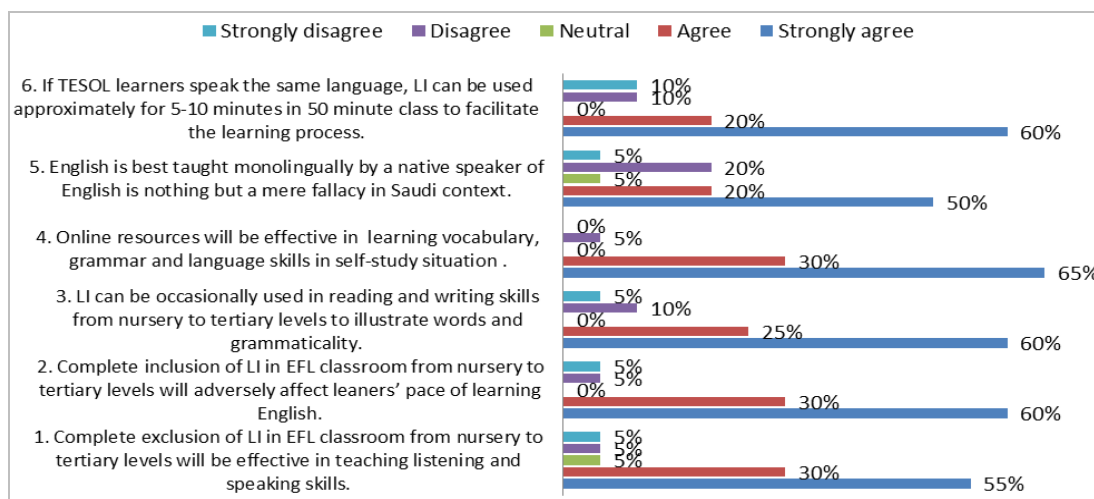
Figure 1. Responses of EFL Teachers, ELT Specialists and Saudi Journalists

The remarkable response of the participants in Figure 1 and their cogent arguments unveil where and to what degree, the use of LI in EFL class will be effective. Different responses to different situations and different language activities of EFL classes have also been analyzed in the present study. In response to the first statement, 85% of respondents agreed that a complete exclusion of LI in EFL classroom from nursery to tertiary levels would be effective in teaching listening and speaking skills, whereas only 10% disapproved of the statement. In other words, most of the respondents belive that LI usage should be

completely discouraged in listening and speaking classes. The arguments they gave in qualitative survey are irrefutable. Most of the respondents from individual interviews and focused group argued that a complete banishment of LI usage in listening and speaking classes of all levels will provide more opportunity to EFL learners to interact with the target language and improve their pace of learning of listening and communication skills. In such situation, the learners will have adequate exposure to the authentic resources such as audios, videos and numerous language software in language labs. If learners repeatedly listen to these technological resources based on different situation, without any resort to LI usage, they are most likely to become familiar with the language of different contexts along with authentic accentual patterns, which will ultimately improve their pronunciation through drill activity in the EFL class. Learners' acquisition of correct pronunciation and their familiarity with different expressions based on different contexts will build confidence in them to speak English in every given situation. It can also be inferred from the individual interviews and the group discussions that the EFL learners should not be allowed to use LI in different speaking activities, so that they can interact with their classmates in English and gradually improve their communication skills. EFL learners need regular practice on speaking skills through peer-to-peer and group-discussion activities in their EFL classes without using their mother tongue. In Saudi EFL context, the EFL learners should use only English in their speaking class because no other place is as conducive as the EFL class for practicing speaking skills. The quantitative survey is indicative of the fact that most of the participants do not want to use mother tongue in teaching listening and speaking skills. A consensus also emerged from qualitative survey that EFL teachers should completely ignore LI usage in listening and speaking classes to let the learners have frequent exposure to target language. One of the journalists said, "LI usage in EFL class should be completely ignored while teaching listening and speaking skills". I entirely agree with him because even a few minute LI usage can spoil learners' enthusiasm for learning communication skills, because the EFL learners of low proficiency will be tempted to use their mother tongue repeatedly, which will put the target language at the verge of extinction in different speaking contexts. A replica of this is found in abundance in Saudi school and university environments. Once a little flexibility to LI usage is accorded to learners, they feel happy to embark on it and consequently the whole effort for speaking skills is vitiated. In addition, the time to practice communication skills will be minimized which will lead to an adverse effect on learners' motivation to speak.

