

Original Research Article

ASSESSMENT OF THE PROFESSIONAL LEARNING COMMUNITY (PLC) PEDAGOGY IN THE TEACHING OF ENGLISH LANGUAGE STUDIES IN FCT, ABUJA

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Abstract: This study assessed the extent to which the Professional Learning Community (PLC) pedagogy is understood, implemented, and the way it was perceived to have influenced classroom practice among teachers of English Language Studies in the Federal Capital Territory (FCT), Abuja. The study adopted a descriptive survey research design. A sample of 240 English Language Studies teachers was drawn from public secondary schools across the six Area Councils of the FCT using a multi-stage sampling technique. Data were collected using a 32-item structured questionnaire titled "Professional Learning Community and English Pedagogy Assessment Questionnaire (PLC-EPAQ)," validated by experts in English Education and Measurement and Evaluation, and found to have a Cronbach's alpha reliability coefficient of 0.84. Data were analysed using mean, standard deviation, and an independent samples t-test at the 0.05 level of significance. Findings indicated that teachers hold a moderately high understanding of PLC principles, but actual implementation of collaborative, inquiry-based PLC practices in English Language Studies classrooms remains low, constrained by inadequate time allocation, weak instructional leadership support, and limited in-service training. No statistically significant difference was found in the perception of PLC pedagogy based on teaching experience, whereas a significant difference existed based on school location (urban versus rural/satellite). The study concluded that while PLC pedagogy holds strong potential for improving English Language Studies instruction in FCT, its benefits are currently under-realised due to systemic and structural gaps. It recommends institutionalised PLC scheduling, capacity-building workshops for English Language Studies teachers and stronger supervisory support from the FCT Education Secretariat.

Keywords: Professional Learning Community, PLC pedagogy, English Language Studies, Teacher Collaboration, Instructional Practice, FCT Abuja

INTRODUCTION

The quality of English Language Studies instruction in Nigerian secondary schools remains an important educational issue because English language competence supports learning across the curriculum. English Language Studies includes listening, speaking, reading, writing, grammar, vocabulary development, and literary appreciation. In Nigeria, English is not only a core school subject but also the principal medium through which learners engage with most other subjects, textbooks, examinations, and formal academic communication. Consequently, weaknesses in English language proficiency may affect students' participation and achievement beyond the English Studies classroom.

Recent evidence from Nigerian secondary schools indicates that the implementation of the English language curriculum is influenced by teacher qualifications, teaching methods, class size, and access to instructional support. For example, Avaa et al. (2024) examine English language curriculum implementation in 104 public junior secondary schools in Benue State, involving 293 teachers. The findings of the research showed that teachers employed a range of approaches, including demonstration, question-and-answer, reading aloud, discussion, role play, storytelling, dramatization, dictation, and lecture methods. However, the study also reported that class sizes exceeded the recommended 1:35 teacher–student ratio, a condition that may limit individual attention, feedback on writing, oral participation, and close monitoring of students' language development.

The concern is particularly significant because English Language Studies requires teachers to provide regular feedback, create opportunities for learners to communicate, assess written work consistently, and respond to diverse language-learning needs. Where classes are large and teachers work in relative professional isolation, it may be difficult for them to develop common assessment standards, share instructional resources, analyse student performance collectively, or design sustained interventions for learners experiencing difficulties in comprehension, essay writing, grammar, oral English, and literature-in-English.

One promising approach to addressing these concerns is the use of a Professional Learning Community (PLC). A PLC may be described as a structured and sustained form of collaborative professional learning in which teachers work together to improve their instructional practice and students' learning. Unlike conventional professional development that may consist mainly of periodic workshops or seminars, PLCs promote ongoing teacher collaboration within or across schools. Teachers in PLC typically discuss student-learning problems, share teaching resources, observe and reflect on classroom practice, moderate assessment, analyse evidence of student learning, and jointly plan instructional responses.

Recent literature has reinforced the relevance of PLC to English language teacher development. Li et al. (2026), in a systematic review of 25 empirical studies published between 2004 and 2024, found that PLC in English as a Foreign Language (EFL) teacher development can strengthen teachers' pedagogical knowledge, improve instructional practices, support professional identity and self-efficacy, and reduce professional isolation. The review also found that PLCs do not succeed automatically. Their effectiveness depends

on enabling conditions such as supportive school leadership, time for collaboration, adequate resources, teacher commitment, and the use of appropriate digital tools.

