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**The Importance of Language of Leadership in the Academic
Enterprise**

The case of : Ihssen Academy Laghouat.

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ABSTRACT

Language, for leaders, is a vehicle for making decisions, resolving disputes, enacting practices, measuring results, and sharing innovation and creativity. However, for educational leaders, the “language of leadership” is considered a crucial emphasis in developing the educational organization. The dissertation aims to examine the position of the language of leadership in the academic enterprise, namely Ihssen Academy Laghouat as a case study, and whether the academic staff there is aware of its importance. If “yes”, how do the educational leaders in that particular academy use it? Consequently, the results of this research have induced an interrelation between the language of leadership, academic enterprise, and effective educational outcomes. The thesis concludes, according to action research, that the concept of the language of leadership in the academic enterprise exists mainly thanks to the prioritization of teachers’ professional training. Eventually, the function of “the language of leadership” in the academic enterprise is to enhance student learning achievement and staff performance.

Key Terms: language, leadership, communication, academic enterprise, educational leadership, teacher leader, effectiveness, learning enhancement.

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I N T R O D U C T I O N

“The role of a great leader is not to give greatness to human beings, but rather to help them extract greatness they already have inside them.”

J. Buchan

The way the world is perceived depends on each one’s reflection of what is going around. Hence, the interpretation of facts, experiences, and beliefs is highly influenced by how these are converted to Thought, and that Thought in its turn is converted to language. Language is a gift to Humanity; besides, it is the most ancient tool of communication, whether verbal or non-verbal. It is an important factor in the way a person perceives reality and then responds to it. Whorf (1956) points out that *“thinking is most mysterious, and by far the greatest light upon it that we have is thrown by the study of language”*. The language people use defines them and the words they say reflect who they are because language shapes each person through the message they deliver to the world. Recently, there has been interesting research over the language of leadership and how is leadership estimated and defined by the words the leader uses. Furthermore, the language of leadership has its roots in rhetoric "the art of communication", where leaders through their choice of words, values, and beliefs can craft a commitment and confidence in their organization. Hence, leadership can be viewed from different perspectives and implied in every single discipline that serves the individual and their organization.

Accordingly, living in a world where knowledge pace is far exceeding limits towards self-development and life coaching, that someone if they are easily put down, can by another way get up. Leadership in every aspect of life could be learned and taught thanks to the availability of the information nowadays. What is important to realize is the role that language holds in leadership and the power of words it uses to build up people, organizations, and nations. As if words are what shapes the life we live. The rationale of this research is based on an observation that triggered the researcher’s attention to investigate: to what extent that claim is true.

This research paper seeks to increase knowledge and understanding about the role of “language of leadership” in the academic enterprise and its connection to educational leadership and *how* it contributes in the teaching-learning development (R.Q1). Further, it will examine definitions, concepts and models of the language of leadership in real-

life experience to answer the previous research question. In addition to paying particular attention to *why* is language of leadership that important in achieving effective outcomes in the academic enterprise? (R.Q2). This research question will be answered through the use of interview and case study in a specific academic enterprise.

The overall research aim of this research is to advance an understanding of the importance of the language of leadership in achieving effectiveness and efficiency in the academic enterprise. Thus, the objectives of this research are to:

1. **Investigate** and evaluate the importance of the language of leadership in the academic enterprise, Ihssen Academy, Laghouat, and the aspects leading to effectiveness and efficiency.
2. **Synthesize** how the variables interrelate all together.
3. **Explore** the position of the language of leadership in the academic enterprise.

Largely, conducting inductive action research at Ihssen Academy and seeking answers to the following research questions directly related to the main research objectives:

The major research questions that will guide this quest are:

- How could the language of leadership achieve effectiveness and efficiency in the academic enterprise?
- To what extent is the academic staff in Ihssen Academy aware of the importance of the language of leadership?
- What challenges may face language of leadership in the academic enterprise?
- Where does lie the importance of the language of leadership in achieving effectiveness and efficiency in the academic enterprise?

The dissertation contains three main chapters in addition to the introduction and the conclusion:

The first chapter is a literature review section where it deals with the three main parts: an overview of the language of leadership, language of leadership and academic enterprise, and the worldwide interest in promoting educational leadership.

The second chapter, entitled "Language of Leadership and AE" (AE: Academic Enterprise) is devoted to introducing and explaining the variables over which this research is conducted, in addition to further sub-sections.

The third chapter, under the name of "Data Analysis and Interpretation", is where theory is called for practice and concrete investigation. It firstly introduces the aims of the chapter, how data will be collected, what strategy is used, what sample, and what are the findings of the case study. Eventually, this is followed by a conclusion that summarizes the objectives and the results of this research paper.

1.1. Introduction :

The evaluation of this review of literature focuses on the first objective, as set out in sub-sections of the introductory chapter. First, it **investigates** and **evaluates** what previous studies have said about the language of leadership, academic enterprises, educational leadership, and educational leaders. Second, it synthesizes how the variables interrelate to each other and how there is a complementary relationship between them. Third, this review associates the conceptual literature on leadership and pedagogical efforts by policymakers through a critical lens.

1.2. Overview of Language of Leadership:

Definitions and literature around the language of leadership have proliferated over the past several decades. From a rhetorical critic perspective, the discussion of how language creates leadership is very interesting. Thus, some of the major authors described how language relates to leadership. On the one hand, they demonstrated that communication within leadership is more than a mere practical application for instruction, and that language is **infused** with multiple meanings that can be **shaped** for different purposes (framing). However, Conger (2013) recognizes that framing on its own is not sufficient in fully describing how communication occurs in leadership, but the manner in which ideas are presented has much more communicative power as well.

On the other hand, the language of leadership goes beyond these assumptions, in that, it is the main tool which allows the exchange and the expression of ideas and emotions in an uttered way; besides, expressing oneself by reactions, gestures, and postures. In 1991, Conger claimed that in the future, mainly nowadays, “leaders will not only have to be effective leaders, but rhetoricians who can energize through the words they choose”. He has also stated that possessing language of leadership skills is so critical. Since he has been an associate professor of organizational behaviour at McGill University, Montreal, in addition to his interest in charismatic leadership; that means he is a man of the field. Moreover, focusing on how leaders, through *their choice of words, values, and beliefs*, can craft commitment and confidence in their audience. He has also explored the importance of rhetorical techniques such as stories, metaphors, and rhythm to generate excitement and enthusiasm about the leader’s **message**.

1.3. Language of Leadership and Academic Enterprise:

In an academic context, findings from different literature have tackled the issue of academic enterprise and language of leadership in helping young people prepare for their professional life later. This issue has put emphasis on making schools and universities aware of the crucial role that leadership plays in producing effective students, and the responsibility to equip them with the required competencies and skills. Brant (2012) has stated that “*Enterprise education increases students’ confidence and makes them see the purpose of their education*”. There is evidence examined by this review which indicates that effective educational leadership is important, but in isolation, is not a sufficient condition for successful schools. Thus, although it is acknowledged that measurable outcomes such as learners' progress and achievement are key indicators of effectiveness and success, to attain these two key elements, academic enterprises must strive to educate their learners by fostering positive values (fairness, honesty, compassion, and integrity), love of constant learning, and promoting citizenship and personal, economic and social skills¹. Recent scholars have revealed, for this reason, that there has never been a better time for teacher leadership (Berliner, 2013; Danielson, 2013) and, certainly, the necessary and significant role that the teacher holds in being “knowledge transmitter” and a “mentor” for his learners.

The concept of the language of leadership has been accorded different emphases over time and in different contexts. Day (2014) has referred to the prominent role of the leader, mainly in the academic enterprise, as of prime importance in raising standards and promoting learning improvement, and that is specified in the English-speaking countries. Hence, international examples of origin research provide consistent evidence that demonstrates the impact of leadership on the academic organization, culture and teachers’ work.

¹ Putnam led (2002).

1.4. Worldwide Interest in Educational Leadership and Learning Improvement:

Recent literature has revealed and witnessed a remarkably consistent, worldwide effort by educational policymakers to reform the school community, especially in the past 18 years old. Those reforms, therefore, aim to improve the whole academic organization by using a range of approaches for the evaluation and assessment of students, teachers, school leaders, schools in general, and education systems. According to Sammons (2016), these are used as tools for understanding better how well students are learning, for providing information to parents and society at large about educational performance and for improving school, school leadership, and teaching practices².

After reading thoroughly a wide range of literature about those efforts made by educational policymakers all around the world in order to enhance educational systems and school leadership, a rising issue has called attention. Is the Arab world, in general, and Algeria in a particular part of those educational policymakers contributing to those reforms and making any efforts in improving their educational systems? It is high time for the Arab world to reunite their efforts and their vision to step forward for the benefits of raising effective, successful educational community, which consists of the first most important pillar in the society.

There would be no prejudice to take those who preceded and progressed by spending decades in searching, studying, and developing effective educational reforms. An example of that is the Education Development Trust³ that was established over 40 years ago as the Center for British Teaching and later known as CfBT Education Trust. It is a large educational organization providing education services for public benefit in the UK and internationally. They aspire to be the world's leading provider of education services, with particular interest in school effectiveness. Furthermore, their work involves school improvement through inspection, school workforce, development and curriculum design for the UK's Department for Education, local authorities and an increasing number of independent and state schools, free schools and academies⁴.

² OECD (2013 : 17).

³ Visit the website www.educationdevelopmenttrust.com for more information.

⁴ The same website.

The organizations above have common objectives and share one common vision. Like Education Development Trust, they work directly with schools and governments for improving education outcomes through educational leadership, professional training and programmes development. Again, emphasizing the central point of this study that language of leadership is considered a prominent aspect and a basic tool in any leadership, interestingly, educational leadership to achieve learning effectiveness in different academic enterprises. In their article, Sammons & Day (2014) have mentioned an interesting example stating that the role of educational leadership has received a particularly strong policy emphasis in England for over a decade with creation of a National College for the Leadership of Schools and Children's Services (formerly NCSI); besides, an increased focus on training, qualification and professional development for school leaders within a national organization framework.

A major study by the Wallace Foundation on the impact of effective educational leadership on learners' outcomes in English Schools⁵. Moreover, the extensive research over a decade carried out by members of the 14-country International Successful Schools Principals Project (ISSPP) all provide considerable empirical evidence that the quality of leadership can be a critical factor in explaining variation in student outcomes.

In this review, two concepts of leadership are introduced briefly: instructional/ pedagogical and transformational, even though they are not mutually exclusive. However, the next section draws particular attention to instructional/ pedagogical leadership. There is evidence that the latter has shown to be important for promoting better academic outcomes for learners. "Instructional leadership", for example encourages a focus on improving the classroom practices of teachers as the direction for the school. Whereas "transformational leadership", draws attention to broader order of school and classroom conditions that may need to be changed in order to improve learning.

1.5. Pedagogical/ Instructional Leadership:

There are many models of leadership that promote successful academic enterprises. Pedagogical/ instructional leadership is a crucial model of leadership, for the interest of

⁵ Leithwood & Jantzi (1999 b)

this research, among the other models. In a study made on over 180 schools in North America, it has revealed that there are 21 leadership approaches. The selection of pedagogical leadership to be discussed, under the concept of educational leadership, was because it has a direct connection with the theme of this research. The major emphasis that pedagogical leadership has is mainly focused on the importance of establishing clear educational goals, planning the curriculum and evaluating teachers and teaching. Hence, the teacher leader is seen as the prime responsible for promoting the improvement of learners' outcomes. In order that teacher leaders exercise educational leadership, they need to be knowledgeable about it and receive professional training. This claim is explained by Spillane & Louis (2002) saying that without an understanding of the knowledge necessary for teachers to teach well, school leaders will be unable to perform essential school improvement functions such as monitoring instruction and supporting teacher development. That necessary knowledge for teacher leaders includes content knowledge, general pedagogical knowledge, content-specific pedagogical knowledge, curricula knowledge, and knowledge of learners.

1.6. Emerging issues and the need for empirical research:

The study of relevant language of leadership literature revealed that language of leadership is a complex and moving landscape. To begin, there is no agreed definition of language of leadership. Hence, after evaluating what other researchers and previous studies have said about the importance of language of leadership in the academic enterprise, the findings came to an end that there is a need for empirical data to question the position of language of leadership in the Algerian academic enterprise, precisely in Ihssen Academy, Laghouat. As a result, in order to address this need to conduct a comprehensive case study, the researcher will use all the scientific procedures to reach the main research objectives and to arrive at clear credible findings in the third chapter.

