



The Qualities of the Good English Teacher as Perceived by Saudi and Yemeni College Students of English

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ABSTRACT

This paper is about a study on the qualities of the good English teacher as perceived by Saudi and Yemeni college students of English. The researcher (teacher) selected the samples purposively from students of English in both countries. He collected Data by asking the students an open-ended question to list the qualities of the good English teacher. The study tried to answer five questions related to: 1) the general qualities of the good English teacher, 2) qualities that are specific only to English, 3) gender differences, 4) level of students' differences, and finally 5) differences regarding contexts (Saudi vs Yemeni). The researcher categorized the findings categorized under four main groups: English proficiency, pedagogical knowledge, socio-affective skills and organization and communication. Though there was disagreement among the groups for the priority of the four categories, it was the socio-affective category which was characteristic of all the different samples with preponderance towards the Yemeni samples. Qualities under the socio-affective category are that the good English teacher is patient, relaxed, good tempered, fair, helpful, encouraging, respectful, kind, loving and caring. It was also found that there were eight qualities that were English specific. No major differences regarding gender were found. Differences related to level were also limited. There were some differences between the Yemeni and Saudi samples. The Saudis, for example, wanted more translation in class; they wanted teacher to give simple tests and assignments and they want him/her to give them chance to talk to him/her.

INTRODUCTION

Who is the good language teacher (GET)? The words *good* and *not good* language teacher are a frequent attributes to teachers of different subjects and at different stages: schools and/or colleges. We still remember those school and college days when we used to identify one of our teachers as good and the other as not. As Palmeiri (2009) observed 'We have all experienced at least one "great" teacher in our lives. His or her name is still remembered.' We also still hear such impressive words from our students talking about their teachers saying that they like teacher 'x' and dislike teacher 'y'." It goes without saying that teachers are among the factors that affect students' learning achievement (Wichadee & Orawiwanakul, 2012). In spite of the fact that our students talk about their teachers as good or otherwise, yet we scarcely pay heed to this kind of informal assessment. In other words, we do not take into account what our students say about us as this kind of assessment is an indirect assessment to what they expect from us as their teachers. If this is the case, then finding out our students' expectations can be of great help to us as teachers so that we get to know our own places and therefore what we need in order to fulfill our students' expectations. It is also worthwhile to the students themselves and the whole teaching and learning process. This is so because finding the points of strength and weakness of the teachers means that these teachers are going to build on the former and mend the latter which, in turn, will be reflected in the teacher's performance and thus in the teaching/learning process as a whole.

Why good English teacher? Does this make a difference if the teacher is not good? It is obvious that students under the care and guidance of a good English teacher are in better position than those who are not regarding their performance and comprehension. This is what is emphasized by Koinuma (as cited in Mizuno, 2004) when he indicates that "the students of good English teachers are working positively and independently with a lively impression during class.

Why English teacher? First, English is the area of our concern and interest. Second, it has been found (Koike) that the personality of the English teacher affects students twice as strongly as those of other subjects (as cited in Mizuno, 2004). So we, English teachers, have to realize that our personalities do have influence on our own students whether positively or negatively. This paper therefore, is trying to find out what students say about the English teacher. In other words, how they view the effective English teacher.

The Statement of the Problem

Knowing the qualities of the good English teacher as perceived by students of English (GET) from different levels and contexts is hoped to help teachers have an idea of what their students think of them and thus reflect on their teaching performance and behavior and

then mend that accordingly, which, in turn can benefit the different parties of the teaching learning process.

The Study Questions

1. What are the qualities of the good English teacher (GET) at the college level as viewed by college students of English?
2. What are the qualities of the GET that are specific only to English?
3. Does the level of the students play a role in the nature of these qualities?
4. Are there gender differences as revealed by these qualities?
5. Are there differences with respect to different contexts (Saudi Arabia & Yemen)?

The Aims of the Study

This study aims at the following:

1. Finding out the students' assessment of who the GET is at college level.
2. Finding out if the gender factor plays a role in the nature of the qualities of the GET.
3. Finding out if the students' level plays a role in the nature of these qualities.
4. Comparing two samples from Yemen and Saudi Arabia as regards to these qualities.
5. Suggesting some ways to make teachers aware of what their students expect of them.

