A Survey of Yemeni Teachers' Views on Student Errors in the Area of English Wh-Questions

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*Abstract: This study surveyed the perception of the Yemeni teachers of English in the secondary schools on their students' errors in the area of English Wh-questions. A total of 300 survey questionnaires were sent to a sample of teachers across the Republic of Yemen in the school year 2003/2004. The Participants were requested to react to 30 Wh- questions drawn from oral and written samples of many Yemeni students.The analysis of the responses received indicated that the teachers' views of their students' errors leaned more towards the intermediate one with an average mean of 0.6444 (i.e. they were above the mid-point of the scale). The results also indicated that the Yemeni teachers' views and reactions to errors made by their students were not affected by the teachers' gender.(**Keywords**: Wh-Question, Student Errors, Teachers' Views)*

استطلاع لوجهات نظر المدرسين اليمنيين حول أخطاء الطلاب في صياغة الأسئلة الاستفهامية باللغة الإنجليزية

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ملخص: تقوم هذه الدراسة باستطلاع آراء المدرسين اليمنيين الذين يقومون بتدريس مادة اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية اليمنية حول 30 جملة استفهامية، استخلصت من عينات لكتابات باللغة الإنجليزية لطلاب يمنيين يدرسون اللغة الإنجليزية كلغة أجنبية، وتحري علاقة تلك الآراء مع جنس ومؤهلات المدرسين . وقد تم اختيار عينة مكونة من 300 مدرساً للغة الإنجليزية في المدارس الثانوية اليمنية تم استطلاع آرائهم بالأسئلة المغلقة حيث استجاب 118 مدرسا منهم 87 فقط جاءت استجاباتهم مكتملة ومستوفاة لشروط البحث . وأظهرت النتائج أن وجهات نظر المدرسين اليمنيين حول أخطاء طلابهم في تكوين جمل استفهامية صحيحة تميل نحو الدقة اللغوية بنسبة 55.98% بينما 44.02% تميل نحو الطلاقة اللغوية، كما خلصت الدراسة إلى عدم وجود فوارق ذات دلالة إحصائية بين آراء المدرسين الذكور والإناث وأن خريجي كليات التربية تميل استجاباتهم نحو الدقة اللغوية أكثر من حملة بقية المؤهلات. (الكلمات المفتاحية: الأسئلة الاستفهامية باللغة، أخطاء الطلاب، آراء المدرسين، تحليل الأخطاء).

Introduction and Theoretical Background: Views about students' errors, their causes and treatment that teachers have vary greatly. Some teachers aim at accuracy and as a result their views and practices differ from the views and practices of the teachers who aim at fluency. The former group concentrates on each and every single error that the students make, while the latter ignores many errors and place much attention on free communication. Corder's (1981:5-6) observation in this regard is worth quoting:

In the field of methodology there have been two schools of thought in respect to learners' errors. Firstly the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts.

Throughout the literature on second language (L2) teaching, one can find different views, perspectives and practices in regard to causes of errors and when, and how to treat them. Some view error correction as time consuming (Norrish, 1992:115). Some argue that it is neither necessary nor educationally desirable for teachers to correct their students' work frequently (Brumfit, 1984:57). Furthermore, some believe that error correction may lower students' self image, decrease motivation and diminish their willingness to use the target language (Lalande and Walz, as cited in Giller, 2000:2), while others view error correction as an integral part of foreign language learning. As Ellis (1990:54) points out "errors are inevitable and an integral part of the process of L2 acquisition, reflecting the active way in which the learner tested out hypotheses about the nature of L2 rules". Semke (1984:196) is of the view that correcting students' errors and giving them feedback will motivate them to continue writing and will help them get a positive attitude towards the target language.

Krashen and Seliger (1975: cited in Hendrickson, 1977:157) maintain, "Error correction is especially useful to adult second language learners because it helps them learn the exact environment in which to apply rules and discover the precise semantic range of lexical items".

