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Title

**Investigating the effect of teachers' leadership
on the development of EFL
Learners' communicative skills.**

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Master in Didactics**

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DEDICATION

It is with genuine gratitude and warm regard that I dedicate this simple work to my beloved mother and my lovely father who always believed in me and supported me, to whom I wish a longer life. My sisters and my lovely brother...

Thank you all.

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Abstract

This research aims to deal with the effect of teachers' leadership on the development of EFL Learners' communicative skills. We administered three hypothesis, the first one says that teachers' leadership affect the development of EFL students' communicative skills, the second one suggest that the activities used by leader teachers are Debates, role play, situation samples, group/pair work, games, listing and speaking tasks, and extracurricular activities. And the third hypothesis; there is a significant relationship between teacher's leadership and the development in EFL student's communicative skills. In order to do this research, we based on three chapters, two theoretical chapters, and a chapter for the field of work. Both theoretical chapters include an overview of the notion of teachers' leadership and the relationship between it and communication. As for the third chapter, it is devoted for the analysis and interpretations of the data collection tools and its results. We have presented two questionnaires and one interview as tools to conduct in our research one question and an interview for teachers and one questionnaire for students. The population consist of all and both students and teachers of Ibn Khaldoun University, the English Department that were randomly selected to answer and to be part of our research. Our research findings, shows that teachers' leadership affects students' communicative skills by helping the teacher to reveal students' difficulties and overcome them in return. It is suggested that in order to develop students' communicative skills, teachers should develop their leadership skills and devote their time to find solutions to students who struggle to communicate. It suggested that they should be aware of their own deficits and limit them to reach desirable communicative skills.

Key words: teachers' leadership, oral communication skills, educational leadership, extracurricular activities.

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General Introduction

General Introduction

General introduction

John Quincy Adams, the 6th US President, said, "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader". Leadership is distinct in every competent and skilled teacher. No matter what is the subject to be taught or how exhaustive a lesson plan is, without leadership skills, the teacher will always wrestle to stimulate and motivate his students to learn and develop their academic performance.

Teachers' leadership is one of the concepts that educational scholars have noticed lately and studied to improve schools and education. It is meant by this concept that teachers with leadership qualities inspire, motivate, stimulate learners to do their best, and affect their learning outcomes positively this effect extends to the outside of the classroom to their lives by developing their communicative competence for instance. Teachers' leadership in the EFL classroom may have effects on learners' communicative and oral skills. While the literature about the general topic of leadership in schools is rich and varied, there has been very little investigation about how teachers' leadership affects individual student outcomes, especially in the EFL context.

1. Statement of the problem

The researchers noticed that leadership in education in general has an impact on learners' performance as well as teachers' leadership, but there is not a sufficient amount of studies that shows the real effect of teachers' leadership in the EFL context and the communication skills, so in the speaking and listening skills there is more empirical evidence needed to find out about its effect and gain more knowledge about the way teachers' leadership affects EFL learners' oral skills.

Furthermore, the teachers' leadership as a concept has gained more attention in the educational reform and school improvement worldwide and there is an international call for more research to be done on the importance of educational leadership and the importance of developing it.

2. The aim of the study

General Introduction

The study aims to deal with the effect of teachers' leadership on the development of EFL students' communicative skills. Also, it aims to demonstrate the influence of leader teachers on students when communicating in the classroom which provides us with solutions to overcome learners' lack of communication and develop their ability to perform orally and engage in interactions with English language speakers and to measure the relationship between teachers' leadership and the development of learners' oral performance.

3. Research Questions

Our research raises three questions:

3.1. How does teachers' leadership affect the development of EFL students' communicative skills?

3.2. What do leader teachers enroll their learners in to promote their communication competency?

3.3. Is there a correlation between teachers' leadership and the development of EFL students' communicative skills?

4. Hypotheses

On the basis of these questions we hypothesize:

4.1. Teachers' leadership effect EFL students 'communication positively that they feel motivated to speak the language and use it to interact with the English language speakers.

4.2. In order to promote the learners' lack of communication leader teachers enroll their learners in debates, pair/ group work tasks, situational samples, role plays, and extracurricular activities.

4.3. There is a significant positive effect between teachers' leadership and the development in students' communicative performance.

5. Methodology

General Introduction

Our study makes use of the descriptive method since it seems more appropriate for gathering the needed information about the effect of teachers' leadership on the development of EFL students' communicative skills.

In order to obtain data for our study, we conducted two questionnaires and an interview, one is for teachers and one for learners. Our participants consisted of both master students and their teachers of the University of Ibn Khaldoun the English department. We administrated our questionnaire to 50 students and 20 teachers. And our interviews to 10 teachers.

6. Significance of the study

We are hoping that the study provides the learners with a deep understanding to the notion of teachers' leadership and raise their awareness about the extent to which leader teachers affect their oral performance, language proficiency, and communication skills In general.

For the teachers, the study opt for providing the leader teachers with information about their significant role in developing their learners' ability to interact with the speakers of the English language and non-leader teachers of what leader teachers are likely to achieve in their teaching process .

7. The research process

The present study provides a general description to the topic by demonstrating the research problem, Research objectives, Research questions, hypotheses, the significance of the study, and the methodology in which the research is conducted. Our research is divided into three chapters, the first and second chapters are theoretical (review of literature), The first chapter has attempted to shed lights on the varied definitions of teachers' leadership, instructional leadership, the roles of leader teachers and their qualities, and how teachers' leadership roles changed through time. The second chapter is an attempt to identify the relationship between teachers' leadership and learners' communication skills. And the last chapter analyzes the results of the two questionnaires and the interview, and provides analysis and discussions to the results in order to come out with final results that answers the questions the research sought to answer.

Chapter one

Background of teachers' leadership

1.1 Introduction

Over the past two decades, leadership has become a significant element in global educational reform due to its impact on learners' school performance. This chapter is an attempt to present a general overview of leadership in classroom and beyond. But first and foremost this chapter sheds light on the various existing definitions of teachers' leadership. Then, it emphasizes the role of leadership in the teaching and learning process .in addition of a literature review on the different models of leadership in education focusing on instructional leadership, a general overview of the effect of leadership in education and school development. Moreover, this chapter provides different types of activities involved by leader teachers that can help learners to be more collaborative and develop their communicative skills. It also provides the characteristics of a leader teacher, and how teachers can develop such skills. Finally, the chapter sheds lights on communication and leadership in schools and oral communication in educational leadership. and review of literature on teachers' leadership and its role in developing learners' performance in general and their communicative skills specifically including speaking and listening in the context of EFL where perhaps there are no empirical studies concerning leadership in classroom practice in the Algerian' EFL context; despite its importance to the success of the teacher and the academic achievement of the EFL learners.

I- Teachers' Leadership

1.2 Definitions of Teachers' Leadership

Teacher leadership is not a new concept; it has been discussed in various studies that focused on developing the teaching and learning process. This concept appeared first in 1916 by John Dewey when he presented the teachers' active role in school governance (Shah, 2017). Scholars see that it is pretty hard to define teachers' leadership because of its various functions and meanings according to the context. Despite this difficulty, a plethora of definitions exist. According to Lieberman & Miller (2005), teachers' leadership is like a "cosmopolitan response"; it supports policies that enable good practice rather than prescribe it, recognize the knowledge, skills, and abilities of teachers, and provide incentives to increase their knowledge (pp. 151-162). A teacher is like a student, he needs opportunities to develop and promote his learning rather than get instructed on what to do and how to do it,

in other words, teachers' leadership enables the teacher to be more creative and develop his or her teaching strategies.

Smith (1999) said that teachers' leadership is an essential factor for student success, so teachers should be included in the decisions that are made to improve student's performance and success. This includes the basics such as class scheduling and textbook selection but it also should go further to incorporate collaboration for best practices, mentoring students and teachers, providing support for new teachers, and having access to student data to inform their teaching practices (National Council for the Accreditation of Teacher Education, 2001). Thus, Teachers' leadership is a collective attempt that empowers instructors to make positive contributions to the educational field.

Danielson, (2006) suggested that teachers' leadership is not about formally assigned roles, but developed informally by obtaining them through specific actions. Teachers' leadership refers to a set of skills displayed by teachers who do not only continue to teach students but also have an impact on the classroom and beyond (Danielson 2006, p. 12). These leader teachers possess a range of skills and roles that not only permits them to be effective in the classroom but also allows them to exert influence beyond their classroom (York-Barr and Duke 2004). Considering that teacher leadership is a featured form of leadership that borrows from multiple conceptions of leadership that focus more on collaboration than on authority gifted in one person, It enhances and promotes the communicative skills of both the teacher and the learner. York-Barr & Duke (2004, p. 287) said that teachers' leadership is the process by which teachers, individually or collectively, influence their peers, administrators, and other members of the school community to enhance the educational practices in order to raise learners' academic performance and learning.

Katzen Meyer and Moller (2001) refer teachers' leadership as "a sleeping giant" (p. 2) and believe that leader teachers lead within and beyond the classroom. According to Katzen Meyer & Moller (2009, p. 16) Being a teacher leader means sharing and representing relevant and key ideas of our work as teachers in contexts beyond our individual classrooms so as to improve the education of our students and our ability to provide it to them. Leader teachers inspire learners and motivate them within the classroom and beyond.

Wisley (1992, p. 21) sees that teachers' leadership is defined as influencing and engaging colleagues toward improved practices. A leader teacher is a motivator and a guide for his student in the learning process. He has a clear view of the strengths and weaknesses of his students.

Unlike the previous scholars, Pellicer & Anderson see that the concept of teachers' leadership concerns teachers only when a teacher influences or inspires another teacher in order to develop their teaching practices. Teachers' leadership is concerned with teachers helping their colleague teachers so they can, in turn, better help students. Teachers' leadership is helping teachers work together to establish and achieve the goals and objectives of the school (Pellicer & Anderson 1995, p. 22).

There are two fundamental tenets at the center of the most commonly used definition of leadership. The first principle is that a successful school leader creates a vision and gives direction. School leaders set or define the educational objectives by ensuring that the processes and content of the curriculum are contemporary and relevant. And the second tenet is mobilizing others to achieve a common goal. School leaders facilitate the achievement of educational and organizational goals, they link resources to outcomes.

Yet, while the literature is full of information related to teachers' leadership and its importance in practice and educational improvement, there is not an encapsulated concept of teachers' leadership within a single, widely accepted definition. For example, Danielson (2006, 2007) emphasizes teachers' leadership roles and skills. While York-Barr and Duke (2004) Claim that headteachers occupy an important and central part of the school. Furthermore, Katzenmeyer and Moller (2001) define teacher leadership in terms of influence. While Childs-Bowen, Moller, and Scrivner (2000) maintaining that educators become leaders when they work viably with their learners in proficient learning networks. These extreme examples help explain the various existing definitions. But we should never judge the work of many researchers who have worked hard to promote teacher leadership and make the change in the educational system. Instead, these examples show the simple truth that there is a lot of work to be done to help teachers understand leadership.

1.3 Instructional Leadership

Besides teachers' leadership and its significant role in teaching and learning, there are other models of leadership such as instructional leadership. Since the early 1980s, the research on principals' leadership has shifted the focus from general leadership to research on various types of specific leadership. Instructional leadership refers to the direct commitment of the principal to the teaching process (Hallinger, and Murphy 1985). Transformational and transactional leadership highlights the role of leaders in motivating others to realize their collective vision and promoting the development of skills of members (Leithwood and Jantzi, 2000). Teachers' leadership refers to a set of skills displayed by teachers who not only continue to teach students but also have an impact on the classroom and beyond (Danielson, 2006). Collaborative leadership refers to the leadership involving school administrators, teachers, parents, and others to improve the school's organizational performance (Hallinger & Heck, 2010). In 1979, Ronald Edmonds published a groundbreaking article on effective schools for educational leadership, thus launching the effective schools' movement. In this article, he clarified early learning leadership as an essential factor in school effectiveness (Hallinger, 2015). In reforming and improving school performance, instructional leadership is becoming more and more influential, but the term has no clear meaning (Alig-Mielcarek, and Hoy, 2005). Leithwood and Steinback, (1999) identify instructional leadership as that which "assumes that the critical focus for attention by leaders is the behavior of teachers as they engage in activities directly affecting the growth of students". This model of leadership became a steadily more crucial element in developing schools' performance and education in general. Hallinger and Murphy (1985) elaborated their instructional leadership model by studying the behavior of elementary school principals and reviewing the literature on school performance. Based on their experience and theoretical analysis, they created an instruction management structure that has three core functions of instructional leadership that define tasks, manage the curriculum and help create a supportive school environment. Tasks were defined in terms of setting and communicating the goals. Classes are designed to monitor and evaluate teaching, coordinate curriculum, and monitor student progress. The school principals have created a positive school atmosphere to prevent time-wasting in class, promote professional development, ensure high visibility and enforce high academic standards.

In order to see how does instructional leadership affects students' achievement, many empirical studies have been made. Hallinger and Heck (1997) define the impact of leadership both in terms of category; define the mission of the school, manage the curriculum and help shape the school atmosphere. And in terms of mode of impact; direct, indirect, and reciprocal. They concluded that the main way to influence is to shape the direction of the school through vision, mission, and goals, and suggest that a broader approach is more functional because it covers direct and indirect effects and it is more likely to encourage others to collaborate and partake the responsibilities of instructional leadership. However, the narrow approach encourages the development of the idea of heroic leadership. Strong instructional leadership ability is broadly acknowledged as a key factor in school development and plays a significant role in improving school quality and efficiency (Allen, Grigsby, and Peters, 2015). Although the positive effect of instructional leadership on students' academic performance has been approved and recognized in different countries (Hallinger, 2015), the effect size of this relationship varies greatly (Marzano & Waters, 2005). For example, Hollinger and Heck (1998) and Witziers, Bosker, & Kruger (2003) noted that the direct impact of principals' leadership on student academic achievement was relatively small and was essentially mediated by teachers. In contrast, (Marzano, Waters, & McNulty (2005) revealed the opposite conclusion by reporting a substantial relationship with an evident effect on school performance.

The question of how instructional leadership impacts students' academic achievement keeps attracting the intention of scholars from all over the world. According to many researchers, the impacts of different instructional leadership extents can differ according to the country, school type, and according to the subject like language learning for instance.

1.4 Teachers as Leaders

Over the past two decades, academic researchers have emphasized the need to develop the teachers' role in the classroom as a leader (TL) since it has showed a significant impact on learners' school achievement. Therefore, several published studies have concluded that teachers need to participate as leaders in the process of major school changes to make a successful educational reform.

According to the empirical studies teachers as leaders keep affecting students' school performance, communicative attitudes, and their confidence inside and beyond the classroom. They have multiple roles as leaders in the classroom. The leader teacher is identified as being in a “unique position to make change happen” (Lieberman & Miller, 2004, p. 12). And here are some functions of leader teachers according to different researchers in the field summarized in the table below.

The author	Leader teachers' roles and skills.
<i>Miles, Saxl, and Lieberman (1988)</i>	<ul style="list-style-type: none"> • Building trust and rapport. • Making organizational diagnoses. • Building skill and confidence in others. • Managing work.
Wasley (1991)	<ul style="list-style-type: none"> • Leader teacher enable their student to improve professional practice. • Help redesign school. • Provide helpful activities for students' growth. • Help in solving problems at the schools' level.
Smylie and Denny (1990)	<ul style="list-style-type: none"> • Leader teacher must engage in model professional growth. • Supporting others in the change process.
• Spillane, Hallett, and Diamond (2003)	<ul style="list-style-type: none"> • They have determined four warrants of leadership: experience, vision, knowledge, and respect for learners.

Table 1: Leader teachers' roles according to different scholars.

Teachers' leadership roles have developed and changed through three major phases or waves. These roles can be divided into formal as in the first and second wave and informal roles as in the third and the most recent wave.

1.5 The emergence of Teacher Leadership:

Teachers' leadership went through many phases during the last two decades. It appeared first in 1916 in John Dewy's writing, but it became widely discussed by the educational reform movement in 1980 (Shah, Sayyed Rashid, 2017). According to Silva, Gimbert, and Nolan (2000), teachers' leadership developed through three progressive waves starting from the early 1980 to the 1990s. These waves describe how this concept changed in different instructional contexts all over the world.

In the first wave, Teachers play formal and managerial roles, such as department heads, senior teachers, union representatives, and administrative leaders. This wave limited teachers' roles to administrative roles and replace the principals rather than focusing on their roles within the classroom. Another criticism of this wave is that these roles made a gap between teachers and principals and imposed strong and tight supervision on teachers to increase school efficiency (York-Barr, and Duke, 2004, p. 260).

The second wave is a response to the first one it focuses more on the teachers' role within the classroom context and on the instructional roles more than administrative ones such as team leaders, curriculum experts, and teacher mentors which are newly created positions by this wave. These positions moved teachers' leadership' roles from administrative to educational roles but it is still away from leadership positions, it is an apart from and not a part of teachers' daily work (Wiggenton, 1992).

The third and the most recent stage focused on teachers' classroom daily work as part of their leadership role teachers are "viewed as central to the process of generating organizational development and change through their collaborative and instructional endeavors and efforts" (Harris, 2005, p. 206). This wave recognizes leadership as a process rather than a position (Silva, Gimbert, and Nolan, 2000). Wisely (1991) defined the third wave of leader teachers as those who enable their learners to improve professional practices by doing things they would not normally do by themselves. She said that leader teachers are

those who help redesign schools, guide their colleagues, and participate in problem-solving and provide activities for learners.

