The Role of Communities of Practice in Developing Yemeni EFL Teachers' Continuous Professional Development

Wagdi Rashad Ali Bin-Hady
Hadhramout University – Yemen
wagdyrashad@hu.edu.ye

Najat Ahmed Busabaa
Hadhramout University – Yemen
najatbusabaa@hu.edu.ye

Lamis Abdulrahman Hasan Abdullah
University of Aden – Yemen
lamis.eng.edu@aden-univ.net

To cite this paper:

Received: 31/01/2024; Accepted: 07/06/2024, Published: 30/07/2024

Corresponding author: Wagdi Rashad Ali Bin-Hady
Keywords

Communities of Practice; Continuous professional development; Role; Yemeni EFL teachers

Abstract

Teaching is a profession that necessitates continual growth and adaptation. Teachers are tasked with updating their teaching practices to align with evolving methodologies and technological advancements in education. One effective strategy for achieving this is through Communities of Practice (CoP), where educators can collaborate with peers in their subject area, sharing insights and learning from each other’s experiences. This study investigates the perceptions of Yemeni EFL (English as a Foreign Language) teachers participating in CoPs, focusing on how these communities contribute to their Continuous Professional Development (CPD).

The research aims to identify which aspects of CPD are most valued among Yemeni EFL teachers, while also exploring the influence of variables such as gender and years of teaching experience on CPD outcomes. Employing a quantitative approach, data was collected through a validated, close-ended questionnaire comprising 16 items. The questionnaire, validated for reliability with 15 CoP members (Cronbach’s α = 0.872), was administered to 54 CoP participants who engaged in a program facilitated by the British Council in Yemen between late 2022 and early 2023. Statistical analysis using SPSS (Version 23) was conducted to interpret the findings.

The study reveals that Yemeni EFL CoP members reported significant CPD enhancements, with an average score of M = 3.90 attributed to their participation in CoP activities. Specifically, engagement in CoPs received the highest rating among CPD components (M = 4.04), closely followed by Foundation and Specialisation (M = 4.01), with Integration scoring M = 3.65. Furthermore, the study found no significant differences in CPD outcomes based on gender or years of teaching experience among CoP members.

The findings underscore the importance of fostering CoPs among EFL educators to facilitate knowledge sharing and professional development. Additionally, the study recommends that EFL university instructors promote CoP formation among their students to prepare them for successful careers in education. By leveraging CoPs, Yemeni EFL teachers can continuously enhance their teaching practices, staying abreast of advancements in pedagogy and technology, thereby ensuring quality education for their students.
1. Introduction

Innovative EFL teachers understand the importance of continuous self-development to pioneer advancements in teaching methods and classroom strategies (Bin-Hady, 2019). Language instruction is a dynamic process where educators continually refine their skills and teaching approaches to align with technological advancements that enhance the learning experience for both students and teachers (Eshete & Gezahegn, 2023; Yamin et al., 2022). Consequently, EFL teachers adapt their pedagogical practices to meet evolving standards (David & Bwisa, 2013).

Participation in communities of practice (CoP) is widely recognized as one of the most effective methods for enhancing the professional development of EFL teachers (Bostancioglu, 2018; Mai et al., 2020; Kourkouli, 2018; Nematzade et al., 2021). Online CoP serve as platforms where teachers can collaboratively solve problems, share ideas, engage in reflection, and provide emotional support (Mia et al., 2020). This collective approach helps EFL teachers tackle challenges that might be insurmountable alone (Duy...
Continuing Professional Development (CPD) programs organise individual teachers into CoP, fostering a collective impact on the teaching-learning process. This approach recognises the evolving landscape of education, where practices deemed essential a decade ago may no longer suffice (Adey, 2004). Several studies have assessed the impact of CoP on the CPD of EFL teachers.

CPD encompasses a broad array of learning activities that professionals undertake to enhance their skills, focusing on improving interpersonal skills throughout their careers (Campbell et al., 2010). It allows teachers to continuously acquire skills, knowledge, and experiences throughout their careers (Vadivel et al., 2021). Moreover, CPD enables teachers to share best practices aimed at enhancing their engagement in the work environment by uniting them within a CoP.