Research findings in regard to error treatment are still illusive. The matter is still widely open. Harmer (n.d.) sums it up in his title when he asks: "To Correct or Not to Correct?" Furthermore, Giller (2000:1) maintains Harmer's idea by saying:" To Err is Human,

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to Correct is …Undecided". Thus, issues such as how, when and by whom the students' errors should be corrected are still controversial. Bailey (1985: quoted in Brown, 1987:194) presents seven basic options in dealing with errors as follows:

1. To treat or to ignore
2. To treat immediately or to delay
3. To transfer treatment [to, say, other learners] or not
4. To transfer to another individual, a subgroup, or the whole class
5. To return, or not, to original error maker after treatment
6. To permit other learners to initiate treatment
7. To test for the efficacy of the treatment

Arab Students' Syntactic Difficulties

The studies relating to Arab EFL students' errors received considerable attention in the literature over the last three decades. Dozens of studies aimed at identifying the areas of difficulty faced by Arab students learning English as a foreign language in different syntactic structures. Most of the earlier studies (for example, Scott and Tucker (1974), El-Hibier (1976), Mukattash (1978), El-Sayed (1982), Obeidat (1986), among others dealt with a variety of structures in broad terms. However, the latter ones investigated thoroughly a certain structure (cf., for example, Mukattash (1980), Kharma (1981), Mukattash (1981), Mobaidin (1988), Al-Bunain (1992), Al-Osaili (1993), Hawas (1995), Al-Quyadhi (1996), Bataineh (1997) and Al-Mekhlafi (1999).

The most recent and comprehensive study, however, is the one reported by AbiSamra (2003) entitled "An Analysis of Errors in Arabic Speakers' English Writings". Her study involved 10 Arabic-speaking students who had been studying English since nursery. She found 214 various errors. The total percentage of interference errors was 35.9%, whereas the total percentage of developmental errors was 64.1%. The highest percentage of interference errors was in semantics (100%) and lexis (73%).

Taking into cognisance the view that question formation is a complex phenomenon for Arab EFL learners, Al-Mekhlafi (1999) investigated the English of the first and fourth level students of the Department of English of the College of Education of Sana'a University with specific focus on their English question formation abilities in writing and speech. The linguistic output of the subjects contained a variety of examples that demonstrated deviation from the target language norm in varying degrees. It also highlighted the difficulties that Yemeni EFL learners face while forming questions in English. The researcher also presented a critical review of 32 related studies available on Arab students' syntactic difficulties as well as studies on question formation by Arab EFL learners. He focused mainly on the number of the subjects, the experimental tasks that were used and conclusions that

were reached as far as the experimental set up was concerned.

Furthermore, a number of studies were conducted to investigate how native speakers reacted to second/foreign language learners' errors in writing and/or speech. The stated or underlying aims of such studies were to draw conclusions on the types of errors that irritate native speakers or impede communication. For instance, Khalil (1985) investigated native speaker respondents' evaluation and interpretation of written errors of 240 Arab EFL learners. He asked respondents to choose the intended meaning of an utterance from a four-option multiple-choice list following the item. He concluded that the claim of comprehension on a subjective measure was not associated with ability to choose the correct intended meaning.

Previous Studies within the Framework of Gender Differences

Works on gender differences claim that gender can have an impact on how students learn a language and on their rate of errors. For example, Chen (1996) reported that her subjects, who were 84 males and 117 females studying at Taiwan University, had differing rates of errors in their business English writing. Chen concluded that female students consistently had lower error rates than their male counterparts on the most common grammatical errors. In Yemen, Fadhil (2003) studied gender differences in the attitudes and perceptions of the students of the College of Education at the University of Sana'a towards selecting teaching as a career. She concluded that Yemeni female student teachers tended to be more satisfied in teaching than males. However, this satisfaction is yet to be correlated with their lower error rates.

Teachers' Views within the Framework of Student Errors

The literature on teachers' views contains a number of studies that examine the perceptions and attitudes of teachers on students' errors. For example, Hughes and Lascaratou (1982) surveyed native speaker teachers and non-native speaker teachers' perspectives on error gravity. They reported that non-native speaker teachers were stricter in their attitudes towards error correction than native speaker teachers. Their study was supported by Salem (2004) whose results indicated teacher differences in the perception of student errors. The local teachers marked the errors higher than the native speaker teachers. On the other hand, White and Genesee (1996) found that near-native speakers' perception of learner errors closely mirrored that of native speakers.

However, it seems there is a relative lack of studies (that the researcher knew of, at least) that involve Arab EFL teachers' views, perceptions, beliefs and attitudes towards their students' errors in the area of Wh-questions or any other syntactic category. Thus, the present survey study will hopefully contribute to a better understanding of these views and perceptions.

