Teachers' Perceptions of the DBR-CPD Program as a Change in Pedagogical Practice in the Professional Development of EFL Teachers

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Abstract. Facilitating change in teaching pedagogical practices through designed school-based research projects (DBR) offer teachers the opportunity not only to make change in their teaching sustainable but also to construct a professional perception framework that leads to said change. This paper investigates how the teachers of English as a foreign language (EFL) or second language (ESL) perceive the change process in their pedagogical practices during their involvement in a DBR programme that aimed to develop their teaching to improve their students' literacy skills. The data was gathered by implementing a mixed-methods study through the use of questionnaires and interviews. The results indicate that there are main factors that govern the process of the change in perception for the EFL/ESL teachers during their professional development program as non-native teachers of English, including contextualisation, diversity and the innovation levels of the pedagogical practices in the non-native English-speaking context.

Keywords: Teacher change; designed-based research; professional development; pedagogical knowledge; EFL Teachers' Development

1. Background of the study

Teacher professional development programs have been receiving high attention lately due to the fundamental affect they have on teachers, facilitating the gaining of new skills, increase in professional growth and shaping new professional identities by the end of the programme. However, despite the modern designs of these teacher "continuous professional development" (CPD) programs, most CPD programs for EFL/ESL teachers have been following the global approaches that tend to intensively limit their practices to improving the teaching of the four language skills, namely listening, reading, writing, and speaking in addition to technology utilisation and class management implemented through top-down policies (Sadovets, 2017). This doesn't respond to the current demands of valuing and integrating the practitioners' change in professional knowledge as a result of their professional growth during their CPD, as well as the personal experiences

accumulated during the CPD training ((Zin Oo & Alonzo, 2023; Klien et al., 2013). According to researchers, CPD programs today need to focus more on the individual efforts made by trainee teachers in their context and consider how or to what extent these teachers' perceptual changes about how they can better adjust their practices and operate enable them to achieve professional growth. Beck (2018) calls this the 'third-space teacher preparation' and explains that it can be considered a program in itself as it requires continuous reflection on evidence and outcomes as well as the ongoing adjustment of implementation, data collection, and reflection to change the entire value system of teaching and the theorisation of practice based on a down-top policy. This is necessary in the CPD programs offered to foreign language teachers in the way that they should not be focusing on the subject knowledge only during their CPD but also considering other fundamental elements, such as the development of a contextual pedagogical provision towards the organisation, the implementation and development of teaching practices, as well as developing a provision for contextualising their teaching pedagogies in the EFL/ESL learners' environment and culture. This is in addition to the standardisation of the assessment tools and utilisation of technology to support communication and interaction in the target language (Borg, 2015).

As asserted by Canaran and Mirici (2019), the current trends in the CPD programs focus on this type of pedagogical content because it facilitates emphasising teacher professionalism by encouraging the teachers to take the initiative to try new teaching practices in their actual context directly with their students. To illustrate, professional learning visits have been classified as a concurrent model of CPD for teachers. According to Liebtag and Ark (2017), 'learning visits' differ from the traditional well-known 'class visits' in the way that teachers in learning visits do observations of their colleagues beyond their subject specialisation. In these visits, the teachers visit and observe their colleagues in the other subjects or even in other schools rather than their actual school where they are currently teaching. The researchers explain that this type of visits offers teachers a unique opportunity to observe similar practices in a different context so then they can construct new knowledge about how such a practice can be developed and recontextualised. Allison (2014) adds that learning visits facilitate establishing a collaborating experience outside their 'comfort zone' since they will be in direct interaction with other teachers outside their school boundaries. In addition, other CPD models have been created to reinforce the teachers' professional growth during their performance in their actual contexts. For instance, self-observation through video recording and peer observations are viewed today as effective means to practice reflective thinking and practice by discussing what went well and what did not in a lesson, allowing teachers to learn from their experiences (Mermelstein, 2018). Other CPD models that have been called for recently are represented in the so called 'Student-Led CPD' and 'Team Teaching'. These two models have emerged from the recent calls to consider the 'student voice' in the decision-making conducted about the teaching-learning process (Flutter, 2007; Mitra, 2008). Despite the negative sides of the 'student voice' stated by Allison (2014), Flutter (2007) argues that having teachers listen to their learners about their learning experience acts as a powerful tool, supporting the teachers in creating a positive

learning culture in which they become more confident to experiment with new practices with their learners.

Similarly, Tajino et al. (2016) explained that the concurrent design of CPD must involve 'team teaching' in which the teachers act as partners in the delivery of the lesson and not just as participants. Tajino et al. (2016) mentioned that this model of CPD is effective at not only enhancing the teachers' teaching practices but also in enabling them to initiate and lead frequent 'change' in their teaching styles and approaches. This is because it allows them to engage in an in-depth exploration of what worked, what did not, and why-why not. According to the researchers, this represents a higher level of reflective thinking that is promoted in 'professional visits', which is dialogic reflection that is carried out by the partners before, during and after they perform their teaching.