Continuous Professional Development (CPD) spans from the initial stages of a teaching career until retirement (Alibakhsh & Dehvari, 2015). CPD has been extensively studied across various educational settings. In Indonesia, Utami et al. (2019) examined how CPD involvement correlates with the perceptions and practices of EFL teachers in enhancing English teaching effectiveness. Similarly, in Saudi Arabia, Alshumaimeri and Almohaisen (2017) explored the impact of professional development activities on the teaching practices of Saudi EFL educators. In Iran, Alibakhshi and Dehvari (2015) focused on identifying key developmental activities that enhance Iranian EFL teachers' CPD. These studies predominantly investigate the influence of Communities of Practice (CoP) on the CPD of EFL teachers in general. In contrast, this study distinguishes itself by examining the specific role of CoP in fostering CPD components within the context of Yemeni EFL teachers. Furthermore, the scarcity of research connecting CoP and EFL teachers' CPD in Yemen stresses the importance of exploring this area. Accordingly, the current study aims to address the following research questions:

- To what extent does the CoP program empower Yemeni EFL teachers' continuous professional development (CPD)?
- Which CPD component was perceived as most impactful by Yemeni EFL CoP members?
- Do female members of the Yemeni EFL CoP exhibit greater CPD development in specific components compared to their male counterparts?
- Does teaching experience significantly influence the development of CPD components among Yemeni EFL CoP members?

2. Literature Review

Innovative teachers are keen to continually developing and enhancing both themselves and their teaching practices (Angrist & Lavy, 2001; Grosemans et al., 2015; Kyndt et al., 2016). Over the past two decades, there has been a notable increase in research focused on teachers' Continuing Professional Development (CPD) across various
educational settings (Alibakhshi & Dehvari, 2015; Nasimi & Ghaemi, 2022; Slingerland et al., 2021). The primary emphasis has been and continues to be on equipping teachers with the necessary qualifications for effective teaching and learning. CPD is essential to improve teaching practice, enhance teacher effectiveness, and ensure institutional efficiency (Angrist & Lavy, 2001; Kyndt et al., 2016), enabling educators to address and resolve challenges they encounter in their classrooms. To ensure the success of educational programs, institutions and educational leaders must prioritize improvements in three critical areas: classroom resources, teacher knowledge, and professional skills and competencies. Maintaining a balance between ongoing professional development and the evolving landscape of teaching methods and techniques is crucial (Grosemans et al., 2015; Kyndt et al., 2016).

Teaching is inherently interactive, especially when fostering effective practices and introducing positive challenges to enhance the frequency and quality of the teaching-learning process. Angrist and Lavy (2001) argue that effective teacher training correlates positively with student achievement. This review will delve into two key concepts: communities of practice and the continuous professional development of English language teachers.

2.1 Communities of practice

Meyerhoff and Strycharz (2013) describe Communities of Practice (CoP) as a technique that empowers teachers to embody various principles of teaching practice. CoP is defined by Wenger et al. (2002) as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p. 4). Wenger (1998) proposed the CoP theory of learning, which promotes learning as a collaborative activity rather than an individual task (Morley, 2016).

Many studies have investigated the application of CoP theory in education, particularly within English as a Foreign Language (EFL) contexts (Dowling, 2009; Gil Guevara, 2016; Mai, 2020; Mehdizadeh et al., 2023). For instance, Gil Guevara (2016) examined the impact of technology-mediated CoP via social media on 25 Colombian EFL teachers, revealing that it enhances teachers' Continuous Professional Development (CPD) by facilitating reflection, fostering collaboration, and supporting problem-solving. Additionally, Dowling (2009) explored the influence of online CoP on the professional development of EFL teachers. The study provided a comprehensive guide on utilising the ajarn.com website to support the professional development of EFL teachers in the United Arab Emirates.

Mai (2020) investigated the use of online Facebook groups in Vietnam as Communities of Practice (CoPs) for EFL teachers, surveying 84 participants to analyse group interactions over a period of five months. The study revealed distinct differences between university and school teachers in their perceptions and contributions to activities
and knowledge within these groups. The research endorsed social media platforms as beneficial communities for fostering teaching practices.

Mehdizadeh et al. (2023) conducted a longitudinal study exploring how CoPs influence the identity development of EFL teachers across different stages of their careers, identifying the construction of multiple teacher identities. McArdle and Ackland (2007) emphasised the correlation between learning in educational contexts and the development of CoPs and Continuing Professional Development (CPD).

In the preceding section, we reviewed various studies on CoP theory within the realm of English language learning and teaching. The subsequent section will assess the Continuing Professional Development (CPD) of EFL teachers.

