

**Deanship of Graduate Studies**  
**AL-Quds University**



**Attitudes of Palestinian Undergraduate Students  
Towards Native and Non-Native English Language  
Teachers and their Relation to Students' Listening  
Ability**

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**M. Sc. Thesis**

**Jerusalem – Palestine**

**1437-2016**

**Attitudes of Palestinian Undergraduate Students  
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**This Thesis is Submitted in Partial Fulfillment of the  
Requirements for the Degree of Master in Education in  
Teaching English as a Foreign Language, Faculty of  
Educational Sciences, Al-Quds University**

**1437-2016**

Al-Quds University  
Deanship of Graduate Studies  
Teaching methods



### Thesis approval

## Attitudes of Palestinian Undergraduate Students Towards Native and Non-Native English Language Teachers and their Relation to Students' Listening Ability

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1437-2016

## **Dedication**

This thesis is dedicated to my parents, FayzahThawabtah and Jabir Al-Kar, to my lovely brothers without whose caring, continued support and encouragement, I would not have been able to accomplish it.

It is also dedicated to my beloved grandfather, who passed on a love of reading and respect for education. And, undoubtedly, to all people who elevated my spirits in hard times.

**Declaration:**

I certify that this thesis, submitted for the Degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed .....

Hibah Jabir Ibrahim Al-Kar

Date: 9/1/2016

## **Acknowledgements**

First and foremost, I would like to express my sincere thanks and gratitude to Allah, the Almighty, for giving me the strength to complete this thesis, which I wouldn't have been able to finish without his support and mercy.

I also owe a special thank to my supervisor, Dr. Jamal Nafi', for his continuous guidance, deep understanding and enormous patience. With his great efforts to explain things clearly and simply, he helped me to make this work fun for me. Throughout my thesis – writing period, he provided me with lots of sound ideas. I would also like to thank Dr. Ibrahim Arman for educating me in the world of statistical analysis and SPSS. He helped me to find confidence and joy in working with numbers.

And I also thank professor Jamilkhader for his intelligent suggestions and valuable feedback about the instruments of the study that challenged my way of thinking and encouraging me to question and answer as a critique researcher. Special thanks also to Dr. ZiadQubaja and Dr. Mohsen Adas. I have learned so much through their teaching me some courses in the graduate program.

Last and not least, special thanks are to be offered to all the volunteers who participated in this study.

## **Abstract**

The purpose of this study was to investigate the attitudes of Palestinian undergraduate students towards native and non-native English language teachers and their relation to students' listening ability. To achieve this purpose and to answer the study questions and hypotheses, the researcher adopted both the descriptive and inferential approaches and chose a sample which consisted of 120 undergraduate students. The researcher utilized two main instruments, a questionnaire and a listening test. And to determine the reliability of the instruments, Cronbach Alpha and Pearson's correlation were used. The collected data were analyzed and treated statistically through (SPSS). After the statistical analysis, the major findings of the study revealed that attitudes of Palestinian undergraduate students towards Native and Non- Native English language teachers were moderate in all items and sections, except for teaching culture which was found to be with low attitudes for native teacher. The findings also pointed that listening ability for Palestinian undergraduate students towards native and non native English language teachers were higher for those who studied with native teachers compared to those who studied with non native teachers. The findings also indicated that there were statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students towards native and non native English language teachers due to university. Based upon the previous findings, the study recommends that administrators should consider that both teacher types are expert, proficient, so they should not discriminate against either of them. Students should be given the opportunity to study English with both teacher types. It also suggests that both teachers should be given training courses on teaching methods and strategies by the Ministry of Education. Researchers should conduct more empirical studies that depend on different variables and different levels of the students.

اتجاهات طلبة المرحلة الجامعية الأولى الفلسطينيين نحو معلمي اللغة الانجليزية الناطقين بها  
والناطقين بغيرها وعلاقته بمهارة الاستماع لديهم

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**الملخص:**

هدفت هذه الدراسة إلى استقصاء اتجاهات طلبة المرحلة الجامعية الأولى الفلسطينيين نحو معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها وعلاقته بمهارة الاستماع لديهم. لتحقيق ذلك الهدف وللإجابة عن أسئلة وفرضيات الدراسة تبنت الباحثة المنهج الوصفي التحليلي والاستدلالي، وتم اختيار عينة مكونة من 120 طالب. استخدمت الباحثة أداتيهما الاستبيان واختبار مهارة الاستماع . ولتحديد ثبات الأدوات تم استخدام كرونباغ ألفا ومعامل الارتباط بيرسون وتم تحليل البيانات ومعالجتها إحصائياً من خلال برنامج الـ SPSS. وبعد القيام بالتحليل الإحصائي كشفت النتائج الرئيسية أن اتجاهات طلبة المرحلة الجامعية الأولى الفلسطينيين تجاه معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها كانت معتدلة في كل البنود والأقسام باستثناء قسم تعليم الثقافة فتيين أن الطلاب لديهم اتجاه متدني تجاه معلمي اللغة الانجليزية الناطقين بها. وتشير النتائج أيضاً أن القدرة الاستماعية لطلاب المرحلة الجامعية الأولى الفلسطينيين كانت أعلى لأولئك الطلاب الذين درسوا مع معلمين ناطقين باللغة الانجليزية بالمقارنة مع أولئك الذين درسوا مع معلمين ناطقين بغيرها. وتشير النتائج أيضاً إلى أن هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha \leq 0.05$ ) في المتوسطات الحسابية للقدرة الاستماعية لطلاب المرحلة الجامعية الأولى الفلسطينيين تجاه معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها تعزى للجامعة. بناء على كل النتائج السابقة فالدراسة توصي المسؤولين أن يأخذوا بعين الاعتبار



أن كلا نوعا المعلمين هم خبراء ولديهم الكفاءة المناسبة في التعليم , لذلك لا يجب أنيظهروا تميزهم ضد واحد منهم . ويجب أنيعطوا الطلاب الفرصة ليدرسوا اللغة الانجليزية مع كلا هذان النوعان من المعلمين . ويجب أن يمنح هذان النوعين من المعلمين مساقات تدريبية تتعلق بطرق واستراتيجيات التعليم وذلك من قبل وزارة التربية والتعليم. ومن القيم قيام الباحثين بإجراءدراسات عملية تعتمد على متغيرات مختلفة ومستويات طلاب مختلفة.

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## **Chapter One: Introduction**

### **1.1 Study Background**

English is an international language, spoken in many countries, both as a native and as a second or foreign language. It's taught at schools, colleges and universities in almost every country on this earth; because people have found that knowing English is very important these days. It's a powerful way to get a better job and to communicate with people all over the world. Every day people are exposed to the English language through different situations, such as listening to native and non native English speakers. The more they listen to English, the more they become accustomed to varieties of English and this enables them to understand well. Language learners today have many opportunities to study with native and non native English speaking teachers.

Crystal (2003a) indicates in his book that English is now the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil. The number of people worldwide speaking English is steadily increasing and, according to Kachru (1992), the number of people for who English is the mother tongue or native language or primary language is widely agreed to be around 350 million. And the figure of non – native speakers of English has been roughly estimated at about 700 to 750 million. Cheung and Braine ( 2007 ) show that the British council estimates that English is spoken as a second language by about 375 million speakers, and as a foreign language by about 750 million. According to Llurda and Moussu (2008), the majority of English language teachers worldwide are non – native English speakers (NNES). Canagarajah (1999) estimates that nearly 80% of the world's ESL/EFL teachers are NNS. On the other

hand, Karchu (1992) indicates that there are four non native English speakers for each native English speaker which is a proportion similar to that of teachers of English. Episcopo (2009) ensures that non native English speaking populations have long surpassed the total number of native English speakers. The number of people learning English has in recent years risen rapidly and the ever increasing number of non native teachers in the field indicates whether English should be taught by NS orNNS teacher is a widely disputed issue (Arva&Medgyes 2000; Merino 1997,&Sheorey, 1986).

According to Ulate (2011), studies have shown that both native and non native speakers have certain characteristics that help them become good language professionals, and according to Ferguson (2005) students' success in learning a second language (L2) or a foreign language (Fl) can be affected positively or negatively by various factors, including their belief systems about how (FLs) should be taught and their belief systems regarding the characteristics of the ideal language teacher.

Ellis (1994) claims that learners' attitudes have been identified as one set of variables of major importance. The attitudes are shaped by the social factors which influence learner's outcome. There are both negative and positive attitudes towards L2 being learnt. Dörnyei and Csizér (2002) mention that a positive attitude facilitates foreign language learning, while a negative attitude acts as a psychological barrier against learning.

According to Ferguson (2005), students' attitudes have been shown to have a profound impact on their SLA success. Attitudes stem from personal characteristics are intricately related to motivation and, are linked to beliefs.

And in the same context, attitudes could relate to listening comprehension in language classes. Gilakjani and Ahmadi (2011) mention that it's evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of



students, since listening is used as a primary medium of learning at all stages of education. And according to Major, Fitzmaurice, Bunta and Balasubramanian (2002), attitude is another possible reason for greater comprehensibility of Spanish speakers for Japanese and Chinese listeners. Positive attitudes increase comprehension; whereas, negative attitudes decrease comprehension. Lindemann (2002) suggests that the relationship between attitude and comprehension is mediated by the native speakers' choice of strategies.

Due to that attitude, concept is considered as an essential component in language learning and due to this relationship between attitude and comprehension, and due to the rarity in the literature regarding studies on EFL undergraduates' attitudes toward native and non native English language teachers, and their relation to students' listening ability in the Arab world are motives to conduct the current study. Dörnyei and Csizér (2002) mention that a positive attitude facilitates foreign language learning, while a negative attitude acts as a psychological barrier against learning.

## **1.2 Statement of the Problem**

While learning English as a foreign language, Arab students encounter several problems pertaining to their attitudes towards native and non native English language teachers, and they finish their university education with limited proficiency in English.

Specifically, the researcher notices that the Palestinian undergraduate students have different beliefs and feelings about native and non native English language teachers and she discovers that these attitudes (opinions and feelings) are directly associated with students' listening ability in language classes, which will influence the efficiency of the students in these classes. The researcher noticed this through doing a BA in English Language and Literature at Bethlehem University by way of example, not exhaustive enumeration and through the different studies which have been conducted to investigate

students' attitudes toward native and non native English language teachers. Major, Fitzmaurice, Bunta and Balasubramanian (2002) believe that attitude is another possible reason for greater comprehensibility of Spanish speakers for Japanese and Chinese listener. Positive attitudes increase comprehension; whereas, negative attitudes decrease comprehension. The studies that are conducted on Palestinian students' attitudes toward native and non native English language teachers and their relation to the students' listening ability are rare, or may be non-existent, the researcher intends to investigate this issue by determining students' attitudes whether native or non native English language teachers make better language teachers, and who students prefer and why.

### **1.3 Objectives of the Study**

This study aims to examine the attitudes of Palestinian undergraduate students toward native and non-native English language teachers and the relation of those attitudes to students' listening ability. This issue will contribute to significant developments in the teaching and learning of English as a foreign language. It will also enlighten employers regarding the hiring of native and non-native English teachers.

### **1.4 Questions of the Study**

To achieve its purposes, the study attempts to address the following questions:

- 1-What is the extent of Attitudes for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers?
- 2- Are those Attitudes for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers different due to gender?
- 3- Are those Attitudes for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to the level of achievement?

4- Are those Attitudes for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to university?

5- What is the extent of the listening ability for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers?

6- Is this listening ability for Palestinian undergraduate students towards Native and Non-Native English language teachers different due to gender?

7- Is this listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to the level of achievement?

8-Is this listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to university?

9- Is there statistically significant Correlation between Palestinian undergraduate students' attitudes towards Native and Non-Native English language teachers and the students' listening ability?

### **1.5 Hypotheses of the Study**

1- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian undergraduate students towards Native and Non-Native English language teachers due to gender.

2- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian undergraduate Students towards Native and Non-Native English Language Teachers due to the level of achievement.

3- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of Attitudes of Palestinian undergraduate students towards Native and Non-Native English language teachers due to university.

4- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students towards Native and Non- Native English language teachers due to gender.

5- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language teachers due to the level of achievement.

6- There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to university.

7- There are no statistically significance relations at ( $\alpha \leq 0.05$ ) between Palestinian undergraduate students' attitudes toward Native and Non-native English language teachers and the students' listening ability.

### **1.6 Significance of the Study**

This is a very recent study. Researchers only began investigating issues related to non-native English speaking teachers in the 1990s and studies on EFL students' attitudes became very visible in the literature at the start of this century. Researchers on native and non native English language teachers have recently become crucial. The results may help to inform teachers of the attitudes held by students. And if the students' attitudes are better understood, researchers, administrators and teachers will realize the opinions and feelings students bring to the language classes, and can determine what kind of language classes'

activities or methods that could challenge these attitudes. The current study will lead researchers to do more studies, thinking of attitudes and their effect on comprehensibility.

### **1.7 Limitations of the Study**

The current study has the following limitations:

- 1- The study covered only undergraduate students in Bethlehem and Al- Quds Universities.
- 2- The study was applied in the academic year 2015/2016.

## 1.8 Definition of Terms

**Attitude:** A feeling or opinion about something or someone or a way of behaving that is caused by this. (<http://dictionary.cambridge.org/dictionary/english/attitude> ). The researcher specially designed a questionnaire to examine the participants' attitudes towards native and non native English language teachers.

**Undergraduate student:** A student in a university or college who hasn't received a bachelor's degree. (<http://dictionary.reference.com/browse/undergraduates>)

**Native speaker (NS):** Someone who has spoken a particular language since he/she was a baby, rather than having learned it as a child or adult.

(<http://dictionary.cambridge.org/dictionary/british/native-speaker>)

**Non –Native speaker (NNS):**

Someone who has another native tongue than the language being used or learned.

([http://en.wiktionary.org/wiki/non-native\\_speaker](http://en.wiktionary.org/wiki/non-native_speaker))

**Listening:** is a process of decoding the sounds from the smallest meaningful units (phonemes) to complete text (Gilakjani&Ahmadi , 2011).

**Ability:** the power or skill to do something. (<http://www.merriam-webster.com/dictionary/ability>)

The researcher specially designed the listening test to examine the participants' listening ability towards native and non native English language teachers.

**Second Language Acquisition (SLA):**

refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language.

The additional language is called a second language (L2), even though it may actually be the third, fourth or tenth to be acquired. It's called a target language which refers to any

language that is the aim or goal of learning. SLA includes informal L2 learning, Formal L2 learning (Saville-Troike, 2012).

## **Chapter Two: Literature Review and Related Studies**

### **2.1 Introduction**

For the purpose of convenience, this chapter is divided into two major sections which are the theoretical framework and the empirical studies related to students' attitudes towards native and non-native English Language teachers and their relation to students' listening ability. The theoretical framework section discusses these areas: First, it discusses the different definitions of the words attitude and listening. Second, it discusses the notions of terms: native and non native English language teachers. Third, it discusses the issue of native and non native English language teachers from different linguistic perspectives. Fourth, it discusses some characteristics of non –native English language teachers. While in the empirical section, the researcher reviews some studies that have investigated students' attitudes towards native and non –native English language teachers. It also investigates the relationship between attitudes toward English language teachers and comprehension.

### **2.2 Review of Literature**

#### **2.2.1 Attitude**

A discussion of attitudes is crucial due to the strong, undeniable interrelationship between attitudes and belief systems. The attitudes possessed by students and teachers are diverse and fall on a continuum. Students' attitudes have been depicted to have a profound impact on their SLA success. Therefore, the study of attitudes has been an important area of interest for psychologists and they consider several definitions of attitude which mention different meanings from different contexts and perspectives. For some educators, attitude is simply a feeling, an opinion, a tendency or a mental state toward something or someone. In their book *The Psychology of Attitudes*, Eagly and Chaiken (1993) see an attitude as a



"psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Campbell (1963) defines attitude as states of the person that come into being on the basis of some transaction with the environment. These states then affect subsequent responding. Also Singh (2003) says that an attitude is used to express one's way of thinking, feeling or behaving. It is a preparation of readiness which influences persons to act in a certain way. And according to Latchanna&Dagneu, (2009) attitude is accepted as an important to understand human behavior and is defined as a mental state that includes beliefs and feelings. Whereas, Wenden (1991) suggests a broader definition of the concept "attitude." He says that the term attitude contains three components namely, cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude.

The affective one refers to the feeling and emotions that one has towards an object. And the behavioral component refers to one's consisting actions or behavioral intentions towards the object. And as for Education, Brown (2000) notes that teachers should recognize that all students possess positive and negative attitudes in varying degrees, and adds that the negative attitudes can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of foreign culture, a fact that might be reflected in the process of learning the foreign language.

### **2.2.2 Listening**

Because listening plays a significant role in communication in a second language, it is regarded as much more important in both EFL classrooms and SLA research than other skills. And in the context of listening definition, Underwood (1989) simplifies the definition of listening to "the activity of paying attention to and trying to get meaning from

something we hear" (p.1). On the other hand, Purdy (1997) defines listening as " the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (Verbal and non Verbal), needs, concerns and information offered by other human beings"(p.8). Mendelsohn (1994) is of the view that listening is the ability to understand the spoken language of native speakers.

As has been seen, there are many different definitions of the words attitude and listening. And in addition to this, there are also many different notions of the terms native and non-native speakers of English.

### **2.2.3 Native English Language Teachers**

The concept of native speaker occupies a curious position in Applied Linguistics. There are many definitions of this term, it may be defined in the following six ways (Davies 2004):

- 1- The native speaker acquires L1 of which he/she is a native speaker in childhood.
- 2- The native speaker has intuitions about his/her idiolectal grammar.
- 3- The native speaker has intuitions about those features of standard language grammar.
- 4- The native speaker has a unique capacity to produce fluent spontaneous discourse which exhibits pauses mainly at clause boundaries and which is facilitated by a huge memory stock of complete lexical items.
- 5- The native speaker has a unique capacity to write creatively.
- 6- The native speaker has a unique capacity to interpret and translate into L1 of which she/he is a native speaker.

And according to Lee (2005) a native speaker is someone who acquired the language in early childhood and maintains the use of the language. Also, (Kachru& Nelson, 1996) mention that the term native speaker has been used to refer to "someone who learned a language in a natural setting from childhood as first or sole language" (p. 81).

#### **2.2.4 Non-native English Language Teachers**

Non –native speaker term as Moussu (2006) refers to "someone who has learned a language other than English as a first language, and is learning or has learned English as an additional language" (p. 8). Christen (2008) indicates that even with lifelong practice, L2 can never become one's native language.

#### **2.3 Native Speakers from Different Linguistic Perspectives**

As has been stated above, the definition of native speaker is explored, based on the works of numerous scholars who have investigated this concept. And the concept of "nativeness" is controversial and has been defined in various ways. As indicated in the previous definitions, a native speaker is defined an individual who acquired language since birth. And adhering to the definitions given by Davies and Lee, most foreign language learners could not be categorized as native speakers. However, foreign language users who champion English as a foreign language almost native- like is said to be near native. Medgyes (1999) used the term Pseudo- native to categorize someone who is close to but nevertheless not the native speaker of English. According to him, "Pseudo- native" speakers can be identified by their strange pronunciation. They have a lower level of idiomaticity than average and lack in conceptual knowledge. In addition, they depend on the repetitions and routine language, and awareness on cultural and contextual norm is limited. Lastly, Pseudo-native speakers are less coherent and consistent in judging their own production and other people's language. Moreover, there are other linguists who confirm that foreign language learners could not be as native speakers. According to Scovel (1988) who sees that it is impossible for any learner of a language after the critical period to become a native speaker, unless he or she is born again. It is impossible due to the fact that in order to be considered a native speaker of a language, an individual must

satisfy the most salient criterion acquire the language in early childhood and maintain the use of that language. Felix (1987) confirms that issue by saying that "adults usually fail to become native speakers" (p.140) is like saying that ducks fail to become swans. Adults could never become native speakers without being reborn. L2 learning may produce a L2 user who is like a native.

In addition, Davies (2003) sees that the native speaker may be a native speaker of more than one language, as long as the acquisition process starts early and necessarily pre-puberty. He then accepts "the possibility of a learner becoming a native speaker when reared outside an environment where the only input is that of the parents, and so it does seem acceptable to claim that a child can become a native speaker of two or more languages and, therefore, the bilingual native speaker is possible in terms of linguistic competence" (p.79). In *The Native Speaker: Myth and Reality*, Davies also concludes that non –native speakers of a language can become native speakers and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting quality of born native speakers. In the end, he explains "we cannot distinguish the non- native speaker from the native speaker except by autobiography" (p. 213). Lee (2005) confirms that being born in a place does not guarantee that the person will be a native speaker of the native area because the language that the individual speaks at home may not coincide with language in the native area; children who are adopted in early childhood may not develop in the same linguistic environment of his or her birth place. And the researcher agrees with Paikeday that being a native speaker is not a qualification for participating in the preparation of a dictionary, writing textbooks or teaching English.

Competence is what is needed and not ties of blood or place of birth. And according to linguist competence for non-native speakers, Medgyes (1992) points out that many aspects of linguistic competence do pose tremendous challenges for non – native speakers. Among

the aspect of linguistic competence, accent seems to be hurdle that is most difficult, if not impossible to overcome (Scovel, 1969, 1988). Coulmas (1981) asserts that the ability to produce natural pronunciation and perfect grammar are other areas of linguistic competence which are extremely difficult for non native speakers. Furthermore, target cultural competence (Liang, 2003) seems to pose another challenge as the exposure to this element is not substantial for non native speakers. And by returning to the terms of native and non –native speakers there are many researchers who claim that there is no such human being as the native or non –native speaker. And they proposed new terms to be replaced native/ non – native dichotomy. These terms are more or less accomplished, proficient users of English and expert versus novice speakers and bilingual speakers to include both natives fluent in another language and non-natives fluent in English. Paikeday (1985) states that "the native speaker exists only as a figment of the linguist's imagination" (p.12).

And as also quoted by Paikeday in this book that Crystal contradicts him by saying that "[in] an ideal native speaker, there is chronologically based awareness, a continuum from birth to death where there are no gaps" (p.18). Paikeday proposes the terms "proficient or competent to be substituted to "native". He suggests that using this term proficient user of language refers to all speakers who can successfully use it. And he concludes by saying that "the 'native speaker' in the linguist's sense of arbiter of grammaticality and acceptability of language ... represents an ideal, a convenient fiction, or a shibboleth rather than a reality like Dick or Jane" (p. 85). And Edge (1988) suggests more or less accomplished users of English, which is similar as has been seen above to Paikeday's more or less proficient users of English. He points out that " as far as the teaching of English is concerned, it seems more and more important that training and development should help us escape from the essentially nationalistic view of native speaker/ non – native speaker and

get us involved in furthering an internationalist perspective in which users of English are simply more or less accomplished communicators" (p. 156). A few years later, Rampton (1990) similarly proposed the term expert speaker and affiliation to include all successful users of a language. The purpose of using alternative terms in place of the native speaker is to shift not only the attention away from "who you are", but to focus the attention on what we are actually attempting to accomplish in language teaching communicative competence. Perhaps the use of alternative terms in the field of language teaching is to eliminate the native- non native speaker dichotomy.

