

The following is Professor Richards' reflection on his article after twenty years of its publication in the *MEXTESOL Journal*:

My article on teacher cognition was written in Hong Kong, where I had been appointed the first chair professor of the department of English in a new university (at the time known as City Polytechnic of Hong Kong but now City University) and where two of the first degrees to be introduced were a BA and MA in TESOL. Interest in teacher cognition and reflective teaching was growing at the time and this was reflected in both of the new degrees. Another outcome of this focus was seen in my book with Charles Lockhart *Reflective Teaching in Second Language Classrooms* (Cambridge University Press, 1994) and more recently in *Practice Teaching: A Reflective Approach* (with Tom Farrell, Cambridge University Press, 2011). It also provides a background to many of the chapters in my new book *Key Issues in Language Teaching* (in press, Cambridge University Press.) In the meantime the field of teacher cognition has continued to be further developed by colleagues such as Simon Borg (e.g., *Teacher Cognition and Language Education*: Continuum 2006). My links with City University have been recently renewed in my current capacity there as a Visiting Distinguished Professor for 2013/2014.