2.2. EFL teachers’ continuous professional development

Continuous Professional Development (CPD) is a process that empowers teachers' classroom management by enhancing learning in real-world classroom situations, thereby improving classroom outcomes (Gray, 2005). This process strongly correlates with students' learning achievements and the overall quality of teaching (Slingerland et al., 2021). CPD equips teachers with new teaching strategies that result in changes in classroom practices, as well as enhancing teachers' knowledge, experiences, and engagement in the learning process (Alibakhshi & Dehvari, 2015; Egert et al., 2018; Fraser et al., 2007; Nasimi & Ghaemi, 2022; Shah, 2011).

The effectiveness of CPD hinges on its ability to positively influence teachers' competence, qualifications, and classroom practices (Fraser et al., 2007). However, without proper implementation of these changes in the classroom, the learning process may not yield optimal results. CPD activities and materials are most effective when they directly align with teachers' competence, engagement, experiences, and classroom practice (Shah, 2011).

According to Egert et al. (2018), CPD involves the “different facilitated learning opportunities to support the acquisition of professional knowledge, skills, and disposition, aimed at the improvement of teaching and, related to this, to beneficial student outcomes” (p. 402).

In the field of English as a Foreign Language (EFL), several studies have evaluated the impact of CPD on teachers' competence (Alibakhshi & Dehvari, 2015; Alshumaimeri & Almohaisen, 2017; Nasimi & Ghaemi, 2022; Utami et al., 2019). Nasimi and Ghaemi (2022) explored how CPD activities successfully improved Iranian EFL teachers' instructional techniques and their attitudes towards CPD. However, Siregar (2018) found that CPD activities may not sufficiently develop teachers' skills in reflection and action in daily teaching. Additionally, Utami et al. (2019) investigated the relationship between activating CPD and aligning teachers' theoretical knowledge with their practical teaching methods, revealing a partial correlation. Alshumaimeri and Almohaisen (2017) examined the usefulness of professional development (PD) activities for Saudi EFL teachers,
highlighting practices such as sharing teaching notes and attending international conferences as significant contributors to CPD.

The primary motivation for this paper is the increasing recognition of Continuous Professional Development (CPD) among EFL teachers. To the best of the researchers’ knowledge, the existing literature has highlighted the significance of this study as the first of its kind to investigate the influence of Community of Practice (CoP) programs on enhancing CPD specifically in Yemen. Previous research has generally discussed the impact of CoP on EFL CPD (Gil Guevara, 2016; Mai, 2020; McArdle & Ackland, 2007; Mehdizadeh et al., 2023) and activities associated with CPD (Alibakhshi & Dehvari, 2015; Alshumaimeri & Almohaisen, 2017; Utami et al., 2019). However, none of these studies have focused on the specific effects of CoP on CPD sub-elements. Furthermore, gender differences and teaching experiences have not been thoroughly explored in previous literature, prompting us to address these gaps in our study.

3. Methodology

3.1 Research Design and Sample

This quantitative study examines the perceptions of Community of Practice (CoP) members who participated in a program sponsored by the British Council spanning four months, from September 2022 to March 2023. Data were collected from CoP members in April 2023 using a Google Form questionnaire. The program appointed ten Yemeni EFL teachers as CoP leaders responsible for training members. Each leader was tasked with training a minimum of 30 members online, either asynchronously or synchronously. At the conclusion of the program, researchers distributed a questionnaire link to the CoP leaders, who then shared it with their respective CoP members.

In total, 54 CoP members responded to the questionnaire, comprising 44 females and 10 males. These participants hailed from diverse regions across Yemen and possessed varying levels of teaching experience, with most having less than five years in the field. They represented both private and public educational sectors. The purpose of the study was explained to the participants, who were informed that the questionnaire aimed to gauge their perceptions of the CoP program and the professional development they gained within its framework. Participation in the study was voluntary, and consent was inferred through questionnaire submission; those not interested in participating did not respond. To uphold participant anonymity, no personal identifying information was requested.

3.2 Research Instrument(s)

Researchers prepared a closed-ended questionnaire to gather data from Community of Practice (CoP) members, structured around the continuous professional development framework outlined in the British Council’s 'Teaching for Success' (2015). The questionnaire comprised two sections. The first section included three questions about participants’ gender, teaching experience, and place of teaching. The second section focused on the four components of CPD: foundation, engagement, integration,
specialization, each consisting of four Likert scale items ranging from strongly disagree to strongly agree (see Appendix 1).