According to these three waves, teachers' leadership roles are categorized into formal roles like administrative and managerial roles which are presented in the first and the second wave, and informal roles as presented in the third wave and adopted in this research work.

1.6 Language and Leadership

Language is not just words and rules. It includes social practices that explain and find meaning. The way we teach language affects learners' understanding of this language. These ways affect lesson plans, classroom interactions, and learners' performance too. Leadership is one of these practices that plays a significant role in teaching and learning a language. However, there is a lack of research in the field of language teaching and leadership despite the increasing awareness of its importance in language education (Christison, MaryAnn and Murray, Denise, 2008). The few studies in this area come mainly from the United States, in school settings with a majority of English language learners, which shows that there is a strong relationship between leadership and the efficiency of programs for these students (AL Armendáriz, EJ Armendáriz, 2002). Effective leadership is essential to successful teaching and learning. Despite differences in the school environment, such as socioeconomic factors, resources, and the number of English learners, it is necessary to continue to focus on developing leadership skills and knowledge to support these learners (Suttmilller, and Gonzalez, 2006). Leadership though has undeniable importance to support language education, when a leader teacher uses this capacity to influence, lead, and motivate his learners and colleagues such as novice teachers.

1.7 Incorporation of Teachers' Leadership into the Language Curriculum

Today, teacher leadership is seen as an incentive factor in educational reform. The American Council on the Teaching of Foreign Languages (ACTFL) has introduced another broad target in the ACTFL 21st Century Skills Map (2011) for language teachers of all languages and levels. It defines leadership and responsibility as part of language teaching, and some

language teachers are trying to incorporate this new goal into the language curriculum in a practical and meaningful way. In order to go beyond anecdotes and often arbitrary efforts. In 2012, the USAFA' (the United States Air Force Academy) Department of Foreign Languages (DFF) began evaluating language integration and leadership, focusing on the core mission of USAFA in developing leadership((Long, Sheri Spaine and Derby, LeAnn and Scharff, Lauren and LeLoup, Jean W and Uribe, Daniel, 2015).

National Standards in Foreign Language Education Project (NSFLEP, 2006) provide points of departure for teachers to incorporate leadership in foreign language curriculum (Long, Jean, LeAnn, and Reyes, 2014).

These programs are set to incorporate the teaching of leadership within the language curriculum and courses but there are no studies found about incorporating teachers' leadership practices in language curriculum within the classroom setting despite its importance in developing learners' language skills.

1.8 Traits that makes a Leader Teacher

A research study made by Rupšienė, & Skarbalienė (2010) in Lithuania revealed that there are some common traits among leader teachers of general education: high personal standards and the desire to be the best, strong vision and loyalty, the ability to overcome fears and stress, the ability to evaluate working situations realistically, the sense of responsibility, the resolution to strive for the result, the ability to motivate students and colleagues and the self-control. A leader teacher is a motivator, guider, source of knowledge for his colleagues and learners, and evaluator.

Lieberman et al. (1988) identified 18 traits or skills that they considered to be characteristic of teacher leaders. They categorize them as follows:

- Building trust and compassion
- Organizational diagnosis
- Process management
- Using resources
- Managing the work
- increasing capacity and confidence in others

These are general traits of leader teachers in the school. There is a lack of research about teachers' leadership in the classroom environment and among learners and the characteristics like decision making and the influence of leader teachers on students inside and beyond the classroom.

1.9 Leadership as a Component of Foreign Language Education

Throughout the world, scholars are more and more interested in the connection between education and educational leadership, and more and more studies have shown the importance of leadership to the success of teaching and learning. In addition to the ACTEL's project which has identified leadership as a component of language education (Long, Jean, and Derby, 2014), TESOL Leadership Development Certificate Program was launched at the 2005 TESOL Symposium on Leadership, this research revealed the challenges of leadership in TESOL such as the lack of knowledge from teachers about leadership practices. These projects show the growing acknowledgment of the significance of leadership in language education. However, more research in the area of foreign languages and EFL is still needed.

1.10 Leadership and Decision Making

Decision-making capacity is one of the basics for teachers' professional development (Schnellert, Butler, and Higginson, 2008). Teachers are always making decisions in their classroom, it is a crucial element in teachers' role. Decisions are about lesson content, teaching method, the motivation of the class, the incentives or disincentives to apply the resources to use, the moments to change course or promptness, and many other daily issues that need to decide about it. These points play a role in the success or the failure of the daily teaching and learning process (Eggleston, 1977). These practices will affect the whole educational process for the long-term outcomes and not only the daily work. The review of the literature shows that leadership is a part of teachers' decision-making. Teachers plan, organize, and control the activities of students in the education process, and therefore act as leaders (Drobot, and Roçu, 2012). A leader teacher is a guide, he or she makes decisions according to students' needs to move the lesson forwards. Research in the field of classroom management shows three different teachers' leadership models; an authoritarian, democratic, and d laissez-faire teachers' leadership style (Drobot, and Roçu, 2012). Authoritarian leadership when the teacher takes all the decisions about classroom activities and lessons and

the overall plan alone without sharing this responsibility with his or her learners. In the democratic leadership type, learners are offered the opportunity to choose and participate in classroom decision-making. The leader's role here is to suggest two alternatives and let his or her learners decide by themselves. The third type or style is the laissez faire style where the leader limit his role as possible as he can letting his learners decide about all classroom activities. The teachers' role here is passive, he avoids any participative behavior.

1.11 Types of Activities Leader Teachers enroll their Learners in

Leader teachers guide their learners through different challenging activities in-class and out-of-class settings. These activities enhance their leadership qualities such as communication skills, problem-solving, time management, decision making, group skills (Parlar, Türkoğlu, and Cansoy, 2017). Examples of in-class activities like solving a current problem, completing homework, doing time planning, and out-of-class activities such as extracurricular activities like publishing a newspaper at school and making a free speech so that learners can express themselves and hence develop their public speaking and communicative skills. Other extracurricular activities like school council and team sports or joining clubs where pupils can share experiences and express their opinions. Several studies show that students' participation in extracurricular activities has direct positive effects on their instructional fulfillment and motivation, and teachers are supposed to guide pupils to gain these benefits by organizing such activities and events. According to Marsh and Kleitman (2002), students who participate in extracurricular activities have higher academic test scores and grade point averages. Extracurricular activities can improve a student's life, and they can give the students additional skills that they will use for the rest of their lives (Reynolds, 1996).

1.12 Teachers' Leadership in Classroom

Classroom is the essential unit of school and an important field for students' boom and learning. Teachers' leadership in the didactic room (classroom) is a process in wherein the instructor, regarding the connection between the curriculum, the schools' policy documents, the resources, the student group, and probably parents' motives identify what needs to be executed and how it should be performed through individual and collective efforts to achieve common thematic and didactic targets this concept is based on the definitions of leadership

found in Burns (1978), Northouse, (2007), Yukl, (2010), Augustsson, and Boström, (2012) writings. The leader's role in the classroom is to define the overall plan of classroom courses and activities and manage the recourses based on schools' rules and the curriculum. . Classroom atmosphere or mood, completely unique from other classes, it is formed by the interaction among teachers, students, and environment. This climate affects learners' behaviors and academic performance.

1.13 Teachers' Leadership and Responsibilities

A leader teacher has a range of roles and responsibilities to do. Probably the main responsibility of a teacher is to teach. A teacher should take time to get to recognize his or her students, apprehend the content, devise gaining knowledge of goals to meet level standards, use the available material (Skinner, 1990). Knowing and understanding each one of the learners is a responsibility, when a teacher knows his learners well, he or she will understand their learning preferences and needs and thus he achieves better results in teaching. A teacher should also understand the content to be taught so he or she can easily transmit this understanding and facilitate it for the learners. The leaders should make sure of using various materials to further their learners' comprehension.

II- Communication Skills

2.1 Leadership and Communication in Schools

a) Leadership:

Good school leadership is essential to improve students' academic achievement. So many studies revealed that leadership in schools has an undeniable effect on learners' outcomes and performance. The standard end drawn through quantitative leadership researchers is that school leaders have indirect influence on scholar consequences which can be basically mediated through teachers (Hallinger & Heck, 1998).

b) Communication:

All leadership scholars agree that School leaders must communicate efficiently, it helps them inspire others and make better understanding to achieve higher outcomes and help the student follow the principals to realize educational objectives. Keyton (2010) defined communication as “the process of transmitting information and common understanding from one person to another (p.10).” it is the transmission of information and understanding from school leaders and teachers to learners. Leadership in higher education requires effective communication to achieve its goals. The choice of communication method is equally important for effective communication (Johnson & Frank , 1997).

Though communication can be said to be synonymous with effective leadership (Mensah, 2018). Leaders' oral communication is what makes them effective leaders, it helps in inspiring and motivating others toward their targets.

2.2 Communication in Educational Leadership

Communication skills are the prime factor to become an effective leader. According to Sparks (2003), leaders should develop communication and problem-solving skills to promote positive relationships. Danielson (2006), argued that in order to improve students' learning, communication among teachers within a school and at different levels is crucial. Generally all researchers and experts agreed on the importance of communication skills in educational leadership, if a teacher wants to influence and inspire his learners then he must communicate effectively and that includes listening and speaking skills, a good communicator is a good listener and a good speaker. So these oral communicative skills will enhance students' performance and hence improve their communicative skills as well.

Dell Hymes (1971), defined communicative competence as a linguistic term that refers to a language user's grammatical knowledge of syntax, morphology, and phonology, in addition to social knowledge about how and when to use words and expressions appropriately. This competence enables teacher leaders to interact effectively with students. Therefore, schools should integrate it in teaching to develop learners' communicative skills. And the main focuses of this study are speaking and listening skills.

A) *Speaking*: one of the four language skills (productive skills), and it is crucial for effective oral communication in any language. Brown and Yule (1983) said, "Speaking is the skill that the students will be judged upon most in real life situations". Teaching speaking skills in the Algerian EFL context is undervalued, it is just a memorization of dialogues and repetition of drills, and here comes the role of leader teachers to influence their English learners to improve their speaking skills and encourage them to be public speakers despite the poor literature on the link between leadership and the speaking skill in the Algerian schools. Algerian schools should adopt this concept.

Leader teachers develop their learners' speaking skills through their leadership practices and various activities. Spada (2006) suggest "speaking in the target language needs more than one mental activity at once like selecting words, pronouncing them, and stringing them together with the right grammatical markers" (p. 39).

B) *Listening*: a passive language skill that is also necessary for oral communication. McKay, Davis, and Fanning (2009) said "listening is a commitment and a compliment". It is a commitment for teachers to listen to their learners to understand their needs and feeling during the educational process, and it is a compliment because it shows the teachers' attention and care for his learners' opinions and this will motivate them to speak more and hence learn more.

In real life, listening and speaking are always integrated, so teachers should teach these two skills interactively (Tavil, 2010). When leader teachers use interactional tasks they enhances learners' oral competencies by practicing the language, as Davies and Pearse, (2000) said a successful teaching and learning of English is when the students communicate in English inside and outside the classroom.

2.3 Conclusion

This chapter has tackled a general theoretical background about teachers' leadership and EFL communication. It aims to draw attention to a new concept in the EFL context which is teachers' leadership and its roles, characteristics, and emergence. A teacher should be a leader among his learners by motivating, inspiring, and leading them toward the desired purpose. It also sheds light on leadership and communication in schools, how is it important

to be an effective communicator leader, and the communication in educational leadership. It focuses on speaking and listening skills because leader teachers' oral skills inspire learners' communicative skills throughout different activities and tasks inside and outside the classroom setting. This chapter helps to understand more what teachers' leadership in education is in order to see its effect on learners' communication skills later.

Chapter Two

Teachers' leadership and communicative skills

3.1 Introduction

The world today is witnessing a growing number of English language learners and as a result language teaching and learning strategies and methods are being developed continuously and teachers' leadership is one of the important concepts in language education regarding its relation with learners' communicative skills.

The current chapter sheds light on a brief theoretical background on the importance of teachers' leadership in the EFL context and its relationship with the EFL learners' communicative skills especially listening and speaking skills. It is worth including that there is a lack of research on teachers' leadership concept in Algerian classrooms despite the international recognition of its importance in EFL teaching and learning.

.32 The Significance of Teachers' Leadership and Communication in the EFL Classroom

- **Teachers' Leadership**

Although many scholars have studied the topic of teachers' leadership so far, this topic has hardly been studied in the context of Algeria. Internationally, there is a growing call to awaken the sleeping giant of teachers' leadership in educational reform to improve schools' efficiency and meet the global challenges in education. Concerning English language learning, schools and educational experts need to make leadership learning opportunities for EFL/ESL teachers to promote and enhance their leadership skills for the success of schools, teachers, and English language learners (Shah, 2017). All teachers' leadership research works reveal that leader teachers influence and motivate learners not only in the classroom but also beyond the classes and thus it affects learners' outcomes too and emphasizes lifelong learning. Leader teachers who work collaboratively with their colleagues can convert schools and classrooms into learning laboratories and all learners participate in applicable and well-designed curriculum benefit from learner-centered teaching strategies and conduct real evaluations to provide evidence of learning (Lumpkin, 2016). Learner-centered teaching where the learner is responsible for learning and the teacher is a democratic leader who just facilitates lessons and leads learners. This approach creates a learning situation in practice where students can develop their oral skills by performing tasks developed jointly with students and taking into account their needs and characteristics (Larasati, 2018).

The importance of teachers' leadership appears on its effects on leader teachers themselves, colleagues, and students. Several studies made on teachers' leadership reveals its potential effects on leader tutors themselves, colleagues, learners, classroom practice, and school level. The greatest impact of teacher leadership is on leader teachers themselves (York-Barr & Duke, 2004). As teachers lead, they are reported to grow in their leadership skills and organizational perspectives (Ryan, 1999). Leadership gives teachers the opportunity to learn new classroom practices and strategies, interact more with colleagues and students, and develop their observation. Others believe that teachers' leadership is a good solution to teachers' cant and burnout and many other problems that face teachers in their career.

The effect of teachers' leadership on colleagues can be viewed on the relationship between leader teachers and their colleagues. As discussed before, one of the leader teachers' roles is to help their colleagues like novice teachers, and its impact on classroom practices and school level. Research on the influence of teacher leadership on colleagues and their practice in the classroom and school shows that school culture is the main obstacle that must be overcome to achieve a potential positive impact (York-Barr & Duke, 2004).

Teachers' leadership affects learners too; a qualitative study of three elementary schools interviewed twelve teachers, principals, eighteen assigned classmates and their three principals. It was found that leader tutors had a positive impact on learners because they influenced and participated in the students' Practice in decision-making at the school level (Ryan, 1999). Leader teachers provide a supportive environment for students and thus improve their learning.

These studies reveal the importance of teachers' leadership in general education but its presence in the EFL context is limited and rare. Only few empirical researches on how teachers' leadership appears and what different roles English language teachers perform as leader teachers in EFL classes (Shah S. R., 2020). In a current exploratory study, Whitehead and Greenier (2019) regarded into the idea of teachers' leadership through EFL students' attitude to recognize what language teachers' leadership includes in terms of tutor practices and traits in the Korean schools' context. Their findings advocate that EFL instructor leaders have a passion, rapport, purpose, and stability and versatility as crucial traits. Moreover, the Korean EFL students understand leadership distinguished from the conventional perspectives of leadership and notice its effect past school practices. The significance of teachers'

leadership in English language teaching is apparent in the claim that a paradigm shift from traditional models is needed towards more distributed and shared leadership models (Underhill, 2005). Principals, teachers, and learners should share leadership skills to develop schools' efficiency.

The recent studies made in the field of EFL education show the growing interest in the concept of teachers' leadership to meet the challenges of language education all over the world. Leader teachers' role is changing continuously, today's teachers' leadership concept is not the same as in 1980 it developed through three historical waves and probably, leaders' roles is still developing to suit the new educational needs and the demands of the modern society.

- **Communication**

As mentioned in the previous literature, communication is one of the effective leadership qualities. Effective leaders communicate properly and effectively. In the English language learning and teaching context, communicative skills are crucial to practice the language and use it properly. The actual attention on EFL education is the communicative skills rather than the language mechanism and rules of grammar, EFL learners should learn how to use the language and not just merely study about the language. It is known that there are four language skills; speaking, listening, writing, and reading. Speaking and listening are regarded to be complementary however, speaking has the priority as mentioned by AKKAS, & Coker (2016) in their research work. Allen (1958) said that communication is a dynamic methodical operation of speaking, listening, and understanding. In the classroom context, communication refers to the relationship that teachers establish with learners based on mutual influence and effective communication skills, which helps to develop language teaching and learning processes (Peck, wrench, & Gorham, 2009, p. 1). The teacher as a classroom leader should know how to organize this communication otherwise; it will be confusing and overwhelming for both teachers and learners.

One of the leader teachers' roles is to communicate properly and effectively, Stevenson, Dada & Harold (2012) found that the ability to communicate effectively and build relationships is an important skill for leader teachers. Especially for ELT leaders, classroom communication is required for successful teaching and learning process. Effective

communication skills are essential for teachers to deliver education, manage the classroom, and interact with students in the classroom. Various studies have revolved around the fact that there is a significant correlation between communication skills and teachers' perceptions of job performance (Maes, Weldy, & Icenogle, 1997). From this discussion, it appears clearly that communication skills are significant in EFL teaching and learning and since it is one of the leadership qualities to communicate effectively then teachers' leadership probably has a co-relation with the communication skills of EFL learners. Good leader teachers' communication may positively influence EFL learners' oral skills as well.

