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

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Abstract
The purpose of this study is 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 research questions and test the hypotheses, the researchers adopted both the descriptive and inferential approaches. For collecting data, a questionnaire and a listening test were designed and distributed among 120 Palestinian undergraduate students to find out their attitudes towards both their NES and NNES and their relation to students' listening ability. 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 the teaching culture which was found to be with low attitudes for native teachers. The findings also pointed out that the listening ability of 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 highlighted that there were significant differences in the mean scores of the listening ability for Palestinian undergraduate students towards native and non native English language teachers due to university. Based on the research findings some recommendations are finally presented. The researchers concluded that students generally have positive attitudes towards both teacher types (Native and Non-Native English language teachers), but the highest degree of the respondents' preferences and attitudes are for and towards non native. Furthermore, the relation between attitudes towards both teacher types and listening ability isn't found. There is more than one explanation for this, may be students have an innate ability to listen to many types of speakers and comprehend and being guided through the process of listening may lead the students to get rid of the feelings of fear from speakers when they listen.
Keywords: Attitudes, Palestinian undergraduate students, native and non-native, language teachers, listening ability

1.   Introduction
1.1 Background of the Study
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 speakers of English. The more they listen to English, the more they become accustomed to the varieties of English, and this enables them to understand well. Language learners today have many opportunities to study with native and non native English 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. Llurda and Moussu (2008) are of the view that the majority of English language teachers worldwide are non – native English speakers (NNES). Canagarjiah (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.

Ulate (2011) believes that studies have shown that both native and non native speakers have certain characteristics that help them become good language professionals. 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 the 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) state 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. According to Major, Fitzmaurice, Bunta and Balasubramanian (2002), attitude is another possible reason for greater comprehensibly of Spanish speakers for Japanese and Chinese listeners. Positive attitudes increase comprehension; whereas, negative attitudes decrease comprehension.

The present 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 contributes to significant developments in the teaching and learning of English as a foreign language. It also enlightens employers regarding the hiring of native and no-native English teachers.

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.

The researchers notice that the Palestinian undergraduate students have different beliefs and feelings about native and non native English language teachers, and they discover that these attitudes (beliefs and feelings) are directly associated with the students ' listening ability in language classes, which will influence the efficiency of the students in these classes. The researchers noticed this through teaching English to Arab students at Palestinian schools and universities, 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 comprehensibly of Spanish speakers for Japanese and Chinese listeners. 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 researchers intend to investigate this issue by determining students' attitudes whether native or non-native English language teachers make better language teachers, and who or what 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 their relation 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 no-native English teachers.

1.4 Questions of the Study

To achieve its objectives, 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 tTeachers 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 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.

5- 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 the level of achievement.

6- 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 university.

7-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.

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. Research on native and non native English language teachers has 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 beliefs and feelings students bring to the language classes, and can determine what kind of language classes' activities or methods that could challenge these beliefs. The current study leads 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 covers only undergraduate students in Bethlehem, and Al-Quds Universities.

2- The study is applied in the academic year 2015/2016.

3-The study is limited to both native and non-native teachers of English as a foreign language.

2. Literature Review and Related Studies

2.1 Review of Literature

Attitude, listening, Native and Non Native English language teachers are evidently lively topics, which have attracted the interest of many psychologists and researchers.

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. For some educators, attitude is simply a feeling, an opinion, a tendency or a mental state toward something or someone. Eagly and Chaiken (1993) see attitude as a "psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Also Singh (2003) says that 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, 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. While Mendelsohn (1994) sees listening as the ability to understand the spoken language of native speakers. And, 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. However, Non-native speaker, 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).

2.2 Native Speakers from Different Linguistic Perspectives

And the concept of "nativeness" is controversial and has been defined in various ways. A native speaker is defined as an individual who acquired language since birth. 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 a 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. Scovel's (1988) point of view is that it is impossible for any learner of a language after the critical period to become a native speaker, unless he or she is reborn 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 which are: 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); it 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.

    Davies (1991) 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 the 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 researchers agree with Paikeday (1985) that being a native speaker is not a qualification for participating in the preparation of a dictionary, writing textbooks or teaching English.

    Paikeday (1985) 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 Macarere, Uganda, in 1960. This controversial tenet stated that the ideal English teacher is a native speaker (Maum, 2002). Phillipson (1996) uses the phrase native speaker fallacy to refer to the unfair treatment of qualified non-native English speaking teachers (NNESTs). The Makarere 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.