The Study Significance

The importance of this study stems from the fact that it gives us a picture of the students' perception of the good English teacher. It is hoped that knowing the students' views about their teachers can bridge the gap between teachers and their students' expectations. As a matter of fact, it can be advantageous to the different parties in the teaching learning process. The students' expectation could be met and this in turn may positively affect their interest and motivation. The teachers, on the other hand, will have to modify their performance and behavior accordingly. This means they have to know themselves better in order to accommodate the students' expectations. As for the teaching and learning process, the fulfillment of the students' expectation and the teachers addressing what their students look for in their teachers may ensure better results in the whole teaching learning process.

The Delimitation of the Study

The samples of the study are taken from college students at the Department of English Faculty of Arts, Ibb University, Yemen and from the Department of English, College of Sciences and Arts, King Khalid University, Saudi Arabia. Other types of students from other departments or other colleges are not included. Within these departments level one and level four (year four) are selected as regard to the Yemeni

sample and level one (semester one) as regard the Saudi sample. Other levels are excluded. Generalization of results is not essential, as we are concerned at the present about these particular groups. However, some indications can be helpful to understand the general trend of the perceptions of these groups and similar ones.

Literature Review

The related literature is based on a number of studies that address the related issue intensively as follows: In order to assess the qualities a teacher needs to help in providing intrinsic motivation, in 1970 a study by Denis Girard attempted to address such a situation. A thousand children between the ages of 12 and 17 were asked to put a list of teachers' qualities in order of preference. The children showed what their learning priority was by putting these qualities in the following order: 1 most important and 10 least important.

1) He makes his course interesting, 2) teaches good pronunciation, 3) explains clearly, 4) speaks good English, 5) shares the same interest with all his students, 6) makes all the students participate, 7) shows great patience, 8) insists on the spoken language, 9) makes all his pupils work, and 10) uses an audio-language method.

Students were concerned that classes should be interesting, and three of the top ten qualities (5, 6 & 7) are concerned with relationship between teacher and student. In this study, the students were asked to list any additional qualities they thought were important. The most popular were: 1) He shows sympathy for his pupils, and 2) He is fair to all his students (whether good or bad at English).

Clearly this study, on its own, is in no way conclusive, but it does suggest certain conclusions:

1. The teacher has to make his class interesting
2. The teacher must be fair, treat his students equally, and as quick as possible to understand and act on the worries and aspirations of his pupils.
3. The teacher must be a good model as the target language user.
4. The teacher must be a good technician; his students should understand what is expected of them, be able to pronounce correctly, and be stimulated to introduce activity in the target language (Harmer, 1983).

Witcher (2003) studied students' perceptions of characteristics of effective college teachers. Participants were 912 undergraduate and graduate students from various academic majors enrolled at a university in a mid-southern state. Results analysis revealed the following nine characteristics that students considered to reflect effective college teaching: 1) student-centered (58.88%), 2) knowledgeable about subject matter (44.08%), 3) professional (40.79%), 4) enthusiastic about teaching

(29.82%), 5) effective at communication (23.46%), 6) accessible (23.25%), 7) competent at instruction (21.82%), 8) fair and respectful (21.60%), 9) provider of adequate performance feedback (5.04%).

In an exploratory study, Borg (2006) tried to find out the distinctive qualities of language teachers, namely English teachers. The study was an attempt to examine how English teachers are different from teachers of other subjects. To achieve this target, 200 practicing and prospective language teachers were selected from different subject areas: mathematics, history, science and chemistry. The findings of this study revealed that language teachers are different from other teachers in the nature of the subject, the content of teaching, the methodology, the teacher-student relationships and the native-non native contrast of speakers.

In a relevant study carried out by Kadha (2009) entitled "What Makes a Good English Language Teacher?" aimed to investigate the teachers' and learners' viewpoints (at the University level in Yemen) regarding their perceptions and conceptions of the qualities of a good language teacher and attempted to offer directions to student-teachers and teacher-trainers. The study tried to find out answers to two questions regarding the teachers' views and students' opinions on some qualities of a good English teacher, and the extent to which these qualities provide direction and purpose to the teaching process which results in producing effective and successful learning. The subjects of the study were fourth level students of English in three faculties of education and arts affiliated to Hodeida University. The sample consisted of 90 students of both males and females and 13 teachers. The instruments of collecting data were the interview and questionnaire. The result of the study does not show a real difference between students and teachers regarding the qualities of the good English teacher except in some few aspects. The results of the questionnaire reveal that high percentages of students and teachers alike regard the preparation and presentation of materials, planning a lesson, making it interesting and stating its objectives as well as motivating students and analyzing their needs to be the most important criteria in a good EFL teacher.