Objectives of the Study: The main objective of the survey was to collect data from the Yemeni teachers of

English as a foreign language (EFL) of their own views on their students' errors vis-à-vis Wh- questions.

Questions of the Study: This survey questionnaire was designed to answer the following research questions:

1. What views do Yemeni secondary school EFL teachers have in regard to errors in the area of English Wh-questions?
2. Are the Yemeni EFL Teachers' views and attitudes on students' errors affected by the teacher's gender?
3. Is there a relationship between teachers' qualifications and their views in regard to student errors?

Methodology and Procedures: Population and Sample of the Study

The population of this study included all Yemeni teachers of English in the secondary schools in the academic year 2003/2004. According to the Ministry of Education (2004:135), the number of teachers of English in the Yemeni preparatory and secondary schools is altogether 7312. Almost half of them 3656 teach English in the secondary schools and are the population of this study.

The sample of this study consisted of 300 Yemeni teachers of English teaching in the Yemeni secondary schools in the school year 2003/2004. However, of the 300 teachers, a total of 118 responded to the questionnaire. Thus, the percentage of responding teachers was 39.33 %. Out of the 118 surveys only 87 were complete and satisfied the conditions that were set for the survey such as nationality (i.e. expatriate teachers were excluded) and level at which they teach (i.e. secondary level).

The bulk of the sample (72) was in the 22-30 year range (82.76 %), with the remaining 17.24 % in the 31-36 year range. There were 46 males and 41 females.

Table 1: Distribution of the Participants according to Gender

Gender	No of Teachers	Percentage
Male	46	52.90
Female	41	47.10
Total	87	100.00

Thirteen (14.9%) of the Yemeni EFL teachers had a 2 –Year's Diploma in English, 17 (19.54%) the B.A. degree, 48 (55.16%) the bachelor degree in Education (B. Ed.) and 8 (9.2%) had qualifications higher than BA/B. Ed.

Table 2: Distribution of Teachers according to their Qualification

Degree	No of Teacher	%
2 Year Diploma	13	14.90
B A	17	19.54
B Ed	48	55.16
M A	8	9.20

Other	1	1.10
Total	87	100.00

In regard to the number of years they spent teaching English, 39 teachers (44.83 %) had 1 – 3 years' experience in teaching English, 21 (24.14%) had between 4 – 6 years and the remaining 27 (31.03 %) had 7+.

Table 3: Distribution of Teachers according to their Teaching Experience

Experience Group (Years)	No of Teachers	Percentage %
1 – 3	39	44.83
4 – 6	21	24.14
7 +	27	31.03
Total	87	100.00

Furthermore, the participants were asked to rate their own overall proficiency in English and their responses were as follows:

**Table 4:** Distribution of Teachers according to their Proficiency in English

Teachers' Proficiency	Number of Teachers	Percentage
Excellent	15	17.24%
Above Average	32	36.78%
Average	29	33.33%
Below Average	8	9.20%
Poor	0	0
Non-responses	3	3.45%
Total	87	100%

Survey Questionnaire

The data for this survey were collected by means of a questionnaire intended to elicit Yemeni secondary school teachers' perceptions, beliefs and views regarding student errors in the area of English Wh-questions (see Appendix).

The survey questionnaire was divided into two parts: the first part obtained information regarding personal background such as age, sex, and stage (i.e. secondary or preparatory). The second part consisted of 30 Wh- questions that were drawn from samples of written English of Yemeni EFL learners. The questions and the ten grammatical categories of errors such as "Lack of Auxiliary-Subject Inversion" were taken from Al-Mekhlafi (1999).

The teachers were asked to provide their own judgments on how serious the errors were on a scale ranging from zero (0) on the left indicating that the questions given to them contain no errors, followed by (0.1) indicating that the error is "Not serious", to (1) on the right indicating "Very serious". Numbers (0.2 - 0.9) indicate intermediate degrees of seriousness as shown in the following figure.

| 0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 | 1 |

Ok   Not Serious   Intermediate   Very Serious
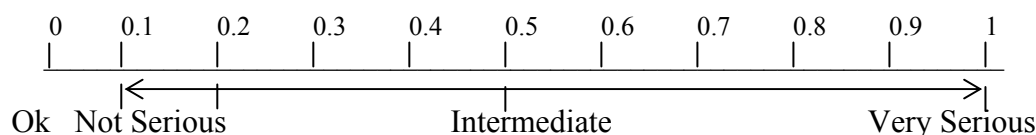
Figures 1: Scale Used to Access Student Errors

