

# Contextualizing Teacher Training through Needs Analysis and Reflexivity

**S**everal years ago, I (one of the authors of this article) worked as an international teacher trainer for English language instructors in a country other than my native country. As I was entering the training venue on one of my first days, I met another teacher trainer who was doing similar work for another organization. We talked briefly about this trainer's role. During our discussion, she explained how, in one of her previous training sessions, she asked her trainees to decorate the classroom with posters they had made in the session. After the decorating was finished, she told her trainee teachers, "Now, this is what a classroom looks like." The implication, of course, was that the local teachers she was working with did not know what a "real" classroom looked like until she had shown them. This teacher trainer was working with teachers who had spent most of their lives in classrooms—as students and as teachers. Perhaps their classrooms did not fit the definition of what this teacher trainer thought a classroom should look like, but, certainly, the local teachers already knew very well what a classroom looked like.

This teacher trainer may not have only made ethnocentric assumptions about teaching practices—determinations that only supported her ideas about correct pedagogies, but perhaps also made inaccurate assumptions regarding what teachers can do in their local context (e.g., in some contexts, teachers might not have their own classrooms and may not be allowed to post anything to the walls). This trainer could have said, "Now, this is one way we can arrange and organize the classroom" and discussed the advantages and disadvantages of such an arrangement or, even better, discussed different ways of setting up a class and

allowed participants in the training the opportunity to talk about the possibilities that might exist, given the local context.

As teacher trainers, we want our trainees to be open to the ideas, strategies, and techniques we introduce, but we must always consider the local teachers' needs, as well as how our backgrounds influence our ideas about appropriate pedagogies and approaches to teaching. Our approach should not be, "Now this is the way to do it; you have been doing it wrong." Rather, we should say, "Now here is one way to do it" or "This is the way people who ascribe to this particular theory or method of

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educational instruction do it.” And we will likely follow up with the question, “How will it work in your classroom?”

The purpose of this article is to offer suggestions teacher trainers might implement to improve their understanding of the local teachers they work with as well as ways of knowing the self and how the self interfaces with local contexts. The first part of the article focuses on ways a teacher trainer can better understand the needs of the local teachers they work with. The second part focuses on ways a teacher trainer can better understand the self. It is through understanding the local context and the self within that context that we can deliver effective teacher training.

## **NEEDS ASSESSMENT**

### **The Need for Needs Assessment in Teacher Training**

A needs assessment seeks to find out what learners already know and what gaps remain so that specific needs can be targeted (McCawley 2009). While needs assessment is critical in designing teacher professional-development trainings that will be relevant for the teachers who participate (Darling-Hammond, Hyler, and Gardner 2017; Macalister and Nation 2020), teacher professional development is often approached with a top-down method that does not give trainee teachers the opportunity to provide input on the topics or issues they would like to be addressed (Darling-Hammond, Hyler, and Gardner 2017). Kumaravadivelu (2012) suggests that teacher-education programs must understand the group of learners who will take part in the training; this understanding includes a

consideration of individuals, institutions, and the social and cultural context in which the training is carried out. Trainings that do not consider the local context can be alienating and ultimately may not be very effective (Darling-Hammond, Hyler, and Gardner 2017; Kumaravadivelu 2012). For example, in a study by Henderson Lee and Pandey (2020), English language teachers in Nepal indicated some dissatisfaction with the content provided in the professional-development sessions they had recently attended. Those sessions generally focused on communicative language teaching and prioritized speaking skills. Teachers in this study indicated a desire for more professional-development trainings focused on writing skills.

It is important to make clear our perceptions of the role of a teacher trainer. We believe that a teacher trainer is both instructor and facilitator. During training sessions, teacher trainers provide input in the form of information, knowledge, and feedback. However, we believe that this method of providing input should not be top-down and should allow space for local teachers to share their ideas and experiences and to consider ways that content provided in the training can be carried out in the local context. Teacher trainers also direct facilitation, which allows teacher participants the opportunity to learn and support one another through idea-sharing, problem-solving, and skill practice and enhancement.

