

**THE EFFECT OF NATIVE SPEAKER TEACHERS OF ENGLISH ON THE
ATTITUDES AND ACHIEVEMENT OF LEARNERS.**

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Özet

İngilizce konuşulmayan ülkelerde İngilizce öğrenen çocukların başarılarında öğretmen çok önemli unsurlardan birisidir. Uzun zamandan beri İngilizcenin anadil olmadığı ülkelerde anadili İngilizce olan öğretmenler sadece İngiliz dilindeki yeterlilikleri yüzünden büyük işi imkanları bulmuştur. Fakat sonraları, dilde iyi olmanın, herkesi iyi öğretmen yapmadığı kabul edilmiştir. Anadili İngilizce olan öğretmenlerin öğretimdeki becerileri de çok önemlidir.

Yabancı dil olarak İngilizce öğreniminde tutum ve motivasyon önemli belirleyicilerdir. Anadili İngilizce olan öğretmenler toplumlarının ve kültürlerinin de temsilcileri oldukları için öğrencilerin tutum ve motivasyonlarında etkili olabilirler. Bu onlar için anadili İngilizce olmayan öğretmenlere kıyasla daha fazla avantaj sağlayabilir.

Bu çalışma anadili İngilizce olan EFL öğretmenlerinin İngilizce'yi Türkiye'de yabancı dil olarak öğrenen öğrenciler üzerindeki etkilerini araştırmayı hedeflemektedir.

Sonuçlar anadili İngilizce olan dil öğretmenlerinden ders alan öğrencilerin, derslerine hiç anadili İngilizce olan bir dil öğretmeni girmeyen öğrencilerden İngilizce dili ve toplumuna karşı daha pozitif tutumlara sahibi olduğunu ve İngilizce derslerin de daha başarılı olduklarını göstermektedir.

Sonuçlar aynı zamanda yabancı dil olarak İngilizce öğrenen öğrencilerin tutumlarıyla başarıları arasındaki ilişkiyi de ortaya koymaktadır.

Anahtar Kelimeler: Anadili İngilizce olan EFL öğretmenleri, Öğrenci tutumları ve motivasyonları, tutum ve başarı arasındaki ilişkiler.

Abstract

Teachers are considered to be one of the most crucial elements affecting the success of students learning a foreign language in non-English speaking countries.

Native speakers of English were recruited as language teachers all over the non-English speaking world only because of their competency in the language for a long time. But later, it was admitted that being adept in a language doesn't necessarily make anyone a successful language teacher. Skill in teaching is also very important in native speakers of English as language teachers.

Attitude and motivation are proved to be the determinants of success in EFL learning. Native speaker teachers may also have an effect on the attitudes of learners as representatives of their culture and society. And they may be more advantageous in doing that because they are also more competent in that culture compared to nonnative speakers.

The study investigated the effect of native speaker teachers of English on the attitudes and success of EFL learners in Turkish setting.

The results confirm that the learners who are exposed to native speaker teachers of English have more positive attitudes towards target language community and are more successful in English lessons compared to those who are not exposed to any native speaker

teachers of English. The results also verify that the attitude of EFL learners towards the target community correlates significantly with their success in language learning.

Keywords: Native Speaker Teachers of English, Student's attitudes and motivation, Correlation between attitudes and success.

I. INTRODUCTION

Teaching English to speakers of other languages has gained importance very rapidly in recent years. One of the vital variables in the learning situation is the teacher himself. His skill and his personality are instrumental in creating the conditions for learning. His skill is dependent on two factors, his own proficiency in the language and his knowledge of and expertise in methods and techniques of language teaching.

It was believed that the teacher who is more competent in a language could teach it better till some time ago. But, currently, it is admitted that being only competent in the target language doesn't necessarily certify anyone to be a successful teacher. "In fact, what makes a good English teacher has nothing to do with our nationality or our accent. Rather, it is the drive, the motivation, and the zeal within us to help our students and make a difference in our teaching that make us better" as noted by Lee (2000). Similarly, James L. Fidelholtz (May, 12th, 2000) as a reply to a question from Paul Wilson on the "Ask A Linguist" web page stated that a good nonnative speaker of English who is also a good teacher might be better than a native speaker who is a lousy teacher.