Validity& Reliability:

Content validity looks at whether the instrument measures what it is intended to measure and whether the instrument elicits accurate information (Cox, 1996; Huck & Cormier, 1996). Thus, a panel of three experts in ELT at the Department of English of the College of Education of Sana'a University reviewed the instrument and offered suggestions regarding additions or deletions to enhance the content validity of the questionnaire. According to Huck & Cormier (1996:76) "The basic idea of reliability is summed up by the word *consistency*". Cox (1996) says for questionnaires, consistency is generally the most important issue. Thus, a pilot study was implemented to assess the reliability of the questionnaire.

The pilot study involved twelve male and female EFL teachers who were attending the M.A. program at the Department of English of the College of Education of Sana'a University. In order to obtain more practical information about the clarity of the items and the scale used in rating their views, they were requested to circle or enquire about any unclear items. The analysis of the pilot study data largely confirmed the appropriateness of most items, while identifying needed revisions to resolve ambiguities and locating potential problems in interpretation or analysis of the data. Some of them commented that some items in Part II had no errors and therefore 0 was added to the beginning of the scale.

Three weeks later the same questionnaire was re-administered to the same subjects. The results were correlated using Pearson's formula and the score was 0.84 which indicates good reliability.

Data Collection Procedures

This collection of data ran from November 13 to December 7, 2003, during Ramadhan and Eid holidays. The researcher's students of the Department of English of the College of Education of Sana'a University who were traveling to their villages and towns to spend Ramadhan and Eid holidays took with them 300 questionnaires to the teachers of English in the secondary schools across Yemen. The researcher provided the students with his mobile phone number in case the teachers of English (the Participants) had any enquiry. At least 4 callers enquired about the purpose of the study and whether it assessed the competencies of the teachers. It was made clear that the survey intended to collect data on how EFL teachers in the Yemeni context react to the errors made by their students. Furthermore, the researcher stressed the fact that the data collected would be used only for research purposes. When the students came back to the Department, they brought with them the completed questionnaires. A total

of 118 questionnaires were returned, a response rate of 39.33 %. Out of these only 87 were complete and satisfied the conditions that were set for the survey such as nationality (Non-Yemeni teachers were excluded) and level at which they taught (secondary level).

Following the collection of the survey questionnaires, the answers were computer-coded using the Statistical Package for Social Sciences (SPSS) Program. Descriptive statistics were produced for every item of the questionnaire, and a *t*-test as well as calculations of means and standard deviations was used for comparative purposes. The significance level in this survey was set at P<0.05.

Results and Findings

The results of the analysis of the Yemeni EFL teachers' responses to the questionnaires were used to answer the research questions of the study as outlined below.

Question #1 : What views do Yemeni secondary school EFL teachers have in regard to errors in the area of English Wh-questions?

To answer this question gravity scores assigned by EFL teachers to student error were analyzed. The sum and means of respondents in regard to ten error categories were calculated as shown in Table (5) below.

Table 5: Sum, Means and Standard Deviation of Errors as Perceived by Yemeni EFL Teachers

Category	Teachers	Sum	*Mean	Std. Deviation
Verb Inversion	87	65.30	0.7593	0.31187
Auxiliary Insertion	87	64.90	0.7460	0.28051
Lack of Aux. Verb Concord	87	63.90	0.7345	0.35465
Subject /Verb Omission	87	60.15	0.6914	0.30002
Auxiliary Replacement	87	59.22	0.6807	0.27842
Auxiliary +Verb Inversion	87	53.55	0.6155	0.28451
Verb Concord	87	53.00	0.6092	0.26057
Auxiliary Omission	87	51.36	0.5903	0.25330
Embedded Questions	87	46.00	0.5287	0.36366
Word Order	87	42.46	0.4881	0.27135
Total Average		55.98	0.6444	0.29588

The results shown in Table (5) above indicate the following:

1. The means for the ten error categories ranged between (0.7593) and (0.4881). As for the total average of the categories, the mean was (0.6444).