### **Defining “Local Context” and “Local Teachers”**

In this article, we (the authors) use “local context” to refer to the context in which trainee teachers are working. “Local teachers,”

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therefore, are the teachers who are working in the local context. The local context might have any degree of familiarity or foreignness for the teacher trainer, and the distance between the local teachers and the teacher trainer could be vast, narrow, or anywhere in between. In some countries, local teachers' needs could be surprisingly consistent across regions, whereas in other contexts, needs might vary greatly in neighboring schools or even within the same school. Even when we, as trainers, think we know a lot about a context we are working in and the needs of the teachers we are training, the distance might be greater than we assume. For instance, teacher trainers might currently be researchers or administrators who are no longer classroom teachers in the same context of the teachers they are training. In some cases, teacher trainers have never worked as teachers in the contexts where they are providing training. Because educational contexts differ and because needs often change, it is essential to find out about local teachers' needs rather than create training sessions based on assumptions.

### **METHODS OF NEEDS ASSESSMENT**

Just as your teacher-training approach should be contextualized to the context you will be working in, your methods for needs assessment will also need to fit the context as well as the circumstances of the scheduled training, including institutional and personal circumstances. Each method of needs assessment has inherent strengths and weaknesses. For example, surveys can be distributed widely but do not always provide survey-takers with the opportunity to give their actual responses; interviews, on the other hand, might allow participants

more space to provide detailed information, but because interviews are not anonymous, interviewees might not be as open as they would be when responding to a survey.

Gathering information through multiple methods can help counter the weakness of any one method. For instance, if you are working on a long-term training project in a particular context, you might be able to carry out surveys and follow-up interviews and visit some schools in the local context. However, gathering information through multiple methods of needs assessment may not always be practical or even possible for every situation. For example, if you have agreed, on short notice, to deliver a stand-alone workshop in a location you have never worked in, you might only be able to do a quick internet needs assessment. Likewise, if you are planning to deliver a conference presentation—a situation in which you cannot predict your audience—you might only be able to assess your attendees' needs as you are delivering your presentation—by reading the audience. Decisions about which needs assessment(s) to carry out must realistically fit the given situation both in terms of how the information is gathered and how much labor can be applied to any particular needs assessment.

### **Surveys**

A common way to carry out a needs assessment is through a survey. Surveys are fairly easy to distribute and make it possible to collect data from large numbers of people; they can be sent through email, posted on a social-media platform, such as Facebook or WhatsApp, or given to local teachers during a workshop or other training session (McCawley 2009). Surveys can easily be

created through software such as Qualtrics, SurveyMonkey, and Google Forms. They have the advantage of allowing survey-takers anonymity, which sometimes results in more-honest responses. Surveys also provide data that is easy to summarize and report. A drawback of surveys, however, is that there is often a high rate of non-completion (McCawley 2009), meaning that the data gathered from a survey may not fully represent the target audience. Distributing a survey during a training session is one way to ensure a good rate of completion.

With a survey, you can create different types of questions (de Vaus 2014): yes–no, multiple choice, rank order, open-ended text box, and so on. The types of questions you create will depend on your aims. For instance, multiple-choice questions can often be answered quickly, but they sometimes do not allow survey-takers the opportunity to give their actual answer. Open-ended questions allow teachers to respond with their real concerns but might result in a wide range of responses.

A recent survey of 40 participants for an online workshop in southeastern Europe queried teachers: “What topics would you like to see during future webinars?” The teachers were to answer in a text box. Of the 40 participants, 16 responded. The first ten responses are printed in Figure 1.

What are we to make of this? First, fewer than half of the participants took part in the survey. This is not a failure: that is often how surveys work, but we must acknowledge we are only getting a partial picture. Second, the general question, coupled with the open-ended text-box format, allowed for a broad array of responses.

Figure 2 contains the results from a multiple-choice survey question that is more specific: “What are the most important topics for English teachers in the twenty-first century? You may select more than one.” A total of 450 respondents offered their opinions, and we can see the results in the graphic. Here we are giving teachers a limited choice, but we can extract clear quantitative data. In this case, the

TRAINEE	RESPONSE
1	Techniques and methods to teach speaking.
2	For English Classes for Business Purposes
3	Techniques for effective vocabulary teaching, advanced/proficiency level. How to help students remember the covered material Techniques for teaching speaking
4	Start speaking and using learned words, particularly elementary levels and children.
5	TPR games for young and adult learners, classroom games for big classes (around 30 students) How to cater to the needs of students on widely different language levels in a class
6	Anything related to teaching young learners
7	Creating more interactive lessons
8	Listening part
9	Integrating games and short stories in curriculum
10	Various up-to-date topics

**Figure 1. Responses to an open-ended survey question**

survey was offered after a course in critical thinking, which likely explains the high score of critical thinking in the survey.