However, leading change in teaching is an overlapping issue as it may at times imply *'innovation'*. Thurlings at al. (2015,) defines *'change'* in teacher education through '*innovative behaviour*', which is a self-initiated process in which "new ideas are generated, created developed, applied, promoted, realised and modified by the practitioner teacher in order to benefit role performance" (p.430). Ellis et al. (2018), on the other hand, refers to *'change'* in teaching as "the action of making something different in form, quality or state" (Ellis et al., 2018, p.4). These two views reveal that both *'change'* and *'innovation'* share the dimension of action when it relates to the teacher's practices or performance inside the classroom. In this regard, design-based research is considered to be a new mode of CPD through which '*change*' and '*innovation*' in teaching practices can be achieved. The Design-Based Research Collective [DBRC] (2003) emphasised that the DBR is an emerging paradigm in which educational scholars and practitioners are enabled to investigate the learning context through the systematic design and study of instructional strategies, their implementation and their tools. Brown (1992) and Collins et al. (2004) mentioned that researchers in the DBR can go beyond designing and testing particular interventions since interventions in this kind of research include specific theoretical claims about the conceptual change process that leads the teaching and learning practices, as well as reflecting on the commitment to understanding the relationships among the different factors that interfere in shaping the concept of change for the teachers. Ko et al. (2020) report that DBR provide EFL/ESL teachers with more opportunity to collaborate with each other as teacher-researchers which positively impacts their views and pre-beliefs about how to face their teaching challenges and become 'innovative' in developing their teaching techniques. Accordingly, both concepts of *'change'* and *'innovation'* can be viewed as partners during the implementation of the DBR as a CPD design in the way that the concept of *'change'* can refer to the alteration of a current situation and direct attention on the act of change rather than to its effects. *'Innovation'* can refer to enabling the alteration of the current situation through the introduction of a new combination of resources and practices that will result in the generation of new values, beliefs, and an approved form of practice.

Based on the aforementioned issues and gaps regarding the implementation of CPD and DBR, this study sought to identify the value of to the context of

professional development in teaching and learning EFL/ESL in a non-native English-speaking context, such as the Bahraini context. The scope of this study was not limited to only producing an understanding of the intervention but also in deepening the understanding of the perception accounts of the change process as part of the teaching and learning engaged in by the teachers in the target context as suggested by Hoadley (2002). In the same regard, Moore et al. (2018) reports that DBR supports the second foreign language teachers to talk about language and meaning as they engage in literacy activities, which facilitates their perceptional change of what intervention in teaching can relate to when teaching EFL/ESL.

Therefore, the interpretation of innovation as a change resulted from this CPD programme is relative in this regard particularly for the EFL/ESL teachers due to the interrelated definitions of both concepts and so both terms can be used interchangeably when analysing and discussing the results in this study as explained by Moore et al. (2018).

2. Theoretical framework and research questions of the study
This study adopted the social constructivism theory, where reality or meaning is viewed as subjective and fluid. Therefore, the perceptions and attitudes formed by the participants in this regard are related to them as individual beings. Likewise, the process of meaning-making, from a social constructivism point of view, occurs within each individual participant under the influence of the social context in which they are interacting and working (Pring, 2014). Thus, the perceptions and views of the participants are seen not as immutable but subject to change over time. The change and formation of perceptions in this regard are found to be interrelated and interwoven as the participants can always adopt, modify and relinquish their beliefs to suit the constant changing of their needs and interests (Cohen & Manion, 2018).

The personal involvement of the participants is essential to capture the uniqueness of their context without an attempt to change or modify it to contextualise, interpret and later have it be the best representation of the target context (Schwartz-Shea & Yanow, 2012).

Consequently, the focus on the perceptions and beliefs of the participants in this study as EFL/ESL teachers in a particular non-native English-speaking context within a specific learning/training experience was registered and interpreted within the unique context in which they were performing and the conditions created by their educational institution, the political, social and cultural factors, and the activity or role performed by them as opined by Holliday (2013).

Considering the above theoretical framework and the way in which the participant responses were understood and interpreted, this study sought to answer the following questions:
1. What are the EFL/ESL teachers' attitudes towards the role of the DBR in improving their teaching strategies of the literacy skills to their EFL/ESL Bahraini students before and after their application of the DBR?

2. How do EFL/ESL teachers view 'change' during/after their involvement in the DBR-CPD programme in their EFL/ESL teaching learning context?

3. Method
3.1. Research design
A mixed-methods research design was followed to answer the main research question using the sub two research questions because it allowed for the obtaining of an in-depth understanding of the participants' views (Cresswell, 2014; Holliday, 2016).