### **2.3.1 Native and Non- Native Dichotomy**

The beginning of the dichotomy is believed to be one of the tenets created at the commonwealth conference on the teaching of English as a second language held in Makerere, Uganda, in 1960. This controversial tenet, stating that the ideal English teacher is a native speaker (Maum, 2002). Phillipson (1996) uses the phrase native speaker fallacy to refer to unfair treatment of qualified non-native English speaking teachers (NNESTs). The Makerere tenet is flawed since people do not become qualified to teach English merely because it is their mother tongue, and much of the knowledge that native speakers bring intrinsically to ESL classroom can be learned by NNESTs through teacher training. Phillipson (1992) selects the designation "fallacy" also due to the glaring fact that "being a NS of a language is no guarantee that the teacher will be successful in teaching his/her language. Phillipson stresses that there is no scientific validity to support the assertion that NS are superior language instructors" (p. 115). Phillipson (1996) also points out that non native speakers can learn to use idioms appropriately, to appreciate cultural connotations of the language, and to determine whether a given language form is correct.

According to Widdowson(1994) and Kramsch(1997) the ideal language teacher should not be evaluated according to criteria relating to nativeness or privilege of birth but rather by pedagogical competence among many other qualities. Ever since the assumption of NS superiority has become a controversial issue in the field of English language teaching. Much research has been conducted to explore the issue of NS/ NNS dichotomy in language teaching. A colloquium organized by George Braine at 1996 teaching English to speakers of other languages convention, where NNS teachers expressed their experiences of unfair treatment due to lack of NS status was well received by other NNS teachers. This successful colloquium led to subsequent presentations and publications on the issue which had not been publicly discussed until then (e.g. Braine 1999, Medgyes 1992,1994). "As a result, the issue of non native English teachers (NNET) has developed as an emerging field of research" (Muramatsu& Meadows, 2007, p.97).

### **2.3.2 The Arguments Used to Attack the Legitimacy of the Native/Non – Native Dichotomy**

The appearance of the arguments used to attack the legitimacy was because of the numerous attempts (e.g. Davies 1991, Swales,1993, etc) which suggest that it does not make any sense to see the NS-NNS dichotomy as negative and contradictory . The arguments used to attack the legitimacy of this dichotomy are: first, every language user is in fact a native speaker of a given language, and therefore speakers cannot be divided according to whether they have a given quality (i.e. native speakers) or they do not have it (i.e. non native speaker), based on whether English is their first language or not (Nayar, 1994). The second argument also centers the discussion on English, and focuses on research on world Englishes and indigenized varieties of English around the world

(Higgins, 2003). The central point here is that English has become an indigenized language in many of the countries that Kachru categorized as the outer circle (Kachru, 1976, 1981); therefore, English in such countries cannot be dismissed as non native speakers of English just because they do not speak a centre variety of the language.

As Mufwene (1998) points out " it is misguided to split new varieties of English around the world into those said to be native such as British and American Englishes, and these identified as non- native , such as Indian and African Englishes" (p. 112). Norton (1997) suggests that the concept of" ownership" can provide an alternative to the NS-NNS dichotomy. The NS/NNS dichotomy has been criticized for its lack of contextualization, on the grounds that it disregards the interdependence between language teaching and the local context where it takes place.

### **2.3.3 Pros and Cons of Native and Non-Native English Language Speakers**

As stated earlier, Paikeday sees that the native speaker is indeed moribund and not at all a useful term. On the other hand, Davies confirms that the native speaker is indeed alive and kicking. Holliday (2005) sees that native speakerism leads to unfair favoritism that make NNETs suffer from I-am-not-a-native-speaker. In this respect, Braine (1999) reminds us that the commonly used excuse for the discrimination against NNETs is that students prefer to be taught by native speakers whom they regard as perfect or authentic language models, even though this view on whether students do actually show a general preference for NESTs seems to be questionable.

The notion that NS are the ideal language teachers has been questioned from a pedagogical point of view. Medgyes (1992) sees the ideal NS teacher is the one who has achieved a high degree of proficiency in the learner's mother tongues. And he also mentions while maintaining that NS teachers have an advantage because of their high proficiency in the



target languages, argues that NNS teachers also have an advantage in serving as a good learning model. Medgyes maintains a non-interface position between NS and NNS of English. In accordance with this, Arva and Medgyes (1992) say that NESTs are excellent in a spontaneous language use in various setting; therefore, they are appropriate for teaching conversation, pronunciation and serve as the role model for students in these areas. Arva and Medgyes (2000) say that NNETs also argued that any NEST's stock of colloquial expressions, idioms, and phrasal verbs was comparably richer than any non NETs so they can answer any question. On the other hand, Widdowson (1994) argues that "NS teachers have an advantage in the context of language use but not necessarily in the context learning" (p. 387). Also, some native speakers may lack proficiency or be fluent in marked vernacular or less known dialect. By looking at some advantages and disadvantages of NS Liu (1999) sheds light on the advantages and disadvantages of native and non native English language teachers are complex and context dependent.

As a type of reminder, and because of the complexity of the issue native and non native dichotomy, the terms *native/ non- native* [emphasis added] will still be used in this study.

#### **2.4 Non – Native Speaker in Applied Linguistics**

The scale of NNS populations worldwide is enormous. NNS are estimated to outnumber their NS counterparts by three to one (Crystal, 2003b). In this context, Canagarajah (2005) confirms that 80 per cent of English language teachers worldwide are thought to be NNETs. And adhering to the definitions given by some researchers (e.g. Mossue, 2006) the term non – native speaker refers to "someone who has learned a language other than English as a first language and is learning or has learned English as an additional language" (p. 8). "The term non – native English speaking teachers (NNETs) has created a division among professionals in the ELT profession" (Maum, 2002, p. 2).Maum also

argues that people who support the term believe it is necessary to distinguish between native and non native English speaking teachers because their differences are in fact, their strengths and should be recognized. Maum validates that those who oppose the dichotomy feel that differentiating among teachers based on their status as native or non- native perpetuates the dominance of the native speaker in ELT profession and contributes to discrimination in hiring practices. For some language professionals the term non-native English speaker is frequently considered negative, because of comparing it to native English speaker, which is usually thought of as positive. Some of the first reflections regarding the differences between native and non- native speaking ESL/EFL teachers came in the eighties. Edge (1988) believed in the importance of "real" models (that is, native speakers of ESL/EFL students' language) for students. In addition to speaking the language of the students natively, and sharing the cultural, social and emotional experience with the students these "real" models and have learned to speak English well.

Later in the early nineties, Medgyes wrote the first article in 1992 about the differences between native and non native English- speaking teachers. Medgyes proposes that the ideal NS teacher is one who has achieved a high degree of proficiency in the learners' mother tongue but the ideal NNS teacher is one who has achieved near-native proficiency in English. And he argues that "non – native speakers can never achieve a native speaker's competence because they can never be as creative and original as those whom they learnt to copy" (pp. 342-343). Likewise, Cook (1999) asserts that only a small percentage of second language (L2) users may pass for native speakers, comparing the feat with becoming an Olympian, athlete or an opera singer. Medgyes (1992) also sees that NESTs and NNESTs reveal considerable differences in their teaching practices and that most of the discrepancies are language related. Medgyes was one of the pioneers who brought the issue concerning NNESTs to the open. Medgyes (2001) points out that "superordinate

terms 'native speaker and ' non native speaker' seem to persist in the language use of researchers and teachers alike. The reason for the perseverance of these terms may be that most teachers , as well as their students , do come from either English – speaking or non – English speaking countries; most of them are either native or non- native speakers of English" (p.429). Because every teacher is either a Native English Speaker (NES) or a Non – Native English Speaker (NNES), Medgyes also proposes four hypotheses based on this assumption:" 1- They differ in terms of language proficiency. 2- They differ in terms of their teaching behavior. 3- the discrepancy in language proficiency accounts for most of the difference found in their teaching behavior. 4- They can be equally good teachers on their own terms" (p. 434).Medgyes (1994) also confirms that NNESTs can be good learner models, having gone through the experience of learning English as a second or a foreign language as they have adopted language learning strategies during their own learning process, most likely making them better qualified to teach those strategies. On the other hand, some language professionals consider the term non- native English speaker negative, because of comparing it to native speaker, which is usually thought of as positive.

Matsuda (2003) argues that the point is not so much whether NS have some features that NNS do not have, and whether it is convenient or not to use a negative( i.e., non-) particle to characterize one group of speakers. He claims that the discussion has typically been based on the overall perception of native as positive, in contrast to non – native, perceived as a negative feature .Going back to the term non – native and as already mentioned in this study, non- native teachers of English are sometimes discriminated against merely because of their non- native status. Cook (1999) believes that a non- native English language teacher represents a good learner model because he/she has reached a stage of language proficiency where students plan to reach. Furthermore, Maum (2002) claims that the non-NETs should make every effort to become the ideal English teachers. Phillipson (1996)

argues that NNETs to be potentially the ideal ESL teachers because they have gone through the process of acquiring English as an additional language. He also sees that many NNETs, especially those who have the same first language as their students have developed a keen awareness of the differences between English and their students' mother tongue.

This sensitivity gives them the ability to anticipate their students' linguistic problems and places them at an advantage in teaching English. Kim (2002) suggests that NNETs can gain confidence as teachers by recognizing that language fluency is not the only factor affecting their qualification as teachers. NNS also bring numerous strengths to the classroom, and these strengths should be recognized. And in other meaning, NNS possess equally significant advantages for learners who wish to learn the target language.

#### **2.4.1 Pros and Cons of Non- Native English Language Teachers**

Due to the degree to which English is being learned as L2 worldwide, and due to the majority of English language teaching around the world are non- native speakers, the native speaker will continue to become a minority. Medgyes (1994) establishes six hypotheses concerning non- native speaker strengths. He establishes these hypotheses to overcome the presumed superiority of thenative English speaking teachers(NESTs).The first strength listed by Medgyes is the better learner model which NNS provide. Medgyes (1994) claims that NNESTs can provide good learner models while NESTs make good language models. Secondly, NNS are able to teach language learning strategies. These language strategies include both direct and indirect strategies (Oxford, 1990. "Non- NETs are supposed to be conscious strategy users, able to tell which strategies have worked for them and which have not" (Medgy, 2001, p.436).

According to Oxford (1990) direct language strategies are, memory strategies involving the memorization and retrieval of new information; cognitive strategies concerning the comprehension and production of the language; and compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing. Indirect strategies include metacognitive, affective and social strategies. Thirdly, Non-ESTs are able to supply more information about the English language. Fourthly, Non-NESTs are good anticipated and they could prevent language difficulties. Fifthly, Non-NESTs are more sensitive to their students. "They can be more responsive to the students' real needs. And they are in a position to set realistic aims for students; they are more cognizant of the constraints of the national curriculum, the teaching materials available and the examinations to be taken" (p.439). And due to their deeper understanding of the prevalent circumstances, they are tougher than their native speaking colleagues. Finally, In English as a foreign language setting, Non-NESTs can use the students' first language to their advantage.

Medgyes (1996) supplies two reasons why non-native English language teachers benefit from their ability to use the students' native language. Firstly, native language is the most genuine tool of communication between non-native English language teachers and their students in monolingual classroom. Secondly, the first language proved to be a powerful learning/teaching tool in a lot of situations. And as has been seen earlier, Phillipson (1996) considers NNESTs to be potentially the ideal ESL teachers because they had gone through the process of acquiring English as an additional language. While the disadvantage of non-native speakers is that most of them feel that their disadvantages mostly come from their lack of native-like proficiency and competency (Medgyes, 1992). Non-NESTs face a lot of challenges in their struggle for equal treatment in the ELT profession.

#### **2.4.2 Challenges that Face Non – Native English Language Teachers**

Due to the native speaker fallacy, non- native teachers face a lot of challenges in their struggle for equal treatment in the ELT profession. Maum (2002) refers to two of them: accent and credibility in the workplace. The issue of accent in her has been the cause of employment discrimination practices in ESL programs in the United States and other countries. "teachers with non-native accents were perceived as less qualified and less effective and were compared unfavorably with their native – English – speaking colleagues" (Lippi-Green 1997, as cited in Maum 2002, p.1) . This form of linguistic discrimination occurs when English teachers from India and Singapore considered less credible and less competent teachers than who come from countries of the inner circle as the Kachru defines. And the issue of credibility in workplace is encountered by a lot of NNESTs in the classes where students are influenced by the unavoidable effect of the native speaker fallacy.