### Interviews

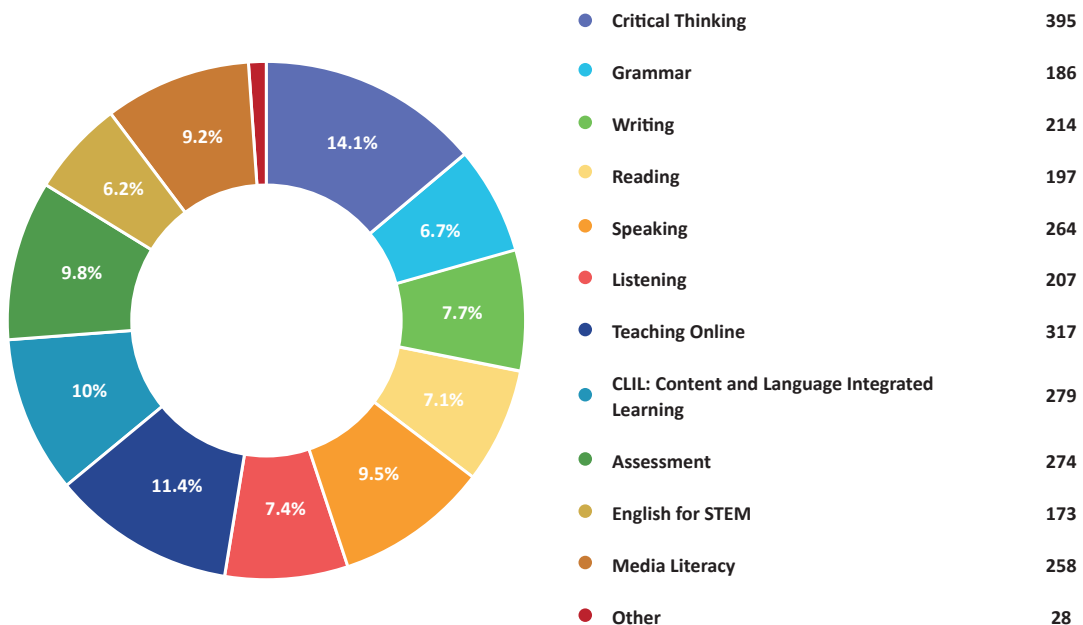
Interviews are a good way to collect needs-assessment data. They can be carried out in person or through some sort of technology, such as Zoom, Skype, or Google Meet. Interviews can be one-to-one, or they can be carried out with a single interviewer and multiple interviewees. Interviews allow the opportunity for an in-depth discussion that can provide detailed information about local teachers' needs. While interviews can be revealing, they can also be time-consuming to organize and carry out (McCawley 2009). If you are the only person conducting the interviews, realistically, you will be able to interview only a small number of teachers, which may not provide you with a representative idea of the needs of the teachers you will work with. You might also consider interviewing other stakeholders, such as administrators and policymakers. This could help you develop a better understanding

of teachers' needs and how they fit in the overall system within which the teachers are working.

### Observations

Another good way to learn about local teachers is through observation. Observing four or five classes often provides a valuable snapshot of the local educational context. There are several ways to carry out observations. If it is possible to arrange, teaching a course (the same course that your trainees teach or one that is similar) in the local context can give you an insider's perspective and help you gain a better understanding of constraints and possibilities in the context you are working in. If you cannot teach an entire course, you might be able to do a lesson or an activity in some of your trainee teachers' classes. For instance, Dr. Rob Danin (personal communication) found in his experience as a teacher trainer that volunteering to provide a training, such as a workshop or cultural presentation, was a great way to be accepted for school visits that helped him learn about the contexts

**Q4** What are the most important topics for English teachers in the 21st century? You may select more than one.  
Multiple Choice



**Figure 2. Responses to a multiple-choice survey question**

he was training in. If you do observe individual teachers' classes as a form of needs assessment, make sure that the teachers are aware that you are observing them to gain an understanding of their teaching situation, not to judge their teaching.