In the context of English Studies, PLC pedagogy can involve English teachers jointly planning lessons and schemes of work, producing instructional materials, sharing strategies for teaching grammar and vocabulary, reviewing students' essays, agreeing on marking rubrics, discussing learners' comprehension difficulties, and designing remedial activities. Teachers may also use PLC meetings to compare student performance across classes and determine whether instructional strategies are producing the expected learning outcomes. These activities can help teachers move from isolated classroom decision-making to shared, evidence-informed professional practice.

The need for collaborative structures is supported by current research on English language teachers. Fones (2024) investigated the Professional Learning Community involving English Language Learner teachers in two urban high schools. The study found that PLC can provide a valuable setting for teacher collaboration and may create opportunities for teachers to address language-specific instructional challenges. However, the study also showed that the contributions and expertise of language teachers may be overlooked when PLCs are not intentionally organised to recognise their specialised knowledge. This finding is relevant to English Language Studies teachers because meaningful PLC participation requires that teachers' subject-specific concerns, including writing instruction, reading comprehension, grammar teaching, speaking, and literature pedagogy, are given adequate attention.

Similarly, recent studies of English language teacher professional development have demonstrated that professional communities can provide more than technical teaching support. They can offer teachers opportunities for reflection, peer advice, emotional support, professional identity development, and the sharing of effective practices. For instance, a 2024 study involving English language teacher educators found that participation in a PLC provided a low-risk environment in which members could share challenges, disclose teaching practices, reflect collectively, and learn from colleagues (Sepulveda-Escobars et al., 2024). Such a supportive environment is important because teachers may be more willing to discuss classroom difficulties and experiment with improved strategies when collaboration is based on trust rather than inspection or fault-finding.

The development of PLC is also increasingly linked to digital professional learning. Digital platforms can help English teachers share lesson resources, discuss teaching challenges, exchange assessment materials, and sustain interaction beyond face-to-face meetings. A study of PLC practices among English language teachers in Malaysia found that teacher-sharing sessions, peer coaching, and learning walks were among the preferred tools for professional collaboration. The study also identified time constraints, limited technology-related resources, and resistance to new methods as key challenges to effective PLC implementation (Zhou, Nguyen, and Dang, 2025)). These findings suggest that,

although digital tools can strengthen professional collaboration, schools must provide time, leadership support, and accessible resources if PLCs are to function effectively.

Within Nigeria, recent scholarship has drawn attention to the instructional and structural factors that affect English language teaching. Avaa et al. (2024) found that English language teachers in public junior secondary schools in Benue State used varied methods but faced overcrowded classrooms. The study recommended stronger professional development, teaching-method training, and resource allocation to improve English language curriculum implementation. The findings are relevant to the present study because PLC may provide a school-based mechanism through which teachers can continuously develop teaching approaches, share resources, and respond collaboratively to instructional challenges rather than depending only on occasional external training.

Recent Nigerian research has also considered the possible contribution of technology to English language instruction. A 2024 study in Osun State reported that students, English language teachers, and education officials were generally aware of the potential of computer-assisted language learning to improve the teaching of English language topics and support teacher professional development. However, some teachers expressed reservations about its practical feasibility, reflecting concerns that technology-based innovations require adequate infrastructure, training, and institutional support before they can be fully implemented (Ademilokun et al., 2024). Meanwhile, Social constructivism, associated with Vygotsky (1978), views learning as a social process in which knowledge is developed through interaction, dialogue, shared activity, and participation in a community. Applied to teacher learning, this perspective suggests that English Language Studies teachers can develop pedagogical competence through structured interaction with colleagues who bring different experiences, skills, and instructional insights. Teachers may therefore improve their practice by jointly reflecting on students' work, discussing teaching challenges, sharing resources, and evaluating the effects of instructional strategies.

The PLC perspective complements social constructivism by focusing on how schools organise collective teacher learning around student outcomes. Contemporary reviews show that effective PLCs are characterised by collaboration, shared responsibility, systematic reflection, supportive leadership, and the use of evidence to improve teaching and learning (Li et al., 2026). In practical terms, this means that English Studies teachers should not only meet to exchange general information; they should work collaboratively on clearly defined questions about student learning. For example, teachers may ask why students perform poorly in essay writing, jointly identify common errors in students' scripts, design common teaching interventions, and later review whether students' writing has improved.

