Disparity in terms of Recruitment and Salary between Monolinguals and Bilingual EFL Teachers in the Sultanate of Oman

Houman BijaniSalim[1*], Said Bani Orabah[2]

[1*]Assistant Professor, Department of English Language, Islamic Azad University, Zanjan Branch, Zanjan, Iran
houman.bijani@gmail.com
[2]Assistant Professor, Head of English Language Center, University of Technology & Applied Sciences, Ibra, Oman
sbaniorabah@ict.edu.om

Article Info	ABSTRACT
Article Type: **Research Article** **Received:** **23/07/2022** **Accepted:** **18/01/2023**	Literature of TESOL arena (Teaching English to Speakers of Other Languages) recruitment procedure states that the legend of monolingual speakers affected the recruitment approach in different lands. The monolingual speaker possesses an advantage superiority in English language instruction, reflecting not only the model speaker but also the perfect instructor. Bilingual English teachers are typically understood not as proficient as their native peers in Oman. The goal of the research was to investigate and criticize the workplace and employment matters that differentiate between bilingual and monolingual instructors of English in Oman in a critical way. This research states the outcomes of a small-scale qualitative investigation done at the English Language Centre (ELC) at the University of Technology and Applied Sciences in Oman via getting data by face-to-face oral interviews from six participants who got chosen on the basis of their personal tendency to get involved in this research. The outcomes displayed that the fallacy of native speakers is "alive and kicking" in Oman. The outcomes specified that there is a wide differentiation on the basis of the range of salary between native and non-native instructors, in spite of doing the same career. Colonial influence is one other cause about native speakers' advantage. The effect of differentiation is that non-native instructors are given the sense of inferiority. Thus, it is vital to take policies that encourage higher job security sense to develop inspiration and creativity. The research recommends that recruitment procedure in Oman has to be revised to constitute sameness making a secure work context. ***Keywords:*** Bilingual speaker; Monolingual speaker; Multilingual speaker; Teacher discrimination

1. Introduction

Diverse principles which range from applied linguistics to generative linguistics understand native speakers' concept in distinctive methods. Regardless of monolinguals, early-years bilingual is not the only origin and step of obtaining multiple languages because it is a lifelong system manifested via host criteria including marriage, immigration, and training (Selvi, 2010). Various outcomes are restrained in exclusive levels in the studying curve. A non-native is not as simple as the method a native character might be perceived. "The idea that natives are the sole perfect role-model from whom a person may perceive linguistic facts which may be counted on, makes the perception of an excellent speaker or listener that is solely suitable for a completely homogeneous language society" (Chomsky, 1965, cited in Selvi, 2010, p. 575). "This will cause language acquisition biasedness which reflects the language that has been manipulated by the monolingual model" (Cook, 1997, p. 70). That is due to the fact that it puts monolinguals in a higher function in comparison with bilinguals and simultaneously states that non-natives have a substandard communicative competence difficulty (Firth & Wagner, 1997). This confers that numerous experts realize "that bilinguals and multi-linguals are deficient or rather not as good as monolinguals" (Valdes, 1998, p. 47).

Currently, English language has emerged as a well-known language understood by a lot of humans everywhere. "Viewing English as an international language, a lot of instructors consent that English is a jiffy language but not an indigenous language" (Llurda, 2004, p. 48). For several years, according to Duff (2019), there existed steady debate concerning second and foreign language instruction through monolingual-bilingual dichotomy. Thinking about the issue that a majority of language educators (ESL/EFL) are native and non-native, the proportion of non-native instructors is more in comparison with natives (Davies, 2003; Llurda, 2005; Medgyes, 1994; Phillipson, 2012). The aforementioned theory got validated through investigation executed verifying that native instructors attain more sophisticated jobs in comparison to non-native instructors who are typically marginalized academically and rarely given identical chances to monolingual English speaking instructors. As an example, "in step with a market survey accomplished with the aid of officials in Ho Chi Minh City, the capital city of Vietnam, the monolingual teachers of British nationality had a US$ 10,000 monthly income but the bilingual and multilingual instructors had been paid US$ 8,000 whilst doing the identical job" (Davies, 1991, p. 32).

2. Literature Review

The perception of "linguistic imperialism" perceived based on a concept causing formulation as uttered by Phillipson (2012), the fallacy of native speakers added the notion that an ideal language instructor, as an example, an English instructor had better be native. This idea got questioned by Phillipson

wherein he questioned the validation of the fallacy of native speakers and stated that there was no academic proof or reliable cause to confirm the belief (Canagarajah, 2005; Liu, 1999).