The use of native English teachers has been a subject of controversy for a long time. The aim of schools for hiring native speakers as teachers of English differs. Some of the most important reasons, especially in Turkey, are to increase the enrollments of students and to compete with other similar schools. Ardó (1997) expressed that the director of a well-known institution of the "big business" of English language teaching "encouraged" an experienced and (over) qualified nonnative teacher of English applying for a job: "I'm afraid we have to insist that all our teachers are native speakers of English. Our students do not travel half way round the world only to be taught by a nonnative speaker." Also Red-Baer (1995) indicated that especially in the private English conversation school sector, an inexperienced Caucasian will be chosen over a much better qualified foreigner who happens to be of Japanese descent because many of these highly commercial conversation schools employ English conversation teachers more by their looks than their qualifications.

Richard C. Bedford (1970:7) explains "the reason for employing the native speakers as teachers of English all over the world is the shift in emphasis from the once dominant translation method to the aural-oral approach. And this shift has made new, quite different, and in many ways greater demands on English teachers." He also added "another important reason though less apparent, is the high priority that it imposes on the ability of the teacher to speak the language he/she teaches. It demands a good deal of fluency on part of the teachers. Most of the nonnative teachers have no way of acquiring this facility and hence, the necessity of hiring native speakers as teachers of English rises". Similarly, Jie (1999) mentioned that a good oral English teacher should be a good English speaker and many native English speakers have proven to be successful teachers in oral English classes in China.

Native English teachers are being hired all over the world in great numbers because of their command of the language and the subsequent lack of trained nonnative English teachers. The need for English teachers increased because of the rise in the demand of learning English in non-English speaking countries. Alptekin said (1991; 4) "the need for native speakers stems chiefly from the inadequacy both in quantity and in quality of the local teachers of English to meet the rising demand for this 'lingua franca' of our age." Red-Baer (1995) also asserted that average Japanese who has never left Japan can not effectively communicate in English.

Whereas, most Japanese who have spent six months or more abroad in an English speaking atmosphere can effectively communicate in English regardless of their educational background. He stated that one of the many remedies for this problem is bringing more native English teachers into Japan.

After native speaker teachers of English spread around the world, they became samples of good language teachers in non-English speaking countries because of their fluency and accuracy in their mother tongue whether they were skillful in teaching or not. And also having a native speaker, as an English teacher has become a trump card for schools that are in competition with other schools to attract more students. Braine (1999) proposed that nonnative speaker English teachers are less fortunate in finding employment. The most frequent excuse for this discrimination is that ESL students prefer to being taught by a native speaker.

Not only the shift away from translation method to aural-oral approach but also increasing demand for English learning aggravated the lack of English teachers both in number and in quality. Employing foreign teachers has become the only standard way to solve this shortage of qualified English teachers. The competence of native English teachers in their mother tongue is likely to be the main factor for causing this bias. They have some advantages and disadvantages as opposed to nonnative English teachers. Some of the advantages are their being more tolerant of learners' errors with respect to grammatical errors than nonnative English teachers, their giving more importance to fluency than to accuracy and their obliging learners to speak English more because of their incapability of using learners' native language.

Nonnative English teachers have some advantages as well. First of all, they are the true models of bilinguals for students. They would show the students that they did learn English successfully and so they can, too. Secondly, their coming from the same language and culture as the students give them the chance to contribute to their success in foreign language learning by incorporating cultural component to their instruction as mentioned by Lee (2000). As a conclusion, native English teachers are useful, but so are nonnative English teachers with the strengths of each group lying in different domains as indicated by Alptekin and Alptekin (1984), Jie (1999), and Lung (1999).

But being a native speaker of the language also means being a representative of the community speaking that language with all its values and norms. As a representative of the target language and community, a native speaker may trigger changes in students' attitudes. These changes may be positive or negative and may cause success or failure in foreign language learning.

II. BACKGROUND TO THE STUDY

Previous studies are controversial about the significance of difference between the scores of subjects who have been taught by a native speaker and subjects who have never been taught. In her review of foreign language teaching research, Birkmaier (as cited in Louis, 1969) reports that the students taught by American born instructors make higher achievement-test scores, on the average, than the students taught by foreign-born instructors. A similar conclusion was reached by Schenk (as cited in Louis, 1969). On the contrary, Louis (1969) claims that one of the most controversial questions in foreign language teaching is the use of native speakers as teachers. And she reports that the least competent person to teach English is an Englishman who doesn't possess the students' language.

