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An Analysis of Leadership Beliefs and Practices of 25 TESOL Leaders

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AN ANALYSIS OF LEADERSHIP BELIEFS AND PRACTICES OF 25 TESOL

LEADERS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the Requirements for the Degree

Doctor of Philosophy

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May 2010

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Title: An Analysis of Leadership Beliefs and Practices of 25 TESOL Leaders

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Leadership has captured the interest of those in the realms of politics, history, business, religion, and recently, English language teaching. Still a relatively young field, little is known regarding influences, beliefs, and practices of TESOL leaders. This dissertation investigates leadership influences, beliefs and practices of leaders in TESOL, the field devoted to teachers of English to speakers of other languages. Rather than looking at instructors, teacher trainers, professors, materials writers or other specialists, this dissertation examines an additional role for these professionals; ultimately, it is an investigation of TESOL professionals as leaders.

To analyze leadership in the field, this study incorporates theory and research from leadership studies, plus data collected through personal interviews, two focus groups, and an online survey of TESOL professionals. Twenty- five state and national leaders gave interviews and 241 participants completed an online survey, contributing data from a cross section of TESOL professionals. Ten themes emerged from interview data identifying the ten most valued leadership practices in the TESOL field: 1). collaborating, 2). listening and employing effective communications skills, 3.) building relationships/peoplework, 4.) serving others, 5). encouraging others, 6). modeling/acting as a role model, 7). using influence to benefit others, 8.) mentoring, 9.) communicating and implementing a vision, and 10.) learning.

An analysis finds that TESOL leadership practices can be categorized into four purposes: sharing, empowering, serving, and learning. In addition, this study finds two principle characteristics of leadership in the TESOL field: it is transformative and generative. Transformative leadership in TESOL elevates individuals and institutions to higher performance levels. Generative leaders personify four roles: the Creator/Producer, the Teacher/Guide, the Catalyst for growth and change, and the Pathmaker. Findings from this study expand scholarship and benefit TESOL professionals who wish to study and to develop skills from proven leaders.

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CHAPTER 1

STATEMENT OF THE PROBLEM

Traditionally, leadership training in the educational realm has taken place at the administrator, supervisor or superintendent levels. However, *educere* in Latin means to lead, or to show the way, a fundamental principle of teaching. Undoubtedly, teaching involves offering support and motivation, while taking a path and moving people toward a common goal--all components of leadership theory. Due to the fact that TESOL (Teachers of English to Speakers of Other Languages) is both a field and an international organization comprised of members and affiliates devoted to English language teaching, it is a rich and unique area in which to investigate leadership activity. Indeed, while it may not be obvious to them, many in the TESOL field are practicing leadership on a daily basis.

Each day, English language teachers enter classrooms, offices, factories, agricultural fields, or other work environments for the purpose of helping others improve English language skills. Whether working with children or adults, university colleagues, central office personnel, immigrants, migrant workers, or researchers, TESOL professionals lead others toward the goal of English language development. These specialists must use vision, motivate others, employ people skills, and look to the future while managing chaos, change, or unpredictability to help others meet language goals. Many TESOL professionals have no formal training in it, but are practicing leadership on a daily basis. Truly, few professions offer such a wide range of locales or people with whom to work; moreover, few professions present such opportunities for individuals to practice leadership.

In 1966, the international TESOL organization was created by leaders in various fields with a primary interest in teaching English to speakers of other languages. Reputable scholars and administrators such as Harold B. Allen, Robert Lado, and Charles Fries were leaders who came together with the common goal of creating a professional, independent organization that would connect teachers and administrators toward the common purpose of English language teaching (J. Alatis, personal communication, March 20, 2007). Certainly, these professionals were not only pioneers, but leaders and mentors for future members and the field at large. From them, new leaders emerge to maintain and advance the organization and field; thus, a synergy between the organization and its members promotes leadership in a variety of ways. Jodi Crandall summarizes this synergy in her essay to celebrate the TESOL organization's 40th birthday, saying "through its publications, conventions, position papers, professional development programs, and symposia, TESOL plays a vital role in helping all of us involved in English language teaching worldwide" (tesol.org). Certainly through these resources, the TESOL organization has proved invaluable for teachers to learn, to improve skills, and to form networks with other colleagues; even more, it is also a conduit for leadership. For that reason, as a vital organization, TESOL provides structure to begin research on leadership for teachers of English to speakers of other languages.

<div align="center">Overview of the Study</div>

As one of the first studies of leadership in the general field of TESOL, this dissertation does not presume to describe every facet of leadership in the field, but merely to add to the academic conversation just begun since 2005 (Anderson, 2005; Murray, 2005). First, this study will offer a brief overview of the field to better understand the

scope, diversity and range of the profession, then it will examine two trends currently impacting the TESOL field and eliciting leadership from English language teachers today: surging immigration and the *No Child Left Behind Act*. Following the research questions, I will detail my personal interest in leadership and what has prompted me to pursue this study. Next, Chapter Two reviews literature leading to initial scholarship of leadership in the field of TESOL, followed by aspects of general leadership theory, and general teacher leadership. In Chapter Three, I will explain research methods and techniques used to investigate the beliefs and practices of TESOL leaders in this study. Next, in Chapter Four I will examine results from an online survey to research leadership from a cross section of English language teaching. In Chapter Five, I will reveal influences, beliefs, and practices from interviews conducted with 25 TESOL leaders at state and national levels. Finally, in Chapter Six I analyze and interpret evidence from study data to discuss findings of leadership in the TESOL field.

<div align="center">Background</div>

To encapsulate the TESOL (Teachers of English to Speakers of Other Languages) field into one area proves impossible for the profession branches into numerous specialties and designations. Just a cursory glance at interest sections on the TESOL website (www.tesol.org/) reveals over fifteen categories that display the range and variety in the profession. These categories include adult education, applied linguistics, bilingual education, computer assisted language learning, English as a foreign language, English for specific purposes, higher education, intercultural communication, intensive English programs, international teaching assistants, materials writers, program administration, refugee concerns, second language writing, teacher education, and one of the fastest

growing groups, K-12 ESL teachers working in public schools. To be sure, leadership may be found in all these areas. The following section will offer a brief look at selected TESOL areas currently at the forefront of the field, but with leadership as the point of concentration. Since immigration has brought millions of English language learners to the U.S. and is still a current trend impacting English language teachers nationwide, an important place to begin an overview of TESOL is in the area of adult education.

Adult and Community Education

Since the nineteenth century, adult ESL (English as a Second Language) education has been provided by a variety of groups, reaching out to educate the foreign born. California claims the first recorded adult education class in San Francisco in 1868 (http://www.cde.ca.gov/). With John Swett as the first principal and English teacher, classes took place in the basement of the old St. Mary's Church to help immigrants find a better life through education and language training. Since California is one of the largest gateways for immigrants today, its literacy based programs offer a vital service to the constant flow of new students from overseas.

In the early 1900s, diverse groups such as charities, employers, and immigrant mutual benefit associations offered adults the opportunity to learn English and improve skills (Tyack, 1967). Later, adult immigrant education also branched out to neighborhood centers and local institutes, with lessons and lectures on a variety of topics ranging from history, citizenship, English language education to practical topics such as child care, hygiene, tuberculosis, "the legal status of women" and homemaking (Mohl, 1982, p. 123). On the east coast, German and Americanized Jews helped new arrivals from Eastern Europe through New York City's Educational Alliance, an exemplary adult

education program during the early twentieth century (Dinnerstein and Reimers, 1999).

With classes often full, program records cited daily attendance of 500 students during the

early 1900s, with a waiting list of over 1,000 prospective students for English classes

"which were given at all hours of the day and six evenings a week" (Dinnerstein and

Reimers, 1999, p. 67). Certainly, a high regard for education and hard work propelled

these teachers toward success, but another component must surely have been leadership.

Applied Linguistics and Teacher Education

After WWII, specialized language teaching programs emerged in U.S.

universities, primarily for foreign languages, but also impacting the field of English as a

second language. Alatis (2004) attests that English language teaching became a major

endeavor after World War II due in part to large numbers of foreign students arriving to

attend American university programs in pursuit of academic studies. With over 90,000

international students enrolled, Alatis recalled that it soon became apparent to college

administrators that these students needed special English instruction to succeed in their

coursework; hence, English language teaching programs began appearing at U.S. colleges

and universities.

Most notably, a program in the forefront of college language teaching was the

University of Michigan, under the leadership of Leonard Bloomfield and Charles C.

Fries, who led the English Language Institute and founded the first U.S. English as a

second language degree program in the country (Allen, 1968). At this time, the term

'applied linguistics' first appeared as a subtitle for the journal Language Learning-A

Quarterly Journal of Applied Linguistics in 1948. Founded by Charles C. Fries and

colleagues, the journal brought ideas from the Fries English Language Institute and the

field of applied linguistics to a wider audience. Later in the 1950s, the Michigan school helped pioneer techniques and systems such as pattern practice, the structural syllabus, the language laboratory and programmed learning to aid second language learning. Innovations such as this would find their way into English language teaching that were sorely lacking decades earlier. Certainly, the profession of teaching English as a second language advanced due to work of scholars such as Fries and Bloomfield, acknowledged pioneers in language learning and teaching. This prompts two questions: What aspects of leadership did Bloomfield and Fries utilize to accomplish their goals? What beliefs did they hold in regard to leadership to propel their institute to become a leading influence in English language teaching?

Volunteer Groups

To be sure, English language teaching in the U.S. has taken place since before the birth of our nation (Alatis, 2004; Arias & Casanova, 1993; Baugh & Cable, 2002; Cavanaugh, 1996; Dinnerstein & Reimers, 1999; Kaestle, 1983; Tyack, 1967); however, history took a special turn in the 1960s, when attention turned to a fight against poverty in this country, as well as an effort to help developing countries around the world. With these endeavors, English language teachers were instrumental in education and English language development while learning leadership skills. Beginning with the 1960s, social reform and interest in developing countries led to volunteer projects, which in turn, accelerated the growth of language teaching as a field. On October 14, 1960, presidential candidate John F. Kennedy spoke to 10,000 students at the University of Michigan, issuing a challenge to "serve their country and the cause of peace by living and working in the developing world" (http://www.Peace Corps.org). Six months later, President

Kennedy signed an executive order which created a program with those goals called the Peace Corps. Within three months, over 5000 applicants applied for assignments in six countries, with an emphasis on education, literacy, and language teaching.

John F. Kennedy's initiatives in social reform and peace, both nationally and globally, were joined by other groups such as Vista (Volunteers in Service to America), now known as Americorps Vista. In 1964, Lyndon Johnson created the service program as a way to fight a war on poverty as well as to meet critical needs in education and other areas (http://www.americorpsVista.org). Along with missionaries, these groups added to a growing numbers of language teachers, not just teaching English, but taking leadership roles while working to make a better world. The importance of these groups in relation to English language teaching and the TESOL field cannot be overstated.

Volunteer teaching opportunities with the Peace Corps and Vista have had a significant impact on the field of English language teaching; additionally, these groups have produced multitudes of teachers and future TESOL professionals. To be sure, many TESOL professionals report the Peace Corps experience as a pivotal point in their lives, providing leadership opportunities and helping them to decide on future career goals in English language teaching. Further proof of the importance of the Peace Corps and volunteer groups can be found in countless teacher profiles, resumes and curriculum vitas throughout the world. But how did these experiences influence leaders in the field of English language teaching? How were beliefs impacted by these experiences?

Public School ESL Teachers

After WWII, Dinnerstein and Reimers (2006) estimate that over half a million people entered the U.S. with help from the 1948 and 1950 Displaced Persons Acts plus

the 1953 Refugee Relief Act. By the Civil Rights era in 1965, immigration quotas from recent years were found to be discriminatory and were halted by President Johnson's signature on the Immigration and Naturalization Act, thus, opening doors to immigrants from Asia, Latin America, and the Caribbean (Nasser, 2006). In a *USAToday* article, a senior demographer for the Population Reference Bureau remarked that the 1965 Immigration and Nationality Act "was probably the single most important demographic event of the last 50 years" (*USAToday*, July 7, 2006, p. 6A), for it changed the provenance of new immigrants. As a result of the Immigration and Nationality Act, many new arrivals speak little or no English, requiring resources and assistance to learn the language. Consequently, these needs bring change to public school systems and other institutions.

Since the 1960s, Alatis (2004) points to another group of TESOL professionals who have stepped forward in the field of English language instruction, namely, English language teachers working in U.S. elementary and secondary schools. In addition to instructing students from a plethora of cultural and educational backgrounds, these educators often must provide support and professional development for mainstream teachers who have English language learners for the majority of the school day. Bilingual ESL teachers have additional demands for translation and interpretation services, especially in rural or low incidence schools, those with small percentages of English language learners. In fact, in a study of K-12 classroom teacher expectations, Penfield (1987) found no less than five roles for ESL teachers: (a) language/reading teacher, (b) subject-matter teacher, (c) liaison between the teacher and LEP (limited English proficient) student and parents, (d) cross-cultural interpreter and (e) consultant to the

regular teacher. To effectively manage these roles, English language teachers need leadership skills to respond effectively to growing demands and expectations. How are TESOL professionals in public schools using leadership to manage the roles expected of them in addition to teaching English? Which leadership practices help ESL teachers meet the challenges presented in K-12 contexts?

<center>A Convergence of Trends That Require Leadership</center>

In the past five years, two major trends have converged, impacting TESOL professionals and state affiliates in a profound way.

Immigration Pressures

Immigration patterns in the U.S. have been on the rise throughout the 1990s, but they have been surging due to robust growth in a variety of industries. Reports from the Foundation for Child Development (2007), Fry (2007), and the Pew Hispanic Center (2005, 2006) detail how ELL (English language learner) populations are appearing in a variety of communities, from small towns to big cities; immigrants are living in non-traditional settlement areas nationwide. In addition, the report states that these communities are emerging in the South with speed that threatens to outpace national census estimates. Tennessee is an example, with an immigrant population increase of over 278% in the past decade, with reportedly the fastest growing Hispanic population in the nation (Mosher, 2005). The report also warns that there will be an impact from this immigration trend that is yet to be felt in the communities and schools, and it will be dramatic.

Noting these trends, the January 2006 issue of *neatoday,* the journal aimed at practicing teachers, carries the timely heading "425 First Languages: That's what 5

million students bring to U.S. classrooms." This issue records the impact of second

language learners in American classrooms and includes ideas and resources to help

mainstream teachers instruct English language learners. The issue agrees with previous

immigration and ELL (English language learner) statistics, yet it makes a more realistic

assertion that "the numbers are multiplying daily" (p.25). Five million English language

learners in U.S. schools equals one in every ten students according to the U.S.

Department of Education, approximately ten percent of the student population.

Nevertheless, immigration is not the only trend impacting TESOL professionals, often

the sole group trained in ESL strategies.

The No Child Left Behind Act

The second trend impacting educators is the collision of school reform measures

and high stakes testing mandated by the federal government. The *No Child Left Behind*

Act (NCLB) was initiated in 2002 by President George W. Bush and the Bush

administration as a renewed version of the 1965 *ESEA* (Elementary and Secondary

Education Act). The legislation is intended to provide opportunities, improve

achievement, and eliminate inequalities for all students, but there are paradoxes in the

reality as it plays out in real classrooms, especially for English language learners (ELLs).

Unrealistic expectations are a complication of the NCLB. Perhaps the best

example is the target year 2014, by which 100% of students must receive passing scores

on all state exit tests and core academic subjects or schools will receive escalating

sanctions (Karp, 2003). This number includes English language learners, a designated

subgroup, even though research shows that academic language development ranges from

seven to nine years (Cummins, 1981), yearly assessment takes place in English, even for

newcomers. Insufficient support and funding hamper development of valid testing instruments in the content areas for English language learners. Consequently, ELLs may be taking invalid tests in the content areas because they are designed for native speakers of English, an irony since the NCLB places a strong emphasis on tests. Standardized test scores affect adequate yearly progress (AYP) for both schools and teachers, respectively. Fullan (2005) encapsulates the NCLB this way:

> NCLB requires all states to have an achievement-driven system in which "annual yearly progress" in student achievement is documented and reported publicly for every school in every state, with a sequence of escalating consequences for those schools not improving. There is little investment in capacity building and it places people in a high-alert dependency mode, jumping from one solution to another in a desperate attempt to comply. (p.11)

Further sanctions for schools whose scores 'fall below the bar' include punitive measures such as decreased school funding, firing personnel, or taking over low performing schools by the state. No surprise, these pressures often create anxiety toward the ELL subgroup in regard to test scores and the impact upon school districts. As a result, ESL teachers are expected to, not only to teach English quickly, but to also coach and train mainstream teachers to effectively teach ELLs. How do TESOL professionals practice leadership in response to these pressures? How do they serve as leaders in their schools?

Reality of Immigration and NCLB on Schools

The stringent requirements and expectations of the No Child Left Behind Act (NCLB) coincide with one of the largest immigration movements in U.S. history, exerting significant pressures on many schools with ELL populations. There are high

expectations for ELLs under the NCLB in English as well as the content areas, but many schools and instructors are not prepared for ELLs in the classroom, especially the late-entrant ELLs in grades 6-12. These late entry students, especially those in the U.S. less than five years, have unique needs that challenge schools to reach academic targets in shorter amounts of time. Academic achievement presents a significant challenge for students who may struggle with economic stress and hardship, homelessness, culture shock for new arrivals, possible family trauma, plus varying levels of academic preparation in the home country or proficiency in their own language (Krashen, 1985). Certainly, English language learners come to the classroom from a variety of backgrounds and needs, but not every classroom is prepared for them.

