

The Effect of Using Professional Learning Community (PLC) to Enhance the Faculty of Education English Department student-teachers' oral performance

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Abstract

The study aimed to examine the effect of using professional community of learning (PLC) to enhance the faculty of education English department student-teachers' oral performance. The study begins with a review of literature and previous studies dealing with professional learning community (PLC) and oral performance. The researcher prepared a list of oral performance components as a guide for the design of the instruments. The researcher also designed a pre/post oral performance test and a rubric. The researcher designed the proposed program. Then, she nominated a random group of the second-year student-teachers in the faculty of education, English department (n= 30) to participate in the study and get involved in its activities. The participants were submitted to a pre and posttest. Then, the results were analyzed both quantitatively and qualitatively. The results showed that professional community of learning (PLC) was highly effective in enhancing student-teachers' oral performance.

Keywords: Professional learning community (PLC), oral performance.

فاعليه استخدام مجتمع التعلم المهني في تنميه الأداء الشفوي لدي الطلاب المعلمين بقسم اللغة الانجليزيه بكلية التربية

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المستخلص

هدفت الدراسة إلى فحص فاعليه استخدام مجتمع التعلم المهني (PLC) في تنميه الأداء الشفهي لطلاب المعلمين بقسم اللغة الإنجليزية بكلية التربية. تبدأ الدراسة بمراجعة الأدبيات والدراسات السابقة التي تتناول مجتمع التعلم المهني (PLC) والأداء الشفوي. أعدت الباحثة قائمة بمكونات الأداء الشفهي كدليل لتصميم الأدوات. كما صممت الباحثة اختبار أداء شفهي قبلي و بعدي ونموذج تقييم. قامت الباحثة بتصميم البرنامج المقترح. ثم قامت بترشيح مجموعة عشوائية من الطلاب المعلمين بالفرقة الثانية بقسم اللغة الإنجليزية بكلية التربية (ن = 30) للمشاركة في الدراسة والانخراط في أنشطتها. تم تقديم المشاركين للاختبار القبلي والبعدي. ثم تم تحليل النتائج من الناحيتين الكمية والكيفية. أظهرت النتائج أن مجتمع التعلم المهني (PLC) كان فعالاً للغاية في تعزيز الأداء الشفهي للطلاب المعلمين.

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Introduction

Language links different cultures and a way of communication that facilitates mutual understanding between people from different backgrounds. Language is also a means of communication. People can exchange messages and express their views with language.

In education, English has become the primary language of communication. It is spoken by millions of people all over the world. Nowadays, almost all majors and fields use English, such as engineering, education, and economics. Therefore, it is very essential to learn English.

Besides, teachers of English language should be able to communicate meaning with their students by using target language in different meaningful contexts.

Oral performance is very crucial to all English teachers who teach a global language of almost all the world's countries. English teachers who are skilled at oral performance techniques create an interactive and a communicative learning environment. A teacher with good oral performance always makes teaching and learning easier and understandable. Good communication abilities of teacher are the basic requirement of the academic success of students, and professional success of life.

There are many approaches and projects aimed at enhancing the oral performance of English teachers as well as improving their academic preparation. Some of them are theoretical and cannot be applied practically, and their impact is limited. For this reason, this

research is based on using the inquiry Professional Learning Community (PLC) model which has real positive effect; it is an ongoing approach that can improve the oral performance of student-teachers and solve authentic problems. It is based on exchanging and sharing experience and discussing real problems. All these processes can enhance their oral performance in meaningful contexts.

A PLC is a group of practitioners working together using a structured process of inquiry to focus on a specific area of their teaching to improve learner outcomes and so raise school standards. Besides, the research evidence highlights the importance of interdependent learning and collaboration as the cornerstone of school improvement and effective professional development. It is based on teachers collectively investigate methods of overcoming barriers to their students' learning. Working in this way, as a plc, can bring many benefits but most importantly, if done well, PLCs can result in improved learner outcomes (Verscio et al, 2008; Saunders et al, 2009). In addition, PLCs enable the groups to widen their experiences and to share their most effective practice.