2. The highest rating was given to errors under the category of "Main Verb Inverted" such as "*How died her son?" with a mean of (0.7593), followed by the category of "Auxiliary Insertion (Addition)" such as "*Where did they are playing football?" with a mean of (0.7460). Then came the category

of the lack of "Auxiliary Verb Concord" such as "*Why does that lady crying?" with a mean of (0.7345), followed by the category of "Subject and/or Verb Omission" such as "*How long have been studying English?" with a mean of (0.6914). In the fifth rank came the category of "Auxiliary Replacement" such as "*Which car are you prefer?" with a mean of (0.6807), followed by the category of "Auxiliary + Main Verb Inverted" such as "*How many hours will take the trip?" with a mean of (0.6155). The categories of lack of "Verbal Form Concord" such as "*When did they arrived?" with a mean of (0.6092) and "Auxiliary Omission" such as "*Which book you prefer?" with a mean of (0.5903) occupied the seventh and eighth ranks respectively. Then came the category of "Inversion Retained in Embedded Questions" such as "*Do you know where does the head of the Department live?" with a mean of (0.5287). Finally came the category of "Lack of Subject-Auxiliary inversion" (Word Order) such as "*Where they are going to stay?" with a mean of (0.4881).

3. The results displayed in Table (5) above also indicate that the Yemeni teachers' perceptions of errors in the area of Wh-questions lean more or less towards the mid-point of the scale with an average mean of 0.6444. These scores reveal significant differences in teachers' perceptions and attitudes

towards grammatical errors. The Yemeni EFL teachers were far less strict in their perception and attitudes towards error correction. This finding does not seem to lend support to Hughes and Lascaratou's (1982:179) conclusion that native speakers of the TL were more lenient towards learner error than non-native teachers. This might be ascribed to the fact that the process of having acquired/ learned English as an L2 gave non-native speaker teachers some advantages (Phillipson, 1992). This finding, on the other hand, might be interpreted as in line with Al-Mekhlafi's (1999:23) observation that English question formation remains one of the most common error zones of Yemeni learners of English including the EFL trainee-teachers. This, of course, poses a number of interesting and challenging questions and issues for the Yemeni teachers as well as for the people concerned in Yemeni TEFL.

As was indicated earlier, the main aim of this study was to survey the views of the Yemeni EFL teachers in the secondary schools on their students' errors. This was achieved through answering the first question of this study based on the analysis of the Yemeni EFL teachers' responses to the questionnaire.

Question #2: Are the Yemeni EFL Teachers' views and attitudes on students' errors affected by the teacher's gender?

Table 6: The *t*-test of Categories of Errors as Perceived by Yemeni EFL Teachers according to Gender

Category	Gender	N	Mean	Std. Deviation	*t*- test for Equality of Means		
					t	df	Sig.(2-tailed)
Aux-Subject Inversion	M	46	0.4811	0.26772	-0.253	85	0.801
	F	41	0.4959	0.27849			
AUX Omission	M	46	0.5729	0.23839	-0.677	85	0.500
	F	41	0.6098	0.27069			
AUX Insertion	M	46	0.7703	0.24758	0.855	85	0.395
	F	41	0.7187	0.31429			
AUX Replacement	M	46	0.6841	0.26319	0.120	85	0.905
	F	41	0.6768	0.29784			
Verbal Form Concord	M	46	0.6145	0.24248	0.200	85	0.842
	F	41	0.6033	0.28243			
Embedded Questions	M	46	0.4348	0.31883	-20.640	85	0.010
	F	41	0.6341	0.38527			
AUX + Verb Inversion	M	46	0.6478	0.26582	10.124	85	0.264
	F	41	0.5793	0.30331			
AUX & Verb Concord	M	46	0.7174	0.36043	-0.474	85	0.637
	F	41	0.7537	0.35150			
Verb Inverted	M	46	0.7652	0.30566	0.188	84	0.852
	F	40	0.7525	0.32264			
Su. +Verb Omission	M	46	0.7326	0.27552	10.364	85	0.176
	F	41	0.6451	0.32245			
Average	M		0.64207	0.278562			
	F		0.64692	0.312891			

The aim of the second question of this study was to determine whether or not there is a statistically significant difference between the male teachers' views and the female teachers' views on their students' errors. In order to answer this question, the *t*-test was calculated as shown in Table (6) above.