    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 the 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" (Meadows & Muramatsu, 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 teachers in such countries cannot be dismissed as non-native speakers of English just because they do not speak a centre variety of the language.

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

On the other hand, Davies (1991) 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. In accordance with this, Arva and Medgyes (1992) say that NESTs are excellent in a spontaneous language use in various settings; 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.

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 percent of English language teachers worldwide are thought to be NNESTs. 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 (2002) 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 a 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 the 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.

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 because the majority of English language teachers around the world are non-native speakers, native speakers will continue to become a minority. Medgyes (1994) establishes six hypotheses concerning non-native speakers' strengths. He establishes these hypotheses to overcome the presumed superiority of native 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.

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...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.

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). And the issue of credibility in the 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). Also, (Barahona, Midy, Vaquerano, Zambrano & Arnad, 1996, as cited 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).

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2.5 Review of Related Studies

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 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.

Similarly, in as study on 96 students, Cakir and Demirs (2013) 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. They find that there were significant differences between NES and NNES instructors. NESs were considered to reach to better levels in some language skills such as speaking, listening, pronunciation and vocabulary, while NNES instructors outshone with their skills in teaching grammar and building communication with their students. NES were also seen better sources of motivation.

Also, Liaw (2012) conducted a study at a private university in Northern 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 results of the study showed that language skills, purposes, and levels of learning affect students' 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 researchers 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.

For instance, Alseweed (2012) indicates 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.

Likewise, Sung (2009) investigates 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. And the study reveals 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 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 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 previous learning experiences with NESTs, and explicit attitudes are not related to implicit attitudes.

In the same context, Al-Omarani (2008) investigated perceptions and attitudes of Saudi ESL and EFL students towards native and non native English speaking teachers. He indicates 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.

Also, Incecay and Atay (2008) find that the majority of 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 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. In addition, they find 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.

Similarly, Moussu (2006) investigated 1040 ESL students' attitudes towards NESTs and NNESTs. 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.

Furthermore, Moussu and Braine (2006) investigated 88 university students' attitudes towards nonnative English language teachers. 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 the 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 et al. (2003) 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. They indicate 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's pronunciation and the unfavorable comments about NNS teachers refer to their grammar-centered teaching and inadequate target language abilities.

Liang (2002) 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. She finds 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.

Some studies connect attitude to listening ability. For example,

Karim and Maryam (2014) revealed that the listeners to the non-native input outperformed those who listened to a native speaker. And 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 and Kelly (2012) find correlation 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.

Moreover, Butler (2007) failed to find any differences in students' performance in terms of comprehension. However, 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 the English class. The students also expressed a preference to have the American-accented English guise as their English teacher.

Lindemann (2002) 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.

Finally, Gill's (1994) 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 a scribed higher or more positive attitudes to accents similar to their own.

3. Methods
3.1 Population and Sample of the Study
The population of the study consisted of all undergraduate students at Bethlehem and Al-Quds Universities. From this population a fit sample of 121 undergraduate students from these universities were randomly selected to respond to the questionnaire and the listening test. The sample was distributed according to the independent

variables of: gender, age, mother tongue, academic specialty, university, studied English with NT & NNT, and level of achievement.

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

Variables		Frequency	Valid Percent	missing
Gender	Male	56	47.1	1
	Female	63	52.9	
Age	18-22	116	96.7	--
	23-29	4	3.3	
Mother tongue	Arabic	113	94.2	--
	English	7	5.8	
Academic Specialty	Arabic	34	28.3	--
	English	16	13.3	
	Other	70	58.3	
University	Bethlehem University	71	59.2	--
	Al-Quds University	41	40.8	
Have you studied with NT?	Yes	66	55.0	--
	No	54	45.0	
Have you studied with NNT?	Yes	113	94.2	--
	No	7	5.8	
Have you studied with both teachers?	Yes	59	49.2	--
	No	61	50.8	
Achievement	Low	10	8.3	--
	Accepted	39	32.5	
	Good	36	30.0	
	very good	35	29.2	

3.2 Instruments of the Study

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

1- A Questionnaire has 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 researchers 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 researchers designed the questionnaire in the form of a five-point Likert scales ranging from strongly agree to strongly disagree. The questionnaire was given to students in English. Valuable instruction and assistance was offered during the whole process. The questionnaire was distributed among 121 undergraduate students from different majors. All copies were filled out and returned to the researchers.

2- Listening Test

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

Table (3.2): shows the comparisons between students who studied with native and non-native teachers in the percentages of the understanding of the audio they have listened to.