A study by Wainer (2004) found that many communities and schools are overwhelmed by the changing profile of their students; in fact, these communities and schools have no history of educating immigrant students and few answers for helping them. In the study, many teachers responded that they simply "don't know what to do with their classrooms that, in ethnic and linguistic terms, changed radically during the immigration boom of the 1990s" (p.1). This comes as no surprise to anyone who has worked in public schools recently, especially ESL teachers. The *neatoday* article adds:

> Just 12.5 percent of teachers with English learners in their classrooms have participated in a scant day's worth of ELL-related training during the past three years, according to a National Center for Education Statistics survey. And it's not because they don't want to –the training often isn't available, particularly in rural or otherwise isolated districts. (p.25)

In the book *What Leaders Really Do*, John P. Kotter (1999) speaks of leadership in times of change and chaos, describing the problem of people who "have been trained for and raised in a more stable world, a world that, for the most part, no longer exists" (p.10). This statement parallels the situation of teachers today in U.S. public schools for the homogenous classroom demographic is not a reality. As a result, a recent *neatoday* survey reveals that only 27% of teachers report feeling well prepared to teach English language learners. This lack of training for ELL instruction, along with additional pressures such as large class sizes and special needs students required to be in the least restrictive learning environment places greater demands on mainstream teachers**.** So, too, grow the demands on elementary and secondary ESL teachers to move students, mainstream teachers, and school districts toward academic success to meet state and federal mandates.

The convergence of surging immigration and school reform presents challenges for teachers in all academic areas. In fact, I propose that these converging forces have created a situation that may be one of the most challenging in the history of U.S. education. Without a doubt, the TESOL professional is caught in the crossfire of limited funding, exploding ELL populations, pressures from unprepared mainstream teachers in addition to high expectations from the federal government. The struggle affects not only public school ESL teachers, but also teacher trainers, supervisors, curriculum developers, and those working in each state department of education. Although it presents a time of great change and challenge, I contend that this is the perfect time to study leadership in the field of TESOL, for this is a time when leaders step forward.

Presently, in light of the current challenge facing U.S. schools in regard to surging immigration and demands from the No Child Left Behind Act, leadership is expected from TESOL professionals in public schools, adult education, teacher education, plus materials and curriculum writers to support ELLs to meet academic goals that will lead to compliance with state and federal mandates. Collectively, these conditions lend an ideal opportunity to learn from those who practice leadership in the TESOL field for it is, undoubtedly, a field of leaders. To analyze leadership practiced by TESOL professionals, this study investigates the following questions.

Research Questions

1. What leadership influences shape TESOL leaders?

2. What leadership beliefs are held by TESOL leaders?

3. What are effective leadership practices of TESOL leaders?

Assumptions

A primary assumption of this study maintains that English language teachers work in many environments, requiring leadership skills for different contexts. Leadership is context dependent. Issues such as large numbers of students, service to multiple sites, assistance to the content area teacher, plus matters of student cultural and academic adjustment pose challenges; however, in reality English language professionals are called on to do much more. Many are involved in student advocacy, family and community literacy development, teacher training, and other forms of community service. These activities must certainly be considered leadership. What practices ensure success in these endeavors? On the other hand, do ESL teachers working in a variety of situations and contexts find it difficult to attain leadership positions relative to their work?

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A second assumption presents the aspect of isolation for English language teachers in regard to leadership roles and power. First, one must consider the aspect of physical isolation (Hart, 1995; Lieberman & Miller, 2004**;** York-Barr & Duke, 2004). For public school environments, Lortie (1975) found that teachers, in general, were isolated from others due to factors such as structural design of school buildings, little contact with others due to primary job obligations, and limited consultation opportunities during the school day, for teaching is generally practiced as the sole adult behind classroom walls. English language teachers may be further isolated by the fact that they are itinerant, or must travel to different schools each day, with little chance to become part of any one faculty. In some extreme cases, the ESL teacher may even be the sole English language teacher in their school district. I propose that isolation negatively impacts ESL teachers in regard to power within school structures; consequently, isolation restricts leadership opportunities for ESL teachers.

A second kind of isolation is intellectual or attitudinal on the part of school systems and other school employees. For example, Tedick and Walker (1994) describe the fragmentation and isolation so common to ESL teaching contexts, not just physically, but in perception. English language learning may be viewed as "compensatory" or "remedial," leading to a "ghetto-ized" situation for the ESL teacher and students that are "isolated physically, conceptually, and intellectually from the mainstream school setting" (Tedick & Walker, 1994, p.303). Crookes (1997) adds that ESL teachers are marginalized because ELL students and families are not from the mainstream culture and warns that teacher training programs are not preparing future teachers for how to help themselves and their students politically. Tedick and Crookes provide a critical analysis of school

power structures, attitudes, and challenges that many ESL teachers still experience more than a decade later. Nevertheless, leaders surmount obstructions. How do these working conditions promote or challenge leadership from English language teachers? Do these experiences impact beliefs that inform their leadership practices?

A third assumption maintains that school principals and superintendents, who hold positions of power within schools, receive significant leadership training to prepare for their careers, yet teachers receive little to none. As a rule, many principals attend university graduate school programs, taking coursework in supervision and management of personnel to prepare for educational administration positions (Daresh and Male, 2000). On the other hand, English language teachers who claim previous leadership study have often done so in their free time because that is the only opportunity for leadership training. If a central issue of school reform is leadership (Lieberman & Miller, 2004), then teacher leadership would create a positive effect on the entire educational system. In the era of the No Child Left Behind Act, teacher leadership, particularly from TESOL professionals, must be considered an essential component in education today.

My Personal Interest in Leadership

As a high school Spanish teacher who changed to an ESL position at mid-career, I found that my experience had not prepared me for the educational challenges found in English as a Second Language classroom. High stakes testing, increasingly diverse students and difficult working conditions contributed to a first year of stress and anxiety. Inadequate classroom space, insufficient materials, a high student case load, difficulties in parent communication, and working with worried mainstream teachers with no experience with ELLs were some of the challenges I faced as well as others in our young

ESL department. There were times when I felt powerless in this new teaching position. Fortunately, an experienced mentor teacher provided encouragement, understanding, knowledge and advice to guide me through a turbulent time. She modeled professionalism, created a path and moved me toward the goal, while motivating me and keeping my spirits high. Although she may not recognize it as such, this teacher demonstrated leadership skills not only with me, but in the classroom, the school, the school district and in the state professional organization, TNTESOL (Tennessee Teachers of English to Speakers of Other Languages).

As one of the first ESL teachers in the Sevier County School system, my mentor advocated for students and worked with mainstream teachers, reminding them of modifications and ways to facilitate student achievement. This teacher was known to visit student homes to build family/school connections or even pay a visit to a student who was skipping classes, literally pulling him from bed and driving him to school herself. Always looking for ways to improve students' lives, this teacher was instrumental in helping a visually impaired student attend the Tennessee School for the Blind. When the family was doubtful and anxious about the decision to attend a school three hours away, she drove them to Nashville herself, accompanying them on a tour of the school. As a result, the student enrolled in the Tennessee School for the Blind, graduated with honors, and now attends college.

Recently, I observed another example of this remarkable woman's influence with a second student who received great support and encouragement from her over the years. Not only did this former ESL student just graduate from Vanderbilt University, but she also won the prestigious Margaret Stonewall Woolridge Hamblet Award, the largest cash

award for art in the nation. Soon after, my mentor hosted a combination art show/ luncheon at her church allowing the former student to exhibit her work to the community. In the past three years, I can only observe this woman's people skills and abilities with the awe of a beginning teacher. It is amazing to witness her vision, knowledge, motivation, persistence, and accomplishments displayed in both the classroom and community. This ESL teacher practices leadership on a daily basis, meeting Katzenmeyer and Moller's (2001) idea of a teacher who leads "within and beyond the classroom" (p.5). Ultimately, Nellie Smith had a great influence on my beliefs and practices as an ESL teacher.

A second person inspired this dissertation. While finishing PhD coursework during the summer of 2005, I enrolled for English 746: *Advanced Seminar Leadership and Literacy* with instructor, Don McAndrew, a leadership scholar himself. As the class progressed, we studied theory and historical foundations which led to principles and practices of leadership that can positively impact literacy teachers and their work. During a presentation on leadership and writing centers (Bruce, 2005), I noticed my other classmates were primarily composition majors. In that moment, as the only English language teacher in the class, I realized the importance of such an investigation for my field: a study of leadership in the field of TESOL. As a result, Dr. McAndrew's class had a profound impact on my research topic and his influence as a literacy teacher, scholar, and leader gave life to this dissertation.

Since undertaking this study, events have contributed to my background interest in leadership in unforeseen ways. As my mentor finished her three year term on the Executive Board of TNTESOL, she nominated me to the slate of candidates for the 2006

election. Still new to the TESOL profession, I was unsure of the timing for this nomination to the board, but she gave me encouragement and a 'push' in that direction. While writing this dissertation, I was elected and served as a board member- at- large for TNTESOL for three years. Surely, Nellie Smith and Don McAndrew have completed a primary leadership goal; that is, to help develop and to create new leaders (Burns, 1978; Kotter, 1999; Maxwell, 1999). Kotter deems this "the ultimate act of leadership" (p.53).

To begin this study, I review TESOL literature in Chapter Two to investigate leadership themes as well as initial scholarship only recently begun in the field. Marking the beginning of the TESOL organization in 1966 as the initial point of investigation, I will trace early leadership paradigms, bring to the forefront a leadership paradigm shift noted by Anderson (2005) then note two events that consolidated leadership as a significant issue in the field of English language teaching and the TESOL organization.

I will introduce definitions by leadership scholars in Chapter Two, examine historical foundations of leadership study, and employ an analysis by Van Seters and Field (1990) to detail the evolution of leadership theory. This dissertation explores the evolutionary phases such as "Great Man theory," to transactional, transformational, servant, and shared leadership theories. Along with the Pulitzer Prize winning book *Leadership* by James McGregor Burns, I will refer to work by noted leadership scholars (Bennis, 2003; Conger, 2002; Greenleaf, 2002; Heifetz & Laurie, 1998; Kotter, 1999; Kouzes, 2003; Pearce & Conger, 2003; Wheatley, 1999) to examine current theory with a focus on leadership for individuals and groups which are the most common leadership contexts for TESOL professionals. Next, a section on teacher leadership will offer a brief overview of the past two decades in general education, followed by the nascence of

leadership in English language teaching contexts. This framework will create a background to better understand leadership beliefs and practices in the TESOL field.

In this study, Chapter Three will outline research questions, methods of data collection, and study participants. I will explain survey demographics, questions, and results from the on-line survey in Chapter Four. In Chapter Five, interviews with 25 TESOL professionals will reveal influences, beliefs, and their most valued leadership practices. Within Chapter Six, I will present an analysis of study data that includes the four purposes and two essential characteristics of leadership in TESOL, implications for the field and recommendations for further research**.**

The focus of this study is unique and still relatively unexplored in the English language teaching field for few studies exist in regard to leadership in conjunction with professionals, scholars, and acknowledged leaders in the TESOL field. In light of the new leadership paradigm posited by Anderson (2005), I recommend that the beliefs and leadership practices of TESOL leaders should be identified and shared with others to articulate best practices that, in turn, can inform a field. Findings in this study will illuminate leadership beliefs and practices to contribute scholarship and to construct a new understanding of leadership theory for the field of English language teaching. Consequently, from the life experiences of TESOL leaders we may learn, develop our skills as effective leaders, and take on an expanded role of leadership that will prove invaluable in our professional journeys.

Chapter 2

LEADERSHIP LITERATURE REVIEW

The Emergence of TESOL

In the early 1960s, language professionals in various fields acknowledged a need for a professional organization devoted entirely to the field of teaching English as a second language. Alatis (1987) cites the origin of the TESOL (Teachers of English to Speakers of Other Languages) organization from five professional groups dealing with various aspects of teaching English to speakers of other languages: the National Association for Foreign Student Affairs (NAFSA), the National Council of Teachers of English (NCTE), the Speech Association of America (SAA), the Modern Language Association (MLA), and the Center for Applied Linguistics (CAL). From these groups, representatives met to discuss, and ultimately create a new organization devoted solely to teaching English to speakers of other languages. The first ESOL conference was held in Tucson, Arizona in May 1964, followed by the inaugural conference of TESOL, in March 1966, in New York City. The 1966 conference marked the infancy of the TESOL organization.

Beginning with 700 participants at the 1966 conference, the organization today supports the profession with 13,955 registered members from 128 countries through a scholarly research journal, a quarterly magazine, a provision of standards set for language programs, TESOL summer institutes and an annual convention, among other services (www.tesol.org). Voted Executive Secretary of TESOL during the third annual conference in New York City in 1966, Dr. James Alatis served many years on the Executive Board and became a noted pioneer in the organization, especially when it was

beginning to form an identity as the group solely concerned with English as second language teaching.

Later, in "The Past as Prologue," Alatis (1976) revisits a picture of a professional organization on the tenth anniversary of TESOL. The executive secretary, acting as historian, recounts history and details growth of a profession to that time. Alatis asks the reader to consider the role of TESOL, states a vision for the future, and deems what is unique about the profession. Suggesting that "TESOL was created out of professional concern over the lack of a single all-inclusive professional organization which would bring together ESOL teacher and administrators at all educational levels" (Alatis, 1980, p. 39), he describes a field of "great vitality and a sense of youthfulness, idealism, and a social mission" distinguishing it from other professions (Alatis, 1980, p.18). The article is a snapshot in time as told by one of the pioneers of TESOL, as well as a leader in teaching English as a second language. Who are TESOL members? Alatis (1987) replies:

We are elementary teachers; we are returned Fulbrighters, and we are teacher educators; we are Peace Corps volunteers, and we are students in the process of obtaining a master's degree; we are applied linguists and researchers; we are teachers, counselors, and friends to immigrants and refugees; we are secondary school teachers and materials writers; we are program administrators and testing experts. (p.17)

To Alatis' inspiring definition, I would like to add the word *leaders*.

Introduction

This section provides a review of literature in the field of TESOL pertaining to leadership theory. Beginning with a comprehensive search for previous study on

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leadership, this section concludes with current research by TESOL scholars. Moreover, a synthesis of literature will trace the evolution of thought to a paradigm shift in leadership and the field of English language teaching.

<center>Review of Leadership Literature in TESOL</center>

Researchers and scholars in the TESOL field have produced countless articles and books on instruction, learning, second language acquisition, teacher preparation and the profession at large; however, references to leadership have been cloaked in different terms and examined in different ways. In the past, leadership merely presented a training opportunity for board members and affiliates; yet, in 2005 a new focus emerged in scholarly literature that changed possibilities and created a new way of thinking. Through a sequence of theoretical frames, the following section will review TESOL literature that evolves toward leadership as a topic, revealing a paradigm shift that changes the landscape in leadership thought in English language teaching.

Leadership Through Professionalism and Professionalization in TESOL

The terms professionalism and professionalization provide initial points of exploration for leadership references and, thus, the first frame from which to investigate leadership in TESOL literature. Two years after creation of the TESOL organization in the mid-1960s, the topic of professionalism surfaces in an address to the 1968 TESOL conference by Harold B. Allen, the first president of TESOL and professor of English and Linguistics at the University of Minnesota. In "The Pros Have It," Allen (1968) presents goals and a vision to build a strong organization, providing leadership for the following decades. Fourteen years later, Ferguson and Heath (1980) point to English language teaching at the college and university levels as the primary foundation of TESOL

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professionalism in the United States due to an association with applied linguistics, research, materials preparation, teacher training, and educating foreign students. In this era, university professors and department heads provided leader roles with students and staff as followers.

A year later, Orem (1981) predicts that despite the low status for ESL in the general field of education, public school ESL teachers will be responsible for meeting the needs of great numbers of new immigrants in American classrooms. Orem acknowledges low job status and the lack of power for ESL teachers; even more, he points out the value of TESOL as a discipline within school structures. As for improving job status, Orem expresses optimism that K-12 ESL certification will be settled within the next ten years, benefiting individual members and the organization at large. Indeed, these articles project an image of the profession at that time, scrambling for respect, identity, legitimacy through credentials, certification, and strengthening a still young organization. This focus leads to a second frame of professionalism, one of work environments and professional activities.

Leadership Through Employment Contexts and Professional Activities

A search for leadership literature finds increased concern for professional or employment contexts in TESOL and a call to improve these areas**.** Elsa Auerbach (1991) challenges us to consider alternative views of professionalism by valuing experience and learner communities while Brown (1993) explains a means of professionalism by involving pre-service English language teachers in their own learning, thereby guiding their own professional development. On the other hand, Denise Murray (1992) recommends participation in organizations and affiliates, advising TESOL affiliates to

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develop professionalism through traditional and political means to create a strong profile for the field by preparation and advocacy. In a landmark paper, Crandall (1993) defines *professionalization* and *professionalism*, looking for credentialing as a way to constitute professionalization in the area of adult ESL as it was emerging as a field. Certainly, it is possible to view Auerbach and Murray's papers as acts of leadership due to their message for teachers to use influence in order to improve professionalism in the TESOL field. Through these articles, scholars discuss issues in English language teaching, share a vision for the future, and communicate a path for improving these contexts. Through that, leadership is framed as vision for improving professionalism in English language teaching contexts and the profession itself through collaboration, learning, and advocacy.