Some NNESTs say that " a lot of their students resented being taught by non native speaker until they were able to prove that they could be as effective as a native English speaking teacher "( p.1). "In reality, speakers of more than one language have both a sophisticated awareness of language and the ability to relate to students 'needs" (Canagarajah, 1996, Phillipson, 1992, as cited in Maum, 2002, p.1). Also, Barahona, Midy,Vaquerano, Zambrano&Arnad, 1996 in Maum, 2002) found that " teachers who share the same language and cultural background as their students display an acute sensitivity to their students' needs and are better able to develop an effective curriculum and pedagogy" (p.1).

## **2.5 Review of Empirical Studies**

### **2.5.1 Attitudes of ESL/EFL Students towards Native and Non-Native English Language Teachers**

Young (2014) aimed to investigate 125 Korean EFL university students' beliefs about native and non – native English speaking teachers: perceived strengths, weakness and preferences. The data was collected via a questionnaire. The results of this study indicated that Korean students perceived NESTs and Korean English teachers as having both strengths and weaknesses and did not uniformly favor one teacher type over the other. Students held differentiated beliefs about the characteristics specific areas of instructional competence, teaching effectiveness at different learning stages and classroom performance of NESTs and non- NESTs. NESTs were more effective in their linguistic competence and status as native speakers. Korean English teachers were more effective in helping students with psychological aspects of language learning and in having sensitivity to students' needs coming from their shared L1 and experience as language learners. In conclusion, these findings suggest that students can benefit from being taught by both types of teachers.

Arvizu (2014) conducted a study in a northwestern university in Mexico. She investigated 167 students' preferences for the nativeness of their English as foreign language(EFL) teachers. The Sample was evenly distributed with 83 males and 83 females; one student failed to answer this item in the survey. Data were collected via thirteen- item survey which was administrated to the participants. The survey was piloted with teachers as well as a small cohort of eight students to determine timing, clarity of instructions and clarity of statements and responses.

The results indicated that the participants believed that NSs and NNSs were both capable of teaching the language when they answered the question that both (NSs & NNSs) have

the ability to teach English. The majority of the participants showed preference towards having a NS teach them listening comprehension / grammar. And in contrast, many participants showed a preference to be taught the reading skill by a NNS. And the participants' preference for the beginning level would be to be taught by NS teachers whereas the intermediate and advanced levels a NNS would be preferred. Even though the participants expressed that there were no differences between NS and NNS teachers in terms of teaching English, they would still show clear differences in preferences when discussing specific aspects of the language or levels of proficiency. They would show a particular preference to be taught by either a NS or a NNS depending on the skill to be taught.

Cakir and Demirs (2013) study aimed to unravel the participants' overall perceptions and attitudes of Turkish students towards native English – speaking and non- native English speaking instructors. It also aimed to make clear which skills are better taught by NESTs or NNESTs and whether the participants' perceptions vary according to their self- perception level in English. The study was carried out with 96 students, they delivered a five point likert-type questionnaire made up of 33 items with the answers on the scale ranging from strongly, disagree to strongly agree which were developed the writers and included a few statements from Moussu's (2006) research. The results showed that there were significant differences between NES and NNEST instructors. NESs were considered to reach such language skills as speaking, listening, pronunciation and vocabulary better levels, while NNEST instructors outshone with their skills in teaching grammar and building communication with their students. NES were also seen better sources of motivation.

Brown's (2013) study aimed to investigate whether upper-secondary school students, studying English as a foreign language (EFL) in Sweden, prefer to learn from Native English speaking teachers (NEST) as opposed to Non-native English speaking teachers



(NNEST). This study also aimed to identify from the EFL learners' perspective, why certain characteristics of both NNEST and NEST are felt to be more prestigious than others which in turn might affect the students' potential to acquire a desired identity. The respondents of this study totaled 178 students (109 respondents for NESTs and 69 respondents for NNESTs). The researcher collected the data via a questionnaire. By utilizing thirty-six statements chosen for rating learners' perceptions of their NS and NNS teachers of English, students were tasked with ranking responses to these statements using a five – point likert- type scale. The findings showed that although a larger percentage of students agreed that their teachers' were proficient speakers of the language compared to disagreeing, NESTs were rated much higher in percentage of agree responses. For instance, 54% of students agreed that their NNEST was the ideal example of an English speaker, while 73% agreed that their NEST was. Moreover, 12% less students agreed that their NNEST rarely makes grammar mistakes than their NEST counterparts. The results also showed that NNESTs are perceived to be more traditional in their teaching style than NESTs.

Tahaineh and Daana (2013) aimed at investigating the two most important social psychological variables. The motivation orientations (instrumental & integrative) of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. A stratified random sample of 184 students majority English language and literature at Al- Balqa' Applied University – Princess Alia University College- Amman , Jordan was surveyed using the attitude/ Motivation Test Battery. The eight domains used to achieve the grand aim of the study were 1) interest in foreign languages. 2) parental encouragement. 3) motivational intensity. 4)degree of integrativeness . 5) degree of instrumentality. 6) attitudes towards learning English . 7) attitudes towards English speaking people. 8) desire to learn English. The findings showed

the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons, however, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation whereas, students had positive attitudes towards English speaking people, speech community and their culture. In other word, a high majority of the students of English believe that native English speakers have much to be proud about because they have given the world much of value, they wanted to know much more native English speakers, they believe that if Jordan had no contact with English – speaking countries it would be a great loss, they wanted to communicate with English- speaking people and wished to have native English friends too.

Liaw (2012) conducted a study at a private university in Northeren Taiwan. She investigated 250 university students attitudes toward native English speaking teachers (NESTs) and non-native English speaking teachers(NNESTs) and examined the fallacy of native speaking from a student perspective. The participants were randomly selected. The researcher collected the data via questionnaire. In total 206 university students responded to the questionnaires. The questionnaire was composed of three main sections. Section 1 referred to students learning preferences and whether NESTs should learn and understand the Chinese language and culture. Section 2 focused on whether students prefer NESTs or NNESTs when learning various aspects of language. Section 3 examined students' perceptions of the differences between NESTs and NNESTs commonly perceived by language teachers in the previous studies. The results of the study showed that language skills, purposes, and levels of learning affect student selection of language teachers. Also, NNESTs were believed to be better at various aspects of learning, especially test preparation. In addition, this study examined NESTs and NNESTs from student

perspective and reminds English educators and present that they should re-examine the role and influence of NESTs especially in English as a foreign language contexts.

Wach (2012) aimed to investigate the attitudes of 234 Polish English majors' attitudes towards NS and ELF pronunciation norms in learning and teaching English. The participants were enrolled in years 1 to 3 in the B.A program. The researcher collected the data via two-part questionnaire. The findings of the study revealed a strong preference for native – like pronunciation models in the subjects' own language developed and a less strong preference for such models in pronunciation teaching at all level of proficiency. Moreover, the findings suggest that the intensity of pronunciation training and the level of awareness of native – speaker pronunciation models played an important role in shaping the subjects' attitudes toward native- like and ELF pronunciation norms.

Alseweed's (2012) study aimed at investigating the perceptions of 169 Saudi university students about their native English speaker teachers (NESTs) and non- native English speaker teachers (NNESTs) in the English language classroom. Quantitative and qualitative data were collected in two stages by means of students' questionnaires and interviews. The findings indicated that there are significant differences in the respondents' perceptions in favor of NESTs. Students showed more preferences for NESTs as they go to higher levels. The respondents showed moderately favorable attitudes towards NNESTs who provide a series learning environment and a favorable response to learners' needs.

Sung (2009) conducted a study to investigate whether students do show a preference for native English speaking teachers (NESTs), and to examine specifically Hong Kong secondary school students' attitudes towards both of these teachers, NESTs and NNESTs. The researcher used open ended questionnaire to collect the data and distributed it to 81 students who came from two secondary schools in Hong Kong. The findings revealed that

Hong Kong secondary school students show favorable attitudes towards both NNESTs and NESTs, and that they do not necessarily prefer NESTs over NNESTs. NESTs are perceived as good oral teachers who use interesting and varied teaching methods, they are not preferred as their grammar teachers while NNESTs are considered by students to be competent grammar teachers who show care for them, but are perceived to use less interesting and diverse teaching methods.

Waston and Pojanapunya (2009) aimed at investigating the attitudes towards NESTs and non-NESTs of 261 university students in Thailand. The instrument used to elicit attitudes towards NESTs and non-NESTs was a specially – designed computer program. A Questionnaire to elicit attitudes and an implicit association Test(IAT) to elicit implicit attitudes. The results indicate that attitudes towards native and non- native teachers are complex with an explicit preference for native speaker teachers, but no implicit preference and warmer explicit feelings towards non- native speaker teachers. Subjects showed no difference in their implicit attitudes between NESTs and non-NESTs. However, generally, neither explicit nor implicit attitudes are affected by whether subjects had had previous learning experiences with NESTs, and explicit attitudes are not related to implicit attitudes.

Al-Omrani (2008) investigated perceptions and attitudes of Saudi ESL and EFL students towards native and non native English speaking teachers. In this study, quantitative and qualitative methods of research were used to investigate the perceptions of three groups of learners towards NESTs and NNESTs. Two groups belong to EFL context; the third belongs to an ESL context. The study consisted of two parts. In the first part, 111 participants responded to a questionnaire about their perceptions toward NNESTs and NESTs (only 100 questionnaires were considered valid for use in this study). In the second part, the researcher conducted interviews with 16 participants from the beginning EFL learners group, five from the intermediate EFL learners group, and six from the advanced

ESL learners group. Each participant was interviewed twice and then follow –up emails followed. In addition to that, the researcher used daily journal to collect data.

The findings indicated that, native and non- native English – speaking offer advantages and disadvantages, as seen from the participants' perspective. The study shows that , while native English speaking teachers were believed to be best in teaching oral skills, due to their language fluency and accuracy , non – native English speaking instructors offer advantages with having being previous learners of English as a second foreign language. The results also revealed that ESL/EFL programs where both NESTs and NNESTs work cooperatively are considered the most appropriate place for learning English. In conclusion, this study indicated that the native and non- native English speaking teachers can offer many advantages and that training programs can be more aware of areas that should be developed by the inclusion of both types of instructors.

IncecayandAtay (2008) conducted a study in the English prep school of a private university in Istanbul. They decided to do the study in an intermediate class. This study aimed to investigate EFL students' attitudes towards native (NT) and non- native teachers (NNT) and the effect of the NTs' and NNTs' input on EFL learners' talk. Two EFL teachers and eighteen students participated in this study. Data were collected by means of video-recordings and interviews. The results showed that the majority of the students chose natives as better English teachers for these reasons: 1) many students indicated that they felt free when studying with a NT because of having freedom to call the NT by name as well as the NT'S flexibility with grammar mistakes while talking. Also, NT'S spending time with their students out of class time which was appreciated by Turkish students. 2) Many students talked about the freedom provided by the NTS during class time. 3) The students felt more confident in initiating a conversation in the NT'S lesson. However, in

the NNT'S classroom the ratio of the teacher-student in terms of conversation initiation was much lower.

The results also showed that students tried to give longer answers in the NTs' lessons however, in the NNTs' lessons students generally gave short answers with one or two words. And students in the NNTs' class tend to utter in their native language when they have difficulty in the target language , on the other hand, in the NTS' class they do their best to go on with communication. The results have shown different attitudes towards NT and NNTs. This result is the consequence of the different cultural backgrounds of the teachers, and the relationship they form with their students and the teaching principles they apply through their lessons.

Moussu (2006) investigated 1040 ESL students' attitudes towards NESTs and NNESTs, 96 ESL teachers' self – perceptions about their teaching experience and language skills, (18 NNESTs and 78 NESTs) and 21 Intensive English program administrators' hiring practices and beliefs about NNESTs and NESTs. The participating groups of students, teachers and administrators are intact, that is, there was no random selection of participants done at any time of the project, nor was there a control group. The researcher collected the data via both online and paper questionnaires. Once the questionnaires were produced and the necessary permissions granted a first pilot study was conducted in March of 2005. The questionnaires were sent to two groups of international students, one group of ESL teachers and one group of administrators.