### **Artifacts**

Ask the teachers or administrators you are working with or will be working with to provide you with some artifacts that are used in the local context (Macalister and Nation 2020). Such artifacts could be pictures of the school and its classrooms, school or class websites, textbooks, syllabi, exams, samples of student writing, or the results of project work. You can also ask teachers to show you artifacts they feel symbolize their teaching identities. They might show you certificates, awards, digital badges, evidence of training they participated in, professional-development social-media groups they participate in, and so on. Artifacts may not tell you directly about teachers' needs, but they can help provide information about the teachers you will be working with and what is important to them in their professional lives.

### **Internet Needs Assessment**

You can also learn about the local context and local teachers you will be working with through an internet search. In cases where other options are limited or impossible, an internet search might be the best choice. To guide your search, think of questions that would be important to know about the teachers you will be working with and the context you will be working in. (See Figure 3 for example questions that could be used for

this search.) Note down the answers. As you learn more about the context, you can add to these notes.

### **Needs Assessment Should Be Ongoing**

While needs assessment is often associated with planning stages, continuous needs assessment that takes place before, during, and after an event (Macalister and Nation 2020; Richards 2017) helps you provide more relevant and effective training. Ongoing needs assessment does not have to be disruptive to a curriculum or plan that is already established. For example, imagine that you are conducting a series of workshops on academic writing. In your plan, the second workshop will focus on activities for teaching source integration. At the end of the first workshop, you might ask your trainees how they help their students learn to integrate sources. The feedback you get can help you customize the second workshop to the group you are working with. If you are conducting a stand-alone workshop and are unable to carry out a needs assessment in advance, you can include activities in your workshop that allow you to learn as much about the participants as possible as you conduct the workshop. If, for instance, you are conducting a workshop on pre-writing strategies, you might start off the training session by asking the participants what they know about pre-writing. Once you understand your participants' knowledge base of pre-writing, you will then have a better understanding of how you can approach an explanation of your topic to fit your participants. You do not always have to ask questions directly. You might gather information from monitoring the room as

1. What are the methods of teaching and evaluation in general?
2. What are the methods of teaching and evaluation for English?
3. What opportunities do English language teachers have for professional development?
4. What is the average class size?
5. What topics related to English language education have local researchers focused on?

**Figure 3. Example questions for an internet needs assessment**

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## Contextualizing teacher training to the local context is not only about understanding the needs of local teachers, but it also means understanding the self.

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your participants work in groups and pairs. A needs assessment at the end of your training session or a series of training sessions can be a part of the feedback you receive and provide important information for future training sessions, especially if you plan to teach the same course or conduct the same workshop again (Macalister and Nation 2020).

### Evaluating a Needs Assessment

When examining the data from your needs assessment, you might identify disparate needs. Thinking about needs in terms of categories of critical, important, and desirable can help you organize the data gathered (Richards 2017). Critical needs are those that are required for the teachers you are working with to be able to do their jobs. They might also be immediate needs. For instance, if the teachers you are working with need to use Zoom as a part of the online courses they are teaching now, but they have little to no experience with Zoom, then training on how to facilitate classes through Zoom would be a critical need. Learning about other useful platforms for conducting online classes might be important but not critical. Learning about English language games that can be conducted in online courses might be desirable, but not critical or important. You do not necessarily want to ignore needs that are desirable, but you want to find ways to fit them in with needs that are critical or important.

In evaluating a needs assessment, you should also consider how your perspectives or institutional perspectives could influence interpretations of the data you have gathered (Macalister and Nation 2020). When interpreting a needs assessment, Ratcliffe's (2006) concept of rhetorical listening is a

useful construct; rhetorical listening means a "stance of openness that a person may choose to assume in relation to any person, text, or culture" (17). In other words, an important part of interpreting the data gathered from a needs assessment is considering whether you are really listening to the data as presented. You do not want to superimpose your own perspectives or agendas on your interpretations (Macalister and Nation 2020). For instance, if most of your experience in teaching and teacher training has focused on developing speaking skills and you believe that speaking skills are the most important skills to develop, but the needs assessment reveals a critical need for training on writing instruction (as was mentioned in the previous example of the Nepali teachers), you want to follow what the data says, which means planning and delivering training connected to participants' needs.

