Exploring EFL Teachers' Continuing Professional Development (CPD) at Private Institutes in Yemen

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Abstract

Continuing Professional Development (CPD) is an important component of teacher professional development because it helps teachers improve their knowledge, skills, and practises. Yet, it is not always simple for teachers to take advantage of CPD opportunities, especially in developing countries where resources and support may be scarce. This study aimed to explore the perceptions of CPD among EFL teachers who are employed at private language institutes (PLIs) in Yemen. The study adopted a mixed-method approach for the data collection and analysis. The results of both a questionnaire and interviews showed a diversity of perceptions. While EFL teachers valued CPD for professional development, they noted a number of difficulties and impediments to CPD opportunities in their teaching contexts, such as a lack of time, support, and suitable chances for CPD. The findings have implications for teachers' professional development in private institutes in Yemen and similar contexts.

Keywords: Private Institutes, EFL teachers' perceptions, Continuing Professional Development

Introduction

A famous saying goes, "success is not final, failure is not fatal: it is the courage to continue that count." The profession of teaching comes within this principle. It is a profession wherein teaching programs witness success and failure. For this reason, the profession is always subject to reform and constant updates. It undergoes changes due to several variables. Continuing Professional Development (hereafter CPD) is a frequent term that all teachers and education policymakers are concerned with. Arguably, participation in CPD opportunities results in a variety of benefits, not only for teachers but also for the students they teach (Al-Bakri & Troudi, 2020; Alghamdi et al., 2020; Earley, 2010; Sum et al., 2018; Vadivel et al., 2021; Zhang et al., 2021). When it comes to CPD in the Yemeni EFL context, there is scant literature on CPD for EFL teachers in Yemen. However, some studies have explored related topics.

For instance, Al Kadi and Ali (2022) discussed the ELT in private language institutes with a focus on the experiences, challenges, and requirements of teachers within the local context. The results indicated inconsistent teaching practices across PLIs, with individual institutions independently choosing their instructional resources. The current syllabi predominantly revolve around textbooks and examinations, with instructors primarily focusing on assessing their students. Consequently, the testing process largely dictates the course schedule and instructional methods. It is essential that EFL teachers across all academic institutions receive a comprehensive training overhaul that is centred on ELT principles and practices. This training should encompass various topics, including classroom management, pedagogical approaches, and educational philosophies. The research suggested that teacher training programmes should encompass a broader range of subject matter, including ethical considerations within the ELT profession, current methodologies and trends, fostering student autonomy, and incorporating innovative pedagogical techniques.

In light of the CPD scenario in Yemen, it is important to enrich our understanding of how Yemeni private institutes' EFL teachers perceive CPD better to understand the CPD-related challenges and opportunities in this setting, a starting point for reform.

Teacher CPD

The term CPD refers to continuous learning activities that enhance individuals' knowledge, skills, and competence (Agusta, 2021; Tyagi, 2021; Widayati, 2021), organisations' growth and improving schools (Earley, 2010). It is an essential component of teacher professional development because it lets teachers stay abreast of the most recent research and best practices in their respective fields. This is especially crucial for EFL teachers, who may be dealing with the additional difficulty of teaching a language that is not their mother tongue (Gan, 2013). Several studies have examined CPD and its impact on educators' competence (Alemayehu, 2021; Abbas et al., 2021). In particular, the value of teacher-learning communities has been increasingly acknowledged as a place for teachers to network and improve their practice (García-Martínez et al., 2020). Such groups can encourage CPD and reflection (Parker et al., 2021) among teachers. As a result of scarce materials and support, CPD can be especially difficult in the context of developing countries (Bernadine, 2019). This is especially true for self-funded institutes, which may experience further budgetary restraints. Professional growth possibilities and constraints in Yemeni private EFL institutions can be better understood by gaining insight into EFL teachers' experiences and perspectives.

