

# 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.

## Review

### Professional Learning Communities (PLCs) for English Teachers as an Effective Alternative Framework for Professional Development

The precise features of the PLC model that make it effective may be described in the abstract. Although the abstract stresses the necessity of a lead teacher and a support structure, it may provide detail about how these elements affect effective professional development.

The study's phenomenological technique is mentioned in the abstract, but more details regarding the research design, data collection procedures, or sample size may be given.

The PLC model is portrayed in the abstract as a strong alternative framework for professional development without any mention of its potential flaws or restrictions. In order to provide a fair assessment of the model's performance, it may be a good idea to take into account various viewpoints and potential objections.

A general description of professional development and the significance of teachers' learning for student advancement are presented in the introduction. It may be better to specify the precise issue or inquiry that the study seeks to answer. The PLC model's alternative considerations and the specific parts of teacher professional development it seeks to advance may be made explicit in the beginning.

The introduction makes a passing reference to the drawbacks of conventional PD programmes but it can offer a solid theoretical framework or show that it is aware of the state of the art in the field.

The study's placement in the larger educational environment and the justification for why the PLC model is important for English teachers which may be explained in the introduction.

The paper cites old studies from 2011 and 2012, which may not adequately capture the most recent developments and perspectives in the field of teacher professional development. More recent and relevant sources may be cited to support the study's argument.

The text of the paper may benefit from smooth transitions between lines and paragraphs, making it easier for the reader to follow the logical flow of the argument. Clear and consistent transitions may be used to improve readability it has been successful.

The sampling and in-depth interviews used were briefly described in the section materials and methods. More details may be given about the specific methods used. More details may be given about how the sample was developed, how long each observation took, and selecting the PLCs. Similarly, the interview process can be detailed.

The paper may also discuss the methods used to ensure the accuracy and reliability of the findings. It is important to address how the researchers ensured the validity and reliability of the data collected. Although the section discusses obtaining permission from PLC leaders and participants, it may also describe ethical considerations of the study such as informed consent, anonymity, etc.

Discussion Section briefly addressed five major themes; it may explore the sub-themes within each theme in greater depth. Further research and analysis in the sub-themes will provide nuanced understandings of the findings and their implications.

The discussion essentially presents the findings; it may also fully exploring implications or limitations. It is important to discuss the strengths and weaknesses of the study, potential biases, and alternative explanations for the findings. This will make the analysis more reliable and robust.

The conclusion focuses primarily on the specific findings of the study, it may adequately discuss the broader implications for professional development or English language teaching. It would also be useful to examine how the findings contribute to the existing literature and how they can inform future practice and policy.

Segment limitations may address restriction or potential biases in the data analysis process. To ensure the validity of the research, it may also acknowledge any potential limitations in the validity, interpretation, or generalizability of the findings