

THE IMPLEMENTATION OF LEADERSHIP SKILLS IN AN EFL CONTEXT: AN INVESTIGATION OF TEACHERS' READINESS AT TAIF UNIVERSITY

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Abstract

Promoting 21st century skills in the classrooms and the call for the integration of soft skills in all subjects have become national & economic "imperatives" to succeed in the global world and the diverse economy (Lamb, Maire, & Doecke, 2017, p.8). Research has found that second language proficiency is relevant to effective leadership in the U.S. labor market (Oliverio-Olivieri, 2016) and that fostering leadership skills (LS) in language classrooms is paramount to make connections and develop lasting partnerships (Eaton, 2010). This research paper aims to investigate language instructors' level of readiness to implement leadership skills (LS) in EFL (English as a foreign language) classroom at Taif University. The study addresses leadership from a competency perspective and explores the benefits of fostering of LS in the Saudi EFL context. The study followed a quantitative approach in collecting and analyzing the data. The findings of this study show that the level of teachers' readiness to implement leadership competencies was high. In addition, the study explored whether there are significant differences in language instructors' readiness to implement leadership skills due to formal qualification, years of teaching experience, first language and streams of courses in which the findings revealed no significant differences. Conclusion and recommendations for future research studies are presented at the end of this paper.

Keywords: classroom practices, competency-based leadership framework, ESL/EFL classroom, leadership skills, skill development, student-empowered classrooms

1 INTRODUCTION

People learn additional languages not only to increase their linguistic knowledge, but their motivation also extends to include making contacts, meeting people, developing interactions and establishing partnerships (Soontiesn, 2004). Soontiens (2004) explains how language components such as pronunciation or use of certain dialects might be irrelevant and he provides an example of how communication in a foreign language might be affected by different worldviews and different understandings of values and ideologies. To succeed in the professional and personal dimension in one's life, promoting LS in EFL classrooms is timely because it is one of the means to empower one's self and others (Eaton, 2010). Empowering learners to be future leaders prepares them for the changing challenges and opportunities of the 21st century. Speakers of another language have been found to want to make a change in the world by their increased willingness to participate in quality life projects in many developing countries (Soontiesn, 2004).

Many factors are known to be partially responsible for increasing interest in integrating leadership skills in EFL classrooms at Taif University. The first factor came from the discussions and recommendations that emerged from the Third Taif University English Language Centre Symposium held at Taif University in 2019

in partnership with Cambridge University Press.¹ The theme was life competencies in the English Language Teaching (ELT) and in the panel entitled *Preparing Young Saudis for the 21st Century*, developing leadership skills was one of the many skills found important for young Saudis in the 21st century. The second factor came from the implementation of Cambridge Framework for Life Competencies in Saudi EFL classrooms at Taif University.² The Framework is designed to help English language teachers to understand life skills. The framework contains 8 areas of life competencies: *creativity, critical thinking & problem-solving, digital literacy, learning to learn, communication, collaboration, emotional development and social responsibilities*. Most importantly, the third factor is the employment of Taif University Graduate Attributes project (TUGA) in all curricular and extra-curricular activities at Taif University. TUGA focuses on the 21st century skills and is classified into three major skills: learning and innovation skills, information, media and technological skills and life and professional skills. Leadership skills is grouped under the umbrella of life and professional skills and the learning outcome is operationalized as follows: the graduates will be able to use personal and interpersonal skills and influence others.³

With input from educators, education experts, and business leaders to detail and highlight the skills, knowledge, expertise, and support systems that students need to flourish in work, life, and citizenship in the 21st century, the P21 "Framework for 21st Century Learning" was created by Battle for Kids, a US national non-profit organization, (P21 Partnership for 21st Century Learning, 2009). P21 has identified five crucial support systems to ensure all students receive the kinds of learning experiences that build 21st century competency, namely *21st century standards, assessments of 21st century skills, 21st century curriculum and instruction, 21st century professional development, 21st century learning environments*. The 21st century skills comprised of: core subjects and 21st century themes, learning and innovation skills, information, media and technology skills, and life and career skills. Leadership skills are found among other skills in life and career in P21 documentation. The learning outcomes to develop leadership skills are:

- To use interpersonal and problem-solving skills to influence and guide others toward a goal
- To leverage the strengths of others to accomplish a common goal
- To inspire others to reach their very best via example and selflessness
- To demonstrate integrity and ethical behavior in using influence and power
- To act responsibly with the interests of the larger community in mind (P21 Partnership for 21st Century Learning, 2009)

2 COMPETENCY-BASED FRAMEWORK OF LEADERSHIP SKILLS

Leadership is a complex term and has been contested in the literature between academics and former CEOs and politicians (see, e.g., Hogan & Kaiser, 2005). Through a systematic review of leadership literature, Winston & Patterson (2006) conceptualize leadership in terms of service, for them a leader:

[A leader] is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. (p. 7)

In general, developing leadership skills require 'leveraging the strengths of others to achieve common goals and using interpersonal skills to coach and develop others' (Casner-Lotto & Barrington, 2006, p. 16). The term "competencies" has gained currency in international educational documents, for example competencies has been found in the report to the United Nations Educational, Scientific and Cultural Organization (UNESCO) from the International Commission on Education for the Twenty first Century and the European Union recommendation on key competencies for lifelong learning. Competency can be defined as the ability to apply learning outcomes adequately in a defined context, also, competency is not limited to cognitive elements and it can encompass functional aspects and interpersonal and life skills (CEDEFOP, 2008). In a competency-based framework, LS is a set of competencies that differ between profit organizations, public

¹ The 3rd Taif University English Language Centre Symposium,

https://maharat.tu.edu.sa/pluginfile.php/3310047/mod_resource/content/1/3rd%20TUELC%20Symposium.html

² Cambridge University Press, <http://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Life-Competencies-Digital-final.pdf>

³ Almalki, M. (2017). Taif University Graduate Attributes project, https://www.tu.edu.sa/Attachments/8d2be445-3986-4584-a4fb-d1cf5d373b8f_.pdf

and not-for-profit organizations, many variables define which competencies should be prioritized in developing training such as the nature of the activity, context, the orientation of work and the budget (Pagon Banutai & Bizjak, 2008). Similar to other research that adopts a competency-based framework to develop 21st century skills in English as a second language classroom (see, e.g., Berg & Schwartz, 1981), LS can be developed in an ESL/EFL context through proposed leadership competencies.

In the context of the nursing profession, Contino (2004) regards leadership skills to be based on many competencies; these competencies reflect the duties of intensive care managers. The leadership competencies in critical care nursing are categorized into four; *organizational management*, *communication*, *analysis/strategy*, and *creation/vision*. In skills related to organizational management, leaders in the nursing profession must be trained to manage time effectively by prioritizing tasks and responsibilities, employing 1-minutes praise to build the self-esteem of staff members and delegating tasks. In managing information, leaders must share with employers statistical and outcomes report and collaborate with others to collect information about finding solutions to common problems. In managing human resources, understanding people through some exercises such as temperament analysis and time typing of staff (helps persons understand what motivates them, how they gain self-esteem, how they communicate, and what types of reward systems they prefer), understanding cultural norms and diversity and leadership mentoring. In managing change, leaders must acknowledge any change in the internal and external environment of the nursing profession based on evaluation. In managing revenue and expenses, leaders must collaborate with financial team to understand budget formulation, cost analysis, expiring contracts. etc. In managing technology and equipment, leaders' use of technology benefits running the operations effectively and the outcomes for patients. In communication skills, leaders must communicate vision, organizational structure, continuous learning and development and change. In operational analysis and strategy skills, leaders must have the knowledge of internal and external data, know how to utilize varied decision-making strategies, be able to analyze information and make a business plan. In creation skills, it is important that leaders provide opportunities, create value and relationships for employees to keep the retention of the employees.