The concept of Communities of Practice (CoP) also provides useful support for the study. Communities of practice involve groups of individuals who share a domain of interest and develop expertise through regular engagement, shared activities, and sustained interaction. Although Wenger's (1998) foundational work remains relevant. Recent English

language teacher research confirms that teachers' professional growth is shaped by the social and institutional contexts in which they work. Neupane (2024), for example, found that English language teachers' professional identity and agency were influenced by sociocultural conditions at micro-, meso-, and macro-levels. The study suggests that teachers are not passive recipients of professional development; they can actively seek opportunities to improve their practice, although school and system conditions may enable or constrain such efforts. The available evidence, therefore, indicates that professional collaboration has the potential to strengthen English Language Studies instruction. Nevertheless, the success of PLC depends on how they are implemented. PLCs require time within the school timetable, leadership support, mutual trust, accessible resources, regular meetings, and a clear focus on evidence of student learning. Without these conditions, PLC may become routine meetings that do not result in meaningful changes in classroom practice.

Although international research has increasingly examined PLC in English language education. Empirical evidence on PLC pedagogy among English Language Studies teachers in public secondary schools in the Federal Capital Territory, Abuja, remains limited. Available Nigerian studies have focused more strongly on curriculum implementation, class size, teacher qualifications, instructional methods, and technology integration than on subject-specific professional learning communities. This study, therefore, seeks to address this gap by examining the extent to which English Language Studies teachers in public secondary schools in the FCT understand, practise, and perceive the effectiveness of PLC pedagogy.

Statement of the Problem

Despite considerable policy emphasis on teacher professional development in Nigeria, classroom practice in English Language Studies in many FCT secondary schools continues to reflect largely individualistic, textbook-bound, and examination-driven instruction, with limited evidence of structured collaborative planning among English teachers. Where professional learning activities do occur, they tend to be episodic in-service training sessions disconnected from the day-to-day instructional challenges that English Language teachers face, rather than embedded, sustained, and inquiry-based collaboration of the kind that the PLC model prescribes.

This gap is in relation to English Language Studies teachers in the FCT, which has to do with confronting and recurring instructional difficulties. This includes large class sizes, learners with weak foundational literacy, heterogeneous linguistic backgrounds, and pressure to cover an examination-oriented syllabus, all of which are precisely the kinds of problems that collaborative professional learning structures are designed to address collectively rather than leave to individual teachers to resolve in isolation. Yet, there is a paucity of empirical evidence on the actual state of PLC pedagogy among English Language Studies teachers within the FCT: how well it is understood, the extent to which it is practised, and whether teachers perceive it as making a difference to their classroom instruction. Without such evidence, policy and school-level interventions aimed at

strengthening English Studies instruction through collaborative professional learning risk being poorly targeted. This study was therefore designed to close this empirical gap by assessing PLC pedagogy in the teaching of English Language Studies in the FCT, Abuja.

Aim and Objectives

The main aim of this study is to assess Professional Learning Community (PLC) pedagogy in the teaching of English Language Studies in FCT, Abuja. Specifically, the study seeks to address the following objectives:

- 1) Determine the level of teachers' understanding of PLC pedagogy in the teaching of English Studies.
- 2) Examine the extent of implementation of PLC pedagogical practices among English Studies teachers.
- 3) Assess teachers' perception of the effectiveness of PLC pedagogy in improving English Studies instruction.
- 4) Identify the challenges militating against the effective implementation of PLC pedagogy in the teaching of English Studies.

Research Questions

The following research questions guided the study:

- 1) What is the level of English Studies teachers' understanding of PLC pedagogy in FCT, Abuja?
- 2) To what extent is PLC pedagogy implemented in the teaching of English Language Studies in FCT, Abuja?
- 3) What are teachers' perception of the effectiveness of PLC pedagogy in improving English Language Studies instruction?
- 4) What challenges militate against the effective implementation of PLC pedagogy in the teaching of English Language Studies in FCT, Abuja?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

- H_{01} : There is no statistically significant difference in the perception of PLC pedagogy effectiveness between English Language Studies teachers with less than ten years of experience and those with ten years and above.
- H_{02} : There is no statistically significant difference in the perception of PLC pedagogy effectiveness between English Language Studies teachers in urban schools and those in rural/satellite schools within the FCT.