Ninety per cent of respondents in the second statement of Figure 1 agreed that a complete inclusion of LI in EFL classroom from nursery to secondary levels would adversely affect leaners' pace of learning English whereas only a negligible percentage opposed the statement. In the qualitative survey, the respondents argued that a complete inclusion of LI in EFL class would specially jeopardize learners' listening and speaking skills. One of the British teachers teaching at KAU said, "more than 50% of school graduates joining the EFL class in Saudi universities are deficient in language skills due to complete lack of exposure to English". This is true because many of the Saudi school graduates are found deaf-and- dumb in EFL classes because they can neither understand EFL teachers in the class nor

speak even a single sentence in English. A complete inclusion of LI in EFL class turns the whole class dreary, demotivating and unproductive. More so, a complete inclusion of learners' mother tongue is not feasible at all in heterogeneous EFL classes of English speaking countries where the learners speak different languages. For example, the multinational learners of EFL classes in English speaking countries can never allow EFL teachers to use any other languages except English.

The findings of the third statement of Figure 1 are also very interesting to note. Eighty five per cent of respondents agreed that LI could be occasionally used in EFL classroom from nursery to tertiary levels to teach vocabulary and grammaticality whereas only15% of respondents opposed the idea of using LI in EFL classroom for any amount of time at both nursery and tertiary levels. The arguments from both sides in qualitative survey manifest different perspectives. In Saudi context, sometimes it seems advisable to use LI for just a few minutes to elucidate the conceptual meaning of difficult words and some complex grammatical components to those EFL learners who lack both knowledge and proficiency in English at tertiary levels. Morever, a sudden implantation of English only approach soon after secondary school where the medium of instruction was Arabic will put unrelenting pressure on EFL learners. Therefore, LI usage can immensely facilitate such EFL learners of low proficiency-level to understand difficult lexical words and ambiguity of grammatical components. Besides, LI usage in Saudi context will add extra sparkle to learners' motivation. However, a very few respondents didn't condone even the occasional use of LI at nursery level because they think that shrug, gesture and more importantly educational technology could be a better offshoot to address the challenges, the primary school children face in understanding the difficult English words and grammaticality. In addition, the students of primary schools are not so well versed in their own mother tongue; therefore, the use of mother tongue will be less effective than the use of online images to illustrate the meaning of pictorial words.

The responses and arguments of participants in fourth statements of Figure 1 are really convincing. Ninety five per cent of the respondents endorsed the idea that online resources will be effective in learning vocabulary, grammar and language skills in self-study situation whereas only 5% of them disapproved of the statement. In self-study situation, online ELT materials of both nursery and tertiary levels are very exciting for EFL learners to learn with fun. The EFL Learners can navigate Google translation, visual prompts and YouTube to learn vocabulary, grammar and integrated language skills more excitingly. While conducting group discussion, most of the participants argued that in digital age children are tech-savvy and excited to learn vocabulary, grammar, pronunciation and language skills via online resources. The justifications they gave in support of the statement were insightful. They argued that nothing was more effective than the use of mother tongue, before the advent of technology, in explaining vocabulary and grammar to EFL learners but now the abundance of online images and videos illustrate them well. Furthermore, the overwhelming majority of the respondents endorsed online resources more than LI usage in EFL class at tertiary level. The logical arguments of the interviewees suggest that, compared to LI usage, the use of online images, such as audios and videos

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will be more effective for teachers to explain difficult words in EFL class. In other words, if online resources are available, the LI usage could be ignored in EFL class but it can be used for a few minutes in case EFL teachers do not have access to online resources in EFL class. Moreover, the use of online resources can rejuvenate learners' independent learning process at home.