3.2. Context and participants
The study was conducted at a secondary school for girls in Bahrain where the schools' administration has been encouraged to adopt DBR as a form of school-based CPD programme. The study was conducted involving ten English language teachers who were involved in a DBR-CPD programme which aimed to develop their teaching methods of the literacy skills of their EFL/ESL students. This was a strategic goal for the English department in the concerned school during the conduction of the study. All participating teachers were classified as 'professionals' in their context as they had exceeded five years in their job rank as practitioner teachers. They all held a Bachelor's degree in English with a Postgraduate Diploma in Education (PGDE). Regarding its status, despite having it as the medium of instruction in some specialised courses (psychology, culture, and some commercial courses), English is still treated as a foreign language since Arabic is still the official medium of instruction (core subjects and their specialised courses). Since the main focus of this study was on exploring the aspects of 'change' in the perceptions related to professional growth that the teachers had achieved after they ended their CPD, the effectiveness of the applied strategies on the students' learning was not reported.

Scott et al. (2020) explains that the practitioner teachers who conduct DBR in their teaching act as "engineer[s] who develop new product[s]" (Scott et al., 2020, p.2) since they find themselves going through a cyclical process of reflection that starts by making interventions in their teaching practices and evaluating their effectiveness in terms of professional growth in the way they reflect and construct new views about how and why they should perform a certain practice.

In this regard, the CPD implemented using the DBR shape was conducted through a training workshop on strategies to change and improve the EFL/ESL teachers' current practices when trying to enhance the literacy skills of their EFL/ESL students. This was done through a three-stage application process in which the participating teachers were instructed to expand their application of the literacy strategies they were trained on in the workshop, as well as reflect and reapply the strategies that they had implemented in the earlier stage(s). The following figure illustrates the design of the CPD in which DBR was used with the participant teachers:
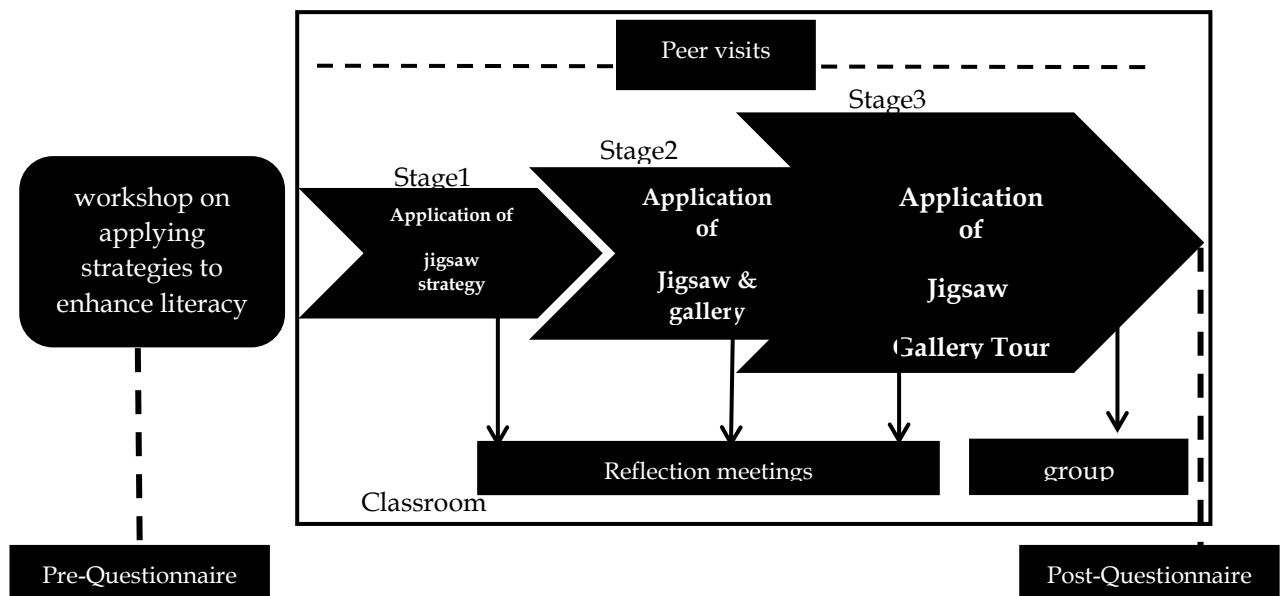
Figure 1: The design of the implemented DBR-CPD approach

3.3. Research instruments and data collection process

The data was collected through the use of a pre-post questionnaire and semi-structured interviews. The pre-post questionnaire was developed to answer research question 1. The questionnaire consisted of twenty items (five items per task) in relation to the four strategies that were adopted from (Kroeker and Henrichs, 1993) as this was found compatible in terms of covering the language competences addressed in the official curriculum of the English language. It was modified to suit the Bahraini non-native English-speaking context and the purposes and procedures of teaching EFL/ESL. The participating teachers were required to respond to the items on a Likert scale according to one of five responses (strongly agree, agree, to some extent, disagree, and strongly disagree), and it was administered two times. The first administration (pre-test)was given to the participants before their starting of the DBR-CPD programme while the second administration (post-test) was after stage 3 (shown in Figure 1) when they had finished their implementation of the four strategies of the program. The strategies were *jigsaw, gallery tour, cloning the author* and *story board* tasks with texts for different proficiency levels. To ensure the maximum authenticity of the participants' responses, two negative items were stated for each task type based on the idea of Dornyei (2003). Table 1 shows the distribution of the questionnaire per item.

