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**Linking English teachers' teaching metacognition and professional development in the era of educational reform**

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As a response to the inauguration of a major educational curriculum reform in Taiwan, this study chose to investigate the current status of teaching metacognition among elementary and secondary English teachers and to discuss its connection to the teacher preparation that these teachers received in the past, their teaching practice now, and possible implications and suggestions for teacher training and professional development in the future. English is a foreign language in Taiwan and it is taught as a school subject from grades 3 to 12. Classroom teachers play the most important role in making educational reforms and changes happen, and the findings and results of this research are expected to contribute immensely to teacher training and to teachers' professional development. In this poster presentation, findings of the first year of this two-year research project will be reported and discussed. Findings will include: a framework for and contents of teaching metacognition based on our literature review, and the current status of English teachers' teaching metacognition as shown in a national survey. Results, interpretation, and future research directions will also be discussed.