Formidable mixed reactions have been explored in response to the fifth statement of Figure 1. Eighty per cent of the respondents pointed out that it is nothing but a mere fallacy to consider English to be best taught monolingually by a native speaker whereas only 20% of the respondents endorsed that English is best taught by native speakers with monolingual approach. The qualitative survey on the said statement brought about two different perspectives based on two different contexts. Many native speakers of English teaching Saudi EFL learners in Saudi universities asserted that a native speaker best teaches English monolingually. This might be true in TESOL classes in English speaking countries where multinational learners of English speak different languages, thereby leaving no option except English to be used alone. In fact, English has spread far and wide and now it has slipped from the absolute ownership of native speakers and reached out to the doorstep of non-native speakers of English worldwide who are equally competent in method and practice of teaching. Therefore, the belief that English could be best taught by native speakers only is nothing but an illusion. In Saudi context, some native speakers do not have even proper qualification except holding the certificates of CELTA or DELTA, which are considered "business houses" in England itself but by default deemed as a befitting qualification for EFL teaching in KSA. They lay more focus on academic administration in KSA rather than on complete immersion in teaching process and deliberately ignore the potentials of non-native EFL teachers who are more profound in knowledge and pedagogy of English. On the contrary, the non- native speakers of English argued that just implementing monolingual approach in Saudi EFL class at tertiary level would not be very effective, because around 40% of EFL students joining Saudi universities have very low proficiency in English. For them, a little use of Arabic will be an immense source of motivation and their learning behavior will kick off. In addition, a monolingual teacher usually disregards multicultural perspectives in EFL teaching scenario and fails to realize EFL learners' linguistic intricacies about language learning. In fact, every language manifests a unique culture, etiquette and learning aptitude prevalent in the society, which a monolingual teacher sometimes fails to understand. Hence, he is incapable of formulating compatible instructional techniques to make the EFL learners understand and retain the language learning components. In addition, some native speakers are oblivious of the fact that some English phonemes do not exist in Arabic language. Therefore, they are unable to make any contrastive analysis between English and Arabic phonemes and inadvertently affect Saudi EFL learners' ability to understand correct pronunciation. For example, /P/, /θə/ and /ðə/ do not exist in Arabic language. Therefore, many Arabic speakers pronounce /ˈbɛbsi/ instead of /ˈpɛpsi/, /ˈbiːp (ə) l/ instead of /ˈpiːp (ə) l/, /beɪbə/ instead of /ˈpeɪpə/, and so forth. The pronunciation of "The" is also a common problem for Arab EFL learners. Instead of /ðə/, they pronounce /z/. Hence, /ðɛː/ becomes /z ɛː/, such as /ðɛn/ becomes /z ɛn/, /θɪŋk/

becomes /zɪŋk/. Monolingual teachers could hardly address these linguistic barriers. It has also come to notice that some native speakers of English who are monolingual lack firm commitment while teaching English to the Saudi EFL teachers of low proficiency because they decline to develop intense rapport with the students who completely lack even the basic knowledge of English as well as language skills.

The responses of sixth statement in Figure 1 are well worth an analysis. Eighty per cent of respondents agreed that If TESOL learners speak the same language; LI can be used approximately for 5-10 minutes in 50-minute class to facilitate the learning process whereas 15% respondents opposed the statement. Many participants in-group discussion claimed that a few minute LI usage in EFL class would be very effective among the learners of the same language. They forthrightly affirmed that in Saudi EFL context, the use of an aggregate 5-10 minute Arabic in 50-minute class would be of immense help to the Saudi EFL learners at tertiary level who have no basic knowledge of English. While taking to the interviewees, it was explored that the use of MT for 5-10 minutes for EFL learners who speak the same language will be effective even in English speaking countries. One of the Saudi professors graduated from Oxford University revealed his experience about his TESOL classes in England where the majority of the EFL learners were Arabs. He told that sometimes the English teacher asked one of the Arab EFL learners to explain in Arabic some difficult words and complex grammar for a few minutes to the Arab EFL learners of low proficiency.