A clear reference to leadership occurs in TESOL literature by Pennington (1991), Johnson (2000), Bailey, Curtis and Nunan (2001) who name specific leadership terms and concepts in their examination of professionalism and professional communities. An important aspect of leadership, Pennington (1991) affirms the advantage of learning and information to empower individuals and institutions for positive change while referencing literature in the field of organizational management. To create and sustain professional communities in teacher education, Johnson (2000) encourages collaboration between educators and supervisors to further common goals in English language teaching contexts, through communicating, establishing common bonds and goals, and building on mutual strengths. Bailey, Curtis, and Nunan (2001) connect mentoring and coaching to leadership, citing situational leadership models while Johnson and Pennington focus on leadership elements such as the power of information for positive change, and the need

for support, to empower others. Collaboration and learning are common threads in

TESOL literature; moreover, these are principles of leadership theory.

Leadership and Developing Professionalism

Recent literature on the TESOL website (www.tesol.org) yields leadership study

in a variety of instructional contexts. The *Professional Development in Language*

Education Series (2003) offers four volumes that address TESOL professionals in various

career stages, with personal stories of struggle and success in professional development.

This literature holds interest for an extra dimension-- leadership that has been learned

from 'real life' experience.

A clear example of leadership is found in Volume Four of the TESOL

Professional Development Series (2003) in a narrative of an English language teacher

moving into a program director position. Moving into a position of increased power,

Shannon (2003) makes the point that a director's primary job responsibility is to support

faculty members as he ponders the plight of program directors who take the position

without formal leadership training, essentially 'learning on the job.' Acknowledging this

reality, Lieberman and Miller (2004) report that many teachers learn to become leaders

on their own, through trial and error, and learning by doing the job. Obviously, Shannon

values the potential of leadership training and asks a question that gets to the heart of this

study. How do leaders acquire leadership skills?

Volume Three in the *Professional Development Series*, *Sustaining*

Professionalism (2003)*,* also contains stories of experienced TESOL professionals

striving to learn in order to develop professionally. In a first example, Murphy (2003)

recounts his experience sharing a vision with others, an essential step for book editors to

prepare and produce successful projects for publication. In a second example, although admitting to formal leadership training, a department head clearly demonstrates an understanding of leadership theory by emphasizing basic principles such as developing "a vision of excellence," employing strategies "that develop the faculty's commitment to that vision," "share the rewards of the department's success," and "encourage the spirit of working together" (Stapa, 2003, pp. 59-62). Admitting that challenges have brought her strength and wisdom, Stapa encourages administrators to consider organizational management as a resource to improve departmental effectiveness. This reference to organizational management echoes Pennington's (1991) work just a decade earlier.

Following the theme of teachers moving into administrative positions with no previous leadership training, Smith (2003) offers advice for others considering a position in administration. Obviously skilled in "peoplework" (McAndrew, 2005, p.5), the author advises others to "be known for your integrity," "analyze your strengths and weaknesses before moving into an administrative role," "analyze your institutional and departmental culture," and above all, "take advantage of professional development opportunities" and "to learn additional administrative, consulting, leadership, and organizational development skills"(p.68). Even more, Smith advises that communicating plans and vision effectively determines success as an administrator in leading teachers and faculty alike, followers in TESOL contexts.

Narratives in the *TESOL Professional Development Series* not only illustrate strong leadership principles, but reinforce the point in the opening pages of this study; many TESOL professionals are practicing leadership on a daily basis, but with little preparation in this aspect of their career. Although the series shows teachers moving into

administrative positions to become leaders, recent TESOL literature emphasizes that individual English language teachers may lead too (Anderson, 2005; Murray, 2005; Coombe, McCloskey, Stephenson, & Anderson, 2008) despite their lack of position or power found within educational structures. These scholars redefine terms and roles for English language teachers as leaders-- not followers-- thus creating a leadership paradigm shift. In fact, revolutionary thought in the field is taking place now and inviting us all to lead.

A Paradigm Shift in TESOL Leadership Literature

In past decades, TESOL literature did not reference leadership directly; rather, the topic appeared in discussions of professionalism, professionalization, roles, and teaching contexts. However, past views have recently evolved and are now reframed as leadership. An evolution in thought occurred in 2005 that cited leadership as both a process and a role for the individual English language teacher. Through these articles, not only has the conversation opened in literature, but now TESOL scholars use the term 'leadership' directly as they communicate with other professionals through conferences and literature.

On January 23, 2005, a TESOL Symposium on Leadership was held in Bangkok, Thailand, providing an opportunity for participants to learn from three experts in English language teaching, but with a focus on leadership. A conference overview (2005) gives evidence of this new era with references to general leadership theory:

> Leadership is central to the survival, growth, and prosperity of all
>
> educational institutions. In this highly competitive, complex, and fast
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> changing world, leadership involves qualities beyond professional

knowledge and expertise. These qualities include the ability to move an

organization in the right direction by effectively understanding,

evaluating, initiating, and managing change (TESOL website).

Available for download from the TESOL website using the search terms *TESOL*

Symposium on Leadership, two papers directly addressed leadership in ELT (English

Language Teaching) environments.

A paradigm shift in leadership occurs in Anderson's (2005) explanation in

Leadership is not About Position: Leading From Behind, affirming that leadership is not

defined by one's position or job assignment; rather, "leadership is the ability to establish

a course of direction and recognize actions that need to be taken to move forward on the

established path" (p.1). Anderson rejects a narrow view of power and status within the

profession or beyond. He explains the term 'from behind' is meant to encourage language

teachers and administrators to think about leadership roles from our individual

perspectives rather than through power or professional status. Further, Anderson states

that, "Every teacher, administrator, curriculum developer, test developer, or language

supervisor is a leader…because we interact with learners and others engaged in language

education contexts" (p.2). Thus, no matter what our position, Dr. Anderson emphasizes

that each language educator has daily opportunities to lead through influence and

teaching.

A second presentation at the TESOL Leadership Symposium addresses leadership

in times of change and the intercultural context of the field. In "*The Ecology of*

Leadership in TESOL," Murray (2005) describes leadership in the context of "two

intersecting dimensions of leadership in TESOL: the intercultural reality of our context

and the changing nature of our work and environment" (p.1). Complementing

Anderson's concept of individual leadership, Murray states that although global issues

affect programs and staff, "All leadership is local in that it needs to respond to, support,

and sustain the environment (home) in which the leadership occurs" (p.1) in all teaching

contexts.

An important aspect in most leadership theory, Anderson and Murray affirm the

value of learning as a critical component for all leaders. Murray points to leadership

scholars such as Bennis and Nanus (2003), Bass (1985), and Covey (2006) as resources

for those who wish to study leadership independently. Building on that, Anderson

suggests five ways that one may develop leadership skills: attending professional events,

accessing leadership Web sites, exploring professional associations dedicated to

leadership development and independent reading on leadership. Within the article,

Anderson lists books, seven websites and four organizations with which any individual

may learn basic principles to develop, or improve, leadership skills. Undoubtedly, this

concept of "leaders as learners" presents a fundamental core in current leadership studies

(Belasco & Stayer, 1993; Bennis & Nanus, 2003; Burns, 1978; Conger, 2002; Hornsby

& Warkoczeski, 2000; Kouzes & Posner, 1999; Maxwell, 1999).

Coalescing Leadership in TESOL

An evolution of thought from professionalism to leadership also appears in the

theme of the 2006 TESOL international conference in Tampa, Florida for it was the first

time that the terms 'lead' or 'leadership' had appeared in a convention slogan. With the

"Daring to Lead" theme visible on convention ads, book bags, and other materials, the

organization promoted leadership as an important concept, codifying and reifying the

term for members in all aspects of the field. Not only did the conference offer sessions and workshops directed towards leadership development; but further, the organization offered a Leadership Development Certificate Program (LDCP) to develop leadership for the association and affiliate members. Previously only available to board members, affiliate and caucus leaders, the leadership development certificate became available in 2004 to the general membership. By offering the certificate to all members, the TESOL organization recognizes the value of leadership for both officers and the individual member, respectively. Even more, it sends the message that leadership is important for everyone.

A publication in 2008 further signified a coalescence of the field by 35 TESOL leaders who collaborated to contribute chapters to a volume dedicated to leadership in English language teaching. The book was significant for the field in that it united scholars for one publication devoted to leadership in our discipline. Serving as the first book with this focus, *Leadership in English Language Teaching and Learning* (2008) explores definitions and shares leadership skills for English language teachers in diverse contexts situated in the TESOL field. The book contains five parts, each devoted to an important aspect of leadership in English language teaching: theories, interpersonal and communication strategies, personal organizational skills and strategies, program organizational skills and strategies, and leadership issues in U.S. public schools.

Until recently, few articles or publications focused directly on leadership for English language teachers; hence, this book is unique in its focus on efficiency, problem solving, skill sets, strategies, and resources for English language teachers. However, few authors in *Leadership in English Language Teaching and Learning* (2008) describe

leadership influences or how they developed personal leadership beliefs and practices, the

topics of this investigation. What influences have shaped TESOL leaders? How have

these leaders developed their beliefs and practices? How do TESOL leaders become

leaders? My research probes these questions to examine leadership influences, beliefs,

and practices that under gird the skills presented in the volume by Coombe, McCloskey,

Stephenson, and Anderson, to further expand the knowledge of leadership in the TESOL

field.

Summary of TESOL Leadership Literature

For three decades, scholarly work reveals a steady progression of thought in terms

of leadership and a movement toward principles of leadership study in the TESOL field.

Orem (1981), Murray (1992), Crandall (1993), Brown (1993), Auerbach (1991), and

Pennington (1991) establish direction and recognize actions that must be taken to

strengthen the TESOL field, while Johnson (2000) invites others to move on a path of

collaboration, strong communication and sustainability to build professional

communities. Urging us to become 'teacher intellectuals,' Brown and Auerbach ask us to

think about our roles as we interact with learners in language education contexts and to

equate learning with power. Equally important, Murphy (2003) and Stapa (2003) find that

vision guides both projects and people to a common goal; whereas, Smith (2003) and

Pennington encourage TESOL professionals to look to the field of organizational

management to develop additional managerial and leadership skills. Finally, bringing

leadership theory to light for TESOL professionals, Anderson (2005) and Murray (2005)

not only demonstrate "leaders as learners," but most importantly, leaders who develop

other leaders (Burns, 1978; Kotter, 1999; Maxwell, 2002) through mentoring and modeling.

Evolutionary thought by Anderson and Murray have initiated the conversation of leadership in the field of TESOL, but there is more to learn from leaders. Building upon previous scholarship, the following section will incorporate the origin and evolution of leadership theory and will identify current theories. Accordingly, this chapter looks to add to scholarship that will engage TESOL professionals interested in leadership study, impact the profession; and, in essence, illuminate ways for others to develop as leaders. Through this, I hope to follow Dr. Anderson's challenge to "use this information to lead from behind" (p.13), expanding leadership in the TESOL field and engaging English language teachers to become more effective leaders.

Defining Leadership

To begin an overview of leadership theory, it is important to provide a general definition in order to provide a basis for theory development (Stogdill, 1981). The problem with leadership, according to Burns (1978) is "that it is one of the most observed and least understood phenomena on earth" (p.2); furthermore, to find a concise definition proves just as difficult for there are multitudes from which to choose. For example, Kouzes and Posner (1995) declare that there are over 225 definitions of leadership in literature (p. viii), Bennis (1995) claims over 350 definitions, while Bass (1981) believes that " there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p. 7). Nevertheless, to initiate a discussion on leadership, a logical first step is to investigate how experts define it.

Definitions by noted scholars highlight various aspects of leadership. A general view describes meeting goals desired by both the leader and the followers (Burns, 1978). Current scholarship shows that effective leaders cope with change and utilize vision while motivating and inspiring others (Bennis and Goldsmith, 2003; Kotter, 1999) while a few maintain that leadership is not just vision, but a way to concentrate on solutions when easy answers are not available (Heifetz and Laurie, 1998). Certain scholars explain leadership as social change based on persuasion and serving (Greenleaf, 1996) while others maintain that it requires character to gain trust through commitment and collaboration (Bennis and Goldsmith, 2003).

Recent scholars such as McAndrew (2005) insist that the concept of leadership is actually based upon the "importance of a concept known as *peoplework*, the constant effort to involve and value all stakeholders, which is the primary focus of successful leaders" (p.5). Finally, some scholars believe that leadership involves skills that allow ordinary people to become extraordinary leaders (Kouzes and Posner, 1995). All definitions reveal that leadership is a multifaceted process of influence. Vocabulary such as vision, motivation, and aspiration are positive terms in leadership, ultimately important for every field and discipline. Not only do these terms have affirmative effects on those who work with leadership, but they have the potential to be transformational.

<center>Introduction to Leadership Theory</center>

The topic of leadership provokes diverse interpretations and perceptions. A single person or committee with authority and power over subordinates can produce a negative image of leadership. Dictators, unscrupulous kings, megalomaniacs or other types of ruthless rulers may be the initial images of leadership. For others, leadership may carry a

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negative connotation due to past mistakes and miscalculations by leaders in business, politics or other disciplines. On the other hand, some may imagine only special, elite individuals with extraordinary characteristics and superior attributes as being natural leaders, with other mere mortals as followers. Names such as Lincoln, Gandhi, Churchill, Roosevelt or King would fit this ideal of leadership. Other concepts of leadership may involve scenarios with a 'top down' approach that exerts control or influence upon subordinates with only a few people at the helm (Pearce and Conger, 2003). Certainly, leadership provokes a variety of images, opinions, and responses from those who ponder its legacy or possibilities. Nevertheless, to initiate leadership study, let us locate it in the human timeline.

<center>Historical Foundations of Leadership</center>

Leadership has been a topic of discussion since antiquity. Bass (1981) states that leadership is a "universal human phenomenon" (p. 5) where most groups have displayed leader and follower activities since the beginning of time, evidenced by tales of leaders contributing to civilization and society. One only has to pick up the Bible to realize such examples recognized over two thousand years later by only a first name: Noah, Esther, Joseph, Peter, Moses, Abraham, David, Jesus, and the ultimate leader, Jehovah (King James Version). Others interested in the art of leadership were Plato, Caesar, and other philosophers of the time, as well as ancient cultures such as the Chinese, Egyptians, and the ancient Greeks. Bass (1981) cites that the "scholarly highlight of the Renaissance…Machiavelli's *The Prince"* illustrates the variation of acceptability through cultures or time (p.1), but with themes still relevant today. Comparing Machiavelli with Lao-tzu, a sixth century B.C. Chinese philosopher, Wren (1995) illustrates the difference

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between the former, a leader who advocated deceit to retain power, to the latter, a leader who advocated selflessness. Clearly, leadership has been a topic of study in societies and groups for ages and will continue to fascinate those who wish to lead.

Historical foundations of leadership theory provided the first phase of scientific study. According to the *Oxford English Dictionary* (2002), the term "leader" appears in the English language around the year 1300, but leadership as a scientific study emerged during the early nineteenth century in writings about political influence and the British Parliament (Bass, 1981) and later recognized as an important factor in the management field during the Industrial Revolution. Chemers (1997) points to the early twentieth century as the first phase of scientific leadership development due to the development of intelligence tests and attention to human behavioral predictors and traits. Clearly, emergent issues in various disciplines melded to form the field of leadership: psychology, politics, business management and other disciplines (Bass, 1981; Burns, 1978; Chemers, 1997; Northouse, 1997; Pearce & Conger, 2003). See Figure 1 for fields contributing to modern leadership theory.
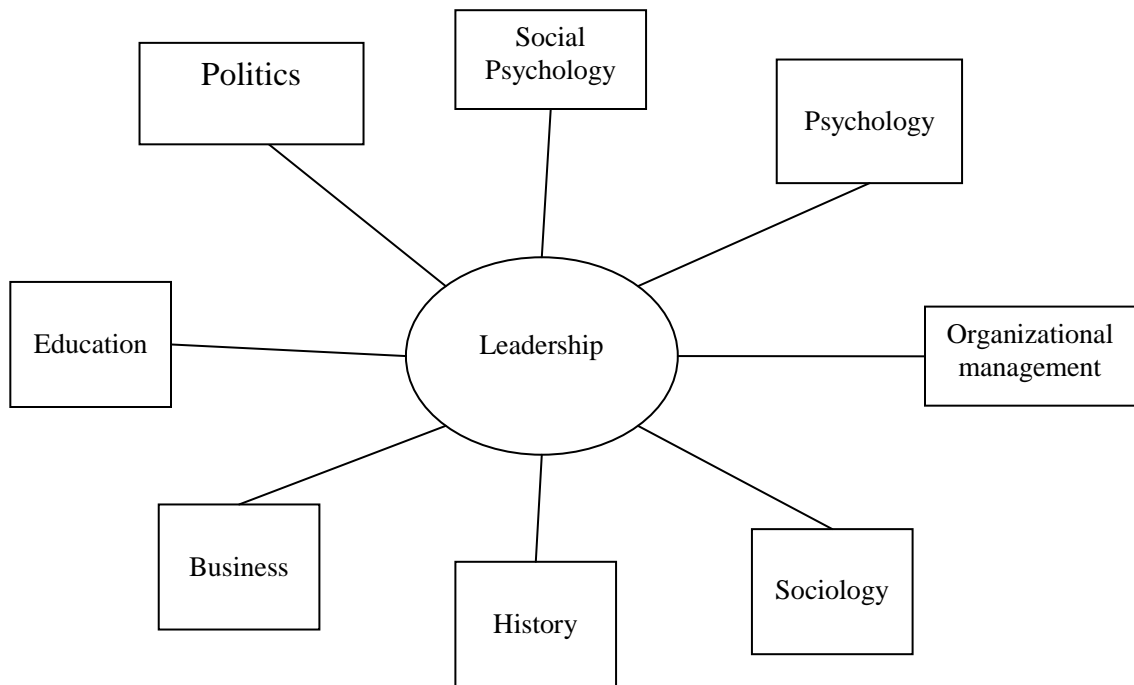
Figure 1. Fields contributing to modern leadership theory**.**

As an outgrowth of such diverse areas, it is easy to see why leadership study

proves a complex undertaking; nevertheless, leadership scholars have been able to chart

evolution and progress through various schools of thought. For example, in just the past

fifty years, Northouse (1997) counts " as many as 65 different classification systems

developed to define the dimensions of leadership" (p.2). In one example, Burns offers a

comprehensive review of theory and models according to *kind.* In a second example,

Chemers (1997) divides contemporary leadership theory into three periods: the trait

period from 1910 to WWII, the behavior period from WWII to the late 1960s, and the

contingency period, from the late 1960s to the present. These divisions illustrate theory

progression from within an individual, to exterior situations and environmental aspects.