No research concerned with the effect of native speakers as English teachers on students' attitudes has been conducted in Turkey, yet. Native speaker teachers as representatives of the target language and community may cause changes in students'

attitudes. These changes may be positive or negative and may cause success or failure in foreign language learning.

Numerous studies have been conducted to investigate the relationship between students' attitudes, motivations, and their achievement in foreign language learning. Gardner and Lambert (1959; 1972), Anisfield and Lambert (1961), Lukmani (1972), Feenstra and Santos (1970), Oller, Hudson, and Liu (1977), Oller and Chihara (1978), and Oller and Asakawa (1977) found significant relationship between some attitudinal and motivational measures and achievement in target language.

Another study was conducted by Pierson, Fu and Lee (1980) who tested more than 400 grade 10 students from 11 schools in Hong Kong. Eight of the schools were English medium schools, while the rest three taught all subjects, except English, in Chinese. A stepwise multiple regression analysis indicated that 6 of the 11 factors contributed to the overall prediction of English achievement. The six factors were defined as freedom of language choice, desire to learn English, lack of self confidence in using English, approbation for using English, discomfort about Chinese speakers using English and English as a mark of education.

Berwick and Ross' (1989) longitudinal study of Japanese college freshman examined the correlation between learner attitude and motivation with proficiency in English. The results of the study showed that motivation to "learn English" and success peaked in the last year of high school and then dropped upon entering college.

Prapphal and Oller (1982) found out that attitudes were significantly related to English proficiency when testing the relationships between attitudes towards English and the attainment of English proficiency controlling for demographic variables. They studied on 528 freshmen from thirteen academic fields at Chulalongkorn University in Bangkok, Thailand.

Salasiah (1999) investigated the possible relationship between students' attitudes and students' performance in English language proficiency in the Malaysian setting. The findings indicate that there is no significant correlation between attitudes and proficiency across educational levels.

And lastly, a number of studies (Samimy&Tabuse, 1992; Aida, 1994; Ganschow et al., 1994; Horwitz et al., 1986) have indicated a strong relationship between student attitudes toward learning a foreign language and student performance.

In the light of the studies above, we may conclude that attitude and motivation are two of the determinants of achievement in foreign language learning. Native speaker teachers may have an effect on students' attitudes as representatives of their culture and society. If their effect is positive, they can contribute to their students' achievement, in a way. Thus, what should be studied about native speakers is their effect on students' attitudes and motivation.

III. PURPOSE

The use of native English teachers has been a subject of controversy for a long time. Some researchers claim that they are more successful in teaching than nonnative teachers and some others say skill in teaching is more essential than being native speaker of the language taught.

The main purpose of the study is not the proficiency of native English teachers in English. But the purpose of the study is to find out whether native speakers of English as expert users of the language and as representatives of their community instigate any significant difference on learners' attitudes towards the target language and community and thus, on students' success in language learning.

IV. METHOD OF DATA COLLECTION

The study was conducted in order to find out whether the native speakers of languages cause any change on the attitudes of learners towards the target language and members of the language community.

A questionnaire, adopted from Gardner and Lambert (1972), was administered to 1,075 preparatory class students some of whom were exposed to native English teachers in private secondary schools in order to measure their attitudes towards the language and language community. The results obtained from both groups (one who has been exposed to a native English teacher and the other who has not) were compared to see if there is any significant difference in their attitudes towards English language and English speaking community. The Split-Half reliability of the questionnaire was calculated to be 0.78.

A total of 48 items were included in the questionnaire given to each student. To get a fuller understanding of our means of eliciting information, those items were described in groups of relevance to general headings such as, personal information, attitudes towards language and attitudes towards community.

A total of 40 items in the questionnaire were designed to measure the attitudes of subjects towards the target language and target language community as seen in the table below. In order to compile some personal information such as gender, graduate school, whether they are exposed to a native speaker teacher or not, the length of exposure, parents' proficiency in English, and so on, 8 classification items were asked.

Table 1. Items in the Questionnaire for Attitudes towards People and English Language.

