

Review of: "Professional Learning Communities (PLCs) for English Teachers as an Effective Alternative Framework for Professional Development"

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Potential competing interests: No potential competing interests to declare.

I have found your article very interesting though there are gaps to be filled as shown below:

Abstract and Introduction:

- The framework and model of teachers' professional development are two different concepts.
- The other question that can be raised in your abstract is how have you evaluated the effectiveness of the model, and the level of satisfaction of the teachers in the PLCs using interview and observation.
- There is no clear purpose of the study, and there are no basic research questions or objectives to be achieved at the end of the study.

Literature review:

- Generally good but it does not give a clear theoretical review of the dimensions and characteristics of PLC (theory base, membership, leadership, organizational culture, and knowledge sharing) so it might be very difficult to evaluate the practice- the effectiveness of PLC as an alternative model of professional development of EFL teachers. It also lacks focus and organization of both the theoretical (theory/ies and theoretical framework of the study) and empirical review.

E.g. ..., *creating networks of different schools takes advantage of "a wider range of resources and expertise" and provides more opportunities to reflect collectively on practice (Prenger, Poortman & Handelzalts 2018, p2). One participant quoted in Prenger's study of learning communities said that "[The PLC] highly stimulates out of the box thinking about what I can do differently by means of others' knowledge" (Prenger 2018, p8)....* However, professional learning communities, and professional learning networks are different.

- Check your parenthetical citation including the use of a comma(between author(s) name and year of publication, and period for the page number in line with the 7th edn. of APA citation style or Also there are poor in-text citations. E.g. ...The Asian EFL Journal Quarterly, 7(4), 50-73. The model of professional learning communities was initiated in the 1990's in the United States. (DuFour 2004)....(see p. 8).

Materials and Methods:

- What are the materials used in this study? I think that 'materials' are for studies that necessitate conducting research in labs/ fields using different inputs.
- I have argued that methodology, research design, and methods are different. As phenomenology is one of the qualitative research designs its typologies(descriptive and interpretive) focus on understanding the meaning of people's lived experiences, not evaluating effectiveness and level of satisfaction as you stated in your abstract. A phenomenological study explores what people experienced, in your case, is the experience of English teachers in PLCs, not their perspective.
- Your research design section is not well organized and elements of qualitative research are not properly treated: the specific research design, participants of the study and how they were selected, validity issues (especially in qualitative research), and ethical issues(names of the participants were mentioned but no one knows whether they are real or pseudonym).
- What you have presented as 'Discussion' is the results/findings of the study.

Overall, as you stated in the introduction part of your article, PLC is one of the transformative models of teachers' professional development, the topic is timely and very important and a base for community of practice. However, it needs revision to improve the quality of the article.