To ensure the questionnaire’s validity and reliability, it was reviewed by three referees experienced in English language teaching. Their feedback prompted adjustments to several items, which were subsequently revised by the researchers. A pilot study involving 15 individuals, who were not included in the final sample, assessed the questionnaire’s comprehensibility. The internal consistency of the questionnaire was evaluated using Cronbach’s Alpha, yielding a coefficient of .87, indicating strong reliability (see Table 1).

**Table 1.**

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.872</td>
<td>16</td>
</tr>
</tbody>
</table>

**3.3 Data collection and Analysis**

**3.3.1 Data analysis**

SPSS was used to analyze the data (Version 23). Several statistical tests were applied including inferential tests like Kolmogorov-Smirnova to check the sample normality of distribution. Table 2 indicates that the two axes; i.e., foundation and specialization are normally distributed (Sig. = .043, .002); while the engagement and integration were not normally distributed (Sig= .057, .200). Mann Whitney test and Kruskal Wallis Test were also used to check where there are differences between variables. Mean scores and standard deviations were also calculated. Therefore, the researchers used the non-parametric test to calculate the differences between the variables.

**Table 2.**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Kolmogorov-Smirnov(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
</tr>
<tr>
<td>Foundation</td>
<td>.122</td>
</tr>
<tr>
<td>Engagement</td>
<td>.118</td>
</tr>
<tr>
<td>Integration</td>
<td>.094</td>
</tr>
<tr>
<td>Specialization</td>
<td>.158</td>
</tr>
</tbody>
</table>
4. Results and Discussion

RQ1: To what extent does the CoP program empower Yemeni EFL teachers' CPD?

To answer this question, the cumulative mean and the standard deviation were calculated. Table 3 indicates that the CoP participated in empowering EFL teachers' CPD. Table 3 indicates that CoP members perceive the program to be highly empowering within their Community of Practice. They scored 3.90 with a Std of .610.

Table 3.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional continuous development</td>
<td>54</td>
<td>3.90</td>
<td>.610</td>
</tr>
</tbody>
</table>

RQ2: What component of CPD was perceived the highest amongst Yemeni EFL CoP members?

Table 4 indicates that engagement was perceived as the highest amongst CPD components. It received a main score of, M= 4.04, Std=.647. Foundation and specialization were perceived with the same perceptions, M=4.01, Std=.743 and M=4.01, Std=.659 respectively. Finally, integration was perceived the least to be developed in the CoP program. It received a mean score of 3.65 and a standard deviation of .682.

Table 4.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>54</td>
<td>4.01</td>
<td>.743</td>
</tr>
<tr>
<td>Engagement</td>
<td>54</td>
<td>4.04</td>
<td>.647</td>
</tr>
<tr>
<td>Integration</td>
<td>54</td>
<td>3.65</td>
<td>.682</td>
</tr>
<tr>
<td>Specialization</td>
<td>54</td>
<td>4.01</td>
<td>.659</td>
</tr>
</tbody>
</table>

RQ3: Do Yemeni EFL female CoP members develop more CPD than males in CPD components?
Table 5 indicates that male and female CoP members reported relative perceptions of their CPD. In the components of foundation and engagement, female CoP members scored a little bit higher than male CoP members, M=4.03, Std=.782 and M=4.04, Std=.660 respectively. On the contrary, in the last two components, males scored higher than females. In, integration, the males scored, M=3.75, Std =.645 whereas females got, M= 3.63, Std =.695, and the same is in specialization, where male CoP members scored, M=4.01, Std =.677 whereas the females CoP members scored M=4.02, Std =.606. No significant differences were reached as the Asymp. Sig.(2-tailed) mounted higher than .05.

