

## Record details

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### Title

A protocol for a scoping review on conceptualisations of and research on language teacher leadership

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### Review Question

The present review intends to investigate how teacher leadership has been conceptualised and researched in language teaching context, and the following research questions are developed:

- 1.How is language teacher leadership conceptualised?
- 2.How is language teacher leadership researched?

### Rationale

Teacher leadership is not a new concept (Lambert, 2003); conceptualisations of teacher leadership have gone through three evolutionary waves. In the first wave, formal roles and top-down authority, such as department chairs and union representatives, were usually associated with leadership. The second wave acknowledged teachers as instructional leaders. The third wave focused on teachers' daily work and collaboration with colleagues as part of their leadership roles (Shah, 2019). Although the term teacher leadership has been around for decades, there is little consensus on what it constitutes (Wenner & Campbell, 2017). Moreover, the conceptualisation of teacher leadership is made more complex with the recent technological developments that enables teaching and learning to take place outside the classroom (Wenner & Campbell, 2017; Nguyen, Harris & Ng, 2020). Additionally, while there is a plethora of research on teacher leadership in general education literature, research on teacher leadership in English language teaching contexts is still in its infancy (Whitehead & Greenier, 2019). To address these gaps, this scoping review aims to provide the latest synthesis on how language teacher leadership is conceptualised and the research method(ologies) used in those studies. To the best knowledge of the authors, this will be the first systematic review on this topic.

Lambert, L. (2003). Leadership redefined: An evocative context for teacher leadership. *School Leadership & Management*, 23(4), 421-430. <https://doi.org/10.1080/1363243032000150953>

Nguyen, D., Harris, A., & Ng, D. (2019). A review of the empirical research on teacher leadership (2003-2017): Evidence, patterns and implications. *Journal of Educational Administration*, 58(1), 60-80. <https://doi.org/10.1108/JEA-02-2018-0023>

Shah, S. R. A. (2019). The Emergence of Teacher Leadership in TESOL: An Exploratory Study of English Language Teachers as Teacher Leaders in the Saudi EFL Context. *Journal of Education in Black Sea Region*, 5(1), Article 1. <https://doi.org/10.31578/jeps.v5i1.196>

Wenner, J. A., & Campbell, T. (2017). The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature. <https://doi.org/10.3102/0034654316653478>

Whitehead, G. E. K., & Greenier, V. T. (2019). Beyond Good Teaching Practices: Language Teacher Leadership From the Learners' Perspective. *TESOL Quarterly*, 53(4), 960-985. <https://doi.org/10.1002/tesq.526>

### **Inclusion Criteria**

#### Conceptual framework

Include: There is a clear definition or conceptualisation of (language) teacher leadership.

Exclude: The term "(language) teacher leadership" is used without a clear definition or conceptualisation.

Rationale: We intend to include publications that can provide information for the research question about the conceptualisation of language teacher leadership.

#### Language

Include: Publications are written in English.

Exclude: Publications are written in languages other than English.

Rationale: English is the only language that we shared among research team members.

#### Type of publication

Include: Publications belong to one of the following types: journal articles (primary studies, research syntheses, commentaries, conceptual pieces), editorials, books, book chapters.

Exclude: Publications that are descriptions of practice only.

Rationale: Publications that are descriptive usually lack rich information concerning conceptualisations and research evidence.

#### Timeframe

Include: Publications published from 2000 to 2023.

Exclude: Publications before 2000.

Rationale: We would like to present the latest publications in the domain of language teacher leadership.

### **Information Sources**

The following sources will be accessed electronically: an exploratory search will be implemented in a number of databases, which are the Directory of Open Access Journals (DOAJ), Education Resources Information Center (ERIC), PsycINFO, Scopus, Social Sciences Citation Index, EBSCO, Electronic Theses Online Service (EThOS), ProQuest; a search will be conducted on relevant websites, such as The International Research Foundation for English Language Education (TIRF), The International Association of Teachers of English as a Foreign Language (IATEFL), American Council on the Teaching of Foreign Languages (ACTFL), Leadership Initiative for Language Learning (LILL), The Japan Association for Language Teaching (JALT), Cambridge University Press, Oxford University Press, British Council, and The International Leadership Association. A focused search will be performed in the journals *Applied Linguistics and Professional Practice*, *Leadership Quarterly*, and *Group and Organization Management* journal, where most relevant recent publications are found.

### **Search Strategy**

The following search string will be used to conduct the review:

("teacher leadership" OR "language teacher leadership" OR "language teacher management" OR "language teacher administration" OR "management in ELT" OR "language education management"

OR "language education leadership" OR "language teaching administration")

## Data Management

Full-texts of the selected publications from first-level screening will be downloaded as PDF files, which will be stored in a Google Drive folder. The data from the initial title and abstract screening will be managed in an Excel spreadsheet. After the second-level screening and an appraisal of methodological rigour (for primary studies only), the finalised data extraction forms will be imported into Nvivo 12 for data synthesis.