Another study at the regional level conducted by Shishavan & Sadeghi (2009) attempted to characterize qualities of an effective English language teacher (EELT) as perceived by Iranian English language teachers and learners. A tailor-made questionnaire was administered to 59 English language teachers and 215 learners of English at universities, high schools and language institutes in Iran. The results indicated significant differences between teachers' and learners' views on some characteristics of EELTs. Teachers seemed to agree more strongly than students that an EELT should assign homework and integrate group activities into the classroom. Other areas of significant difference in opinions included preparing the lesson well, using lesson plans and assessing what students have learned reasonably. Students, on the contrary, agreed more than teachers that teaching English in Persian

(first language of the learners) was one of the prominent characteristics of an EELT. The qualitative analysis indicated that teachers perceived the features like mastery of the target language, good knowledge of pedagogy and the use of particular techniques and methods as well as a good personality all make an effective English language.

A study entitled "Teachers' Use of Humor in Teaching and Students' Rating of Their Effectiveness" aimed to investigate the extent to which teachers' use of humour in teaching, and students' ratings of their teaching effectiveness in Migori district, Kenya. Purposive and random sampling procedures were used in the selection of the sample of teachers and students from 6 secondary schools. The questionnaire tool was used to collect data from 311 students and 35 teachers. The results indicated that the use of humour in teaching is generally good and that there is a significant, moderate relationship between the use of humour and students' rating of teachers' effectiveness. The results also indicate that the most commonly used styles of humour among the students are the positive styles of humour (Affiliative humour and Self-enhancing humour). So it was concluded that teachers who use humor in teaching are generally rated effective in terms of motivation, creation of engaging lessons and anxiety reduction in students. The teachers are also rated effective in terms of stimulation (Makewa et al., 2011).

Chireshe (2011) investigated university students' perspective on effective and ineffective lecturers using the design of qualitative survey. A questionnaire was used to collect the data from 77 students. The study revealed that effective lecturers were well organized, competent, always involved students, friendly and readily available. It was also found that effective lecturers were necessarily fair in their marking. On the other hand, it was also found that ineffective lecturers did not plan their lectures, came late for lectures, were not knowledgeable, were not contributing to students' seminar presentations, were intimidating students, were not involving students, were boasting about their qualifications and families and were biased in their marking. Moreover, ineffective lecturers' did not highlight strengths and weaknesses of students.

A quite recent study by Whichadee and Orawiwatnakul (2012) compared the characteristics of effective language teachers on the basis of four categories: English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills. This was so as these characteristics were viewed by low and high proficiency students at Bangkok University. Two tools were used to gather data, a questionnaire and an interview. The results showed that both low and high proficiency rated 'effective language teachers' in order of importance as follows: organization and communication skills, socio-affective skills, pedagogical knowledge, and English proficiency. The results also revealed that there was a statistically significant difference between the two groups in three categories: pedagogical knowledge, socio-affective and organization, and communication skills. The data

from the interview form showed that both groups perceived good teachers as those who provide more activities or exercises to help them be better learners.

METHODS

The Research Method

More than one techniques were exploited here. The survey is used with the purpose of exploring the selected groups' views about the qualities of the good English teacher. Then the comparative technique was also utilized to compare results at year, gender and country levels.

The Sample Selection

There are two types of students here: the Yemenis and the Saudis. In Yemen, there is coeducation in higher education. Males and females at college and university levels study together. This is not the case in Saudi Arabia. In Yemen, in the college from where the sample is taken and where I used to teach, the English Department is more than 15 years old. It is already established and many batches have graduated from there. So I selected two levels: one and four purposively. Level one was selected because the students were new and so their perception about the English teacher may differ from those of level four, who on the other hand, have already a long experience with English and English teachers. The whole classes of each level of the two levels were asked to do the assignments of listing the qualities of the GET. Then the selection was done randomly from the handed over papers or slips. The sample of each level consisted of 60 slips. Half of these (30) were by males and the other half (30) by females. The Saudi sample consisted only of males as there is no coeducation in higher education in Saudi Arabia. As the number of the students of the Saudi sample was round 30, all the slips (writing assignments) of the group were taken.