Table 2. Responses of Saudi University Students

Responses of Saudi university students statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Complete exclusion of LI in EFL classroom at tertiary levels will be effective in teaching listening and speaking skills.	60%	10%	10%	10%	10%
2. Complete inclusion of LI in EFL classroom at tertiary levels will adversely affect leaners' pace of learning English.	50%	25%	5%	10%	10%
3. LI can be occasionally used in EFL classroom from nursery to tertiary levels to illustrate words and grammaticality.	60%	30%	0%	5%	5%
4. Online resources will be effective in learning vocabulary, grammar and language skills in self-study situation.	70%	20%	0%	5%	5%
5. It will be more productive if EFL teachers learn and use LI while teaching Saudi EFL learners of low proficiency in English.	70%	20%	0%	5%	5%
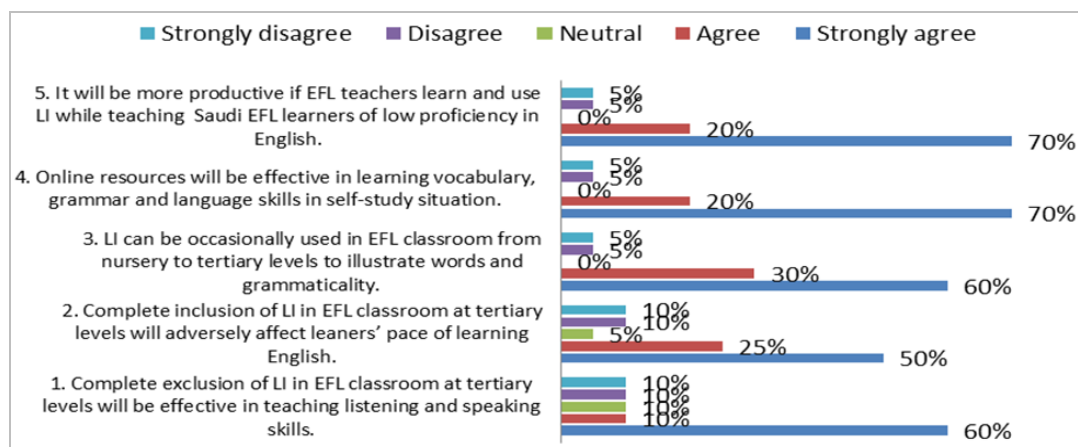
Figure 2. Responses of Saudi University Students

Findings of Figure 2 consist of the responses of Saudi university students who revealed their experiences and many challenges they really faced while learning English at tertiary level. These EFL students of low proficiency in English have had inadequate exposure to English at their schools. Most of them were unable read, write and speak with ease. Therefore, their proficiency in English was completely different from that of EFL learners of other countries. Details of the findings of quantitative survey and the cogent arguments of Saudi EFL learners are given below:

As per the findings of the first statement of Table two, 70% of the respondents endorsed that a complete exclusion of LI in EFL classroom at tertiary levels will be effective in teaching listening and speaking skills in Saudi context whereas only 20% of respondents strongly opposed the given statement. The individual interviews and group discussions substantiated the finding of quantitative survey with valid arguments. The overwhelming majority of EFL learners argued that English only approach will be effective in listening and speaking skills, because it will give learners more opportunity to practice listening and speaking skills. The EFL learners in such learning environment will have full exposure to English and hence would learn listening and speaking skills faster. On the contrary, the EFL learners of extremely low proficiency have different arguments. One of the students said, "*Not knowing even the basic knowledge of English how he can feel motivated with complete exclusion of LI*". Another student opined, "*He feels completely lost when he does not understand anything in a complete English medium instruction at the university*".

With regard to second statement of quantitative survey of table two, 75% of respondents agreed that a complete inclusion of LI in EFL classroom at tertiary levels would adversely affect leaners' pace of learning skills whereas only 20% students disapproved of the given statement. The interviews and the group discussion in qualitative survey give fascinating insights. The participants forthrightly talked about their school-level EFL experience and argued that a complete inclusion of LI in their EFL classes at school is solely responsible for their low proficiency in English. They went a step further saying that a complete inclusion of LI is lethal to skills oriented learning because it kills all possibilities of learning

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skills. In such condition, students make no efforts to interact with their teachers and their classmates in the target language, which adversely affects learners' performance in learning language skills.

In response to the third statement of the quantitative survey of table two, 90% of students agreed that LI could be occasionally used in EFL classroom in Saudi context from nursery to tertiary levels to illustrate the grammaticality and vocabulary whereas only 10% disapproved of the statement. The stupendous response of the students is indicative of the real problem they are faced with in EFL classes. It emerged from the group discussion in qualitative survey that Saudi students having very low proficiency in English will feel disappointed if teachers don't use learners' mother tongue occasionally, because many Saudi school graduates joining the college have had inadequate exposure to English. Consequently, they are fully handicapped in English, unable to read, write and speak with ease. For such students, occasional use of MT will be effective in explaining difficult words and complex grammatical components, because a contrastive analysis of grammar of LI and the target language obliterates ambiguity and provides learners with full understanding.