## Selection Process

We will adopt the PRISMA diagram based on Page et al. (2021), where the selection process will follow three stages: identification, screening, and inclusion.

Relevant articles will be identified in the identification stage. With reference to the inclusion and exclusion criteria, the first and third authors will screen abstracts and titles to exclude irrelevant articles, publications in other language, and duplicate articles. After the first-level screening, eligible articles will be downloaded for a second-level screening. Full texts will be accessed to check for methodological rigor, and inclusion and exclusion criteria will be used to determine their suitability to be included in this scoping review. Publications that pass both screening stages will be included in the data extraction process.

Page, Matthew J., Joanne E. McKenzie, Patrick M. Bossuyt, Isabelle Boutron, Tammy C. Hoffmann, Cynthia D. Mulrow, ... & David Moher. 2021. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *Systematic reviews* 10(1). 1-11. <https://doi.org/10.1136/bmj.n71>

## Data Collection Process

A data extraction form will be created for the included articles based on a recently piloted and published one (Chong & Reinders, 2022). Authors 1 and 3 will independently pilot the form on 25% of the included publications and the outcomes will be compared and discussed in an online meeting and disagreements will be resolved. After piloting 25% of the publications and modifying the data extraction form, the form will be adopted for the remaining articles. To ensure reflexivity rather than reliability (Liu & Chong, 2023), the authors will keep a researcher logbook to document the pre- and post-meeting reflections.

Chong, S. W., & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. *Language Teaching Research*, 13621688221075812.

Liu, Q., & Chong, S. W. (2023). Bilingual education in China: a qualitative synthesis of research on models and perceptions. *Applied Linguistics Review*, (0).

## Data Items

Characteristics of included publications (Contexts & Participants)

Type of publication (e.g., research synthesis, primary research, commentary)

Research questions

Design (qualitative, quantitative, mixed)

Description of recruited sample

Location(s) of data collection

Other relevant sociodemographic information

Research question 1: How is Language Teacher Leadership (LTL) Conceptualised?

Definition of LTL

Theoretical/conceptual underpinnings (e.g., which theory/earlier framework is it based on?)

Research question 2: How is Language Teacher Leadership (LTL) Researched?

Evaluation mechanism/tool

Nature of evaluation (e.g., perceptual, effectiveness)

Teacher's perception

Learners' perception

Effectiveness/outcome

Other information

Key conclusions of study

### **Risk of bias/trustworthiness of individual studies**

The rigour of primary studies and secondary research will be assessed by using the Mixed Method Appraisal Tool (MMAT) and Spencer et al.'s (2003) framework of Quality in Qualitative Evaluation. For publication bias, we included not only journals with high impact factors, but also websites specialising in teacher leadership to ensure the breadth of the search and representation of the included publication.

Hong, Q.N., Pluye, P., Fàbregues, S., Bartlett, G., Boardman, F., Cargo, M., Dagenais, P., Gagnon, M-P., Griffiths, F., Nicolau, B., O'Cathain, A., Rousseau, M-C., & Vedel, I. (2018). Mixed Methods Appraisal Tool (MMAT), version 2018. Canadian Intellectual Property Office, Industry Canada.

Spencer, L., Ritchie, J., Lewis, J., Dillon, L. (2003). Quality in Qualitative Evaluation: A framework for assessing research evidence. Government Chief Social Researcher's Office.

### **Data Synthesis**

Reflective thematic analysis will be adopted in our research (Braun & Clarke, 2019), which requires researchers to identify 'stories about particular patterns of shared meaning across the dataset' (p. 592), and the process of generating themes is iterative. Authors 2 and 3 will pilot coding two studies and have a meeting to compare our coding schemes, aiming to ensure all "patterns of shared meaning" are identified and categorised (Braun & Clarke, 2019). Then the syntheses of the remaining studies will be carried by Author 3, with regular check-in meetings with Author 2.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.

### **Meta-biases**

N/A

### **Confidence in cumulative evidence**

This will be evaluated using the Grading of Recommendations Assessment, Development and Evaluation (GRADE). GRADE is deemed an appropriate tool because of its transparent framework to evaluate the credibility and strength of the body of evidence in systematic reviews (<https://www.gradeworkinggroup.org/>).

### **Sources of Funding**

N/A

### **Role of Funders**

N/A

### **Anticipated or actual start date:**



2022-09-08

**Anticipated completion date:**

2023-07-31

**Other language resources**

N/A

**Current Status**

Ongoing

**Details of Published Review**

N/A

**IDESR URL**

<https://idesr.org/article/IDESR000080>