3.3 The Role of Teachers' Leadership in EFL Communication Skills

Leader teachers have a range of roles to perform in EFL classrooms. But what is the role of their leadership skills in EFL communication skills? Apparently, there are no empirical studies concerning the role of leadership in the context of EFL communication skills. However, Coombe, England & Schmit (2008) suggested that public speaking and presentation skills enable them to perform their roles effectively. Leader teachers are good speakers which may have an impact on EFL learners' communication skills as well by influencing and motivating them to be better speakers. Khambayat (2017) in his research work cited some of the teachers' roles to enhance learners' communication skills. He said that teachers can create a positive socio-psychological environment for learners to feel comfortable and motivated. The teacher facilitates the content to realize the objectives, the teacher interacts with learners to create a purposeful climate. This climate helps learners to learn effectively and hence, it develops their communication skills outcomes qualitatively.

Other skills suggested by Khambayat (2017) in order to effectively teach communication skills are demonstrated below in figure 1

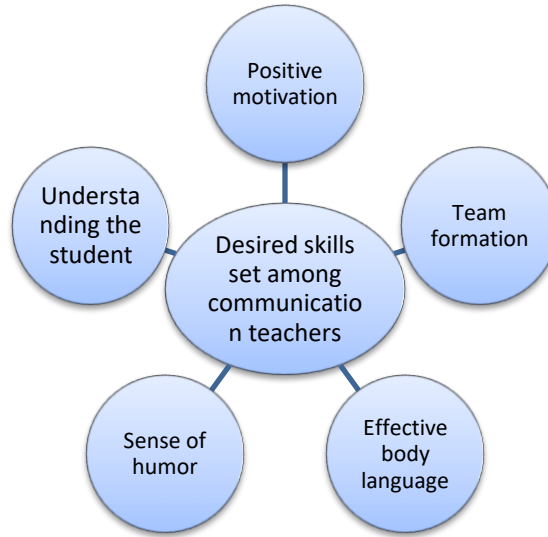


Figure 1.1: Desired Skill-set among Communication Teachers

Adapted from: Developing effective communication skills in students. Scholarly research by Khambayat, SR (2017).

The skills recommended are generalized for any foreign language learning and teaching to make the communication skills learning process an easy task for both teachers and learners. These skills are usually a part of leader teachers' qualities.

Developing learners' communication skills requires teachers to make explicit how the curriculum develops communication skills, link the results with communication, and afford the learners with the language needed to communicate effectively (Khambayat, 2017). The figure below illustrates the Interlink ages in Developing Communication Skills.

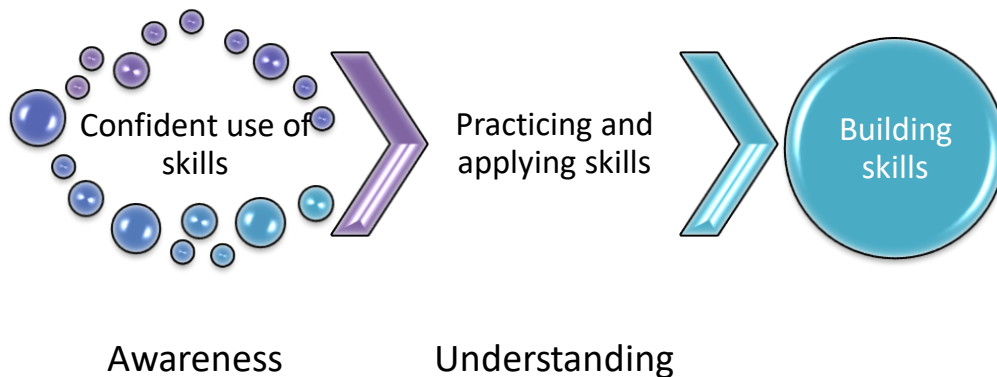


Figure 2: the Inter linkages in Developing Communication Skills (Khambayat , 2017)

3.4 Teachers' Leadership and Listening Skills

Listening is an essential skill for getting intelligible information in the first, second and foreign languages. This is a prevalent skill where we listen more than we read, write or speak, which is why English teachers and students need to listen to English in different situations. This enables learners to acquire good speaking habits as a result of the spoken English they absorbed, and helps to improve their pronunciation (Omar, 2008, pp. 35-40)

Leader teachers are amazing communicators, their main quality is the capacity to emphasize listening over speaking to comprehend alternate points of view (Meyer, 2019). When the teacher is a good listener, students will be motivated to talk more and practice the language more and teachers will have the chance to know if the learners understand and receive the information or not. The importance of Listening skills in daily life and education is undeniable. In the EFL context, listening is undervalued, yet it is the most important skill in any language learning (Ulum, 2015). Of the overall time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, approximately 9% (Mendelsohn, 1994) which makes the most used skill in daily life. Purdy (1997) described listening as "the energetic and dynamic manner of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and statistics presented through different human beings" (p. 8). The action of listening occurs within five phases of hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013). Listening in EFL education has been ignored and underestimated in research for a quite long time, some researchers named it "Cinderella skill" (Nunan, 2002). Current studies show that the aural skill can be developed through different activities and post-listening activities, for example, listening to authentic aural materials such as podcasts, storytelling..., and then check learners' listening.

Research has also revealed some factors that may interrupt listening in the classroom such as lack of interest, noise, and bad classroom arrangement, and here comes the role of teachers' leadership practices in the classroom by motivating learners and drawing their attention to listen and interact with the teacher using leadership skills like the body language. For instance, making eye contact may help to make the learners good listeners.

3.5 Teachers' Leadership and Speaking Skills

EFL learners need to practice the language regularly inside and outside the classroom through performing different activities and lead by teachers to develop their speaking skills. As it is known speaking as a productive skill is the most required skill when learning any language. Teachers should emphasize speaking in the EFL classroom by providing activities that involve interaction between learners. Nunan (1992, p. 241) asserted that in EFL classrooms, students should be given the maximum number of opportunities to practice English in meaningful contexts and situations.

Scholars asserted that foreign language teaching can be taught interactively, teachers should provide learners with the opportunities to communicate in English in the classroom (Koran, 2015) and out of the classroom like the events, extracurricular activities, public speaking, and leadership practices (learners learn how to be effective leaders), these activities made by leader teachers may have a positive impact on learners oral skills and speaking in particular. Speaking is the second active skill in any language and it is considered to be the most important skill because it shows the speakers' level in a certain language. It is a channel through which people interact, communicate, discuss and share their ideas and opinions (Raba, 2017). Raba (2017) thinks that EFL and ESL teachers play the biggest role in developing learners' speaking skills by applying various techniques and strategies in the classroom, teachers' role in developing speaking is to create the appropriate environment for learners and especially make them get exposure to the foreign language as much as possible and this will help EFL learners to acquire the language easily. Harmer (2007) believes that foreign language students find themselves in a very different situation from children, and they are largely familiar with the language and its use. However, language exposure is an important part of language learning. This means that practicing the language within the classroom only, is not enough, learners need to be exposed more to the target language to acquire it fast and use it fluently.

Leader teachers play additional roles beyond the classroom setting by involving learners in different tasks and extracurricular activities like public speaking which may contribute to making language learners good speakers and hence, develop their oral skills. Furthermore, leader teachers emphasize listening over speaking which enables learners to speak more and practice the foreign language.

3.6 The Importance of Developing Teachers' Leadership to enhance Learners' Oral Communication

There is an international call for more training and programs to develop head teachers and teachers' leadership to improve schools and education. Developing teachers' leadership will empower teachers to be more active within their classrooms and help them in inspiring learners and motivating them. Research presented in the European School Leadership Report identified five specific key components of a teacher's personality, including leadership and communication skills, competence, foresight and strategic thinking, and the ability to motivate teams. Job constructive and collaborative and ultimately fundamental individual improvement (Council of Europe , 2012)

Brundrett Mark in his book "Leadership in education" indicated the importance of developing leader teachers in empowering school and education. Helen Gunterin her book "Leaders and leadership in education" also encouraged the development of educational leadership for better-performing schools. The growing demand for the development of teachers' leadership lead to the creation of systematic programs of training and schools rather than university programs to develop leader teachers, such as the National College of School Leadership, this school has been established in England in 2000 (Thrupp , 2005) to prepare educational leaders and head teachers and develop the quality of leadership in schools in general. It also provides training to teachers in schools throughout their careers to produce a high-performance teaching force was latterly admitted in the James Report (DES, 1972). This school established a range of impressive training programs, an outstanding electronic platform, and becoming a major sponsor of educational leadership research and the dominant influence of educational leadership development.

The admitted importance of developing teachers' leadership has resulted from the research made about the relationship between schools' efficiency and the quality of school leadership. As mentioned earlier in this review of literature, the effect of teachers' leadership on learners' outcomes is undeniable. Oral communication is one of the leadership skills and qualities so; developing teacher's leadership will enhance and promote their oral skills and hence helps in developing learners' oral communication. Teachers with good communication facilitate things and make lessons understandable. Teachers' leadership development programs will train teachers to be effective communicators and

promote their oral communication competencies and this will eventually reflect on learners' oral skills as well. However, there are no clear studies to prove this yet, especially in the EFL context.

In conclusion, educational leadership as a concept and language teaching and learning as a process are interrelated because educational leadership provides effective planning, organization, implementation, reflection and evaluation (KAVAKLI & ARSLAN, 2019). Therefore, these teacher professional development activities can provide insight into the learning environment so that EFL teachers can collaborate with their peers as effective individuals with expertise in the community. In addition, EFL teachers who have the leadership qualities such as communication, collaboration and innovation are more willing to learn and, thus, are more passionate to take part in continuous professional development activities.

3.7 Developing Teachers' Leadership in the Context of EFL Oral Communication

How can teachers' leadership be developed? Despite the modest effects that researchers have found for teachers' leadership on students outcomes, many will still want to know how it might be developed (Brundrett, Burton, & Smith, 2003) taking into consideration that there is a lack of research on the effects of teachers' leadership in the context of EFL oral communication speaking and listening.

Brundrett Markin qualitative studies suggested some factors that may contribute in teachers' leadership development, he asked teachers to identify the practices of their principals which contributes in fostering teachers' leadership. The responses were summarized in five categories. The first category is providing individualized support; it is one of the most common method that principals use to foster teachers' leadership by being supportive and build the ability for teachers to take risks, encouraging the exchange of ideas, and sharing leadership roles among teachers. Principals can also motivate teachers when they are discouraged. The second category is building collaborative cultures; the principal influences the distribution of leadership so that every teacher gets involved. Sharing the decision making is also regarded as important as the collaborative work and provide leadership opportunities for all teachers (Brundrett, Burton, & Smith, 2003). The third category is providing intellectual stimulation, principals support initiatives and new

ideas, and they give space for teachers to grow by giving them professional development opportunities. Each principal has his own way to stimulate intellectual development. The fourth category is identifying and selecting potential teacher leaders, the principal has knowledge about every teacher (their abilities and skills) on that basis he selects teachers and distributes various leadership roles leadership and many respondent teachers find this process important to develop teachers' leadership. The last category is modeling, it includes the principals' personality traits that helps in developing teachers' leadership like being professional, supportive, positive, active, social and friendly and the most important is the willingness of sharing leadership and being open for different opinions and ideas.

Another research work conducted to investigate the development of teachers' leadership qualities in 2019, they asserted that The formation of the leadership qualities is an important component of the teacher's professional competence (Kosharna, Sytnyk, & Labunets, 2019) they asserted that one of the teachers' formation goals is to develop the language awareness and skills necessary of teachers to operate confidently and efficiently in the classroom. Communicative skills are important elements in the professional preparation of foreign language teachers (Willems, 1993), they need to be models of competent English language speakers and listeners for their learners. So this study asserted that learning a foreign language provides various opportunities for formation of future teachers' leadership qualities specifically communicative competence.

Willems 1993 said that foreign language teachers should be familiar with important theories of the foreign language learning, he should be able to adapt and create new activities and extracurricular activities according to his learners' learning styles and objectives.

Most of the previous studies on teachers' leadership deals with leadership roles that are taken outside of the didactic room such as the administrative roles and leading fellow teachers while in this thesis, the intended leadership roles are the roles that the teacher exercises inside and outside the classroom such as extracurricular activities and events which will contribute to the development of learners' communicative skills for example the public speaking. So developing teachers' leadership roles may improve the quality of EFL education especially oral communication.

3.8 Developing EFL Learners' Oral Communication Skills through Teachers' Leadership

The importance of learning and mastering English as a foreign language is undeniable. However, foreign language speaking skills become globally mandatory, the focus of English learning has changed from reading and grammar skills to providing effective communicative competence (Kosharna, Sytnyk, & Labunets, 2019).

The development of such vital skills started to appeal the attention of EFL researchers and curricula experts. In this sense, oral skills including speaking and listening should be held in the EEL classroom, by doing effective language practice while performing oral tasks. Enhancing learners' communicative competence is one of the aspirations of a considerable number of high school EEL teachers and EFL scholars and this is why many different language teaching methods (communicative language teaching methods as an example) have been proposed to contribute to these efforts (Nazari, 2007, p. 203). However, oral skills represents a big challenge for EFL learners as they lack the properties to use the language in real life situations so, researchers made communication learning strategies in order to overcome these challenges (Abdel Rahim, 2019).

For a successful oral communication, learners need to overcome these challenges that may interrupt oral communication developments such as anxiety (learners cannot practice speaking freely or they may feel uncomfortable), lack of motivation or inspiration, and even the large number of learners within one classroom can be a problem because learners will not have the same chance to talk and to listen properly. Teachers' leadership qualities such as the ability to communicate effectively, to inspire, to motivate, and to make good classroom arrangement will stimulate learners to talk and listen properly and give them equal chances to speak and express themselves and hence develop their oral skills ; speaking, listening and interaction. Leader teachers also may help learners beyond classroom by involving them in extracurricular activities, events, team work, where students will have the chance to develop their oral skills such as public speaking.

In sum, teachers' leadership in addition of the learning strategies and approaches may affect learners' oral performance positively and may contribute in developing the communication skills. Thus, teachers' leadership is one of the important part in teaching a

foreign language that should be developed because it provides a verity of benefits such as the ability to use and practice the language inside and beyond the classroom.

3.9 Teachers' Leadership Prospects and Possibilities in Developing Learners' Oral Communication

Defining teachers' leadership and the intended outcomes is a recommended starting point for identifying roles and responsibilities for teacher leaders at first because the roles and responsibilities follow the desired purpose and objectives (Killion, et al., 2016). The roles and responsibilities may be formal or informal; in other words, teachers have the ability to lead from within and outside the classroom. Formal roles for teacher leaders are defined when a part of a teacher's workday is slanted towards specific roles outside classroom responsibilities (e.g. mentor, learning facilitator, or data analyst) and for which there are defined performance expectations, support, and supervision. These may embrace roles for which there is additional compensation for expanded responsibilities, work day or year, expectations, and preparation. Informal roles, primarily voluntary and often self-initiated by teacher leaders, include community advocate, peer support, representative on committees, engagement in professional associations or other professional groups, or other volunteer positions. Deliberate attention to planning for successful teacher leadership requires collaboration among stakeholders, including, at a minimum, teachers, principals, central office staff, and teacher association representatives, to specify the purpose and outcomes of teachers' leadership within the education system; define teacher leadership; determine the roles and responsibilities for leader teachers, and establish the policies and conditions for success. With thoughtful deliberation through intentional and dedicated planning and sufficient stakeholder engagement, leader teachers will not only contribute productively to the success of students, colleagues, schools, and school systems but also grow as professionals. In the EFL context, it should be there more research about teachers' leadership to see its impact on learners' oral communication outcomes, and then set the desired goals from it in order to identify EFL leader teachers' roles and skills.

3.10 Conclusion

Teachers' leadership as a concept in the EFL context affects learners' outcomes as many studies have revealed, teachers should develop their leadership skills due to their importance in the educational process.

this chapter was an attempt to exhibit the relationship between teachers' leadership and EFL learners' communication skills by highlighting the roles of leader teachers as classroom managers, facilitators, and motivators in developing listening and speaking of EFL learners and how can teachers' leadership contribute in developing the oral communication skills of EFL learners.

Chapter three

Research methodology and data analyses

3.1 Introduction

This chapter displays the research aims, population, instruments, and method the study includes.

As a matter of fact, this research marks out the objectives of the steps proceeded to conduct this and design this research study, and gives explanations for the use of the data collection tools and provides analysis and discussion to the results .

Moreover, this chapter aims to provide the objectives of this research, the data collection, methods, the analyses of the findings, and a general discussion and explanation of the findings obtained from the questionnaires and interviews. finally it reveals information about the effect of teachers' leadership on the development of the EFL students' communicative skills and lay out answers to the questions the research raises .

3.2 Aims

This research shed the light on the importance of teachers' leadership in developing The communicative performance of EFL students of the English department of Tiaret. In fact, the main objective is to demonstrate the role of leader teachers in promoting the learners' oral performance and reveal the methods and techniques they adapt to reach the objectives concerning developing their students' communicative skills. In addition, this research attempt to highlight the effect leader teachers have when it comes to developing the learners' oral performance and interaction with English language speakers. Also, it tries to gather evidence to elucidate the activities leader teachers use to enhance their learners' communicative performance. Finally, it answers the questions pertaining the correlation between teachers' leadership and the development of EFL students' communicative skills.

3.3 Research Design and Methodology

The study was conducted at the department of English at Ibn Khaldoun University of Tiaret. It addresses both levels of Masters Students and EFL teachers, and makes use of both quantitative and qualitative approach.