Hypothesis

- H_{01} : There is no significant difference in the perception of the effectiveness of PLC pedagogy between English Language Studies teachers with less than 10 years of teaching experience and those with 10 years or more of teaching experience.
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- H_{02} : There is no significant difference in the perception of the effectiveness of PLC pedagogy between English Language Studies teachers in urban schools and those in rural/satellite schools.

Significance of the Study

The findings of this study are expected to benefit several categories of stakeholders. For English Language Studies teachers, the study provides evidence-based for advocating structured time and institutional support for collaborative professional learning. For school administrators and principals, the findings offer practical guidance on how to design and support PLC structures within the constraints of the Nigerian school calendar. For the FCT Education Secretariat and Universal Basic Education Board, the study offers empirical justification for policy on school-based professional development, as opposed to reliance on episodic external training alone. For curriculum planners and teacher educators, the study contributes context-specific evidence on how collaborative pedagogy models translate into the teaching of English Language Studies within a Nigerian urban-federal context. Finally, the study adds to the relatively thin body of Nigeria-specific empirical literature on PLC pedagogy in language and literature instruction, providing a basis for further research.

Scope of the Study

The study was delimited to public senior secondary schools in the six Area Councils of the Federal Capital Territory, Abuja (Abuja Municipal, Abaji, Bwari, Gwagwalada, Kuje, and Kwali), and focused specifically on teachers of English Language Studies (English Language and Literature-in-English). The study examined teachers' understanding, implementation, and perceived effectiveness of PLC pedagogy, along with the challenges affecting its implementation; it did not extend to a direct measurement of students' academic achievement, which is recommended as an area for further research.

METHODOLOGY

Research Design

The study adopts a descriptive survey research design, considered appropriate because the study sought to systematically describe and assess existing conditions, namely, teachers' understanding, implementation, and perception of PLC pedagogy, as they naturally occur, without manipulation of variables. This design is consistent with similar studies conducted within the FCT context assessing teacher-level instructional and professional development variables.

Population of the Study

The population of the study comprised all public senior secondary school teachers of English Studies (English Language and Literature-in-English) across the six Area Councils of the FCT, Abuja, estimated at approximately 1,050 teachers, based on staffing records obtainable from the FCT Education Secretariat and Secondary Education Board.

Sample and Sampling Technique

A sample of 240 English Studies teachers was drawn using a multi-stage sampling technique. At the first stage, three Area Councils were selected using simple random sampling to represent both urban (Abuja Municipal Area Council) and rural/satellite (two others) contexts. At the second stage, schools within the selected Area Councils were selected using stratified random sampling, proportionate to the number of public senior secondary schools in each council. At the third stage, all available English Studies teachers in the selected schools were purposively included, given the relatively modest number of English teachers per school.

Instrumentation

Data were collected using a researcher-designed structured questionnaire titled "Professional Learning Community and English Pedagogy Assessment Questionnaire (PLC-EPAQ)." The instrument was divided into sections, namely: Sections A, B, and C contained a total of 24 items on a four-point modified Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) addressing teachers' understanding of PLC pedagogy, extent of implementation, and perceived effectiveness respectively; and Section D contains 8 items on challenges to implementation.

Validity and Reliability

The face and content validity of the instrument were established through review by three experts: two from the English Language department and one from the Measurement and Evaluation department. The reliability of the instrument was established through a pilot test administered to 25 English Studies teachers outside the main sample, in a satellite area council not included in the main study. Using Cronbach's alpha, an overall reliability coefficient of 0.84 was obtained, indicating that the instrument was sufficiently reliable for the study.

Method of Data Collection

Copies of the questionnaire were administered directly to respondents by the researcher and trained research assistants, with on-the-spot completion encouraged to maximise the response rate. Of the 240 copies administered, 228 were retrieved, correctly completed, and used for analysis, representing a 95% response rate.

Method of Data Analysis

Data collected were analysed using descriptive statistics of mean and standard deviation to answer the research questions, with a criterion mean of 2.50 used to determine agreement or disagreement (mean scores of 2.50 and above were interpreted as agreement/high extent, while scores below 2.50 were interpreted as disagreement/low extent). The two null hypotheses were tested using the independent samples t-test at the 0.05 level of significance, with the aid of the Statistical Package for Social Sciences (SPSS).