### UNDERSTANDING THE SELF VIS-À-VIS THE OTHER

Contextualizing teacher training to the local context is not only about understanding the needs of local teachers, but it also means understanding the self. In professional practice, reflexivity means cultivating awareness of our thoughts, feelings, actions, and assumptions as well as considering issues of power in relationships and organizations (Bassot 2016). Although *reflexivity* and *reflection* are related, they are different. Reflection requires only that one think of oneself, while reflexivity means investigating and understanding the self vis-à-vis the other (Bolton and Delderfield 2018). Developing reflexivity involves examining one's positionality. Positionality refers to the position or stance one has. It includes, but is not limited to, such constructs as culture,

educational background, assumptions, prejudices, previous experiences, values, identity, habitual actions, gender, and ethnicity (Collins 2015; Dhamoon and Hankivsky 2011); in short, positionality relates to anything and everything about the self in relation to another or others. Teacher trainers need to do the hard work of examining their positionality (Seloni 2019) and how it affects what and how they teach (Knight 2011). Reflexivity can be difficult and uncomfortable. Examining the self might lead to the need to adjust or even give up some previously held ideas or beliefs about teaching and teacher education.

Arriving at a place where reflexivity leads to more-effective training is a process. We naturally start any training endeavor from our current positionality. Seloni (2019) writes about her experience of returning to her native Türkiye on sabbatical to research first-year teacher candidates' literacy practices. Seloni started her sabbatical with beliefs about the superiority of a writing pedagogy rooted in genre approaches, but after spending time with students and teachers in the course, she realized that writing a five-paragraph essay was a successful outcome for many students who had not had much previous writing instruction in English or their native language.

### Meeting Somewhere in the Middle

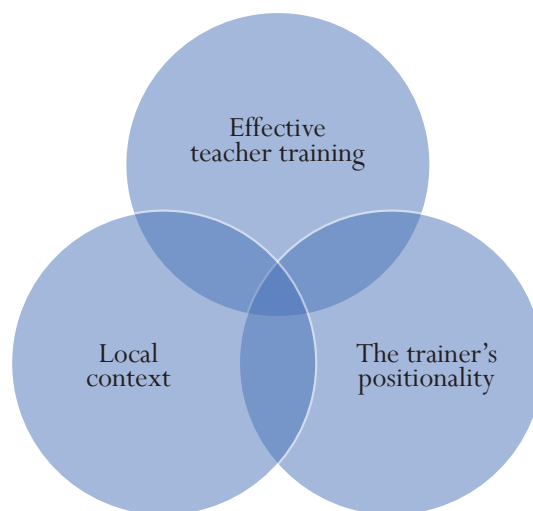
The methods and concepts a trainer introduces might originate in contexts outside the local context. However, what is introduced into the new context needs to be relevant and achievable in that context. For instance, when Renaud, Tannenbaum, and Stantial (2007) started their teacher-training project in Haiti, they used a construct of student-centered teaching from their own backgrounds. When they realized that some of the student-centered practices they had been sharing with their trainee teachers were not feasible in the local context, they did not abandon student-centered teaching, but instead altered some of their ideas about student-centeredness and found ways that it could be successfully implemented in large

classes. Their ultimate arrival at effective training practices in that context related to the trainers' positionality and the realities of the local teachers. Arriving at the place where they could deliver optimally effective teacher-training sessions took time, but it also required a willingness to be critical about the approaches and techniques they had initially advocated.

We might conceptualize this process and location as a Venn diagram with local teaching practices on one side and our positionality on the other side, with overlapping midsections. (See Figure 4.) The overlap represents a metaphorical middle. Arriving at effective training practices does not necessarily mean achieving a perfect balance between the local practices and the trainer's positionality, but rather it occurs somewhere between the two. There is no exact, formulaic way to arrive in the middle, and this middle point will always be a subjective concept. However, using needs-assessment tools and tools for reflection and reflexivity can help teacher trainers arrive at a place of effective teacher training.