Similarly, Avery (2004) describes four periods of leadership paradigms: classical,

transactional, visionary, and organic (p. 19). Through these four leadership paradigms, Avery describes eras, basis of leadership, source of follower commitment, and vision.

A theoretical analysis by Van Seters and Field (1990) offers a construct using "an evolutionary developmental approach…organized "into nine specific and ordered categories" (p.40). The nine eras are "Personality," "Influence," "Behavior," "Situation," "Contingency," "Transactional," "Anti-Leadership," "Culture," and "Transformational." This research is excellent both in presentation and organization for scholars and laymen alike are able to understand the evolution and progress of leadership theory. For the purpose of this study, I will rely on the analysis by Van Seters and Field to present a timeline of general leadership theory from the past century. This overview of general leadership paradigms will facilitate understanding of leadership paradigmatic shifts in the TESOL field.

<center>Evolution in Leadership Theory</center>

Personality era. Emerging from the fields of psychology, social psychology, philosophy and history, initial theory in formal leadership study began with the "Personality Era," with two sub-categories, the "Great Man Period" and the "Trait Period" (Bowden, 1927; Hook, 1943; Jenkins, 1947; Jennings, 1960). Theorists concluded that by studying the behavior and personality of great leaders throughout history, one could teach how to be a great leader by replicating leader actions. Although individual leaders were a traditional source of study for decades, a problem existed within this theory. Personalities and traits can be studied; however, they cannot be replicated by others. Although a one dimensional view of leadership, traits and personality later became variables of more complex theories.

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Influence and behavior eras. Van Seters and Field noted an article in the 1956 *Psychological* R*eview* titled " A Formal Theory of Social Power " which helped usher in the "Influence Era" and initiated the entrance of another factor: the relationship between the leader and followers (French, 1956). The "Power Relations Period" and "Persuasion Period" looked at the effect of leader power and influence upon subordinates. A turn in the evolution of leadership theory came in the early 1960s with the "Behavior Era" (Bass, 1960; Likert, 1961). From the fields of psychology, social psychology, sociology, and management, this era put a focus on leader behavior because the actions of the leader presupposed traits, personality and power as the dominant factor in the leader/follower relationship. The "Early Behavior Period" incorporated the concept that behavior traits could be taught for effective management and leadership. In this time, studies at Ohio and Michigan State identified two important behavior traits for effective managers: emphasis of task accomplishment and leader consideration for individual and group members (Griffen, Skivington, & Moorhead, 1987). The "Late Behavior Period" (Blake & Mouton, 1964; Marrow, Bowers & Seashore, 1967; McGregor, 1960) considered motivation and reinforcing behavior for desired results (Ashour and Johns, 1983) as effective leader practices.

Situation era. From the fields of social psychology and organizational management, leadership theory advanced with the "Situation Era" (Hook, 1943; Katz and Kahn, 1978) where dynamics other than those between the leader and subordinates were considered to be important. This era examined environmental variables, being in "the right place at the right time," and group roles (Stogdill, 1959; Homans, 1959). The "Socio-technical Period" combines both of the previous models, acknowledging that

leaders adapt their behaviors in content and context (Trist and Bamforth, 1951).

Advancement in this era recognizes group influences as an important factor in leadership

theory.

Contingency era. Van Seters and Field found the "Contingency Era" (Fiedler,

1964) of leadership theory a major advancement because all elements from previous eras

were deemed important variables. Elements such as behavior, personality, influence and

situation would impact the leader and choice of leadership style. From management, the

prominent "Path-Goal Theory" (Evans, 1970) focused on creating conditions that would

help subordinates to succeed by setting goals, creating enthusiasm, identifying obstacles,

providing training and resources, and rewarding achievement. Van Seters and Field point

out the drawbacks and limitations of the "Contingency Theory" due to little

understanding of 'leader and situation' interactions, but indicate that the theory

recognizes leadership as an interaction; thus, the contingency era signifies a step forward

in theory development.

Transactional era. Attention to leadership as an interaction continued in the

"Transactional Era." Influence was important again, but emphasis was now on the

reciprocal quality of the interaction between leader and subordinate, in particular, the

transactions that affect relationships between leader and subordinates (Greene, 1975;

Dansereau, Graen, Novak, & Sommerkamp, 1982). Because subordinates sometimes

confer leadership onto an emergent leader, the "Role Development Period" set forth the

idea that "leadership could sometimes reside in the subordinate and not in the leader at

all" (p. 36), prompting the authors to question where the domain of leadership lies and

who could lead.

Anti-leadership era. The 1960s and 1970s brought upheaval and doubt to the nation which also impacted leadership study. As the younger generation questioned 'the establishment' as a result of the Viet Nam War, the next leadership periods illustrated the influence of history, culture and society on leadership process (Wren & Swatez, 1995; Chemers, 1997). Managerial perspective shifted during the 1960s and 1970s, opening participation to all members of a group, rather than those atop the organizational hierarchy (Johns & Moser, 2001). This period of uncertainty questioned the concept of leadership to its core principles and paved the way for shared leadership which would emerge years later. During the "Anti-Leadership Era," the "Ambiguity Period" also questioned where leadership was located, in fact, proposing that it existed only in the perception of the observer not from the actions or perceived actions of a leader (Mitchell, 1979). In this period, researchers wondered if leadership was only symbolic, while others suggested deserting the concept altogether.

Culture era. The previous era, the "Anti-Leadership Era," was tumultuous; therefore, it was not surprising to see the pendulum swing in the other direction, to the "Culture Era" (Pascale and Athos, 1981; Ouchi and Jaeger, 1978; Peters and Waterman, 1982; Schein, 1985; Manz and Sims, 1987). Influence shifted within the organization itself. Essentially, this concept supposes that leadership may not just occur in an individual or group, but throughout the entire organization. Eschewing a traditional focus on productivity and quantity, the Culture Era initiated a time of quality, derived from expectations and values (Van Seters & Field, 1990). A strong leader can enable the organization to create new leaders and maintain the culture.

Transformational era. A well known and promising era is one of the most recent, the "Transformational Era" (House, 1977; Burns, 1978; Field, 1989; Bass, 1985). This is a dynamic process based on intrinsic motivation and a proactive leader who is more radical than conservative, who is interested in innovation, creativity, and new ideas. This leader uses influence to motivate subordinates while creating a vision of potential opportunity. An analysis by Johns and Moser (2001) states that change and adaptability are central to this theory, by managing uncertainty and "by acting as a catalyst for change within an organization" (p.121), also known as a 'change agent.'

There are two periods in the Transformational Era, the "Charisma" and "Self-Fulfilling Prophecy Period." Building on the Culture Era and the emphasis on collective action, the "Charisma Period" has vision as the centerpiece. Shared between the leader, individual and group, the mission and vision become a state of mind. Van Seters and Field note that transforming leadership "is a comprehensive theory in which the leader traits, behaviors, influence, and situational factors combine to increase subordinate receptivity to ideological appeals" (House, 1977). Positive expectations and success are integral parts of the "Self-Fulfilling Prophecy Period," assisted by a leader who maintains focus and group cohesion. This model is transformative in name and by its effect on everyone in the organization. Achievement, improvement and self-actualization are changes that occur throughout the organization and for the betterment of everyone.

<center>Current Leadership Theory</center>

Fifteen years after the comprehensive analysis by Van Seters and Field, leadership theory continues to evolve and gain the attention of readers from a variety of fields. The availability of leadership materials through bookstores and on-line booksellers indicates

that the topic has never been more popular; in fact, a recent visit to a Borders bookstore

found five shelves devoted to the leadership category, adding evidence to its popularity.

Indeed, there are countless resources that make leadership training available: books,

tapes, journals, web sites, courses, training materials, and expert speakers available for

group training sessions. Due to interest from countless fields and disciplines, the field is

exploding with information in both print and on the World Wide Web. The burst of

publications, materials, training, and conferences indicates a field that is developing its

own identity and codifying itself through these materials. The following sections frame

current leadership theory into two universal leadership categories that prove especially

pertinent for TESOL professionals: individual and group leadership contexts.

Individual Leadership

A basic tenet of leadership is that it may be practiced by individuals. Indeed,

Bennis (1989) states that "learning to lead is a lot easier than most of us think it is,

because each of us contains the capacity for leadership" (p. 3).The following are current

theories of individual leadership.

Servant leadership. The sixth century Chinese philosopher Lao-tse once said that

"A leader is one who serves" (cited in Bethel, p.16). In 1970, Robert Greenleaf coined

the term 'Servant Leader' for an idea incorporating responsibility and personal strength in

service to others. Compared to other leadership models, the servant leader is unique for a

humanist view, employing vocabulary such as trust, caring, loving and believing in

people to influence others and make the world a better place. Larry Spears , the executive

director of the Greenleaf Center for Servant Leadership in Indianapolis, lists ten

characteristics of the servant leader: *listening*, *empathy*, *healing*, *awareness*, *persuasion*,

conceptualization, foresight, stewardship, commitment to the growth of people, and

building community (in Greenleaf, 2003, p.4). Surely, these characteristics of servant

leadership are compatible to those working in the TESOL field.

 Leading through encouragement. In *Encouraging the Heart*, Kouzes and Posner

(1999) describe how leadership may be expressed by rewarding, recognizing and

expressing genuine appreciation for the good work performed by others, as well as

offering social support. Kouzes and Posner (1999) point out that, "By lifting the spirits of

people in this way, we heighten awareness of organization expectations and humanize the

values and standards such that we motivate at a deep level" (p.28). As for acknowledging

"acts of special merit," Peters (1987) deems it wise, and pragmatic, to "celebrate what

you want to see more of " (p. 374). Personal involvement, caring, and trust act as

motivation in the relationship between leader and followers.

 Emotional intelligence. A unique focus on leadership can be found in the work of

Daniel Goleman (2002, 2002). After studying 188 companies, Goleman (2001) found

components of "self awareness, self-regulation, motivation, empathy, and social skill"

linked to strong leader performances (p.25). From that research, Goleman (2001)

contends that emotional intelligence is a vital skill necessary to be a leader for "it means

understanding your own and other people's emotional makeup well enough to move

people in the direction of accomplishing your company's goals" (p.2). Conger, Miles, and

Ashby (2002) add that these social, or "soft skills," (p. 216), also "enable leaders to

succeed by building rapport and cooperation with others, inspiring them to move in the

desired direction" (p. 217). McFarland, Senn, and Childress (1995) attest that 21st

Century leaders must steer past the usual descriptions of leadership; leaders in the new

century must "approach their lives and their organizations from a much more holistic standpoint, embracing within themselves a broad range of qualities, skills and behaviors" (p. 462), to improve practices in order to remain effective.

Demonstrations of character, keeping promises, and perceiving work as an opportunity to experience deeper meaning in life are also common themes to this group of leadership scholars. Many aspects of individual leadership may appeal to English language teachers, especially for those working as the sole TESOL professional in their building or district. Deemed best practices by leadership scholars, are these practices also valued by TESOL professionals? To what extent are these practices taking place within the TESOL field? ?

Leading Groups

Without doubt, leadership occurs with individuals, but Wren (1995) advises that "groups have special characteristics, and their own dynamics, which must be understood to lead successfully" (p.353). Commenting on the skill needed for groups, Bohlman and Deal (1995) add that "organizations do not change when we want them to, yet they change rapidly when we wish they would not" (p. 389). The following theories focus on group leadership and distributed responsibilities.

Shared leadership. Shared leadership denotes interaction and collaboration between leader and followers which is multi-directional, not just 'top down' in nature. Collective achievement, teamwork and shared responsibility are the hallmarks of this theory, which involves shifts from the typical paradigms involved in organizational hierarchies, such as ideas of 'command and control.' Pearce and Conger (2003) detail paradigm shifts from earlier theories towards shared leadership: a) it is distributed and

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interdependent, b) it is embedded in social interaction, and c) it is leadership as learning. Supporting this paradigm shift, John Kotter (1999) refers to leadership as a complex web of aligned relationships that does not work through a formal hierarchy, rather through team building and empowering employees to act on the shared vision maintained by the group or organization.

In an acclaimed classic, *On Becoming a Leader*, Warren Bennis (1989) recommends building effective group leadership through creating "social architecture capable of generating intellectual capital," such as "ideas, know-how, innovation, brains, knowledge, and expertise;" furthermore, groups generate "brain power," which determines success or failure for the organization (pp. xii-xiii). More to the point, Bennis adds "you get the best out of people by empowering them, by supporting them, by getting out of their way" (p. xiii). Lastly, Peters (1987) declares "the most efficient and effective route to bold change is the participation of everyone, every day, in incremental change" (p. 565). Unquestionably, these scholars tout both intellectual capital and talent of individuals, which will benefit and strengthen organizations as a whole. An advantage to any group, this kind of organizational power may be unleashed by the force of shared leadership.

In summary, current leadership theory emphasizes collaborative and distributive processes with a focus on learning for individuals and groups. Surely these theories are also applicable to the TESOL field due to its diverse contexts, from classrooms to board rooms. What do TESOL leaders believe in regard to effective groups and organizations? What do these beliefs have in common with current leadership theory? How do TESOL professionals lead within groups?

Finally, leadership is becoming a topic of interest in popular media, as well as for the general public. For example, the October 24, 2005 issue of *Newsweek* magazine highlights leadership not only on the front cover, but also features six articles in the special issue. With a cover title "How Women Lead: Twenty of America's Most Powerful Women on Their Lives---and the Lessons They've Learned," the magazine offers an exciting look at "leadership for the 21st century" (p.46) but with a gendered focus for the issue interviews powerful women to examine their beliefs, practices, successes and knowledge gained from leading others. Without doubt, leadership is gaining recognition as a valuable currency that may transform one both professionally, and personally. With interest from diverse fields and popular media, what is the response from the TESOL field in regard to leadership? Is it buried amid other topics of importance to our field? What is the state of leadership beliefs and practices in our own field? Furthermore, who is examining this phenomenon in the TESOL field?

<center>Teacher Leadership</center>

Traditionally, leadership training in American schools has been the province of superintendent and administrator positions in the organizational hierarchy of public schools (McKelvey, 1950; Tyack & Hansot, 1982; Gonzales, 2004), but less so of classroom teachers. Understandably, substantial training is necessary, for administrators must guide large groups of individuals, primarily faculty and students, but scholars in this section believe that teachers lead too (Gonzales, 2004; Hart, 1995; Hatch, White, & Faigenbaum, 2005; Lieberman & Miller, 2005; Silva, Gimbert & Nolan, 2000, Smylie, 1995; York-Barr & Duke, 2004).

Evolution of Teacher Leadership

Changes and trends over the past three decades have challenged the idea of one leader per school, expanding leadership roles to teachers' positions. The nascence of this evolutionary thinking may be pinpointed to April 26, 1983, when the National Commission on Excellence in Education issued a scathing report on the state of U.S. high schools that indicated students falling behind academically, resulting in a nation that may not be able to compete internationally (Wright, 2006). With this in mind, the publication of *A Nation at Risk* (NCEE, 1983) pointed out problems in public education and areas in need of reform, later prompting legislation in an effort to improve schools and student achievement. Three years later, the Carnegie report (1986)

A Nation Prepared: Teachers for the 21ˢᵗ Century pointed to teachers as primary forces to reform classroom instruction and improve student performance. These studies put a spotlight on teacher practices and indicated that the road to improve schools centers on the classroom teacher, thus, the genesis of teachers as leaders. But does this notion include TESOL professionals who work with mainstream teachers in the educational system? Are there differences in contexts within U.S. public schools that restrict TESOL professionals from assuming roles as teacher leaders?

Modern teacher leadership has been described in three waves (Gonzales, 2004; Silva, Gimbert & Nolan, 2000).The first wave began in the early 1980's, where roles for teachers had a "managerial aspect" and were realized in positions such as: department head, mentor teacher, head teacher, master teacher, among others (Silva, Gimbert & Nolan, 2000, p.1). Although viewed as leadership by administrators and others, the tasks were mainly concerned with efficiency of the system and added tasks to the teacher role.

During this time, TESOL professionals in public education suffered from low job status (Orem, 1981) which excluded many ESL teachers from the positions established during the first wave of teacher leadership.

The second wave of teacher leadership in the 1990s capitalized on the strength of teachers as instructional leaders by using their knowledge as staff and curriculum developers, moving teachers away from managerial aspects of schools toward a direction of pedagogy and positions such as 'team leader,' adding the role of teacher as change agent (Silva, Gimbert & Nolan, 2000; Gonzales, 2004). On the other hand, the 1990s found English language teachers still concerned with professional and employment contexts (Auerbach, 1991; Crandall, 1993; Murray, 1992) which excluded many from team leader positions created during the second wave of teacher leadership.