RESULTS

Research Question 1: Level of Teachers' Understanding of PLC Pedagogy

Table 1: Mean Responses on Teachers' Understanding of PLC Pedagogy

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1	I understand PLC as regular collaborative teacher meetings focused on student learning.	3.12	0.61	Agree
2	I can distinguish PLC pedagogy from ordinary staff meetings.	2.78	0.74	Agree
3	I understand the key principles of shared vision and collective inquiry in PLC.	2.65	0.79	Agree
4	I have received formal training on PLC as a pedagogical model.	2.11	0.83	Disagree
Grand Mean		2.67	-	Agree

As shown in Table 1, the grand mean of 2.67 indicates that English Studies teachers in the FCT hold a moderately high understanding of the general concept of PLC pedagogy, although formal training specific to PLC as a distinct model remains limited, as reflected in the comparatively low mean score for item 4.

Research Question 2: Extent of Implementation of PLC Pedagogy

Table 2: Mean Responses on Extent of Implementation of PLC Practices

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1	English teachers in my school meet regularly to plan lessons collaboratively.	2.34	0.88	Disagree
2	We jointly moderate students' essays and continuous assessment scores.	2.21	0.85	Disagree
3	I observe colleagues' English lessons and receive peer feedback.	1.98	0.77	Disagree
4	We analyse students' performance data together to plan interventions.	2.09	0.81	Disagree
5	My school allocates dedicated time on the timetable for PLC activities.	1.87	0.72	Disagree
Grand Mean		2.10	-	Disagree

The grand mean of 2.10 in Table 2 indicates a generally low extent of implementation of core PLC practices among English Studies teachers, with peer classroom observation (mean = 1.98) and dedicated PLC time on the school timetable (mean = 1.87) rated lowest, suggesting that structural and scheduling support for PLC activity is presently weak.

Research Question 3: Perceived Effectiveness of PLC Pedagogy

Table 3: Mean Responses on Perceived Effectiveness of PLC Pedagogy

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1	PLC collaboration improves my lesson delivery in English Studies	3.21	0.58	Agree
2	PLC helps me address students' recurring writing/grammar difficulties	3.05	0.63	Agree
3	PLC increases my confidence in teaching literature-in-English	2.89	0.69	Agree
4	Students' performance improves when English teachers collaborate	3.02	0.66	Agree
Grand Mean		3.04	-	Agree

Table 3 shows a grand mean of 3.04, indicating that although actual implementation is low, teachers who do engage in PLC-type collaboration perceive it as fairly effective in improving their instructional practice in English Studies, particularly in addressing recurring student writing and grammar difficulties.

Research Question 4: Challenges to Implementation of PLC Pedagogy

Table 4: Mean Responses on Challenges Militating Against PLC Implementation

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1	Lack of dedicated time within the school timetable	3.34	0.55	Agree
2	Large class sizes limit time for collaborative planning	3.19	0.60	Agree
3	Inadequate instructional and ICT resources	3.08	0.64	Agree
4	Weak supervisory/administrative support for PLC activities	2.96	0.68	Agree
5	Limited in-service training specific to PLC pedagogy	3.15	0.59	Agree
Grand Mean		3.14	-	Agree

As presented in Table 4, all identified challenges recorded mean scores above the criterion mean of 2.50, with lack of dedicated timetable time (mean = 3.34) rated as the most significant barrier, followed closely by large class sizes and limited PLC-specific in-service training.

Test of Hypotheses

Table 5: Independent Samples t-test on Perception of PLC Pedagogy by Teaching Experience

Experience	N	Mean	SD	df	t-cal	t-crit	p-value	Decision
< 10 years	121	2.89	0.42	226	1.24	1.96	0.216	Not Significant
≥ 10 years	107	2.82	0.45					Retain HO ₁

Table 5 shows that the calculated t-value (1.24) is less than the critical t-value (1.96) at 226 degrees of freedom and $p > 0.05$. The null hypothesis (HO₁) is therefore retained, indicating no statistically significant difference in the perception of PLC pedagogy effectiveness between less experienced and more experienced English Studies teachers.

