

Factors Influencing Participation Level in Online Community of Practice Among Novice and Learner Teachers in Vietnam

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As professional development increasingly shifts to digital platforms, understanding engagement determinants in online communities is crucial for EFL educators. However, there remains a limited body of research exploring the components of a successful online community of practice, particularly from the standpoint of participants within the Vietnamese context. Drawn on the Social Cognitive Theory (SCT) (Bandura, 1986) and Community of Practice (CoP) frameworks (Wenger, 1998), this qualitative study investigates the multifaceted factors influencing the levels of participation among 10 novice EFL teachers selected through purposive sampling in online communities of practice within Vietnam. Through semi-structured interviews and thematic analysis, this study explores a diverse range of influences on participation levels of entry-level EFL teachers in Vietnam in a specific online professional development community, including intrinsic motivation, perceived benefits, time constraints, technological proficiency, and institutional support. Results include insights into the unique cultural and contextual factors shaping EFL teachers' engagement with online communities in Vietnam, which offers insights that may facilitate self-reflection and shared motivations for participation. These findings will be of significance for members of online communities, as they enable the development of a checklist to assess the viability of such groups and ensure sustained engagement prior to enrollment.

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