The third wave of teacher leadership focused on training and collaborative activities via assisting colleagues with professional development activities, mentoring, and problem solving (Silva, Gimbert & Nolan, 2000). By this time, TESOL had emerged as a field, developed an identity, matured, and had recognized issues of professionalism. As a result, TESOL professionals were more able to participate in the collaborative activities found in the third wave of teacher leadership, especially as a response to an upsurge in immigration and ELLs in U.S. classrooms. Through these waves, the last decade has evolved from the concept of teacher leadership as an appointed position and role, to a less structured, less formal and more emergent form of leadership (Smylie, 1995). Even more, TESOL professionals are poised to participate in emergent forms of leadership found in education today.

Books, journals, conferences, and district training opportunities offer proof that

the field of education embraces leadership for teachers, not only for the benefits that

teachers bring to school contexts, but as an asset to deal with substantial challenges that

schools must face today. Ballek, O'Rourke, Provenzano, and Bellamy (2005) make the

point:

> At the same time, the principal's job has become so complex that effective school
>
> leadership can no longer reside in one person. The challenges are so great and the
>
> results so critical that it is the rare principal in today's school who can do it alone
>
> (p.42).

Katzenmeyer and Moller (2001) agree, citing the pressures on schools such as

accountability for student achievement, increasing need for social services for students

and their families, and distractions that happen in the normal school day. The title of their

book, *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders,* boldly

proclaims the potential of teacher leadership and the effect that large numbers of

professionals can have on the field. Katzenmeyer and Moller (2001) explain:

> Teachers, the largest group of potential adult leaders in schools hold the most
>
> promise for unlimited contributions to school change and are a "giant resource
>
> that remains relatively untapped as school leaders struggle to make schools more
>
> responsive for students." (pp.vii-ix)

Teacher leadership has much to offer in the turbulent times now evident in public

education. An article by Hart (1995) asks that educators change their views on leadership

for the changing demands being placed on schools require "more flexible, inclusive, and

varied leadership models" (p.9). Supplementing this, Lieberman and Miller (2005) cite changes in the world, the economy, government life, public life, and demographics as having a profound effect on schools, making a case for the importance of TESOL professionals in these issues. They state:

> Educators in the United States are being asked to do more with less: school budgets are shrinking, principals are struggling to be instructional leaders in the face of huge management issues, and teachers are trying to meet the needs of increasingly diverse students at a time when a standardized, one-size-fits-all curriculum is mandated. (p.151)

To pursue maintenance of systems and progress towards these goals, teacher leadership scholars cite the importance of capacity building and sustainability where TESOL professionals surely play an integral role. Fullan (2005) proposes the idea of capacity building, which involves "…developing the collective ability---dispositions, skills, knowledge, motivation, and resources---to act together to bring about positive change" (p.4). Building on capacity, one must also promote sustainability, defined by Fullan (2005) as "continuous improvement, adaptation," and "collective problem solving in the face of complex challenges that keep arising," (p.22), a timely definition for educational contexts, particularly for English language teaching in public schools. According to Fullan, sustainability for individuals and systems becomes possible with help from leadership at all levels; therefore, teachers must lead collectively. As educators lead collectively, this prompts a question: where do TESOL leaders 'fit in?'

Trends Requiring Leadership in Education Today

For the past decade, a resurgence of immigration has impacted American schools, mainstream teachers, and TESOL professionals. Indeed, there has been an intense relocation of people with immigrants hailing from many nations. In an article syndicated from the *San Francisco Chronicle*, Lochhead (2006) reports one example:

The current migration of Mexicans and Central Americans to the United States is one of the largest diasporas in modern history, experts say. Roughly 10 percent of Mexico's population of about 107 million is now living in the United States, estimates show. About 15 percent of Mexico's labor force is working in the United States. (p.A16)

Immigration numbers indicate rapid growth for other groups as well. For example, Asian Pacific Americans showed an estimated population of over 14.4 million in 2005, nearly a 4.4 million jump in only five years (U.S. Census Bureau, 2000, 2005 and 2006). Defined as those originating in Asia or the Pacific Islands, this group comprises over 50 countries and ethnic groups, with significant differences in "geographical locations, paths of immigration, and levels of acculturation" (**www.iasb.uscourts.gov**), not to mention levels of English language proficiency**.**

Adult immigrants in the United States have a variety of needs. Along with those from Latin America, recent immigrants and refugees from Southeast Asia, such as Laotians, Cambodians, Vietnamese and Hmong also struggle with acculturation and linguistic isolation. Defined by the U.S. Census Bureau as households where "no person aged 14 or over speaks English at least 'very well,'" data from 2000 showed over 4.4 million households with over 11.9 million people as "linguistically isolated" (U.S.

Census Brief). Almost unexpected from a government statistical document, the news brief mentions the personal impact of linguistic isolation and lack of English abilities on daily activities, such as going to the grocery store, or with public services, such as medical personnel. A document from the Administrative Office of the U.S. Courts advises policy makers to evaluate needs for outreach and assistance to limited English-proficient members of the population; unfortunately, both documents stop short of offering solutions to the issues of education and linguistic isolation, namely, the expertise of teachers of English to speakers of other languages. Nevertheless, these documents emphasize that education and English language proficiency are vital issues for the new immigrant debate. As in earlier eras, the importance of teachers and the American school cannot be overstated in education today. Hence, the English language educator is at the nexus of one of the most challenging points in U.S. educational history.

Immigration's Impact on Schools Demands TESOL Leadership

Today, just as in past eras, immigrants are coming to the United States in record numbers, making a noticeable impact on public schools. The National Center for Educational Statistics (NCES, 2005) reports:

Between 1979 and 2003, the number of school-age children (ages 5-17) who spoke a language other than English at home grew from 3.8 million to 9.9 million, or from 9 percent to 19 percent of all children in the age group. From 1979 to 2003, the population of school-age children increased by 19 percent. In contrast, during this period, the number of such children who spoke a language other than English at home increased by 161 percent (National Center for Educational Statistics [NCES], 2005, para.1)

A closer look at immigration demographics portends a future impact on public schools. For example, reports by the Pew Hispanic Center (2005, 2008) describe a Hispanic population boom in the southeast of the United States where the median age for foreign-born Latinos is 27 years old, prime child-bearing years. Although the median age for U.S. born Latinos is 18, the median age in some settlements is much younger. The report reveals the median age in Hall County, Georgia and Randolph County, North Carolina is 5, while the median age in Franklin and Johnston Counties, North Carolina is age 4 (Pew Hispanic Center, 2005, p. 9), finding these children now enrolled in schools. The study warns that the impact of growth will be felt forcefully in the schools, not just in terms of change but also in the *speed* of change (pp. 37-38) with a dual impact on local schools:

> Coming out of homes where Spanish is spoken, they often present special needs for English-language instruction. And because this is a new population that has emerged quite suddenly, many school systems do not have the programs in place to deal with those needs (cited in TRPI, 2004).

Literature on teacher leadership does not ignore current challenges, for issues pertaining to English language learners now impact everyone. Lieberman and Miller (2005) mention the effect of two consecutive baby 'boomlets' that will bring new students into the schools, many who "come from diverse countries and ethnic groups, represent different language and cultures, and enter schools with unequal social capital" (p.152), transcending language to the most basic needs of human existence. Because many immigrants have left behind the social safety net of friends and family, basic needs may not be available for families already under stress, complicating academic progress

for students (Krashen, 1985). A problem in teacher leadership literature is that it does not

acknowledge a group within its ranks, the place of English language teachers.

Undoubtedly, TESOL professionals have skills and expertise direly needed in regard to

issues and challenges presently facing U.S. schools. As educators lead collectively, this

prompts a question: what roles can TESOL professionals play in this concept of teacher

leaders?

<div align="center">A Gap in Teacher Leadership for TESOL Professionals</div>

Literature on teacher leadership does not ignore current challenges; however, the

literature does not fully embrace the context and working conditions of TESOL

professionals, especially those in public schools who may work in vastly different

circumstances than mainstream teachers. In fact, Carnuccio, Huffman, O'Loughlin, and

Rosenthal (2008) warn that "the very nature of the environment in which educators of

ELLs in low-incidence settings find themselves often precludes them from being able to

take advantage of such models to become recognized leaders among their colleagues" (p.

204). Rather, these ESL teachers often cannot participate in general teacher leadership

models due to barriers such as responsibilities at multiple schools, itinerant schedules,

marginalization, and other challenges. How do TESOL leaders navigate challenges to

their roles as leaders? How do TESOL professionals lead in their local contexts?

In this chapter, leadership definitions by noted scholars reveal a variety of fields

that recognize the value of leadership that could also benefit the field of English language

teaching. Educators have long known the value of setting direction, educating,

communicating, producing, and accomplishing goals but, particularly, in the case of

English language teachers, leadership study leads to greater rewards for all stakeholders:

mainstream teachers, ELLs, school districts and English language teachers themselves. Good leadership principles maximize instructors' potential to realize a vision and influence others for greater purposes, which, in turn facilitates transformation in people, groups, organizations and systems. With current national trends of surging immigration and high stakes testing, this need has never been greater. It is clear that TESOL professionals are a part of the "critical partnership" described by Lieberman and Miller: a partnership that can transform schools through teacher leadership. In light of the current situation affecting public schools, specifically, exploding numbers of English language learners, unprepared mainstream teachers, and high expectations from the federal government through high stakes testing, it requires not only a critical partnership, but I contend it also calls for leadership.

The TESOL Professional's Place within Teacher Leadership

Originally envisioned as a professional association for English language teachers at all levels (J. Alatis, personal communication, March 27, 2007), reality has shaped the TESOL organization into something more. Responding to needs and challenges, the organization has stepped out in leadership to address present day problems. A cursory glance of interest sections on the website illustrates areas of service: adult education, bilingual education, intercultural communication, refugee concerns, as well as elementary and secondary schools. Notable for leadership in test preparation by creating the TOEFL (Test of English as a Foreign Language) exam (J. Alatis, personal communication, March 27, 2007), the organization also produces position statements on important issues to influence public policy, works on issues of advocacy for English language learners and writes national ESL standards for pre-K-12 students in U.S. public schools. Clearly, these

acts at the organizational level encourage and build support for those working in the field today; however, there is more to learn on the topic of leadership in the TESOL field.

As in past centuries, American schools are still the common ground to teach English, culture and citizenship to students (Dinnerstein & Reimers, 1999; Tyack, 1967); hence, TESOL professionals currently work in a time of great challenge. Converging forces from dramatic shifts in demographics, legislation and federal mandates, high-stakes testing and limited English proficiency of large numbers of students are putting new pressures on schools as never before. In this situation, it would be hard to argue with Kotter's (1995) advice: "more change demands more leadership" (p. 5) for these forces create a nexus, situating the TESOL professional in the center of these issues.

Fullan (2005) defines educational context as "the structure and culture within which one works...the tri-level contexts are school/community, district, and the system" (p.16), undoubtedly, a framework to which English language teachers are a vital component. Lieberman and Miller (2004) point out that teachers are in a unique position because of their proximity, knowledge and abilities to deal with teaching conditions in classrooms and schools to effect change. With that, I contend that leadership from TESOL professionals proves crucial in public education today due to their skills, expertise, and the integral role they must play to succeed in these challenges. These professionals are key to educating English language learners of all ages, dealing with difference and diversity within the structures of public schools and the ensuing demands of testing and other federal mandates. Given these facts, TESOL professionals are not only highly in demand, but need to serve as a guiding force in the U.S. education today. Even more, they should be serving as leaders.

Conclusion

Creation results when two fields meet. By studying scholarship from other fields, one explores ideas that enriches and informs one's practice. By fusing English language teaching and leadership theory, such creation can not only inform, but also inspire other practitioners and colleagues in the field.

Studying scholarly theory from multiple fields has informed my perspective of leadership. With Burns (1998), I understand the process as a little understood phenomenon which transforms stakeholders, groups, and organizations. Greenleaf (2003), Bennis (1989), and Kouzes and Posner (1999) illustrate effective practices for individual leaders while Wren (1995) and Pearce and Conger (2003) point out special characteristics and advantages of shared or group leadership. According to Bennis and Goldsmith (2003), effective leadership involves building partnerships through a shared vision while Wheatley (1999), Peters (1987), and Cashman (1999) ask us to consider positive aspects of change and chaos in the workplace and the appropriate leader response to these forces.

Influenced by scholars and personal experience, it is now possible for me to create a personal definition of leadership. Ignited by personal initiative, I believe that a leader creates a dynamic interaction among group members to move them towards common goals. Through elements of collaboration, motivation, and support, groups may achieve success for greater purposes. Furthermore, I realize that leadership proves a multi-faceted process that involves people and actions, resulting in a desired product-- success. Leaders maximize possibilities and potential through influence, which has the ability to transform people, groups, and systems. Finally, I presume that different contexts result in different

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forms of leadership. Recognizing that general teacher leadership holds limited potential for me as an English language teacher, I recognize the importance of studying leadership in my own field. What can we learn about leadership from TESOL leaders? What beliefs are held by these leaders? What practices result from these beliefs?

Four decades of leaders have propelled American TESOL into the entity that it is today. A roll call of these individuals would include James E. Alatis, H. Douglas Brown, Charles C. Fries, Robert Lado, Carolyn Graham, Diane Larsen-Freeman, Virginia French Allen, Betty Wallace Robinett, Harold Allen, Mary Finocchiaro, Robert B. Kaplan, John F. Fanselow, and Ruth Crymes. Some are so famous that only last names are necessary: Asher, Azar, Krashen, and Celce-Murcia. From teacher trainers, researchers, linguists, writers, methodologists, and classroom teachers, these examples have set the course for the field and have left a legacy for us to follow. Not only major achievers, these experts are phenomenal leaders.

There is much that we can learn from leaders in our own field. Scholars such as Anderson (2005, 2008), Murray (2005), Stephenson, McCloskey, and Coombe (2008) have begun the conversation on leadership in the TESOL field, but now, this study examines the phenomenon in greater depth. What are leadership beliefs of TESOL leaders? Undoubtedly, beliefs inform what people do. How do TESOL leaders practice leadership? This dissertation conducts an inquiry by examining leadership influences, beliefs, and practices of TESOL leaders, thereby making abstract concepts more concrete. By studying theory from leadership scholars and synthesizing what is valued in the TESOL profession, I hope to illuminate effective practices from those who have been leading all along.

CHAPTER 3

RESEARCH METHODS

Purpose

The purpose of this study is to discover leadership influences, beliefs and practices of TESOL leaders. Data gained from the perceptions and experiences of TESOL professionals reveal values, influences, beliefs, and practices in the art of leadership. This chapter describes methods and analyses used in the study, as well as the rationale for choices of methodology and participants.

Methods of Data Collection

This study employed 1) an online survey 2) interviews with two focus groups, and 3) interviews with established TESOL leaders to examine my research questions. In order to research leadership influences, beliefs, and practices of TESOL professionals currently working in the field, I created an online survey to gather data from a large number of professionals in a timely and efficient manner. The internet survey contained seven questions, the last question designed with a comment box to gather open ended narrative responses from participants (See Appendix B). The survey collected data for two weeks with a total of 241 respondents. When participation ceased after two weeks, I closed the survey and concentrated on data analysis. (See Appendix E for results).

Two focus groups, with a total of nine participants, added to interview data, allowing individuals to speak in- depth of their experiences on the topic while interacting with other leaders. One focus group contained three past presidents of TNTESOL (Tennessee TESOL), and a second group, comprised of three TESOL board members, represented diverse backgrounds and active leaders at both the state and national levels.

Individual interviews conducted with a total of 18 professionals acknowledged as leaders in the field permitted in-depth exploration of influences, beliefs, and practices of TESOL leaders. Interview participants either participated as individuals or in a focus group. Thirteen individual interviews took place in person and six interviews were conducted by email. There were six interview questions. (See Appendix D).

Research Questions

1. What leadership influences shape TESOL leaders?

In order to investigate leadership influences, this study asked participants via a questionnaire and interviews to reflect experiences that influenced their beliefs and practices. Questions 1, 3, 4 and 6 in the TESOL Leadership Survey probed leadership influence in roles, experiences, previous leadership study, training, and reflections on previous influences:

- Survey Question 1: What is your most recent leadership role?

- Survey Question 3: Have you ever studied leadership?

- Survey Question 4: Did you receive leadership training for the job you currently hold?

- Survey Question 6: What are leadership influences in your life?

Six interview questions adapted from successful leadership study (Bruce, 2005) also probed leadership influences by asking TESOL leaders to reflect on an effective leader they have met or observed:

- Interview Question 1: Tell about a good leader you have met or observed.

- Interview Question 2: Tell about TESOL leaders who you feel were effective. Why were they effective?

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- Interview Question 3: In your life, have you observed poor leadership examples? Why were they not effective?

- Interview Question 4: How do you practice leadership in your work?

- Interview Question 5: Tell me about your best leadership experience.

- Interview Question 6: What most influenced you to be a leader?

2. What leadership beliefs are held by TESOL leaders?

The questionnaire investigated leadership beliefs by asking participants to reflect on their roles, previous leadership study, training, and their self-view as a leader. Survey Question 7 provided a comment box for participants to further describe observations of effective leaders and their own experiences in leadership:

- Survey Question 7: Please describe a successful leadership experience in your life or one that you have observed someone else perform as an effective leader.

Ultimately, this survey question proved the most valuable source for collecting data on leadership beliefs. Interview questions 1-5 listed above also elicited leadership beliefs by asking participants to describe observations of effective leaders as well as examples from their own experiences.