Table 5.
Perceptions on the role of CoP program in developing their CPD by gender

<table>
<thead>
<tr>
<th>CPD variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Z</th>
<th>Asymp. Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Female</td>
<td>44</td>
<td>4.03</td>
<td>.782</td>
<td>-.707-</td>
<td>.480</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
<td>3.92</td>
<td>.565</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>Female</td>
<td>44</td>
<td>4.04</td>
<td>.660</td>
<td>-.067-</td>
<td>.946</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
<td>4.02</td>
<td>.617</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Integration</td>
<td>Female</td>
<td>44</td>
<td>3.63</td>
<td>.695</td>
<td>-.674-</td>
<td>.500</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
<td>3.75</td>
<td>.645</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Specialization</td>
<td>Female</td>
<td>44</td>
<td>4.01</td>
<td>.677</td>
<td>-.034-</td>
<td>.973</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>10</td>
<td>4.02</td>
<td>.606</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

RQ4: Does teaching experience have a significant impact on developing the CPD components of Yemeni EFL CoP members?

Table 6 shows that the CoP program has no significant difference in the development of EFL teachers' CPD component attributable to their teaching experience. Foundation scored .098, engagement amounted to .149, integration scored .147 and specialization got .073. The Sig values of all four components are higher than the significant value of .05.

Table 6.
Teaching experience impact on developing EFL Yemen CPD teachers

<table>
<thead>
<tr>
<th>Teaching years of experience</th>
<th>CPD variables</th>
<th>Foundation</th>
<th>Engagement</th>
<th>Integration</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>Main ranks</td>
<td>18.70</td>
<td>19.75</td>
<td>21.00</td>
<td>19.93</td>
</tr>
<tr>
<td>6-10</td>
<td>30.46</td>
<td>28.54</td>
<td>28.17</td>
<td>30.04</td>
<td></td>
</tr>
</tbody>
</table>
According to the perceptions of participants in this study, the Community of Practice (CoP) program sponsored by the British Council in Yemen between September 2022 and March 2023 significantly contributed to the professional development of Yemeni EFL teachers. The program facilitated the enhancement of teachers' professional and specialized knowledge in new technologies, thereby promoting and advancing their teaching practice. Additionally, it enabled teachers to acquire new skills relevant to their specialization and to familiarize themselves with effective teaching strategies. This positive outcome can be attributed to the collaborative efforts among CoP members and their interactions with a designated CoP leader, where they actively exchanged ideas within the community. These findings are consistent with previous research (e.g., Dowling, 2009; Gil Guevara, 2016; Hazaea, 2019; Mai, 2020; Mehdizadeh et al., 2023). For instance, Gil Guevara (2016) demonstrated that technology-mediated CoPs facilitated the CPD of Colombian EFL teachers by promoting reflection, collaboration, and problem-solving. Similarly, Mai (2020) highlighted how Facebook groups enabled teachers to share activities and knowledge related to EFL teaching. Furthermore, Mehdizadeh et al. (2023) reported that CoPs significantly impacted the identity development of EFL teachers. The study recommends leveraging social media platforms as effective communities for enhancing teaching practices based on these findings. This study also investigates the role of Communities of Practice (CoP) in enhancing the Continuing Professional Development (CPD) of EFL teachers. The findings highlight that engagement was identified as the most crucial CPD sub-component. Most participating teachers perceive CPD as integral to their professional growth and have had positive experiences with CoP. However, government policies dictating the location of CPD events have minimized teachers' interest in participating (O’Connell, 2010). Moreover, the study demonstrates how CoP has enhanced the engagement skills of Yemeni EFL teachers, who often view CPD as essential for adapting to change (Knight, 2002). Foundation and specialization emerged as the second most developed sub-components through CoP, fostering professional connections and enhancing individual educational practices. Our findings indicate that the impact of CoP on EFL teachers' development is consistent across genders and teaching experience levels. Both male and female teachers equally benefit from CoP, which provides a platform to share ideas and address common challenges. This aligns with findings by Bin-Hady et al. (2020), who observed similar
gender-neutral technology-based language learning strategies among students in Saudi Arabia and Yemen, and with Zabaniotou et al. (2022), who highlighted the equitable developmental potential of CoP across various contexts.

These insights underscore the importance of fostering CoP among EFL teachers in Yemen, advocating for district-level or even nationwide communities. Novice teachers, in particular, can leverage these communities to develop their teaching practices by discussing challenges and exploring solutions with peers. Additionally, these findings are crucial for organizations involved in supporting developing countries or those facing crisis situations. Such organizations could train CoP leaders among teachers, who can then disseminate knowledge and skills nationwide.

5. Conclusion and Recommendations

Communities of Practice (CoP) provide a vibrant platform for EFL teachers to exchange teaching ideas, acquire new skills, and deepen their knowledge in the field. By engaging with peers who share a common professional background, educators enhance their teaching practices and expand their expertise. Each member, empowered with autonomy, contributes unique ideas that enrich the collective learning experience.

