

Review of: "Exploring Discrimination Faced by Non-Native English Teachers in the Israeli School System: A Mixed-Methods Study"

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Exploring Discrimination Faced by Non-Native English Teachers in the Israeli School System: A Mixed-Methods Study

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The paper discusses a valuable area of Teaching EFL -perspectives of stakeholders in preferring Native versus Non-Native EFL Teachers in the classroom. Though seen and studied in the context of the Israeli classroom, the findings are sure to resonate with all stakeholders of the EFL Teaching-Learning processes, the world over.

There are indeed very distinct advantages to being a Native Speaker Teacher of a Foreign Language that requires to be taught. This teacher brings to the table not the language of words but also the intangible schema of the language in order to provide the best of Immersive Experiences. S/He would naturally veer towards maximum usage of the language, at least in the classroom. Pronunciation and vocabulary, ease and command over the language, and cultural context provisions are a given.

However, being a stranger to the learners' world is a constraint. Learner diversity may not be wholly used as a resource.

Native speakers do not learn the language through grammar, and hence may struggle therein. If Grammar is an item on the syllabus, there could be problems.

However, with teachers, students as well as the administration, what seals the deal at the table is one's Teachership. Quite often, trumping knowledge of the domain. If a Teacher is a good performer, a true mentor, relaxed and amiable, making games out of learning assignments and empathetically dealing with setbacks of performance, then it really is unimportant whether the teacher is an NEST/NNEST.

All things being equal though, learning oftentimes are best done by an NEST.

Orian, Moshiaashvili and Hoter bring out these points succinctly and seamlessly. Their analytics are completely on point.