3. What are effective leadership practices of TESOL leaders?

Survey participants revealed leadership practices primarily through the comment box provided in Question 7 in the questionnaire. Interview questions also elicited responses on effective practices of TESOL leaders by asking them to reflect on observations of other effective leaders and their own best leadership experiences. From this, participant responses described observations and experiences that resulted from effective or ineffective leaders.

By using a "multiple methods" approach, I followed Reinharz's (1992) endorsement to "enhance understanding both by adding layers of information and by using one type of data to validate or refine another" (p. 201) to fully flesh out the leadership phenomenon. This study did not employ an operational definition of leadership but allowed for respondent interpretation of the term, which in turn, allowed exploration of perceptions, attributes, and characteristics of leaders in the TESOL profession. Accordingly, since this research examines how educators theorize leadership, TESOL professionals provided their own definitions for leadership during the study.

<div align="center">Survey</div>

An online survey provided a system of data collection to reach a large number of TESOL professionals in a timely and efficient manner. As a member of four email discussion groups for English language educators, I used these listservs to contact a large group of TESOL professionals and to invite participation in the online survey. Technical advances in internet sites for professional networking plus availability of excellent commercial survey creation programs enabled data collection online. Most importantly, an online survey enabled me to quickly reach a cross section of professionals from coast to coast in a timely, convenient, and economical manner, while at the same time providing important qualitative data. The survey prompted participants to disclose leadership preparation, influences, beliefs, practices, and personal experiences while maintaining anonymity.

I selected *SurveyMonkey.com* as the internet survey instrument based on its assistance with design and instantaneous results tabulation, saving me substantial time in

data entry, 'wait time,' plus convenience for instant analysis. To establish a leadership

background of the respondents, the survey probed these areas:

1. most recent leadership role

2. years of experience in leadership role

3. previous leadership study

4. leadership training for current role

Survey questions five and six probed leadership influences and beliefs

5. leadership identity

6. source of leadership influence

Question 7 probed leadership influences, beliefs, and practices of TESOL leaders to

answer all three research questions.

7. reflections of successful leadership experiences

Survey Questions

In all, the survey utilized the following questions:

1. What is your most recent leadership role?

2. How many years have you worked in the role checked above?

3. Have you ever studied leadership?

4. Did you receive leadership training for the job you currently hold?

5. Do you consider yourself to be a leader?

6. What or who are leadership influences in your life?

7. Please describe a successful leadership experience in your life or one that you have

observed someone else perform as an effective leader.

Before launching the survey, I conducted a pilot study to ensure that the survey questions and answer choices were clear and appropriate. In the trial run, ten TESOL colleagues evaluated the instrument for clarity, demographic appropriateness, organization, instructions, presentation and overall format which assisted me to "collect feedback about how it works and whether it performs the job that it has been designed for" (Dornyei, 2003, p. 63), making the instrument more concise, and helping me to make adjustments in instrument design.

Survey Participants

For the purpose of this study, the following steps were taken in order to contact survey participants. First, an email invitation to participate was posted to six listservs devoted to English language teaching: TESLK-12, TennesseeESLTeachers, CarolinaTESOL, Georgia TESOL, CATESOL (California TESOL) and NYTESOL (New York TESOL). These listservs were selected due to growth of ELL populations within those states and the activity/response level of members posting on the listservs. Next, I contacted the moderators for the TESOL Elementary and Secondary Interest Sections to obtain permission to send the survey to listserv members. After receiving permission from the TESOL organization, listserv moderators contacted me to verify permission to post my survey on both Interest Section listservs. Two additional TESOL interest section listserv moderators were contacted but did not respond. Next, I sent a message containing a hyperlink to the survey to each listserv to describe the study and to invite participation. By contacting these professional listservs, the survey reached for national coverage, allowing a large intersection of English language teachers to share leadership beliefs, practices, and experiences through electronic interview methods.

At the end of the survey, participants had an opportunity to add ideas and personal experiences through the comment box for Question 7 which asked them to tell about a leadership experience. This textbox allowed respondents to describe observations of leadership in others or from their own experiences. Narratives of experiences are an effective means to describe beliefs and practices that reveal the phenomenon of leadership; therefore, valuable data was gained through a narrative section. Respondents who completed the narrative section provided personal experiences and stories that illuminated the study and took the research into an extra dimension that cannot be found in an ordinary survey. This open ended question provided a qualitative approach necessary to capture everyday realities in the field of English language teaching. Especially important for qualitative research, the narrative section was saved and then printed to allow data coding and analysis (Erlandson, Harris, Skipper & Allen, 1993; Guba & Lincoln, 1981). I provided my e-mail address to respondents at the end of the survey in case they wanted to discuss the topic further or ask questions. See Appendix B for the complete survey.

<div align="center">Survey Data Analysis</div>

SurveyMonkey generates graphs to display results from each survey question and in turn lends quantitative data to the study. For narrative responses, I printed copies of comment box responses and then used highlighter pens to code emergent themes and connect in grounded theory. Multiple readings enabled narrative coding which grounds the researcher in the survey data (see Appendix C for a list of coding themes). Ryan and Bernard (2003) explain that grounded theory is "an iterative process by which the analyst becomes more 'grounded' in the data and develops increasingly richer concepts and

models of how the phenomenon being studied really works" (p. 279). To that end, I printed the computer graphs in order to prepare narrative analysis notes and frequency graphs to better understand survey data.

Emergent themes and subsequent coding strategies became more clear after multiple readings of data gathered from the narrative section of Question 7 (Erlandson, Harris, Skipper & Allen, 1993; Guba & Lincoln, 1985) which asked respondents to describe a successful leadership experience. I looked for trends in these responses such as leadership definitions, beliefs, practices, preferences, experiences, and examples of leader role models. In addition, I looked for trends such as processes, actions, assumptions, relationships and other emerging themes in the data (Erlandson, Harris, Skipper & Allen, 1993; Guba & Lincoln, 1985; Ryan and Bernard, 2003). Typically, a researcher can be overwhelmed with data; therefore, color coding and graphs proved an essential process for organization and analysis, which in the end, increased my understanding of leadership in the TESOL field. I present survey findings and data analysis in Chapter Four.

Criteria for Selecting Interview Participants

Leaders have established reputations and are in the forefront of their fields. For the purpose of this study, I employed the following criteria to identify TESOL leaders:

1. individuals known for innovation or creation in the field

2. individuals who have served as officers in TESOL

3. individuals who have worked in service to other areas of the organization

4. individuals identified as leaders by other TESOL leaders

5. individuals recognized within the field in the tribute edition issue of *ESL Magazine* (January/February, 1999) as *American ESL Pioneers*

A unique source of data, the January/February issue of *ESL Magazine* (1999) titled "A Tribute to American ESL Pioneers" identifies 30 TESOL leaders, including their professional profile, career highlights, and "advice to ESL professionals." Five leaders featured in this tribute edition granted interviews and participated in this study: Alatis, Crandall, Fanselow, Krashen, and Larsen-Freeman.

Focus Group Interviews

One type of interview conducted with TESOL leaders was the focus group interview, described by Reinharz (1992) as fewer than 10 people, "established by the researcher for a one time discussion of a topic" (p. 222). Participants responded to questions and held a discussion, which was tape recorded and transcribed to enable data analysis. Madriz (2003) regards focus groups as a "collective testimony" and a form of "multi-vocal conversation" which was well suited to my dissertation topic (p.374). Knowledge can be obtained and better understood by asking people about their lives and social worlds (Holstein and Gubrium, 2003); therefore, it was a "more integrative, experiential approach to research" that gave me "access to the opinions, viewpoints, attitudes, and experiences" (Madriz, 2003, p.374) of leadership practices. An additional benefit to focus groups is they lead to deeper discussion and interaction among the participants. As a result, this process prompts memories and leadership ideas that lead to quality data.

I conducted two focus groups comprised of state and national TESOL leaders. See Table 1 for an overview of the TNTESOL focus group.

Table 1

Overview of TNTESOL Focus Group

Component	Descriptors
Contact Method:	In person at the December TNTESOL Board Meeting in Nashville
Interview Date:	March 2007 before the TNTESOL Executive Board Meeting
Interview Location:	Interviews took place at a private restaurant in Columbia, TN which catered the dinner for the TNTESOL Executive Board Meeting. Participants met together for the group interview before the dinner meeting.
Participants:	Diana Zadeh, TNTESOL President 1994
	Jan Lanier, TNTESOL President 2004
	Beverly Hearn, TNTESOL President 2006

Three members of the TNTESOL Executive Board comprised one focus group because they were TESOL professionals who had taken the next step towards leadership in a state organization by serving as affiliate president. Not only do these board members reflect the diverse TESOL field categories listed in Chapter One, but they have significant experience in various work environments such as classrooms, intensive English language programs, college programs, and even a state department of education. To access these board members in one location, the focus group interviews were

conducted during the 2007 TNTESOL state conference in Columbia, Tennessee. As a member-at- large to the Executive Board, I also attended the meetings so I was able to interview them before the meeting using a cassette and a digital tape recorder. The focus group members took turns answering the questions, listening to the others' remarks, and commenting further on their experiences.

A second focus group comprised of three TESOL Board members met in March 2007 during the international TESOL conference in Seattle. See Table 2 for an overview of the TESOL focus group.

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Table 2

Overview of TESOL Focus Group

Component	Descriptors
Contact Method:	Email invitation to Christine Coombe, TESOL Board member, to participate in the study. Two TESOL Board members arrived with her and were invited to join the interview which completed the focus group.
Interview Date:	March, 2007 during the Seattle TESOL Conference
Interview Location:	Seattle Sheraton Hotel Club Lounge
Participants:	Christine Coombe, TESOL Board Member 2004-2007
	Marcia Fisk-Ong, TESOL Board Member 2007-2010
	John Schmidt, TESOL Board Member 2006-2009

_____

The second focus group took place at the 2007 TESOL Seattle conference. First, I contacted Christine Coombe by email two weeks before the Seattle conference to invite her participation in the study. When we met at the Club Lounge of the Sheraton Hotel, Coombe was accompanied by two other board members who had just finished a meeting. They were immediately invited to join the interview, thus creating an excellent opportunity for a focus group. The expertise of these board members provided a wealth of knowledge from which to study leadership.

Individual Interviews

Thirteen individual interviews with TESOL leaders were conducted during the 2007 TESOL conference in Seattle and six leaders participated by email. These leaders also work tirelessly in professional organizations and affiliates and often have a reputation for publishing, teaching, fighting for social justice, using technology in new ways to benefit language learning, innovating, or creating theory; consequently, their experiences and ideas contained valuable information that was explored in regard to leadership. Semi-structured interviews provided an opportunity for interviewees to contribute perceptions, ideas and personal experience in a spontaneous, yet meaningful, manner, providing a "rich picture of the experience of those involved" as leaders (Richards, 2003, p.21). Interview narratives afforded knowledge and valuable ideas on leadership so integral to this study. I used interview questions that proved successful in previous leadership research (Bruce, 2005).

Interview Questions

All interview participants, both individuals and focus group participants, responded to the same questions:

    1. Tell more about a good leader you have met or observed.

    2. Tell me about TESOL leaders who you feel were effective.

      Why were they effective?

    3. Tell about poor leadership examples.

    4. How do you practice leadership in your work?

    5. Tell me about your best personal leadership experience.

      Why was it your best time as a leader?

    6. Who or what influenced you to be a leader?

I will present findings from the TESOL leader interviews in chapter five detailing influences, beliefs, and practices of study participants. Chapter five is a critical chapter since this may be one of the first formal studies of leadership in the TESOL field. By examining general leadership theory and applying it to evidence gleaned in this study, I identified leadership influences, beliefs and practices of TESOL professionals. The methodology in this chapter leads to survey and interview results that reveal the active process of leadership in the TESOL field. By opening the conversation using a survey and interviews, my research reveals the dynamic phenomenon of leadership in the TESOL field.

CHAPTER 4

SURVEY RESULTS

This chapter examines results from an online survey comprised of four single

answer questions, two multiple choice/multi-answer questions, and one open narrative

section which allowed respondents to write about their leadership experiences at length.

Each question is presented individually, followed by a graph and explanation of the data

gathered from the survey. Narrative results reveal leadership beliefs, alternative theories,

previous preparation in leadership, influences, effective and ineffective practices, plus

insight gained from participants' observations and experiences.

The online survey gathered data for two weeks to probe leadership beliefs and

practices from a cross section of professionals currently working in the TESOL field. An

invitation to participate in this study was sent to three state listservs, one national ESL

listserv as well as two listservs representing TESOL interest sections. The decision to

collect data for only two weeks was based on the fact that listservs offer access to large

groups of TESOL professionals who respond quickly to email queries. Response to the

survey was steady, with over 100 responses in the first week, ending with 241 completed

surveys by the end of the two week period.

Demographics

Survey questions 1-6 gathered demographic information on previous leadership

training, self identity, and leadership influences upon individuals. From this, survey

questions 1 and 2 gathered demographic information from respondents regarding their

most recent leadership role and number of years served in that position. Answers to the

first two questions revealed the populations responding to the survey in regard to roles/titles and duration of leadership experiences. (See Appendix D).

Question 1

What is your most recent leadership role? Since the survey was sent to six professional listservs, the responses to question 1 established the participants as active professionals in the TESOL field. Respondents selected from the ten options or wrote answers in a box marked 'other' to record choices not found in the answer options. Overall 214 respondents answered Question 1.

Fifty-two respondents used the 'other' box to add roles, such as three principals, a Cognizant Technical Officer for USAID, a publishing consultant, a Carolina TESOL co-chair, a division director of a language research organization, an assistant director of a university ESL program, a Title III Consortium Director, a supervising editor for ESL and World Languages at an educational publisher, ELL coordinators, supervisors and program directors. Forty-four respondents skipped Question 1. An assumption can be made that some of the 44 participants may be graduate students or others who have not yet served in a leadership role. A flaw in the survey design did not activate the 'logic' that would require an answer before moving forward in the survey so these respondents moved past this question without marking a response.

Purposefully, Question 1 contained traditional leadership roles, but did not accommodate teachers who have no additional leadership title. Four respondents challenged this lack of representation in leadership categories in the 'other' answer box, answering that they are leaders due to their position as the sole ESL teacher in their respective schools. One respondent registered indignation, stating responsibilities as "sole

ESL everything for the district, from facilitator/coordinator for the program, to liaison for

the state and federal governments, as well as the only teacher for the entire district. Is that

a leadership role?" These responses reinforce the notion of teacher leadership and

Anderson's declaration that all English language teachers are leaders. See Figure 2.

1. What is your most recent leadership role?	Response Percent	Response Count
I have not yet served in a leadership role.	23.4%	50
Lead teacher	33.2%	71
Department chair	17.3%	37
School Supervisor	5.6%	12
Director of a language institute	2.3%	5
position with the State Department of Education	1.9%	4
Officer in an interest section	1.4%	3
Elected officer in a local organization	5.1%	11
Elected officer in a state organization	8.4%	18
Elected officer in a national organization	1.4%	3
Other (please specify) view		52
answered question		214
skipped question		44

Figure 2. Survey question 1.

Responses to question one confirm that survey participants were established in the profession of English language teaching. Responses to the 'other' box also demonstrated the diversity of leadership roles within the TESOL field. Most notable in Question 1 is the percentage of individuals who report that they have not yet served in a leadership role at 23.4% (*n* = 50 respondents).

Question 2

How many years have you served in the role checked above? Question 2 gathered data on respondents' length of time served in the leadership role indicated in question one. This was a forced choice question requiring participants to answer with one of seven possible options. See Figure 3.

2. How many years have you worked in the role checked above?		Response Percent	Response Count
I didn't check a role above.		19.4%	50
less than one year		7.4%	19
1-5 years		48.8%	126
6-10 years		20.2%	52
11-20 year		4.3%	11
21-30 years		0.0%	0
more than 30 years		0.0%	0
		answered question	258
		skipped question	0

Figure 3. Survey question 2.

Overall 258 respondents answered Question 2. No respondents checked '21-30 years' or 'more than 30 years' to have served in a leadership role. Interestingly, there is no evidence in the data for the lack of response from those who have served 21 years or more in a leadership role.

Because 73.3% (n =189 respondents) have served for several years in a leadership role, the results for Question 2 add cogency to the study; furthermore, Questions 1 and 2 establish that the respondents are experienced professionals in the field of English language teaching. Of the respondents who participated in the survey, almost half have served less than five years and are still relatively new to their positions. With 19.4 % (n = 50) of respondents indicating no previous history of leadership in the survey, it shows a number of individuals who would benefit from leadership training in their present positions as well as future roles.

Question 3

Have you ever studied leadership? Question 3 asked respondents about previous leadership study and the source of their leadership training. With eight choices, respondents could mark multiple answers, if necessary, indicating all methods by which they had studied leadership. A box marked 'other' allowed survey participants to record other experiences by which they had studied leadership. Overall 218 respondents answered Question 3. Thirty-seven individuals used the 'other' option to record the source of their leadership training: 18 respondents with degrees in educational leadership or administration, a principal, a Boy Scout leader who completed the Woodbadge (highest leader training available and recognized by the military), a Bilingual Administrative Program, a mentoring workshop, a leadership retreat to earn a certificate

in non-profit management through community organizing, a Teachers as Leaders

program, a sales manager of a real estate firm before becoming a teacher, leadership

training through the state and national PTA organization, and a youth

leadership training group for 13 months in Uruguay. See Figure 4.

3. Have you ever studied leadership? Please check all that apply.		Response Percent	Response Count
I have never studied leadership.		31.7%	69
Yes, as a discussion topic in a class.		26.1%	57
Yes, by independent reading on my own.		34.9%	76
Yes, I took a quarter/semester long leadership course.		14.2%	31
Yes, through military service or officer training.		3.2%	7
Yes, through the TESOL Leadership Development Certificate Program (LDCP)		5.0%	11
Yes, through a business education course.		6.0%	13
Yes, through a work setting.		31.2%	68
Other (please specify) view			37
		answered question	218
		skipped question	40

Figure 4. Survey question 3.