Context of the problem

The initial aim of learning a foreign language is to use it orally or in writing (Abdallah, 2008). But Hadijah (2014:1) found that the students' reasons in facing the problems of English speaking were not only having limited knowledge of the components of speaking skills including pronunciation , grammar vocabulary ,fluency and comprehension ,but also they have their own personal reasons ,such as being shy to perform speaking ,lack of speaking practice ,time management ,speaking material , and exposure problems.

In Egypt, the emphasis is not on teaching English skills, but the focus is on writing and reading at the expense of speaking and listening. English learning is limited to memorizing vocabulary and grammatical rules. Students in Egypt study English in this way for nine years and are admitted to the Department of English at the

Faculty of Education, Ain Shams University on the basis of their grades in the achievement test they pass in high school and take the written form regardless of their level of competence in speaking English. Rababah (2002), points out that this problem is common in most Arab countries: "The English language sections accept high school graduates without taking into consideration their communicative level."

When students enroll in the Department of English at the Faculty of Education, Ain Shams University, they study literature, linguistics, and educational psychology in theory. They also move from year to year according to their assessment in the written achievement tests in the above-mentioned subjects. As a result, students do not practice language effectively because oral performance is not required in their final exams. As a result, students face many problems when trying to use language to communicate in real situations. El-Matarawy (1998: 3), noted some of these problems: "The inability of the oral verbal aspect of the language to make the speakers feel insecure during communication, leading to hesitation, stammering, the production of grammatical errors and the use of literal translation.

Accordingly, the students of the Department of English at the Faculty of Education, Ain Shams University do not have the opportunity to practice English orally, because there are no training programs that enhance their English oral performance. Consequently, students will not have the capacity of enhancing the English language skills of their future students.

The Pilot Study

The researcher conducted an oral performance test (interviews) on the group of second year English general students to assess some of oral performance abilities. The results proved that most of these that students have lack of oral performance. The questions which demonstrated their major weaknesses were related to the skills of oral performance, reflection, collaboration, and inquiry. Besides, the results reveal different features of the student-teachers' oral performance, such as hesitation ,grammar errors, lack

of self-confidence ,use of non-verbal components and correct structure .For example, when one of student –teachers presented a lesson , he was so anxious and worried about making mistakes. He also did not use eye contact, body language, facial expressions, or appropriate intonations in his oral performance.

It was noticed by the researcher in her work in the Faculty of Education in dealing with the students of the Department of the English Language -second year, that there is a clear weakness in oral performance, which affects their performance in the presentation of lessons in the micro -teaching course and later in the practicum. They cannot express their opinions in evaluating the performance of their colleagues, or even explain the lesson without hesitation or fear of making errors.

The researcher also conducted group discussions with a group of second-year English majors who expressed their problem communicating in English. They:

1. Cannot express themselves using proper English.
2. Feel ashamed and tense when speaking English in front of an audience.
3. Cannot communicate with native speakers of English when they are forced to do so.
4. First think of Arabic as they want to say in English for fear of making mistakes, causing hesitation, stuttering, and stuttering.
5. Fail to understand someone who speaks English for a long time.
6. Attend their lectures as listeners only (passive receivers) and do not have the opportunity to speak, share or express themselves in English.

Statement of the problem

The English Department students have some points of marked weakness in oral performance, which affect their oral performance to be successful English language teachers in the future. This problem may be caused by the lack of appropriate programs and preparation contexts that focus directly on enhancing English oral performance, the traditional method of lecturing

students and the gap between theory and practice. In addition, students-teachers express their views and visions by writing only. Their proficiency of English is measured by writing. Thus, the researcher suggests the use of PLC to enhance the English language oral performance of EFL students-teachers.

Research Questions

This study attempted to answer the following main question

What Is the Effect of Using Professional Learning Community (PLC) to Enhance the Faculty of Education of EFL Student-Teachers 'Oral Performance'?

To answer the above main question, the following sub-questions were answered:

- 1-What are the necessary oral performance skills for student teachers?
- 2-What are the features of the proposed program based on PLC?
- 3-To what extent would the PLC enhance the student-teachers' oral performance?

The aim of the study

1-Enhancing the EFL student-teachers' oral performance through PLC.

2-Determining the effect of using PLC in enhancing EFL student-teachers' oral performance.