The Procedures

With students of level four, they were asked to list the qualities of the GET in a slip of paper each and hand it to me. As for students of level one (Yemeni sample) they were given a written task to write a paragraph about the qualities of the good English teacher. This assignment was part of the writing skill, and they had to do it in classroom. After they finished writing the assignment in a paragraph form, the written tasks were gathered. This activity took them 30 minutes to finish. As this was done a random selection of 60 slips from the total group of 120 of each level was also done by choosing every 2nd paper. The remaining papers were discarded. The Saudi sample was asked to list the qualities in a voluntary basis; they were to do that in Arabic. Here the whole slips (30) were collected.

Data Collection

The data was collected via a questionnaire with an open ended question in which the study groups were asked to write a paragraph (level one) or prepare a list of the qualities of the good English teacher (level four Yemenis and level one Saudis). This kind of open-ended questions is preferred because it can precisely identify the students' own perception of these qualities rather than giving them a readymade list to select from.

Data Analysis

the three samples. The list from each sample was then tabulated. But as the list of the items is long (30 items or more), shorter tables were used instead in which the highest top ten most important qualities were listed. Therefore, the analysis is confined only to three tables that contained the ten most frequent qualities from each level. Simple analysis techniques were used such as frequency and percentage to indicate the results. This was applied to all samples.

RESULTS AND RESULTS DISCUSSION

Results

For convenience, instead of the major tables (see appendix) that contain the whole lists of qualities obtained from the groups of students, shorter ones are used in which the top ten most frequent qualities are given.

QUESTION1: What are the qualities of the good English teacher at the college level as viewed by college students of English?

The answer for question 1 is shown in Table 1 below. For simplicity and convenience only top ten qualities are given in this table. For the full list of quality a separate table in appendix 1. We will start with the Yemeni sample (level four).

Results of the qualities GET as perceived by level 4 (Yemeni sample)

Table 1: Top Ten Qualities of GET as Viewed by Level 4 (Yemeni Sample)

No	The good English teacher is who:	Boys	Girls
1	one that explains lesson clearly and in details	23	25
2	is punctual and respects time	24	20
3	speaks clearly and has a good accent	22	18
4	is patient, relaxed; does not get angry	09	24
5	gives advice to students	20	13
6	involves students	13	17
7	encourages students to be creative	14	11
8	shows respect towards his students	04	04
9	helpful and respects students needs	04	04
10	is kind, caring and loving	02	04

As can be seen from Table 1, these top ten characteristics as perceived by this group (Yemeni level 4) can be classified under four main categories: 1) subject knowledge (English proficiency), 2) pedagogical knowledge and skills, 3) management, organization and communication, and 4) socio-affective skills. (See Wichadee & Orawiatnakul, 2012). Two qualities of the GET came under the category of English proficiency (1 & 5). Only one item (2) came under the pedagogical knowledge category. The majority of items came under the socio-affective category; these included qualities (3, 4, 6, 7, 9, and 10). Under the management, organization and

communication category came one quality: (8). This result is applicable to males and females participants. The differences between males and females were only in the number of frequencies and in other less important features that were given in the major tables. As shown in Table1 above, almost in all items males scored more than females except for one item (7) under the English proficiency category, where females scored seven and males only two. Females were more concerned about good pronunciation.

Results of the qualities of GET as perceived by level 1 (Yemeni sample)

Table 2: Top Ten Qualities of GET as Viewed by (Level 1 Yemeni Sample)

No.	The good English teacher is who:	Freq.
	one that explains lessons and communicates information clearly	17
	is well mannered:, friendly, understanding, and patient	16
	has a good command of the language	13
	makes tests and exams easy	09
	invites the students to discuss the lesson	07
	does a lot of translation	07
	makes things easy for students	06
	speaks the language fluently	05
	never uses Arabic when talking with students	05
	gives students the opportunity to talk to him in class	05

Table 2 shows the top ten qualities of level 1 English (Yemeni sample). This time the pedagogical knowledge category came first with item (1): the good teacher is one who explains lesson clearly; it scored with the highest frequency by both genders. Under the English proficiency came item (2) (Speaks clearly: has good accent). But as shown in the table most of the qualities came under the socio-affective category (2, 4, 5, 7, 8, 9, 10). Under the management, organization and communication came only one item (6) (s/he

involves the students in class). Coming to the females, the same classification was true; however, this time girls scored more than boys in four qualities: that s/he explains the lesson clearly item (1) : 25 for girls against 23 for boys, item (4) s/he is patient and relaxed : for girls 24 against 9 for boys, item (6) involves students: 17 against 13 for boys, and item (10) is kind, caring and loving: 4 for girls against 2 for boys.