3.3.1 Research method

To investigate the research problem our study uses the descriptive analytic, because it is more relevant to our study. The descriptive method to provide a general description to the notion of teachers' leadership and determine how it effects the development of the students' communicative skills moreover it helps as to investigate the learners lack of communication which prevents them from interacting effectively in the classroom and elsewhere . Furthermore it describes the teaching and learning situation in the English department of Ibn Khaldoun Tiaret , and the analytic method is used to analyses the findings the research instruments provide to get to answer the concerns of our research.

3.3.2 The Sample of the Study

Our research involves two samples, Master students of Ibn Khaldoun University the English department of Tiaret as the representatives of our sample of research because they are likely to be familiar with the term teachers' leadership. Also, because they are already graduated and probably teaching, and their teachers.

The sample under study has been chosen by the random sampling technique, in which each member of the representatives was chosen has an equal probability of being chosen.

3.3.3 Population of the Study

Our population of the study is all master students of Ibn khaldoun university of Tiaret whom has been chosen due to their reliability to the topic of the research. Only 50student and 18 teacher of the total number of the whole sample was selected due to their unavailability in the department, and because they are the only ones who volunteered to participate in our research.

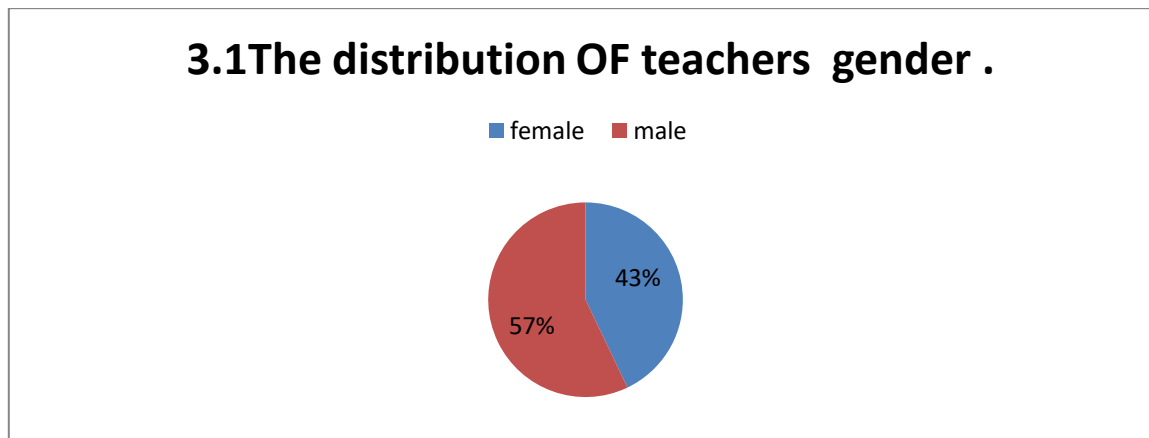
3.3.4 Research Instrument

The main objective of our research is to gather the needed information to answer the researches' questions. Therefore, we adapted two types of information gathering tools which consist of questionnaires directed for master one and master two students, and their teachers of oral expression, writing, and reading techniques .

3.4 Teachers' questionnaire analysis

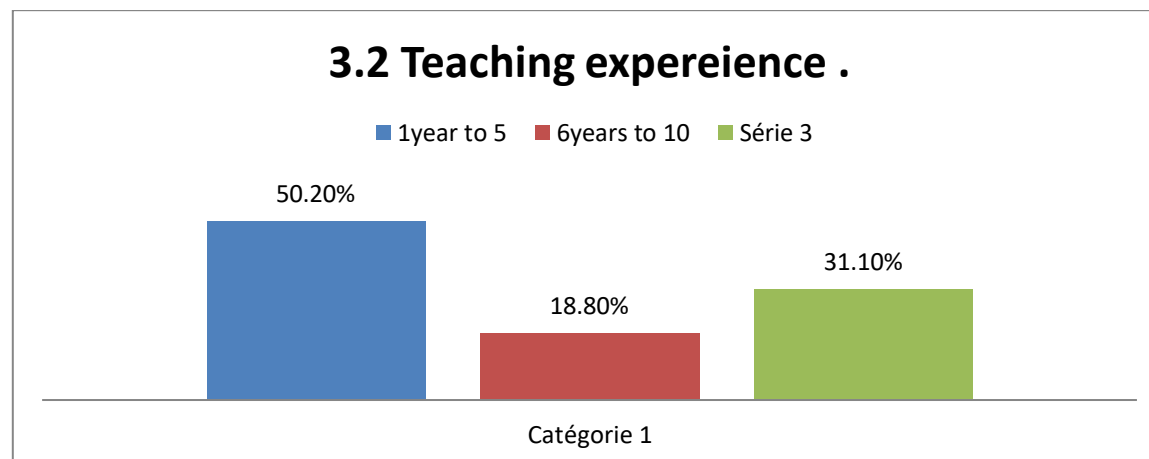
This section summarizes the results of the teachers' questionnaire and analyses them as follows:

Q 01: What is your gender?



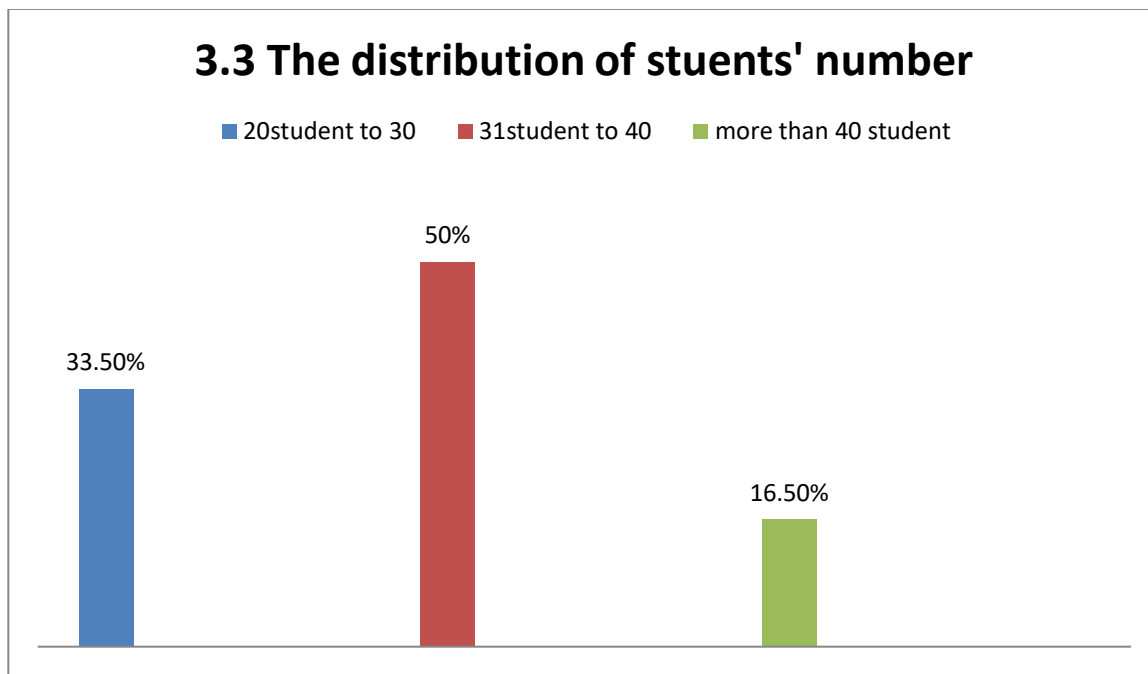
The distribution of the teachers' gender shown in the pie chart reveals that the majority (57.1%) of the respondents are males. While, the rest of them females (42.9%).

Q 02 How long have you been teaching English?



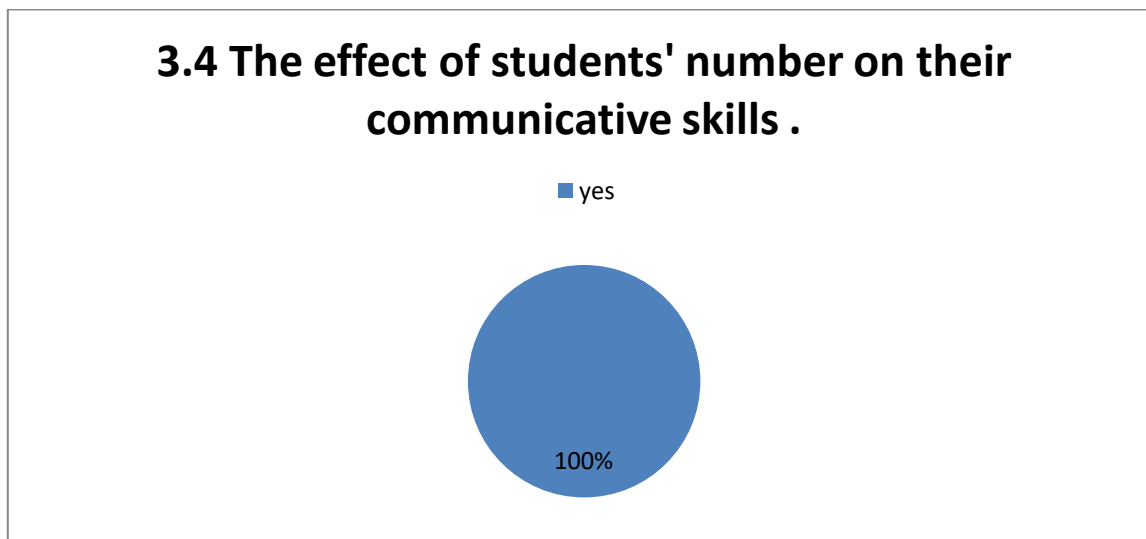
The teachers' answers revealed that (18.80%) of the informants their teaching experience is between one year to 5 years. While, (50.20%) is from 6 years to 10 years, the rest of the informants experience varies between 11 years to more.

Q 03: How many students do you have per group?



The figure above represents the teachers' answers to the question concerning the distribution of the learners' number per group. The majority (50.2%) of the teachers stated that the number of their students varies between (20 student to 30). While, (18.80%) said their students' number varies between 20 student to 30, and the rest of them said the number of their students' per group is more than 41 students.

Q 04: Does the number of students in the group effects the process of communication?



The figure above displays the teachers' opinion about the effect of teachers' leadership on the development of EFL students' communicative skills. The results revealed that all the teachers chose yes as an answer which means that they agree on the fact that teachers' leadership affects students' communicative skills.

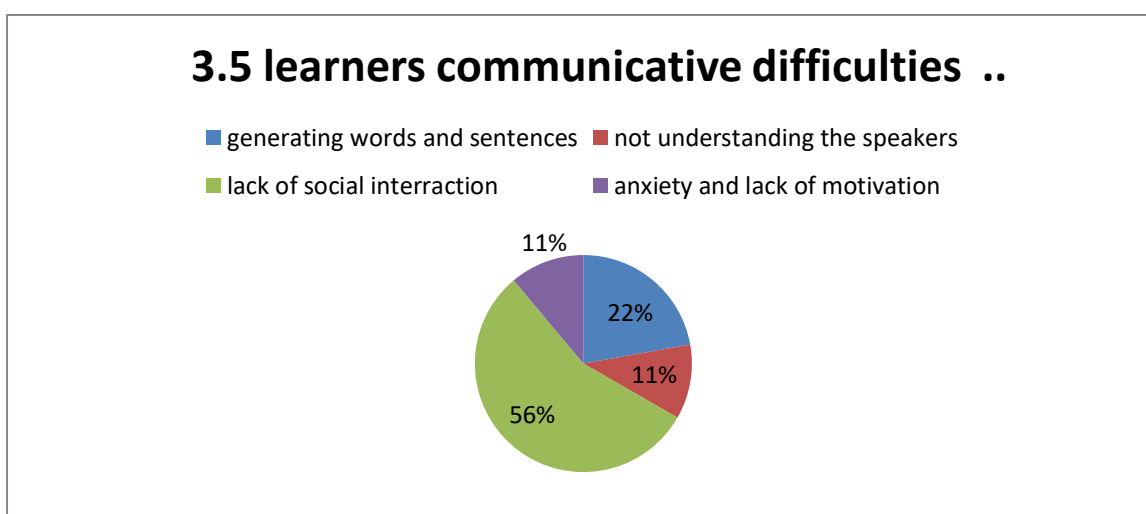
Q 05: How does teachers' leadership affect the communicative skills of EFL students'?

	Overcoming learners difficulties in communication	Encourage learners to express themselves	Creating a communicative environment	Building learners' confident	Improve students vocabulary
Percentage	5%	42.6%	22.5%	5.3%	25.1%

This item shows the answers of teachers' view about how the practice of teachers' leadership affect students' communicative performance (42.6%) of the respondents said that the practice of teachers' leadership effects students' communication by encouraging them to express themselves by making them get used to speaking the language and interacting with their teachers, peers, and other speakers of the language. Moreover, (25.1%) of the teachers said by improving their vocabulary, because when the leader teacher communicate with his learners surely, they will learn new words which can be added to their vocabulary. Furthermore, (22.5%) of the teachers said by creating a communicative environment. Still, (5.3%) said by building

their confidence which enables them to produce clear and coherent communication. While, (5%) reported that teachers' leadership effect student communicative skills by overcoming the difficulties they face in communication

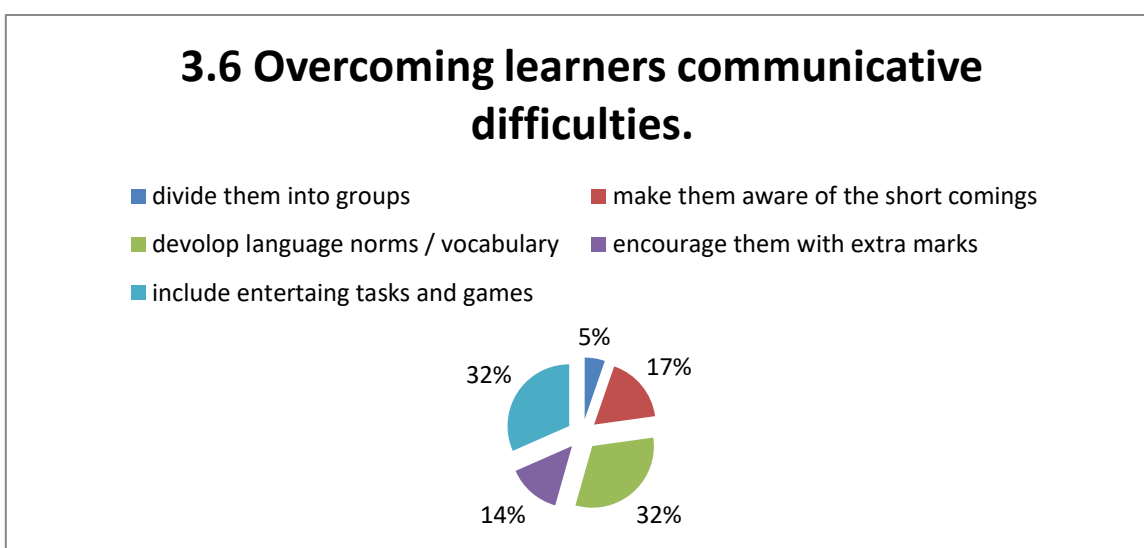
Q 06: According to you what difficulties your students face when communicating?



Teachers' answers illustrate that the majority of them, (55.6%) said that their students lack social interaction because they do not communicate enough with their teachers and peers which increases the feeling of isolation of the learner and makes the process of the learning more challenging. While, (22.2%) said that their students lack the ability to generate words and sentences which effects their ability to produce a meaningful and comprehensive speech, because they lack vocabulary. this problem can be targeted by reading and developing vocabulary. in addition, 11.1% of the teachers reported their students lack motivation and anxiety, this problem could be due to the fact that learners are not getting enough support which makes them constantly anxious and due to failure of the teachers to establish relationships with the learners to make them feel valued and appreciated. Other (11.1%) stated that the problem their students face when communicating is the disability to understand the speaker because they might have a limited vocabulary which makes the process of communication challenging. This

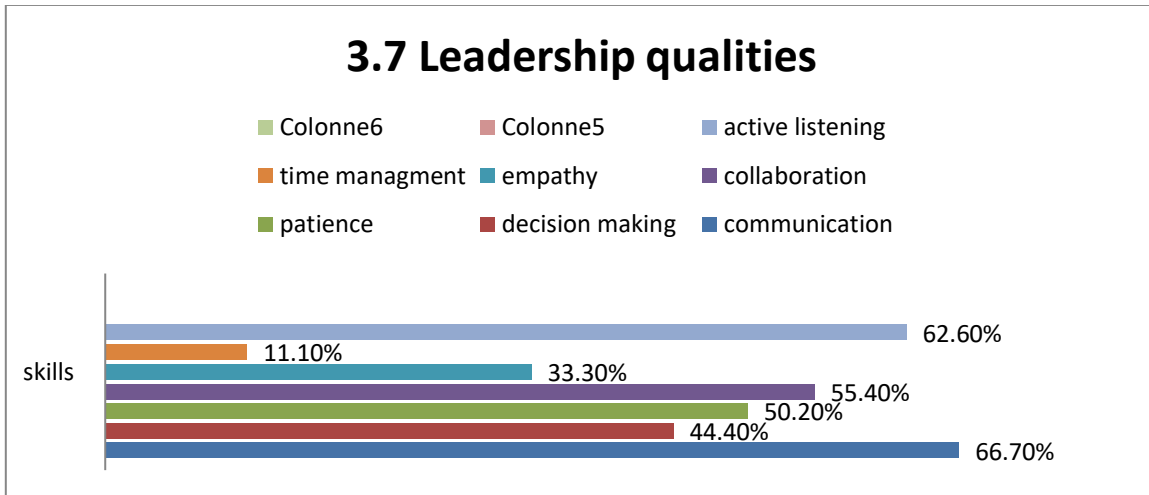
problem could be solved by improving the learners' vocabulary and giving them opportunities to make use of the new words they learn so that they become familiar with them.

