

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

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Potential competing interests: No potential competing interests to declare.

The study is important and would be of high value provided that the authors kept to the title declared and set the corresponding objectives. What may be expected after having read the title /aim and acquainted with the study results relates primarily to academic interest and potential impact of NNEST / NEST discrimination if any! on the educational system in Israel and the world.

With due respect, the paper presents vague objectives in the beginning (review of advantages and disadvantages of being a native and non-native English speaker referred to as NEST & NNEST, correspondingly, which at a later stage lacks in-depth study and is supported with references much older than 5 recent years, e.g., 1992, 1999, 2002, or 2010; research methodology that is unclear in the beginning, and later may bring more confusion to data analysis, i.e., perceptions of NESTs & NNESTs about themselves rather than collecting and analyzing data on discrimination from students and persons in charge - employment officers/ administration / policy regulators; etc.).

Literature review: The review mainly builds on difference between native and non-native English speakers and their role in the TEFL, advantages and disadvantages of being a NEST and NNEST.

No definition for discrimination or disparities is provided, nor what is meant by unfair treatment in the educational system, by who, for / against who, where and when, which *per se* questions the correlation between and among the title, aim, objectives and content of the paper.

- *Methodology:* To draw conclusions whether NNESTs and NESTs are discriminated in Israeli educational system, accurate data should be collected and with strict adherence to research methodology. Assumptions, individualistic preferences, likes and dislikes of teachers as to themselves may hardly hold validity and accuracy of academic findings.
- What is the scientific value of reading assessment of competence and personal attitude of 105 respondents to their self-confidence and expertise?
- How can the research data be considered for validity as to “discrimination” where only 4 principals and 2 local coordinators were interviewed?
- How is it to declare “discrimination” when the methodology part notes “approximately half of the respondents – 44.8% identified as NESTs while ... 55.2% as NNESTs”, which explicitly demonstrates contradiction in the questions

discussed.

Moreover, the conclusion draws [even 4] “principals prioritized hiring good teachers over proficient English speakers and did not exclusively favor NESTs or require native fluency”. Where do we deal with discrimination?

Decision: The paper requires thorough revising and consideration of proper methodology to be employed. Special attention is to be paid to validity of research.