In SIGMA Radius Leadership Effectiveness Report, effective leadership contains a set of 51 behaviors that are categorized into 6 competencies; *cognitive managerial skills*, *interpersonal managerial skills*, *personal managerial qualities* *teamwork*, *supervision*, *planning and productivity* and *overall leadership effectiveness*. In *cognitive managerial skills*, the behaviours of the leader should focus on problem-solving and decision making. Behaviors comprised of the analytical skills that the leaders display and technical knowledge and skills, and the leaders' demonstration of creativity and objectivity in taking on a role to find solutions to problems, to make decisions, and to take risks. In *interpersonal managerial skills*, set of behaviors that emphasize working well with others and which include conflict management, sensitivity, first impression, negotiation, social astuteness, persuasiveness, formal presentation, operating upwards, communication, interpersonal relations, open-mindedness and client/customer focus. In *personal managerial qualities*, there are personal traits that bring success to any leadership position. These qualities are integrity, listening, emotional control, valuing diversity, self-esteem, desire to learn, flexibility, self-discipline, dependability, ambition, independence, achievement and motivation. In *teamwork, supervision, planning & productivity*, the set of behaviours include: emphasizing excellence, organizing the work of others, work/life balance, developing/coaching others, motivating others, organizational spokesperson, attracting staff, facilitating teamwork, vision, productivity, involving direct reports, monitoring and controlling, assuming responsibility, delegation, short-term planning, strategic planning and inspirational role model. In *overall leadership effectiveness*, the leader exhibit that he/she can lead the team effectively (SIGMA Assessment Systems, 2017).

In a report by Giles (2016), 195 leaders in 15 countries over 30 global organizations were asked to choose the 15 most important leadership competencies from a list of 74. The most important leadership competencies found to be essential for improving leadership skills are that leaders must have *strong ethics* and *high moral standards*, leaders must care about *self-organizing skills of employees* which include that leader should *provide goals and objectives with loose guidelines*, leaders must have *excellent communication skills* and can communicate expectations effectively, leaders must be *flexible and can change opinions*, leaders must *nurture growth* and are *devoted to the professional development of employees*, leaders must *cultivate a sense of connection and belonging in employees* and that can be achieved (a) when leaders create an environment of shared failure and shared success, (b) when leaders are open to new ideas and approaches and (c) when leaders provide safety for trial and error. Moreover, Deloitte Leadership Academy, a corporate online training platform, introduces gamification into a leadership program training to further develop leadership capabilities through some leadership competencies. The game starts with the first competency which is *customizing the character*, the gamer should discover their

strengths and weaknesses and learn how to be the “right” leader for the institution. The second leadership competency incorporated is *setting a goal that orients the character towards self-discovery*, the game should include specific and measurable goals by focusing on challenges in the workplace. The third leadership competency is *creating the context, with increasing difficulty* in which the game incorporates complex scenarios and the player learns the preferred behavior and action. The fourth leadership competency is *allowing the data to inform development* in which the game should be encouraging data-driven insights by providing feedback to players about how their decisions impact their employees. Therefore, increasing leaders’ self-awareness of their decisions, skill sets and how their decisions impact employees (Monahan et al, 2016).

3 LEADERSHIP COMPETENCIES IN EFL CLASSROOMS

A classic article in the field of TESOL has stressed the importance of integrating life skills in language education; a language is after all is not taught in isolation (Auerbach, 1986). She suggests that students and teachers can jointly decide “what skills are needed to shape or influence reality; competencies become tools in service of transformative education, rather than a constraining framework for instruction” (Auerbach, 1986, p.426). In addition, in Vietnamese higher education, Duong, Wu, & Hoang (2017) remarks that student leadership development should be embedded in University experiences which consist of “curricular learning” and “co-curricular involvement”, i.e. leadership development should be embedded within a regular curriculum. Tevdovska (2015) examines the perception of the importance of soft skills and the need to develop soft skills to former students who have studied at a European University and the majority of them graduated from the faculty of languages and communication, a survey asked them about their perceived mastery of many leadership competencies such as problem-solving, effective communication, conflict resolution and teamwork. Several of their responses involved their lack of problem-solving skills, communicating effectively; the relationship between their colleagues should be more cooperative, hence less conflict in the workplace.