Q 06: How do you manage to overcome these difficulties?



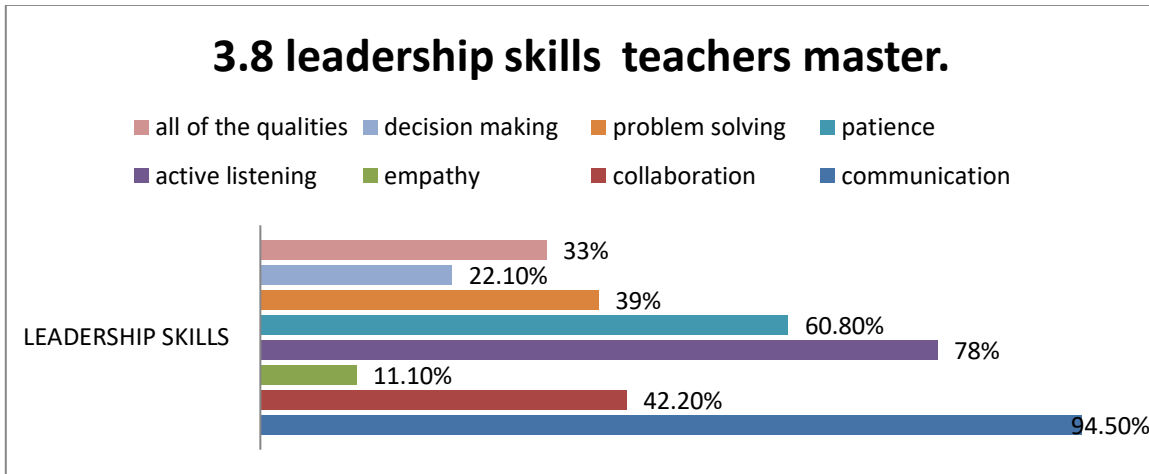
We notice from the results of the item above that (31.6%) of the teachers revealed they overcome their learners' communicative difficulties by incorporating interesting tasks that motivates the learner to perform and express himself (such as role playing, debates...). Other (31.6%) of them said they solve their learners' problems in communication by developing their language norms, developing the learners' language norms enable the learner to be fluent in the language and build his confidence to the extent where he would perform.

Q 07: What are the leadership qualities you think a teacher should have/master?



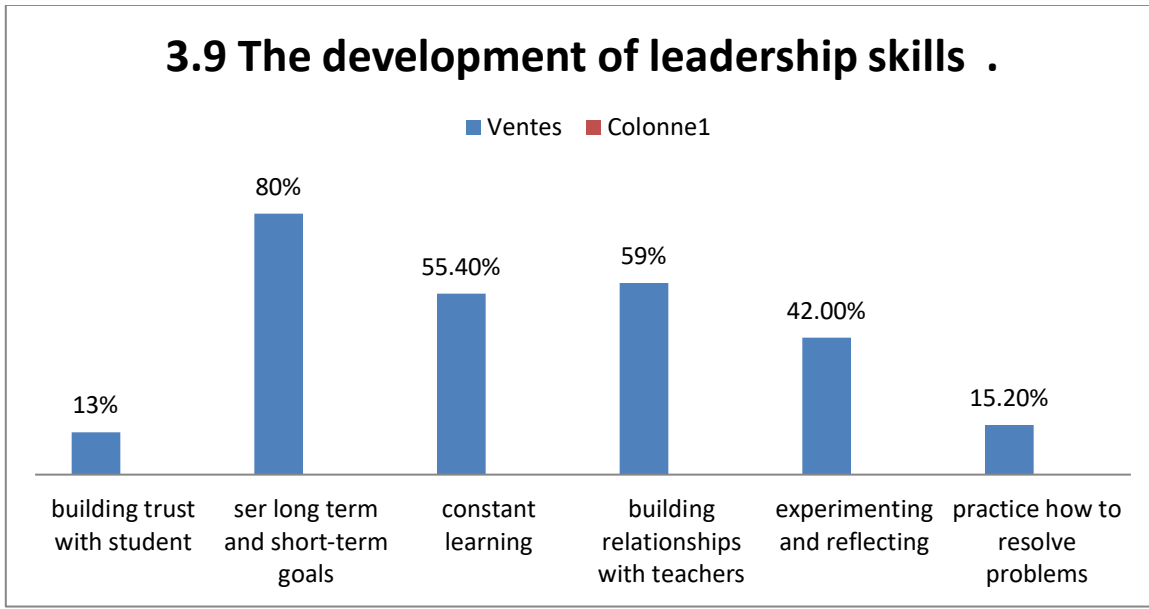
The following figure demonstrates the skills leader teachers should master to develop their learners' communication skills. (76%) chose decision making and problem solving because it lowers the teachers' stress, makes him feel confident, responsible and allows him to solve problems at the level of the classroom. other (66.7%) said communication, because it is essential in developing students' performance. other (50.2%) chose patience because it puts the teacher in a situation in which he deals with the same questions and problems over and over again until he succeeds to reach the desired objectives related to developing learners' communication. Still (55.4%) chose collaboration, and (11.1%) chose time management since it balances the long-term goals of the classroom and increases their productivity and provides a better communication for their students. (62.6%) of the teachers chose active listening. This skill enables the teacher to understand his learners, makes the learners feel valued that they feel good about themselves which in turn makes them want to impress their teacher. (62.6%) of the teachers chose empathy. This skill makes the learner feel understood and supported by their teacher no matter how different they are or how different they learn from others which helps them stay motivated towards expressing themselves.

Q 08 : Mention the skills you master among the list that were previously mentioned?



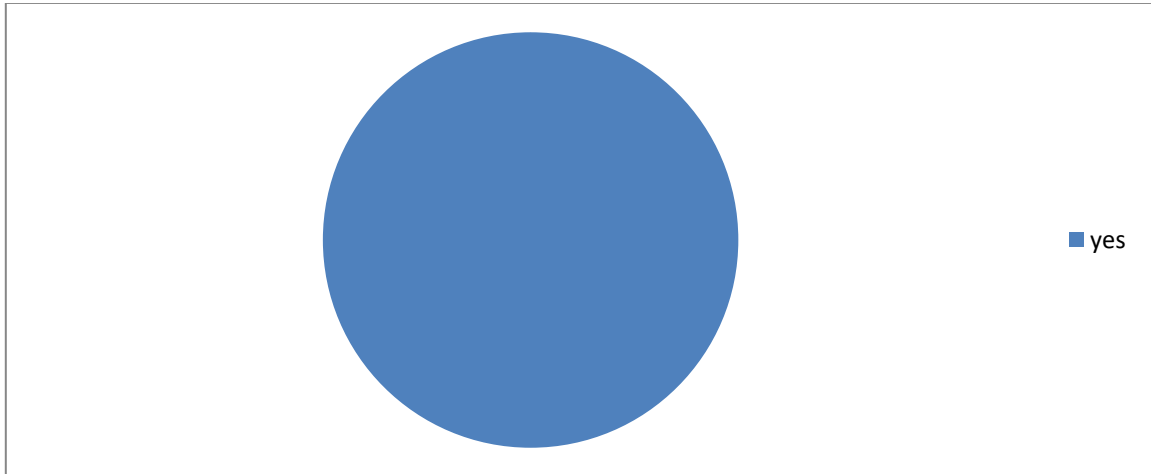
The following graph displays the activities leader teachers said they master. (94.5%) of the teachers chose communication as the skill they master, while (42.2%) said they master collaboration. The mastery of collaboration increases the learning achievement and promotes personal and professional relationships between the teachers'. In addition (78%) reported they master active listening, this skill enables the teacher to pay attention to what learners speak to see the extent of their progression and to assess their understanding of what is taught. Beside (60.8%) said patience, Teachers' patience makes the learner feel the teachers' tolerance to their mistakes, delays, disabilities and deficits which encourage them to work on themselves to satisfy their teacher. Moreover (61.1%) of the teachers illustrated that they master decision making and problem solving. This skill increases the teachers' role in the classroom since it enables him to be responsible for all the classroom issues and makes him in charge of solving any problem that may affect his teaching. Other (11.1%) said they master empathy which helps the learners to embrace their own differences, feel appreciated and lower their feeling of isolation and inferiority.

Q 09: how do you develop your leadership skills?



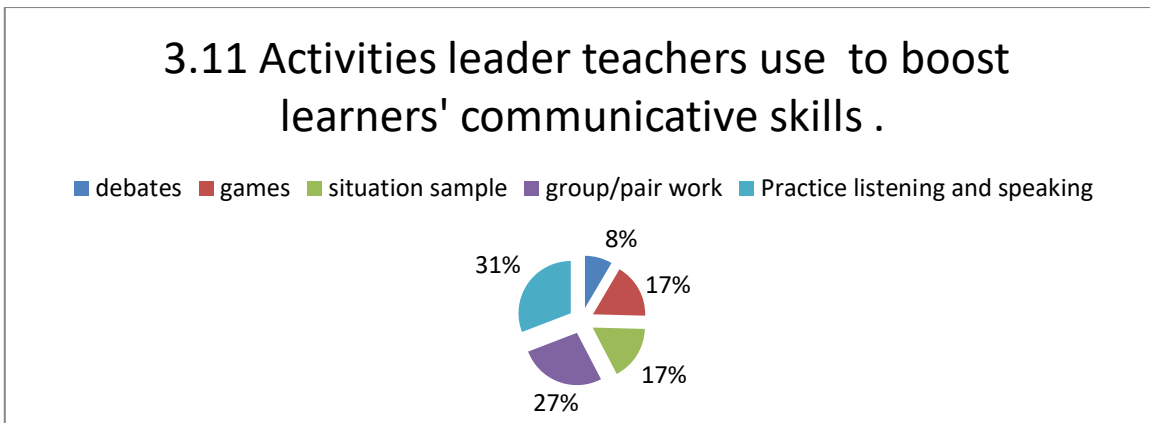
The bar chart above provides teachers' answers to how they develop their teachers' leadership skills. The majority of the teachers(90%) said they develop their leadership skills by constantly learning because learning makes difference . meanwhile(80%)of the teachers said by setting long-term and short- term goals since it allows the teacher to focus on one thing at a time and makes the teaching goals achievable . furthermore (58.70%) of them reported they develop their leadership skills by building relationships with teachers since collaboration provides opportunities for sharing teaching experiences . Besides 42% of the teachers revealed they develop their leadership skills by experimenting and reflecting. Moreover 15.2 % of the teachers said by practicing how to resolve conflicts and 13% said by building trust with their students. However 10% of reported that they do not develop their teachers' leadership because they said they are confident that they already have a developed leadership.

Q10: Do you think teachers' leadership affects students' communicative skills?



The teachers’ answers displays that all the teachers believe that teachers’ leadership effect the development in EFL students’ communicative skills.

Q11: What leadership activities do you incorporate in your teaching to boost your learners' communicative skills?

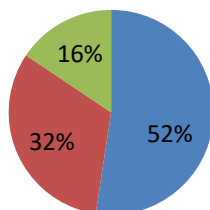


This pie chart above illustrate the activities used by teachers to develop learners communication skills. Debates (10.9 %%), Games (10%), situation samples (22%), Group/ Pair work (35.1), Practice listening and speaking (40%).

Q12 : On what basis do you choose to use the activities you mentioned ?

3.12 The basis of choosing the activities

■ needs ■ interest ■ preferences

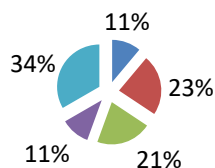


The item below represents the answers of the teachers to the question concerning the bases of choosing the activities to influence their communicative skills. The majority of the teachers (52.4%) said they choose the activities they incorporate in the classroom according to what learners need since it boosts their morale and encourages them to communicate. Other (32%) said according to the learners' interest in order to energize towards communicating. And the rest of the respondents (15.6%) reported they choose the activities they enroll them in according to their learners' preferences. Making consideration of the learners' preferences help the learner master difficult areas of the communicational overcome some of the challenges that come with learning unsuitable activities.

Q13: How do these activities stimulate your learners' interest to communicate?

3.13 The effect of the activities on learners' communicative skills.

■ stimulate the ability to work in groups ■ provide opportunities for language use
 ■ enrich learners' vocabulary ■ thirst for knowledge
 ■ build learners' confidence



The figure above reveals how the activities implemented by the leader teachers contribute to the development of EFL students' communicative skills. (33.3%) of the teachers' said that the activities they use to effect-t their students' communicative

skills by building their confidence because confidence allows the learner to perform a clear and comprehensive conversations. while (23.2%) of them said by providing opportunities for language use because they are oral requiring tasks. Besides(21.2%) said by enriching their students' vocabulary because when the learners are communicating they learn new words from their teachers as well as their peers . in addition (11.1%) reveals that the activities they use develop their communication by improving their ability to work in groups because some of the activities requires collaboration and interaction of the learners with one another which strengthen their ability to socially interact . on the other hand the rest of the teachers said by increasing the learners' thirst for the language .

Q14: Is there a correlation between teacher's leadership and the development of EFL students' language communicative skills?

3.14 The correlation between teachers' leadership and the development of Efl learners' communicative skills.

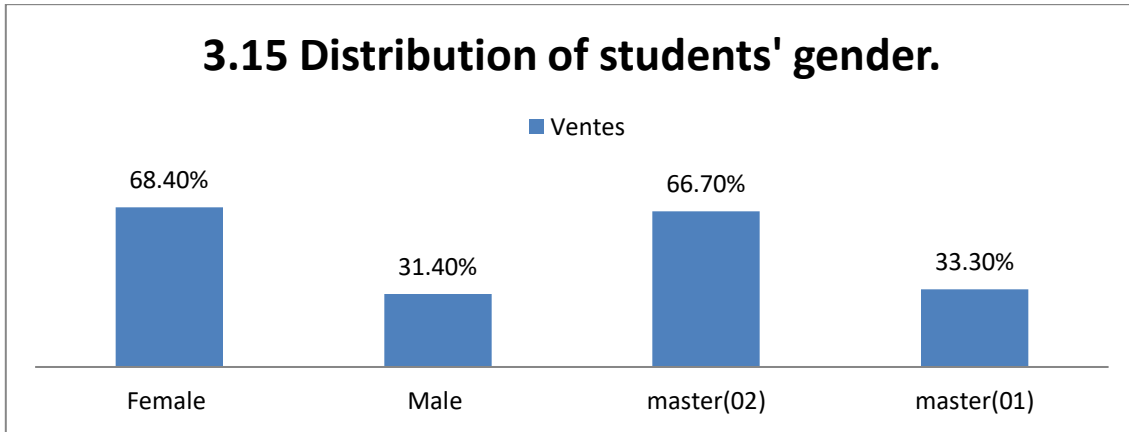


The teachers' answers displays that all the teachers believe that there is a significant relationship between teachers leadership and the development in EFL students' communicative skills. Because they believe that the practice of teachers' leadership can make a difference in students' oral performance, language proficiency and communicative skills.

3.5 Students' questionnaire analyses

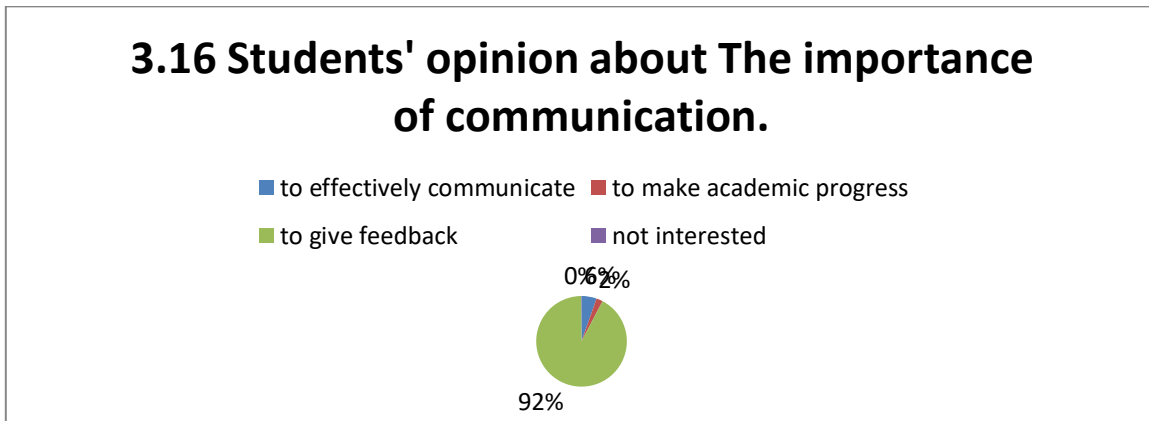
This section summarizes the results of the students' questionnaire and analyses them as follows:

Q01 : What is your gender



the distribution of the gender in the pie chart above shows that the percentage of the females exceeds the percentage of the males with (68.4%) while the males percentage is only (31%) . the reason lies in the females' ability and interest in learning foreign languages. It also shows that the percentage of master (02) students is more (%) than master one, which is (%) .