### Methods for Examining the Self

The ideas in this section are meant to help teacher trainers examine the self to gain a better understanding of the self and how



**Figure 4. Meeting in the middle for effective teacher training**



the self interacts with others. Insights from these activities might be shared with a mentor or colleague in a supportive context. Be aware, however, that forced reflection (such as might be mandated by a teacher-training course or professional-development evaluation) can lead to stifled reflections (Brookfield 2017). The most effective results from reflexive inquiry come from a place of genuine desire to examine the self.

Examining the self can be carried out through a range of tools and mediums. The tool is the exercise or activity used for reflection. The medium is the vehicle through which the exercise is carried out, such as writing or having a discussion. Writing is a common medium for reflection because it helps practitioners deeply probe their thoughts, feelings, and values to unearth the invisible (Bassot 2016; Bolton and Delderfield 2018). While writing often facilitates reflection, some practitioners might use other methods such as drawing, mind-mapping, and letter-writing as part of reflective practice (Bolton and Delderfield 2018). Ideally, we can benefit from using a range of tools and mediums to reflect on our practice, and the choices each person makes should be in harmony with who they are.

### **Examining Experiences through Single- and Double-Loop Analyses**

#### **Single-Loop Analysis**

Argyris and Schön (1974) divide reflective practice into single-loop analysis (reflection) and double-loop analysis (reflection and reflexivity). In single-loop analysis, the practitioner considers an event or issue that has taken place in relation to teacher

training, analyzes it, and considers what action should be undertaken. The ERA (experience, reflection, action) model developed by Jasper (2013) can be used for single-loop analysis, as shown in Figure 5.

#### **Double-Loop Analysis**

The structure of double-loop analysis is similar to the structure of single-loop analysis, but it helps practitioners probe below the surface to question their beliefs, assumptions, and values as well as the policies, principles, and theories tied to the institutions and contexts within which their work is carried out (Bolton and Delderfield 2018). In double-loop analysis, the teacher might focus on a single experience or a series of experiences. Knott and Scragg (2013) have suggested a three-stage model for double-loop analysis that involves reflection, analysis, and action (see Figure 6).

Through the ERA model and the Knott and Scragg model, it is possible to differentiate between single-loop and double-loop analyses. In single-loop analysis, the practitioner thinks about the problem and how it can be improved, but double-loop analysis requires deeper analysis that involves one's reflexivity. Sometimes, it is enough to think about an issue or experience and how it could be improved, but reflective practice is often more than thinking about what happened and how it could have been better (Bolton and Delderfield 2018). In some cases, the teacher trainer might only utilize the single- and double-loop models in a solitary fashion. However, getting feedback from a co-facilitator (when working with one) or colleague or mentor when using these models can provide more nuance to the analysis.

**Experience:** What was the issue or experience?

**Reflection:** Why did it happen? Why is this important?

**Action:** What action will I take in the future?

**Figure 5. ERA model (see Jasper 2013) for single-loop analysis**

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**In single-loop analysis, the practitioner thinks about the problem and how it can be improved, but double-loop analysis requires deeper analysis that involves one's reflexivity.**

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These models can be used for keeping a reflective journal or getting feedback, which are explained in the following section.

**Keeping a Reflective Journal**

Reflective journals give writers a space to freely record their thoughts. Although reflective journals are generally private, they can be shared with others in whole or in part at the writer's discretion (Bolton and Delderfield 2018). Moon (2006) suggests that keeping a journal is useful for reflective practice because it helps the writer remember events that have occurred and helps them examine experiences in depth. While writing in a paper notebook is a great way to keep a journal and might facilitate a deeper process of analysis (Mueller and

Oppenheimer 2014), today's technology offers many ways to document your thoughts. You might record your ideas on Word documents, or you might use an online journaling app such as Penzu, Little Memory, or Journalate. While journals are often composed of written text, they can also be compiled of voice recordings. Journals might also incorporate different modes that can help you reflect, such as visuals or music (Bassot 2016).