Based on previous findings, CPD increases teachers' linguistic competence (Cejudo et al., 2017) and boosts their self-confidence and motivation (Ju-yeon, 2015). Moreover, it can aid EFL teachers in implementing more efficacious pedagogical approaches, thereby enhancing students' academic achievements. However, research also highlights various difficulties and challenges that prevent EFL teachers from participating in CPD programmes. The lack of supportive school leadership (Geldenhuys & Oosthuizen, 2015; Al-Bakri & Troudi 2020), time and financial constraints, and a lack of pertinent professional development opportunities (Butt et al., 2021) are all factors. These difficulties often take on a greater significance in the context of developing countries due to scarce resources and support. In addition to the difficulties teachers face individually, systemic factors may influence their engagement in CPD. The

educational system may prioritise the professional development of teachers, or there may be a need for more core need for mercies and practises about CPD.

Previous Studies

CPD has been identified as a crucial component of teacher professional development because it assists teachers in improving their knowledge, skills, and practices. According to Powell et al. (2003), CPD results in improved student learning outcomes and increased teacher effectiveness. However, in under-resourced contexts, teachers need help to take advantage of CPD opportunities.

Boset et al. (2017) highlighted the importance of teachers possessing a high level of teaching competence. Specifically, the research investigated the correlation between the level of competence and the motivation of English as a Foreign Language (EFL) teachers operating in public secondary schools in Yemen. The study's findings indicated that while the EFL teachers exhibited a praiseworthy level of competence, their motivation for the job was moderate. It is noteworthy that the data revealed a strong and statistically significant positive association between the teachers' competence and their enthusiasm for their teaching roles. Consequently, prioritising and nurturing teaching competence among teachers is indispensable for enhancing their job motivation and overall efficacy in the classroom.

Fakir (2022) provided an analysis of the assessment methodologies employed by a cohort of EFL teachers in the instruction of grammar to pre-intermediate level students within the context of the Amideast-Yemen Intensive English Language program located in Aden. It was found that EFL teachers demonstrated a proficient comprehension of efficient assessment practices and applied their expertise to monitor the advancement of their students' grammatical proficiency.

Al-Jaro and Asmawi (2018) examined the reflective practice of a student-teacher from a university during her practicum at a secondary school in Yemen, with a focus on the context of teaching EFL. The study explored the methodologies and strategies utilised by a student teacher to assess her pedagogical approach with the aim of augmenting her professional development. The findings suggest that the student teacher made a deliberate effort to examine her teaching methods, particularly in domains where she faced difficulties. Nonetheless, the investigation also revealed inadequate support from the supervisors in terms of promoting the student teacher's capacity for reflecting on her teaching practice.

Saleh (2022) investigated using authentic materials to enhance teachers' pedagogical practices in teaching EFL grammar to first-year students at Abyan University, located in the southern region of Yemen. Findings indicated that a majority of EFL instructors possess a favourable perspective regarding the utilisation of authentic materials in the instruction of grammar.

Al-Jaro et al. (2020) studied the supervisory support received by EFL student teachers during practicum in Yemen. In Yemen's EFL teaching practice, supervisors and mentor instructors rarely interact, which affects student teachers' teaching experience and deep learning. Limited supervisory support affects student instructors' pedagogical practices, resulting in low teaching engagement. The study participants received inconsistent pedagogical help. Supervisory support helped student teachers' classroom management.

Malik et al. (2022) uncovered the overall perceptions of EFL teachers and the disparities in perceptions among EFL teachers at the primary, middle, and high school levels in Balochistan, Pakistan. The study focused on various aspects, including motivation, attitude, continuous learning, and factors that impact the professional development of EFL teachers. The findings suggest no statistically significant variations in teachers' viewpoints concerning the variables influencing their professional growth, motivation, ongoing education, and attitudes. According to Malik et al., at least one CPD activity should be mandated annually for each EFL instructor to enhance their professional growth. The article underscores the significance of CPD for educators in enhancing their competencies, expertise, and pedagogical approaches.