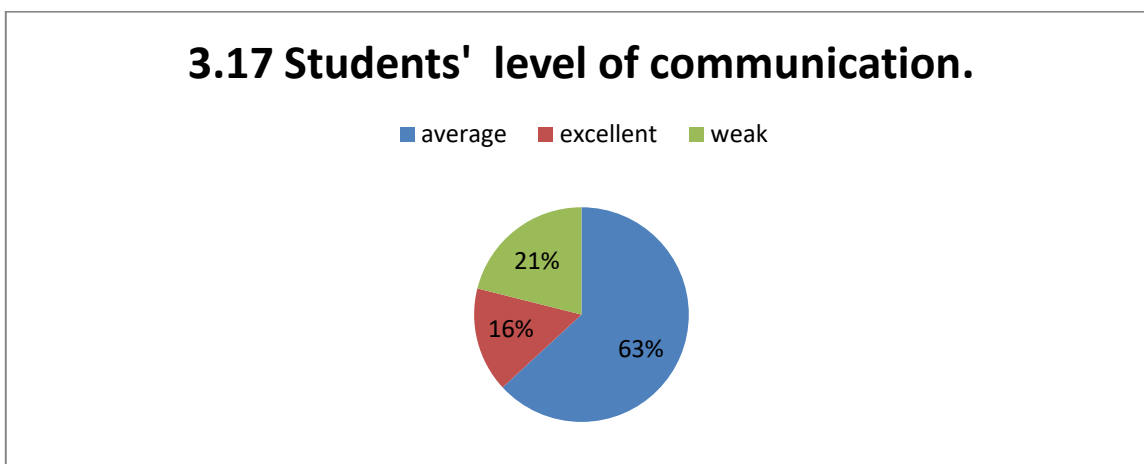
Q 02: Why is it important to you to master communication skills?



We notice from the results of the figure that (61.4%) of the students stated that Communication is important to them to effectively communicate. Surely it is due to the fact that communication enables the learner to interact effectively in the classroom and elsewhere. While (26.3%) said it is important to make academic progress since

communication allows the learner to understand the information more accurately and quickly and make a progress consequently . others(10.5%) consider communication to be important in order to give feedback to the speaker and this is what communication is about .

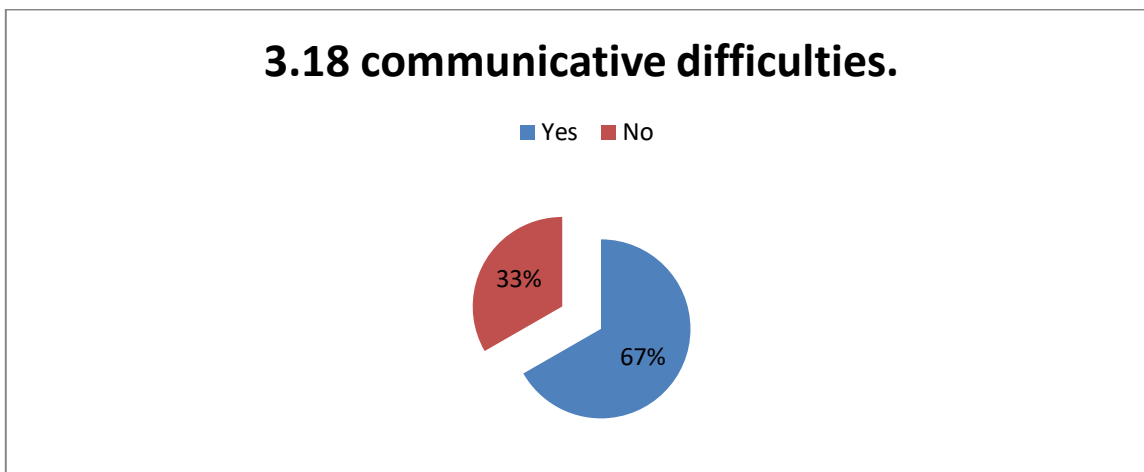
Q 03: How would you rate your communication competence?



The majority of the students (63.2%) described their communication skills as being average

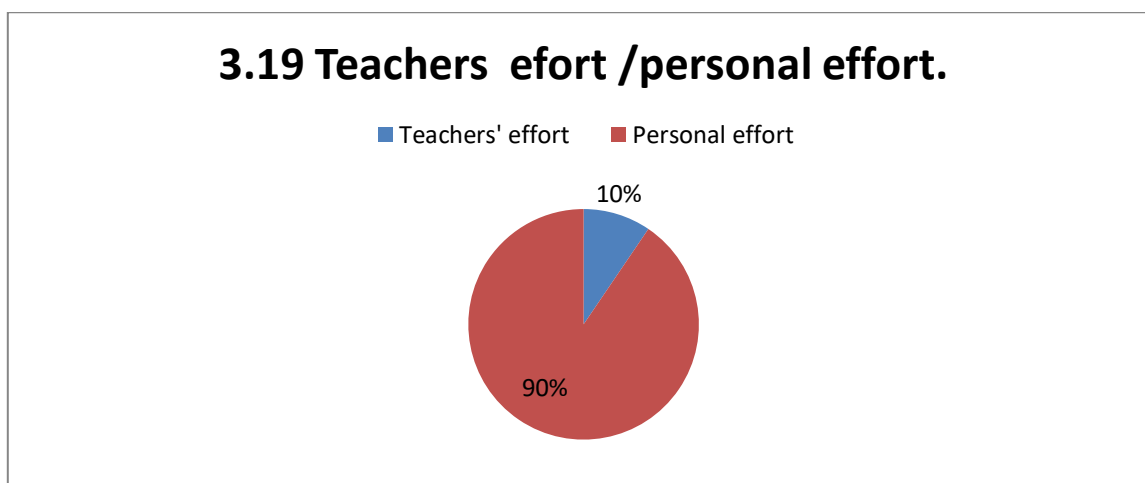
Which is acceptable .While 21.1% said they consider it week because they might be facing difficulties when communicating .whereas (15.8%) of the respondents chose excellent because they feel like they are competent when it comes to oral performance and interaction.

Q 04 : Do you face any difficulties in communication ?



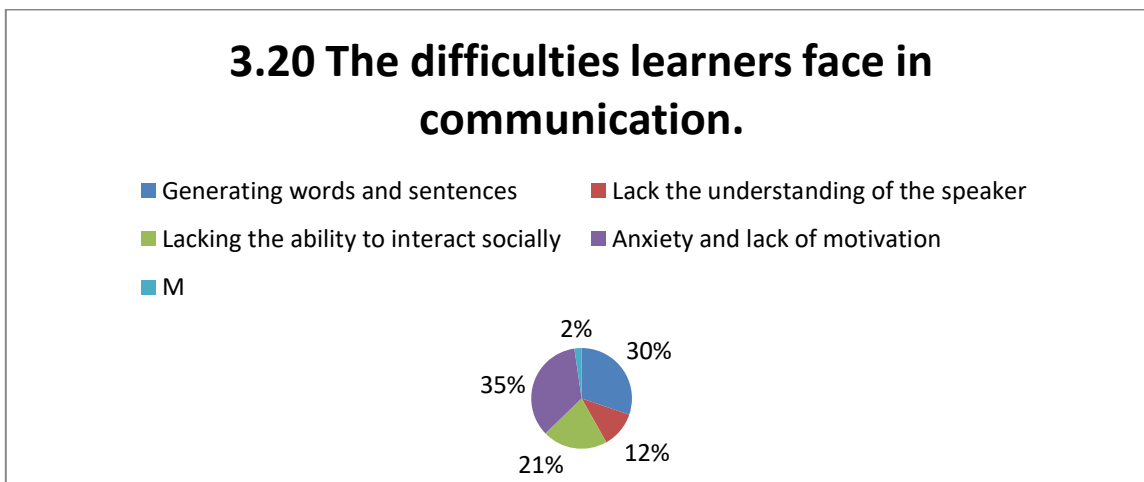
The figure denotes that the majority of the respondents (66.7%) are facing difficulties in communication whereas the rest of the Informants said they do not face any difficulties.

Q 05 : In case you do not face any difficulties state weather it is due to your teachers or your personal effort?



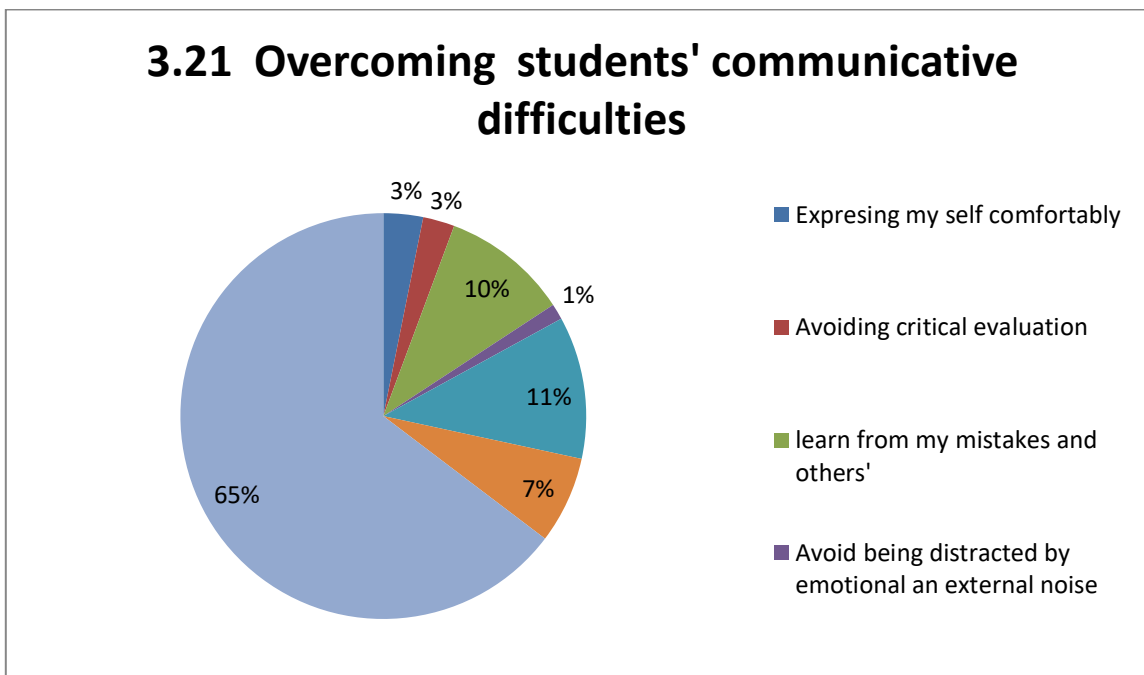
The informants' answers revealed that the reason why the (90.5%) of the respondents do not face any difficulties is because of the effort done by their teachers to develop their communication skills. Whereas the rest of them stated that the reason why they do not face any difficulties in communication is because of their personal effort which might be due to the fact that they are already confident when it comes to any type of communication and being fluent in the language.

Q 06 : what are the difficulties you face



Students' answers displays the majorities (34.9%) of them have anxiety and lack motivation. Surely, this crushes their confident and decreases their interest towards learning and using the language. There for this problem should be targeted by their teachers so that they manage to overcome both anxiety and low motivation. While (30.2%) find it difficult to generate words and thoughts which can be resulted by their inconsistency with both reading and practicing the language. Besides (20.9%) of them lack the ability to socially interact either with the teachers or their peers. This problem may be a result of the unawareness of the teachers with their students' deficits and disabilities. A considerable number of participants (11.6%) think that lack of understanding of the speaker can be a cause of their lack of communication however this problem can be targeted by the learner himself by improving their vocabulary as well as asking questions to the speaker to keep the communication process on going. the rest of the Informant stated that they struggle to communicate because of their disability to produce coherent meaningful sentences.

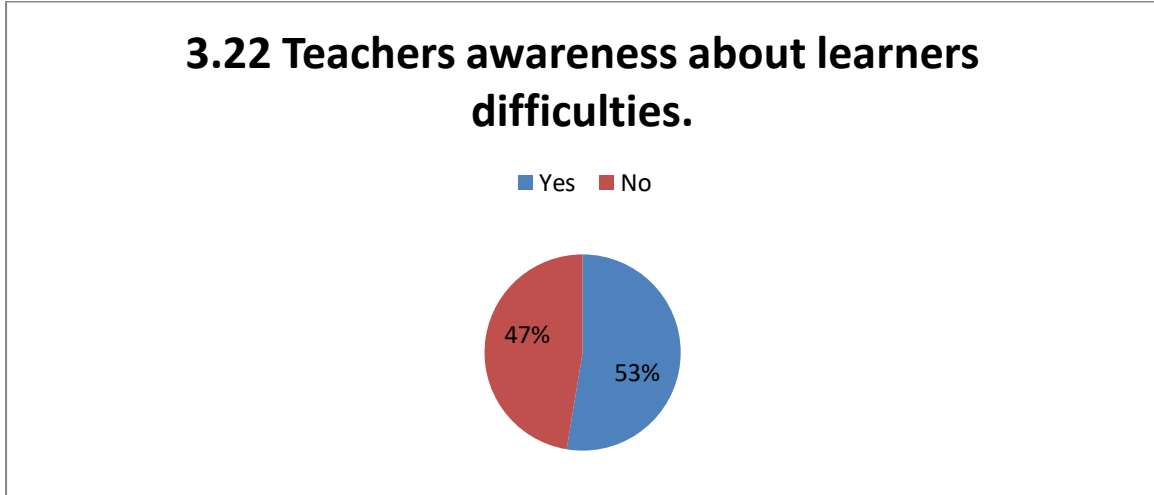
Q 07: How do you work on overcoming these difficulties?



From the analyses of the answers we notice that most (31.6%) of the students said that they overcome their difficulties in communication by thinking before speaking to avoid making mistakes and being misunderstood which can be a barrier to communication and demotivates them to carry on with the conversation. while (28.1%) said that they overcome their problems by learning from their mistakes and other which is an effective method since it points us to something we did not know, teach us more about others and most importantly creates a mistake free conversations. Another (19.3%) reported that they overcome their communication deficits by developing their vocabulary because the knowledge of vocabulary helps the learner to understand the warden of the speaker and therefore gives feedback.

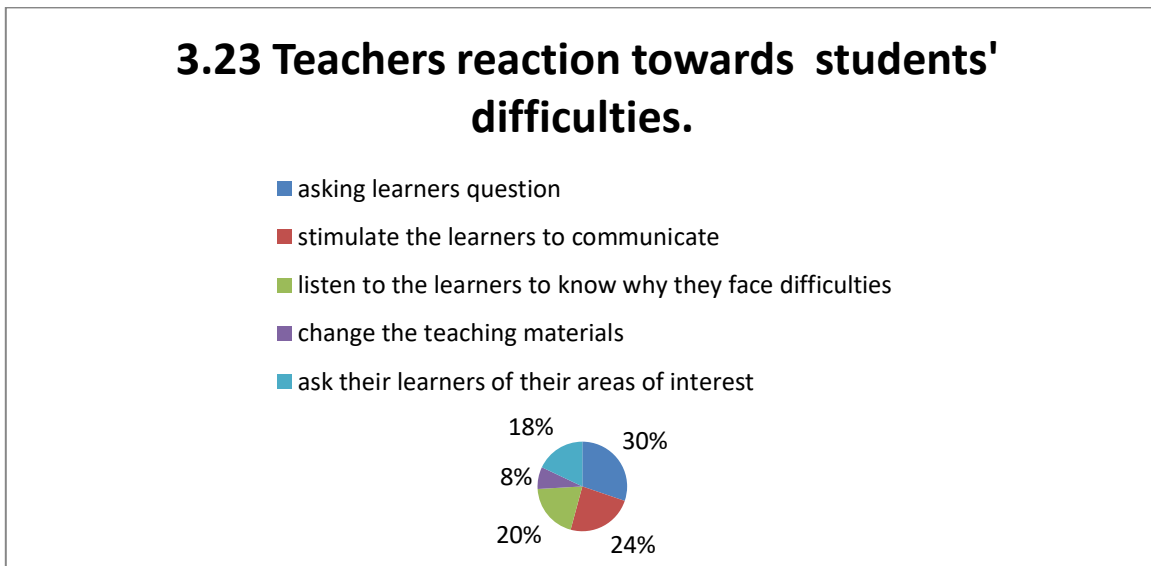
A presentable number (10.5%) demonstrated they face their communicative difficulties by being distracted by the emotional and external noise which effects their speech perception, listening comprehension and oral expression. still (8.8%) of the informants revealed that they like to express themselves as a way of limiting the shortcomings and effectively perform in communication. In turn only one respondent considers communication as an inconsiderable issue to think of.

Q 08 : Are your teachers aware of these difficulties?



According to the results showing the pie chart above, (52.6%) of the participants stated that their teachers are aware of their difficulties where the rest of them responded with no as an answer as a disagreement to the awareness of their teachers of the difficulties they face when communicating.