The findings of the fourth statement of table two are very much similar to the views of the EFL teachers in Figure 1. Ninety per cent of students strongly endorsed that online resources will be effective in learning vocabulary, grammar and language skills in self-study situation whereas only 10% respondents opposed the statement. Many students in qualitative survey reported that they frequently use online bilingual dictionaries and visual prompts to understand difficult English words and the whole paragraph. Historical facts confirm that people have been learning foreign languages through translation method since time immemorial. In fact, a new knowledge travelled from one place to another through translation. In digital age, the easy accessibility of Internet strongly supports independent learning process. While discussing upon the statement, the Saudi EFL learners revealed their real experience saying that they frequently use Google translation when they come across difficult words in their self-study scenario.

According to the findings of fifth statement, 90% of the respondents endorsed that it would be more productive if EFL teachers learn and use LI occasionally while teaching Saudi EFL learners of low proficiency in English whereas only 10% of the respondents opposed the statement. In qualitative survey, almost all EFL learners came up with convincing arguments saying, "*Teachers with no knowledge of Arabic fail to ignite any enthusiasm and motivation among Saudi EFL learners to learn English in Saudi context*". They further substantiated their arguments by saying that the real learning of English begins at college level in Saudi Arabia because their prior exposure to English at school level was minimal. Therefore, learning of English will be more effective if non-Arab teachers of English learn and use a little bit of Arabic to make the learning environment exciting and engaging.

Table 3. Responses of Teachers and Higher Secondary Students of International Schools, KSA

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Complete exclusion of LI in EFL classroom from nursery to tertiary levels will be effective in teaching listening and speaking skills.	70%	20%	0%	5%	5%
2. Complete inclusion of LI in EFL classroom from nursery to tertiary levels will adversely affect leaners' pace of learning skills.	90%	10%	0%	0%	0%
3. LI can be occasionally used in EFL classroom from nursery to secondary levels to illustrate vocabulary and grammaticality.	20%	10%	0%	60%	10%
4. Use of online images to elucidate the conceptual meaning of difficult English words will be a better offshoot for EFL learners, from nursery secondary levels, than the use of LI in EFL classes.	70%	20%	0%	5%	5%
5. In self-study situation, EFL learners of all levels, sometimes, can use LI to understand English textbooks.	%	10%	0%	30%	60%
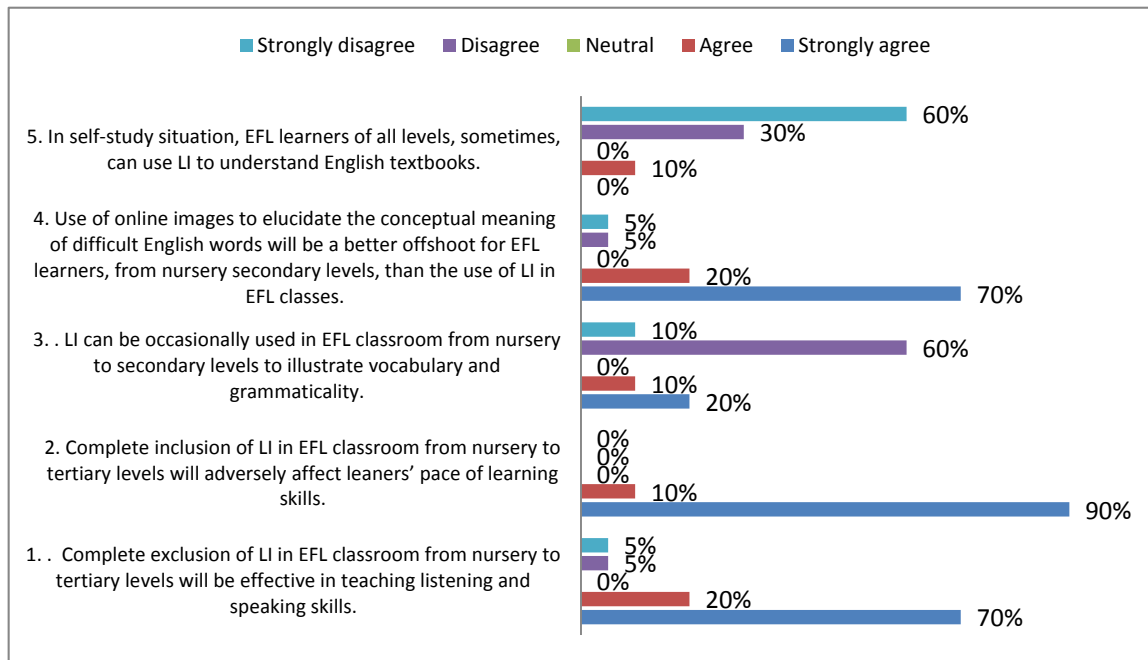
Figure 3. Responses of Teachers and Higher Secondary Students of International Schools, KSA