Teachers	percent of understanding	Frequency	Valid Percent
Non-Native	0%	1	0.9%
	10%	1	0.9%
	30%	1	0.9%
	54%	9	8.0%
	57%	1	0.9%
	76%	19	16.8%
	88%	36	31.9%
	100%	45	39.8%
Native	54%	4	6.1%
	76%	11	16.7%
	88%	16	24.2%
	100%	35	53.0%

3.4 Validity of Instruments

To ensure that the content of the questionnaire and the 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 was 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 researchers to follow some modifications. The researchers had taken them into account, and the final instruments were improved and distributed to the participants.

3.5 Reliability of Instruments

A technique of a test-retest was used to ensure the reliability of the questionnaire and the listening test. Sixteen students, who were excluded from the main sample, were selected to respond to the items of the two instruments. The period between the test and retest was two weeks. In the first time Cronbach 's Alpha for the questionnaire was (0.819) and the second time it was (0.797). 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.

3.6 Design of the Study

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

3.7 Variables of the Study

1- Independent Variables: Gender (Female/Male) level of achievement and university
2- Dependent Variables: Attitudes of Palestinian undergraduate students toward native and non native English language teachers and their relation to students' listening ability.

3.8 Data Analysis

 In order to analyze the data, the researchers used statistical techniques, Statistical Package for Social Science (SPSS), descriptive statistics (means, frequencies and percentages and inferential statistics (Independent T-test ANOVA and Tukey test)

4. Results of the Study

The results listed below answer the research questions and hypotheses of the study:

Research question 1: What is the extent of attitudes for Palestinian undergraduate students towards Native and Non-Native English language teachers?

As shown in table 1 below, most of the participants' attitudes 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).

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

Research question 2: Are those attitudes for Palestinian undergraduate students towards native and non-native English language teachers different due to gender?

The researchers developed the following hypothesis to answer the question:

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.

Table 2 below shows that the level of significance for the differences in attitudes of Palestinian undergraduate students towards Native English language teachers 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. Noticeably the results are higher than (α 0.05), and this means that there are no statistically significance differences in the mean scores of attitudes 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			
	ꞌTotal 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 teachers and students		Male	27	2.46	0.70	61	0.963	0.340
			Female	36	2.30	0.59			
	Teaching culture		Male	27	2.33	1.14	61	0.375	0.709
			Female	36	2.24	0.82			
	Total degree		Male	27	2.41	0.72	61	0.653	0.517
			Female	36	2.30	0.48			

Research question 3: Are those attitudes for Palestinian undergraduate students towards native and non- native English language teachers different due to the level of achievement?

The researchers developed the following hypothesis to answer the question: 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

As can be seen in Table 3, 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); this indicates that there no statistically significance differences in the mean scores of attitudes 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 and students	Between Groups	0.828	3	0.276	0.996	0.398
		Within Groups	31.055	112	0.277		
		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			

Research question 4: Are those attitudes for Palestinian undergraduate students towards native and non- native English language teachers different due to university?

The researchers developed the following hypothesis to answer the question: 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**.**

As shown in Table 4, 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 as for the differences in Attitudes of Palestinian Undergraduate Students Native English language teachers is (0.486). This means that there are no statistically significance differences) in the mean scores of attitudes 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			

Research question 5: What is the extent of the listening ability for Palestinian undergraduate students towards Native and Non-Native English language Teachers?

As can be seen in Table 5, the participants' listening ability 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.

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

Research question 6: Is this listening ability for Palestinian undergraduate students towards native and non-native English language teachers different due to gender?

The researchers developed the following hypothesis to answer the question: There are no statistical significance differences at (α≤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.

As shown in Table 6, 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). This indicates that there are no statistically significance differences in the mean scores of the listening ability 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			

Research question 7: Is this listening ability for Palestinian undergraduate students towards native and non-native English language teachers different due to the level of achievement?

The researchers developed the following hypothesis to answer the question: There are no statistically significance differences at (α≤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.

As can be seen in Table 7, that there are no statistically significance differences at (α≤0.05) in the means of the listening ability due to the level of achievement.

Teachers		Sum of Squares	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			

Research question 8: Is this listening ability for Palestinian undergraduate students towards native and non-native English language teachers different due to university?

The researchers developed the following hypothesis to answer the question: There are no statistically significance differences at (α≤0.05) in the mean scores of the listening ability for undergraduate students towards Native and Non-Native English language teachers due to university.

As shown in Table 8, there are statistically significance differences in the mean scores of the listening

ability due to university. The results indicate that Al-Quds University students have higher listening ability than Bethlehem university students.