The results shown in Table (6) above indicate that there is no statistically significant difference between the male teachers and the female teachers of English in their views towards errors in respect to 9 of the 10 categories. The only exception came under the category of "Embedded questions" in which the difference is

significant in favor of female teachers. The average mean of the male teachers was (0.64207), while that of the female teachers was (0.64692). This means that the Yemeni teachers' views and reactions to errors made by their students in the area of Wh-questions are not affected by the teachers' gender.

Question #3: Is there a relationship between the teachers' qualifications and their views in regard to their students' errors?

To answer this question, the means and standard deviations were used as illustrated in Table (7) below.

Table 7: Mean and Standard Deviation of Errors according to Teachers' Qualifications

Qualification	Mean	Std. Deviation
2-Y Diploma	0.6133	0.25560
B.A	0.6084	0.23764
B. Ed	0.6605	0.29689
M.A	0.6365	0.31724
Total Average	0.6444	0.29588

The results displayed in Table (7) above indicate that the highest mean among the 4 groups was scored by the B. Ed. holders with a mean of (0.6605). It is also very clear from the table that the holders of an M.A. degree came next with a mean of (0.6365); followed by the holders of a 2- year Diploma with a mean of (0.6133). The B.A holders scored the lowest mean (0.6084).

This is an interesting result. It means that the B.Ed. holders marked errors higher than the other groups of teachers. Thus, it could be assumed that they were the strictest in their perceptions and attitudes to student errors. It was ordinary that the B. Ed. degree holders were stricter in evaluating the error gravity of English Wh-questions than the 2- year Diploma holders. However, it was not natural that they outperformed the M.A. degree holders. Furthermore, both the B.Ed. holders and the 2- year Diploma holders were stricter in their perceptions towards students' errors than the B.A. holders. It seems that this might be attributed to the fact that both the B. Ed. holders and the 2- year Diploma holders were graduates of the Teacher Training Programs in the faculties of education. They had a different orientation to English language learning compared to the graduates of other faculties. They were exposed to more or less the same language courses as those received by the graduates of other faculties in addition to courses that deal with students' errors such as "Topics in Applied Linguistics", "Methods of Teaching English", etc., which might make them more aware of student errors.

This finding was also observed by Al-Mushriquee (2005: 87) who reported that his subjects (Yemeni teachers of English at the 9th grade) who had a B.Ed. degree showed more commitment to the implementation of the recommended techniques by the course-book writer than those who graduated from faculties or institutes other than the faculties of education.

Conclusions and Recommendations

Through the analysis of this survey questionnaire and based on the answers to the research questions of this study, the findings can be summed up as follows:

1. Yemeni EFL teachers in the secondary schools have different views in regard to students' errors. Their views lean towards the intermediate view with an average mean of 0.6444. It is, therefore, recommended that in-service Yemeni EFL teachers need ample training to ensure real understanding of the nature of students' errors. It seems that in the Yemeni context where English is taught as a foreign language, the handling of students' errors is a necessary part. Current research results indicate that uncorrected errors can and will result in fossilization of a learner language (Giller, 2000:1). Thus, the EFL teachers at the secondary stage should be provided with in-service training sessions that would enable them to improve their own competencies and to raise their awareness of learners' errors.

2. There is no statistically significant difference between the views held by the male teachers and those held by their female counterparts with reference to students' errors. However, gender differences should be included as a variable in the future studies.

3. As for the respondents' qualification and its effect on their views and perception of students' errors, the B. Ed. holders were the strictest towards learners' errors, while the teachers holding a B.A. degree in English were the least strict.

4. Considering other factors such as the respondents' number of years of teaching English, rural and urban schools, etc., could also help to provide a clearer picture of Yemeni teachers' perception of students' errors. Furthermore, it is recommended that certain other survey studies that could follow the present one be the following:

a. To investigate the views, attitudes and perceptions of Yemeni EFL teachers at the preparatory stage and at the Yemeni universities on their students' errors.

b. To survey the Yemeni teachers' beliefs and practices in regard to causes and treatment of student errors.

c. To conduct a similar study on a comparative basis between student- teachers and in-service teachers to ascertain whether or not experienced teachers' perceptions are at variance with those of inexperienced teachers.

Studies in future should be subjected to more rigorous statistical tests such as MANOVA (multiple analysis of variance) which are likely to yield not only interesting results but also enhance the statistically significant differences.

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