Figure 3 portrays a distinctive phenomenon revealing the responses of teachers and senior secondary students of international schools of Jeddah, KSA. The medium of instruction in these international schools is English where every major is taught in English right from LKG to senior secondary levels. The students of these schools are penalized if they are found speaking their mother tongue. They are

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forced to speak English and the teachers make the best use of online resources while teaching language skills. The students of English medium schools learn English faster because they are exposed to English extensively and intensively right from the primary to secondary levels. Therefore, the findings of Figure 3 are very significant and worth noticing because, they touch upon a different perspective and different viewpoints.

Ninety per cent of respondents in the first statement of figure three approved that a complete exclusion of LI in EFL classroom from nursery to secondary levels will be effective in teaching integrated language skills whereas only 10% of the respondents opposed the statement. The arguments of the teachers and senior secondary students of English medium schools in the qualitative survey are valid and well grounded. They think that the students of English medium schools learn English rapidly because their greater degree of exposure to English right from nursery level builds a solid foundation for learning vocabulary, communicative grammar and integrated language skills. Therefore, a complete exclusion of LI in English classes is prerequisite to encourage the learners to learn English naturally. One of the outstanding male teachers claimed that "*having banished LI from the teaching and learning scenario, he made learning of English more effective, because the students enjoyed full chance to use the target language in every given situation*". That is why in response to the second statement, 100% of the respondents agreed that a complete inclusion of LI in EFL classroom from nursery to secondary levels will adversely affect leaners' pace of learning skills. The teachers of English medium schools went a step further and said, "*The use of LI even for a few second will disorient the whole learning environment*". It is evident from their arguments that the teachers and senior students are not ready to use LI even for a few seconds in their English classes.

Again, in response to the third statement, only 30% of respondents agreed that LI could be occasionally used in EFL classroom from nursery to secondary levels to illustrate vocabulary and grammaticality, whereas 70% of respondents strongly disapproved of statement. In qualitative survey, the participants argued that English teachers could use online images and body language such as shrugs and gestures, without using LI, to illustrate the meaning of difficult words. In addition, they said students should be strictly prohibited to use LI in group- learning activities. However, it is a big challenge for EFL teachers to refrain Saudi EFL learners from speaking their mother tongue in group-learning activities. In a nutshell, the teachers and senior students of English medium schools do not like to allow even occasional use of LI in English classes. That is why in response to the fourth statement, 90% respondents from English medium school endorsed that the use of online images to elucidate the conceptual meaning of difficult English words would be a better offshoot for EFL learners, from nursery to secondary levels, than the use of LI in EFL classes. The teachers of English medium schools pointed out that they successfully use abundance of online resources to explain the meaning of difficult words without recourse to LI use. This will build up learners' habits to look up online English dictionaries or Internet-capable mobile phones to understand the substitute meanings in English.