Table 6: Independent Samples t-test on Perception of PLC Pedagogy by School Location

Location	N	Mean	SD	df	t-cal	t-crit	p-value	Decision
Urban	118	3.02	0.39	226	3.87	1.96	0.000	Significant
Rural/Satellite	110	2.71	0.47					Reject HO ₂

Table 6 shows that the calculated t-value (3.87) exceeds the critical t-value (1.96) at 226 degrees of freedom and $p < 0.05$. The null hypothesis (HO₂) is therefore rejected, indicating a statistically significant difference in the perception of PLC pedagogy effectiveness between teachers in urban schools and those in rural/satellite schools, with urban school teachers reporting more favourable perceptions.

DISCUSSION

The findings of this study show that English Studies teachers in the FCT possess a moderately high conceptual understanding of PLC pedagogy, yet demonstrate a low extent of actual implementation, pointing to a familiar gap between awareness and practice that has been documented in the broader professional development literature within the FCT. In addition, the study has similarly found that constraints such as inadequate funding and weak monitoring limit the translation of professional development opportunities into sustained practice. This suggests that the barrier to PLC pedagogy in English Studies classrooms is less a matter of teachers not knowing what PLC entails, and more of a matter of structural and institutional conditions by failing to enable it.

The comparatively strong perception of PLC effectiveness (grand mean = 3.04), despite low implementation, aligns with international findings that active participation in PLC is associated with improved teaching strategies and reflective practice. The FCT teachers who have experienced limited collaborative engagement appear to recognise its instructional value, mirroring the pattern reported in studies of PLC participation among secondary school teachers in other developing-country contexts.

Furthermore, the findings show that the identification of inadequate timetable time, large class sizes, and limited PLC-specific training as the leading challenges is broadly

consistent with constraints reported in prior FCT-based studies on continuous professional development, which similarly flagged poor organisation and inadequate support structures as impediments to sustained teacher development. This convergence suggests that the barriers to PLC pedagogy specifically are not unique to English Studies but reflect systemic weaknesses in how professional collaboration is structured and resourced across the FCT public school system.

The absence of a statistically significant difference in perception by teaching experience suggests that both early career and veteran English Studies teachers similarly value collaborative professional learning, which is encouraging for the design of PLC interventions that do not need to be differentiated heavily by seniority. However, the statistically significant difference by school location, favouring urban schools, mirrors a recurring pattern in Nigerian education research in which rural and satellite schools consistently report weaker access to instructional resources, supervisory support, and professional development opportunities, underscoring the importance of location-sensitive strategies in any policy response.

CONCLUSION

This study assessed PLC pedagogy in the teaching of English Studies in FCT, Abuja, and found that while teachers demonstrate reasonable conceptual understanding of PLC principles and perceive PLC-type collaboration as instructionally beneficial, actual implementation remains constrained by inadequate timetabling, large class sizes, weak supervisory support, and insufficient PLC-specific training. Perception of PLC effectiveness did not differ significantly by teaching experience but differed significantly by school location, with teachers in urban schools reporting more favourable perceptions than their counterparts in rural /satellite schools does. Generally, PLC pedagogy holds considerable promise as a strategy for strengthening the teaching of English Studies in the FCT, but this promise is presently under-realised because of structural and institutional gaps rather than any deficiency in teachers' willingness or conceptual grasp of the model.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- The FCT Education Secretariat and Secondary Education Board should institutionalise dedicated time within the official school timetable for subject-based PLC meetings among English Studies teachers, rather than leaving collaboration to informal, unscheduled arrangements.
- School administrators should provide structural and supervisory support for PLC activities, including protected meeting time, access to performance data, and recognition of PLC participation in staff appraisal.
- Targeted in-service training specific to PLC pedagogy, distinct from general professional development workshops, should be organised for English Studies teachers to build their capacity for collaborative inquiry, peer observation, and joint moderation of assessment.

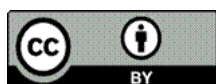
- Deliberate measures, including additional resource allocation and mentorship linkages between urban and rural/satellite schools, should be adopted to close the location-based gap in PLC effectiveness perceptions identified in this study.
- Class size reduction strategies, or at a minimum, team-teaching arrangements, should be explored to free up teacher time and capacity for meaningful collaborative planning in English Studies.

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