This survey question illuminates an important fact: that not only are TESOL professionals interested in leadership study, but they seek it independently. Although the aspect of 'self selection' of participants may explain the high interest in leadership (Dörnyei, 2003), it is significant that 34.9% ($n = 76$) of the survey participants are interested in leadership study and are taking the initiative to search for leadership through independent reading. By combining the percentages from participants learning leadership through independent study with those who have attended a TESOL Leadership Development Certificate Program, the total accounts for over half, or 54.15 % ($n = 87$) of the responses to this question for those seeking leadership training above what is required to complete a degree or what is mandated by an employer. On the other hand, almost a third of respondents, or 31.7% ($n = 69$), have never studied leadership, indicating a vacuum in regard to respondents' leadership preparation for English language teaching.

Survey responses show that only 26.1% ($n = 57$) have studied leadership as a discussion topic in a class, indicating an opportunity for English language departments in colleges and universities to expand curriculum in this area. Although 14.2% ($n = 31$) studied leadership in a quarter/semester long class setting, 18 respondents told of leadership training through degrees for educational leadership and administration, which is primarily for training principals and superintendents in guiding schools and school systems. Only 5.0% ($n = 11$) respondents have attended the TESOL Leadership Development Certificate Program (LDCP), perhaps due to the expense of attending an international conference. Conclusively, a substantial number of participants, 31.7% ($n = 69$), work in the TESOL field with scant leadership training for work in English language teaching. The information presented in survey Question 3 supports the purpose

of this dissertation, to learn beliefs and specific leadership practices of TESOL leaders to inform others working in the field of English language teaching.

Question 4

Did you receive leadership training for the job you currently hold? Four answer options ranged from no training, little training, sufficient training, and a great deal of training for their current jobs. Listservs, especially in the case of the TennesseeESL listserv, include members who are still graduate students and not currently working in the field, which may explain 10 skipped responses. Overall 248 participants answered question 5. For results, see Figure 5.

4. Did you receive leadership training for the job you currently hold?		Response Percent	Response Count
I received no leadership training for this position.		64.5%	160
I received little leadership training for this position.		19.0%	47
I received sufficient leadership training for this position.		10.5%	26
I received a great deal of leadership training for this position.		6.0%	15
		answered question	248
		skipped question	10

Figure 5. Survey question 4.

Information gathered in Question 4 presents the most impressive statistic in the survey: an overwhelming majority of TESOL professionals have received little or no leadership training for their current jobs. Certainly, this information puts a spotlight on the workplace for TESOL professionals, many who are thrust into positions with no training for a new role. Results for Question 4 indicate the need for additional leadership training in the field of English language teaching.

Question 5

Do you consider yourself to be a leader? Question 5 probes leadership self-identity by asking if respondents consider themselves to be leaders. By offering a forced choice between three possibilities, respondents revealed their self-identity in regard to the role of leadership. Options in this question allowed individuals to express if they did not consider themselves a leader, a leader in small ways, or definitely considered themselves to be a leader. Instead of a simple 'yes' or 'no' option, respondents were given the 'leader in small ways' option in order to acknowledge a self-identity that is currently being constructed by the individual. See Figure 6.

5. Do you consider yourself to be a leader?			Response Percent	Response Count
I don't consider myself to be a leader.	▢		2.8%	7
Yes, in small ways.	▬▬▬▬▬		40.7%	100
Yes, I consider myself a leader.	▬▬▬▬▬▬		56.5%	139
			answered question	246
			skipped question	12

Figure 6. Survey question 5.

Out of 246 respondents who answered Question 5, approximately 97.2%

($n = 239$ respondents) have developed a leadership self-identity to some degree and at

varying levels. This statistic is noteworthy when compared with survey Questions 1 and

5. Question 1 shows 23.4% ($n = 50$) claim to not yet be serving in leadership roles while

64.5% ($n = 160$) indicated no leadership training for the job that they currently hold in

Question 4; yet, Question 5 shows that 97.2% ($n = 239$) consider themselves to be

leaders. Despite lack of leadership training or holding formal job titles, an overwhelming

majority of survey respondents consider themselves to be leaders.

Question 6

What are leadership influences in your life? Question 6 asked respondents to reveal leadership influences. The multiple choice/multiple answer question allowed respondents to indicate past leadership influences, including a family member, teacher, or professional colleague who, in some aspect of their career, had influenced them to become a leader. Alternately, respondents could also indicate if they had no leadership influence. Overall 236 respondents answered Question 6. Thirty respondents used the 'other' option to add influences not available in the answer choices. Twenty-two respondents did not answer Question 6.

Consistent with leadership interviews, respondents reported greatest leadership influence, 66.9% (*n*= 158 respondents), from a colleague at work. Figure 7 shows that half of the respondents, 50.0% (*n*= 118), were influenced by a parent and 45.8% (*n*= 108) were influenced by a college professor. Only 2.5% (*n*= 6) respondents stated that they have no leadership influences in their lives.

Using the 'other' box, 30 respondents added personal leadership influences such as friends, organizers in the women's and peace movements, writers such as Jack Kornfield and Pema Chodran, a life partner, a minister's wife, old college friends, friends in church, three mentioned husbands, and one mentioned previous business experience. Specific leadership influences from the professional arena include bosses, team members, administrators, supervisors, and principals. See Figure 7 for results of leadership influence.

6. What are leadership influences in your life? Please check the choices below who influenced you to become a leader.		Response Percent	Response Count
I have had no leadership influences in my life.		2.5%	6
A parent		50.0%	118
A family member other than a parent		24.6%	58
A teacher you encountered before high school graduation		33.5%	79
A professor during your college years		45.8%	108
A colleague at work		66.9%	158
A professional colleague who does not work with you		31.8%	75
A colleague you know through your state affiliate		13.6%	32
A colleague you know through your national organization		8.5%	20
A colleague in a TESOL interest section		4.7%	11
Other (please specify) [view]			30
		answered question	236
		skipped question	22

Figure 7. Survey question 6.

The top three leadership influences of survey respondents were colleagues at work,

parents, and professors during the college years. As one of the first studies to investigate

aspects of leadership influence in the field of English language teaching, it is important to

share the impact of these statistics to increase awareness of leadership impact on

students, colleagues, and team members. Only 2.5% (*n*= 6) of respondents have not

experienced leadership influences in their lives, provoking questions for further study in

regard to influences, opinions, and effects of leadership on individuals in English

language teaching contexts.

Question 7

> *Please describe a successful leadership experience in your life or one that you*
> *have observed someone else perform as an effective leader.* After completing Question 6,

respondents had the choice to finish the survey or to continue on to Question 7 in which a

text box was provided to record open-ended leadership experiences. This optional

question allowed participants to describe a successful leadership experience in their lives

or tell one that they had observed someone else perform as an effective leader. From a

total of 241 survey participants, 129 respondents chose to answer this question. By

providing narratives, respondents had an opportunity to provide rich description of

effective leaders and successful leadership experiences; even more, this question gave

respondents an opportunity to discuss influences, beliefs, practices, and philosophies on

leadership. Trends that emerged from narrative responses were recorded and analyzed.

The following sections summarize the data found in the narrative section in Question 7.

Survey Coverage

Study respondents were assured of anonymity, but several contacted me by email

to wish me luck, to express interest in the study and to request notification of the final

results. Although only 129 of 241 respondents completed Question 7, their input provides

a 'snapshot' of leadership as it exists in the TESOL field at this time. Narrative responses to survey Question 7 revealed substantial data containing leadership influences, beliefs, and practices. The results contributed data to the three research questions in this study describing leadership experiences that take place in classrooms, schools, district teams, board meetings, committees, affiliates and groups planning conferences, both large and small. Similar to interviews with TESOL leaders, it is primarily from those contexts and activities that leadership occurs in survey narratives.

Leadership Beliefs

Survey responses to Question 7 provided an opportunity for participants to share experiences that revealed beliefs and practices currently practiced in the TESOL field. When prompted to write about a successful leadership experience, participants recorded answers that reflected their attitudes and beliefs towards leadership. Some participants told of tasks, projects, or goals they had completed as leaders, but without providing additional information to describe the leadership process. Eight respondents offered leadership titles rather than practices, perhaps associating the two concepts, while other participants wrote lengthy accounts of experiences that identified leadership processes and outcomes as professionals working in the field of English language teaching.

Survey respondents reported many positive leadership experiences and effective leaders in English language teaching; alternately, respondents also shared negative attitudes toward leadership, such as, "leadership is problematic...I have no respect for traditional leaders or followers," and "leaders can be detrimental to society." Reflecting a view in contrast to current thinking in leadership theory, a third respondent suggested that an individual must be born with leadership abilities which are then honed by experience.

This position is antithetic to leadership scholars and TESOL leaders, such as Anderson and Murray, who declare that leadership skills can be learned and improved over time.

Narratives reveal ideas that equate leadership with a job title. When asked to describe effective leaders, many referred to administrators and department heads in their examples, rather than other individuals. This is not to say that these people were not practicing leadership; however, some respondents may look at these roles as a default concept of *leader*. For example, referring to incompetent leaders resulting in disgruntled teachers, a respondent with a business background wrote "I think that if there were an award system or recognition for leadership it would be a more desirable role." TESOL scholar, Neil Anderson (2005), refutes the conceptualization of 'leadership as a title' in his article "Leadership is Not About Position: Leading From Behind," stating that teachers are leaders even though they hold no 'official' title within their organization. Moreover, Anderson's scholarship is important for English language teachers working in public schools who are isolated from their TESOL colleagues and not empowered to become leaders within their institutions, making leadership training a necessity (Carnuccio, Huffman, O'Loughlin, & Rosenthal, 2008). By paying attention to current thinking by TESOL leaders and leadership scholars, results from this study can address gaps in knowledge and advance understanding to what constitutes leadership in the field and the issue of the 'leader' role for English language teachers.

Effective and Ineffective Leadership Practices

When asked to tell about an effective leadership experience, respondents reported positive experiences, describing leaders as "motivating," "inspiring," and "instilling trust and confidence," which resulted in successful endeavors. According to survey

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respondents, products of good leadership are successfully running meetings, increasing student numbers in language schools, effectively leading team work, "optimizing team potential" and "empowering others." Effective leadership practices from narratives were coded and analyzed by the ten effective practices identified by TESOL leaders and will appear in chapter six for discussion. See Appendix F for narrative frequency of themes.

Ineffective leadership practices are also evident in survey narratives, which detail the negative effects and disastrous outcomes that are products from poor leaders. Respondents use terms such as "incompetent," "ineffective and distrustful" to describe poor leaders. Anonymity allowed one respondent to admit the inability to "pinpoint a specific instance of a successful leadership experience," calling "purported 'leaders'" in the district "fear mongering fakes." Additional responses described poor leaders who "abuse titles in order to force change in others," and a supervisor "who pits teacher against teacher" resulting in "demoralized and disorganized" groups who are "ready to quit." Three people responded that they observed poor leaders and tried to do the opposite, "wanting to do better" than their experiences at work.

One respondent with a business background describes leaders who do not seem to know how to run effective meetings, set goals, or achieve success on projects, expressing a preference for leadership found in business models, but thinking that "true leadership" could "go hand in hand" with "the empathy and care that a non-profit or a school should emote." Although leadership evolved from many disciplines, not just the business model, this participant offers an intuitive response to leadership in English teaching. Clearly, the frustration noted in this narrative could be addressed by revelations in this study, for

leadership particular to the TESOL field offers specific practices for those working in the contexts of English language teaching.

Finally, survey narratives allow respondents to share special insight on leadership gained from their own experience or from observing effective leaders. A few respondents entering the ESL field in mid-career comment on leadership in conjunction with great challenges in their new jobs. "I am 56 years old; this is my third or fourth career and I have been teaching ESOL for 12 years. Although I've had management jobs and been responsible for megabucks budgets, none have been as challenging as leading my small groups of young ELLs to high levels of language and literacy proficiency." This response captures the fundamental challenge facing ESL teachers, highlighting the need for leadership specifically for English language teaching contexts.

Many respondents conceptualize leadership and hold beliefs that align with current theory. For example, a TESOL professional recalled a summer job, post college years, working as a whitewater river guide, which constantly tested their leadership ability in crisis situations. Now a supervisor, this respondent clearly understands leadership theory, reflecting, "It was an interesting training ground for my later roles as supervisor, though there is a notable difference between the kind of authoritarian style required to run a trip in risky conditions, and the collaborative leadership which better serves an educational leader." Interestingly, this individual connected past experience as a river guide to their current career, coincidentally naming the most valued leadership practice in this study-collaboration. Certainly, the understanding that this respondent shares should be expanded to others across the field to show how leadership practices specific to English language teaching can inform TESOL professionals. In the next

chapter, this dissertation will discuss data from interviews with TESOL leaders to present effective leadership beliefs and practices in the TESOL field.

Conclusion

Conducting research through an online survey to a cross section of TESOL professionals gave a snapshot of leadership in the United States today. Results from 241 participants show that building relationships and peoplework are the most valued leadership practice . Survey narratives revealed that listening and effective communication ranked second as a leadership practice, followed by collaboration in third place. The survey informed this study on aspects of leadership roles and time served in present roles, finding many leaders in positions for less than five years. Although interested in leadership development, a majority of participants have received little to no training, yet have a healthy leadership self-identity and consider themselves to be leaders. Survey results show that English language teachers who lack leadership influences in childhood will have opportunities later in the classroom, with colleagues, or within professional organizations in the form of role models and mentors. Finally, TESOL professionals shared leadership beliefs and practices from a wealth of life experiences, creating one of the first discussions of leadership in English language teaching on a national level.

CHAPTER 5

ANALYSIS OF INTERVIEWS WITH TESOL LEADERS

This chapter analyzes data from interviews with 25 individuals identified as TESOL leaders. Interviews took place at the 2007 TESOL Seattle international conference and the 2007 TNTESOL state conference. Eight leaders who were not available in person participated by email. Eleven leaders were interviewed individually and six additional leaders were interviewed within two separate focus groups. One focus group was comprised of three TNTESOL board members and the other was comprised of three TESOL board members, sampling leaders at both state and national levels. In this study, it was important to use interviews from both individuals and focus groups to probe underlying beliefs, influences, and practices of TESOL leaders. These two interview formats mined rich data and answered the three interview questions in this study.

Research findings from TESOL leader interviews will be organized in this chapter according to the three research questions on influence, beliefs, and practices. First, this chapter introduces interview participants alphabetically, presents the concept of leadership identity, and examines what forces that have influenced these leaders. Next, I organize interview material within themes that emerged from interview data to uncover the ten most powerful leadership practices of TESOL leaders. These themes will serve as frames to analyze current leadership practices in the field of English language teaching. By providing a variety of backgrounds and perspectives, interview participants produce valuable data that reveals effective leadership beliefs and practices from respected leaders in the TESOL field.

The following section contains biographical information of the 25 leaders who participated in this study.

Biographical Information of TESOL Leaders

James Alatis

James Alatis is Dean Emeritus in the School of Languages and Linguistics and Distinguished Professor of Linguistics and Modern Greek at Georgetown University. Alatis was a Fulbright scholar and a researcher for the U.S. Departments of Education and State. In addition, he has served numerous organizations, published over 45 papers, won over a dozen awards and presented at conferences around the world. As a founding member and the first Executive Director of TESOL from 1966-1987, an award bears his name to celebrate distinguished careers in teaching English to speakers of other languages. In addition, the James Alatis Plenary Session was established for the annual convention to recognize his leadership in the field. Under his guidance, the organization, which began with 337 members, has grown to over 11,000 members as of 2009.

Neil Anderson

Neil Anderson is Professor of Linguistics and English Language as well as Coordinator of the English Language Center at Brigham Young University. Anderson conducted research as a Fulbright Research and Teaching Fellow to Costa Rica in 2001 and has presented internationally in over 20 countries. An award winning educator, he authored *Exploring Second Language Reading: Issues and Strategies* (Thomson ELT, 199), an EFL Reading series, *Active Skills for Reading* (Thomson, ELT, 2007-2008), and recently served as co-editor of *Leadership in English Language Teaching and Learning* (Michigan Press, 2008). President of TESOL in 2001-2002, Anderson continues

providing leadership and service through publication, workshops, and consultancies. As a
TESOL leader, Anderson reminds us that leadership is not derived from a title, but that
"teachers can lead from behind" (personal communication, March 20, 2007).

James Asher

In 1965, James Asher originated a ground-breaking approach in second language
acquisition called TPR (Totally Physical Response) and has demonstrated this method of
language teaching in over 500 schools and institutions during his 30-year career.
Emeritus Professor of Psychology and former Associate Dean of San Jose University,
Asher has written over a hundred articles for academic journals and books, including
Learning Another Language Through Actions (1982, Sky Oaks Productions)*.* An award-
winning educator for excellence in teaching, Asher is currently working to incorporate
TPR to teach mathematics to both children and adults.

Elsa Auerbach

Elsa Auerbach is professor and coordinator of the tutoring program at the
University of Massachusetts. With interests in family literacy, teacher training for
literacy, and participatory adult ESL, Auerbach has published articles in the *TESOL
Quarterly, Harvard Educational Review, Journal of Reading Behavior, College ESL,* and
the *Annual Review of Applied Linguistics*. She co-authored *ESL for Action: Problem-
posing in the Workplace* (Addison-Wesley, 1987) and authored *Making Meaning, Making
Change: Participatory Curriculum Development for Adult ESL Literacy* (Center for
Applied Linguistics & Delta, 1992*)*. Besides working towards a common goal of literacy,
Auerbach advises us that "speaking truth to power and supporting the development of

others are the qualities that are most important in leadership" (personal communication, March 20, 2007).

