

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 article "Exploring Discrimination Faced by Non-Native English Teachers in the Israeli School System: A Mixed-Methods Study" examines often overlooked aspect of the language education landscape. The study offers a comprehensive understanding about the experiences of non-native English teachers and the multiple challenges they face in Israeli schools.

Regarding the methodological approach, the use of mixed methods, combining quantitative and qualitative research, helps capture the depth of discrimination faced by non-native English teachers. This methodological diversity captures both the statistical prevalence of discrimination and the nuanced narratives of individuals. The article meticulously details the research design, providing transparency and enabling readers to evaluate the study's rigor.

The literature review is thorough, placing the study in the context of existing research on language-based discrimination and teacher experiences. The authors skillfully connect their work to the broader academic conversation, demonstrating a keen awareness of the gaps in current knowledge and the significance of their contribution.

The findings presented in the article are both enlightening and disconcerting. The quantitative data, analyzed with precision, reveal the prevalence of discriminatory practices against non-native English teachers in Israeli schools. Meanwhile, the qualitative component provides a human dimension to these statistics, narrating personal stories that highlight the emotional toll of such discrimination. This combination of quantitative and qualitative data adds richness to the narrative, making a compelling case for the urgent need to address these issues.

The discussion section effectively synthesizes the results, offering interpretations that bridge the gap between data and actionable recommendations. The authors demonstrate a nuanced understanding of the complexities surrounding discrimination in the context of language proficiency. Furthermore, they propose practical steps that educational policymakers, administrators, and teachers can take to foster an inclusive environment for non-native English teachers.

The article, however, could benefit from a more explicit exploration of potential limitations and avenues for future research. Acknowledging the study's constraints and suggesting areas for further investigation would enhance the article's scholarly contribution.

In conclusion, "Exploring Discrimination Faced by Non-Native English Teachers in the Israeli School System: A Mixed-

Methods Study" is a commendable piece of research that addresses a significant gap in the literature. The combination of quantitative and qualitative methods, coupled with thoughtful analysis and recommendations, makes this article a valuable resource for educators, researchers, and policymakers interested in promoting diversity and inclusivity in educational settings.