**Getting Feedback**

In reflective practice, much of the work is to examine the self, but perspective is limited when we see our reflections only through our eyes. Getting perspectives from outside observers can provide insights we

<b>THREE-STAGE MODEL: REFLECTION, ANALYSIS, AND ACTION</b>
<p><b>Reflection:</b> In the first stage, describe the issue, concern, or experience related to your practice. You might seek to answer questions such as the following: (a) What is the issue/concern/experience? (b) What are/were the details surrounding this experience? (c) Who are/were the players in this scenario? (d) How do I feel about this issue/concern/experience?</p>
<p><b>Analysis:</b> In the second stage, analyze the issue. You might ask yourself questions such as the following: (a) Why did this happen? / Why is this happening? (b) What are my assumptions about this issue? (c) How does this issue relate to institutional policies and concerns? (d) What has this experience shown me about my belief system? (e) Are there other ways of looking at this issue?</p>
<p><b>Action:</b> In the third stage, consider the actions you will take. The following questions might help you formulate a plan for future action: (a) What action can I take at this point? (b) What have I learned from this experience? (c) How might I respond if a similar situation happens again? (d) What has this experience taught me about my belief system?</p>

**Figure 6. Knott and Scragg's (2013) three-stage model for double-loop analysis**

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might not reach on our own. In reflective practice, a critical friend is someone you can share your reflections with and who can help guide you to deeper understanding. A critical friend might be a mentor or a colleague, or it could be someone outside your regular professional network (Bassot 2016). A critical friend might observe one of your training sessions (in person or on video) and debrief with you afterwards. You might meet with a critical friend regularly to discuss experiences and issues related to your teacher-training experiences and development (Ghaye 2011), or you might share written reflections with your critical friend and ask for input or advice. Effective feedback might also be organized in groups of critical friends. Brookfield (2017) suggests forming a learning community with a group of colleagues that meet to share reflections and focus on finding solutions to shared problems. Groups could meet in person or online. Not all feedback has to be formally organized (Brookfield 2017).

**Reflection before Action:  
Taking an Inventory**

Much of the reflection we do relates to past events. However, reflecting on our positionality before engaging in an upcoming event can also be worthwhile. *Reflection before action* is reflection carried out pre-event (Ghaye 2011). You can benefit from examining your current positionality before starting a new training position or before engaging in a certain event, such as a class or a workshop. One way to examine your positionality is to take an inventory of who you currently are in your professional life (as a teacher and a teacher trainer) and personal life. The questions in Figure 7 can provide guidance.

If you have already carried out a needs assessment, you can consider how your responses from your self-survey interact with what you know about the teachers you will be working with. If you have not yet carried out a needs assessment, a quick internet needs assessment (such as is suggested earlier in the article) can help you understand to some degree how your positionality interacts with the local teachers you will be working with.

**CONCLUSION**

This article has provided techniques for carrying out needs assessment in local contexts as well as techniques for examining the self. Teacher trainers need to actively work to understand the teachers they train through needs assessment and to understand themselves through reflection and reflexivity. An inability to investigate the self and local teachers' needs can ultimately result in professional-development sessions that are top-down and potentially ineffective.

Understanding local teachers' needs and how those needs interface with one's positionality might not be an easy or immediate process. It means making the effort to understand the trainees' needs as well as willingly probing one's own beliefs and practices. There is no precise formula that can be applied, no perfect measurement that can show that the exact goal has been achieved, and no finish line. However, the work that teacher trainers do to gain a better understanding of the teachers they work with and a better understanding of the self and how it influences training practices can lead to more effective and meaningful professional development for trainee teachers, and that should always be a priority.

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1. What educational methods and theories have underpinned my methodology as a teacher? As a teacher trainer?
2. What are some of the core principles, beliefs, and policies of the institution(s) I work for (have worked for)?
3. How has my education shaped my beliefs about teaching and learning?
4. What life experiences have influenced my worldview?
5. What values are most important to me?
6. How has my teaching and/or teacher training changed, and what has brought about those changes?
7. What are some of my most formative professional moments (while getting a certificate, bachelor's degree, or master's degree), and what were some of the major assumptions in the field at those times?
8. What are some of the experiences or situations that resulted in a difference or conflict between my beliefs, education, and experiences and the realities of the local teachers I was working with? How did I reconcile these moments?

**Figure 7. Self-survey questions**

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