

A few words from the author:

My article, titled "*Nonnative English-speaking Professionals: A New Agenda for a New Millennium*," reflected the ideas that I presented in a featured session at the 1999 MEXTESOL Conference. That conference marked the first time that a TESOL Association affiliate established an Interest Group focusing on nonnative English-speaking teachers (NNESTs). Before 1999, interest in NNESTs had been limited to a seminal volume by Medgyes (1994). In contrast, from 1999 to 2010, NNESTs were the focus of a second seminal edited volume (Braine, 1999) and another five volumes (Braine, 2005, 2010; Kamhi-Stein, 2004; Llorca, 2005; Mahboob, 2010). More recently, the field has produced two volumes (Houghton & Rivers, 2013; Kamhi-Stein, 2013) and there is a forthcoming encyclopedia, to be published by the TESOL association in partnership with Wiley, that will devote one volume to NNESTs. In addition to these books, there have been over 200 articles, chapters, and dissertations published on the topic.

Taken together, this work shows that interest in NNESTs has grown exponentially. Even more important is what we now know about NNESTs. On the positive side, we know that overgeneralizations about NNESTs are very problematic. In fact, there are many different types of NNESTs, just there are many different types of ESL or EFL students. Therefore, dichotomous views of NNESTs are no longer acceptable. We also know that teacher accentedness is independent of intelligibility (Butler, 2007; Kim, 2008). This means that teachers can have an accent that marks them as nonnative speakers and still be intelligible to their students and interlocutors. Additionally, we know that being a native speaker is not the same as being proficient and that language proficiency and professionalism should be viewed on a continuum rather than as an either/or proposition (Pasternak & Bailey, 2004). Furthermore, some professionals have begun to reclaim the term "nonnative speaker" (Matsuda, 2003; Kamhi-Stein, 2014), though in no way does this mean that the term has become widely accepted by other professionals. Finally, the visibility gained by NNESTs, in the TESOL Association at least, has resulted in an increase in leadership positions (e.g., Jun Liu became the first NNEST TESOL president and he was followed by Yilin Sun; other NNESTs became TESOL Board members, and president of U.S.-based TESOL affiliates, and still others have become editors of *TESOL Quarterly*).

On the negative side, we know that NNESTs continue to be challenged when they apply for teaching positions around the world. Further challenges are faced by visible minority NNESTs who face even more discrimination than other NNESTs who are Caucasian, just because this group can pass for native English-speaking teachers (Chacon, 2006, Kim, 2013; Nero, 2006). It

is in this area that more advocacy activities are needed and a lot more work needs to be done in order to level the playing field for all TESOL professionals.

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