Twenty- three international undergraduate college students and 17 international graduate students responded to the student questionnaire. The teacher questionnaire was distributed to four native and five non native English – speaking ESL teachers on the Purdue campus. The administrators' questionnaire was sent to four college program administrators in the

department of English. The results showed that students' attitudes were more positive towards NESTs than towards NNESTs, although students taught by NNESTs held a significantly more positive attitude towards NNESTs in general than students taught by NESTs. Positive attitude towards NESTs and NNESTs increased significantly with time and exposure. Results also showed that those students' and teachers' first languages, among others, strongly influenced students' responses. Additionally, NNESTs were not necessarily seen as grammar experts but could be esteemed listening/ speaking teachers.

Moussu& Braine (2006) conducted a study at the English language center of a major university in Utah, in the US. They investigated 88 university students attitudes towards nonnative English language teachers. The students came from 21 countries with the majority being from Asia and Latin America. The researchers used a pilot study that included 34 students and two NNESTs provided feedback on the appropriateness of the questions.

The data were collected via questionnaire. The results showed that the students appear to have had a positive attitude towards their NNESTs at the beginning of the semester. Most students agreed that NNESTs had as much authority in the classroom as NESTs that they respected and admired their teacher, that they would recommend this teacher to their friends, that they expected the class would be a positive experience and that the teacher would be good for them. Most students disagreed with the statements that NNESTs had difficulties in understanding and responding to their students and they should not be allowed to teach ESL. From the students' viewpoint, the only negative aspect of the NNESTs was their lesser level of knowledge about US culture. Some findings indicated that Korean and Chinese students tended to have more negative attitudes towards NNESTs. And, the students from different national linguistic backgrounds responded differently

when asked if they admired and respected their teacher because of his/her being a nonnative.

Sekigawa, Sugino, Okayama and Ascough. (2003) conducted a survey during the spring semester in 2003 in the Kanto area at two private universities to analyze the attitude of the students toward NSs of English and NNSs (= Japanese) and what skills they expect to learn from NS and NNS teachers. The researchers collected the data Via questionnaires and follow-up interviews. At university A 109 students who are all freshmen majority in cultural communication and Business responded to the questionnaire. The questionnaire also was given to 16 NS teachers and 16 NNS (Japanese) teachers to investigate how teachers think about the students' attitudes and expectations toward NS and NNS teachers. And at university B , 35 liberal arts major first- year students responded to the questionnaire. The findings indicated that although NNS teachers feel they can accommodate students' needs, there is still a preference for NS teachers among students based on the stereotypical images of NSs. Many of the students favorable comments about NS teachers attribute to their native speaker pronunciation and the unfavorable comments about NNS teachers refer to their grammar-centered teaching and inadequate target language abilities. This study also showed that both students and teachers are not sure what kind of roles NNS teachers can play when the emphasis has shifted from literature- based on communication- based instruction.

Liang (2002) conducted a study at California state university Los Angeles. The researcher investigated the opinions of 20 ESL students towards six ESL teachers. She selected five of them to be non – native English speaking teachers from different backgrounds and one to be a native English speaking teacher. She gathered the data via questionnaires that contained questions which asking students for their opinions about their teachers' accents. The results of this study showed that the students held positive attitudes toward the



teachers and believed that accent was not as problematic as expected. Moreover, personal and professional features, such as being interesting, being prepared, being qualified, and being professional played a central role in students' opinions of their teachers.

Moussu (2002) conducted a project based on the assumption that ESL students at a US university would not like to be taught by NNS teachers at first, but might change their mind with time and exposure to NNS teachers. The 97 ESL participants answered two questionnaires, one at the beginning of the semester and one at the end. The results showed that the first language of both the students and their teachers made a significant difference in how teachers were judged. Korean and Chinese students held the most negative attitudes towards their NNS teachers, while NNS teachers who sounded and looked foreign were less appreciated by their students than NNS teachers who looked or sounded more like native speakers of English. In addition, students who intended to go back to their countries after their ESL studies held a more negative attitude towards NNS teachers than students who wanted to stay in the US for a longer period of time. Students' attitudes towards NNS teachers were not as negative expected at the beginning of the semester and had become quite positive by end of the semester.

Kelch and Santana-Williamson (2002) aimed to determine if ESL students could identify a native from a nonnative accent and if they held a more positive attitude towards teachers with "native" accents. The researchers used audiotape recordings of three native reading the same script. Fifty – six students identified each reader as NESTs or NNESTs, and rated them with an attitude questionnaire on issues of teacher education and training experience , teacher likeability, teaching expertise, desirability as a teacher empathy for students , and overall teaching ability. The results showed that students were able to correctly identify native and nonnative speakers of English in only 45% of the occasions, and that their perception of the teachers' nativity strongly influenced the attitudes they held towards

them. Additionally, teachers who were perceived as native speakers were seen as more likeable, educated, and experienced and overall better teachers, especially for speaking/listening skills. However, students also mentioned the importance of NNES teachers as role models, source of motivation and language learners who understood students' learning difficulties.

### **2.5.2 Studies about the Relationship between Attitudes of Students toward Native and Non- Native English Language Teachers and Students Listening Ability**

Karim's and Maryam's (2014) study aimed to unveil whether listening to a native or non-native speaker (i.e. input source) and students' perceptions towards it affect the performance of upper- intermediate EFL learners in a listening test. For this purpose, an experimental design was used to compare the performance of two groups of learners on an EFL listening test. A test of 20 multiple choice items was administered to 66 EFL learners (31 male and 35 female), half of whom listened to a native speaker's voice while the other 33 test takers listened to a non-native speaker's voice. The participants were randomly selected. Moreover, a perception questionnaire considering students' perceptions towards using native or non native input source in listening tests was utilized. The findings of this study highlighted that the overall performance of the two groups differed significantly. That is, the listeners to the non-native input outperformed those who listened to a native speaker. And the results of the questionnaire revealed some noteworthy findings which indicate that students preferred the use of non- native input in listening tests. Moreover, considering gender as a moderator variable, a statistically significant main effect was found for gender, that is gender does play a significant role as a moderator variable. In other words, female test takers performed better than males in both conditions.

Fraser's and Kelly's (2012) study aimed to examine if listener attitude plays a role in the comprehensibility of foreign (non-Australian) accented speech. The participants of the study were self-selected by way of answering an advertisement which was placed in cafes, on public notice boards and other public places around Victoria. Only participants who reported residing in Australia and speaking English home were used in the data analysis. The data was collected through a web-based survey and analysis employed both questionnaire and qualitative methodologies. The findings indicated that correlation was found between a negative attitude toward other ethnicities and ability to correctly transcribe foreign – accented speech, with a stronger correlation between a negative attitude and comprehensibility. Qualitative analysis of participant comments highlighted discrepancies in attitude being that foreign- accented speakers have a lower level of education than Australian – accented speakers.

Butler (2007) assessed the effects of Korean elementary school teachers' accents on their students' listening comprehension. The study examined students' attitudes towards teachers with American- accented English ( a native speaker model) and Korean accented English ( a non – native speaker model). A matched- guised technique was used. A Korean American individual recorded texts in both American – accented English and Korean- accented English. The study randomly assigned 312 grade 6 Korean students to listen to one of these two- recorded oral texts and their comprehension was examined. Next, all of the students listened to both accented – English tapes and their attitudes toward the two speakers (which were in fact the same speaker) were examined. Although the popular belief appears to assume that nonnative accented English would produce a negative effect on students' oral skills, the results failed to find any differences in student performance in terms of comprehension. However, the Korean children thought that the American- accented English guise had better pronunciation , was relatively more confident in her use

of English , would focus more on fluency than on accuracy and would use less Korean in English class. The students also expressed a preference to have the American- accented English guise as their English teacher.

Lindemann (2003) investigated the reactions of native English listeners to Korean- accented English speech, she investigated attitudinal characteristic of listeners and how it affects their judgments of both intelligibility and comprehensibility of foreign accented speech. She carried out a verbal guise test using 5 Korean- accented English speakers, 5 native English speakers and 39 native English listeners. A 101 word passage presented as an answering machine message for a doctor's surgery was recorded by each of the speakers. Listeners were instructed to rate each speaker on a 7 points likert scale for 12 qualities. The results showed that participants had trouble determining the language background of speakers. The researcher concludes that non- native speakers are not necessarily stigmatized because of their particular language background, but solely because they are non- native speakers.

Lindemann (2002) aimed at investigating how listeners' attitudes about non- native accents might influence their comprehension of the speech of non- native speakers (NNS s) of English. 39 native English speaking listeners had participated in the attitudes measurement task, 6 with relatively positive attitudes to Korean and 6 with more negative attitudes to Korean completed the map tasks in pairs with native Korean speakers. In the task, some but not all of those who had been assessed as having negative attitudes toward Koreans were found to use either strategies that were described as problematizing their partners' utterances or strategies that were described as avoidance. The results indicated that the relationship between attitude and comprehension is mediated by the native speakers' choice of strategies. And the results also indicated that there was a direct relationship between attitude and perceived success of interactions.

Gill's (1994) study aimed to analyze the attitudes of North American students towards native and non-native accents of their teachers. The study raised the questions of whether the instructors' accents, respectively British, North American and Malaysian English would significantly affect their students' perceptions. Another fundamental issue which was examined in the context of this investigation was to determine whether there was a significant relationship between stereotypes and perceptions of the teachers. Gill also addressed the problem of whether accents significantly affected students' listening comprehension. It was hypothesized that as the accents of the teachers became more dissimilar from the students' accents, students' perceptions of the teachers would accordingly become less favorable. In addition it was also suggested that an increase in accentedness would negatively affect the subjects' listening comprehension. The study randomly assigned 90 native American undergraduate respondents. Fifteen participants were randomly assigned to one of six conditions in which they heard a speaker of one accent deliver one lecture, responded to the stereotyping index scale, answered scaled items assessing their perceptions, responded to an open recall task, and responded to five factual information questions about the lecture.

The results indicated that students were more positive towards teachers with standard North American accents. The level of accentedness affected comprehension that is, the respondents remembered more information from North American teachers than from British or Malaysian ones. However, no significant differences were observed between the British and Malaysian accents. Stereotypes were also shown to play no role on their perception formation or comprehension. This study confirmed that North American respondents were ethnocentric and ascribed higher or more positive attitudes to accents similar to their own.

The above –mentioned review of literature indicated different attitudes and beliefs towards native English speaking teachers and non native English speaking teachers. Some of these beliefs and attitudes were positive and some were negative. And, the literature showed that the issue of native and non native is still controversial among scholars and researchers. Moreover, the previous review of literature revealed the relationship between attitudes and learners' listening ability. Due to being the issue of the notions of both speakers (NS/NNS) controversial and due to the shortage or rarity in the studies that were conducted in Palestine which could reveal the attitudes of learners toward these speakers and uncover the effecting of these different attitudes on learners' listening ability this chapter would help the researcher to investigate this study.

## **Chapter Three: Methods and Procedures**

### **3.1 Introduction**

This chapter presents the methods and procedures that the researcher follows to gather data. It gives information about the population, sample and steps of building the instruments of the study which include: listening test and questionnaire. It describes also the validity and reliability of these instruments. Finally, it concludes a description of the research procedures and gives information about the research design and statistical analysis used to analyze the data of the study.

### **3.2 Methods**

The descriptive method was used to achieve the main purposes of the study.

### **3.3 Population and Sample of the Study**

The population of the study consisted of all undergraduate students in Bethlehem, and Al-Quds Universities. From this population a fit sample of 121 undergraduate students from these universities had been randomly selected to respond to the questionnaire and the listening test. The sample was distributed according to the independent variables of: gender, university, and the level of achievement.