Items 1 – 20 are for Attitudes towards people and Items 21-40 are for attitudes towards English language and lessons.	
1. Interesting	21. Being able to speak English makes people more literate and popular.
2. Prejudiced	22. If you were the one making the programs in your school, you would increase the number of English lessons per week.
3. Brave	23. If you knew more than one foreign languages and if you met someone knowing the same languages with you, you would prefer speaking English.
4. Handsome	24. English should be compulsory in all schools.
5. Honest	25. If you had been born in another country, you would prefer an English Medium country.
6. Intelligent	26. if you had the chance to choose the foreign language for your child, you would prefer English.
7. Sincere	27. Learning English is very interesting.
8. Nice	28. If you knew English good enough, you would read magazines and newspapers in English.
9. Polite	29. You would learn English even if it weren't compulsory
10. Successful	30. Compared with the other lessons, you like English more.
11. Secure	31. The importance given to the human rights and freedom in English medium countries is better than the other countries.
12. Permissive	32. If you had the chance to start your education again, you would choose English to learn as a foreign language.
13. Mature	33. When you were assigned homework for English lesson and for the others, you would do your homework for English lesson first.

14. Popular	34. If you knew more than one foreign language and if you were to read a book written in these languages, you would choose the one written in English to read.
15. Hardworking	35. You can keep your attention from beginning to the end in English lessons.
16. Happy	36. Human relations are contemporary in native English speaking countries.
17. Optimistic	37. English is the mark of education.
18. Ambitious	38. You would prefer native English speaking teacher if you had the chance to choose.
19. Generous	39. It is necessary to hire native English speaking teachers for state schools.
20. Modern	40. Native English speaking teacher shouldn't only teach English but also give cultural information in order to introduce his country.

Subjects were asked to answer the items in relevance to their agreement on a five point Likert-type scale, 1 indicates absolute disagreement and 5 indicates absolute agreement.

Data have been collected from preparatory class students in randomly selected private schools in Istanbul, Ankara and Adana. Preparatory class students in private schools were chosen as subjects of the study because all of them come from almost the same socioeconomic status, they are almost at the same age and they do not have any political or religious bias yet. Since all their concentration is on English lesson, their interests are assumed to be clear. Since the purpose of the study is to investigate the effect of native English teachers, the subjects should be chosen from where the native English teachers work. Native speakers mostly, approximately estimated 90%, work in private schools in big cities such as Istanbul, Adana, Ankara and Izmir. The names of cities mentioned were written on pieces of papers and Adana, Istanbul and Ankara were picked up to be taken as the cities where the study was going to be conducted. And the schools were also chosen in the same way. The name of all private schools were written on pieces of papers and the sample schools were chosen by picking up randomly. And all the preparatory class students in the selected schools were taken as samples and involved in the study.

V. DATA ANALYSIS AND RESULTS

The number of students involved in the study was about 1,250, but after eliminating incomplete questionnaires, 1,075 of them were left. 637 of 1,075 were male and 438 of them were female students in the study. There were 112 students from Adana, 496 students from Ankara, and 465 students from Istanbul in the study. 844 of them have been exposed to at least a native English teacher and 232 of them haven't been exposed to native speakers at all. They were between 13 to 15 years old. 366 of them were graduates of private primary schools and 709 of them were from state supported schools. No extremity was observed in the distribution of above mentioned variables in any other variable.

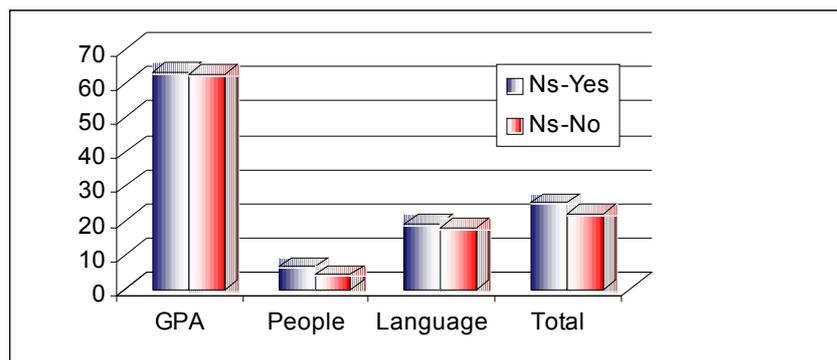
5.1. Change in Attitudes and Success Caused by Native English Teachers

The aim of the study is to investigate whether native English teachers contribute to the development of favorable attitudes in learners towards the target language and the target language community and, thus, cause any difference in their success.