The fallacy of native speakers is related to the native speakerism belief according to Holliday (2006). He believes that "this perception got advocated by using the notion that monolingual English speaking instructors are higher as they symbolize the western cultures which are the origins of English language and have information about the teaching techniques of that language" (p. 12). The willingness for native instructors is regarded as non-academic biasedness that frequently results in matters of career differentiation in the career business (Fuller, 2019). The most important problem, as argued by Fuller (2019), with English Language Teaching (ELT) jobs is that officials and stakeholders are native speakers and that they strongly reckon that there exists a big variation between native and non-native instructors. "Monolingual speaking instructors are regarded to have the highest competitive power in comparison to multilingual and bilingual instructors who are undervalued and regarded less qualified and less proficient" (Lippi-green, 1997, p. 32). The concept that a native speaker is more advantageous than a non-native speaker must be uprooted due to the fact that "foreign language learners can effortlessly gain monolingual competence in language even when they are placed out of first language (L1) learning contexts" (Crystal, 1997, p. 102). "The difference between a native and a non-native speaker is unimportant since the capability to speak a language is at the lowest level of self-esteem and identification" (Bradley & Katherine, 2018, p. 7). Monolingual instructors' privilege has long past to the degree that native instructors not being native speakers of English-speaking countries, but English is their first language are ignored since typically English is not their mother tongue from babyhood. For example, an infant who had transferred to a foreign land and has done all education stages in the overseas country still continues to be ignored.

Being a competent English language instructor does not literally imply that a person must be a monolingual speaker. This has led to widespread studies on bilingual- and multilingual-speaking instructors throughout the last 20 years and outcomes display that effective teachers are specified by their characters (Braine, 1999; Clark & Paran, 2007; Selvi, 2010). Professional competencies need to be employed to give instructors respective professions to minimize bilingual and multilingual oppression. TESOL has also referred to this matter through announcements "on the oppression of bilingual instructors employing attempts in the ELT career" (Kubota, 2006, p. 12). "In spite of TESOL efforts in helping diminish oppression on bilingual instructors, little change has been seen and linguistic imperialism is still there since imperative paradigm nevertheless exists in recruiting options" (Kubota, 2006, p. 12). Proofs demonstrate that there exists discrimination among English instructors

(Schenck, 2020). Research displays that bilingual instructors during the recent past years have exercised proficient self-confidence issues and different types of discriminatory attempts because of cultural identification (Fuller, 2019; Schenck, 2020). The belief of the fallacy of natives deliberately affected the social sameness wherein there exists differentiation in employment commercials. All elements that make recruitment complicated ought to be sufficiently evaluated specifically in Middle East countries like Oman.

The legend of the native speaker fallacy additionally affected the recruitment strategies in Oman. Subsequently, focusing on non-natives in employment differentiation is completely crucial whilst searching out social fairness at this instance of the global village since extra EFL/ESL instructors get registered in several academic organizations (Schenck, 2020) in Oman. In addition to that, while there is plenty of research regarding discrimination within the employment commercials, little research was done to investigate and discover what bilingual and multilingual instructors state regarding these discriminatory issues. This research made efforts to tackle this challenge and intended to discover, criticize, and problematize the workplace and employment issues that differentiate in opposition to non-native instructors of English in Oman. It additionally searched to offer an essential message to those oppressed instructors whom the researchers reckon, ought to be behaved the same as their coworkers since they are all taken into consideration as the assets of the academic manner. This voice ought to be heard and recounted to establish a democratic place of work for all instructors. Due to the fact that studies have the capacity to persuade humans and, most significantly, to strengthen instructors who are "the maximum marginalized contributors of the instructional international" (Troudi, 2015, p. 10). This research additionally intended to strengthen the non-native instructors by elevating their recognition of their rights to "be given their social status as herbal, vital, or inevitable" (Kincheloe & McLaren, 2005, p. 304). For that reason, on the basis of the explanation of the problem and the aim of the research, the below research question is raised:

RQ: What are the beliefs of bilingual and multilingual English instructors concerning the workplace and recruitment issues in the Colleges of Technologies in Oman?

3. Method

3. 1. Context of the Research

The research was done at the ELC at Ibra College of Technology (ICT) in Oman. ICT is one among seven faculties administered with the aid of the Ministry of Manpower (MoM). ICT additionally has three more educational sections except for ELC, specifically, Engineering, Information Technology, and Business. English is the typical language of teaching in the Colleges of

Technology in Oman (CoTs). ELC incorporates two main programmes, foundation, and post-foundation. The foundation programme includes 4 stages of English, Maths, and Information Technology (IT). Post-foundation includes English lessons intended to respond to the requirements of college pupils within the aforementioned academic sections. 84 English instructors from 17 countries make up for the teaching personnel in ELC. Altogether, there are 84 English language teachers (N = 84) working at the ELC in Ibra, amongst whom the majority (seventy-two) of those instructors are non-native whilst the minority (twelve) are native instructors. A majority of the non-native instructors are MA holders and a few Ph.D. holders; while monolingual speakers hold Bachelor/diploma. The distinction in payments and job bonuses among native and non-native lecturers are various and this difference causes differentiation and discontentment in the workforce within the college. Besides their higher payments and better contracts, the native instructors benefit from job safety and better allowances with respect to accommodation, transportation, indemnity, and medical insurance. Also, although recruitment chances were open for native and non-native instructors, the preference was given to the natives. Nevertheless, since the instructional years2015, and 2016 the MoM has acknowledged the faculties to employ just native teachers and reject all employment requests from non-natives. Non-native instructors declare that they are no longer behaved the same with the monolinguals despite the fact that they have got higher professionalism, further job skills, and an identical amount of work. Consequently, this research tried to investigate and criticize the employment issues in Oman.