At a Brisbane high school, leadership skills are embedded in the regular curriculum. In designing lessons and activities for students, all teachers were encouraged to embed the 12 leadership skills and the 4 academic enablers adopted from Elliott (2003) (cited in Hay & Dempster (2004). The 12 leadership skills are *social and interpersonal skills of the leader, persistence, learning skills* such as practice, recall, plan, review and organize information, time allocated for tasks, attention and participating in learning. The four academic enablers are *interpersonal skills, motivation, learning skills and engagement skills*. They provide two activities that have integrated different leadership skills, in the first activity proposed for year 9-10 is about designing surveys, the academic enablers in focus are engagement skills, interpersonal skills and motivation. The activity has many objectives such as providing students with the chance to collect, analyze and present information about any topic and to practice leadership skills such as planning, reflection, problem-solving and project management. The teaching strategy includes many steps that incorporate reviewing and reflecting the plan as well as verbalizing the workflow and revising the steps. In the second activity for year 9, the topic is environmental sustainability and the academic enablers in focus are engagement, study skills, interpersonal skills and motivation. The group nominates a chair, a scribe, a ‘sticky label collector’ and a timekeeper. When the teacher starts asking questions, the chair will call on one member of the group to answer. If the other members of the group have similar answers, they should voice their answers. The questions should be controlled by the chair. Then the sticky label collector should collect similar answers and put them in the bottom of the pyramid. Timekeepers should remind the chair of the time to complete the task. After the end of the tasks, the class should have a plenary session and the scribes will read the questions and the answer produced by the team. After collecting all the views from the teams, the teacher will refer a website to compare their views with an authority figure in environmental science (Hay & Dempster, 2004).

4 THE BENEFITS OF FOSTERING LEADERSHIP SKILLS IN EFL CONTEXTS

Employment levels, skill sets and recruitment patterns in different industries and countries are changing (World Economic Forum, 2016). Therefore, in World Economic Forum (2017), an emphasis has been put on the importance of “accelerating workforce reskilling” in future work and how education can encourage personal growth by enhancing the skill sets of our students to be job creators not job seekers. Leadership skills are viewed to be crucial in the changing job market that prepares us for the Fourth Industrial Revolution. The World Economic Forum has put leadership and social influence on the growing skills list in its 2020 skills outlook. It is predicted that the Fourth Industrial Revolution will affect male and female workers, for example, most of the household chores can be automated which will work to the advantages of women allowing them to ‘put their skills to use in the formal economy’, therefore increasing their chances of holding

leadership positions (World Economic Forum, 2016, p.5).

From the perspective of Saudi Arabia's economy, many recent policies have implications for the future of teaching English as a foreign language; Picard (2017) has reviewed recent educational policies and states that one of the goals of updating language policies is to prepare students for work in line with market needs. Furthermore, vision 2030 states the importance of preparing Saudi youth for the future by making policies and national agendas and programs that focus on unlocking the potentials of the Saudi youth (Saudi Arabian Government, 2016). One of the objectives that can be linked to the development of leadership skills is entrepreneurship. For instance, vision 2030 has stressed the great economic value of entrepreneurship for the Saudi economy in the future. Entrepreneurship also has been given support from the government by launching the Small and Medium Enterprise Authority and also in education by establishing Prince Mohammed bin Salman College of Business and Entrepreneurship. In addition, vision 2030 focuses on the vocational training and Science, Technology, Engineering and Mathematics (STEM) education. Both vocational training and STEM education uses English as a medium of instruction (Picard, 2017, p.162). Another objective of vision 2030 is women's empowerment. Saudi Women's empowerment is about supporting Saudi women to become agentive citizens. Hend Alzahed has stated that one of the most important initiatives that the Ministry of Civil Service is undertaking is that many opportunities are ahead of women to take leadership positions (Yahala program, 2019). In addition, Saudi educational policy-makers are interested in equipping learners with 21st century skills. This is evident by a recent international conference on Education Evaluation (ICEE) held in Riyadh in 2018 and has focused on the theme of highlighting future skills and ways of integrating and assess them in education. One of the workshops in the ICEE is *leadership skills in the 21st century*, the workshop discussed students' leadership skills such as change management, management of emotional intelligence, transformational leadership, creative leadership and decision-making skills (Al-Humaidan, 2018).

Saudi EFL classrooms have been characterized as: teacher-centred, learners' lack of involvement in decision-making, learners' lack of autonomy and learners' lack of training on developing leadership and management skills (Alrabai, 2017, p.105). Therefore, creating student-empowered classrooms in Saudi EFL context by implementing LS skills might (a) transform EFL classroom from teacher-centred into learners centred, especially since part of the issue is that teachers who adopt traditional methods of teaching might be reluctant to share power and responsibilities inside their classroom, (b) encourage EFL learners to taking more responsibilities of their learning and (c) increase EFL learners' agency by empowering them to overcome challenges in learning English as a foreign language.