Table 1: Distribution of the questionnaire items

Items	Positive	Negative	Total
Item no.	1-2-4-6-8-9-11-12-13-16-18-19	3-5-7-10-14-15-17-20	20
Total	12	8	

The suggestions and adjustments from faculty colleagues were considered when preparing the final draft of the questionnaire to make it simple and practical for

the participants when they responded to the questionnaire's items. Finally, the reliability of the questionnaire was also measured by calculating the Cronbach's Alpha factor using the SPSS software. The obtained result was (0.901) which indicates that the questionnaire items and their relevance to the topic under investigation in this study were reliable. The estimated scale of judgment for the analysed results (means and standard deviations) is shown in Table 2.

Table 2: Estimated judgments for the obtained results from the questionnaire

Judgment	High	Average	Low
Mean	4.00 - 5.00	3.00 - 3.9	Below 3.00
St.D.	-3.6	-2.4	-1.00

To answer research question 2, open-ended questions were used in the semi-structured interviews. Individual semi-structured interviews were conducted with the participants during the reflective meetings using a set of questions to explore their views about the aspects of change in their perceptions regarding the immediate change/improvement in their practices that resulted from their expansion of interventions when applying all strategies as well as the peer visits that they were doing at every stage. The approximate time of the interviews was forty minutes to an hour in some cases, especially in stage 3 where the participants had accumulated experience about applying the first two strategies and had tried to compare them to the later implemented ones. Furthermore, a two-hour group discussion meeting was also conducted at the end of the programme to allow the participants to elaborate on their experiences after the expansion of their interventions.

3.4 Data analysis and discussion
While the data gathered from the questionnaires (quantitative data) was analysed using the SPSS for descriptive statistics, the data collected from the individual interviews and the focus group discussion (qualitative data) were transcribed and cross-referenced to verify and identify the themes of commonality and any areas where there were critical aspects. The process for coding the themes was done following the model by Willis (2010) (Appendix 1).

4. Data findings
4.1 Teachers' attitudes towards the role of the DBR before and after its application
This section interprets and discusses the quantitative results obtained to answer the first sub-research question in this study. The participants' responses to the questionnaire before and after their involvement in the DBR project were analysed and compared, and the results are shown in Table 3.

Table 3: EFL/ESL teachers' attitudes towards DPR role in improving their teaching practices

Str.	N	Statements	Pre-Application		Post-Application	
			Mean	Judgment	Mean	Judgment
Jigsaw	1.	The way the text was divided in the jigsaw facilitated grouping the students and motivating them to read and write.	2	*Low*	4.34	*High*
	2.	Reading the whole text audibly in the classroom by students and stopping them for questions and clarifications was helpful in terms of improving their comprehension level.	3.6	*Moderate*	4.8	*High*
	3.	Assigning definite parts of the text to students didn't encourage them be accountable for reading and summarising its content.	3.58	*Moderate*	4.5	*High*
	4.	Students felt more motivated to share their information about their parts with their classmates.	3.51	*Moderate*	4.76	*High*
	5.	Shifting roles when reading the assigned part of the text did not assist low level students in practicing the language.	3.31	*Moderate*	5	*High*
Gallery Tour	6.	The gallery walks enabled students to increase their vocabulary of special topics/themes.	2.3	*Low*	4.31	*High*
	7.	Students did not succeed in developing visual text image skills (e.g. graph, chart, picture).	3.6	*Moderate*	1.25	*Low*
	8.	Asking students to write comments about the posters to their class teams developed their writing about critiquing certain issues/ ideas.	3.03	*Moderate*	4	*High*
	9.	Providing a summary after the walk assisted students in developing their oral presentation skills.	3.4	*Moderate*	4.8	*High*
	10.	The gallery walk did not give an equal opportunity to students of all levels to participate in practicing and learning the language.	2.22	*Low*	3.68	*Moderate*
Clo nin	11.	Using the 'cloning the author' technique enabled the students	3.95	*Moderate*	3.74	*Moderate*

		to express their voice or opinion about a definite issue/topic.				
	12.	The 'cloning the author' technique helped students develop some academic writing skills like notetaking and summarisation.	3.76	*Moderate*	4.5	*High*
	13.	Students felt more independent during their practice of reading about and summarising the biography of their text author.	3.66	*Moderate*	4.5	*High*
	14.	It was challenging to establish an interactive atmosphere among the class during the practice of the 'cloning the author' technique.	3.66	*Moderate*	3.28	*Moderate*
	15.	The 'cloning the author' technique focused more on practicing writing than integrating it with other language skills such as speaking and reading.	3.22	*Moderate*	2.4	*Low*
Story Boards	16.	Using 'story boards' assisted the students in focusing on the necessary content in the texts.	2.4	*Low*	4.8	*High*
	17.	Students do not practice an integration of the four language skills when they tell their stories to each other.	4.4	*Hight*	1.25	*Low*
	18.	Pairing students with different story boards reinforces interactions between students using the target learnt language.	1.31	*Low*	4.34	*High*
	19.	Practicing 'story board' provides multiple opportunities for students of different levels to improve their fluency in oral and written summarisation.	3.2	*Moderate*	5	*High*
	20.	Students feel demotivated to practice the language when practicing 'story board' as they review, repeatedly tell, and listen to the same story.	4.7	*High*	2.21	*Low*