Significance of the study

It is expected that the study would be of benefit to:

- 1-**EFL majors and student-teachers:** they could gain a clearer understanding of PLC and its effect on improving oral performance, and hence will be able to enhance these skills for their future students
- 2-**EFL researchers:** this study presented a theoretical background that could be utilized by EFL researchers in future studies.
- 3-**Curriculum developers and designers:** they will be provided with some PLC activities which can be included in future curricula.

Definition of Terms

•**PLC (Professional learning Community):** is a group of educators that meets regularly, shares experience, and works together to enhance teaching skills and the academic performance of students.

Operational definition of PLC: is a community formed of a group of the faculty of education English department student- teachers who interact, communicate, and reflect. They collaborate as a team under a mutual and common vision and try to get benefit from each other, create a network of relationships and knowledge which would positively reflect on their oral performance and increase their critical thinking, creativity, confidence and problem solving.

•**Oral performance:** Oradee (2012) declared that speaking is considered as the essential ability while learning a foreign language since it is the basic capacity for communication. Speaking has always been considered a significant language skill for language learners because it permits speakers, both to express a message and to interact with other people (Widiati&Cahyono, 2006).

Operational definition of Oral performance: Is a method of an effective communication based on understanding and sharing, so that student-teachers can exchange ideas and views in constructive and authentic way between each other and enhance their oral performance through the professional learning community (PLC).

Hypotheses

The research attempted to verify the following hypotheses:

1-There will be a statistically significant difference between the mean score of the experimental group in the pre and post-tests which examine the improvement of Oral performance, in favor of the post-test.

2-There will be a statistically significant difference between the mean score of the experimental group and the control in the post-tests which examine the improvement of Oral performance, in favor of the post-test of experimental group.

Delimitations of the Study

The study was delimited to:

1-A group of English department students at the Faculty of Education, Ain Shams University in Egypt.

2-Some Oral performance components necessary and appropriate for the study participants.

3-Some blended and online learning activities which are based on PLC approach, appropriate for the study participants.

Literature review

First section: PLC (professional learning community)

Wilson (2016), defined the professional community of learning as (PLC) a place in which the schoolteachers and administrators continuously share learning, and act on that learning. Besides, school reform takes place when teachers engage in authentic and real professional learning communities and increased student learning is a byproduct of such communities. (PLC) also involves shared governance amongst its members that will result in a positive contribution to the change process in school improvement.

According to Brown, Horn, & King, (2018), the concept of professional learning community tends to be used as a description of combination and partnership of individuals with a common interest in education, such as a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, or even a national professional organization. However, the focus is more on learning than on teaching, and collaboration, leadership and accountability are the clues to successful PLCs.

Philosophies underpinning Professional Learning Community (PLC) in Education

Schlichter (2015), claimed that during the ensuing decade, the term “professional learning community” gained widespread use throughout the educational community as a common reform structure in schools. The construction of the PLC concept was also informed by research in organizational theory and development and

social community theory. A decade after the introduction of the term “professional learning community,” the concept was accepted by practitioners as best practice in school reform. Widespread acceptance by practitioners has led to anecdotal data in support of the concept as a vehicle for reform. However, attempts to establish this framework as a valid reform mechanism require ongoing empirical research to study inputs, effects, and variables impacting the model.

According to Huffman & Hipp, (2003) ,the goals of PLCs can be linked to the foundation of the progressivism theory of education. Foundational tenets of progressivism are based on the idea that people work together to solve problems; hence, the collaborative nature of successful PLCs. Besides, Social constructivism is one outlet of progressivism that more closely resembles the framework of PLCs .Social constructivism is apparent in PLCs that encourage teachers to collaborate and analyze information and construct new meaning to solve problems in classrooms, schools, and eventually in society.

According to Hard (2009), the professional learning community concept is supported by the constructivist theory to explain the learning process. It means that professional learning among the teachers and students' learning are not consistent but a dynamic and ongoing process whereby feedbacks, social interaction and active participation play important roles.

Besides, the constructivist perspective explains knowledge as something that is constructed actively by the individual through interaction and communication with the surrounding in his effort to understand life. Further, Kiraly (2014), stated that learning constructively requires an environment whereby the learner works collegially and situated in the activity and in genuine context. Aljohani (2017), declared that there are some principles that serve as guidelines for constructivist learning. Firstly, learning is considered a quest for meaning. Therefore, it starts with an issue that is actively given a meaning. Secondly, the meaning needs an

understanding of the overall and its parts. The parts need to be understood in the overall context. Therefore, the process of learning gives concentration on basic concepts and not on separated facts. Thirdly, to teach properly, the individual need to understand the mental mode used by the students to figure out the world and the assumptions they made to support this model. Lastly, the goal of learning is to confirm that the individual come up with their own meaning, not from memorizing the correct answer or repeating the meaning given by someone else (Ansawi & Pang, 2017).