Table (3.1): Sample distribution according to the independent variables:

Variables		Frequency	Valid Percent
Gender	male	56	47.1
	Female	63	52.9
University	Bethlehem University	71	59.2
	Al-Quds University	49	40.8
Achievement	low	10	8.3
	accepted	39	32.5
	good	36	30.0
	very good	35	29.2

### 3.4 Instruments of the Study

The researcher used the following instruments to achieve the purpose of the study:

#### 1- Questionnaire

A questionnaire had been designed to examine the participants' attitudes towards native and non-native English language teachers. The questionnaire consisted of three sections with 31 items extracted from some instruments that used in related studies such as Moussu (2006), Cakir and Demirs (2013) and Brown (2013). The researcher modified some items and other ones were better to be added to fit the situation of Palestinian students who are studying English as a foreign language. The questionnaire contained first a cover page which contains the researcher's letter to the students and personal data. Second, a section which includes items about teaching a language. Third, a section that contains items about interaction between teachers and students during the class. Finally, a section which includes items about teaching culture. The researcher designed the questionnaire in the form of a 5 point Likert scales ranging from strongly agree to strongly disagree. The questionnaire was submitted to students in English. Valuable instruction and assistance was offered during the whole process. Questionnaires were distributed to 120 undergraduate students



from different majors. All questionnaires were filled out and returned to the researcher. One questionnaire was excluded from analyzing the data because one student did not write his/her gender. So, the final sample consisted of 119 undergraduate students.

## **2- Listening test**

A test was designed to examine students' listening ability towards native and non native English language teachers. The participants listened to native/non- native English language speakers' accented speech, then they were asked to answer the given questions. The test consisted of two parts. These two parts asked the participants to determine whether the speaker is a Native or a Non- Native and decides whether the statements are true or false. It should be noted that in the first part, the speaker was a Native English speaker, and in the second and last parts, the speaker was a Non-Native English speaker.

### **3.5 Validity of Instruments**

To ensure that the content of the questionnaire, and listening test are valid, these instruments were handed to a jury of five professional doctors in the field at Al-Quds, and Bethlehem Universities. The panel of judges were asked to evaluate the appropriateness of the instruments to the whole purpose of the study. They accepted the items and the parts of the questionnaire and listening test, but they asked the researcher to follow some modifications. The researcher took them into account, and the final instruments were improved and distributed to the participants.

### **3.6 Reliability of Instruments**

Sixteen students who were excluded from the main sample that were selected to respond to the items of the questionnaire and the listening test. The period between the test and retest was two weeks, and the same period also was between the distribution and redistribution of the questionnaire. In the first time Cronbach's Alpha for the questionnaire was (0.819) and the second time, it was (0.797). The average score of the pre-test was (11.94) and the average score of the post-test was (11.88). The value of Pearson's correlation coefficient between the pre and post tests was (0.636). And then the reliability of the test was accounted, which was (0.78). The results indicated that these values are acceptable and suitable for conducting such a study.

### **3.7 Procedures of the Study**

The study was carried out in the following manner:

- 1- The relevant literature was reviewed to establish the theoretical background of the study.
- 2- The population was identified and the samples were selected on which the instruments will be applied.
- 3- The questions of the study were put up, depending on previous studies.
- 4- The reliability and validity of the instruments were approved.
- 5- A letter of permission was obtained from Al-Quds University to facilitate the research.
- 6- The researcher herself administrated the instruments on undergraduate students in order to obtain more valid and credible results.
- 7- The two instruments were distributed and gathered in the first semester, during November, 2015.

8- The raw data was gathered and analyzed by using the descriptive and inferential statistics, the results were presented by using simple tables each of which had title and number.

9- The researcher explains the information to reveal whether the outcomes agree or disagree with previous studies.

10- Recommendations were submitted for the researchers to carry on more studies, thinking of attitudes and their effect on comprehensibility.

11- The researcher wrote the references, using American Physiological Association style.

### **3.8 Design of the Study**

The current study adopted the descriptive statistical method. After collecting the data, the researcher used the analytical-statistical method to answer the questions of the study and interpreted the results.

### **3.9 Variables of the Study**

1- Independent Variables: Gender (Female/Male), level of achievement and university

2- Dependent Variables: A-Attitudes B- students' listening ability.

### **3.10 Data Analysis**

In order to analyze the data, the researcher used statistical techniques, Statistical Package for Social Science (SPSS), descriptive statistics (means, frequencies, percentage and Std. Deviation) and inferential statistics (Independent T-test, one way ANOVA, Tukey test and Cronbach Alpha).

## **Chapter Four:Results of the Study**

### **4.1 Introduction**

This chapter puts forward the statistical analysis of the data collected through the study. The current study aims to investigate the attitudes of Palestinian undergraduate students towards native and non- native English language teachers, and their relation to students' listening ability. The results listed below answer the questions and hypotheses of the study.

### **4.2 Results related to the first question**

What is the extent of Attitudes for Palestinian undergraduate students towards Native and Non-Native English language Teachers? To answer this question, the researcher constructed a questionnaire of three sections with 31 items which were related to students' attitudes towards native and non native English language teachers. The respondents were asked to indicate their level of agreement with these 31 items. The likert scale consisted of five points: strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4, strongly agree = 5. To determine the level of agreement, the researcher used following clues by using this equation:

Interval Width = Maximum point – Minimum point / Number of levels.

$$5 - 1 / 3 = 1.33$$

a- Less than 2.33= Low level of attitude

b- From 2.34 to 3.66= Moderate level of attitude

c- More than 3.67= High level of attitude

Table (4.1) shows the results.

Table (4.1): Means, Std. Deviations of the extent of Attitudes for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers

Teachers	Sections	N	Mean	Std. Deviation	Degree
Non-Native	Teaching the language	116	2.53	0.51	Moderate
	Interaction between teachers and students	116	2.42	0.53	Moderate
	Teaching culture	116	2.69	0.90	Moderate
	Total degree	116	2.52	0.47	Moderate
Native	Teaching the language	63	2.35	0.64	Moderate
	Interaction between teachers and students	63	2.37	0.64	Moderate
	Teaching culture	63	2.28	0.96	Low
	Total degree	63	2.35	0.59	Moderate

The results in this table (4.1) show that the attitudes of the Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers were moderate in all items, except for the Teaching culture, it was found to be with low attitudes for the native teacher its mean is (2.28).

#### 4.3 Results related to the second question

Are those Attitudes for Palestinian Undergraduate students towards Native and Non-Native English language Teachers different due to gender?

To answer this question, the researcher investigated this hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian undergraduate students towards native and non-Native English language teachers due to gender

To test this hypothesis, the researcher used independent T .test as table (4.2) shows:

Table (4.2): The results of independent t- test for the differences in attitudes of Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers different due to gender

Teachers	Items	Gender	N	Mean	Std. Deviation	Df	T	Sig.
non-native	Teaching the language	Male	54	2.54	0.51	113	0.226	0.822
		Female	61	2.52	0.51			
	Interaction between teachers and students	Male	54	2.51	0.56	113	1.839	0.068
		Female	61	2.33	0.49			
	Teaching culture	Male	54	2.69	0.87	113	0.013	0.990
		Female	61	2.68	0.92			
	Total degree	Male	54	2.55	0.48	113	0.686	0.494
		Female	61	2.49	0.47			
Native	Teaching the language	Male	27	2.39	0.74	61	0.524	0.602
		Female	36	2.31	0.56			
	Interaction between	Male	27	2.46	0.70	61	0.963	0.340
		Female	36	2.30	0.59			

	<b>teachers and students</b>							
	<b>Teaching culture</b>	<b>Male</b>	<b>27</b>	<b>2.33</b>	<b>1.14</b>	<b>61</b>	<b>0.375</b>	<b>0.709</b>
		<b>Female</b>	<b>36</b>	<b>2.24</b>	<b>0.82</b>			
	<b>Total degree</b>	<b>Male</b>	<b>27</b>	<b>2.41</b>	<b>0.72</b>	<b>61</b>	<b>0.653</b>	<b>0.517</b>
		<b>Female</b>	<b>36</b>	<b>2.30</b>	<b>0.48</b>			

The results in this table (4.2) show that the level of significance for the differences in attitudes of Palestinian Undergraduate Students towards Native English language teachers is due to gender is 0.494 and for the differences in attitudes of Palestinian Undergraduate Students towards Non-Native English language teachers is 0.517 the results are higher than ( $\alpha 0.05$ ). This means that There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers different due to gender.

#### **4.4 Results related to the third question**

Are those Attitudes for Palestinian Undergraduate students towards Native and Non-Native English language Teachers different due the level of achievement?

To answer this question, the researcher investigated this hypothesis:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian undergraduate Students towards native and non-native English language teachers different due to level of achievement

To test this hypothesis, the researcher used one way ANOVA- test. Table (4.3) shows the distribution of the respondents according to their achievement in the listening test.

Table (4.3): numbers, means, Std. Deviations for the differences in Attitudes of Palestinian undergraduate students towards Native and Non-Native English language teachers different due to level of achievement.

Teachers	Items	level of achievement	N	Mean	Std. Deviation
Non-Native	Teaching the language	Low	10	2.41	0.32
		Accepted	38	2.58	0.46
		Good	34	2.48	0.53
		very good	34	2.56	0.57
	Interaction between teachers and students	Low	10	2.20	0.50
		Accepted	38	2.37	0.40
		Good	34	2.48	0.63
		very good	34	2.48	0.54
	Teaching culture	Low	10	2.83	0.93
		Accepted	38	2.69	0.91
		Good	34	2.67	0.94
		very good	34	2.68	0.87
	Total degree	Low	10	2.40	0.37
		Accepted	38	2.54	0.42
		Good	34	2.50	0.50
		very good	34	2.55	0.53
Native	Teaching the language	Low	4	2.23	0.56
		Accepted	14	2.38	0.64
		Good	20	2.32	0.63
		very good	25	2.36	0.69
	Interaction between teachers and	Low	4	2.53	0.71
		Accepted	14	2.30	0.64



	students	Good	20	2.38	0.63
		very good	25	2.38	0.66
	Teaching culture	Low	4	2.33	0.47
		Accepted	14	2.52	0.85
		Good	20	2.15	1.08
		very good	25	2.24	0.99
	Total degree	Low	4	2.31	0.58
		Accepted	14	2.37	0.61
		Good	20	2.32	0.56
		very good	25	2.35	0.64

This table (4.3) reveals the distribution of the respondents according to their level of achievement, means and Std. Deviations in the two parts of the listening test.

Table (4.4): Results of ANOVA- test for the differences in attitudes of Palestinian undergraduate students towards Native and Non-Native English language teachers differ due to level of achievement.

Teachers	Items		Sum of Squares	df	Mean Square	F	Sig.
Non-Native	Teaching the language	Between Groups	0.376	3	0.125	0.481	0.696
		Within Groups	29.190	112	0.261		
		Total	29.565	115			
	Interaction between teachers	Between Groups	0.828	3	0.276	0.996	0.398
		Within Groups	31.055	112	0.277		

	and students	Total	31.883	115			
	Teaching culture	Between Groups	0.230	3	0.077	0.093	0.964
		Within Groups	92.248	112	0.824		
		Total	92.478	115			
	Total degree	Between Groups	0.209	3	0.070	0.310	0.818
		Within Groups	25.202	112	0.225		
		Total	25.411	115			
Native	Teaching the language	Between Groups	0.093	3	0.031	0.072	0.975
		Within Groups	25.406	59	0.431		
		Total	25.499	62			
	Interaction between teachers and students	Between Groups	0.167	3	0.056	0.131	0.941
		Within Groups	25.003	59	0.424		
		Total	25.170	62			
	Teaching culture	Between Groups	1.222	3	0.407	0.428	0.734
		Within Groups	56.158	59	0.952		
		Total	57.379	62			
	Total degree	Between Groups	0.030	3	0.010	0.027	0.994
		Within Groups	21.806	59	0.370		
		Total	21.837	62			

The results of ANOVA in this table (4.4) show that the level of significance for the differences in attitudes of Palestinian Undergraduate Students towards Native English

language teachers due to level of achievement is (0.994) and for the differences in attitudes of Palestinian Undergraduate Students towards Non-Native English language teachers is (0.818) the results indicate this is higher than  $\alpha \leq 0.05$ . This means that There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes for Palestinian undergraduate students towards Native and Non-Native English language teachers different due to level of achievement.