Vadivel et al. (2021) determined the perceptions, attitudes, and feedback of 83 EFL teachers from diverse socioeconomic, multicultural, educational, and disciplinary backgrounds. Findings indicate that teachers assume responsibility for their own professional development.

However, to achieve optimal results, they require opportunities for collaborative learning, reflective pedagogy, and a sense of collegiality to remain abreast of the international benchmarks in the field of education.

Khaksefidi (2015) suggested that an effective EFL teacher should encourage students to correct each other's writing. The research revealed a lack of correlation between gender, age, experience, and the responses provided in the survey. The analysis yielded thirteen components, encompassing both linguistic and non-linguistic factors. A significant proportion of the respondents concurred with the criteria presented in the survey. The study culminates by presenting a theoretical framework for effective EFL instruction in the context of Iran.

The results of this line of CPD studies in the EFL context have shown several positive outcomes, including higher levels of confidence (Sum et al., 2018) and intrinsic motivation (Anitasari & Retnawati, 2018; and Zhang et al., 2021), enhanced language competence (Vadivel et al., 2021), and more effective teaching strategies (Botham, 2018). On the other hand, participants encounter some obstacles when trying to engage in CPD. Time and money constraints (Tobondo & Retnawati, 2018), a lack of support from school leadership (Geldenhuys & Oosthuizen, 2015), and an absence of suitable opportunities for CPD (Eroğlu & Kaya, 2021) all play a role. Therefore, teachers have positive perceptions of teacher professional development programmes, but the programmes need to be improved to meet their needs (Phetla & Newman, 2020).

Within this landscape of previous CPD research, the gap lies in the lack of studies specifically exploring EFL teachers' perceptions of CPD at private institutes in Yemen. While there is some research on CPD in general and in other similar contexts, there is a need to understand the specific perceptions, attitudes, and experiences of EFL teachers in private institutes in Yemen. In the country, some programmes are sponsored and organised by the British Council. These programmes include different projects. Unfortunately, no related publications focusing on Yemen have been published yet. The current investigation departs from a necessity to understand EFL teachers' prior experiences with and perspectives on CPD, given the significance of CPD for EFL instructors and the potential obstacles they may encounter when trying to participate in CPD opportunities. It specifically homes in on the context of private institutes in Yemen, which play a vital role in the education of English language learners. By understanding the opportunities and obstacles presented for professional development within these institutes, it will be possible to inform practices and policies related to the CPD of teachers in Yemen and other contexts with similar characteristics.

Research Questions

The study addressed the following two questions:
1. What are the CPD opportunities offered for EFL teachers in Yemen private institutions?
2. What are the common obstacles of professional development within these institutes?

Method

This study employed a mixed-methods approach combining a qualitative and a quantitative approach to investigate the views of EFL instructors employed at PLIs in Yemen concerning their CPD. This triangulation of approach and data integration from diverse sources enables a more comprehensive analysis of the research problem. This is a descriptive study in which qualitative data can offer comprehensive insights into the experiences and perceptions of the participants, whereas quantitative data can provide statistical evidence.

Participants

EFL teachers working at private institutes in Yemen were a part of the study's participant pool. The sample consisted of twenty-eight teachers selected to include a convenient sample of instructors with varying degrees of teaching experience and who worked in various educational settings. The sample was recruited in two rounds. The first round included responding to the questionnaire and the second to an interview. Only four teachers out of the 38 volunteered to participate in the interview. The teachers were of an age average of 24. Regarding gender, 12 were female, and 16 were males, residing and working in the Governorate of Taiz.

Instruments

A questionnaire and semi-structured interviews were used for data collection. The survey was administered to all participants and comprised a combination of open-ended and closed-ended questions. The questions pertained to the participants' individual experiences and perceptions of CPD at their respective institutions. Only four participants volunteered to provide their viewpoints on CPD in PLIs in Yemen, and semi-structured interviews were conducted with them as they were the only ones who had a good internet connection that enabled successful online interviews. Each interview lasted for about 30 minutes, and English was the language of all the interviews.