1.7. Conclusion:

After checking different findings and making thorough reading, it has been noticed that there are few pieces literatures about “language of leadership” as an independent concept; whereas, there are many professional journals and publications concerning leadership as a global concept in addition to all its types and sub-divisions. As a result,

the literature review in this chapter had to *induce* that “language of leadership” is the main focus and a cornerstone in any leadership. Therefore, since there is "communication" there is "language", and since there is leadership, there is “language of leadership”; otherwise, how can a "leader" communicate with his community. To put it simply, the language of leadership can be "verbal" or "non-verbal" or both. These connections are an attempt to fill in some of the gaps in the literature.

2.1. Introduction:

An effective and accurate communication acts as an important factor to build up efficient and successful leaders. Furthermore, since language is in the heart of communication, the language of leadership, which consists as a major essential for leadership, plays a crucial role in defining good leaders who in their turn define how effective their community is. After an evaluation of the previous main studies in the literature review about "language of leadership", "academic enterprise", and *how* leadership has a considerable role in orienting the progress of an organization. This chapter introduces the leading variables of this research. Further, its main objective is to *synthesize* how do language of leadership, academic enterprise, and educational leadership inter-relate together and interestingly complete one another, and by that objective three would be achieved.

2.2. Language of Leadership & Message Crafting:

The significance of language of leadership lies in itself as a principal mean of communication, because in order that the leader to be heard has to use language primarily; and by language here is meant "talk"¹ whether spoken or written. One cannot deny the prominent role of the other components of communication such as mindset, interpersonal skills, body language, in addition to the language itself. However, without the use of language, ideas cannot be voiced and shared, namely because of the critical relationship between Thought and Language.

Indeed, what distinguishes a leader from a boss is "rhetoric", noticeably, i.e., the way words are used to address and influence people. This is portrayed in this simple example where the difference between the two is apparent in terms of word choice that reflect mindset: the boss says "Do it!", whereas the leader says "Let's do it!". From this example, two main things could be remarked. First, how language is used, where the boss gives an order by being excluded from the action. In contrast, the leader suggests the action by being included in it. Hence, "team spirit" is taken into consideration and the "We" power instead of the "I" power. Accordingly, the issue raised is not merely

¹. See Paltridge & Starfield: *The Handbook of ESP*, chapter9: 179-180.

about using the language of leadership, but in order to be an effective leader one must master the "how" to use language.

“The style of verbal communication is a critical distinguishing factor in whether the message will be remembered and endorsed: This is where the art of rhetoric enters the language of leadership” (Conger, 38).

Without doubt, this is true and it adds more emphasis on what has just been explained. Furthermore, the art of rhetoric in leadership is reflected as a concrete impact where effective leaders use several rhetoric techniques to empower their message and inspire their peers. For example, the dynamic use of storytelling and metaphors can highly affect and motivate people to perform better and reach their targeted aims. These two techniques mainly share and shape a common concept that inspires and boosts people to achieve their needs successfully by putting themselves in the shoes of a "role model" implicated in either a metaphor or a story or; moreover, in the speaker who is simply the "leader". In simple terms, the language of leadership takes a course of refinement: starting from an idea as a first shot, passing by interpersonal skills, beliefs, values, and ending by the message transmission through the use of the appropriate tone and body language as a final stage.

2.3. Academic Enterprise (AE):

The era of separating learning from the profession is ending, and it is being replaced by the collaboration between the two. Governments all over the world started to devote efforts to close the gap between education and workplace to enable their citizens to progress from one to the other. Hence, one common approach is to introduce enterprise into university learners' experiences as a means to prepare them for the labour market better.

"Academic enterprise", according to Powell and Clark (2012), is an umbrella term used to address the development of best practice, because Universities become more enterprising in their ways of Outreach where knowledge sharing between all parties in any partnership is virtuous. Further, the functions of universities have exceeded the mere learning process of knowledge transmission and academic orientations nowadays, to enter in collaboration and co-operation with enterprises. As a result, that makes

universities as academic enterprises invest in the creation of the profile of intellectual capital² (IC). Concepts and strategies to build that bridge are various, and universities worldwide are competing to produce the most efficient individuals to fulfil the targeted needs.

Accordingly, the success milestone for any project has to be realized through the effective use of several key measures to arrive at a certain level of efficiency and effectiveness. A concrete example where this was tremendously successful and delivered great satisfactory results in real-life experience, thanks to some key indicators Salford University³ has initiated a process for the development of truly ‘enterprising academics’ using a pioneering approach entitled UPBEAT⁴. It has led on behalf of 25 British universities underfunding of the Leadership, Governance and Management Initiative of the Higher Education Funding Council for England. Its focus is on how through better knowledge and co-operation with business and community partners, **universities** might become real drivers of creative change in developing socially inclusive projects, which are truly fit for purpose in the global knowledge economy as the strive to become Universities for Modern Renaissance.

Among the strategies used in the UPBEAT project to evaluate its progress, there are two key indicators to estimate the progress of its developing academic enterprise. The first one deals with quantitative measures of output (investment), including income growth, gross value added, and financial contribution. *“These are critical for a university wishing to improve the quality and range of its enterprising academic provision, in order to enable it to flourish in a changing world”* (Powell, 8). The second indicator is qualitative, directly related to outcomes, real improvement, and “life quality”. These have to do with the strategic academic vision of the university; moreover, with the achievement of its prior detailed objectives to measure its progress.

² Intellectual Capital: IC is considered as an important issue by policy analysts. IC means the knowledge created through research and transmission of knowledge, mainly through universities (Sectharaman, et al. 2004).

³ Salford University, Greater Manchester, UK.

⁴ UPBEAT: University Partnership for Benchmarking Enterprise and Associated Technologies. See more: Pr. James A. Powell.

One prominent aspect of achieving efficiency and effectiveness in the academic enterprise is by integrating leadership. A critical question could be raised: how could leadership serve the AE in achieving effectiveness and efficiency? Moreover, what is the relationship between the concepts?

2.4. Educational Leadership:

In the early part of 21st century, to satisfy the needs of the real-world situations in response to the fast-changing of work market requirements, academic enterprises play a leadership role to equip students, as future citizens, with required competencies and skills. Thus, there has been a great interest in educational leadership because of the widespread belief that the quality of leadership makes a significant difference to school and students' outcomes.

There is also an increasing recognition that schools require effective teachers, leaders, and managers if they are to provide the best possible education for their learners. In other words, the integration of the language of leadership in the teaching-learning process results in the initiation of "educational leadership".

Influential educators and critical pedagogues have generously proclaimed that there are keys dimensions of successful-effective "Educational Leadership". Initially, educational leaders need first to define a clear vision, solid values, and firm directions. Moreover, the academic policymakers have to constantly improve conditions for teaching and learning and redesign the organization by aligning roles and responsibilities. Another crucial issue educational leaders have to focus on is redesigning and enriching the curriculum, besides updating it frequently when necessary. "Putting the right person in the right place" is a true effective statement; hence, enhancing teacher quality (including succession planning) is a key element that should be taken into consideration.

2.5. Who is the Teacher Leader:

Teachers are one of the key elements in any school, and effective teaching is one of the key motives for learning improvement. This paper is concerned with how to define a teacher's effectiveness, and what makes a teacher leader distinguished?

A teacher leader is someone who, in the interest of improving learning opportunities for their (he/she) students and raising the standards of professional practice, extends themselves by taking on extra responsibilities: whether initiated by the academic institution or by their own will. These actions are recognized to be "teacher leadership", mainly included under educational leadership.

To put it differently, a teacher leader is also "*someone who works with colleagues for the purpose of improving teaching and learning*" (Patterson, 2004). This purpose is certainly expounded as effectiveness and efficiency. Barth (2001) believes that "*all teachers can lead*". Regardless of how much extent this is true, definitely, not all teachers aspire to leadership. The followings are some of the prominent qualities that teacher leader should possess in order to be effective and efficient in their teaching-leading journey. He should be:

- ✓ "Risk-takers": displaying optimism about teaching and learning.
- ✓ Volunteering and accepting responsibility for their professional growth.
- ✓ Mentoring and supporting other teachers and their learners.
- ✓ Open-minded, having the ability to collaborate effectively and respect the views of others.
- ✓ Flexible.

In order to achieve effectiveness and efficiency, Katzenmeyer and Moller (2001) identify three facets of teacher leadership:

- (1) "**Leadership of students and other teachers**": as a mentor, coach, facilitator or curriculum specialist.
- (2) "**Leadership of operational tasks**": including keeping the classroom organized and on course to its vision.
- (3) "**Leadership through decision-making**" or being in partnership with fellow teachers in committees.

Therefore, with a view that teachers act effectively and efficiently within the academic organization, there should be opportunities' provision to avail as instructional leaders. However, providing opportunities is not enough but should be preceded by the awareness of the value that leadership holds in achieving such results. In addition to, active action and the prioritization of the power of leadership by the academic enterprise

so as to raise that awareness through teachers' professional training, seminars, and leadership coaching; because knowledge in its own is not enough but should be accompanied hand in hand with additional interpersonal skills, competencies, and practical follow-up of work progress, where that leadership can be structured into formal roles with appropriate time and resources to accomplish the tasks taken on.

Teacher leaders may be more likely to succeed in uplifting their performance in their classrooms, and less likely to experience frustration and professional burn out because they were trained. Ironically, not all leaders are born leaders, but rather leadership is a combination of a set of skills that could be acquired through "knowledge + training", what is called: knowledge in action. When obviously there is a lack of training in terms of interpersonal skills, performance shortcomings and lack of mastery are apparent.

Effective teacher leaders are mentored to provide a clear vision and sense of direction for their (her/ his) academic organization. They also prioritize tasks that have effective outcomes on the learners and the learning progress. Moreover, they manage their classrooms and know what is going on in there. Teacher leaders should have a clear view of the strengths and weaknesses of their academic staff; likewise, they know how to build on the strengths and reduce weaknesses. To put into emphasis these above teacher leaders' qualifications can be acquired through a systematic programme of monitoring and evaluation, i.e., professional training.

Eventually, as the Chinese proverb says: *"Tell me and I will forget. Teach me and I will remember. Involve me and I will learn"*, then teacher leadership is all about "involvement". If there is no involvement, there is no effective learning. For this reason, the role of training is crucial in the academic institution.

2.6. Challenges Facing Language of Leadership in the Academic Enterprise:

It is said that "the greater the challenge, the greater the impact". On this basis, several challenges may face language of leadership in the academic enterprise, mainly concerning teachers, can be intrinsic. One primarily important challenge is the integration of a sound of the grasp of basic knowledge and skills within a broad and balanced curriculum. This issue can be resolved by training the learners on different skills that help them raise their concentration and learning thrive. Basically, by the academic staff, and this is directly related to the prioritization of training. In other

words, when the academic staff is aware of the importance and the positive impacts that language of leadership adds to the education community, then it will be set on a prioritized scale and promoted so as teacher leaders obtain maximum skills and competencies to produce their best and build up their students' professional character.

Second, another obstacle that hinders language of leadership in the academic setting could be the lack of support. Opportunities must be created by the staff for teachers to support, meet the needs, and fill what is missing with more effectiveness and efficiency, and that by initializing professional training where both knowledge and interpersonal skills are blended in order to create a career ladder in a traditionally flat profession. Besides, a lack of principal support, particularly where the head either refuses to relinquish control or demonstrates a passive form of support by not communicating adequately with teacher leaders or waiting for teachers to assert developmental work (Muijs & Harris, 2006). This support includes a well-resourced and updated academic staff.

Moreover, another barrier that faces the language of leadership in the academic enterprise is the absence of research in this area. Stoelinga (2008) has declared that *“Research on language of leadership in the educational environment is still fairly limited...”*. Hence, more research needs to be conducted into this area and how it can be cultivated under different context and demands. Next, one internal obstacle is the tension created from taking on expanded responsibilities, and the tension teachers (as leaders) may experience between professional autonomy and collective obligation. Another obstacle includes the lack of internal coherency _between academic staff members, which results in staff moving in different directions because the team's vision is not shared.

2.7. The Role of Teachers' Professional Training:

Researchers demonstrate that when teachers are empowered to function as autonomous professionals and leaders, this builds a sense of professional confidence that feeds effective teaching practice. Individual and collective teacher leadership self-efficacy have been linked with successful learning improvement and reform efforts. Teaching empowerment is an important school-level factor in students' learning.

This section tackles and emphasizes the importance of teachers' training in shaping the affective character of the teacher and, as mentioned earlier, shows the role of training in contributing to produce teacher leaders who teach, guide, and mentor their learners and help enhance the functions of their academic enterprise.