3.2. Participants

The reason for deciding on ELC in Ibra to run this study was due to the fact that the researchers of this study worked in the same organization that supplied them with facile admittance data collection. As mentioned in advance, the ELC entails instructors for three main topics. Those consist of; English, IT, and Math. The research was goal-oriented because it just aimed at the English instructors hired by the employing corporations (Cohen et al., 2007). Six instructors took part in the research and their skills in instruction were between 10 and 24 years. These participants consisted of 3 Indians, a Bangladeshi, a Filipino, and a Pakistani. The following table (Table 1) depicts detailed demographic information regarding the participants.

Table 1
Participants' demographic detailed information

	Gender	Age	Degree	Nationality
Participant 1	M	44	MA	Indian
Participant 2	M	35	MA	Indian
Participant 3	M	40	MA	Indian
Participant 4	F	46	MA	Filipino
Participant 5	F	42	MA	Bangladeshi
Participant 6	M	45	MA	Pakistani

3.3. Instruments

The instruments that were employed in the research is the "The Lecturer Interview Inventory" that got enhanced through the researchers to draw facts from the lecturers concerning their opinions, assumptions, beliefs, and views regarding any probable biasedness they could perceive, between native speakers. The interview incorporated five open-ended questions.

3. 4. Procedure

The researchers employed semi-structured interviews (The Lecturer Interview Inventory) in which the layout of it has not been determined earlier. The interview inventory supplies an extent of control; however, simultaneously provided the interviewees with greater flexibility. In spite of all the privileges, scribbling the interviews turned out to be time taking. Moreover, analyzing the interviews and classifying the data into suitable topics was not a facile procedure. This was due to the fact that not all of the interviews perused an equal structure. Besides, as stated by Nunan (1992), the interviewer normally has extra energy than the interviewee and this may influence their answers. With respect to this research, particularly, even though the contributors were announced to tackle with the researchers impartially, nonetheless it is assumed that there existed a component of power since one of the researchers had formerly been the leader of the center prior to embarking on his doctoral scholarships as requested by the government of Oman. "Such halo impact, according to may affect the authenticity of the data gathering and the results of the research per se" (Dörnyei, 2007, p. 7).

The duration time of the interviews was from 12 to 15 minutes and all of them were audio-recorded so that the researchers would be better able to focus on the procedure of the interview and to have interaction with a suitable eye contact with the interviewees (Blaxter et al., 1996; Nias, 1991). The recording become beneficial in the course of the transcription procedure since it permitted the researchers to move back and forth to verify the utterances. Having completed the interview transcription, they were awarded to the attendees requesting them to study carefully. The concentration was if they regarded into

that their words were the same as what they absolutely meant or not. This was done in order to develop the research validity (Shenton, 2004).

As mentioned in advance, the researchers' two-folded functions as both the former head of the center certainly had repercussions on the research. Since one of the researchers is a native Omani lecturer and is considered an insider, he had better access to the instructors and would be able to realize their interpretation of their reactions better. First, due to the fact that getting closer to instructional facts typically reflects the researchers' schemata, in order to keep away from personal biasedness, the researchers were forced to separate themselves from forcing their personal beliefs on teachers by way of acknowledging their own presuppositions. The expectancy is that the ministry employment issues and the place of work are cruel since they marginalize and differentiate bilingual and multilingual instructors in favor of monolingual ones. Such instructors must have the rights be behaved similarly to their monolingual counterparts so as to finally lead to the development of the academic system within the CoTs. Second, for the duration of the interview procedure with the instructors, the researchers paid meticulous interest not to utter their personal views so that they could unbiasedly gather the voices depicting genuine facts. Third, as stated before, which will keep away from "inappropriate facts analysis and to ensure coding reliability, a third coworker got asked to keep an intercoder settlement" (Lombard et al., 2002, p. 106) and additionally "appoint essential subjectivity, verifying the authenticity of gathered statistics" (Karagiorgi, 2012, p. 89).

3. 5. Data Analysis

Firstly, a decision was made to exercise the sections from the literature yet later it was found out that the information did not shape within the definitions referred to in the literature. Consequently, the research questions got used as an aid and it was determined to exercise the classifications from the records themselves to keep away from enforcing the researchers' judgments within the statistics (Munn & Drever, 2004).

To discover the classifications, firstly, the transcripts were scanned and the answers of three attendees were worked as a sample. The related data to the queries got photocopied collectively on a distinct piece of paper. Then, the data got tagged on the basis of the transcripts numbers to find out which participant they were related to. Then, the records were reread many other times meticulously, and the shared topics in them of specified. At this point, diverse coloured-pencils were employed to spotlight the data for various topics. For instance, the data associated with "components of discrimination" were highlighted in red. Afterward, three blank pieces of paper related to the number of classifications were grasped and all the data were photocopied. Once the classifications got described, brief descriptions were noted down of what each

category related to and they were employed to verify the codes in relation to the identified definition. Afterward, the anonymized transcripts and the descriptions were awarded to one of the university workmates to make sure whether he would reach identical outcomes. Luckily, the workmate reached almost equal classifications; as a result, it was decided to keep and use the recognized classifications. Eventually, the researcher continued with the remaining transcripts and coded them in relation to those classifications.