Data Analysis

In order to investigate the research aims, this study made use of a combination of different research methods. The SPSS was used to analyse the quantitative data gathered from the distributed questionnaires. The use of both quantitative analyses using SPSS 25 and thematic analysis for both the qualitative data from the questionnaires and the semi-structured interviews allowed for a full assessment of the research questions and expanded the depth of understanding of the study phenomena. This was accomplished by combining these two types of analysis. The data were analysed using thematic analysis, a technique for identifying, analysing, and presenting patterns evident in the data.

The responses to the questionnaire as well as the interviews were transcribed using otter.ai—an AI-driven platform that instantly transcribes audio and video recordings into precise, searchable, and editable text, facilitating effortless review, search, and sharing of meeting notes, interviews, lectures, and other spoken content. Then, the responses were proofread, reviewed and coded according to a predetermined set of themes derived from the research questions and the relevant literature. Following the coding of the data, it was necessary to conduct an analysis to identify themes and patterns within the participants' perceptions of CPD at private institutes in Yemen.

Descriptive statistics (mean, standard deviation, and frequencies) were calculated to summarise the questionnaire results concisely. In addition, the open-ended questions in the questionnaire and the semi-structured interviews were analysed through the lens of a thematic approach, deriving insights from the qualitative data gathered from these two sources. Extracting themes and patterns from the qualitative data required a process that comprised the methodical identification and categorisation of concepts. The technique of theme analysis was made more rigorous and reliable by the participation of multiple researchers, each of whom conducted their own independent evaluation and analysis of the qualitative data.

Results

The data depicts the outcomes of a survey in which respondents were requested to evaluate their experiences and viewpoints regarding CPD activities they had participated in. It is based on a 5-point scale, with 1 representing significant disagreement and 5 representing strong agreement. The study's results, which aimed to investigate the teachers' perceptions of continuing professional development (CPD), are presented in the following section. In order to collect the necessary information, we used a questionnaire that contained both open-ended and closed-ended questions, in addition to conducting semi-structured interviews. The responses to the open-ended and closed-ended questions gave quantitative data, while the open-ended questions and interview responses supplied qualitative insights. Responses to the open-ended questionnaire and the data from the semi-structured interviews were put through a thematic analysis, allowing for the discovery and investigation of recurring themes and patterns. The findings obtained from this in-depth research study provide extremely helpful insights into teachers' perspectives on CPD.

To begin with the results obtained from the questionnaire, Table 1 demonstrates that the entire PD experience was rated with a mean score of 3.46 out of 5, indicating that attendees have had a generally positive experience of the CPD activities. The statistical analysis reveals that the PD attendees' overall experience has a standard deviation of 0.576, suggesting a moderate degree of variability in the responses. The participants reported a mean score of 3.71 (out of 5) in response to the impact of professional development experiences on their

teaching practices. This suggests that PD yielded a positive impact on their instructional practices. The standard deviation of 0.460 for the impact of professional development experiences on teaching practice indicates a high level of agreement among the participants.

Table 1. *Teachers' Perceptions of CPD*

		N	Mean	Standard Deviation
1	What has been your ultimate impression of professional development activities?	28	3.46	.576
2	My experiences in professional development have had an impact in some way on my actual classroom teaching.	28	3.71	.460
3	The professional development program I attended instilled a strong motivation to apply the knowledge and skills acquired.	28	3.68	.476
4	I am able to maintain the changes made to my classroom teaching.	28	3.43	.504

Regarding the third and fourth items in the table, the mean score of 3.68 for motivation to practise the knowledge and skills learned from the PD indicates that participants are generally inclined to apply what they have learned from the professional development program. The data reveals that the standard deviation for the motivation to practise the knowledge and skills acquired from the professional development attended is 0.476. This value suggests that the responses exhibit a moderate level of consistency. The mean score of 3.43 pertaining to the capacity to maintain changes in pedagogical approaches indicates that the respondents possess a moderate level of proficiency in sustaining the changes made to their teaching methodologies. The variability in responses regarding the capacity to maintain changes in teaching practice is significant, as evidenced by the standard deviation of 0.504.