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			

Research question 9: Is there statistically significant correlation between Palestinian undergraduate students' attitudes towards native and non-native English language teachers and the students' listening ability?

The researchers developed the following hypothesis to answer the question: There are no statistical significance relations at (α≤0.05) between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability.

As can be seen in Table 9, the results indicate that there are no 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

5. Discussion

Research question one: The responses indicate that students have positive attitudes towards both native and non native English teachers, regardless of the students' negative attitudes towards native in culture teaching section. This finding is consistent with several previous studies such as: Young (2014), Sung (2009), Liang (2002), Arvizu (2014), Carkir and Demirs (2013), and Liaw (2012) studies. These studies revealed that the participants 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. However, the results indicate that the participants were more positive towards NESTs, the majority of them believe that NESTs have much to be proud of. And, NNESTs were perceived to be more traditional in their teaching style than NESTs. A negative aspect of NNESTs is revealed such as their lesser level of knowledge about the English culture, according to these studies Brown (2013), Tahaineh and Daana (2003), Watch (2012), Alsweed (2012), Incecay and Atay (2008), Moussu (2006, 2002) , Moussu and Brain (2006), Sekigawa, Sugino, Okayama and Ascough (2003).

Research question two: The result indicates that there are no statistically significance differences at (α≤0.05) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to gender. All in all, the finding proves this hypothesis, but this result contradicts with Tahaineh's and Daana's (2013) study.

Research question three: The result shows that there are no statistically significance differences at (α≤0.05) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to the level of achievement. This finding contradicts with the study of Liaw (2012).

Research question four: The finding indicates that there are no statistically significance differences at (α≤0.05) in attitudes of Palestinian undergraduate students towards native and non native English language teachers due to university. This finding is consistent with several of the previous studies such as: Waston and Pojanapunya (2009), and Alseweed (2012), whose studies revealed all the respondents who are 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. But this result disagrees with the study of Seklgawa, Sugino, Okayama and Ascough (2003).

Research question five: The results indicate that the listening ability of 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. This finding is similar to that of Kelch and Williamson (2002), but contradicts with the findings of Karim and Maryam (2014) and Bulter (2007).

Research question six: The finding shows that there are no statistically significance differences (α≤0.05) in the listening ability for Palestinian undergraduate students towards native and non native English language teachers due to gender. This finding contradicts with the finding of Karim and Maryam's (2014) study.

Research question seven: Students' responses indicate that there are no statistically significance differences at (α≤0.05) in listening ability for Palestinian Undergraduate students Towards Native and Non-

Native English language Teachers due to the level of achievement. Noticeably, this result contradicts with the results of Karim and Maryam's (2014) study.

Research question eight: Students' responses indicate 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. This finding contradicts with several previous studies such as Bulter's (2007) and Gill's (1994).

Research question nine: The result indicates that there are no relations between Palestinian undergraduate students' attitudes toward native and non-native English language teachers and the students' listening ability. This finding contradicts with the studies of Fraser and Kelly (2012) and Lindemann (2002).

6.   Conclusion and Recommendations

Students generally have positive attitudes towards both teacher types (Native and Non-Native English language teachers), but the highest degree of the respondents' preferences and attitudes are towards non natives. This is due to the fact that NNETs are more sensitive to students' needs, culture and difficulties and long exposure to them. The large number of students consider both teacher types as expert, capable of teaching, having advantages and disadvantages in teaching, regardless of who is better than the other in teaching some aspects, and being native or not isn't as problematic as expected. And they have the same level of qualification that enables them to teach the English language very well. Furthermore, the relation between attitudes towards both teacher types and listening ability isn't found. There is more than one explanation for this, may be students have an innate ability to listen to many types of speakers and comprehend and being guided through the process of listening may lead the students to get rid of the feelings of fear towards speakers when they listen to them. Further research can be conducted 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. And conduct more empirical studies that depend on different variables and different levels of students.

The findings of the study suggest that it would be helpful if the administrators consider that both teacher types are qualified, expert and proficient, regardless of who is better at teaching certain aspects of English, when they hire English language teachers. The researchers also recommend that both teacher types should be given training courses on teaching methods and strategies by the Ministry of Education. Students should be given the opportunity to study English with both teacher types because both teachers are preferred by the students. And more emphasis should be given to cooperation and mutual help between NS and NNS teachers to contribute efficiently to students' learning. Furthermore, native teachers should be more aware of non-native students' culture, and be more prepared for broaden students' awareness of the Western world. They could participate in conferences related to the teaching profession to raise their awareness and knowledge.

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