2.7. Achieving Effectiveness and Efficiency:

The terms “effectiveness” and “efficiency” are inter-related in terms of quality and objective evaluation. Even though both terms are often confused as synonyms and considered as one term, however, efficiency is not the same as effectiveness Viljoen (1994). The latter described effectiveness as relating to performing the correct activity or operation; whereas efficiency relates to how well an activity or operation is performed. When something is considered effective and when is it considered efficient?

The following assets are some of the important ones to achieve effectiveness and efficiency by leaders in general. It could be also applied on educational leaders:

- ✓ An effective leader must be energetic and self-motivated while communicating because they have to motivate and energize the people addressing in their turn.
- ✓ A good leader must always be easy to approach without any barriers. If the team members are left with doubt about their leader, then the trust in the leader is lost.
- ✓ The leader has to choose the right language (the language of leadership) as a communication medium because it is one of the most inciters which contributes in the success of communication as being effective and as well as efficient.
- ✓ There must be the choice of appropriate tools and techniques by the leader for doing effective communication with their team (audience), also the leader's role as a facilitator who increases the level of the exact understanding of the message of communication.
- ✓ There must also be a common and clear vision shared by the group, in addition to good planning and purpose accuracy and insight.
- ✓ Taking into consideration the listener's emotions, sensitivities, and being conscious of the nature of their audiences, including their position, background and aims, to make the communication process less ambiguous and more effective.

- ✓ An effective leader has to craft the skill of making their audience (whether colleagues, students or subordinates) believe in themselves as independent leaders, where they also can develop their leadership skills and build their own message of communication.
- ✓ An appropriate body language (postures, gestures, facial expression) and tone help support the language of leadership used by the leader and the message willing to convey.

The next diagram resumes the interrelation between the main variables tackled in this research paper:

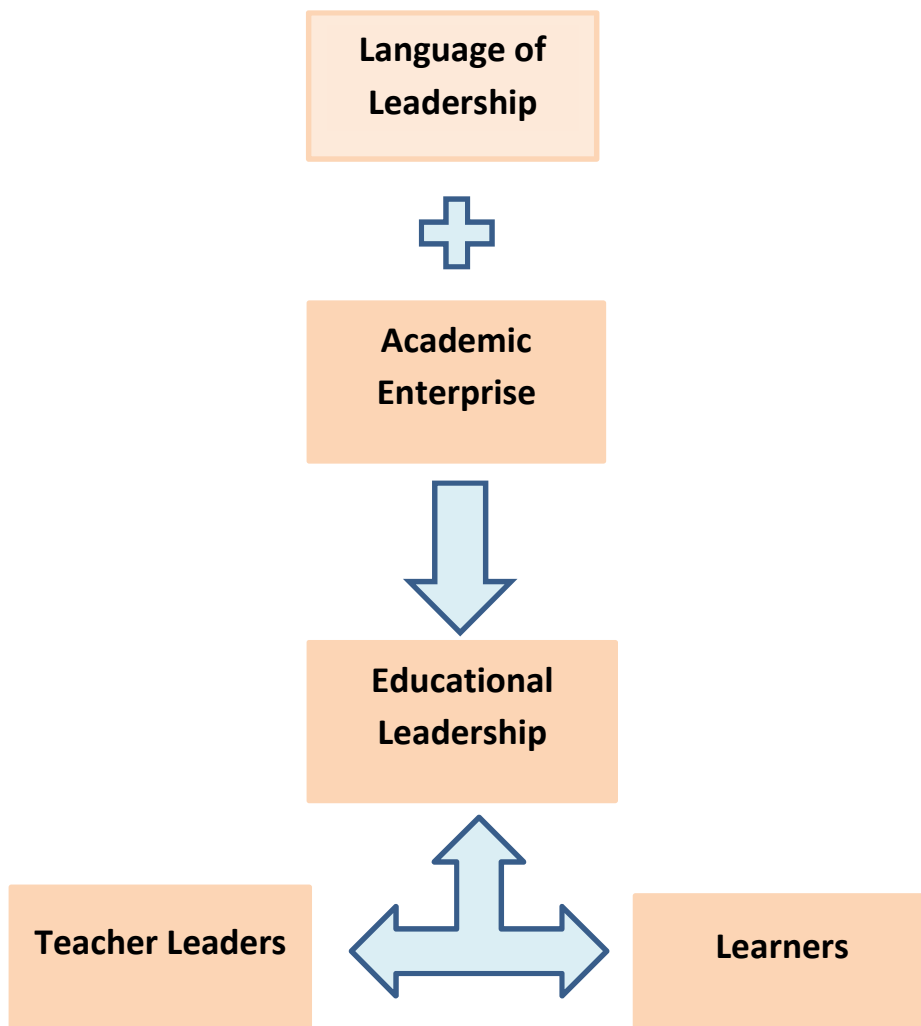


Figure 2.1. The Interrelation between the Variables.

2.9. Conclusion:

The main points discussed in this chapter are the power of words and the impact they have as a means of communication and message construction through two suggested techniques: metaphors and storytelling. Next, introducing the term "academic enterprise" and the importance of the concept and how can educational organizations have a key point to provide effective teachers and students; and then providing some of the major hints that determine an effective and efficient leader. However, more research needs to be conducted to cover these areas through thorough investigation and deeper analysis that require more time and more valid resources in order to reach accurate results.

The next chapter seeks to explore the findings of this chapter, based on the literature review, and come to conclusions that either affirm the claims and the hypotheses of this research or refute them.

3.1. Introduction:

Nowadays, mostly all organizations face effective communication issues among their members. Academic organizations, mainly, face a lack of awareness about the importance of the presence of the language and leadership reality in their everyday actions and interactions which plays a crucial role in regulating the academic enterprises' behavior. The present study investigates *how* educational leaders in the academic enterprise perceive and use "language of leadership" to enhance their learners' performances and achieve effective-efficient learning. Also, *why* "language of leadership" is embraced as an essence to think proactively and excel in the academic organization, which is the focus of this research. This research paper attempts to highlight the implications of language of leadership in the academic enterprise.

Previous studies outline that literature on leadership and language is distinct and complex. Leadership is often confused with dominance, power, influence, and status; while language is constantly excluded from leadership and narrowly referred to solely as a "verbal language" without giving much importance to "non-verbal language". Literature review on language of leadership in the academic enterprise reveals from recent studies that in order to prepare future generations to become effective citizens, there should be an intentional and international focus on the prominence initiation of Educational Leadership. Consequently, the present paper aims to minimize the misunderstandings about the concept.

In this section, it will seek to attain the research objective three and **explore** the position of the language of leadership in achieving effectiveness and efficiency in the academic enterprise. It will first provide the research strategy adopted to address the research issues identified above, together with the means of data collection for analysis, including site and sample selection. Eventually, the reader will be directed towards the thorny issues of potential limitations and problems.

3.2. Research Strategy:

The review of the literature over the language of leadership as an independent concept and as one entity has shown very reserved information, rather either focusing on leadership as a single concept or focusing on the language on its own. Nevertheless, this research paper tends to shed light on the concept of "language of leadership" as one

major entity, even if people may implicitly use it in their daily Life without being aware. Accordingly, to complete this empirical study, the appropriate research strategy selected is "Action Research". Action research in the real world could be challenging, but it is necessary to expand knowledge about "*the importance of leadership language in the academic enterprise*" and improve understanding about the main concepts. Action research is where the researcher starts with a particular problem that they (she/he) want to solve or understand, usually within the environment where they are working (Cunningham, 1995). According to Biggam (2011), the key to understanding action research is to realize from the outset that the researcher is *involved* in the research not as observer but as a participant. To gain credibility in the research community, action research, although problem-based, nevertheless follows accepted research procedures.

The focus of action research is on promoting change, typically in educational and organizational settings, and central to this type of research is the idea of self-reflection or self-reflective enquiry. Moreover, action research is more than a process (define the problem, plan a solution, implement the proposed solution, evaluate the result); it is also a commitment to solving a problem. Stringer's (1999) model summarized action research as the following:



Figure 3.1. Stringer's model of action research.

3.3. Data Collection: Site and Sample Selection

Cluster sampling was used to select the academic enterprise and the interviewees. It is convenient since the researcher has not chosen the subjects under study at random, and therefore there can be no claim to achieving representative views related to the broader academic community. Instead, this research has as its focus the aim of achieving an in-depth and qualitative insight into language of leadership issues. The review of relevant literature established that language of leadership is an area of increasing interest that needs to be highlighted and initiated in academic organizations. Cluster sampling is also used because of time issues and easy access to research subjects. How will this data be collected?

3.4. Data Collection Techniques:

Selecting how to collect empirical data is just as important as choosing an appropriate research strategy. This research is interested in capturing qualitative data. Qualitative data will be obtained primarily through the vehicle of “interview”. This latter will give the opportunity to discuss, with the various stakeholders, language of leadership in-depth and if it is used in the academic enterprise. Further, information about the academic enterprise was collected from their Facebook page and administration. Apart from that, the researcher contacted some of the academic staff members (its head leader and teachers) to exchange some valuable academic enterprise's information. Data was also collected from the author's experience there for one year, and based on thorough observation, interaction, note-taking, and meetings in the academy. Hence, significantly, how the academic staff members (colleagues/ teacher-learners interaction) all together with special regard to leadership and the language is used. In addition to having the chance to discuss language of leadership and its related issues closely. Meanwhile, the questionnaire has been prepared for the interview, where the interviewees were contacted and introduced to the idea of the present work. Then, a face to face conversation has been planned for discussion and reflection on the main blocks of this experience. The selected type of questionnaire is the open-ended questionnaire.

The questionnaire is one of the most widely used data collection techniques in order to ensure the quality of the answers for the research questions. The researcher had to produce a good questionnaire so as to meet the targeted objectives (Saunders et al. 361). The type used in this thesis for primary data collection is “designed questionnaire”, namely, open-ended questionnaire. Open-ended questions may be more appropriate in the qualitative research method as they can capture the specificity of a particular situation. They enable the respondents to give the answers as much as they wish.

In the present paper, the open-ended questionnaire was categorized into three main themes according to the variables leading this research. The first theme was devoted to exploring the interviewees' prior knowledge about the language of leadership and its importance. The second part of the questionnaire was related to what could the language of leadership add in the academic enterprise. For the third theme, the questions sought to deduce the achievement of effectiveness and efficiency in the AE through teachers

training. All the questions were linked to the theory and the literature in this thesis. The questionnaire can be found in Appendix A.

3.5. Framework for Data Analysis:

To help focus the interviews in terms of reflecting the main objectives of this research and ease the analysis of the qualitative data, the interviews will be structured according to themes. These themes reflect the overall aim and objectives in this research and also echo main areas arising from the review of literature. It is important not to view these themes as separate topics, they are inter-related. The themes are there to help the interviewer and the interviewees focus and as an aid to the analysis of the transcripts. Further, as an indication to the quest for depth as well as focus to this research, academic staff (mainly teachers) will be asked four questions on the first theme: Common Grounds around Language of leadership, two questions on the language of leadership and achieving effectiveness & efficiency in Ihssen Academy.as a second theme, and three questions on The importance of leadership and teachers' training as a third theme.

Table 3.1. reveals the breakdown of questions under each theme.

A.THEME: Common Grounds around Language of leadership
(Questions)
B.THEME: Language of leadership and achieving effectiveness & efficiency in Ihssen Academy.
(Questions)
C.THEME: Educational leadership and teachers' training
(Questions)

Table 3.1. Interview: breakdown of themes and questions

An important part of this research is to analyze the interview data, comparing and contrasting different respondents' perspectives, and to reflect on the case study results with respect to the findings in the literature review.

Figure 3.2. illustrates graphically the approach that will be adopted to analyze data from the case study, based on the process of description, analysis, and interpretation (Wolcott, 1994) of the collected data, particularly with regard to extracting and understanding emerging themes.