3.6. Ethics

Cohen et al. (2007) explained ethics as "a count number of principled sensitivity to the proper of others" (p. 38). As a result, the researcher must make certain that what the participants utter will be considered confidential and they will emerge in the study anonymously and hidden in order not to shame or harm them (Blaxter et al., 1996). Consequently, previous to engaging in this research, an ethics form was filled out. Then, the researchers asked permission from the dean of ICT, and following her consent, emails were despatched to six English instructors requesting participation. Interview questions in addition to the agreement forms of taking part in the research which clarifying that attendance is optional and the identities of the participants would be kept hidden. The instructors confirmed and all of the sessions were carried out in a silent place. Prior to each interview meeting, the instructors were reasoned regarding the goal of the interview and the entire study, and the participants were made confident that whatever they utter would be kept nameless. The attendees were acknowledged that the interviews were recorded and were requested to sign the agreement form. To protect their anonymity, false names (Ali, Rose, Yasmeen, Kumar, Petter, and Mary) were employed whilst mentioning the participants all throughout the analysis and displaying the outcomes, instead of the participants' names.

4. Findings and Discussion

4.1. Teachers' Discrimination

Once requested if they sensed discriminated. All the attendees immediately uttered positively. Kumar reckoned, "Yes, to a large extent I feel bilinguals and multilinguals are singled out. The authorities keep a notion that monolingual teachers of English are linguistically more competent than bilingual and multilingual teachers and for that reason they merit to be treated as superior." Rose believed "I always stand at a disadvantage as an English language instructor as compared to monolingual speakers." Yasmeen argued "unfortunately authorities in some countries such as Oman give undue weightage to 'nationality' in recruiting teachers to their higher educational institutions. As a result, many dynamic and highly qualified bilingual and multilingual teachers of English are deprived of chances to work in Oman." Ali

believed "…we are not treated equally, the monolingual teachers have more privileges than bilingual and multilingual teachers." Based on the aforementioned remarks one may understand that non-native instructors are victims of the employing issues since they believe that they are differentiated based on ethnicity and nationality. Such remarks additionally specify that "teachers are aware of their discriminatory status, which is a very important step towards problematizing power relations and the process of change" (Pennycook, 2001, p. 23).

4.2. Facets of Discrimination

4.2.1. Recruiting Criteria

The attendees all said being confronted with types of differentiation. One facet of such biasedness is associated with the employment standards of the companies selected by the MoM. As an example, Ahmed said that "most companies prefer to recruit monolingual speakers compromising the criteria of qualifications and experience." Accordingly, respect Mary additionally argued that, "whenever I went through the advertisements of recruiting agencies, the one thing I have noticed is that, the monolingual speakers are the center of attention."

Furthermore, the standards differentiate instructors not just with respect to the concept of monolingual, yet concerning quality as Rose said, "bilingual and multilingual English instructors require as a minimum an M.A. Or Ph.D. To cozy an activity in TESL/TESOL in Oman; whereas, for monolinguals, they most effectively ask for a BA." A couple of instructors, Yasmin and Peter, argued that "some qualifications and qualities are set as a prerequisite for bilinguals and multilinguals such as language teaching backgrounds, level of education and training, teaching methods, aspirations, and career prospects." It appears to be a highly important matter as it is faced by non-native instructors and that they sense that they are ignored as Ali stated, "this is evident from the fact that any monolingual speaker of English, irrespective of the teaching qualification, stands at a better position than I am in finding English language teaching job in Oman." These factors in employment unfairly privileges native speakers. This research advocates Selvi (2010), who realized that "native speakarism turned into more essential than related education schemata and enough teaching background" (p. 12). It appears that the policymakers in the MoM are affected by the native speakerism fallacy. This is perhaps due to the fact that they argue that monolingual speakers are reckoned to have been born with the ability to instruct the language while non-native speakers are regarded as non-proficient mimickers of it. Such result matches with those of other research cited within the review of literature (e.g., Clark & Paran, 2007) who realized that native speakers' factor is a critical criterion in recruiting and programme directors in ELT regularly agree upon the fallacy of monolingual speaker and accept it. Holliday and Aboshiha (2009) state there exists a

burgeoning realization that this differentiation may be racist – wherein the picture of a "monolingual speaker" and "standard English" are related to being white. Thus, the quantity of non-native speakers is more than native speakers in Oman. The factors utilized by ELT recruiters in Oman to evaluate carrier appeals from non-native instructors of English count due to the fact that they influence instructors' recruitment possibilities. In case recruiters adopt a negative perspective of an instructors' non-native condition, English instructors who are fluent, nicely proficient and skilled, and who have the willingness to work in Oman, can try to opt for recruitment due to their condition (Clark & Paran, 2007). They may not be interviewed. Thus, MoM had better regard eligibility and skills and experience because the sole factors are not experimental research recommending that native speakers are more talented than non-native instructors (Medgyes, 2001).