#### **4.5 Results related to the fourth question**

Are those Attitudes for Palestinian Undergraduate students towards Native and Non-Native English language Teachers different due to university?.

To answer this question, the researcher investigated this hypothesis :

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian undergraduate students towards native and non-native English language teachers due to University

To test this hypothesis, the researcher used independent T. test as table (4.5) shows:

Table (4.5): Results of independent T- test for the differences in Attitudes of Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers differ due to University

Teachers	Items	University	N	Mean	Std. Deviation	Df	t value	Sig.
non-native	Teaching the language	Bethlehem	70	2.56	0.45	114	0.870	0.387
		Al-Quds	46	2.48	0.58			
	Interaction between teachers and students	Bethlehem	70	2.43	0.48	114	0.191	0.849
		Al-Quds	46	2.41	0.59			
	Teaching culture	Bethlehem	70	2.70	0.86	114	0.040	0.968
		Al-Quds	46	2.69	0.96			
	Total degree	Bethlehem	70	2.54	0.42	114	0.699	0.486
		Al-Quds	46	2.48	0.54			
Native	Teaching the language	Bethlehem	29	2.37	0.63	61	0.250	0.804
		Al-Quds	34	2.33	0.66			
	Interaction between teachers and students	Bethlehem	29	2.38	0.64	61	0.166	0.868
		Al-Quds	34	2.36	0.65			
	Teaching culture	Bethlehem	29	2.22	0.94	61	-0.470	0.640
		Al-Quds	34	2.33	0.99			
	Total degree	Bethlehem	29	2.36	0.60	61	0.146	0.884
		Al-Quds	34	2.33	0.60			

The results of t-test in this table ( 4.5) show that the level of significance for the differences in Attitudes of Palestinian Undergraduate Students towards Native English language teachers due to university is (0.884) and for the differences in Attitudes of Palestinian Undergraduate Students Native English language teachers is (0.486) the results indicate this is higher than  $\alpha$  0.05. That means that there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of Attitudes for Palestinian undergraduate students towards Native and Non-Native English teachers different due to University.

#### 4.6 Results related to the fifth question

What is the extent of the listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers?

To answer this question, the researcher constructed a listening test of two parts, the respondents were asked to listen to a speech and determine if the statements are true or false and finally decide if the speaker is native or non-native teacher.

Table (4.6) shows the results:

Table (4.6): means, Std. Deviation for the listening ability for Palestinian undergraduate students.

Teachers	Mean	Std. Deviation	Maximum score
NT	11.67	2.28	16
NNT	10.88	2.38	16

The results in this table (4.6) show that the listening ability for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers were higher for those who studied with native teachers with an achievement score of (11.67), compared to (10.88) to those who studied with non-native teachers.

#### 4.7 Results related to the sixth question

Is this listening ability for Palestinian Undergraduate students towards Native and Non-Native English language teachers different due to gender?

To answer this question, the researcher investigated this hypothesis:

There are no statistical significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students towards Native and Non- Native English language teachers due to gender.

To test this hypothesis, the researcher used independent T. test as table (4.7) shows:

Table (4.7): Results of independent T. test for the differences in the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to gender

Teachers	Gender	N	Mean	Std. Deviation	Df	t value	Sig.
NT	Male	27	11.59	2.46	64	0.217	0.829
	Female	39	11.72	2.19			
NNT	Male	53	10.98	2.34	110	0.371	0.712
	Female	59	10.81	2.43			

The results in this table (4.7) show that the level of significance for the differences in the listening ability for Palestinian undergraduate students Towards Native English language teachers is (0.829) and for the differences in the listening ability for Palestinian undergraduate students Towards Non-Native is (0.712) these results are higher than  $\alpha$  0.05. This means that there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to gender.

#### 4.8 Results related to seventh question

Is this listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to the level of achievement?

To answer this question, the researcher investigated this hypothesis:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to the level of achievement.

To test this hypothesis, the researcher used one way ANOVA. Table (4.8) shows the distribution of the respondents according to their achievement, means and Std. Deviations in the listening test.

Table (4.8): numbers, means, Std. Deviations for the differences in the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers different due to the level of achievement

Teachers	Achievement	N	Mean	Std. Deviation
Non-Native	Low	10	6.30	0.95
	Accepted	39	9.26	0.68
	Good	36	11.39	0.49
	very good	35	13.74	0.82
Native	Low	10	6.30	0.95
	Accepted	38	9.26	0.69
	Good	33	11.33	0.48
	very good	32	13.75	0.80

This table (4.8) reveals that the distribution of the respondents according to their achievement, means and Std. Deviations in the two parts of the listening test.

Table (4.9): Results of one way ANOVA for the differences in the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to the level of achievement

Teachers		Sum Squares	of	df	Mean Square	F	Sig.
Non-Native	Between Groups	608.014		3	202.671	414.073	0.000**
	Within Groups	56.777		116	0.489		
	Total	664.792		119			
Native	Between Groups	579.464		3	193.155	398.734	0.000**
	Within Groups	52.802		109	0.484		
	Total	632.265		112			

\*\* Significant at ( $\alpha \leq 0.05$ )

The results of one way ANOVA in this table (4.9) show that there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the means of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers different due to the level of achievement.

Table (4.10): Results Tukey test for the comparisons for the differences in the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers different due to the level of achievement

Teachers	Comparisons	Low	Accepted	Good	very good
Non-Native	Low		-2.956*	-5.089*	-7.443*
	Accepted			-2.132*	-4.486*
	Good				-2.354*
	very good				
Native	Low		-2.963*	-5.033*	-7.450*
	Accepted			-2.070*	-4.487*
	Good				-2.417*
	very good				

\* Significant at ( $\alpha \leq 0.05$ )

The comparisons in this table (4.10) show first that the differences were in both kind of students who studied with Non-native and Native between students with low achievement and those who have accepted achievement, and the differences were for those who have accepted achievement (-2.956\* , -2.963\*). Second, the differences between students with low achievement and those who have good achievement were for those who have good achievement (-5.089\* , -5.033\*). Third, the differences between students with low achievement and those who have a very good achievement, and the differences were for those who have very good achievement (-7.443\* , -7.450\*). Fourth, the differences between students with accepted achievement and those who have good achievement, and the differences were for those who have good achievement(-2.132\* , -2.070\*). Fifth, the differences between students with accepted achievement and those who have a very good



achievement, and the differences were for those who have very good achievement (-4.486\*, -4.487\*). Finally, the differences between students with good achievement and those who have a very good achievement, and the differences were for those who have very good achievement (-2.354\*, -2.417\*).

#### 4.9 Results related to the eighth question

Is this listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers different due to university?

To answer this question, the researcher investigated this hypothesis:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for undergraduate students towards Native and Non-Native English language teachers due to university.

To test this hypothesis, the researcher used the independent t. test, as table (4.11) shows:

Table (4.11): Results of independent t. test for the differences in the listening ability for Palestinian undergraduate students towards Native and Non- Native English language Teachers different due to university

Teachers	University	N	Mean	Std. Deviation	T	Df	Sig.
NT	Bethlehem	32	10.59	1.91	-4.123	64	0.000**
	Al-Quds	34	12.68	2.17			
NNT	Bethlehem	68	10.29	2.19	-3.343	111	0.001**
	Al-Quds	45	11.76	2.40			

**\*\* significant at 0.05**

The results of t-test show that there are statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers different due to University.

The differences were for Al-Quds University students, who have higher listening ability than Bethlehem university students Towards Native and Non- Native English language.

#### 4.10 Results related to the ninth question

Is there statistically significant Correlation between Palestinian undergraduate students' attitudes towards Native and Non-Native English language teachers and the students' listening ability?

To answer this question, the researcher investigated the following hypothesis:

There are no statistical significance relations at ( $\alpha \leq 0.05$ ) between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability

To test this hypothesis, the researcher used Pearson correlations as table (4.12) shows:

Table (4.12): Pearson correlations results for the relations between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability

Variables	N	Pearson correlation	Sig.
Students' attitudes toward Non-Native * students' Listening ability	116	0.019	0.842
Students' attitudes toward Native * students' Listening ability	63	-0.039	0.760

The results in this table (4.12) show that the level of significance for the relations between Palestinian undergraduate students' attitudes toward native English language teachers and the students' listening ability is (0.760) and also, for the relations between Palestinian undergraduate students' attitudes toward non- native English language teachers and the students' listening ability is (0.842). This means that that there are no relations between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability.

## **Chapter Five: Discussion, Conclusion and Recommendations**

### **5.1 Introduction**

This chapter deals with the interpretation of the statistically analyzed data of the questions and hypotheses of the study, presented in chapter four, and it seeks to interpret the findings in light of the reviewed literature. It also presents some suggestions and recommendations which are expected to be beneficial in the future.

### **5.2 Discussion of the results of the main question one**

Results of the first question reported in table (4.1) indicate that attitudes of Palestinian undergraduate students towards native and non native English language teachers are average in all items, except for the teaching culture it shows that the respondents have low attitudes towards native English teachers in this section and items. In general and as it was noticed that all respondents have positive attitudes towards both native and non native English teachers regardless of the students' negative attitudes towards native in culture teaching section. The findings seem to be supported number of theories presented earlier in previous literature studies such as Young (2014), Sung (2009), Liang (2002), Arvizu (2014), Carkir and Demirs (2013), and Liaw (2012) that revealed the respondents believe that NESTs and NNESTs are both capable of teaching English , both have strengths and weaknesses. They show particular preference to be taught by either a NESTs or NNESTs depending on the skill to be taught. There are no differences between native and non native English teachers in general, but they show clear differences in preferences when discussing specific aspects of language. All respondents believe that NNESTs are more effective in helping students with psychological aspects of language learning and in having sensitivity

to students to students needs coming from their shared L1 and experience as language learners.

The findings also in table (4.1) disagree with the findings of almost all the previous studies such as Brown (2013), Tahaineh and Daana (2003), Watch (2012), Alsweed (2012), Inceyay and Atay (2008), Moussu (2006, 2002) , Moussu and Brain ( 2006), Sekigawa, Sugino, Okayama and Ascough (2003) and Kelch Santana- Williamson that revealed the students were more positive towards NESTs , the majority of them believe that NESTs have much to be proud about. Also, The findings show that NNESTs were perceived to be more traditional in their teaching style than NESTs and most of the students agreed that negative aspects of NNESTs was their lesser level of knowledge about English culture.

### **5.3 Discussion of the results of hypothesis one**

The researcher changed the two question into the following hypothesis to be able to answer it:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers, due to gender. The results of this hypothesis reported in table (4.2) indicate there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to gender. The findings in table (4. 2) disagree with the findings in this study Tahaineh and Daana (2013) that revealed that Jordanian EFL females are much to be proud of native speakers because they think that native teachers have given the world much of value.

#### **5.4 Discussion of the results of hypothesis two**

The researcher changed the third question into the following hypothesis to be able to analyze the data:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of attitudes of Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers different due to level of achievement. The results of this hypothesis reported in table (4. 4) show that there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to the level of achievement. The findings disagree with the findings of Liaw (2012) whose study revealed that in English language courses, passing different test is the main goal of the most students. Therefore, experience and acknowledge at taking tests in more significant when selecting English teachers. English for university students remains at a test- taking level and not a professional and communication level, so they favor NNESTs.