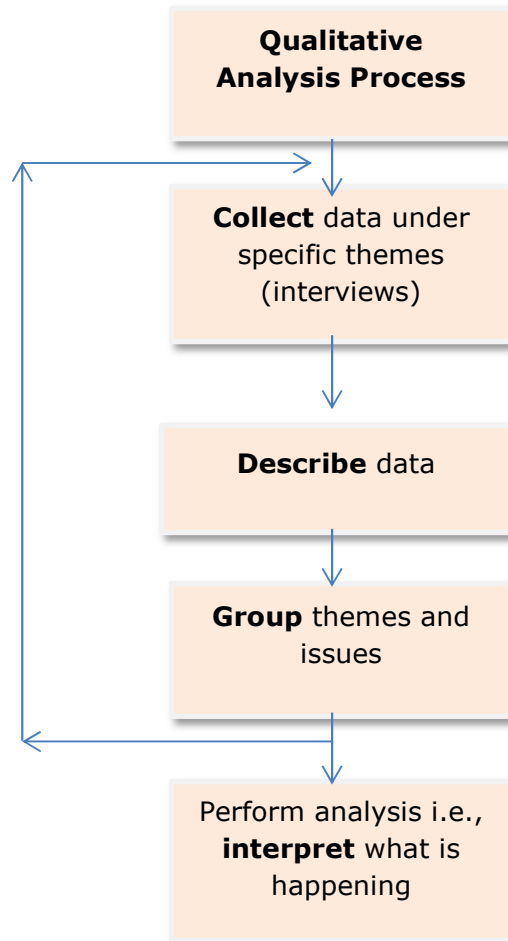


Figure 3.2. Qualitative Data Analysis Process for Language of Leadership Case Study.

3.5.1. The Description of the Academic Enterprise Ihssen Academy:

Ihssen Academy, formed in 2015, is a private academy basically specialized in Soroban¹ Mental Arithmetic for children starting from the age of 5 years old to the age

¹ "Soroban Mental Arithmetic is an internationally recognized program operating in 27 different countries. More than 5 million students got amazing benefits out of it since its inception. A research conducted of late Japanese Medical Research team revealed that Soroban education immensely helps children in brain development and enhance performances in every school subject". Defined by SmartLifeAcademy.com

of 14. In addition to Mental Calculation, the academy is also interested in the programmes: "Memorization and School Excellence for Kids", "Robotics for Kids", and the "Learning of English Language" EFL also. Interestingly, the academy's vision is to bring about the best effective learners. The academy holds a staff formed of the headmaster as "the leader", the administration which is in charge with all the learners' administrative issues, and the academic staff who are the trainers and the trainees. What is captivating is that the whole staff works all together in a contribution to the academy's vision.

3.5.2. Why Ihssen Academy?

Choosing Ihssen Academy as a ground of research for the main reason that "Language of Leadership" is in its core vision from which everything is made. Moreover, the "Soroban Programme" taught and crafted there cannot be taught and trained on effectively in no way without the language of leadership. How so? Someone could learn mental calculation Soroban possibly without the language of leadership, but this kind of learning would certainly be spiritless, and by "spiritless" is meant here: the development and advancement of the learner mentally, skillfully, personally, socially, and ethically. What would someone do with any type of learning like a machine without building up the child's mechanisms?

The vision of the academy is to build up successful, effective learners in the short term and the long term. First, building up the learners' cognitive and personal development as a short-term target is achieved by frequent training and by making children love and enjoy to learn during the session. This latter can be attained by, for example, breaking the ice in the beginning of the session and asking the learners "if they did any interesting activity during the week", or to start saying all together "positive affirmations" to raise the trainees' self-confidence and their appetite towards learning. Next, during the session, there are many varieties of activities and games to keep learning enjoyable and efficient; in the same time, focusing on the quality of the information and the language of leadership delivered.

Second, as long term objective trainers (teachers) should be aware that their learners are the product and the seeds they plant, so they have to plant good seeds where the harvest is only later in the future, then patience is a need! In other words, what teacher-

leaders use as a language of leadership crafts the learners on the personal, social and moral term; that is to say, the efficient combination between Mental Calculation and leadership language gives a chance to these future citizens to gain that special ability to solve life problems and analyze options by selecting the best appropriate ones that fit into that specific situation. That could be achieved on the long term thanks to that combination.

At last, this whole interesting academic experience can be resumed in that "soroban is the tool and the language of leadership is the spirit" in this academic enterprise "Ihssen Academy". There, it has been understood the importance of Leadership Education for delivering effective future leaders in their society.

3.5.3. An Overview of the Programme:

Mental Arithmetic Calculation with soroban is a "Brain Gym" which enhances progress in various abilities. It has been developed by "The Genio's Academy" as the mother academic enterprise in Tunisia (that has its Copyright), then Algeria has made cooperation with and had its agreement to teach it legally. Thanks to the use of the Abacus (which is the main tool with which math operations are calculated) scientific analyses have demonstrated the effectiveness of soroban training by showing improvement in the following six abilities:

- ✓ The ability to concentrate, "Concentration".
- ✓ The ability to be creative, "Creativity".
- ✓ The ability to memorize, "Memorization".
- ✓ The ability to be confident, "Self-confidence".
- ✓ The ability to visualize and observe attentively, "Visualization & Insight".
- ✓ The ability to listen and read quickly, "Speed Reading and Listening".

The purpose of practising the soroban is not just to arrive at the correct answer or mathematical result, but the training of one's mind and the process of being able to arrive to or obtain the answer considered paramount. Adding to that, the integration of the language of leadership is an essential part of the efficiency of the method for children.

Soroban as a method was not very popular recently, partly because it takes considerable time before the benefits are noticeable. Also, parents prefer the more comprehensive math tuition coverage given by after school tuition centres. However, the benefits of learning the soroban, particularly for children, remain various. First, the use of both visual (on the normal abacus) and mental calculation (imaginary abacus) help children to quickly grasp the concepts of carrying and borrowing in arithmetic. It also motivates an active attitude toward study and generally triggers the learners' self-development in one way or another. Moreover, children will excel in mathematics and the increase of concentration and the sharpening of the mind will improve in all other subjects, but it should not be confused with tutoring. This programme has been proven to participate in the up growth of the child's brain. Mostly important, here lies the finger print of the vision of Ihssen Academy which is the incorporation of education leadership through the use of language of leadership. In order to achieve the latter, the head master of the academy organizes frequent training for his teachers to go beyond the programme and craft the learners' skills.

3.5.4. Who Is the Teacher?

An Overview:

The teacher in Ihssen Academy is a trainer leader who is mainly:

- Young mature adult (minimal age 18 years old): The vision of the head master-leader of the academy is to give chance to youth and support them in order to prosper.
- Well-trained: The basic condition initiator in order to become a teacher trainer in Ihssen Academy is to be trained by an advanced trainer in the field. Hence, the training that the teacher receives is divided into two parts. Part one which is purely mental calculation with the use of the abacus (normal/ imaginary) starting from simple to complex operations. Whereas, part two consists of "language of leadership" and how to be a leader in the classroom and boost the learners to bring the best of themselves; in addition to planting the seeds of leadership in them so as they will become future effective leaders.
- Flexible: Being flexible as a teacher leader is a crucial skill in order to know how to manage the learners' individual differences and succeed in uplifting and empowering each one's knack.

- Creative and Up-to-date: The teacher has to be opened to new perspectives, and endeavours in their (his/her) field and always come up with varied innovated methods of teaching.
- High Moral Values: In any experience of Life, ethics are the most authentic essence of Humanity upon which anything is built. Accordingly, among the morals that a teacher should be characterized with as the basics: respect, honesty, devotion, fairness, kindness ...and so on.

3.5.5. The Role of the Teacher Leader in the Academy:

The teacher in Ihssen Academy is not only a teacher but also a trainer and leader. In the classroom, the teacher teaches, leads, and trains. Out of the classroom, the teacher is trained but also leads in a group of their (his/her) peers. Some of the tasks that the teacher leader contributes in:

- Weekly meetings: to expose any new ideas or difficulties and discuss them so as to seek guidance.
- Supervision: In the free sessions, the teacher leader has a session of supervision where: they control the learners' entry and exit, visit other teachers in their classes for any help of supervision (especially the new ones), call the parents of the absent trainees, and taking consideration of the games given to any teacher.
- Training: Receiving frequent training in the soroban techniques and in language of leadership to communicate with the learners and motivate them, and also how to manage the classroom.
- Extra sessions: If the teacher trainer notices any or some learners having a lack in grasping any information or need more training, then they will schedule an extra session as a support. In the meantime, a leisure activity could be integrated at the end of that session to break boredom and to freshen the trainees' passion for learning.
- Championship: Organizing in team work: the date and the place of the championship, setting an agenda for learners' training and psychological preparation, the advertisement and all the streaming, and the correction of the exam sheets the day of the competition.
- Free Time Activities Organization: For example, decorating the classroom, watching an educative animated film, storytelling ...and so on. Of course, all of these activities should be chosen smartly and always as leadership language aim.

3.5.6. Who are the Learners?

Soroban trainees in Ihssen Academy are children of the age category:

From 5 to 7 years old > the Kinders.

From 8 to 9 years old > the Juniors.

From 10 to 13 years old > the Seniors.

These are the three main categories of soroban learners divided on three main basic copy-books depending on age. In the soroban class, the number of trainees does not exceed 15. The trainees, moreover, learn and receive soroban supervision one session of two hours and 30 minutes per week in the academy. This session is programmed in the week-end or on Tuesday afternoon (depending on the schedule). In addition to that, they are given home works in the exercise copy-book each session (weekly), also most teachers like to give additional practice sheets to be trained on at home during the week as extra practice and to keep the learners on the same pace of speed so as to prepare them for the final test. This latter is based on a gradual system, i.e., moving from one level to the next one. That is, the soroban programme of the Genio's consists of 11 levels (11 books) and the trainee needs to have the percentage of at least 75% to pass to the next level. Each level lasts for 4 months that means 16 official sessions; hence, there are two sections in the year: the one of September and the one of February.

3.5.7. Learners' Motivation and Insight:

Every single learner in Ihssen Academy, especially the category of Kinders and Juniors, has an eagerness and enthusiasm for participating in the championship (local, national, Maghrebi). The ambience of the Soroban Championship is unlike any other competition, that's why each child dreams of that D-day and has to prepare for it before hence by doing daily practice. Besides, here lies the role of the teacher leader in reinforcing their learners' self-confidence, the sportsmanship spirit of competition, focus, patience, positive self-talk, persistent training and motivation.

3.6. Summary and Evaluation of the Results:

3.6.1. Interviewees' Background:

All of the four interviewees are teacher trainers in Ihssen Academy, Laghouat; in addition to that, two among the four teachers have additional part-time jobs in the academic sector. In order to keep the answers objective, their personal information, such as name, age or department, have been compromised not to be published. However, they will be referred to as T1 for teacher 1, T2 for teacher 2, T3 for teacher 3, and T4 for teacher 4. In what concerns their experience, three of them are *advanced* teacher trainers and have a rich experience in educational leadership. They had also participated in many competitions' triumph for the academy. Nevertheless, the fourth teacher, though with less experience from their peers, has a research open-mindedness to adopt and adapt new insights and whatever methods that contribute in the enhancement of the teaching-learning process. Another point which is worthy to be mentioned is the ambiance, collaboration, and team spirit between the academy's staff members: teachers, learners, and even parents.

3.6.1.1. Field Notes and Digital Recording:

Thanks to attending many meetings (as a member of the academic staff) where different aspects are raised, mostly language of leadership and the role of the teacher leader in directing the learners towards success and effectiveness, the researcher had the opportunity to take valuable notes about "language of leadership" issues initiated by the head leader of Ihssen Academy (being trained on language of leadership and how to influence positively "the other"). Further, the data were also collected with the use of a digital recorder where the respondents, previously mentioned, have been present and participated in the meetings. After that, the researcher needed to transcribe the collected data into written notes first, so as to have clear ideas and concrete information for further analysis. This latter step was somehow time-consuming but it was worthy and fruitful for the concluded results.

3.6.1.2. Results of Interviews

This section focuses on the answers of the interviewees and their description, followed by a discussion that analyzes each question with its answers by evaluating the arguments of the respondents regarding the aim of each question.

Theme 1: Common Grounds around Language of Leadership

➤ **Q.1: What characterizes an effective leader?**

T.1: *“An effective leader is the one who gives the opportunity to his team members to participate in some decision-making and keep them informed about his decisions. He is also the one who motivates his team... The interaction between them should not necessarily be always on official basis but on a human one. Other characteristics include: self-control, not being reckless, flexible between rigor and kindness, and the one who must have strong personality to affect his subordinates.”*

T.2: *“A leader has many qualities. The most important ones for me are embodied in two main sides. The first: the ethical one, like integrity, honesty, truthfulness, rigor... etc. The second: scientific and professional qualities, including efficiency, planning, organization, the ability to persuade, mastering the art of dialogue, motivation, insight, and has a sense of management in terms of students’ issues and professional ones.”*

T.3: *“For me, the one who has flexibility in decision-making, participation, and good behavior.”*

T.4: *“A leader for me has to be an influencer, good communicator, has principals, and a believer in: 1) the teaching-learning process, 2) the quality of teaching.”*

Discussion1: The first question was asked in order to seek the interviewees’ prior information about a “leader”, and precisely an effective one, and also to see if a distinction can be made between a leader and a boss. All the four teachers have agreed over the qualities of an effective leader. Whereas, teacher 3 implicitly referred to “team

spirit” by mentioning “participation” as an important quality, hence without participation there would be no team spirit and solidarity. For teacher 4, two crucial points were mentioned: believing in the teaching-learning process and its quality, and that has a deep impact on the role the leader holds in achieving effective results.