Features of PLC

•**Shared values and vision:** considered as one of the most important features of PLC. There is “an undeviating focus” on all students’ learning because individual autonomy is seen as potentially reducing teacher efficiency when teachers cannot count on colleagues to reinforce aims. The concept of shared value is depended on shared, collective, and ethical decision making (Bolan et al., 2005). Shared values and vision: work in groups with shared visions and targets, most of activity will be based on sharing.

•**Collective responsibility:** indicates that members of a professional learning community consistently take collective responsibility for student learning. It is assumed that such collective responsibility aids to sustain commitment, puts peer pressure and accountability on those who do not do their fair share, and eases isolation (Watson, 2014).

•**Reflective professional inquiry** which contains: ‘reflective dialogue’

Conversations about serious educational issues or problems involving the application of new knowledge in a sustained manner. In addition , it includes frequent examining of teachers’ practice, through mutual observation and case analysis, joint planning and curriculum development; the seeking of new knowledge , implied knowledge that is constantly switched into shared knowledge through interaction and communication; and applying new ideas and information to problem solving that meet students’ needs(Hord, 1997).

•Collaboration

King (2016), concerns with the involvement of staff in developmental activities with consequences for more than one person, and goes beyond superficial exchanges of help and support, for example, joint review and feedback. The link between collaborative activity and achievement of shared purpose is elaborated. Moreover, Feelings of mutual dependence are central to such collaboration: an aim of better teaching practices would be unachievable without collaboration, linking collaborative activity and achievement of shared purpose.

Importance and impact of PCL

A PLC plays a vital role in building teachers' personal and collective capacities as well as in improving students' achievements in school. In addition, the well-developed PLCs could positively improve teachers' teaching practices and students' learning activities .it is also observed that a PLC improved teachers' personal, interpersonal and organizational capacities and their commitment to professional development, as well as students' achievements(Lee, Zhang, & Yin, 2011).

Online PLC

During the pandemic crisis of COVID 19, a massive challenge has appeared for teachers\ student-teachers adopting PLCs i.e., the disability of having face-to-face meetings where they can engage in extensive collaboration. One way to address this challenge is through online collaboration using digital tools for problem solving, planning, assessment, and reflection (Dede, 2006; Ross, 2011). Because PLCs depend upon regular interaction with colleagues, often around shared lesson plans or student work, it makes sense to take advantage of online social networking's great potential for facilitating such interaction.

Second section: Oral performance of student -teachers

Definition of oral performance

Karimy & Pishkar (2017), clarified that oral performance is one of the most crucial language components that must be practiced

communicating orally. People who have ability in speaking will be better in sending and receiving message to one another. Oral performance is the process of building and sharing meanings using verbal and non-verbal symbols in different contexts. It is a productive necessary skill to communicate effectively and efficiently in any language, especially when speakers are not using their native language. Language learners often think the ability to speak a language is the product of language learning; however, this component of language is also an important part of the language learning process. It is worthwhile for students to know when they learn how to speak; they can use speaking to learn. There are some components of oral performance which should be considered in Effective English-speaking performance, such as fluency, accuracy, pronunciation, and non-verbal components.

Fluency

According to Mazouzi (2013), the first characteristic of oral performance is fluency. It is the learners' capacity to speak in understandable way in order not to break down communication because listeners may lose their interest, and the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation correctly.

Accuracy

Mazouzi (2013), declared that the second component of oral performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should focus on accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation. To gain accuracy in terms of vocabulary means to choose appropriate words in the suitable contexts. Learners sometimes use similar words or expressions in different contexts which do not indicate similar things. So, learners should have the ability of using words and expressions.

Pronunciation

Thornbury (2005), indicated that pronunciation is the lowest level of knowledge learners typically pays attention to it. To speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch to make their pronunciation clear to the listeners. All these elements help learners speak the English language easily and clearly.