All the subjects for the study were the students in preparatory classes at private secondary schools in Adana, Ankara, and Istanbul, where most native English speaker teachers live and work in Turkey. Almost 78%, 844, of the samples were exposed to native speakers of English and the other 22%, 231, weren't exposed to any native English teacher.

Differences were found between the average scores of the samples who were exposed to at least a native speaker, for short (Ns-Yes) and the samples who weren't (Ns-No). As seen in Figure 1, the scores of subjects taught by native English teachers tend to be higher than the scores of the subjects who haven't been taught by a native English teacher.

Figure 1; Differences between average scores of subjects taught by a native speaker and those not.



t values were computed between the scores of two groups in order to test the significance of the difference between them. The following sets of scores are used in computation;

- Average mark in English lesson for fall semester.
- The scores obtained for measuring attitudes towards the target community.
- The scores obtained for measuring attitudes towards the target language.
- Total attitude scores.

For the samples exposed to a native speaker, t-test scores of the variables mentioned above are shown in Table 2.

Table 2. t values obtained between Ns-Yes and Ns-No.

Independent samples t-test scores at .05 probability level						
Variables (Ns-Yes versus Ns-No)	Standard Deviations	Means	t	Deg. Of Freedo m	Sig.	

GPA	17.86- 17.49	63.13- 62.49	1.996	1073	p<.05
Attitudes towards People	13.41- 13.00	6.55-4.29	2.228	1073	P<.05
Attitudes towards Language	9.51-10.13	18.92- 17.85	1.496	1073	p>.05
Total Attitude Scores	18.62- 18.93	25.22- 21.94	2.362	1073	P<.05

As indicated in Table 2, t value for their average marks for fall semester suggests significant difference in favor of the subjects exposed to a native speaker. It means they are more successful than the subjects who have never been taught by a native English teacher. The other t value calculated is between their scores of attitudes towards the target community. The difference is also significant in this variable, indicating that the attitude of the subjects taught by a native speaker is more positive towards the target language community than the attitude of those which has never been taught English by a native speaker. As to the attitudes towards the target language, the difference is not significant. Finally, the last variable tested, the sum of attitude scores towards community and language, shows a significant difference between the two groups.

The presence of a native speaker as a teacher is proved to help learners to form positive attitudes towards the target language community even if not for language itself and the significance in success may be attributed to it if the skills in teaching and competence in language are assumed to be stable factors for both native and nonnative English teachers.

5.2. Relation Between Attitude and Achievement

The relation between attitude and achievement was studied by correlating the achievement scores of the subjects in English for the fall semester in their schools and their scores of attitude measures comprised in the questionnaire.

The attitudes towards the language, language community and their overall attitude scores were correlated with their achievement scores. The results can be seen in Table 3.

Table 3. Correlation scores

	GPA	LANG	PEOP
LANG	.120 p=.000*		
PEOP	.001 p=.966	.328 p=.000*	
TOTAL	.069 p=.023*	.750 p=.000*	.823 p=.000*

The obtained, “r” value of .069 between their overall attitude scores and achievement scores for d.f. 1,073, at level. 0.023 is the required value of “r” for significance. And also the correlation between attitudes towards the target language and achievement is significant. But the obtained $r=.001$ between attitude towards language community and achievement is under the critical value of “r” at alpha 0.05 for d.f. 1,073.

The results entail that the attitudes of the learners towards the language play a more important role in foreign language achievement than their attitudes towards the language

community. The relation between attitudes towards the language and achievement in the target language is statistically significant just as it is between overall attitudes and achievement in the target language.

5.3. The Effects of Schools on Attitudes

The schools that the subjects are graduated from are of two types. In both, the length of education is 5 years, and acceptable age of students, in both, is between 6 and 12. One of them is private primary schools (Gs-Private) and the other is state supported (public) primary schools (Gs-State).

Significant differences were found between the attitudes towards the target language and average marks. Private schools are more effective on students' achievement but less on students' attitudes towards target language.