4.2.2. Workload vs. Payment

Instructors participating in the research sensed they were not behaved similarly as it is about payment and perks. All the personnel have thirty-five working hours each week. Nevertheless, as it reaches payments, there exists a large variation between native and non-native instructors as said by Mary, "There is a huge discrimination in the range of salary between monolingual and bilingual or multilingual teachers although they are doing the same job with an equal amount of effort." The attendees argued that the payment of non-native instructors are not increased even after displaying higher qualification. Yasmeen claims that "…despite similarities in the nature of work, monolingual speakers receive much higher remuneration than their bilingual and multilingual counterparts." Two examples of contracts issued by one of the recruiting agencies is provided. The first one is for a monolingual teacher of English contract and the second is for bilinguals. The monolingual holds Bachelor's and receives a round of US$ 4100 while it is a total of US$ 2300 for the bilingual who holds Master's in TESOL. This results in a difference of US$ 1800 which is according to Rose "an obvious discrimination that generates frustration and discontentment among the bilingual and multilingual teachers towards their job." Kumar views that, "the level of dissatisfaction increases exponentially seeing that this is absolutely unfair when everybody is doing the same job. Even in some cases, bilingual and multilingual teachers are contributing a lot in other academic issues beyond their regular teaching work." For Kumar, "…this is a great injustice, considering the fact that the bilingual and multilingual teachers of English are more often far more qualified and experienced than many of the monolingual speakers. In some cases, the so-called monolingual speakers are so only in their passports. They were born, brought up, and educated in countries where English is not the first language." The scale of payment variations among natives and non-natives is constant with what Liu and Kager (2018) beforehand. Such consequences additionally authenticate the feeling of undemocratic and non-ethical recruitment panorama

(Selvi, 2010) in the Colleges of Technology. Consequently, MoM and the employing companies ought to revise their attitude on the salary scales for English instructors on the basis of qualification and expertise so that they will have promising work conditions in the Colleges of Technology since the MoM gives the agencies about US$ 5,000 for each instructor no matter what their ethnicity or nationality is.

Besides the differentiation based on ethnicity, there is one more type of extreme differentiation based on nationality, too. For example, a participant was employed on a salary scale that is even lower than the salary scale of other non-natives, since the teacher is from Bangladesh. This is because, in our view, the majority of Bangladeshis in Oman are low-paid manual workers. For this reason, the agency that employed that specific teacher appears to consider that the teacher does not have the right to get paid as much as the other bilingual and multilingual teachers. In addition, the contemporary issues of the employing agencies approves the goal of the MoM that salary matters and it is contrary to the Islamic perception of sameness of all people and in opposition to the customs of Oman.

4.3. Causes for discrimination

4.3.1. Monolingual Speaker Fallacy

The attendees usually talked about various feasible causes for such differentiation. The fallacy of monolingual speakers (native speaker fallacy) appears most typical cause. This is due to the fact that a majority of them uttered The ministry considers the native English speakers with no consideration". As an example, Kumar said that "the ministry thinks that what the monolingual English speakers teach and how they teach appear to be absolute and the only right way to instruct English in EFL or ESL contexts." Mary argues that "the academic training the officials in the ministry have received from monolingual language speakers." Similarly, Yasmin and Rose stated that "the ministry thinks that monolingual speakers of English are better teachers than bilingual and multilingual speakers" (Medgyes, 2001). Another cause said by the participants is that monolingual language speakers are regarded to possess higher command in comparison with non-native speakers when it is considered that native-like command in all languages can be achieved through bilingual and multilingual speakers, maybe, except phonological competence. These people believe that nobody can achieve native-like command in the phonological proficiency of a language if s/he studies that language after adulthood; thus, it is nonsense to assume students to learn "native-like phonological proficiency". As outlined by Peter and Kumar the other cause appears to be that the ministry only assimilates the native speakers' command of the language by teaching language skills even if a person's command in their first language by no means indicates that s/he is capable to instruct. Kumar added "This has sometimes become evident in test-writing in the sense that

there were instances where monolingual English language teachers had produced non-standard expressions in exam-writing and the administration brushed aside questions raised against such expressions while moderating the exams." As stated by Yasmin "another thing that unfolded the fallacy of the superiority of native speakers is that they are not proficient in analyzing language in its constituent chunks if they are not professionally qualified as language teachers." it is an academically rooted reality that "monolingual speakers of a language possess the awareness of the grammatical structures of the language and of its phonotactics, yet they do not ascertain that the students would learn equal command of language" (Moussu & Llurda, 2008, p. 38). The attendees unanimously sensed that in an EFL setting non-native instructors, stand side by side in terms of qualification with monolingual English language instructors. Selvi (2014) claims that "we ought not to be seduced by the monolingual fallacy, an automatic extrapolation from competent learner to a competent teacher based on language learning histories alone" (p. 589). Besides, a few attendees stated that pupils who graduated from the CoT were mostly dealing with the ones primarily from India, Pakistan, Bangladesh and Philippines. The requirement for a native accent does not suit their daily work context. For instance, Kumar claims that, "the context is more on communication and not on the person's ability to speak with a monolingual accent which might lead to unintelligibility." Officials need to realize that it is not just the natives who may give the high-quality results in EFL settings for Omani pupils.