With reference to the fifth statement of the quantitative survey, 90% of the respondents disapproved of

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the idea that in self-study situation, EFL learners of any levels, sometimes, could use LI to better understand English textbooks whereas only 10% endorsed the statement. The arguments of individual interviews about "never to use LI even in self-study situation" seem to be quite convincing. According to the teachers of English medium schools in Jeddah, the sole aim of "only English approach" is to motivate learners to think in English, to speak in English and to understand the import of the paragraph without resorting to their mother tongue. With this aim, the learners are most likely to learn the language naturally. This is the reason why they do not endorse even the idea of using LI in self-study situation because they think using LI will build up wrong habits and prevent the natural flow for learning English. The findings of the qualitative and the quantitative surveys of Figure 3. reveal that teachers and the senior students of English medium schools do not agree at all with the idea of using LI in English classes, because English medium schools mean to accustom the students to an environment where they can speak English ecxtensively and learn it naturally. Therefore, the findings reveal that 90%-100% teachers and senior secondary students of these international schools strongly supported complete exclusion of LI in English classes. They argued that the inclusion of LI in English classes for any amount of time would adversely affect learners' thinking process and their pace of learning language skills. They further argued that the learners of English in English medium schools learn English naturally and the integration of media technology has made it easy to achieve the target.

4. Conclusions

The linguists and ELT specialists have always been on loggerhead across the world about the use of LI in numerous EFL teaching and learning scenario since the very inception of EFL teaching. As English language spread worlwide, diverse methodologies and approaches also grew up to meet the challenges the EFL learners of non-English speaking countries are confronted with. In fact, in the realm of foreign language teaching, the methodologies and approaches that emerged from 17th century until date are the grammar translation method, the direct method of teaching, the audio-lingual method and communicative language teaching. The grammar translation method is still considered as sine qua non for teaching English as a foreign language in most non-English speaking countries where the major focus is still on syntactic, semantic structures, grammatical rules, and memorization of vocabulary and translation of literary texts. In addition, colonialism, transfer of knowledge from one country to another country and international business ventures too have necessitated the translation from the target language into mother tongue and vice versa.

The occasional use of LI in EFL classes might be profoundly effective even in the modern EFL teaching and learning scenario. The non-native learners of English who are in real quagmire due to lack of inadequate exposure to English really need their LI to understand different components of grammar and the conceptual meaning of difficult words in English. Even in TESOL classes held in English speaking countries, the use of learners' mother tongue is sometimes sought after and used productively. In a situation where majority of ESOL learners were Arabic speakers, the native teacher usually asked

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one of them to use Arabic just for few minutes to explain the difficult words and some complex grammatical components. A Saudi graduate while learning one-year English program in England was asked multiple times, as reported, to explain difficult words and grammar components in Arabic to facilitate the Arab learners of English enrolled in ESOL program.

With a view to taking into account broader and global perspectives regarding LI usage in EFL classes, three quantitative and qualitative surveys were carried to elicit the responses and arguments of applied linguists, journalists, ELT specialists/teachers, graduates of Saudi universities and international English medium schools of Jeddah KSA. The findings of these surveys reveal that 70%-80% of the respondents approved the elimination of LI in teaching listening and speaking classes of all levels. However, they unanimously agreed that the use of learners' mother tongue might be allowed for 5-10 minutes in 55-minute EFL class to explain vocabulary and grammar. In addition, 80% of the respondents also argued that the use of online images to explain the whole concept of difficult words could not be ignored if learners have full access to Internet in EFL classes. It was also explored that the overwhelming majority of respondents disapproved of both complete exclusion and complete inclusion of LI in EFL classes. They strongly supported the idea of occasional use of LI in EFL class, when every other options fail, to address the problems the Saudi EFL learners face while learning English in their EFL classes.

The present research has transpired that multifarious findings of three surveys are drawn on different local and global contexts because the impressions and arguments of the respondents are conditioned to different perspectives. The environment of only English approach that English medium schools build is entirely different from that of Saudi government schools where every major is taught in Arabic until secondary levels. The graduates of such schools are enrolled in Saudi universities and start learning English like a toddler. Therefore, a complete exclusion of LI in EFL class at tertiary level will jeopardize their motivation for learning English. Keeping this view in mind, it is recommended that LI could be occasionally used in EFL class to elucidate difficult words and complex grammatical components. However, in skills oriented classes, more focus should be laid on target language so that the learners could make the best use of their time and learn language skills faster.

4.1 Limitations

The present research paves the way for other researchers to analyze the pros and cons regarding the LI usage in multifarious EFL teaching and learning scenario. The findings of quantitative and qualitative surveys conducted in this this study are based on the responses and arguments of male respondents only. Based on this intensive research, other researchers can conduct quantitative and qualitative surveys on female English linguists, ELT teachers, students and female journalists to obtain more comprehensive and pragmatic results. It is possible that female respondents have different responses and arguments and come up with entirely divergent interpretations and findings. It is assumed that female students learn languages quicker than their counterparts do. Therefore, their responses and the arguments might be different leading to more innovative and productive results.