Table 4. t values obtained between Gs-Private and Gs-State.

Independent samples t-test scores at .05 probability level					
Variables (Gs-Pri. versus Gs-Sta.)	Standard Deviations	Means	t	Deg. Of Freedo m	Sig.
GPA	17,03- 18,09	66,93- 63,33	3,151	1073	p<.05
Attitudes towards People	13,57- 13,24	5,46-6,37	-1,057	1073	p>.05
Attitudes towards Language	9,85-9,52	17,83- 19,14	-2,124	1073	p<.05
Total Attitude Scores	19,91- 18,05	23,07- 25,26	-1,824	1073	p>.05

The number of subjects who are graduate of private schools is 366 that is 34% and the number of subjects graduated from state supported schools is 709, that is 66%.

The t value of 3.151 for their average marks which is statistically significant at level 0.05 for d.f. 1,073 indicates that private school graduates are more successful than state school graduates in English lessons.

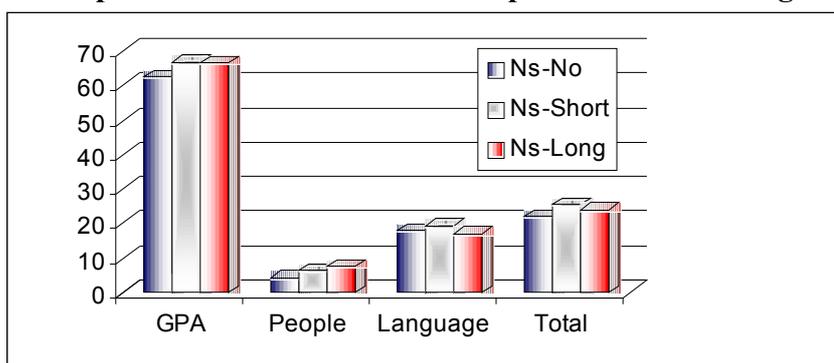
The second $t = 1.057$ obtained for their attitudes towards the target language community was not significant. The implication is that the students' attitudes towards the language community is not affected by the type of school.

The third variable involved in the study is the attitudes of subjects towards the target language. Obtained t value of 2.124, is higher than the critical t at level 0.05 for d.f 1,073 proving that the type of school affects the attitudes of subjects towards the target language. And the difference between them implies that the graduates of state schools form more positive attitudes towards the target language than the graduates of state schools.

5.4. Changes in Attitudes Caused by Length of Exposure

Another question which was investigated in the study was the impact of the length of time subjects were exposed to a native English teacher on the attitudes towards the English language and English language community. The differences can be observed in Figure 2.

Figure 2. Differences between average scores of subjects who weren't exposed to a native speaker and those who were exposed short and long



In order to analyze the effect of time length, subjects were sorted according to their exposure period as not exposed, exposed short and exposed more.

The midpoint was one year so the subjects who were exposed less than one year were considered as in short exposed group (Ns-Yes Short) and those who were exposed more than one year as long exposed group (Ns-Yes More).

The rate of not exposed subjects was 21%, 232, the rate of short exposed subjects was 63%, 686, and the rate of long exposed subjects was 16%, 175. And t values were computed for the scores of subjects not exposed and for subjects short and long exposed.

Table 5. Differences caused by length of exposure.

Independent samples t-test scores at .05 probability level for df.1073				
Variables	Standard Deviations	Means	t ₁	t ₂
Ns-(No) versus Ns-(short) and Ns-(long)	Ns-No, Ns-Short, Ns-Long	Ns-No, Ns-Short, Ns-Long	(Ns-No) - (Ns-Short)	(Ns-No) - (Ns-Long)
GPA	17,52-18,15-16,49	62,39-66,83-66,56	-1,787	-2,357*
Attitudes towards People	12,98-13,83-11,44	4,29-6,33-7,52	-1,969*	-2,519*
Attitudes towards Language	10,11-9,56-9,11	17,86-19,34-17,13	-2,005*	0,727
Total Attitude Scores	18,89-18,65-18,58	21,96-25,47-24,13	-2,473*	-1,119

“*” refers to significance at 0.05 probability level

The t values obtained between the scores of not exposed and less exposed subjects show statistically significant differences for attitudes towards the target language community at level 0.05, for attitudes towards the language at level 0.05 and for their overall attitude scores at level, 0.05. No statistically significant difference was found between their average marks.