4.3.2. Colonial Effect

A few individuals related colonial effect to one other feasible cause concerning such advantage for monolingual speakers. A lot of Asian lands had been under the British rule for hundreds of years. In the course of this era, the local people were forced to consider that "anything English is superior to their own". Even after a long time of reaching their independency, a lot of Asian lands still keep that perception. Due to this Yasmin believes, "monolingual English is considered to be uncorrupted and monolingual teachers are treated as more competent." The result matches that of Brutt-Griffler and Samimy (1999).

4.4. Impacts of Discrimination

The data indicates the whole instructors were influenced by native and non-native instructors (NST/NNST) discrimination. Kumar argues that "The inequality in payment and other benefits leaves a negative impact in the workplace. While the bilingual and multilingual teachers feel inferior, the monolingual teachers think that they are superior and this leads to rivalry between them. It is a hindrance for team building, cooperation, mutual understanding and smooth running of a professional educational institution." A number of attendees suggested that the pro-native speakers' perceptions of

MoM awards them with a higher safety of job; while, for non-native speakers, since Peter states, "face the risk of redundancy throughout their career as English language teachers." It is also observed that the discrimination between native and non-native instructors makes a feeling of little confidence. Non-native instructors constantly try to preserve a fine stage of overall performance to maintain their jobs safe. Actually, "these are in relation with the Gramscian belief of subalternity in which political, economic, cultural, linguistic, or ideological control exercised by one group or nation over another" (cited in Kumaravadivelu, 2016, p. 76). Such biasedness is discouraging not inspiring initiatives within the non-native speakers as Yasmeen outlines "the official in the ministry always ask us to be creative and innovative in our teaching techniques and methods, but I feel that without creating an environment of equality in salaries and perks, we cannot put forth the best in us." The attendees additionally expressed their dissatisfaction and that they did not feel safe as their contracts are renewed yearly in comparison with the native speakers' contracts that are automatically renewed as mentioned by Rose "In reality we can see very little execution of such recognition when it comes to assessing the teaching performance. Bilingual and multilingual teachers always struggle to maintain a satisfactory level of performance to keep their job secured. That's why bilingual and multilingual teachers are experiencing a lot of insecurity in job and they always look for secure and better paid job for them. This is indeed an important cause why bilingual and multilingual teachers are unable to be emotionally attached to their job despite being so dedicated and passionate."

Moreover, biasedness of non-native instructors ends in a state of identity crisis. It downgrades the capabilities of non-native instructors as useful English instructors. It makes a feeling of unhappiness and uselessness among non-native instructors of English and makes a condition that further advantages monolingual teachers. As an example, bilingual and multilingual instructors cannot say anything regarding their career contracts, i.e., "negotiating salary" since Ali argues "A recruiter in Oman insulted a bilingual teacher when he raised certain issues of discrimination in salaries. The recruiter was of the strong belief that bilingual and multilingual teachers are hired at the mercy of monolingual teachers. He even threatened to terminate the services of the employee if he questions the policy of the recruitment agency." These assertions display that there is a dangerous order amongst instructors concerning ethnicity: native and non-native instructors which leads to discontentment about low payments, embarrassment, low confidence, and voice legitimacy. Thus, these beliefs must be questioned (Kumaravadivelu, 2016). "Policy makers must understand that being an academic is irrespective of ethnicity or nationality" (Neal, 2010, p. 84) and try and gain sameness amongst ELT instructors in various facets such as payments and voice which positively influences their initiatives and creativeness. There exists a need to study the recent employment approaches which puts non-native instructors on

a single-year contract making them sense unsafe based on the aforementioned results. It is important to accept rules that inspire higher feeling for job safety because it acts a terrific function in instructor's "motivation and innovation" (Langeloo et al., 2020).

4.5. Methods of Empowerment

Different attendees uttered their ideas regarding the methods of empowerment. A number of the attendees got satisfied with their current circumstance as Mary states "I just work hard, do my job well, enjoy the work and always am thankful of what I have." These perceptions demonstrate that instructors should be satisfied with what they are awarded and that they may not alter the circumstance, notwithstanding the evident discrimination between monolingual and bilingual teachers. Such perception keeps the discrimination condition everlasting. Other participants put the duty on the officials as Kumar believes "it is the responsibility of the administration to make policies …that ensure both monolinguals and bilinguals or multilinguals are treated equally at work place", and a few more wanted the MoM to interfere to modify the condition since as Ali argues "We are in a state of hopelessness. I believe the ministry of manpower can intervene to redress the situation. Islam is a religion of equality. The prophet Muhammad in his last sermon that all humans are equal and a white is not superior to a black and an Arab is not superior to non-Arab. So I believe that Islamic principles will be followed in our case." This opinion exhibits the instructors have no power and they rely upon the ministry to alternate their upsetting circumstance that prevents the instructors' duty to transfer their voice in opposition to discrimination unfairness. As Kumaravadivelu (2016) confirms "the solution cannot come from the dominating power; it has to come from the subaltern themselves through critical consciousness and the collective will to act" (p. 76).