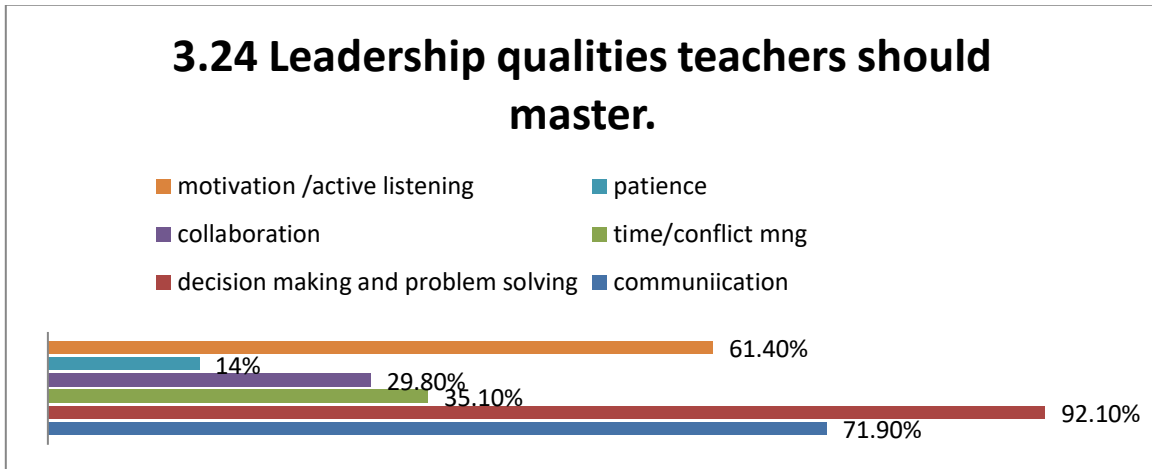
Q 09 : How do your teachers deal with your difficulties



The results provided in the table shows that 24.6% of the informants said that their teachers overcome their difficulties by asking them questions so that they can be able to know about their learners need and interest. While 21.1% said by reflecting on their communication skills to capture their weaknesses .still (15.8%) said their

teachers deal with their difficulties by giving them opportunities to speak about their areas of interest so that they feel motivated to communicate. (1.8%) of the respondents stated that in order to overcome their difficulties their teachers use the suitable materials to their needs and preferences. Other (1.8%) responded by building their confidence to interact at ease.

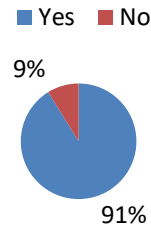
Q 10 : What are the leadership qualities and skills a leader teacher should have or master



The following figure demonstrates the skills leader teachers should master to develop their learners' communication skills. (61.4%) of the respondents said motivation , this skill increase teachers' morale and performance . (92.1%) chose decision making and problem solving because it lowers the teachers' stress , makes him feel confident , responsible and allows him to solve problems at the level of the classroom . other (71.9%)said communication because it is an essential developing students' performance . other (14%) chose patience because it puts the teacher win a situation in which he deals with the same questions and problems over and over again until he succeed to reach the desired objectives related to developing learners' communication. Still (29.8%) chose collaboration and (35.1%) chose time management since it balances the long-term goals of the classroom and increases their productivity and provide a better communication for their students.

Q 11 : Does teachers' Leadership effect the development of EFL students' communicative skills?

3.25 learners' opinion about wether teachers' leadership effect the development of on EFL students' communicative skils.

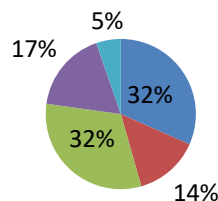


The results in the figure indicates that the majority (91.2 %) of the respondents believe teachers' leadership develop their communication skills .And only (8.8%) revealed that it has no significant effect on the learners oral competency , however the development students' communication can be resulted by other factors rather than the practice of their teachers' leadership .

Q 12 : How does the practice of teachers leadership effects the development of EFL students' communicative performance?

3.26 Lerner opinion about the effect of the practice of teachers' leadership on EFL communicative performance.

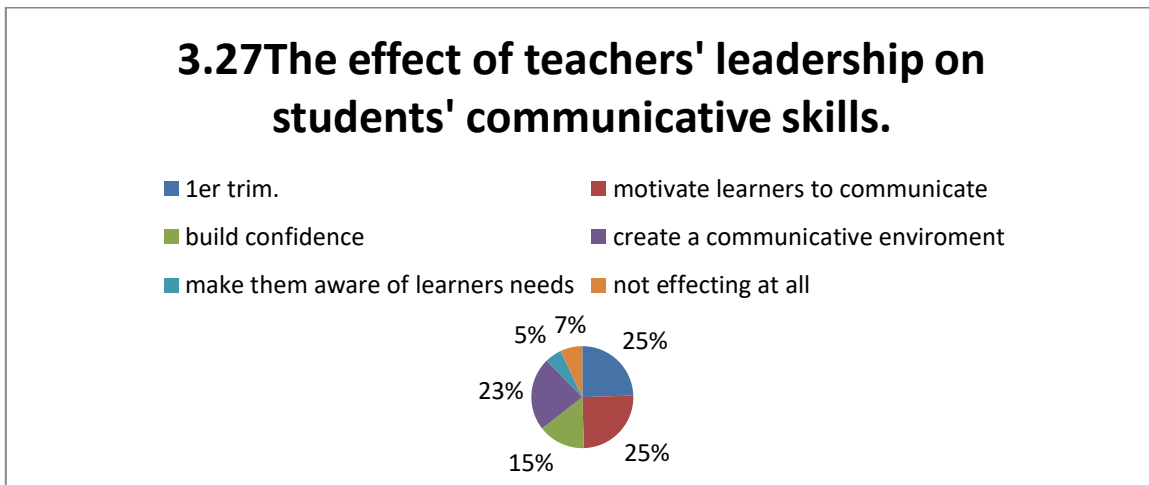
- Motivating learners to communicate
- Overcoming learners difficulties in communication
- Encourage learners to express them selves
- Creating a communicative environment
- Building learners' confident



This item shows the answers of students view about how the practice of teachers' leadership effect students' communicative performance (63.2%) of the respondents said the practice of teachers' leadership effects students communication by encouraging them to express themselves which helps the learner to explore their needs , Interest and strength. While (17.5%) said it effects the development of communication by creating a communicative environment where learners feel free to express themselves comfortably. Other (14%) said by overcoming their difficulties in communication because once the learner overcome his difficulties he will be able to perform effectively in all communication situations.

The rest of the respondents illustrated that communication can be developed through building the learners' confidence since it allows the learner to speak concisely in a clear efficient manner .

Q 13 : How is your teachers' leadership effecting your communication skills

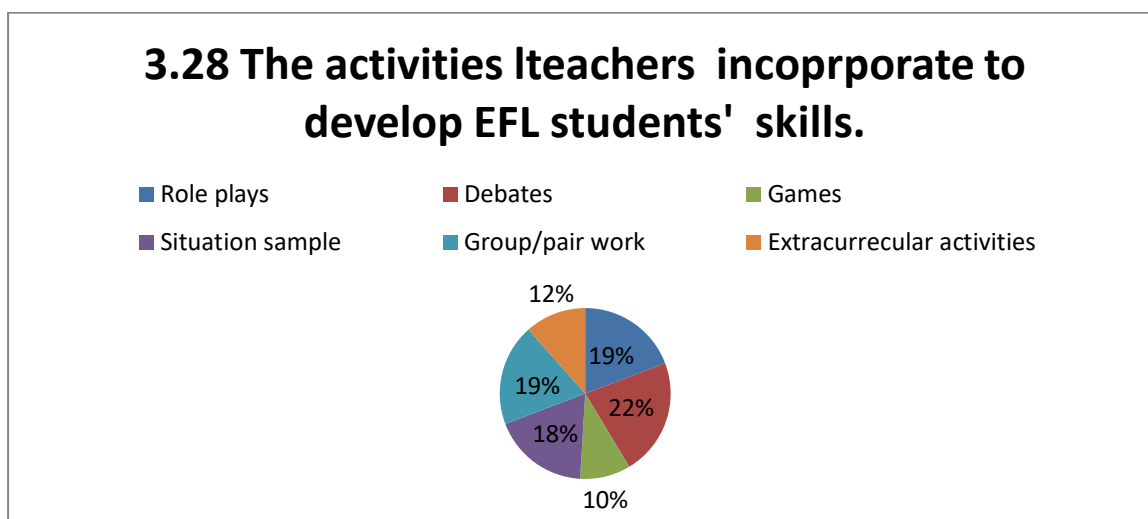


The students' answers in this section illustrate that (25%) of the informants revealed that their teachers' leadership effected their communication by motivating them to communicate despite the difficulties they face which can improve the way and the level of their communication. Others (23.2%) said by creating a healthy atmosphere where they can express themselves without being critically evaluated . A considerable number (15%) reported that their leader teachers effect their communicational performance by building their confidence which enables them play an active role in the class room and allows them to manage their thoughts and the for

speak clearly and fluently . Besides (5.3%) said their teachers' leadership is effecting them by making them aware of their interests and needs this way they will be able to know what they are missing and know how to deal with it .in contrast

(7%) of the informants reported that their teachers' leadership is not developing their communicational performance. In fact the rest of the informants (24.5%) provided inappropriate answers which show that they are not satisfied with their teachers and think that their teachers' are far from being leaders.

Q 14 : what activities leader teachers incorporate in your teaching to promote your communicative performance?

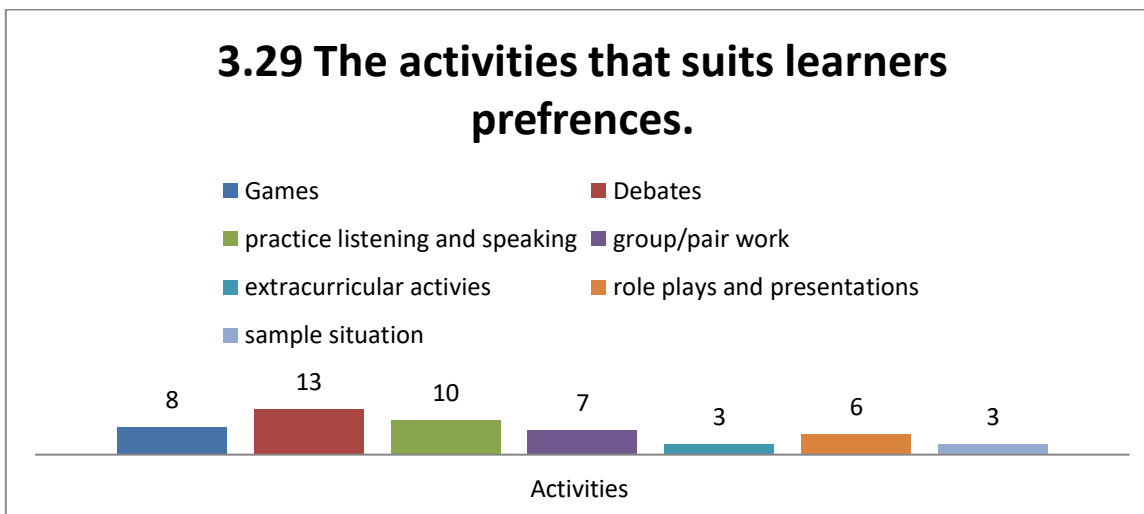


This pie chart above illustrates the activities used by teachers to develop learner's communication skills. Role plays (35.1%), Debates (40.4%), Games (17.5%), situation samples

(33.5%), Group/ Pair work (35.1), Extracurricular activities (21.1%), Practice listening and speaking (40.4%).

The aim of using these types of activities is to develop the learners' communication skills by stimulating them to be involved in tasks that require their oral presence using the English language without making any consideration of their level of language fluency, being critically evaluated and feeling inferior than one another.

Q 15: which activity you think suits you more:



The results of the informants revealed that 13 of them think debates are suitable enough for them to develop their communicational performance since it motivates them to express themselves, use language orally in a given context, and think critically when discussing their ideas. While, 10% said practicing listening and speaking because listening enables them to listen carefully and there for participate effectively in oral requiring tasks. Other 7 of the informants said oral tasks , this type of activities provide the learner with an exposure to different peoples' mind set which motivates them to communicate and improve their communication competency . Still 8 of the participants said games because a game makes communication enjoyable and fruitful. Besides 6 of them said the activities that suits them the most are role plays and presentations. This activity helps the learner to acquire speaking skills and oral fluency, which can boost their confidence level. The remaining participants chose situation sample. This activity gives the learner opportunities to play different roles and use the language in different contexts and purposes.

Q 16 : how does these activities contribute to the development of your ability to communicate ?

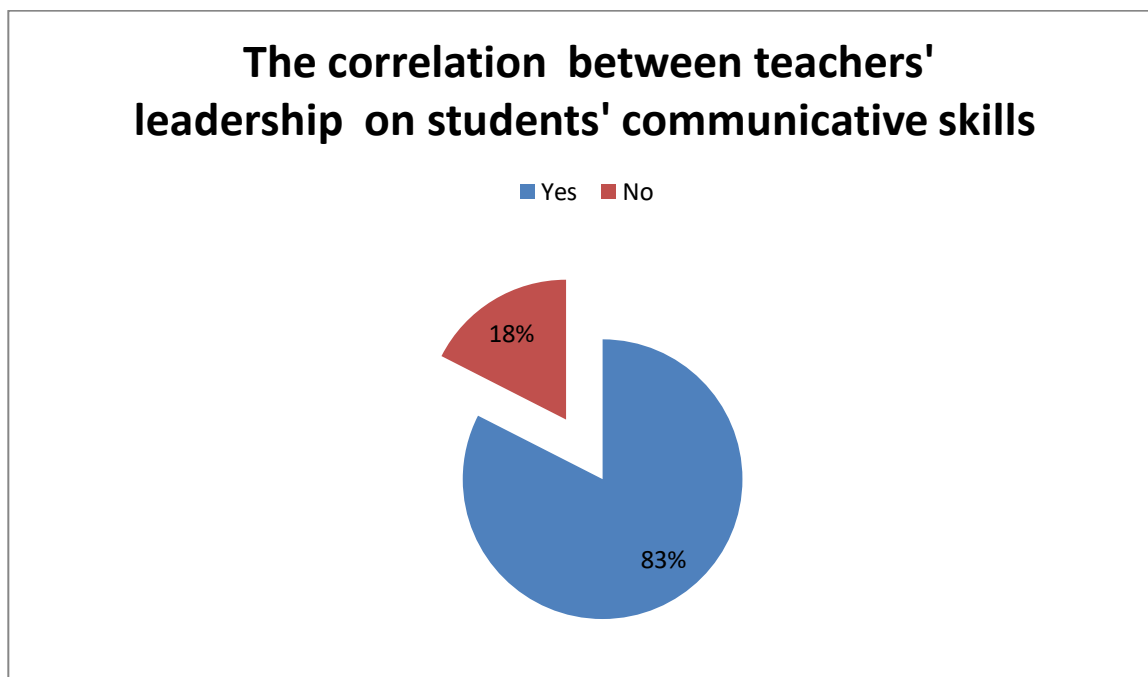
3.30 The contribution of leader teachers activities in the development of EFL communication.



The figure above reveals how the activities leader teachers' use contribute to the development of EFL students' communicative skills. (31.6%) of the informants said that these activities effect the students' oral performance by creating a communicative environment where the student feels free to express himself .On the other hand 24% stated by providing oppourtunities for feedback so that the learners get a chance to see how they are communicating so far .while 18.13% believe that natural language practice contribute to the enhancement of the communication competency.

A considerable number of students' (11.13%) think that improving students' communication contributes to the development of Efl students .Other (7%) said enriching vocabulary because it enables the student to understand the speaker and be able to respond to what has been said . The remaining percentage 5.3% revealed that students' communication skills can be developed through stimulating the learners to work in groups since group work provides numerous speaking opportunities and develop oral performance .

Q 17 : Is there a correlation between teachers' leadership and the development of your communication skills?



The students' answers displays that the majority of them believe that there is a significant relationship between teachers leadership and the development in EFL students' communicative skills because they think that the teacher plays an important role in developing the learners' language and encourages them to use it not only in the classroom but also in their daily interaction with their classmates , teachers and also the other speakers of the language . In contrast the rest of the participant stated the exact opposite since they think that there is no significant relationship between both of them. Some students are autonomous learners they reflect on their own communication and work hard on strengthening their areas of weaknesses and reinforce their areas of strength while some work on developing their ability to interact socially until they master communication skills.

3.6 Discussing of the findings.

3.6.1 Discussing of the teachers' questionnaires.

To sum up we found that teachers leadership effects their students' communicative skills by overcoming communicative difficulties, encouraging learners to express themselves,

creating a communicative environment where they can perform comfortably, building their confidence and improving their vocabulary. Along with the data analyses we found that teachers are fully aware of their learners' difficulties and they claim they solve their learners' difficulties by incorporating interesting tasks that motivates them to perform and express themselves, solve whatever problem that prevent them from communicating, build their confidence and teach them the language norm that enables the learner to produce a mistake free language. Also teachers provided a list of the leadership skills they master. Such as decision making, problem solving, patience, active listening , empathy, collaboration and communication. As they provided the activities they enroll their learners in to develop the communication skills which are chosen according to their learner's needs and interest. The activities are :

Debates, games, situation sample, group_ pair work and practice listening and speaking.

3.6.2 Discussion of the students' questionnaire findings.

From the analyses of students' questionnaire, we arrived at diverse outcomes:

Students consider communication to be important to them since it allows them to interact effectively in the classroom and elsewhere ,helps them to make an academic progress , allows them to understand the information more accurately and quickly and feedback to the speaker moreover they are fully aware of their communication difficulties and work on overcoming them .Also they claimed that teachers' leadership has a significant effect on their communication since it motivates them to communicate , make them aware of the importance of communication and build their confidence towards communication and oral performances . Furthermore students provided a list of the activities their teachers enroll them in to develop their communicative skills . Such as role plays, debates, games, situation samples, group pair work and extracurricular activities.

3.6.3 Discussion of the teachers' interview findings.

The teachers' interview was conducted with two aims:

Firstly, to get a deeper insight to the teachers' perception of the effect of teachers' leadership on the development of EFL students' communicative skills.