#### **5.5 Discussion of the results of hypothesis three**

The researcher changed the fourth question into the following hypothesis to be able to analyze the data:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of Attitudes of Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers due to University

The results of this hypothesis reported in table (4. 5) show that there are no statistically significance differences at ( $\alpha \leq 0.05$ ) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to university. The findings

agree with the findings of Young (2014), Alseweed (2012), Waston and Pojanapunya (2009) whose study revealed that all the Korean university students have the same attitudes towards both teachers type, there are no differences between native and non native English teachers but they show clear differences in preferences when describing specific aspect of language. Waston and Pojanapunya ( 2009), and Alseweed (2012), whose study revealed all the respondents who coming from different universities have the same attitudes towards native and non native English language teachers there are no differences between native and non native English teachers but they show clear differences in preferences when describing specific aspects of language. The findings of this hypothesis disagree with this study Seklgawa, Sugino, Okayama and Ascough (2003) that revealed that the respondents' attitudes in the two universities are close from each other but they are a little bit different in university B, the respondents' percentage beliefs and opinions of that NESTs are better than NNESTs is higher than the respondents' percentage beliefs at university A.

## **5.6 Discussion of the results of main question five**

What is the extent of the listening ability for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers?

The results of the five question reported in table (4.6) show that the listening ability for Palestinian Undergraduate Students towards Native and Non-Native English Language Teachers were higher for those who studied with native teachers with an achievement score of (11.67), compared to (10.88) to those who studied with non-native teachers. The findings agree with the findings of Kelch and Santans Williamson (2002) whose study revealed that students were able to identify native and non native of English but specifically teachers who were perceived as native speakers were seen better teachers especially for teaching listening skills. These findings disagree with the findings of these

Karim and Maryam (2014) whose study revealed the listeners to the non native input outperformed those who listened to a native speaker. And Bulter (2007) whose study revealed that the results failed to find any differences in student performance in terms of comprehension.

### **5.7 Discussion of the results of hypothesis four**

The researcher changed the sixth question into the following hypothesis to be able to analyze the data:

There are no statistical significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to gender. The results of the hypothesis reported in table ( 4. 7) indicate that there are no statistically significance differences ( $\alpha \leq 0.05$ ) in the listening ability for Palestinian undergraduate students towards native and non native English language teachers due to gender. The findings of this hypothesis disagree with the findings of Karim and Maryam (2014) whose study revealed that gender played a significant role as a moderator variable. The results showed that female test takers performed better than males.

### **5.8 Discussion of the results of hypothesis five**

The researcher changed the seventh question into the following hypothesis to be able to analyze the data:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to the level of achievement. The results of this hypothesis reported in (4. 9) indicate that there are no statistically significance differences at ( $\alpha \leq 0.05$ )



in listening ability for Palestinian Undergraduate students Towards Native and Non-Native English language Teachers due to the level of achievement. These findings disagree with the findings of Karim and Maryam (2014) whose study revealed that performance of the two groups of learners on the listening test differed significantly. Listeners to the non-native input outperformed those listened to a native speaker.

### **5.9 Discussion of the results of hypothesis six**

The researcher changed the eighth question into the following hypothesis to be able to analyze the data:

There are no statistically significance differences at ( $\alpha \leq 0.05$ ) in the mean scores of the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers due to university.

The results of this hypothesis reported in table (4.11) indicate The results of t-test show that there are statistically significance differences at ( $\alpha \leq 0.05$ ) in the listening ability for Palestinian undergraduate students Towards Native and Non- Native English language Teachers different due to University. The differences are for Al-Quds University students, who have higher listening ability than Bethlehem university students Towards Native and Non- Native English language. These findings disagree with findings of Bulter( 2007) whose study revealed that the analysis failed to find differences in students' comprehension for American- accented and Korean- accented English. And disagree with Gill (1994) whose study revealed that all North American undergraduate students remembered more information from their own accent than foreign- sounding accents. When he indicated that all north American undergraduate students this implicitly show these students were chosen from many universities.

### **5.10 Discussion of the results of hypothesis seven:**

The researcher changed the ninth question into the following hypothesis to be able to analyze the data:

There are no statistical significance relations at ( $\alpha \leq 0.05$ ) between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability.

The results of this hypothesis reported in table ( 4.12) indicate that there are no relations between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability. These findings disagree with the findings of Fraser's Kelly (2012) whose study indicated that correlation was found between a negative attitude towards other ethnicities and ability to correctly transcribe foreign-accented speech, with stronger correlation between a negative attitude and comprehensibility. And Lindemann (2002) whose study revealed that the relationship between attitudes and comprehension is mediated by the native speakers' choice of strategies.

### **5.11 Conclusion**

The findings of this study indicate in general that there are positive attitudes towards both teacher type (Native and Non-Native English language teachers) but the highest degree of the respondents' preferences and attitudes are towards non native, this may be due to the sensitive nature to students' needs, culture and difficulties. And due to long exposure to NNESTs which make their opinions more positive. The researcher's interpretation also to the results that are related to students' attitudes towards both teacher type which are

depending on these variables: Gender, level of achievement and university is that respondents consider both teacher type are expert, capable of teaching, having advantages and disadvantages in teaching regardless of who is better than other in teaching some aspects and being native or not isn't as problematic as expected. And as for the interpretation of the results that related to students' listening ability the respondents see the both teachers type have a approximately the same level in proficiency , qualifications that enable them teaching English language. Finally, the interpretation for that there is no correlation between attitudes towards both teacher type and listening ability may be that the students have an innate ability to listen to many types of speakers and comprehend, and may be because guiding students through the process of listening provides them with the knowledge from which they can successfully complete listening test, this puts them in control of their learning. And this guiding may be lead the students to get rid of the feelings of fear towards speakers when they listen.

## 5.12 Recommendations

On the basis of the recent research findings, it is advisable able to suggest these recommendations to administrators, EFL teachers and researchers:

1- Administrators should consider that both teacher types are qualified, expert, proficient regardless of who is better at teaching certain aspects of English language when they hire English language teachers. They should not discriminate against non-native or native English teacher.

2- Both teacher types (Native and Non-Native English language teachers) should be given training courses on teaching methods and strategies by the ministry of education.

3- Students should be given the opportunity to study English with both teacher types because both teachers as seen preferred by the students.

4- Native teachers should be more aware of non-native students' culture, and be more prepared for broaden students' awareness of western world. They could participate in conferences related to the teaching profession to raise their awareness and knowledge.

5- Emphasize cooperation and mutual help between NS and NNS teachers to contribute efficiently to students' learning.

6- It would be worthy to investigate students' attitudes towards both teacher types and their relation to students listening ability by choosing a larger sample from more than two universities and also by using Triangulation way in gathering data.

7- Researchers should conduct more empirical studies that depend on different variables and different levels of the students.

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- <http://dictionary.cambridge.org/dictionary/british/native-speaker>
- [http://en.wiktionary.org/wiki/non-native\\_speaker](http://en.wiktionary.org/wiki/non-native_speaker)
- <http://www.merriam-webster.com/dictionary/ability>

## Appendices

### Appendix (1) Arbitrators list

Number	Name	Rank	Institution	Test Arbitration	Questionnaire Arbitration
1	Huda Mosleh	Assistant Prof. of English	Bethlehem University	√	√
2	HazemAlNajjar	Assistant Prof. of English	Bethlehem University	√	√
3	SuadAlAbid	Assistant Prof. of English	Al-Quds University	√	√
4	JamilKhader	Professor of English	Bethlehem University	√	√
5	HasanHamad	Assistant Prof. of English	Al-Quds University	√	√

## **Appendix (2)**

Questionnaire: Attitudes of Palestinian undergraduate students towards Native and Non- Native English language teachers

Dear students:

This study aims to investigate the attitudes of undergraduate students towards Native and Nonnative English language teachers and their relation to students' listening ability. This questionnaire is specifically designed to investigate only students' attitudes towards Native and Nonnative English language teachers. Participation in this study is entirely voluntary. If you agree to participate, please respond to the enclosed questionnaire that asks you questions about your attitudes towards native and non native English language teachers. There are major sections in this questionnaire, and it will not take more 20 minutes to complete. All answers will remain anonymous.

Thank you for your help.

1) Gender: ..... Male                      .....Female

2) University: ----- Bethlehem University    ----- Al-Quds University.

Please answer the following items about your EFL teachers by marking the numbers that correspond to your feelings, according to the following five scales: Strongly agree = 5, Agree = 4, uncertain= 3, Disagree = 2, Strongly Disagree = 1.

Statements	Non-Native Teacher (NNT)						Native Teacher (NT)				
	1	2	3	4	5		1	2	3	4	5
<b>Section A:</b> Teaching the language											
1- Focuses on speaking skills											
2- Rarely makes grammar mistakes											
3- Explains grammar rules clearly											
4-Is better at teaching reading and vocabulary											
5-Is better at teaching writing and listening skills											
6- Assigns a lot of assignments											
7- Uses Arabic to clarify unfamiliar words											
8-Explains the meaning of a word in isolation to its context											
9- Prepares students for exams											
10- Corrects students' errors on the spot											



11- Provides more feedback																				
12- Depends heavily on the course book																				
13- Motivates students to speak English in class																				
14- Simplifies difficult material for students to understand																				
15- Makes learning simple and fun																				
16- Uses many supplementary materials and tools in an appropriate manner																				
17- Is too rigid in grades																				
18- Gives a lot of tests																				
19- Finishes the lesson on time																				
20- Understands students' learning and language difficulties																				
<b>Section B:</b> Interaction between teachers and students																				
21- Gets nervous when teaching																				
22- Is a serious teacher																				

23- Is interested in students' opinions														
24- Ensures active students' participation														
25- Maintains discipline in class														
26- Talks most of the time in class														
27- Treats students respectfully														
28- Answers students' questions														
<b>Section C</b> : Teaching culture														
29- Supplies information about the culture of the target language (English)														
30- Is sensitive to students' culture														
31- Enhances students' understanding of the foreign culture														

### **Appendix (3)**

#### **Listening Test**

##### **Dear students:**

You are going to listen to two different audio files for different English speakers, so I want you to concentrate very well, and then answer the questions honestly.

**Listening Test: I1** - Listen carefully to the first audio, then decide whether these statements are true or false:

- a- The customers want two tables.                      True    False
- b- There are two customers eating together.            True    False
- c- The two customers order the same starter.            True    False
- d- Both customers order the Thai chicken for the main course. True    False
- e- Customers order soft drinks.            True    False
- f- Both customers order a dessert.            True    False

2- I think the speaker is:

a- a native speaker of English

b- a non-native speaker of English

**Test II:**

1- Listen carefully to the second audio, and then decide whether these statements are true or false:

a- After she came to Australia, she was a bit nervous. True False

b- The speech pathology course is really interesting for her. True False

c- She wasn't involved in the administration of the Omani student society in Western Australia. True False

d- It hasn't been very empowering for her to live and study in Perth. True False

e- When she wants to sit in a calm place, she goes to the river. True False

f- People gather in the mosque to pray Salat Al- Eid. True False

g- Perth is a city with so much diversity. True False

h- She recommends everyone to go to study in Perth and she/he will surely love his/her experience. True False

2- I think the speaker is:

a- a native speaker of English

b- a non-native speaker of English

*Thanks for your participation*

## **Appendix ( 4)**

### Audio Websites

The First Audio Website:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/eating-out>

The second Audio Website:

<https://www.youtube.com/watch?v=XiUGqQ4B7ME>

## Appendix (5)

### Al- Quds University Permission Letter

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة القدس  
كلية العلوم التربوية  
برامج الدراسات العليا

التاريخ : 2015/10/3

حضرة السادة / جامعة بيت لحم المحترمين

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة هبة الكار ورقمها الجامعي (21312217)، باجراء دراسة بعنوان :

**“ Attitudes of Palestinian Undergraduate Students TOWARDS Native and Non-Native English Teachers and their Relation to Students Listening Ability “**

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة لتطبيق الدراسة.

شاكرين لكم حسن تعاونكم



د. ايناس ناصر

منسق برنامج اساليب التدريس

Al- Quds University Permission Letter

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs



جامعة القدس  
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التاريخ : 2015/10/3

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د. ايناس ناصر

منسق برنامج اساليب التدريس