Non-verbal components

DeBoer (2007), stated the level of eye contact often depends on the relationship between the communicators and affects both the speaker and the listener. Moreover, (Patel, 2014) elaborated another element of communication which is facial expressions that considered dynamic features which communicate and indicate the speaker's attitude, emotions, and intentions and so on.

Research Design

The researcher used the two groups (experimental and controlled groups) pretest-posttest design, and the study employed a mixed-methods design. The student-teachers' oral performance during the experimentation was analyzed using the quantitative methods, as well as the qualitative analysis of the results. This provides more validity to the program.

Participants

The participants of the study included 30 student-teachers (males and females) in second-year English department (basic), forming one experimental group and one controlled group. They were selected from faculty of education "English department" 'Ain shams university where the researcher works in the academic year 2019-2020.

Instruments of the Study

The current study aimed at enhancing the EFL oral language performance by using some suggested PLC activities. Therefore, the researcher made use of the following instruments:

List

The list was composed of four main oral performance components that were provided by a brief description of each component. a rating scale including three alternatives: very important, important, less important which answer the question: is the oral performance suitable for 2nd year English department (basic) student-teachers?

The Oral Performance Rubric

The rubric consists of four criteria and each criterion has four rating scales which represented four main oral performance i.e. fluency, accuracy, pronunciation, and non-verbal components.

The pre/post oral performance test

The researcher applied the oral performance test on two groups (experimental and controlled group). The one group were tested before the experimentation to identify the student-teachers` oral performance level. At the end of experimentation, the experimental group was taken again the same oral performance test to prove the effect of using the professional learning community (PLC) to enhance their oral performance.

Online Student-teachers' survey

It was divided into two parts (self-assessment and course reflection of oral performance). The first part was student-teachers' self-assessment of oral performance through asking them multiple questions that reflected their progression of oral performance throughout the program. The second part was the course reflection in which student-teachers given several questions and there were free to answer and assess the different course components, such as course content, given activities, required assignments and instructor performance.

Results

Results are presented in terms of the study hypotheses.

The first hypothesis states: there is a statistically significant difference between the mean score of the experimental group in the pre and post-tests which examine the enhancement of Oral performance, in favor of the post-test as a whole and in each aspect separately.

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Table (1) indicates pre/post applying results of the experimental group students in each aspect of the observation card

Oral performance aspects	Experimental group	total	The mean	Std. Deviation	Df	t-value	sig
Fluency	Pre	4	1.90	0.96	2	2.62	Sig 0.05
	Post	4	2.63	0.92	9		
Accuracy	Pre	4	1.73	0.90	2	5.08	Sig 0.01
	Post	4	2.83	0.64	9		
Pronunciation	Pre	4	1.83	1.02	2	2.93	Sig 0.01
	Post	4	2.67	0.88	9		
Non-verbal components	Pre	4	2.27	1.23	2	2.89	Sig 0.01
	Post	4	3.30	0.91	9		

The table above shows that there is a significant difference between the mean scores of pre/post administration of experimental group students in oral performance's observation card in each aspect for the post administration.

The second hypothesis states :there is a statistically significant difference between the mean score of the experimental group and the control in the post-tests which examine the enhancement of Oral performance, in favor of the post-test as a whole and in each aspect separately of experimental group.

Table2 indicated that post administration results of control group and experimental group grades' students in each aspect of the observation card.

Oral performance aspects	Post-measuring	total	The mean	Std. Deviation	Df	t-value	sig
Fluency	Control group	4	1.46	0.57	58	5.86	Sig 0.01
	Experimental group	4	2.63	0.92			
Accuracy	Control group	4	1.47	0.57	58	8.66	Sig 0.01
	Experimental group	4	2.83	0.64			
Pronunciation	Control group	4	1.27	0.45	58	7.73	Sig 0.01
	Experimental group	4	2.67	0.88			

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Oral performance aspects	Post-measuring	total	The mean	Std. Deviation	Df	t-value	sig
Non-verbal component	Control group	4	1.47	0.57	58	9.30	Sig 0.01
	Experimental group	4	3.30	0.91			

Findings of the study

The findings of study can be summed up in the following: The use of PLC features reflected in activities that were based on collaboration, reflections, shared values were significant aspects to enhance EFL student-teachers' oral performance. The use of PLC especially reflection and collaboration helped to gain self-confident student-teachers, which in fact contributed to increase their motivation toward learning. Moreover, the use of PLC, which appeared in group working and presenting topics also in-group reflection that make student-teachers realize that collaborative learning is greater and more effective than individual one. They asked for more group reflections to share their stories, experiences, and reviews. PLC also helps teachers get together to share resources solves problems, enhance working strategies, and improve their performance. Besides, the use of activities based on PLC increase the leadership skills. It gives collaborative opportunities such as, sharing, engaging, reflecting, and dealing with problems.