Secondly, to confirm the results that were previously stated in the questionnaire.

The analyses of the interview led to the following conclusions:

- Teacher's leadership effects the development of EFL students' positively by building their confidence, enable them to produce coherent and effective communication and helps both the teacher and the learner to achieve the teaching and learning objectives.
- Teachers are fully aware of their learner's difficulties and capable of overcoming them.
- Teachers devote their time to develop their learners' communicative skill by choosing the appropriate activities and materials that improves their both language speaking and use and suits their needs and interest.

4. Conclusion

This chapter presents the analyses and interpretation of the data gathered from different stages of the research with regards to the theoretical and practical aspects and the literature review presented in chapter one and chapter two. The data was collected through questionnaires and interviews. A questionnaire and interview for teachers and one questionnaire for students. The results of both questionnaires and interview were analyzed, interpreted and represented statistically and descriptively in figures and charts. From these results we found that teachers' leadership effects the development of EFL students' communicative skills. To conclude with, this chapter confirms the hypotheses suggested in the beginning of the research that says :

- Teachers' leadership effects the development of EFL students' communicative skills.
- The activities leader teachers involve their learners in to promote their communicational skills are : Debates , role plays , group-pair work, situation samples and extracurricular activities.
- There is a significant effect between teachers' leadership and the development in EFL students' communicative skills.

General Conclusion

General Conclusion

Our study sheds the light on one of the most difficult obstacles that is developing Learners' communicative skills. we aimed to demonstrate the effect of teachers leadership on the development of EFL students communicative skills, we hypothesize that teachers' leadership affect the development of EFL students communicative skills and there is a correlation between teachers' leadership and the development of EFL students' communicative skills, we also hypothesize that the activities used by leader teachers are: Role players, group/pair work, situation samples, games, listening and speaking tasks, and extracurricular activities.

This study displays the effect of teachers' leadership on the development of EFL students' communicative skills. In fact, this research aims to reveal the correlation between teachers' leadership and the development of EFL students' communicative skills and illustrate the activities used by leader teachers to develop EFL students' communicative skills. Moreover, the research focused on how teachers' leadership affects the development of EFL students' communicative skills and highlight the difficulties learners face when communicating in the classroom.

In order to do this research, we base all three chapters on theoretical chapters and a chapter for the field of work.

The first chapter dealt with the various definitions of teachers' leadership, instructional leadership, and the evolution of teachers' leadership, it is worth mentioning that teachers' leadership in 1980 is not the same as teacher leadership at the present in terms of the roles and skills. The roles of a leader teacher in 1980 are administrative and managerial roles then these roles changed through time to include curriculum experts, team leaders, and teacher mentors. In this study, the roles of teachers' leadership include teachers' roles inside the classroom like classroom management, motivating and inspiring learners to do their best, and the interaction between the teacher and learners that can exceed the classroom setting to their lives so they can be exposed more to the foreign language and practice it more through the activities planned by those leader teachers. This chapter dealt also with the skills and qualities of leader teachers in addition to the second variable the oral communication skills; speaking and listening. The second chapter dealt with the

General Conclusion

relationship between the two variables teachers' leadership and EFL oral communication, the importance of developing teachers' leadership, and how we can develop EFL communication skills through teachers' leadership. Last and not least, there is a significant lack of research concerning leadership in the EFL context, especially in Algerian schools where we notice that extracurricular activities as an example are rare and considered unimportant or a waste of time.

The third chapter is concerned with the analysis of the findings through interpreting, then analyzing the collected data from the students' and teachers' answers and opinions about the effect of teachers' leadership on the development of EFL students' communicative skills. From the analysis of the questionnaires and the interview, we noticed that communication skills are important for students since it allows them to interact effectively in the classroom and elsewhere, helps them to make an academic progress, allows them to understand the information more accurately and quickly, and give feedback to the speaker. Teachers' leadership affect students' communicative skills by overcoming their communicative difficulties, encouraging them to express themselves, creating a communicative environment where they can perform comfortably, building their confidence, and improving their vocabulary.

The activities used by leader teachers to develop EFL students' communicative skills affect learners positively by stimulating them to communicate, enables them to know their deficiencies, changes their perception of communication, and raises their awareness about its importance. Still, these activities should be chosen according to the learners' interests, needs, and preferences.

According to both teachers and Learners' answers, it is very important that teachers master the following skills:

Decision-making, problem-solving, active listening, empathy, patience, collaboration, interaction, and communication.

Both students and teachers' answers revealed that they believe that there is a significant correlation between teachers' leadership and the development of EFL students' communicative skills.

Recommendation

- Teachers should provide opportunities where students can express themselves comfortably and practice their speaking.
- Teachers should develop their leadership skills.
- Teachers should be aware of the problems their learners are facing in oral courses .
- Teachers should know how to deal with students' anxiety issues .
- Teachers should build a healthy relationship with their learners.
- Teachers should encourage their learners to work in groups .
- Teachers should vary their teaching materials so that it fits students' preferences.
- Students should be aware of their difficulties and aware of their responsibility towards improving their own communication skills.
- Students should not depend only on what the teachers give in the classroom and rely on other resources of learning.
- Students should open up to their teacher about the difficulties and barriers they face to communicate .
- Students should be aware that anxiety is an aspect when performing orally .

Limitation of the study

Our research like any research has faced some limitations :

- The unavailability of master students in the department since the questionnaire was conducted after the period of their exams.
- Some of the respondents (teachers and students) skipped answering some questions where some of them provided irrelevant answers to the questions that we decided to cancel their answers to our questionnaire
- The refusal of the teachers to answer to our questionnaires.
- The unavailability of relevant articles and resources.
- Teachers did not provide sufficient information when answering open ended questions.

Suggestions for further research

General Conclusion

In relevance with the limitation of the project which were presented in the third chapter, suggestions for further research include the following points master:

- The dissertation was based only in Tiaret .further projects can investigate the effect of teachers' leadership on the development of EFL students' communicative skills in different destinations.
- The population of our study consisted of master students only. further studies can deal with first year students (bachelors) since master students are already graduated and some of them are probably teachers.
- The sample included all the teachers that are available in the English department however further research can deal with oral expression teachers only.

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Appendixes

Appendixes 01

University of Ibn Khaldoun the English department of Tiaret

Students' questionnaire

Dear students

You are kindly requested to fill in this questionnaire which seeks to gather the needed information for the accomplishment of a master dissertation. We direct this questionnaire to investigate the effect of teachers' leadership on the development of EFL students' communicative skills. Whatever your qualifications and experiences in the field we would be grateful if you could sincerely answer the following questions. So please give us precise answers as you can. Tick your answers in the correspondent box and make full statement whenever necessary, be sure that the answers you provide will certainly remain confidential and will be only used for research purposes.

Thank you in advance for your time and collaboration.

Section one:

Q:1 What is your gender ?

Female Male

Q:2 Why is it important to you to master communication skills?

Give feedback to the speaker Is there a correlation between teachers' leadership and the development

of your communication skills?

Effectively communicate

To make academic progress

Not interested

Q:3 How would you rate your communication competence?

Average Excellent Weak

Q:4 Do you face any difficulties in communication ?

Yes No

Q:5 In case you do not face any difficulties state weather it is due to your teachers or your personal effort?

Teachers' effort

Personal effort

Q:6 what are the difficulties you face

Generating words and sentences

Lack the understanding of the speaker

Lacking the ability to interact socially

Anxiety and lack of motivation

Speak and produce meaningful mistake free sentence

Q:7 How do you work on overcoming these difficulties?

Expressing my self comfortably

L Avoid being distracted by emotional an external noise

Earn from my own miskes and others

Think before speaking

Develop my vocabulary

Q: 8 Are your teachers aware of these difficulties?

No Yes

Q: 9 how do your teachers deal with your difficulties

Asking learner's questions

Stimulate the learners to communicate

Appendixes

- Listening to the learners to know the reason why they face difficulties to communicate
- Change the teaching materials
- Give learners opportunities to speak about their areas of interest
- Building their confident to interact at ease
- other:

Q: 10 what are the leadership qualities and skills a leader teacher should have or master?

- Patience
- Motivation
- Collaboration
- Time/conflict management
- Decision making
- Communication

Q:11 Does teachers' Leadership effect the development of EFL students' communicative skills?

- No Yes

Q:12 How does the practice of teachers leadership effects the development of EFL students' communicative performance?

- Overcoming learners difficulties in communication
- Encourage learners to express them selves
- Creating a communicative environment
- Building learners' confident

Q:13 How is your teachers' leadership effecting your communication skills

- Motivating me to communicate despite my deficits

Appendixes

- Build confidence
- Creating a communicative environment
- Making me aware of my weaknesses and needs
- Making me aware of my weaknesses and needs

Q:14 what activities leader teachers incorporate in your teaching to promote your communicative performance?

- Role plays
- Debates
- Games
- Situation sample
- Group/Pair work
- Extracurricular activities
- Practice listening

Q:15 which activity you think suits you more :

.....

Q:16 how does these activities contribute to the development of your ability to communicate ?

- Stimulating the learners to work in groups
- Provide opportunities for feedback
- Creating a communicative environment
- Natural language practice
- improve students communication
- Enriching the learners vocabulary

Q:17 Is there a correlation between teachers' leadership and the development of your communication skills?

No Yes

Appendixes 02

University of Ibn Khaldoun the English department of Tiaret

Teachers' questionnaire

Dear teachers

You are kindly requested to fill in this questionnaire which seeks to gather the needed information for the accomplishment of a master dissertation. We direct this questionnaire to investigate the effect of teachers' leadership on the development of EFL students' communicative skills. Whatever your qualifications and experiences in the field we would be grateful if you could sincerely answer the following questions. So please give us precise answers as you can. Tick your answers in the correspondent box and make full statement whenever necessary, be sure that the answers you provide will certainly remain confidential and will be only used for research purposes.

Thank you in advance for your time and collaboration.

Section one:

Q:1 What is your gender ?

Female Male

Q:2 How long have you been teaching English ?

From 1 year to 5 years

From 6 years to 10 years

More than 11 years

Q:3 Does the number of students in the group effects the process of communication ?

No

Yes

Q:4 How does teachers' leadership effect the communicative skills of EFL students'?

Overcoming learners difficulties in communication

Encourage learners to express them selves

Creating a communicative environment

Building learners' confident

Improve student's vocabulary

Q:5 According to you what difficulties your students face when communicating?

Generating words and sentences

Lack the understanding of the speaker

Lacking the ability to interact socially

Anxiety and lack of motivation

Speak and produce meaningful mistake free sentence

Q:6 How do you manage to overcome these difficulties?

incorporating interesting tasks that motivates the learner

solve their learners' problems in communication

developing their language norms

build his confidence

Q:8 leadership qualities you think a teacher should have/master?

Patience

Motivation

Appendixes

Collaboration

Time/conflict management

Decision making

Communication

Q: 7 Mention the skills you master among the list that were previously mentioned?

.....

Q:9 how do you develop your leadership skills?

.....

Q:10 Do you think teachers' leadership affects students' communicative skills?

No Yes

Q: 11 what leadership activities do you incorporate in your teaching to boost your learners' communicative skills?

Role plays

Debates

Games

Situation sample

Group/Pair work

Extracurricular activities

Practice listening

Q:12 On what basis do you choose to use the activities you mentioned ?

.....

Q:13 How does these activities stimulate your learners' interest to communicate?

Stimulating the learners to work in groups

Provide opportunities for feedback

Creating a communicative environments

Natural language practice

improve students communication

Enriching the learners vocabulary

Q:14Is there a correlation between teachers leadership and the development of EFL students' language communicative skills?

No

Yes

Appendix 3

Teachers' interviews' questions:

- ❖ Has teachers' leadership an effect EFL students' communicative skills?
- ❖ How does your leadership effect the development of your students' communicative skills ?
- ❖ What goals teachers' leadership helped you attain?
- ❖ Are you aware of the difficulties your learners' are facing when communicating? what are the difficulties they are facing?
- ❖ How do you overcome them?
- ❖ In case you are not aware of their difficulties,state the reason why?

- ❖ What methods do you proceed to develop your learners communicative skills?

- ❖ What activities do you implement in your teaching to stimulate your learners communicative skills?

- ❖ How do you choose these activities?

- ❖ Do you think there is a correlation between teachers' leadership and the development in EFL learners' communicative skills?

المخلص

يهدف هذا البحث الى التحقيق في تأثير قيادة المعلم على تنمية مهارات التواصل لدى طلبة اللغة الانجليزية كلغة اجنبية. لقد ادركنا ثلاث فرضيات الاولى هي ان قيادة المعلم تاتر على تنمية مهارات التواصل لدى طلاب اللغة الانجليزية كلغة اجنبية. الثانية هي ان النشاطات التي يلجا اليها الاساتذة القياديين لتنمية مستوى التواصل لدى الطلبة هي المناظرات المسرحيات امثلة على مواقف العمل الجماعي او الثنائي الالعب تمارين القائمة على المحادثة و النشاطات اللامنهجية . و الفرضية الثالثة هي ان هناك علاقة ذات دلالة احصائية بين قيادة المعلم وتنمية مهارة التواصل لدى طلبة اللغة الانجليزية كلغة اجنبية.

للقيام بهذا البحث اعتمدنا على ثلاثة فصول فصلين نظريين و فصل تطبيقي. يتضمن الفصلان النظريان لمحة عامة عن قيادة المعلم والعلاقة بينها وبين التواصل . اما الفصل الثالث فهو مخصص لتفسير وتحليل المعطيات و النتائج المتحصل عليها من ادوات البحث. التي قدمناها على شكل استبيانات ومقابلة . تتكون عينة البحث من جميع طلاب الماجستير و اساتذتهم في جامعة ابن خلدون قسم اللغة الانجليزية الذين تم اختيارهم بشكل عشوائي للرد على اسئلتنا. تظهر نتائج بحثنا ان قيادة المعلم تؤثر على مهارات الاتصال لدى الطلاب من خلال مساعدة المعلم على كشف صعوبات الطلاب والتغلب عليها في المقابل. يقترح انه من اجل تنمية مستوى التواصل لدى الطالب . ينبغي على الاساتذة تطوير مهاراتهم القيادية وتكريس وقتهم لايجاد حلول للطلاب الذين يواجهون صعوبة في التواصل لتحقيق مهارات الاتصال المطلوبة.

المفاهيم الأساسية: المهارات القيادية، نشاطات اللاصفية، المهارات التواصلية الشفهية، مهارات المعلم القيادية، اللغة الإنجليزية كلغة أجنبية.

Résumé

Cette recherche vise à traiter l'effet du leadership des enseignants sur le développement des compétences communicatives des apprenants EFL. Nous avons administré trois hypothèses, le premier est que le leadership des enseignants affecte le développement des compétences communicatives des élèves EFL. Débats, jeux de rôle, exemples de situations, travail en groupe/en binôme, jeux, exercices de liste et d'expression orale et activités parascolaires. Et la troisième hypothèse est qu'il existe une relation significative entre le leadership des enseignants et le développement des compétences communicatives des élèves EFL. Pour faire cette recherche nous nous basons sur trois chapitres à chapitres théoriques et un chapitre pour le domaine de travail. Les deux chapitres théoriques comprennent un aperçu de la notion de leadership des enseignants et de la relation entre celui-ci et la communication. Quant au troisième chapitre, il est consacré à l'analyse et aux interprétations de la date un recueil d'outils et de ses résultats que nous avons présenté à des questionnaires et un entretien comme outils pour mener dans notre recherche une question et entretien pour les enseignants et une question pour les élèves. La population se compose de tous les étudiants et enseignants de l'Université d'Ibn Khaldoun, le département d'anglais, qui ont été sélectionnés au hasard pour répondre à notre recherche. Les résultats de notre recherche montrent que le leadership des enseignants affecte les compétences communicatives des élèves en aidant l'enseignant à révéler les difficultés des élèves et à les surmonter en retour. Il est suggéré qu'afin de développer les compétences communicatives des élèves, les enseignants devraient développer leurs compétences en leadership et consacrer leur temps à trouver des solutions aux élèves qui ont du mal à communiquer. Pour atteindre les compétences communicative souhaitées.

Mots clés : EFL, leadership, communication oral, leadership éducation.

Abstract

This research aims to deal with the effect of teachers leadership on the development of EFL Learners communicative skills we administered three hypothesis the first one is that teachers leadership affect the development of EFL students communicative skills the second one is that the activities used by leader teachers are Debates, role play, situation samples, group/pair work, games, practice listing and speaking and extracurricular activities. And the third hypothesis it is that there is a significant relationship between teacher's leadership and the development in EFL student's communicative skills. In order to do this research we base on three chapters to theoretical chapters and a chapter for the field of work . Both theoretical chapters includes an overview of the notion of teachers leadership and the relationship between it and communication . As for the third chapter it is devoted for the analysis and interpretations of the data a collection tools and its results we have presented to questionnaires and one interview as tools to conduct in our research one question and interview for teachers and one question for students .The population consist of all of both students and teachers of the University of a Ibn Khaldoun University the English department that were randomly selected to answer to be part of our research. Our research the findings shows that teachers leadership effects students' communicative skills by helping the teacher to reveal students' difficulties and overcome them in return. It is suggested that in order to develop students communicative skills teacher's should develop their leadership skills and devote their time to find solutions to students who struggle to communicate and as well as for students it suggested that they should be aware of their own deficits and limit them to reach desirable communicative skills.

Key words: teachers' leadership, oral communication skills, education leadership, extracurricular activities.