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

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This article presents interesting and important evidence regarding the usefulness of Professional Learning Communities. There are some suggestions for improvement:

1. The development of the codes for the results is unclear. How were final codes determined? The article states that relationships within and between codes were determined and related to data and theoretical models. Did this process result in final themes? Who was included in discussion?

2. The term "phenomenological methodology" needs to be defined.

3. It is unclear how the process of the focus shifting from the participants' to researchers' meanings resulted in development of codes and themes.

4. How were the observations coded? Were field notes taken and coded?

5. Demographic information for the teachers, such as age range, gender, education level, and marital status should be provided. What grades they taught should also be given.

6. Information regarding the schools in terms of location, public vs. private, and size should be given.

7. The interview questions given were for the lead teachers. What were the questions for the participating teachers?

8. Were all teachers EFL teachers?

9. The purpose of the WhatsApp groups should be described when they are first mentioned.

10. There are several places in the Discussion where teachers' names are mentioned and their quotes paraphrased but no direct quote is given. Direct quotes should be added from those teachers in these places.

11. Under "Managing the atmosphere of the PLC," there should be a quote to support the fact that the lead teacher needed to create a balance between a safe environment and venting frustrations.

12. The paper states that the reason why "these teachers" were not suitable for the PLC when the rest of the paragraph mentioned that only one teacher was not suitable.

13. The idea of meeting needs of teachers needs more than one quotation for direct support.

14. The last sentence in the paragraph on meeting needs seems to belong in the theme with the lead teacher.

15. The first sentence in the "Being a facilitator and not an instructor" section should be in the Materials and Methods section.

16. The second paragraph in that section appears to belong in the theme regarding the lead teacher.

17. The authors state that the PLC of Dasi and Sarah was less cohesive. Are there reasons for this fact?

18. The quote from Atara about if you're not learning you're not moving as a professional should be in the learning theme.

19. For Group work and collaboration, example of curiosity and empathy should be given.

20. In this section, it explains that groups "presented." What were these presentations?

21. In this section, the importance of collaboration is asserted. Are there examples?

22. In the Conclusion, it states that some teachers are brokers of information to the school. There should be evidence of this process in the Discussion.

23. The Limitations section mentions that most data is from one PLC. This information should be provided in the Materials and Methods section.

24. The discussion of difficulties with joining the PLC should be presented with evidence in the Discussion.

25. The generalizability limitation to other ethnicites and geographic locations should be mentioned.