➤ **Q.2: What does language of leadership mean to you in everyday work assignments?**

T.1: “Language of leadership for me is one of the crucial keys of success, and it is a skill that attracts students’ attention and entices them to like the learning material, whether used as pep talks, or motivational speech through the use of the appropriate words, tone, and body language. And that makes the learner feel accepted and heard where he could express his opinions without being discarded by the teacher leader. Language of leadership, for me, is a skill that serves leadership and teaching for the ones who use it smartly!”

T.2: “It is influencing the others and giving them motivation to accomplish, and this could only be achieved by “character” when it is distinguished by certain qualities and mainly through position (authority)”.

T.3: “... I do through careful listening and making the right decisions.”

T.4: “In everyday teaching, it is to make my students understand instructions and believe in them, I push them to come up with their own contribution; in addition to encouraging them to become active learners and boost them towards effectiveness. Whereas, concerning teachers, it is by for example giving pep talks (inspirational speeches).”

Discussion2: For the second question dealing with what language of leadership means to the respondents, teacher 1 elaborates its meaning by relating it to success and the role it plays in encouraging students to believe in themselves, and it is a plus in the teaching learning process. Whereas, the second respondent tied language of leadership with “character”, that she believes that it is character that defines a leader. The third respondent made it simple and expressed language of leadership in careful listening and the right decision-making. However, the fourth view emphasized boosting learners

towards effectiveness and encouraging them to become active learners. On the other part, language of leadership refers to giving pep talks to teachers, for instance, to motivate them too.

- **Q.3: If you consider yourself as a leader, do you have a strategy to manage your role and interaction with your academic team members (whether your colleagues or learners)? If yes, please precise which category you deal with and explain how you implement that strategy?**

T.1: “Yes, I have a strategy to manage my role as a teacher and interact with my students. And this strategy came up after observation and communication during my modest teaching career, I became aware of the necessity to build a strategy to deal and interact with my learners, whether inside or outside the classroom. This strategy includes the way of transmitting the information and explaining it, with taking into account the individual differences that exist among students. In addition to that, it is about creating an environment of fun and seriousness, in the meantime, depending on the situation.”

T.2: “From my interaction with my students, the teacher should use clues of human relations (empathy), because he deals with human beings who have feelings and emotions that lead their behavior, so there must be no one-way to communication. Just like the doctor giving medication to his patients, he does not give one medicine to everybody but rather depending on each one’s case. So, the teacher has to be keen for such communicative issues when delivering the lesson from time to time.”

T.3: “Yes, and this strategy is used with the people I deal with most: colleagues and learners, separately. For my colleagues, the strategy consists of the integration of work, whereas with learners, it consists of achieving the supreme objective of the formative process.”

T.4: “My strategy is bringing my students out of the traditional teaching routine.”

Discussion3: Question number three inquired the interviewees’ used strategy with their peers or students. The strategy used by teacher 1 was extracted from close observation to her students which came up with a combination between effective information transmission and emotional intelligence, i.e., taking into consideration the

students' individual differences, mainly as receivers. Besides, teacher 2 shared the same point of view stating that *“the teacher should use clues of human relations”* which means “empathy”; moreover, mentioning a prominent argument that “there is no-one-way to communication” that directly refers to “flexibility” in communication. Teacher 3, however, answered that the strategy used with her students consists of achieving effectiveness and efficiency as a main objective; while concerning her colleagues she focuses on keeping straight to the point of profession “integration”. Interestingly, teacher 4's strategy was “innovation” in learning.

Q.4: According to you, where lies the importance of language of leadership in the academic enterprise? Moreover, what do you think about the benefits that language of leadership could bring in?

T.1: “The importance of language of leadership in the academic enterprise shows in ensuring the quality of education, facilitating communication, mutual understanding, team work, and moving away from conflicts. It can be said that, the importance of leadership or its positives show in the organizational aspect where activities and tasks are clear and well organized, in addition to respect and appreciation concerning the human aspect.”

T.2: “It creates motivation for students and pushes them further towards enhancement and better insights, coupled with positive energy for students' thinking against pessimism and low self-esteem.”

T.3: “Its importance lies in the leader's persuasion to act according to the decisions taken without recourse to domination and arbitrariness. What language of leadership will add to the academy is the speed in executing orders in the best way possible.”

T.4: “The benefits that it will bring to the AE: efficiency and effectiveness, organization: everyone knowing his rights and his duties, the right person in the right place according to each one's competencies, discipline, responsibility, vision creation, and fostering team work spirit for the academy's enhancement.”

Discussion4: The fourth interview question is divided into two parts: the importance of language of leadership, and the benefits it can bring to the academic enterprise. The

answers of the four respondents agreed over some of the same benefits including: “ensuring the quality of education, facilitating communication, mutual understanding, respect, motivation, enhancement, better insights, appropriate decision-making; efficiency and effectiveness, organization, discipline, responsibility, vision creation, and fostering team work spirit for the university’s enhancement”. As a result, these benefits justify the necessity of the concept adoption and application in real world experience. According to the results, all of the four respondents emphasized the prominence of leadership language in the academic organization.

Theme 2: The effectiveness & efficiency of language of leadership in Ihssen Academy.

➤ **Q.5: How would you describe “effectiveness” in Ihssen Academy?**

T.1: “The academic enterprise has its inputs, outputs, and real investment in human resources. It can be said that its effectiveness lies in ensuring the quality of education. The quality of training here also shows the efficiency of the academy being supported with qualified human resources that are qualified of keeping abreast of development. Effectiveness means a reservoir of qualified human resources as tomorrow’s leaders; for this reason, effectiveness in the AE means ensuring the quality of training and the quality of services provided to the students.”

T.2: “It is to achieve the desired goals in a correct manner, i.e., with a positive impact, and the continuation to improve and develop.”

T.3: “It is to accomplish the required work in the best way possible, in order to attain the objectives of the academic enterprise.”

T.4: “Being effective is being a good example for my students, hence influencing them through good manners, values, and respect to positively reach their psyche”.

Discussion5: The second theme in the questionnaire is about “language of leadership and effectiveness and efficiency in Ihssen Academy”. The first question asked sought to

explore the interviewees' description of "effectiveness" in their academic enterprise. The first teacher described it as "the quality of training" it is what defines effectiveness of the academy, in addition to "supplying qualified human resources". However, the second and third respondents were straight to the point and describing it as "the achievement of the desired goals in the best way possible, in order to attain the objectives of the academic enterprise, and the continuation to improve and develop". Indeed, this is what effectiveness is. While teacher 4 focused on her own effectiveness in teaching by being a good example for her students, and also mentioning the word "psyche" which refers to the psychology of the learner. In other words, effectiveness does not only have to do with practical and external issues, but also with internal ones, according to this view.

Q.6: Is there awareness about "language of leadership" in Ihssen Academy due to its significance in contributing to lead an effective academic enterprise?

T.1: *"From a general overview, I rather say "yes". However, I suggest that there should be more training over language of leadership, because it affects the whole AE, not only teachers but every member has an impact on achieving efficiency; even if the teacher plays a prominent role in that. Language of leadership has to be trained on for everybody especially the skills like: the art of listening and speaking, problem solving ability, and not that leadership that is based on aggregated conflicts to reach personal interests, leadership that serves the AE (teacher-learner)."*

T.2: *"We can attribute the awareness about LL with the frequent training for mainly new teachers in the field. However, it also depends on the teacher's personality. When the teacher does not have a charismatic personality, even if he receives training the determinants of his personality may prevail, especially the introvert teacher."*

T.3: *"We may say that there is a deficiency in terms of language of leadership use in the whole academic organization in the country, especially at the higher levels. Yet this is obviously due to the lack of training, but in Ihssen Academy the responsible focuses on his teachers training whether in soroban or in LL."*

T.4: "The awareness of the concept of language of leadership in itself needs thorough implementations and people's education."

Discussion6: This question is a bit challenging because in the first place it is based on the researcher's observation and it aims at testing to how much extent are the teachers aware of leadership language. For the first answer the argument made has initiated the idea of professional training and its importance in making the whole academic staff aware of the prominent role that language of leadership holds in the success of the academic enterprise as one main community, and mainly Ihssen Academy in this case study. The second teacher only confirms the answer of the precedent one but adds that it is not only a matter of lack of training; however, teachers' personality plays a crucial role in language of leadership when accompanied with professional training. Additionally, teacher 3 declares a general statement that there is a deficiency in terms of language of leadership use in the whole academic organization in the country (especially in higher levels). Conversely, she continues that the case of Ihssen academy is an exception somehow, because training is taken into consideration. Moreover, teacher 4 has only put it simple in the statement that the concept of language of leadership in itself needs thorough implementations and people's education.

Theme 3: Educational Leadership and teachers' training

- **Q7: How much importance do you believe "teachers' professional training" is taken into consideration? Is there any "teachers' professional training" prioritization in Ihssen Academy? Explain.**

T.1: "As I've already said, teachers are an important component in the academic enterprise, and training mainly concerns the new teachers (beginners) who do not have any experience on how to interact with the learners. Further, a teacher needs a training to pass to the next teaching level of soroban. For language of leadership both experienced and new teachers need training. And yes it is prioritized in Ihssen Academy especially in order to become a teacher there."

T.2: “It is very important because it adds more credibility for the teacher’s experience. Yes, there is teachers’ training in Ihssen Academy because there is selection for becoming a teacher there.”

T.3: “Of course, teachers’ training is an important process in establishing effective leaders. Nevertheless, there should be professional training which combines both the scientific and the educational leadership to avoid routine teachers’ training that does not include leadership skills as an asset, as much as the scientific and research side.”

T.4: “It is really crucial. Why is it crucial? Because training helps teachers to work on the skills needed in order to succeed in their profession. And those skills are acquired first and mostly through training, and not through experience. Generally in Ihssen Academy, teachers are initially trained to teach soroban plus the use of language of leadership since we focus not only on the scientific material but also the skillful one.”

Discussion7: The third theme of this interview tackles “leadership and teachers’ training”. Question number one was about how much importance does teachers’ training has in Ihssen Academy. The four answers varied between confirming its importance and prioritization in the academy. The argument made by the first teacher refers it back to that teachers’ training in Ihssen Academy is mainly initiated for beginner teachers or an experienced teacher to move to the next level because in order to teach any level in the academy the teacher has to be trained by a mentor, as has been explained during the discussion. While concerning language of leadership, the training should include both experienced and beginner teachers. The second teacher answered that it is very important because it adds to the teacher’s experience. However, teacher 3 adds on what the previous respondents said that the training should gather both of scientific and educational leadership to avoid routine training; hence, it has to be updated in order to include interpersonal skills. Further, the fourth argument made utters that teachers’ training is very crucial because it contributes in teachers’ own development in order to succeed in their job. The latter point of view asserts that leadership skills are acquired through training first, then through experience.

➤ **Q8: What notion does the term “educational leadership” give you?**

T.1: *“The notion “educational leadership” gives me is the ability of discipline in a formal or informal manner, and that depends again on the teacher’s personality as a leader and his mindset, his ability to create an appropriate atmosphere for learning, and creating harmony for what serves the academy’s vision.”*

T.2: *“It means when the teacher is a leader in academic setting and he is aware of the requirements of efficient leadership... He works to embody collaboration between academic staff and students...and has the ability to influence his subordinates and direct their professional behavior through planning.”*

T.3: *“It refers to leadership in the educational institution.”*

T.4: *“Personally, ‘educational leadership’ is related to the role of the teacher and academic staff in AE, precisely in the classroom.”*

Discussion8: The term “educational leadership” tends to give a notion between education and leadership and how do they cope together. The teachers’ answers showed a general view for the term actual significance. Teacher 1 linked it to the teacher’s skills and creating the appropriate atmosphere for learning. Teacher 2 made it broad to the responsible and subordinate, and the collaboration between the academic staff and students. While the third teacher was direct and said that it is leadership in the educational institution, and indeed this is so close to what educational leadership is. Concerning teacher 4, she stated that educational leadership is related to the relationship between the teacher and the academic staff in the academic enterprise, shedding light on the classroom.