Results denote that short exposure to a native speaker don't cause any difference on achievement but cause statistically significant differences on attitudes towards the language and language community.

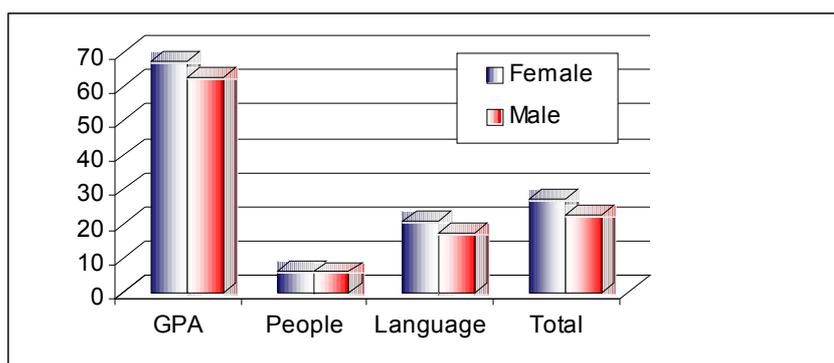
The obtained t values between the scores of subjects who have never been taught by a native English teacher and those who have been taught more than a year are higher than the critical t value only for their scores of attitudes towards the target community and their average marks implying that more exposure helps subjects form more positive attitudes

towards the target community and get better marks than subjects who have not been exposed to any native English teacher.

5.5. Difference in Attitudes of Females and Males

Different sexes perform different behaviors and possess different attitudes. Quantitative and qualitative form of attitude male and female subjects possess is the question investigated in the study.

Figure 3 . Differences between average scores of female and male subjects.



The number of male students involved in the study is 637 which is 59% of total and the number of female subjects is 438, that is 41%.

Many differences were found between males and females. The scores of female subjects tend to be higher than the scores of male subjects. The data obtained from male and female subjects was processed in order to find out whether the differences found are statistically significant.

Table 6. t values obtained between male and female subjects.

Independent samples t-test scores at .05 probability level					
Variables (Female versus Male)	Standard Deviations	Means	t	Deg. Of Freedo m	Sig.
GPA	16,96- 18,15	67,24- 62,71	4,126	1073	p<.05
Attitudes towards People	13,28- 13,41	6,32-5,89	0,517	1073	p>.05
Attitudes towards Language	9,12-9,71	20,93- 17,15	6,428	1073	p<.05
Total Attitude Scores	18,65- 18,56	27,25- 22,64	3,992	1073	p<.05

The t value of 4.126 for the average marks between the two groups is statistically significant at level 0.05 for d.f. 1,073. t values were also significant between them at level 0.05 for d.f. 1,073, for the attitude scores towards the language and the total attitudes.

The results imply that female subjects have quite more positive attitudes towards the target language and they are more successful in learning the language than male subjects.

VI. SUMMARY

The teacher is one of the most important variables in foreign language learning. With his skills and his personality, he/she creates the best conditions in which the learning situation takes place.

The study was conducted in order to find out the contribution of native English teachers to motivation and attitudes of learners by administering attitude measures to two groups (the first group consisted of the subjects who have been exposed to a native English teacher and the second group consisted of those who haven't been exposed to native speakers).

One of the findings is that the native English teachers contribute to learners' forming positive attitudes, which is assumed to result better achievement in language learning.

Another finding is that there is a significant correlation between students' attitudes and their achievement in English lessons, which suggests that attitudes towards target language may be taken as a predictor of achievement.

The results indicated that the subjects graduated from private schools are more successful in language learning than subjects graduated from state schools. The subjects who were graduates of state schools were less successful although they had more positive attitudes towards the language that was proved to be an indicator of achievement in the previous part by the correlation values of all subjects. This implies that there are some more variables that determine success other than positive attitudes towards language for graduates of private schools.

The study also investigated if there was any significant difference between the performance of male and female subjects. The findings indicate that female samples are more successful than males in foreign language learning and that female subjects have more positive attitudes towards the language which was assumed to have an effect on language proficiency.

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