A fourth class of members like Peter trust that … any bilingual and multilingual speaker can attain success if he indicates mastery and competence in his task. An instructor must continually keep to research and must be willing to conform himself to the modern-day methods of teaching. I think that is the manner you may triumph over marginalization and discrimination.

Similarly, any other organization of contributors trust that bilingual and multilingual instructors can give power themselves via constant sophisticated improvement programs that increase class management as Yasmeen adds that "this can be done through continuing professional development, not only in the field of language teaching, but also in the field of education which includes classroom management, and use of technology in the classroom." the instructors who have such perspective assured regarding their abilities and underrate their skills and they unluckily preserve to keep the wrong conception that they require to provide themselves more so that they will gain equality with native speakers. This understanding about their linguistic limitations and class management brought about this weak self-realization that can also negatively

impact their language instruction could additionally result in a more potent sense of degradation (Medgyes, 1994). Kumaravadivelu (2016), outlines that "they are self-marginalizing themselves by doing so and it is the result of the indirect influence of the discriminatory terms on NSTs and NNSTs" (p. 97). Medgyes (1994) indicates that the NNSTs should be informed of their advantage and potentiality as language instructors compared with NSTs so that they can perceive a better self-image.

Nevertheless, surprisingly, some participants recommend that instructors must work together and express their issues to the ministry to have them act against them. This perception is depicted by Rose "bilingual and multilingual teachers should bring their grievances to the notice of the authorities. The authorities should study the matter objectively and take necessary steps to rectify the anomalies." Such type of technique is wanted to release non-native instructors from the attachments of the current belief of the native speakers' fallacy. Pennycook (2010, p. 2) states that "if we are concerned about the manifold and manifest inequities of the societies and the world we live in, then I believe we must start to take up moral and political projects to change those circumstances." This additionally specifies that there exist instructors who accept their intrinsic sameness with native speakers and assured regarding their proficiency. Moreover, they are informed of what essential action is needed so that you may finish the current prevailing discriminatory and unfairness of English language instruction in Oman. Notably, we reckon that non-native English instructors require to decolonize their thoughts and believe in the sameness in this global world. That is consistent with what Mohamed and Lobo (2020) argued in their outcomes exploring the similarities between monolingual and bilingual peaking instructors of their methodological procedures in teaching language.

5. Conclusion and Implications

Based on research outcomes, all of the participants consented that they had a feeling of discrimination. The reason why native-speakers are behaved with superiority is due to the fact that the officials reckon that they have better linguistic competence in comparison with non-native instructors. Non-native instructors are constantly at a downside since native speakers possess greater benefits than them. Countries, like Oman, give credit to national ethnicity for employment procedure and thus the certified bilingual and multilingual instructors are refused to have the opportunity to work in Oman. The lecturers who took part within this research that they were not behaved the same concerning payments and perks. There exists a big variation amongst native and non-native instructors. The variations in payment causes an adverse influence on the non-native instructors. The research recommends that there exists an immediate requirement to revise the employment issues in Oman to pave sameness and to make a fair wok setting. Moreover, we assume it is our

ethical duty as researchers and lecturers to talk in opposition to the marginalization or discrimination we encounter for the duration of the recruiting method and at work. We have to act in opposition to the unfair favoritism awarded to native English instructors by the employers due to the fake business requirement. The researchers as non-native English language instructors are satisfied that expert capability, mastery and professionalism are the significant factors needed for an EFL/ESL career. There has to be an accountable official who does not permit anybody oppress NNSTs into wondering that they are less proficient than NSTs. All the sophisticated parts related to EFL/ESL need to work toward developing an equal instructional community wherein there exists no location for biasedness and we are proud of our expert talents and not via nationalities or ethnicities.

References

Blaxter, L., Hughes, C., & Tight, M. (1996). *How to research*. Oxford University Press.

Bradley J. M., & Katherine, E. Y. (2018). Adorno and Marcuse at the Barricades? Critical Theory, Scholar-Activism, and the Neoliberal University. *New Political Science, 40*(3), 528-541.

Braine, G. (Ed.). (1999). *Non-native educators in English language teaching*. Lawrence Erlbaum.

Brutt-Griffler, J., & Samimy, K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for nonnative English speaking teachers in a TESOL program. *TESOL Quarterly, 33*(3), 413-431.

Canagarajah, A. S. (2005). *Reclaiming the local in language policy and practice*. Lawrence Erlbaum.

Clark, E., Paran, A. (2007). The employability of non-native-speaker teachers of EFL: A UK survey. *System, 35*(4), 407-430.

Cohen, C., Manion, L., & Morrison, K. (2007). *Research methods in education (6th Ed.)*. Routledge

Cook, V. (1997). Monolingual bias in second language acquisition research. *Revista Canaria de Estudios Ingleses*, *34*(1), 35-50.