An overview of the assessment methods employed by a cohort of teachers to self-evaluate their pedagogical performance is displayed in Table 2. The table presents a comprehensive overview of five distinct modes of evaluation, along with the corresponding frequency of utilisation reported by teachers. Twelve teachers used the "feedback from classroom observation" method as their primary approach. This implies that the teachers in focus undergo classroom observation and receive constructive evaluations of their instructional delivery. The second approach delineated in the study is "self-reflection", reportedly employed by 18 teachers. This suggests that teachers actively participate in self-reflection to assess their pedagogical approach. Teachers can self-reflect and evaluate their pedagogical approaches, instructional designs, and learner engagement. The third enumerated approach is "enhancement in the academic achievement/evaluation" and was similarly documented by 18 teachers. The statement posits that teachers assess their pedagogical methods by gauging the progress of their students' scholarly achievements or evaluations.

Table 2. *Teachers' assessment of their practice*

	Assessment Methods	No. of teachers
1	Classroom observation Feedback	12
2	Self-reflection	18
3	Improvement in student assessment/performance	18
4	Feedback from Students	1
5	Discussions with other colleagues	1

The fourth technique enumerated is "Ss feedback", ascertained to have been reported by a solitary teacher. This suggests that only one teacher reported actively soliciting feedback from their students. One teacher reported that the fifth and ultimate method listed is "discussion with other teachers". This finding implies that a solitary teacher communicated having engaged in discourse with fellow instructors to evaluate and enhance their pedagogical approach. The table provides an overview indicating that the educators within this cohort employ diverse approaches to assess their pedagogical practices. The most

frequently cited methods include self-reflection and enhancing student performance through self-improvement.

Major Obstacles

Based on the feedback provided by teachers in response to the inquiry, What obstacles or complexities did you encounter while attempting to implement the newly acquired knowledge or expertise from the professional development program you participated in? Several potential patterns and themes have been identified.

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                    │     Thematic Analysis of Obstacles    │
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    │     Time     │ │ Insufficient │ │   Student    │ │ Practice and │
    │  constraints │ │   resources  │ │   factors    │ │  confidence  │
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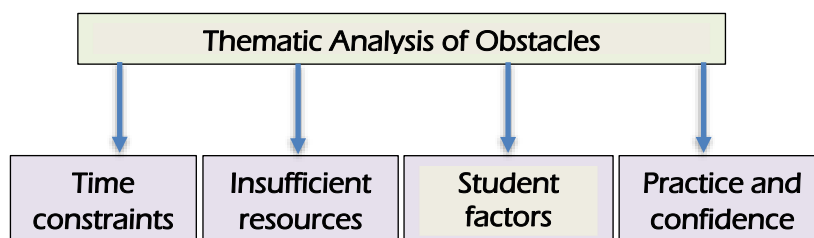
Figure 1. Obstacles of CPD in the Yemeni Context

As for time constraints, numerous teachers have reported inadequate time to apply the knowledge and skills acquired from the professional development workshops. For example, one teacher stated, "Time isn't enough to implement what I have learned from the sessions". Another teacher said, "Timing, new skills need to be measured many times, and manage the whole activity, the materials, etc.". Besides, several teachers admitted that they had insufficient resources because they claimed they did not have access to the appropriate materials to put their newly acquired expertise or knowledge into practice. For example, one teacher said, "Lack of resources, strict classroom rules proposed by supervisors which limit the teacher's freedom to practise what they learned in the PD." Another teacher said, "Materials are not enough in Yemen."