Participation in CoPs allows teachers to stay updated with evolving pedagogical approaches, fostering continuous professional development (CPD) that directly benefits student engagement and learning outcomes. This study highlights the significant role of CoPs in the professional growth of Yemeni EFL teachers. It reveals that CoPs contribute substantially to advancing teachers through foundational learning, increased engagement, integration of new methodologies, and specialization in specific areas.

Interestingly, the benefits of CoPs extend equally to both male and female educators in Yemen, regardless of their prior teaching experience. This inclusive environment proves crucial in contexts where formal training programs are lacking, such as regions affected by conflict or institutional challenges. Collaboration within CoPs serves as a remedy, bridging gaps left by limited access to workshops and professional development initiatives.

It is essential for higher education institutions to nurture and promote a culture of CoPs among their faculty members and future educators. By instilling this collaborative mindset early on, universities can cultivate a supportive network that students can carry forward into their careers, ultimately benefiting their students' educational experiences.

While this study employed a quantitative approach, future research could explore mixed methods to capture a more comprehensive understanding of CoP dynamics and impacts. Additionally, there is a need to consider accessibility issues, such as internet connectivity, which can affect participation in CoPs, especially in remote or under-resourced areas. Evaluating CoP leaders' perspectives on program efficacy and content relevance should also be a priority for further investigation.
References


Appendix (I)

Dear CoP members!
We have a research study which aims to check the role of the training course you received during the previous months under the sponsorship of the British Council on your continuous professional development. The questionnaire consists of four stages of development.

Part 1: Dimorphic information
Please choose one of the alternatives.

A- Your gender:
   - Female
   - Male

B- Are you working in:
   - Private institution
   - Public
   - Both
   - Not working yet

C- Your teaching years of experience:
   - Less than 5
   - 6-10
   - 11-15
   - 16-20
   - 21-25
   - More 25
### Part 2
Please choose the alternative which suits your level of agreement

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CoP training course developed my knowledge in basic teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course improved my knowledge of language skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course developed my confidence in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course provided me with the knowledge to apply in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course encourages me to participate in teaching online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course encourages me to share my knowledge of teaching with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course encourages me to solve problems I face while practising teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course encourages me to teach in institutes or private schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of participating in the CoP training course, I feel like I am a qualified teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of participating in the CoP training course, I feel I am able to teach professionally.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of participating in the CoP training course, I feel I do not need extra educational courses any more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of participating in the CoP training course, I feel I am a model in teaching to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course guided me to provide information to other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course guided me to answer any questions from other teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course guided me to give some advice to teachers when they need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CoP training course enabled me to give some references to teachers to develop their level of knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgements
We would like to thank our CoP members who responded to the questionnaire.

Authors’ Biodata
Dr. Wagdi Rashad Ali Bin-Hady is an Associate Professor of Applied Linguistics at Hadhramout University, within the Faculty of Education, Humanities, and Applied Sciences in Socotra, Yemen. His research interests encompass communicative competence, AI-based learning, translation studies, and linguistic landscape analysis. Bin-Hady has authored numerous research papers published in Scopus and Web of Science journals and serves as a peer reviewer for several academic journals.

Najat Ahmed Busabaa is a Professor of Applied Linguistics in the Department of English Language at Women's College, Hadhramout University, Yemen, where she also serves as the Dean. Her research interests include Applied Linguistics, English Language Teaching (ELT), Phonetics and Phonology, Sociolinguistics, and Contrastive Linguistics.

Lamis Abdulrahman Hasan Abdullah is an Associate Professor of English with a PhD in TESOL from the University of Science Malaysia, awarded in 2015. She is the Head of the English Department at the Faculty of Education, Aden, Yemen. Her areas of expertise include TESOL, Applied Linguistics, Discourse Analysis, and Sociolinguistics.

Authors’ contributions
Dr. Wagdi Rashad Ali Bin-Hady has written the introduction, methodology, results, discussion and conclusion. Dr. Najat Busabaa has written the literature review and made a copy editing of the manuscript. Dr. Lamis Abdullah has prepared the instrument, collected data and participated in proofreading.

Declaration of conflicting interest
The authors declared no conflicts of interest with respect to the research, authorship, and/or publication of the article.