4.1.3 Results of the qualities GET as perceived by Level 1 (Saudi sample)

Table 3: Top Ten Qualities of GET as Viewed by the Saudi sample Level(1)

No	The good English teacher is who:	Boys	Girls
1	is one that is competent and qualified	20	14
2	is one that is well-informed with the different teaching methods	18	15
3	is patient	06	06
4	is honest	06	04
5	is good at English pronunciation	02	07
6	is fair and impartial	06	03
7	is able to control class	05	03
8	involves his students in class	04	04
9	is caring and loving	04	04
10	is helpful	02	04

Coming to the Saudi sample, Table 3 shows the top ten qualities as follows: The items that came under the knowledge of pedagogy category are item (1) with the highest frequency of 17, (5 & 6) with 7 each and items (9 & 10) with 5 each. Under the socio-affective category, there were three items: (2) with a frequency of 15, (4) with 9, and (7) with 6. The category of English proficiency included two qualities (3) with 13 and (8) with 5. We can notice that the category of management, and organization communication has no place with this sample. As mentioned earlier the female factor was absent for the Saudi sample for practical constraints. Level 4 is also not available as this is a newly established college.

Results Discussion

As we can see from the results in Table 1 above concerning level 4 perception of the qualities of the GET, the first quality that gets the highest frequency is : s/he should be competent and qualified. More than half of the participants 34 (57%) of both genders mention this quality. However, there is a difference between boys and girls. While boys score 20 (67%) girls score only 14 (47%). It is difficult to explain this difference in gender. But it is quite clear that both genders consider qualification as an important quality of the GET. The reason for giving this a priority may be due to the participants encountering disqualified teachers. Moreover, these students have already spent about four years studying English which means they have become more confident regarding their knowledge of English so that they can judge the qualification of their teachers.

Students of level 4 are also concerned more with the socio-affective qualities (personality and behavior). Five items (3, 4, 6, 9, & 10) were among the first top ten qualities for this group. The teacher's personality matter more for them after proficiency; they want teachers who are patient, honest, fair, impartial, caring loving and helpful. Gender differences are not significant here. With respect to pedagogical knowledge, 58% of the participants of both genders agree that good teachers are those who know different teaching methods. As for the fourth category, management, organization and communication, the students want their teachers of English to involve them in class. This is quite interesting and indicates that they are aware of this very important requirement of taking active part to learn effectively.

Moving to level 1 (Yemeni sample), the first of the top ten qualities, however, is not about proficiency but rather the pedagogical, namely explaining lessons clearly and effectively. This is true of both group; males and females. There is no real difference between males and females and for both of them this is priority. Giving priority to pedagogical skills is quite natural with these fresh students who strive to understand what teachers say in English.

Like level four, students of level one are very conscious about the teacher personality and behavior. For them seven items out of ten came under the socio-affective (2, 4, 5, 7, 8, 9 & 10). The GET is punctual, patient, relaxed, good tempered, encouraging, respectful, helpful to respects their needs, kind, caring and loving. This can be attributed to the fact that they were new to college life and to the new language which means they need some time to adjust themselves to this new environment and this is why

they are looking for the teacher with good personal traits. Apart from the socio-affective features, these students look for the teacher who is proficient and whose English pronunciation is good.