➤ **Q9: What kind of challenges could face language of leadership in achieving efficiency in Ihssen Academy as an academic enterprise?**

T.1: *“Some challenges that could face language of leadership: ignoring its importance, and not employing it effectively... instead using the language of populism that is chaotic*

and inefficient. That is to say, there is poor scientific room for taking advantage of language of leadership to benefit and serve the quality of teaching and its efficiency.”

T.2:”Possible challenges include: the need for effective communication, integrity and truthfulness, professional ethics and professional consciousness, the sense of responsibility to create the right leader in the right place.”

T.3: “Often, we can say there is language of leadership, but there could be some reforms from higher levels that often may limit the work of the teacher leader in the AE. Therefore, there should be more space for freedom for the leader to use his competencies to lead.”

T.4: “The lack of teachers’ frequent training as leaders and limit issues’ intervening.”

Discussion9: The last question tackled the challenges facing language of leadership in the Ihssen Academy. The first challenge by teacher 1 is the lack of the awareness of some teachers about language of leadership, as previously said, in addition to its misemployment, instead the use of the language of chaos. Next, teacher 2 sited some of the challenges mainly reflected as needs: consciousness, professional ethics, and responsibility. However, the third teacher claimed that language of leadership is often present but there are some reforms that hinders the leader’s achievement. She called for more freedom for teacher leaders to rise. Whereas, respondent 4 returned the main challenge of language of leadership in achieving effectiveness and efficiency in the academic enterprise is again the lack of teachers’ frequent training, and secondary, the intervention in the teacher leader’s issues.

The table below summarizes the answers of interviewees about the challenges and benefits of language of leadership in the academic enterprise:

Challenges	Benefits
<ul style="list-style-type: none"> ▪ Raising awareness about its importance. ▪ Poor scientific room for taking advantage of language of leadership. ▪ The lack of effective communication between teachers. ▪ The lack of integrity and professional consciousness. ▪ Less space for the leader's freedom ▪ Call for frequent teachers' training as leaders ▪ Limit teacher's issues intervening 	<ul style="list-style-type: none"> ▪ Ensuring the quality of education ▪ Facilitating communication, ▪ Mutual understanding, ▪ Team work, ▪ Respect and appreciation of the human interaction. ▪ Creating motivation ▪ Enhancement and better insights ▪ The leader's message persuasion ▪ Speed in executing orders in the best way ▪ Efficiency and effectiveness in the organization ▪ Discipline, and responsibility, ▪ Vision creation, ▪ Fostering team work spirit

Table 3.2. Challenges and Benefits of Language of Leadership in Ihssen Academy

3.6.2. Some Practical Aspects of Language of Leadership Used by the Teacher Leader:

First Example:

An interesting reward example that a teacher leader uses with her students in Ihssen Academy to boost them to their limits and to realize preeminent results:

Criteria for Obtaining Approval Cards

➤ Discipline:

- To be present and to be on time > you will have 1 approval card.
- Being late > you will have No approval card.

N.B.: At the end of the level (month 4) you could have 16 approval cards if you have no absences.

- Doing home works: for each done homework > 1 approval card.

N.B.: That means 16 approval cards at the end of the level if all the home works are done.

- **Monthly exams:** 3 exams in the level.

First rank: 1 Bronze card.

Second rank: 7 approval cards.

Third rank: 5 approval cards.

- **Championship's home works:** To solve 3000 operations weekly, i.e., about 200 operations per day.

- Resolving 1500 operations with Normal Abacus > 1 Bronze card.
- Resolving 1500 operations with Imaginary Abacus > 1 Bronze card.

N.B.: About 32 Bronze cards at the end of the level.

- **Quarterly Average:**

Primary School:

Average 8/10 to 9/10 > 1 Silver card.

Average 9/10 to 9.5/10 > 2 Silver cards.

Average more than 9.5/10 > 3 Silver cards.

Middle School:

Average 15/20 to 17/20 > 1 Silver card.

Average more than 17/20 > 2 Silver cards.

Average 19/20 > 3 Silver cards.

- **Monthly Group Competitions:**

First rank: 1 Silver card.

Second rank: 2 Bronze cards.

Third rank: 1 Bronze card.

- **Mind Games:** For example, solving Rubik's Cube in less than 30 seconds. There are three competitions in the level.

First rank: 1 Bronze card.

Second rank: 5 approval cards.

Third rank: 3 approval cards.

➤ **Quran:**

Memorizing 1 hizb from Quran > 4 Bronze cards.

The following figure explains how this rewarding system of Approval cards works:



Figure 3.6. Cards Rewarding System.

Second Example:

This example is extracted from the case study made by the researcher as a real experience in Ihssen Academy. The sample, as previously mentioned, includes 62 learners aged between 5 to 8 years old. To make it clear, the following data reveal how many learners from 62 (part of the whole) acquired each of the following skills that the teacher leader uses to evaluate their skills' development from the beginning of the level "month 1" until the end of the level on "month 4". The following evaluation sheet is prepared in the fourth month.

3.6.3. Results of the Case Study:

This case study was applied during four months on 62 learners aged between 5 to 8 years old.

Phase Outcome of Learners²

1. **Concentration:** The learners' concentration develops quickly thanks to training and because of their interest in the method in which the programme is taught, in

² Appendix B.

addition to the spirit of competition. Moreover, concentration is enhanced thanks to the visual and auditory memory trained on in the class.

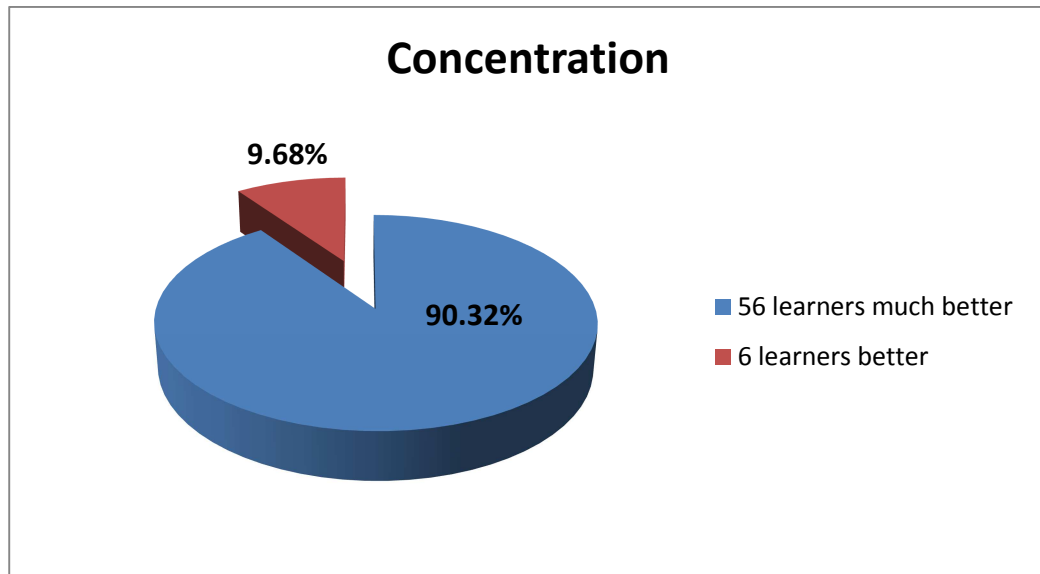


Figure 3.7. Learners' concentration in month 4.

The Concentration graphic above shows that 56 learners out of 62 have shown enhancement from **good** concentration at the starting of the level to **much better** concentration in month 4, and that is remarked whether in the soroban class or at school.

2. **Self-confidence:** The correct answer and result (whether oral or written) increases the learner's self-confidence towards consistent training and captivates their focus on the operation's correct result.

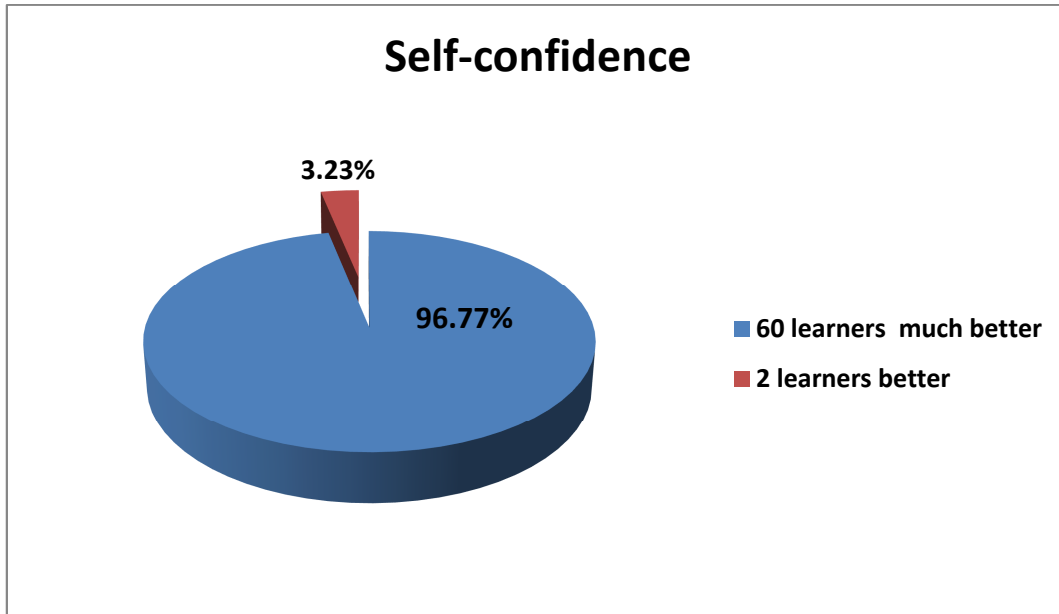


Figure 3.8. Learners' self-confidence in month 4.

3. **Patience:** Nobody can get nowhere without patience. In order that positive and effective results show up, the learners (even their parents) have to be patient and practice daily to pick up the fruits of success later.

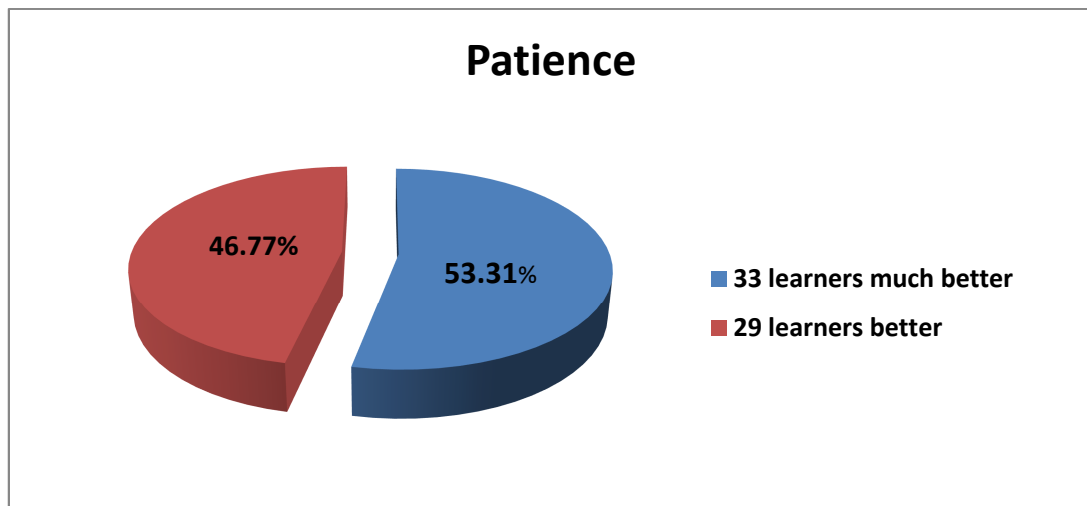


Figure 3.9. Learners' patience in month 4.

4. **Ambition:** What leads the trainees to the championship is "ambition". One cannot get to that tempo of competition without being ambitious having that vision of competing with local, national, and even international peers.