5 RESEARCH QUESTIONS

This research paper is an attempt to answer the following research questions:

- 1) How do language instructors at Taif University perceive their own readiness to implement leadership skills in EFL classrooms?
- 2) Are there any statistically significant differences in implementing the leadership competencies due to instructors' qualification, first language, the stream of course taught and years of experience?

6 METHOD

6.1 Population and Sampling Selection

The population of the study consisted of all female Taif University instructors teaching English for academic and specific purposes to Taif University's EFL learners. The total number 97. A convenient sample of the study comprised of 40 female instructors, which is about 41% of the population. The sample contains 3 instructors who were Ph.D. holders, 30 instructors who were MA holders and 7 who were BA holders. The 40 instructors have a diverse linguistic background, 26 have Arabic as their first language, 3 native speakers of English, 10 instructors speak Urdu or Hindi, and one instructor speaks Tagalog. 15 of the language instructors had more than 11 years of teaching experience, 11 has 4-7 years of teaching experience, 10 language instructors had 9-11 years of teaching experience and 5 language instructors had less than 3 years of teaching experience.

6.2 Study Instruments

The researcher developed a questionnaire of 15 items. It has been adopted from previous literature, most notably, research by Hay & Dempster (2004) and Kouzes & Posner (2014). It has been chosen because the 15 items comprised the most cited competencies that were found to be important in leadership skill

development. Likert scale of five degrees (1 = not ready, 2 = somewhat ready, 3 = not sure, 4 = ready, 5 = very ready) was used to investigate the degree of implementing the leadership competencies by instructors. Number 1 indicates that the competency in question is not known and not implemented. Number 2 indicates that the competency in question is not known but the instructor might have implemented it accidentally in the classroom. Number 3 shows that the competency in question is not understood. Number 4 shows that the competency in question is known but not implement it. Number 5 shows that the competency in question is well known and has been implemented several times. This means that an average of 3 or less indicate a less known competency that poses challenges in the practice level, an average of 4 means that the competency is known but not implemented and averages above 4 means that the leadership competency is known and has been implemented.

6.3 Statistical Analysis

The levels of teachers' readiness were based on the mean scores of teachers' responses to the survey. The results of the average means were classified into three levels: 1.00 to 2.49 indicates a low level of readiness, 2.50 to 3.49 indicates a moderate level of readiness, and 3.50 – 5.00 indicates a high level of readiness. A multivariate analysis (MANOVA) to examine the differences.

6.4 Instrument Validity and Reliability

The researcher ensured that face validity assessment was conducted by asking 1 expert (Ph.D. holder of applied linguistics) for language precision, and amendments were incorporated as a result. In order to guarantee the reliability of the set of leadership competencies in the study, Cronbach's *alpha* was used to indicate its internal consistency. The score for the scale was .91.

7 RESULTS

In order to highlight the leadership competencies where the instructors showed a high level of readiness, and competencies that instructors showed low or non-existence level of implementation and knowledge, table 1 below gives more details of the instructors' readiness level to implement leadership skills at Taif University. The mean scores for participants' responses in all the leadership skills readiness items ranged from 4.72 – 3.95. This indicates a high level of readiness. The highest five mean scores were recorded for implementing the following leadership skills: (1) communicating effectively in EFL classrooms (M = 4.72, SD = 0.51), (2) increasing learners' self-awareness of their learning by identifying their values, their strengths, their contribution and how to improve their performance (M = 4.47, SD = 0.72), (3) involving learners in the decision-making process, this occurs when learners participate in identifying the decision, gathering relevant information and assessing the alternatives (M = 4.45, SD = 0.85), (4) providing learners with leadership opportunities, this happens when language instructors assign learners teaching, administrative and marking duties (M = 4.45, SD = 0.81) and (5) fostering cooperative rather than competitive relationships in the classroom among learners, for example the use of cooperative games in the EFL classroom as ice breaker activities (M = 4.45, SD = 0.71). On the other hand, the lowest five mean scores were recorded for implementing the following leadership skills: (1) encouraging learners to paint the "big picture" of their aspirations for the course (M = 3.95, SD = 1.06), (2) teaching learners to set goals by asking learners to make an action plan with measurable, specific, achievable, relevant and time-bound goals for their own learning (M = 4.00, SD = 1.15), (3) teaching learners conflict resolution by encouraging learners to use negotiation and diplomacy to solve issues arising in the learning process and in the classroom (M = 4.05, SD = 1.06), (4) encouraging learners to nurture the growth of other learners and that of their classmates by providing the needed support (M = 4.10, SD = 1.10) and (5) equipping learners with strategic planning skills, such as learners analyzing their strengths, weaknesses, opportunities and threats (M = 4.15, SD = .92).