There are obstacles related to students. Several teachers reported that they faced challenges or difficulties related to their students' level, attitude, culture, or environment. For example, "The level of the SS," "Ss attitude, they have an old traditional style of receiving the new methods," "Dealing with technology, I think most of ss don't want to work with technology or maybe their culture," and "The environment that some students come from" were some of the challenges or difficulties that were mentioned. When I attempt to use certain brand-new techniques, I discover that it is not possible for me to do so". What is more, practice and confidence. A few teachers responded that they required further practice or confidence before they could successfully apply the newly acquired skill or knowledge. For example, they said things like, "Not too much, but sometimes I feel that I need to do it many times to feel that I can do it well" and "I should practise more."

According to these themes and trends, it appears that teachers confront various obstacles or difficulties while attempting to put the new skill or knowledge they gain from the attended CPD programme into practice. They also imply that in order for teachers to overcome these problems or difficulties and develop their reflective practice, they require more assistance, guidance, and feedback from their supervisors, colleagues, and trainers.

Interview Findings

According to the findings of this research, EFL instructors working in private institutes in Yemen have contradictory opinions regarding CPD. They generally agreed that CPD is vital to their growth as professionals and can potentially improve classroom practices and students' final outcomes. On the other hand, they also noted many obstacles and barriers that prevented them from taking advantage of CPD programmes.

Participants' increased knowledge and skills, enhanced teaching practices, and boosted confidence and motivation were the most frequently cited benefits of CPD. For instance, one participant (Participant 1) remarked that "training workshops are useful to teachers in a way that develops their performance in classrooms". To quote another participant, "...I really developed my way of teaching in class and varied my ways of teaching". Participant One

commented again, "At the beginning of my career, like in 2011, I was just like a traditional teacher. And once teaching classes, like, as every teacher does, and then my supervisor... my chairperson prepared a workshop on using games effectively in classes, and how to adapt, like, fun into our classes. And from that time on, my classes became more interesting. And really, I enjoy being in class".

Having said that, the teachers also identified a number of challenges and barriers that prevent them from participating in CPD opportunities. Many of the participants mentioned that they were unable to attend CPD events due to their hectic schedules, which was the obstacle that was mentioned the most frequently. A shortage of financial resources, a lack of support from their institutes, and an absence of appropriate opportunities for CPD were also among the obstacles. The institute administration decides on training workshops based on classroom observations, which do not accurately express the needs of teachers. One of the participants (Number 3) commented, "They attend as a... like a peer observation, but it's like supervisors attend with some classes. So, they attend some classes and take notes. And based on those notes, they decide on a training workshop".

It was found that a number of different factors influenced teachers' participation in professional development opportunities. Among these were the availability of monetary support, the significance and calibre of the CPD event, and the degree of assistance provided by their respective institutes. Teachers were more likely to participate in CPD opportunities if they received financial support and had positive interactions with their respective institutes.

The most often reported benefits of CPD were participants' increased knowledge and abilities, enhanced teaching methods, and boosted confidence and drive. For example, Participant 1 commented that CPD "training workshops are useful to teachers in a way that develops their performance in classrooms." Participant 2 also noted, "...I really developed my way of teaching in class and varied my ways of teaching." Participant 1 further remarked, "At the beginning of my profession, like in 2011, I was just like a traditional teacher. Once teaching lessons, like any teacher does, and then my supervisor... my chairperson arranged a workshop on using games effectively in classes, and how to adapt fun into our classes. From that time on, my classes were more interesting. And frankly, I adore being in class."

However, the instructors cited various obstacles and barriers prohibiting them from participating in CPD programs. The most commonly reported issue was their tight schedules. Other impediments were a shortage of financial resources, a lack of support from their institutes, and an absence of adequate CPD opportunities. Participant 3 noted, "They [supervisors] go as a... like a peer observation, but it's like supervisors attend some classes. So, they attend certain classes and take notes. And based on those notes, they decide on a training workshop." This shows that training courses are not developed based on instructors' expressed needs.