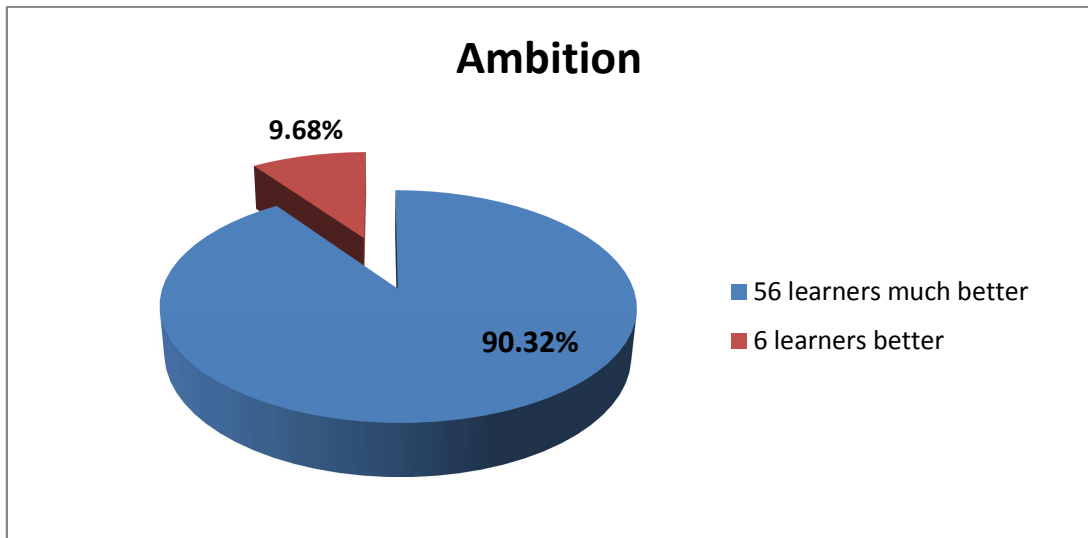


Figure 3.10. Learners' ambition in month 4.

5. **Team work:** The teacher in Ihssen Academy focuses on building up the learner's strong character through many skills, and "team work" is one of them. Among the advantages of group work on the learners there are: develop stronger communication skills, foster the spirit of fraternity and competition among the group, break complex tasks into parts and steps, and refine understanding through discussion.

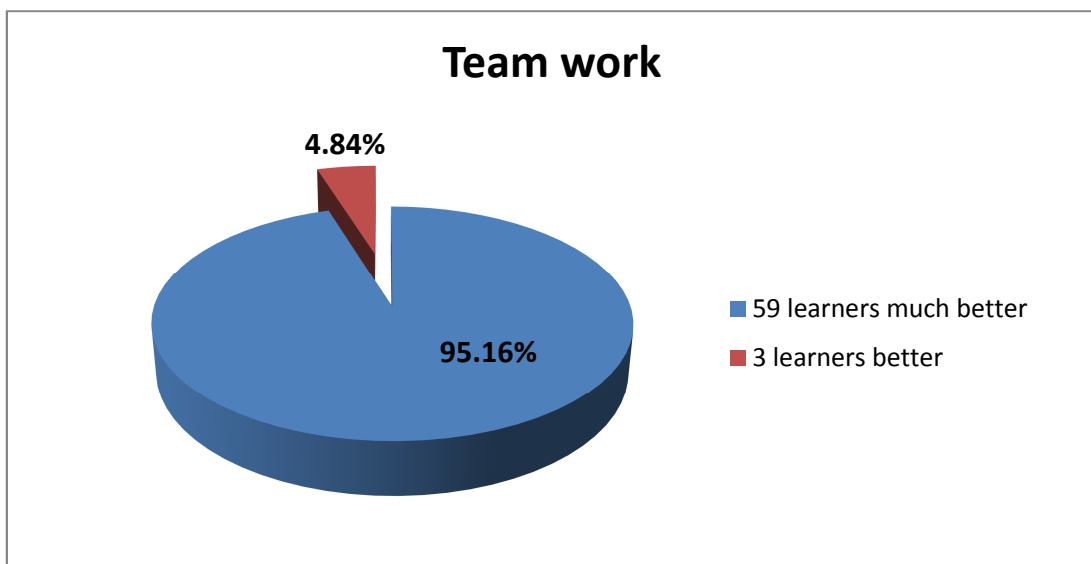


Figure 3.11. Learners' team work engagement in month 4.

6. **Socializing:** Communication between the trainees and their team peers helps in growing their social skills and thanks to the well-studied programme and the method in which should be taught as well. Group games also have an impact in contributing in breaking the ice between children, especially the shy ones.

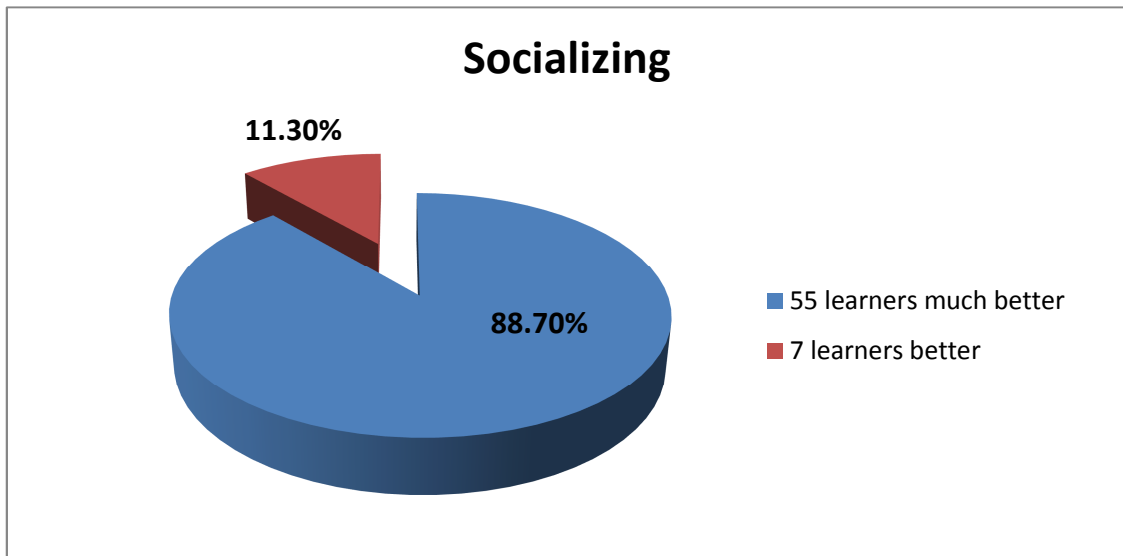


Figure 3.12. Learners' socializing in month 4.

7. **Intelligence:** The Genio's Mental Calculation programme is well-designed so as to fit with the gradual cognitive development of the child and the assimilation of the information. In other words, the child's intelligence enhancement is noticeable during the four month of the programme.

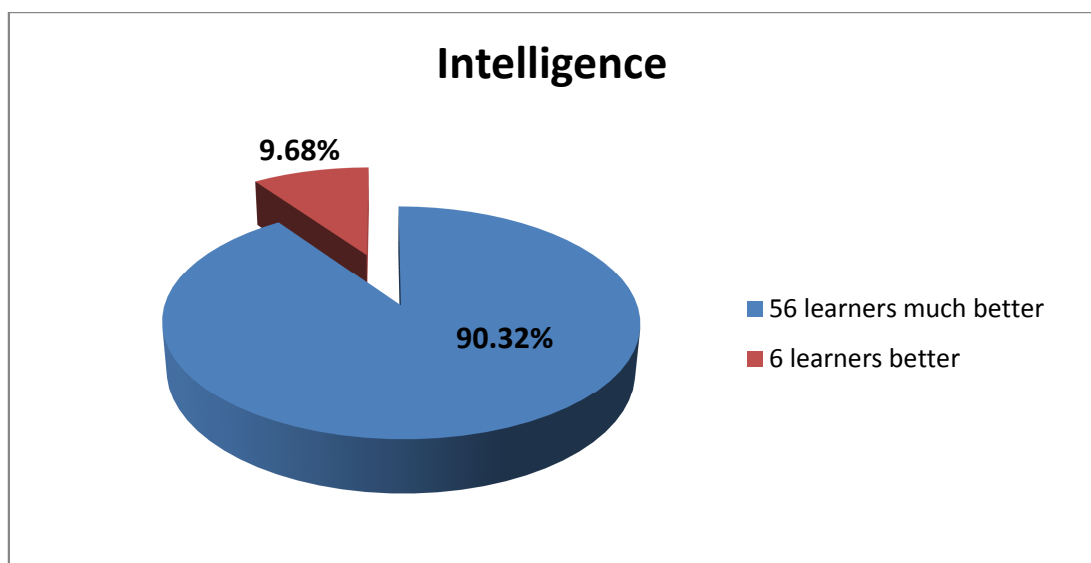


Figure 3.13. Learners' intelligence development in month 4.

8. **Initiative:** The initiative skill does not come without the contribution of other skills like confidence, socializing and team work. In order that the learner takes initiatives in the class, the teacher has to embrace their enthusiasm and give them the chance genuinely to express themselves by participation because that reinforces their self-esteem.

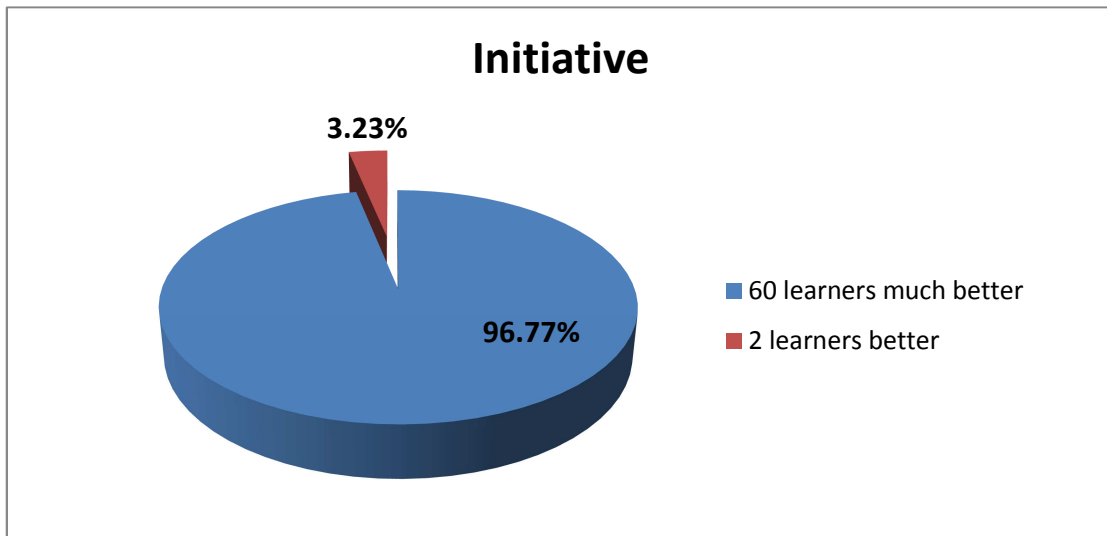


Figure 3.14. Learners' initiative sense in month 4.

9. **Mathematical calculation:** Operations in mathematics are the starting point and the core stone over which any other step is made forward. It is important also to evaluate where the child is and where they will be at the end of the level.

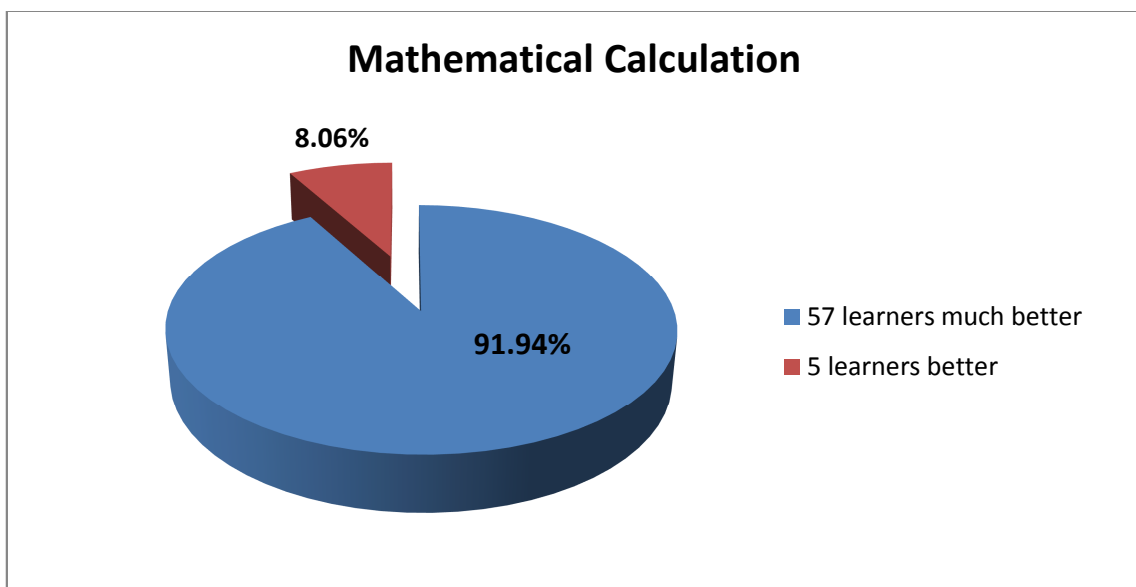


Figure 3.15. Learners' ability to solve mathematic calculation in month 4.