Coming to the Saudi sample, their priority is how to understand the teacher. In other words, the good English teacher should explain lesson clearly and communicate information effectively. They share this with their Yemeni counterparts. However, their perception of pedagogical skills of the good teacher seems to be a big concern for them. Not only the first top quality has to do with pedagogical skills but also this is repeated again in four more items, namely 5, 6, 9 & 10. Next in importance for the Saudis are qualities that are concerned with the socio-affective nature. Three items come under this category (2), (4), and (7). For this group, the good teacher should be friendly, good tempered, kind, understanding, makes things easy whether tests, or assignments. What is worth to note here is their demand that a good English teacher should make tests and other tasks easy. This is even emphasized by their demand that the good teacher does much translation. All this goes along with their actual behavior in class as they do not want to work hard; they always want tests to be very simple and, they are so reluctant to do assignments, and they ask teacher to translate a lot. This makes the difference between this group and their Yemeni counterparts. However, there are some students who are against the use of Arabic in classroom as shown in item (9).

What is interesting for both the Saudis and Yemenis is that the Saudis want their teacher to give them chance to talk to him/her. The Yemeni samples, on other hand, want their teacher to encourage them to be creative. Both characteristics are worth paying attention to, as both characteristics are required for the modern English teaching/learning. Both are also mentioned and emphasized by Miller (2012) as among the ten characterizes of the GET.

From all the lists of qualities by the different samples of participants one can see that most of the

qualities are not necessary specific to English teachers. They are shared by other teachers of other subjects. For level four, for example, only two items that we can say are relevant to English language teachers. The first (5) is that the good teacher of English should pronounce sound English, and the second is partly relevant to English (8) that he should involve the students in class. Otherwise, 80% of the qualities are common to all teachers whether of English or of others.

The same is said about level one students. Only two (20%) out of ten of the stated qualities are English specific. These are items (3&8), having good English accent and involving students in class. With the Saudi sample, 3 qualities can be attributed to English. These are represented in items (3,10 & 6), having a good command of English, doing much translation and allowing students to talk to him in English. All this shows that a good English teacher is in many respects like all other teachers of other subjects, in that s/he must know his subject, know how to deliver it effectively and above all be a good person, human and humane.

CONCLUSIONS

To conclude this article, we come to answer the study questions as follows:

QUESTION 1: What are the qualities of the good English teacher at the college level as viewed by college students of English?

The answer is given in tables 1,2, and 3 as given earlier.

QUESTION 2: What are the qualities of the good English teacher at the college level as viewed by college students of English that are specific only to English?

The answer to this question is shown in table 4 below.

Table 4: The Qualities of the GET that are Specific to English Across Groups

No	Qualities	Yemeni 4	Yemeni 1	Saudi	M.	F.
1.	Competent and qualified	*√		*√	20	14
2.	Good at English pronunciation	*√	*√		2	7
3.	Involves his students in class	*√	*√		4	4
4.	Has good command of English			*√		
5.	Does a lot of translation			*√		
6.	Speaks the language fluently			*√		
7.	Uses English with students			*√		
8.	Let students talk to him in English			*√		

*√ Quality that is specific to English across groups

QUESTION 3: Does the level of the students play a role in the nature of these qualities?

As shown from Table 4 the level of students does not make a real difference in the nature of the qualities. Level four and level one of the Yemeni samples share many qualities of the GET. Level 1 share two out of

three items with level 4, namely having good pronunciation and involving the students.

QUESTION 4: Are there gender differences in these qualities?

Again Table 4 above makes it clear that both males and females have almost the same perceptions as

regards to the qualities of GET. Differences are only in frequencies.

QUESTION 5: Are there differences with respect to contexts (Saudi Arabia vs. Yemen)?

The answer is yes. If we limit ourselves to the qualities specific to English given in Table 4, we can see that though Yemenis and Saudis share some qualities, yet, Saudis have their own individuality regarding the GET. The Saudis, for example, want the good English teacher have a good command of English, translate a lot, speak English fluently, use English with the students, and give them chance to talk to him. Moreover, we have also seen earlier in Table 3 that Saudis want the teacher to make things easy for them by giving easy tests and assignments to all, of which are not shared by the Yemeni samples. The same concept is also mentioned in the major table (other than top ten qualities) in which some say the good teacher does not give them much homework. The only quality common to Saudis and level 4 Yemeni is that the teacher must be competent and qualified.

RECOMMENDATIONS

It is recommended that teachers of English should be aware of the qualities of the GET as perceived by their students.

Suggestions

It is suggested that a follow up study should be carried out with different groups from different colleges and levels in both countries.

It is also suggested that females' views should be taken into account in both countries in a follow up study.

It is suggested that a readymade list be used instead of the open ended question in the follow up study.

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