Teachers' engagement in professional development was influenced by numerous factors, including the availability of monetary support, the perceived value and quality of the CPD event, and the degree of assistance from their institutes. Teachers were more motivated to participate in CPD when supplied with financial support and positive involvement with their institutes.

Discussion

The results of this study illuminate the value of CPD for EFL teachers in private institutes in Yemen and the barriers they face in taking advantage of CPD opportunities. These results have far-reaching implications for future training of educators in private institutes in Yemen and elsewhere. First, the results highlight the significance of offering EFL teachers more targeted and specific opportunities for CPD. This study's participants cited a shortage of relevant CPD opportunities as a major disincentive to taking part. This highlights the significance of providing CPD opportunities for EFL teachers tailored to the interests and needs of EFL teachers, as well as the need to consider the local context in which these teachers work. Second, the findings demonstrate the requirement for increased support for EFL teachers to participate in CPD opportunities. This includes making allowances for teachers' busy schedules and covering the costs associated with their attendance at CPD events. In addition to organising CPD events, institutes should provide teachers with follow-up support and guidance to assist them in applying the knowledge they have gained in the classroom. Thirdly,

the findings point to the necessity of a more comprehensive approach to teachers' professional development, considering the myriad of factors that influence teachers' participation in CPD opportunities. This requires considering the role that school leadership plays in fostering and promoting CPD and the impact that more significant educational policies and practices have on the CPD of teachers.

In short, the current study's findings shed light on the significance of CPD for EFL instructors working in private institutes in Yemen and the difficulties and challenges that these instructors face when trying to take part in CPD opportunities. Understanding these perceptions and experiences can inform policies and practices related to teacher professional development in private institutes in Yemen and similar contexts. The findings may be used to improve teacher professional development programmes at private institutes in Yemen and other countries with similar educational systems.

Based on these findings, there are several recommendations for further research and practice. More research would better lead to understanding the specific CPD needs of EFL teachers working in private institutes in Yemen, as well as the strategies that have proven to be the most effective in meeting those needs. Examining the role that teacher learning communities play in support of CPD and the impact of various types of CPD interventions on teachers' practises and their students' learning outcomes are examples of what this could entail. In terms of motivation, EFL educators should be incentivised to participate in CPD activities. This could include providing financial support to cover the costs of attending CPD events and offering flexible scheduling to accommodate teachers' already packed schedules. After teachers have participated in CPD events, institutes must continue to provide support and guidance to those teachers to assist them in incorporating the new skills and knowledge they have gained into their teaching practices.

Conclusion

This study explored the perceptions of EFL instructors working in private institutes in Yemen regarding CPD. The findings indicated that teachers have had mixed perceptions of CPD. They recognised the value of CPD for their professional development and the benefits it can bring to their teaching practices and student learning outcomes. However, they also identified a variety of challenges and barriers to participation in CPD opportunities, such as a lack of time, a lack of financial resources, and a lack of appropriate CPD opportunities. By gaining an understanding of these perceptions and experiences, it will be possible to inform practices and policies related to the professional development of teachers working in private institutes in Yemen and other contexts with similar characteristics. The findings of this study indicate that EFL teachers working in private institutes in Yemen are aware of the value of CPD for their own professional growth; however, they face a number of challenges and barriers that prevent them from participating. Understanding these perceptions and experiences can help inform practices and policies related to the CPD of teachers in private institutes in Yemen and other contexts with similar characteristics.

Disclosure Statement:

I hereby declare that research ethics and citing principles have been considered in all the stages of this paper. Thus, I take full responsibility for the content of the paper in case of dispute.

Ethics Statement

I confirm that the manuscript has been created by the authors and not an AI tool/Large Language Model (LLM). I am fully responsible for the content of the manuscript and am thus liable for any breach of publication ethics.

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