Table 1. Means and standard deviations for the survey items teachers' readiness to implement leadership competencies in EFL classrooms

No.	Statements about the level of readiness in implementing leadership competencies in EFL classrooms	Mean	SD
1	Encouraging learners to effectively communicate in the classroom	4.72	0.51
2	Increasing learners' organizing skills (learners managing time and prioritizing course-load appropriately)	4.20	.88

3	Developing learners' negotiation skills (leaners bargaining & influencing others)	4.20	.82
4	Involving learners in the decision-making process (learners' involvement in identifying the decision, gathering relevant information and assessing the alternatives)	4.45	.85
5	Teaching learners to set goals (learners' preparing an action plan with measurable, specific, achievable, relevant and time-bound goals for their own learning)	4.00	1.15
6	Engaging learners in team-building activates & exercises (Talking in circles, Two sides of a coin, Scavenger hunt, etc)	4.40	.90
7	Equipping learners with strategic planning skills (learners analyzing their strengths, weaknesses, opportunities and threats)	4.15	.92
8	Increasing learners' self-awareness (what their values and strengths are, what they can contribute, and how they can improve their performance)	4.47	0.72
9	Encouraging learners to nurture the growth of other learners and that of their classmates (providing support with learning to other students)	4.10	1.10
10	Teaching learners conflict resolution (learners' ability to use negotiation and diplomacy to solve issues arising in the learning process and the classroom)	4.05	1.06
11	Increasing learners' skills in managing information (for example, sharing with learners' exam results and encouraging them to collaborate with others to collect information about finding solutions to common language problems)	4.30	.79
12	Teaching the importance of active listening	4.42	.64
13	Encouraging learners to paint the "big picture" of their aspirations for the course	3.95	1.06
14	Providing learners with leadership opportunities (teaching to their classmates, connecting with other learners about collecting homework, marking, etc)	4.45	.81
15	Fostering cooperative rather than competitive relationships in the classroom among learners (use of cooperative games in the classroom)	4.45	.71

To answer the second research question which aims to examine if there are significant differences in implementing leadership competencies for the sake of four background variables: qualification, first language, the stream of course and years of experience, table 2 below shows the results of multivariate MANOVA test.

Table 2. The MANOVA test

Variables	Degree of Difference	Mean Square	F value	P value
Qualification	2	116.264	1.5952	0.2221
First Language	4	89.273	1.2249	0.3245
Stream of Course	4	51.578	0.707	0.5940
Years of Experience	3	78.634	1.0789	0.3753
Residuals	26	72.883		

Table 2 above demonstrates that there are no statistically significantly difference in the level of readiness in implementing leadership competencies due to instructors' qualification, first language, the stream of the course and years of experience.

8 CONCLUSION AND FURUTRE RESEARCH

Developing leadership skills, coupled with bilingual and multilingual language abilities, is essential to prosper in the future job market. It is one of the skills of the 21st century that has gained more attention lately in the Saudi EFL context. Developing LS to foreign language learners of English has the benefit of creating student-empowered classrooms. The leadership competency framework proposed in this study comprised 15 competencies; communication, organization skills, negotiation, decision making, team-working, goal setting, strategic planning, self-awareness, nurturing growth, conflict resolution, information management, active listening, shared vision, sharing responsibility and building a cooperative study and work environment. This study investigated teachers' readiness to implement leadership skills in EFL classroom at Taif University. The readiness of language instructors was measured in terms of core leadership competencies. Overall, the results of this study demonstrate that teachers' readiness level to implement LS was high. The study explored whether there are significant differences in language instructors' readiness to implement leadership skills due to formal qualifications, years of teaching experience, first language and the streams of courses in which the findings revealed no significant differences. The existing research about the implementation of leadership skills in EFL classrooms is very limited and the current study can be a foundation for future research in similar areas such as the assessment of leadership skills in different EFL contexts. Furthermore, more research needs to be conducted to observe how language instructors implement leadership skills in EFL classrooms.

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