Crystal, D. (1997). *English as a global language* (1st Ed.). Cambridge University Press.

Davies, A. (1991). *The native speaker in applied linguistics*. Edinburgh University Press.

Davies, A. (2003). *The native speaker: Myth and reality*. Multilingual Matters.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Duff, P. A. (2019). Social dimensions and processes in second language acquisition: Multilingual socialization in transnational contexts. *Modern Language Journal, 103*(1), 6-22.

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, *81*(3), 285-300.

Fuller, J. M. (2019). Ideologies of language, bilingualism, and monolingualism. In A. Houwer & L. Ortega (Eds.), *The Cambridge handbook of bilingualism* (pp. 119-134). Cambridge University Press.

Holliday, A. (2006). Native-speakerism. *ELT Journal, 60*(4), 385–387.

Holliday, A., & Aboshiha, P. (2009). The denial of ideology in perceptions of Nonnative Speaker teachers. *TESOL Quarterly, 43*(4), 669–689. doi:10.1002/j.1545-7249.2009.tb00191.x.

Karagiorgi, Y. (2012). Peer observation of teaching: perceptions and experiences of teachers in a primary school in Cyprus. *Teacher Development, 16*(4), 443-461.

Kincheloe, J. L., & McLaren, P. (2005). Rethinking critical theory and qualitative research. In Y. S. Lincoln & N. K. Denzin (Eds.), *The sage handbook of qualitative research* (pp. 303-342). Sage Publications.

Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL Quarterly*, *50*(1), 66-85.

Langeloo, A., Deunk, M. I., Lara, M. M., Rooijen, M. V., & Strijbos, J. W. (2020). Learning opportunities of monolingual and multilingual kindergarteners and their early literacy and executive functioning development. *Early Education and Development, 31*(8), 1224-1246, DOI: 10.1080/10409289.2019.1697607.

Lippi-Green, R. (1997). *English with an accent: Language, ideology and discrimination in the United States.* Routledge.

Liu, L., & Kager, R. (2018). Monolingual and bilingual infants' ability to use non-native tone for word learning deteriorates by the second year after birth. *Frontiers in Psychology, 9*, 117-134. doi: 10.3389/fpsyg.2018.00117

Liu, J. (1999). Non-native English speaking professionals in TESOL. *TESOL Quarterly, 33*(1), 85-102.

Llurda, E. (2004). Non-native-speaker teachers and English as an international language. *International Journal of Applied Linguistics, 14*(3), 314-323.

Llurda, E. (2005). Non-*native language teachers: Perceptions, challenges, and contributions to the profession*. Springer.

Lombard, M., Snyder-Duch, J., & Campanella B. C. (2002). Content analysis in mass communication: Assessment and reporting of intercoder reliability. *Human communication research, 28*(4), 587–604.

Medgyes, P. (1994). *The non-native teacher*. Macmillan.

Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language,* (pp. 429-442). Heinle & Heine.

Mohamed, O. I., & Lobo, Z. (2020). A comparative study between monolingual and bilingual teaching methodologies of English in a Health Sciences University in the United Arab Emirates. *English Language Teaching, 13*(1), 73-84.

Moussu, L., & Llurda, E. (2008). Nonnative English speaking ESL teachers: History and research. *Language Teaching, 41*(3), 315-348.

Munn, P., & Drever, E. (2004). *Using questionnaires in small-scale research: A beginner's guide*. Scottish Council for Research in Education.

Neal, M. (2010). When Arab-expatriate relations work well: Diversity and discourse in the Persian Arab workplace. *Team Performance Management: An International Journal, 16*(5/6), 242-266.

Nias, J. (1991). Primary teachers talking. In G. Walford (Ed.), *Doing educational research* (pp. 147-165). Routledge.

Nunan, D. (1992). *Collaborative language learning and teaching*. Cambridge University Press.

Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. LEA.

Pennycook, A. (2010). *Language as a local practice*. Routledge.

Phillipson, R. (2012). Linguistic imperialism alive and kicking. *Guardian Weekly*.

Schenck, A. (2020). Examining the influence of native and non-native English-speaking teachers on Korean EFL writing. *Asian Journal of Second and Foreign Language Education, 5*(2), 112-127.

Selvi, A. F. (2010). All teachers are equal, but some teachers are more equal than others: Trend analysis of job advertisements in English language teaching. *WATESOL NNEST Caucus Annual Review*, *1*(1), 155–181.

Selvi, A. F. (2014). Myths and misconceptions about nonnative English speakers in the TESOL (NNEST) Movement. *TESOL, 5*(3), 573-611.

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Educational for Information, 22*(2), 36-75

Troudi, S. (2015). Critical research in TESOL and language education. In J. D. Brown, & C. Coombe (Eds.), *The Cambridge guide to research in language teaching and learning* (pp. 89-98). Cambridge University Press.

Valdes, G. (1998). The construct of the near-native speaker in the foreign language profession: Perspectives on ideologies about language. *ADFL Bulletin, 29*(3), 4-8.