The data above indicates a transformational change in the participant teachers' attitudes towards the role of the DBR-CPD program in developing their teaching skills. This is seen in the registered shift from low and moderate attitudes registered in the pre-application stage to moderate and high attitudes in the post-application stage across most of the questionnaire items. A direct reason for this perception shift can be linked to the teachers' lived experience when modifying their teaching styles during their implementation of the assigned four teaching

strategies. This can be seen in the participants' response to item #6 in the pre-application of the DBR-CPD program regarding applying the gallery tour strategy. This was where they reflected some doubt about the possibility of the target strategy enabling their EFL/ESL students to increase their vocabulary encyclopaedia in the target language or to expose their students to multiple opportunities to function with the language when they apply the specified strategy to teaching the language. This is also found in their responses to items 16 and 18 about reinforcing their students' ability to use English when studying the content and collaborating during class activities.

The responses to the negative items (items 7, 15, 17, and 20), on the other hand, illustrate a confirmation of this shift in the participants' positive attitudes towards the DBR-CPD's effectiveness in connection with their professional development as EFL/ESL teachers. Accordingly, this shift in attitude emphasises a process of change in perception by the study participants that is led by their improvement of their teaching skills when implementing the target strategies with their EFL/ESL learners. This change perception process is found to be constructed from four aspects: group work techniques (items 1 and 5), increasing the students' motivation (items 4 and 20), developing their EFL/ESL students' language skills (items 3, 6, 8, 15, 17 and 19), as well as learning skills (items 2, 7, 9 and 13). According to Borg (2015) and Edwards and Burns (2016), it is expected that the teachers in the DBR program will express extreme shifts in attitude towards their old and new practices because, despite the traditional design of teacher professional programs which are normally based on top-down teaching practices, all DBR-CPD programs are structured from the bottom up, since it is the context that should lead, direct and guide, as well as the teachers making their own decisions in collaboration with their DBR program leader [study researcher in this regard] in terms of modifications to or developments in their practice with their learners. Loughran (2002) supports this justification and adds that teachers in the DBR act as researchers who are driven by a personal imperative, which means that they want to make a difference when it comes to their students. He suggests that this view towards practice within the DBR project leads the teachers to change their pre-conceived beliefs or attitudes by accepting that their new personal experiences, constructed during their participation in any DBR program, represent a major source of improvement in practice that impacts their future visions of themselves as professionals in the field.

Overall, the teachers expressed that among the four implemented strategies in their DBR-CPD, only cloning the author strategy wasn't perceived to resolve the challenges related to developing critical thinking skills (item 11) or raising the interactions among the EFL/ESL learners while learning the target language (item 14). This result can be explained by considering what Hamilton (2013) and Wyatt (2013) called 'self-efficacy'. According to these researchers, teachers who participate in any DBR-CPD program become more interested in focusing on developing the learning skills of their students and the teaching conditions associated with them rather than focusing on the subject content because they consider improving their students' learning skills and behaviour management issues to be an integral aspect that reflects their efficacy as professional teachers

after their involvement in the DBR-CPD program. Therefore, this result can address another aspect, which is improving the EFL/ESL students' learning skills, which impacts on the process of change in relation to the perceptions of the EFL/ESL teachers after the DBR-CPD programme.

4.2 Teachers' views of the DBR-CPD programme before and after its application in their EFL/ESL teaching learning context

The qualitative data obtained from the interviews was analysed, coded, and thematically categorised into three main categories with some sub-categories to answer the second sub-question of the study. Generally, the results show that there was a common agreement on the features of what is meant by 'change' in professional development based on their involvement in the DBR-CPD programme. However, they differed in their justifications of how these features impede their perceptions of change during their professional development. The features of their perceptions are thematically presented below:

Theme 1: "The textbook is just one of the tools"

The participants perceived that 'change' in professional growth is represented in the limiting of their dependence on the textbook as the ultimate source of their activities and the planning of lessons when teaching the target language to their EFL/ESL learners. This view of change was interpreted from the perspective that professional growth is shown in the teacher's confidence to limit his/her use of the textbook and instead depend on his/her own designed activities and materials. They explained that this independence from considering the textbook to be the main guide to using their teaching will reflect their flexibility when planning and implementing lessons using their own pedagogical techniques in which they assign their learners with roles in which they can function using the language in meaningful situations. One teacher explained this in detail as quoted below:

> *"The textbook is usually brought from a foreign publishing agency that might not necessarily consider our students' needs and interests in this context [study context] and we as teachers normally prefer to follow the textbook because we either lack confidence in designing similar materials that respond to our students' culture and needs or that because we haven't been trained on how to select from the textbook what can help the students and provide at the same time with other activities or materials that fill this gap in their learning of the language" [Teacher C]*

Furthermore, it seems that limiting dependence on the textbook implies a change in perception towards the assessment policy among these teachers as professionals after their completion of the DBR-CPD program. This perception of change is elaborated on in relation to practising valid assessment tools and activities:

> *"I had always tended to abide by the textbook so that it secures me when my students are sat to the midterm exam or the final exam since I believed that if I had taught what is in the book no student or his/her parents would complain about me to the school principal. However, I discovered that this is should not be the case because I experienced through the program how to develop and modify my own assessment to my students which in some time was found by the students even better than those in the textbook and they depended on them in their preparation to the monthly exam or final year one" [Teacher A]*

Theme 2: Teaching methods must be diverse
Another feature of the change in perceptions that resulted from the DBR-CPD program was the ability to use multiple teaching methods. According to the participants, their diversification of their teaching methods reflects a strong sign of professional growth as competent language teachers, especially as they are considered to be non-native English speaker teachers (NNESTs) in their context. These teachers found this necessary for their EFL/ESL as it can expose them to more equal opportunities in which they can better function with the language or improve their language proficiency. Three of them outlined this view as quoted below:

> *"Our students are non-natives and they need ample opportunities, I can do this for them through my application of different [teaching] strategies, this supports them and shows me as an experienced teacher"* [Teachers H, D& B]

Another three teachers perceived having diverse teaching methods as a prerequisite for being recognised as competent teachers after their completion of their DBR-CPD:

> *"We're not natives, we're non-natives. If the natives used one method it will be considered the model, but for us as non-natives we have to show our capability to teach in different ways as this is how we can convince community [parents] of our professional growth"* [Teachers A, C & G]

Overall, the remaining participants considered that their perception of change about the diverse teaching methods responded to their success when adopting and adapting to their contextual practice where they normally taught mixed ability classes. The excerpt below summarises this belief:

> *"The major purpose from DBR is to develop our teaching skills to suit any situation and type of students, therefore change in practice must include application of different teaching methods"*

Theme 3: Change is frequent
The third perspective regarding the participants' perception of change was found in their interpretation of their growth during the DBR-CPD as frequent and not stopping. The majority of them expressed this 'frequency' in the developed changes that they did during their teaching, particularly during their work in stage three of the program. Examples of these developed changes were reported by several of them in this regard:

> *"I initiated the written-feedback assessment in my lesson, then I developed it to the peer written feedback, and I ended up with the judge panel"* [Teachers A, B & G]

> *"I never stopped during my DBR, I started with changing my teaching of speaking into self-presentation, then I modified to be self-interaction until I made it completely self-virtual presentation"* [Teacher I, D, H, J & K]

However, a group of the participants brought up the criteria for any change in practice to be considered 'frequent'. Some of them explained that a frequent change in practice should reflect a sort of 'innovation', and their statement is quoted below:

> *"Being continuous in your change requires you add a unique element to it
> to show it is different"* [Teacher D & Teacher G]

Another group found that 'frequent change' should be associated with the construction of new knowledge that results from an accumulation of experience:

> *"Our change in practice must also reflects the level of knowledge and
> experience we reached, this is necessary to show awareness behind its
> adopting such a practice or strategy"* [Teacher B & Teacher I]

Theme 4: Change means 'innovation'

The participants viewed change in their pedagogical practice in light of their regarding of the concept of 'innovation' being seemingly similar. During the individual and group interviews, the participants frequently associated their change in views with the term 'innovation'. Most of them expressed that change in practice should be based on an 'innovative' technique or method implemented when teaching their students. The following excerpt states this view:

> *"If I want to know to what extend I have changed after my CPD, I should
> see what innovative techniques I created and used with my students"*
> [Teacher H]

These 'innovative' practices were also classified by the participants. Some considered integrating technology to be an 'innovative' teaching practice:

> *"The way you design and develop a video clip for your students and upload
> on YouTube for the students then given them activities about it is an
> innovative way that reflects your level of growth in the career especially
> when it comes after finishing an intensive CPD [referring to her DBR-
> CPD project"* [Teacher A]

Another viewed technology from a lesson design perspective:

> *"The fact that COVID has imposed on us [referring to online teaching], I
> based my jigsaw strategy on developing my skills in designing online
> lessons with interactive students' role and my role as a teacher too"*
> [Teacher J]

Some expanded their interpretation of 'innovation' in professional development to include the issues of fairness and social equality:

> *"As an EFL/ESL teacher in this [DBR-CPD] program I managed to create
> an observation card to assess my students' development in their oral skills
> by integrating some of the language competences in their L1 [Arabic in
> this regard]"* [Teacher C]

In the same regard, other teachers perceived their 'innovations' as a result of change as NNESTs. One reported that she:

> *" .. created an oral thesaurus where I use both English with the mother
> tongue [Arabic in this regard] to explain the different meanings and uses
> of the target vocab in my lesson to my students"* [Teacher B]

Theme 5: Critical issues in the change process during the DBR-CPD program

In a sense, despite their acknowledgment of the positive impact that the DBR-CPD had on their role as EFL/ESL teachers, the participants experienced some stress during the programme because they felt that the development of their

teaching styles might not have necessarily served the preparation of their students for their formal exams. Many of them expressed that during their time in the program, they were anxious as to whether their implementation of the four strategies were necessary to equip their students with the needed skills and knowledge to do their monthly and mid-term exams. They justified this feeling by stating that their students were examined on particular language skills/competencies test techniques which require several training sessions. The following quote summarises this feeling:

> "It's brilliant to practise and exercise new teaching methods and give students new skills to learn the language but I was very worried about the exam because the new skills or learning experience might not necessarily prepare them to the exam which the purpose of their learning in this case" [Teacher D]

Others expressed the same feeling but from the perspective of having a shortage of time to cover the formal curriculum:

> "Applying these strategies and planning for making change during their implementing and developing them all requires some time which is usually comes on the expense of covering the required content for the exam. I experienced this during stage three as it was full of activities and there were wonderful ideas I wanted to apply but I was suffering from short of time . " [Teacher H]

Another issue that was critically raised by the participants relates to the acknowledgement of their role as partners and not trainees during their participation in the program. Some of the participants explained that although they felt a sense of being autonomous and in charge of their own decision-making regarding their implemented strategies and the changes they had made, they believed that they should have been given a role of mentoring by then involving novice colleagues. These participants considered that giving them a mentoring role in this regard would have enabled them to foster more professional collaboration with their novice teacher colleagues, providing them with the confidence and experience they needed in this stage of their career:

> "Why were the beginner teachers not involved? Why focus was on us [experienced] only? I think it would have been better if our novice colleagues were involved in this program so that we do not feel we were trainee but rather mentors and partners with our colleagues, this will let them spare a huge time in their professional experience" [Teacher I]

5. Discussion
In the different stages of the DBR-CPD programme, the participating teachers' responses revealed that the role DBR influenced their perceptions of change in their pedagogical practices, resulted from their professional growth while planning and redesigning their lessons. The participants' viewed how the DBR created a new culture for their pedagogical practice when teaching English to their EFL/ESL students. This new culture was based on the necessity of moving beyond traditional practices such as depending on the assigned textbook and making their teaching more flexible in order to absorb the different class contexts and needs. This was done by taking on new roles and implementing new techniques that reflected their professional growth as professional teachers while applying the assigned strategies in the programme. This view responds to what

He et al. (2009) called for, specifically where school-based training should lead the teachers to focus their teaching on fulfilling the immediate needs of their learners or schools rather than depending on theoretical knowledge or isolated workshops. Yet, the obtained finding in this study also suggests that adopting the DBR-CPD as an approach in school-based training enables the teachers to act as partners rather than just trainees or supervisees. This was witnessed in the way that the teachers felt that being active members in the DBR-CPD programme enabled them to develop positive influencing practices, forming a supportive culture in which they felt confident, well-equipped, and able to make innovations in their performance. This also responds to the calls in the literature (Widdayati et al., 2021; Martinez-Prieto & Lindahl, 2019; Ellis, et al., 2019; Chernysh et al., 2020; Chan, 20218) to give teachers a major role in training policy and procedures. In addition, the participants' perceptions of themselves as designers of their own teaching materials and innovators in their teaching practices, alongside their commitment to following the official teaching policy represented in the assigned textbook and teacher's guide, reflects a developed sense of resilience resulting from their participation in the DBR-CPD programme. These perceptions are consistent with the findings of Mansfield et al. (2016) who suggests that resilience is an attribute resulting from a structured professional experience in which the teachers are empowered to manage their everyday difficulties and to prepare for their daily classes with new and relevant teaching methods. These views also support what Day (2014) reported in his study, where the resilience of teachers is associated with other positive factors such as professional commitment and job fulfilment since the commitment to utilise the textbook was interpreted as a job commitment in the context of the participants in this study.

In terms of the perception change process, the participants' perceptions addressed three major aspects that determined any shift or change in perception that could result after their involvement in the DBR-CPD programme. These aspects are continuity, diversity, and level of innovation. The aspects of the perception change process as determined by the participants suggest two facts. The first is that change and innovation are so close that it is difficult to identify the two concepts separately during and after the CPD process. This corroborates with the results found by Hoadley (2002) and Henning et al. (2017) who reported that both concepts of change and innovation are viewed or interpreted similarly when teachers are performing within a professional development programme. However, the findings reveal a second fact in school-based CPD where, whether it was perceived as change or innovation, any act made by the teachers during their CPD should be reflected as a procedural action. This was found to be evident in the participants' responses through their constant reference to the procedures and techniques they were applying during the four stages of the DBR-CPD programme. The second fact can be justified in terms of what Maaranen (2009) reported in her study that when teachers act as practitioner researchers, they become more in favour of implementing different teaching pedagogies as part of examining their impact on their students and identifying areas of adjustment in their performance to accommodate possible modifications to their teaching in future.