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Appendix

Quantitative survey

Researcher: Dr. Jameel Ahmad

Title of Research

Facts and Fallacies Regarding LI Usage in EFL Teaching and Learning: A Case Study

Dear respondents (Teachers),

We are conducting quantitative and qualitative surveys on "**Facts and Fallacies Regarding LI Usage in EFL Teaching and Learning**". Deanship of Scientific Research, King Abdulaziz University, Saudi Arabia, approved the present research proposal. Your responses to the given questions will be kept confidential, will be used only for the said research, and under no circumstances will be disclosed and shared to anyone.

We highly appreciate your cooperation.

Please choose a response (√) to the statements regarding **LI Usage in EFL Teaching and Learning**.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Complete exclusion of LI in EFL classroom from nursery to secondary levels will be effective in teaching integrated language skills.					
2	Complete exclusion of LI in EFL classroom at tertiary level will be effective in teaching language skills.					
3	Complete inclusion of LI in EFL classroom from nursery to secondary levels will adversely affect leaners' ability to learn language skills.					
4	Complete inclusion of LI in EFL classroom at tertiary level will adversely affect leaners' ability to learn language skills.					
5	LI can be occasionally used in EFL classroom from nursery to secondary levels to illustrate conceptual meaning of difficult English words.					
6	LI can be occasionally used in EFL classroom at tertiary level to illustrate conceptual meaning of difficult English words.					
7	Use of online images to elucidate the conceptual meaning of difficult English words will be a better offshoot for EFL learners, from nursery to secondary levels, than the use of LI in EFL classes.					
8	Use of online images to elucidate the conceptual meaning of difficult English words will be a better					

offshoot for EFL learners at tertiary levels than the use of LI in EFL classes.

9   Frequent use of LI in EFL classroom from nursery to secondary levels will minimize the chances for EFL learners to learn language skills (more than 15 minutes in 50 minute class).

10   Frequent use of LI in EFL classroom at tertiary level will minimize the chances for EFL learners to learn language skills (more than 15 minutes in 50 minute class).

11   In self-study situation, EFL learners of all levels, sometimes, can use LI to better understand English textbooks.

12   In Saudi context, non-Arab EFL Teachers should learn a little Arabic to motivate Saudi EFL learners and end the embarrassing situation.

13   Occasional bilingual approach in EFL classes at tertiary level is an asset for EFL Saudi learners.

14   Occasional bilingual approach in Saudi schools will facilitate Saudi EFL learners in learning language skills.

15   English is best taught monolingually by a native speaker of English is nothing but a mere fallacy.

16   Monolingual teachers usually disregard multicultural perspectives in EFL teaching scenario.

17   Learning English through bilingual approach at childhood strengthens intellectual energy.

18   The Saudi EFL learners at tertiary levels should be allowed to use their mother tongue in-group learning situation for a few minutes.

19   It will be more productive if EFL teachers use LI among the EFL learners of low proficiency level.

20   If EFL learners speak the same language, LI can be used approximately for 5-10 minutes in 50 minute class to facilitate the learning process.

21   Only English is the best approach when EFL learners speak different languages.

22   Bilingualism or multilingualism delays the onset of dementia.

23	The use of the MT clarifies vocabulary and grammar in
	the shortest and most efficient way
24	The use of LI for a few minutes saves time and gives
	confidence to EFL learners.

If you agree that occasional use of LI in EFL class in Saudi context will enhance learners' language competence and performance, then how many minutes would you like to recommend to use LI in EFL classroom and Why?

Please write a few lines.

Qualitative survey

The present study, in addition to the quantitative survey, will also focus on qualitative survey based on individual interviews and focus group. The qualitative survey will yield findings drawn on logic and valid arguments about why, when and to what extent LI should be used in EFL context.

(Anticipated time 50-60 minutes)

Face-to face or telephonic individual interviews will be conducted about the said topic. Anticipated time (30-40 minutes).

Please provide your contact details below if you wish to participate in the focus group or the individual interviews. All personal information that could identify participants will be kept confidential.

Your name: _____   mobile no: _____