

# 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 thoroughly went through the study entitled "Professional Learning Communities (PLCs) for English Teachers as an Effective Alternative Framework for Professional Development". As a review study, the study is well-written and balanced in its targeted themes. However, there are a few comments/suggestions based on my understanding of the concepts.

- i) Besides the PLC concepts implemented in the US, are there any similar models used in other parts of the world? It would be better if literature part of the study provides a few examples of similar models.
- ii) Since the focus is to "evaluates how successful this model is for teachers in 2019/2020" and the future work mentions that "evaluation of students performance outcome" will be measured, but, it is still better to see how the PLC for teachers can affect the students outcome. As a reviewer and reader, one may want to see the overall and generalized effect of PLC on teachers and students. I mean, at this preliminary stage some background on students performance could have been established for future study. Some connection is missing to get a generalized view of the effectiveness of PLC which cannot be completed without students involvement.
- iii) Even if, it is the not focus of this study, but how two models of PLCs adopted in Israel are different in terms of collaboration, support group, and active learning environment? or it is just a mere difference of the same discipline? if later, then what are common features of both models and how they fit for the PLCs of English teachers? Moreover, if the study is based on the second model which says "teachers from different schools in the same area meet to exchange ideas for professional growth", was this aspect met? or this is the limitation of the study?
- iv) Out of five themes, support group and collaborative learning seem to be very similar. If they are similar why not make it a single theme? Moreover, there should be a few examples for understanding what does it mean by collaborative in PLC setting?
- v) Was the evaluation based on both modes? face-to-face and online? The collaborative aspect may have been explained from both perspectives, may be with an example of activity, since collaborative is key ingredient of PLC.
- vi) It is mentioned that it is possible that some 'problematic participants' may join the PLC even if prior consultations/ meetings of the lead teachers...what is the ultimate solution if such participant joining the PLC? should that participant be allowed till the PLC sessions are completed and reach to their ultimate end? The future recommendation may be

consultations of such issues with the Ministry.

viii) Can active learning be improved by adding concept of game elements like points and rewards, to keep participants engaged even if it is a long day activity?

vii) There are minor error like missing '(' opening parenthesis, like in 'Chi, 2016).' the last paragraph before literature review and on on; and full stop before and after a study cited, like 'growth. (Avalos 2011).' The line "a few months after the first PLC is English began. in order to aid the promoters of the PLC program to implement it successfully and to identify the factors that would aid or block its success (Ramah 2017, p4)." may be rechecked for grammatical correctness.