Finally, despite the overall positive change process of perception that resulted from the DBR-CPD, two major factors appeared to impede its application, specifically time and official recognition. The perceptions indicated by the participants as non-native EFL/ESL teachers of DBR-CPD indicate that making constant changes and developments in their teaching pedagogies is time consuming, especially as their students are EFL/ESL who normally need more time to learn and practice the language. Cabaroglu (2014) corroborates this finding and suggests that it can be resolved by replacing individual innovations with collaborative modifications, as this will also support the language teachers, particularly the non-natives who will feel more secure and confident when initiating the collaborative changes or modifications in their teaching practices. This justification can also be applied to the participants' view of lacking official acknowledgment or recognition as it is necessary for them as non-native speakers of the target language to obtain official recognition to enable them to feel 'eligible' and 'professionally competent' as EFL/ESL teachers. Several researchers (Nguyen, 2017; Jackson, 2017; Song, 2016; Zembylas, 2007) have stated that non-native English speaking teachers prefer to join teacher training programmes with official recognition, such as university courses and professional institutional programmes, because they consider them to be an opportunity for empowerment and getting officially recognised as a practitioner and professional teacher. Conversely, in this study, since the DBR-CPD was not a structured academic course or program but rather a professional participatory model for professional growth, the participating teachers felt that their changes were not officially acknowledged or recognised by their school leadership(s). Therefore, it would be useful to suggest that recognition is added to any DBR-CPD project applied in a non-native English-speaking context so then it acts as an opportunity for extra empowerment among the teachers who serve in that context.

6. Conclusion

The present study, although limited in its generalisability, shows that the adopting of DBS as a form of CPD for EFL/ESL language teachers, especially non-native teachers, is an effective tool to lead a change in perceptions and to promote the growth of applied teaching pedagogies. This was evident in the way they expressed positive attitudes towards using DBR as a mode of training for them as in-service teachers. In addition, the interview responses revealed how the process of change in the perceptions for the EFL/ESL teachers is a complex process that is interfered with by many factors during the professional development period, such as the duration of the programme and level of authority they have when deciding on the teaching interventions. As a result, the DBS-CPD design can be viewed as an effective assisting approach for non-native EFL/ESL teachers to move away from prescriptive stances towards a more autonomous active role. Additionally, the research method followed in this study demonstrates the value of a mixed-methods research design since the quantitative data acted as a compass for exploring the shifting and changing perceptions of the teachers before and after their involvement in the DBR-CPD. Finally, future research in diverse settings and over longer periods of time may contribute to our understanding of how context and time have the potential to affect the process of the changes in perception

during professional development. Correlational studies on self-efficacy and perceptions of change can also be conducted in this regard.

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Appendix 1

Process of data coding and expanding relationships between categories according to Willis (2010) model

Interview questions	Category	Specifics	Themes	Final categories
To what extend has the DBR supported you to improve your EFL/ESL students' literacy skills? [Probe: In what way(s)?]			➢ No need to teach everything in the book	Textbook is just one of the tools for Change
How did you find your experience in using DBR to develop your EFL/ESL students' literacy skills? [Elaboration: Did you like/dislike it? Provide justification(s) for your answer]	Direct impact on students' learning	• Teaching what students really need.	➢ Diversifying teaching according to students' progress and interest than just coverage of the book.	Features of Change in Pedagogical practices:
What skills in particular do you think you have developed as an EFL/ESL teacher during your application of the DBR? [Probe: Explain how and at any stage?	Aspects of professional growth	• Change practice & material without changing the textbook	➢ Change in pedagogical practices doesn't necessarily require change of textbook ➢ Teacher's guide is not the best for professional growth.	➢ Teaching methods must be diverse ➢ Change is frequent
		• Changing teaching strategies means stability in teaching	➢ Stability in teaching requires frequent change in pedagogy ➢ Designing materials comes from immediate practice not ready made for delivery ➢ Change means innovation	➢ Change means Innovation
What issues of concern/challenge have you faced during your implementation of the DBR as a means for your CPD?	Challenges & obstacles	• Adequacy of change in pedagogy to exam preparation	➢ Changing teaching style doesn't necessarily mean no orientation for the exam.	Critical issues related to Change in DBR-CPD: (Exam preparatio

		➢ Change in teaching is time consuming	n, eligibility, teachers as partners)
What aspects that impeded full benefit from implemented interventions? [Probe: How?]		• Credibility/trustworthiness of peers & senior teacher • Guidance vs. supervision	➢ Guidance eligibility ➢ Certification?!
From your point of view, how do you think the DBR approach can be better implemented in future?	Future vision of implementation	• Making teachers participate in designing their CPD programme	➢ Teachers as partners in CPD ➢ DBR should be officially recognized ➢ My role is more than just implementer of the book