It is a social process which supports friendship, cooperation, scaffolding and exchanging experience. In addition, it develops the pedagogical skills as, giving feedback/ reflection, improving learning outcomes, changing learners' mentalities, and creating meaningful learning experience.

Results discussion

Fluency component: the group work gives more opportunities for critical thinking and can boost student learning and achievement. Thus, the collaborative principle of PLC could help student-teachers enhance their EFL fluency. That appeared throughout the activities which were mainly based on PLC principles, the student-teachers'

capacity to express themselves freely and openly was greatly enhanced.

Accuracy component: Inquiry is one of the effective PLC features which helped the student-teachers to enhance their EFL oral performance, especially accuracy through focusing on using and choosing suitable expressions, structures to make meaningful sentences in different contexts while speaking. They also tried to avoid making a lot of grammar and vocabulary errors when presenting their ideas by using English orally. In addition, student-teachers could determine their topics that they were interested in which supported them to speak English more fluently and accurately.

Pronunciation component: reflection used throughout the program helped the student-teachers focus on their pronunciation and check the spoken dictionaries to make sure that they pronounced correctly in their oral performances. In addition, through the researcher's observations and reflection on her students were "they concentrated on their intonation during pronouncing words and sentences in their oral presentations and storytelling, while they spoke and used mono intonation and did not focus on using different intonations to indicate different views".

Non-verbal components: Throughout the course activities, they realized the importance and the impact of using non-verbal communication in oral performance. That also mentioned in their sessions' reflection on others' performances ,when one of them presented well and she expressed that "I did not use to use facial expressions or body language while speaking ,but after the course I started to make a balance between using non-verbal and verbal components to convey the oral message clearly "

Conclusions

Based on the findings of the present study, the following conclusions can be stated:

1-Using PLC was remarkably effective in enhancing student-teachers 'oral performance. This was obvious after conducting the

post oral performance test. It was also clear through the student-teachers' gradual enhancement throughout the experimentation.

2-Considering the learners' needs and interests enhanced the learning process. It also confirms that all learners are engaged in PLC which contains active learning, constructivism, and inquiry - based learning. As they feel that their learning is authentic, effective, and practical.

3-The use of various and interesting activities to be done and topics to be discussed with the learners are also effective. It is more engaging and less boring for the learners to get involved in different activities of their interest and feel themselves responsible for their learning.

4-Using new strategies in teaching motivates learners and increases their willingness to participate in the learning process. They are exposed to something new which encourages them to take part in it to see how it goes.

5-Prior knowledge, inquiry and reflection are basic factors of PLC.

Recommendations

Based on the results and conclusions, the study recommends the following:

- More opportunities to practice oral performance should be provided to the student-teachers in the faculty of education.
- Teachers\ instructors should pay much attention to develop oral performance through PCL as an integral language component that learners themselves seek to enhance.
- Faculty of Education students should be trained to use English orally in different contexts from day one.
- Design programs that based on PCL for in-service English teachers for development of teaching practices.
- EFL majors and student-teachers should gain a clear awareness of PLC and its importance of enhancing oral performance.
- Curriculum developers and designers should make use of PLC activities which could be added in future curricula.

Suggestions for Further Research

Researchers may consider the following suggestions to investigate the adequacy of utilizing PLC for further research: The following suggestions for further research warrant investigations:

- Using PCL to enhance oral performance for secondary school students.
- The effect of programs based on PLC on enhancing students' listening, writing, and reading and their teaching skills as well.
- Using PCL for the development of self -reflection for in-service English teachers.
- Supporting teacher collaboration in terms of PCL to enhance the learning and teaching of English.
- Replicating the present study on a larger sample that belongs to different faculties and universities.

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