10. **Speed:** Speed is a basic essential factor in soroban mental calculation because the trainee has to challenge time by solving **maximum correct** results of operations in **ten minutes** or less. Training on speed is not only a skill in soroban, but it also goes beyond that in developing the learner's reading and writing speed (mainly resulted in the effectiveness of the four skills). This is genuinely resulted thanks to the stimulation of both lobes of the brain (right & left).

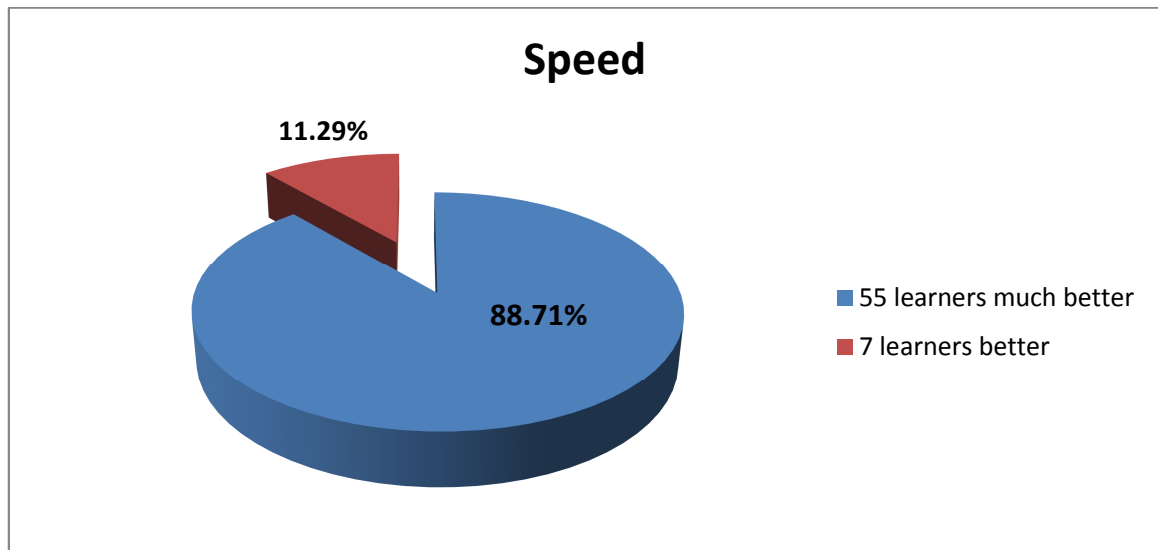


Figure 3.16. Learners' speed augmentation in month 4.

Third example:

Group Evaluation Sheet

This sheet has five elements taken into consideration by the teacher leader so as to evaluate the newly fresh learners, principally in the first three sessions of the level. Furthermore, it helps to have a general idea of each learner whether they will carry on assisting for the remaining sessions of the four months or not.

How to evaluate?

1. To measure the child's endurance ability and their hyperactivity, the teacher asks them to stand up on one foot in the same time setting the chronometer and marking time in its column on the sheet.
2. Written expression: To see what and how each learner thinks and also to check their hand-writing. An example of what should the learners write about:
_ "Why have you chosen Ihssen Academy the Genio's to learn soroban? "

_ "What would you like to be in the future? "

_ "Express yourself by drawing. "

3. Oral expression: To see the learner's ability to communicate with others and orally voice their thought. In addition to detecting the shy ones and help them overcome their disability to communicate.
4. The ability to understand the basics of the abacus, and that is by doing simple operations, i.e., the ABC of the abacus.
5. After the aforementioned activities, the teacher leader may predict thanks to the sampled data if the child can continue and succeed at the end of the level or not.

3.6.3.1. language of leadership used in Ihssen Academy:

The following diagram resumes the main aspects of language of leadership used by teacher leaders in Ihssen Academy as academic enterprise:

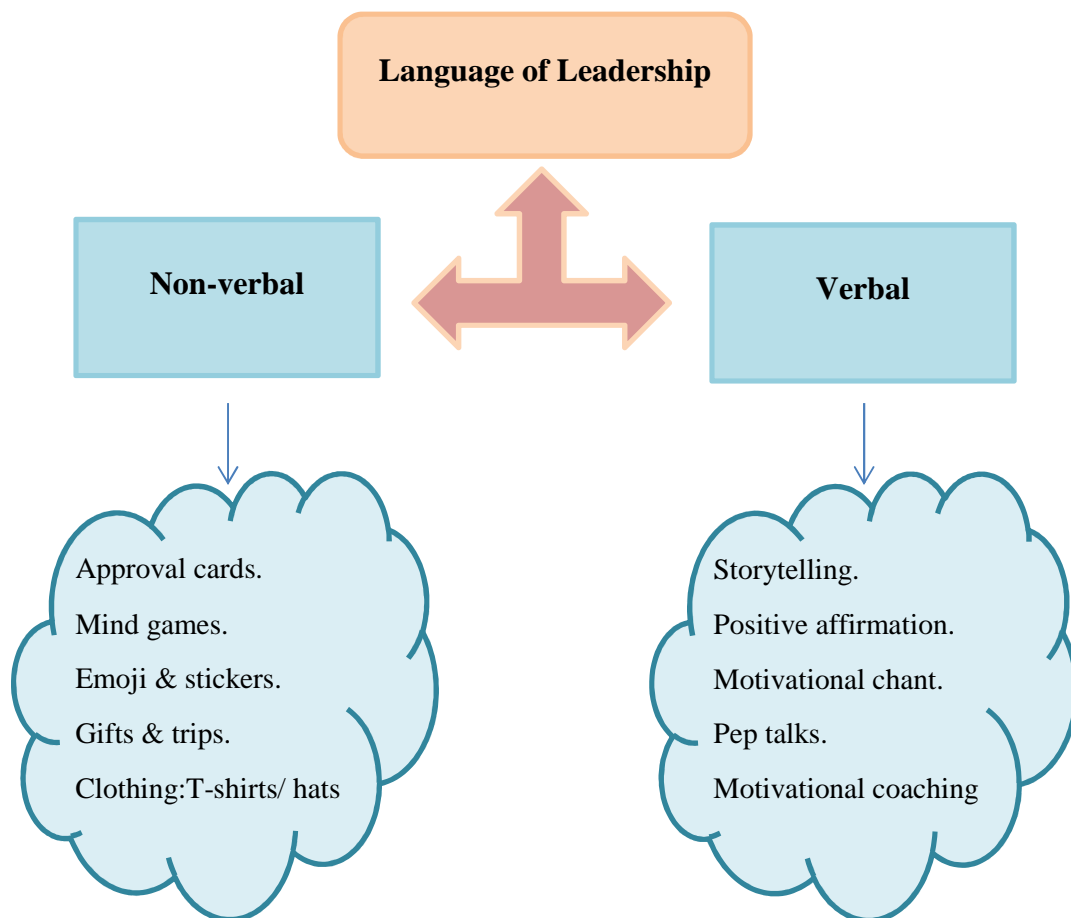


Figure 3.17. The main aspects of *language of leadership* used in Ihssen Academy.

Selecting this aspect of language of leadership to illustrate for clarification:

Storytelling: It is empowering for a listener to make a creative leap and connect the moral of a story to someone's own story; that is to say, recognizing and creatively processing an analogy is a way of personally embodying information as "experience". Hence, this is what "language of leadership" does as "experimental learning" (Caine, R.N., and Caine, G., 1991).

The following example is an educative story from many related in Ihsen Academy. These kinds of stories have a great impact on children in triggering their imagination and teaching them implicitly morals and values.

*"A Fox with its tail caught was a feast for Mosquitoes. A Hedgehog offered to remove them. Fox said no; those on him were full; new would take more blood."*³

A Fox, swimming across a river, was barely able to reach the bank, where he lay bruised and exhausted from his struggle with the swift current. Soon a swarm of blood-sucking flies settled on him; but he lay quietly, still too weak to run away from them.

A Hedgehog happened by. "Let me drive the flies away," he said kindly.

"No, no!" exclaimed the Fox, "do not disturb them! They have taken all they can hold. If you drive them away, another greedy swarm will come and take the little blood I have left."

Moral

"Better to bear a lesser evil than to risk a greater in removing it."

³ www.fablesfaesop.com (2014)

3.7. Conclusion:

From previous studies it has been induced that language of leadership is a relevant issue at the educational outcomes' improvement. And the primary aim in this research paper has been to increase understanding and raise awareness about the importance of language of leadership in the creation of a suitable academic environment for teachers and learners. Moreover, after making an in-depth study to reach the research objectives stated in the first chapter; consequently, the results have been interpreted with caution and authenticity. The conclusion that has been extracted from the language of leadership experience at Ihssen Academy, Laghouat has shown how language of leadership can make the difference in the academic enterprise and achieve effective-successful results, whether in terms of the academic staff or the learners.

3.8. Recommendations for Future Research:

A call for the Algerian academic policymakers to give special attention and support for such an important and emergent *project* to teach and educate today's learners to become good future citizens. It is high time to start doing things right by:

- Providing a vision.
- Developing, consultatively, a common purpose.
- Facilitating the achievement of educational and organizational goals.
- Being responsive to diverse academic needs and situations.
- Having a future orientation.
- Providing educational entrepreneurship.
- Linking resources to outcomes.
- Supporting the school as a lively educational place.
- Working creatively with and empowering each other.
- Ensuring that the processes and the content of the curriculum are contemporary and relevant¹.

¹ Australian Principals Associations Professional Development Office (APADO) (2000: 4).

C O N C L U S I O N

After a research journey of observation, evaluation, synthesizing, and analysis about leadership, its language, and the assets it uses in order to reach a certain level of effectiveness and efficiency in the academic enterprise, which is resulted in the benefit of the academic organization including staff members, teachers, and students.

From an overall perspective, the variables in this dissertation consist of the essence of this research through the interrelation they share, where each one completes the other. From one part, the language of leadership cannot have importance without being applied somewhere, i.e., if there is no academic enterprise where the language of leadership can be implemented, then how influence and effectiveness are achieved. From the other part, the academic enterprise would not have a value if the language of leadership is not a major element among its essentials. Hence, the relation between the two is reflected in “inter-connectedness” where one concept completes the other.

From another perspective, when both the language of leadership and academic enterprise is connected, thus a definite outcome will show off, and that is the effective outcome portrayed in learning and learners improvement.

As a result, after setting the three concepts together, a “triangulation” is completed in which “communication” is in its core, because thanks to communication there is the language of leadership which permits to educational leadership to prosper and contribute in crafting effective & efficient learners who are the future's citizens. Eventually, it is caring for the development of education and the teaching systems that makes sense in societies and between nations. Hence, isn't it high time for third world countries to take initiatives in this concern?

This Master dissertation is entitled “the Importance of Language of Leadership in Achieving Effectiveness and Efficiency in Academic Enterprise”, and your contribution in answering the following interview questions would help in concluding my findings. Your effort is highly appreciated! Thank you in advance. **[Survey attached]**

Background information:

Gender:

Professional title:

Experience:

Questions:

1. What characterizes an effective leader?

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2. How would you describe power in the academic institution?

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3. What does language of leadership mean to you in everyday work assignments?

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4. If you consider yourself as a leader, do you have a strategy to manage your role and interaction with your team members (whether your colleagues or students)? If yes, please precise which category you deal with and explain how do you implement that strategy?

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5. According to you, where lies the importance of language of leadership in the academic enterprise?

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6. What do you think about the benefits that language of leadership brings to academic enterprise?

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7. Do you think there is awareness about "language of leadership" in Ihssen Academy, Laghouat despite its importance in contributing to lead an effective academic enterprise?

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8. How much important do you believe "teachers training" is in higher education?

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9. What notion does the term "educational leadership" give you?

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10. What kind of challenges that could face language of leadership in achieving efficiency in Ihssen Academy as an academic enterprise?

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11. In terms of leadership, is there anything you want to change in academic enterprise (your workplace)? If yes, what are those changes?

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Suggestions/ Comments:

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Appendix B

(Covered for copyright issues)

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