Betty Azar

Betty Azar is a teacher, materials writer and creator of the *Azar Grammar Series,* a curriculum used by millions of English language learners and instructors. She authored the renowned *Understanding and Using English Grammar, 3rd Edition* (Pearson Longman, 1999)*, Fundamentals of English Grammar, 3rd Edition (*Pearson Longman, 2003*)* and *Basic English Grammar, 3rd Edition (*Pearson Longman, 2006)*.* Refusing to listen to those who insisted that grammar instruction was unimportant, Azar states that "my leadership role was to create a path to follow… by listening to my own drummer" (personal communication, June 16, 2007). Here is a proof in point: giving the opening plenary address at the 2007 Seattle TESOL international conference, Azar drew an audience of thousands.

Judy Cleek

Earning the Certificate in Linguistics and TESOL from Georgetown University in Washington, D.C., Judy Cleek began teaching ESL at the University of Tennessee, Martin in 1985. Cleek has presented at state, regional, and international TESOL conferences, and developed the Conversation Partners Program at University of Tennessee, Martin. She served as Project Director for the TECH Project (Technology Enhanced Curriculum for Hispanic Students), a professional development program funded by an Improving Teacher Quality grant from the Tennessee Higher Education Commission. Cleek served as TNTESOL president from 2007 to 2008 during the 30th

anniversary of its founding by Charles Guillon, a fellow colleague of University of Tennessee, Martin.

Christine Coombe

Christine Coombe is an Assessment Leader for the Higher Colleges of Technology in the U.A.E. and a faculty member at Dubai Men's College. She co-edited the TESOL Case Studies series on *Assessment Practices*, *Evaluating Teacher Effectiveness in EF/SL Contexts* (2007, University of Michigan Press) *Language Teacher Research in the Middle East* (2007, TESOL Publications), and co-authored a *Practical Guide to Assessing English Language Learners* (2007, University of Michigan). Coombe is a founder and co-chair of the TESOL Arabia Testing, Assessment and Evaluation Special Interest Group. Elected to many executive boards, such as TESOL Arabia and TESOL, Coombe says one of her best leadership experiences was serving as Convention Chair for the international 2006 TESOL conference in Tampa. Currently, she is TESOL President Elect for 2011.

JoAnn Crandall

JoAnn Crandall is a professor and director of the PhD program in the department of Language, Literacy and Culture at the University of Maryland. With interests in research and teacher training, Professor Crandall co-directed an Egyptian TEFL training program and serves as director of Project WE TEACH (When Everyone Teaches, Everyone Achieves), a five-year project for immigrant secondary education funded by the Mellon Foundation. She has published articles, chapters, and co-authored three books. Her credits also include authorship of *ESL through Content Area Instruction: Mathematics, Science, and Social Studies* (Prentice Hall Regents, 1987). Crandall served

as Vice President and Director of International and Corporate Education, Center for
Applied Linguistics, Washington, DC from 1978 - 1992. Serving as TESOL President
from 1988 to 1989, Crandall points to advocacy as an important component of leadership
in English language teaching.

Liz England

Liz England is a professor and director of TESOL and ESL Programs at
Shenandoah University. A founding member of EgypTESOL, she co-edited and
contributed to the *Handbook for Arabic Language Teaching Professionals for the 21st
Century* (Lawrence Erlbaum, 2006). Her international work includes acting as a
consultant with the US State Department in thirteen countries. A Fulbright scholar,
England was also honored with the Albert H. Marckwardt Award from TESOL in 1983
and the D. Scott Enright Service Award in 2002. An experienced presenter at
conferences, she teaches public speaking to graduate students who wish to improve their
skills. Professor England was elected as a member of the TESOL International Board of
Directors from 2004 - 2007.

John Fanselow

John Fanselow began serving in a leadership capacity during his senior year of
high school; he was a scout, patrol leader and assistant scoutmaster in the Boy Scouts of
America and a first sergeant in ROTC. In college, he served as an officer in a service
fraternity and a chair for a campus committee. Later, he joined the Peace Corps from
1961-1963 to volunteer in Nigeria and from 1966-1968 in Somalia. Fanselow directed the
MA TESOL Program at Teachers College, Columbia University and established,
directed, and chaired an off-campus MA program in Tokyo. Elected as second vice-

president in charge of the 1976 New York TESOL convention, Fanselow helped initiate poster sessions, optional introductions and urged participants to use handouts to encourage more interactive conference presentations. After becoming Professor Emeritus in 1996 at Teachers College in New York and receiving the Distinguished Alumni Award from Columbia University in 2005, Fanselow continues spreading his message of service and encouragement to others as president of International Pacific College in New Zealand.

Judie Haynes

Judie Haynes is an ESL teacher for River Edge Public Schools, River Edge, New Jersey and has taught elementary ESL for over 28 years. Known as the creator of the www.everythingESL.net web site, Haynes also authored and co-authored five books focusing on how teachers can work effectively with English language learners. Her latest book is titled *Getting Started with English Language Learners: How Educators Can Meet the Challenge* (Association for Supervision & Curriculum Development, 2007). An award winning educator, Haynes also manages a K-12 ESL program, conducts professional development and in-service sessions for New Jersey schools and has presented at TESOL conferences for over seventeen years. Not only is she newsletter editor for NJTESOL/NJBE, she also writes a column for the *Essential Teacher*, a quarterly magazine for the TESOL organization. Haynes is a past Chair of the TESOL Elementary Interest Section and has served on the TESOL Nominating Committee.

Beverly Hearn

Beverly Hearn is Assistant Professor of Educational Studies and Director of the Reading Center at the University of Tennessee, Martin. She was previously a college

librarian and a teacher of English and French to which she later added an ESL endorsement. Beverly taught ESL for fourteen years and coordinated six teachers in twenty schools for the Jackson-Madison County school district while also teaching adjunct classes for local junior colleges, colleges, and universities. With a doctorate in reading and an endorsement in ESL, she shares successful strategies for reading and English language learners in national and international conferences. With her broad experience in literacy learning, Hearn says "I still believe in the power of language, writing, and reading" (personal communication, March 4, 2007). Hearn was elected to the TNTESOL Executive Board and served as President of TNTESOL from 2005 to 2006. She currently serves on the TESOL Publications Committee.

Danny Hinson

Danny Hinson is Associate Professor of TESL at Carson-Newman College in Jefferson City, Tennessee. Hinson served as a missionary and director of the Kobe Outreach Center in Japan. At Carson-Newman College, Hinson continues his international work as the Director for the Center of Global Education. Serving as president of TNTESOL from 2006 to 2007, he helped initiate regional meetings and a leadership retreat for board members in order to better meet the needs of a rapidly growing affiliate. Hinson says that helping the organization grow and meet some of the affiliate's needs are "exciting problems to have as an organization" (personal communication, March 27, 2007).

Elliot Judd

Elliott Judd was Director of the M.A. TESOL Program and Associate Professor of English and Linguistics at the University of Illinois, Chicago. His interest in leadership

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began while serving as a summer camp counselor in charge of canoeing and camping during his high school and college years. Later, Judd volunteered locally for a community organization and globally for the Peace Corps in Ethiopia. A founding member of Ohio TESOL, Judd served as the first Executive Secretary-Treasurer. Judd was also a founding member of the TESOL Journal. A member of TESOL since 1970, he served on the board in many capacities, including TESOL President from 2005 to 2006.

Stephen Krashen

Stephen Krashen is one of the most renowned linguists, theorists, and researchers in the fields of second language acquisition and literacy. He created the Monitor Theory (1985) and is co-founder of the Natural Approach (1983) with Tracy Terrell. As with many leaders in TESOL, Krashen volunteered two years in the Peace Corps in Ethiopia. A prolific writer, he has published more than 350 articles and books and has been invited to speak on a comparable number of occasions. Currently serving as Professor Emeritus at the University of Southern California, Krashen explains "when people ask me what to work on, I advise them to do what 'burns inside'" (personal communication, May 14, 2007). Currently, he advocates issues of bilingual education, whole language, voluntary free reading, and the importance of libraries for academic success and literacy.

Jan Lanier

Jan Lanier's interest in community service began with her involvement in scouting and continued as she participated in high school clubs and the SGA (Student Government Association President) of Belmont College. A high school ESL teacher and lead teacher in Nashville city schools, Lanier became involved in TNTESOL and was elected President from 2005 to 2006. As a leader, she says "I want to get things finished

and love that feeling of completion, even though nothing is ever complete in education. I like knowing that this step is done and I can move forward to the next step." Currently, Lanier is the Title III Project Director and ESL Coordinator for the Tennessee Department of Education.

Diane Larsen-Freeman

Diane Larsen-Freeman is Professor of Linguistics and Director of the English Language Institute at the University of Michigan. A leader in second language acquisition research, she has authored many journal articles, chapters, and books entitled: *Teaching Language: From Grammar to Grammaring* (Thomson/Heinle Publishing Company, 2003), *Techniques and Principles in Language Teaching* (Oxford University Press, 2000)*, and co-authored *The Grammar Book: An EFL/ESL Teacher's Course* (Heinle & Heinle Publishing Company, 1999). An internationally acclaimed speaker, Larsen-Freeman was named one of the American ESL Pioneers by *ESL Magazine* in the January/February 1999 edition. A former Peace Corps volunteer in Malaysia, she says "the reward is not only contributing to a better environment for the people with whom you work; it's also being able to make a difference in the world " (personal communication, March 22, 2007).

Mary Lou McCloskey

Mary Lou McCloskey is Director of Teacher Education and Curriculum Development for Educo in Atlanta, Georgia. A researcher of English for K-12 students, she assists educators world-wide by providing staff development opportunities, consultation services and current, research-based curriculum development. McCloskey has authored and co-authored many texts: *Visions: Language, Literature, Content* (Heinle

& Heinle, 2003), *On Our Way to English* (Rigby, 2003), and *Teaching Language,*
Literature and *Culture* (Addison-Wesley, 1995). Actively involved in TESOL, she has
served GATESOL and TESOL President from 2002 to 2003. McCloskey is co-editor of
Leadership in English Language Teaching and Learning (Michigan Press, 2008). She
credits her mentor in the field, D. Scott Enright, as a leader who accomplished great
things due to "his vision, his passion, and his incredible communication skills with
people" (personal communication, March 23, 2007).

Marcia Fisk Ong

Marcia Fisk Ong is a consultant for the U.S. State Department's English
Language Fellows Program in Phuket, Thailand. While consulting in Malaysia, Ong co-
wrote a textbook for its Ministry of Education. An active TESOL member, she has been
involved in the Material Writers Interest Section and has served as newsletter editor. She
was elected to the TESOL Board of Directors and will actively serve from 2007 to 2010.
Sharing her expertise with others, Ong has presented workshops for the TESOL
Leadership Development Certificate Program.

Allison Rice

Allison Rice is director of Hunter College's International English Language
Institute and the English Language Teaching Institute, a professional development
program offering summer workshops for teachers worldwide. A teacher for 25 years, she
began writing textbooks that led to TESOL's materials writing interest section. Not only
did she attend the first meeting, but she has served in many areas of the materials writing
interest section: newsletter editor, associate chair, and chair. Later, she created a network
for program directors in New York State, co-coordinating objectives and efforts of

directors in order to increase support for the group. Recently, Rice served on the TESOL publications committee and finished a volume for the *TESOL Language Curriculum Development Series* titled "Revitalizing an Established Program for Adult Learners."

John Schmidt

John Schmidt is academic coordinator of the Texas Intensive English Program, Texas International Education Consortium and is a founding member of TexTESOL III. Serving on the Board for more than 20 years, he has provided leadership that now extends to international TESOL. Schmidt served on the TESOL International Awards and Membership Committee and was elected to the Executive Board of TESOL in 2007. In addition to his leadership, Schmidt has served as a volunteer vice-president of a humanitarian organization taking medical supplies to Cuba.

Dave Sperling

Dave Sperling was an EFL teacher and managed language schools for three and a half years in Tokyo, Japan. After spending time in Thailand, Sperling completed a Masters degree in linguistics and English as a second language while teaching at Cal State University, Northridge. He presently runs one of the most popular ESL websites in the world, *Dave's ESL Cafe*, which he established in 2000. Applying his broad interests of fitness, weightlifting and photography to leadership, Dave says that good leaders learn balance, "how to turn things off" and how to relax (personal communication, March 23, 2007).

Lydia Stack

Lydia Stack worked in the San Francisco Unified School District as a teacher, then as an ESL department head and administrator from 1997-2005. Stack's leadership

experiences include being a administrator in charge of special education assessment for the San Francisco Unified School District, and an Academic Specialist for the U.S. Department of State in various countries from 2005 to the present. She taught classes at Stanford University and San Francisco State University and is an international teacher trainer. An active member and TESOL leader, Stack has served on many committees including chair of the TESOL Pre-K-2 Teacher Education Standards Committee and the NCATE TESOL standards committee from 1999-2008. Initially, she was elected Second Vice-President of TESOL. Subsequently, she was elected President of TESOL to serve from 1991 to 1992.

Fredricka Stoller

Fredricka Stoller is Associate Professor of English and Applied Linguistics at Northern Arizona University. She has published over 14 articles, co-edited *A Handbook for Language Program Administrators* (Alta Book Center, 1997) and has trained both teachers and language program administrators around the world. She has served the TESOL organization via a myriad of leadership capacities: as a member of several committees including the professional development committee, and as chair of several committees including the nominating committee. She also served as guest co-editor of the 2001 *TESOL Journal* Special Issue: *Sustained Content Language Teaching: An Emerging Definition*. Through her work and leading by example, Stoller hopes her students become members of TESOL and "see, through example, that perhaps, TESOL is a path they may want to take as well."

Diana Mohammad- Zadeh

Diana Zadeh is Director of ESOL Testing and Equity Programs for Warren County Schools in McMinnville, Tennessee. While in her school system for 37 years, Zadeh became an ESL teacher and developed an ESL program for Warren County. Feeling isolated as the only ESL teacher in her county, Diana joined TNTESOL and found support from other colleagues in the field. After leaving the classroom to become an administrator, Diana assumed responsibility for testing, data, and accountability, yet remained involved with ESL classes by creating the Summer ESOL/Migrant Summer Program, a three-week program focusing on daily language, math, science and computer instruction activities for elementary-school students. Zadeh served as TNTESOL President from 1994-1995.

<div align="center">Leadership Beliefs of TESOL Leaders</div>

TESOL leaders at state and national levels hold ideas and beliefs derived from a variety of experiences and backgrounds that contribute to a rich and diverse base from which to study leadership. The interviews conducted with identified leaders elicited their perceptions and orientations to leadership and forces that have influenced their personal beliefs. As leaders recalled involvement with individuals, groups, and organizations, they detailed experiences and actions taken in an effort to achieve goals and success. As a result, this chapter details ten themes that emerged from interviews. These ten leadership themes will serve as frames from which to examine the ten most valuable leadership practices of TESOL leaders.

The Importance of Influence

It is important to note the power of influence as leaders develop a self-orientation to leadership. In the field of cognitive psychology, well recognized studies show that aspects of human performance and achievement relate to how an individual perceives and understands one's abilities by developing cognitive structures of self, called *self-schemata* (Bandura, 1982; Cross & Markus, 1994; Harter, 1999; Hiller, 2005; Markus, 1977). Markus (1977) explains that "self-schemata are cognitive generalizations about the self, derived from past experience, that organize and guide the processing of the self-related information contained in an individual's social experience" (p.88). Thus, an individual believes that they can accomplish a task. See Figure 8 for the process of influence upon the self.

Self   Experiences
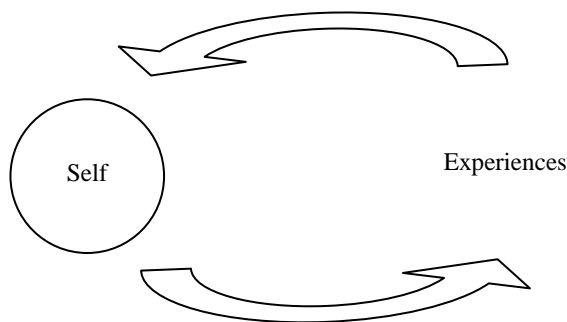
Figure 8. The process of influence upon self.

Furthermore, Harter states that a positive view of one's self, especially "in the form of pride serves to foster an emotional investment in one's competencies and energize one towards further accomplishment" (p. 2). Bandura's (2008) agenic perspective also contributes theory on the self-view of competencies. Human agency, in which individuals intentionally contribute to their own lives, leads to personal efficacy, the belief that individuals' actions can produce desired results and avoid undesired ones

(Bandura, 2000, 2006). Self- efficacy generates motivation and confidence (Bandura, 2008) which, in turn, contributes to development of self schemata. Positive self-views are evident in this study as participants identify influences that have contributed to their self-schemata as leaders. These influences have undoubtedly propelled them toward accomplishment and leadership. While these participants are recognized leaders in the TESOL field, they demonstrate qualities, traits, and skills that would constitute leaders in any field.

Interviews with TESOL leaders reveal three sources of influence: people, events, and experiences. These influences shape thoughts and beliefs which, ultimately, form individuals' self-schemata and orientation towards leadership. See Figure 9 for the three sources of influence upon TESOL leaders.

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│  People  │      │  Events  │      │  Experiences │
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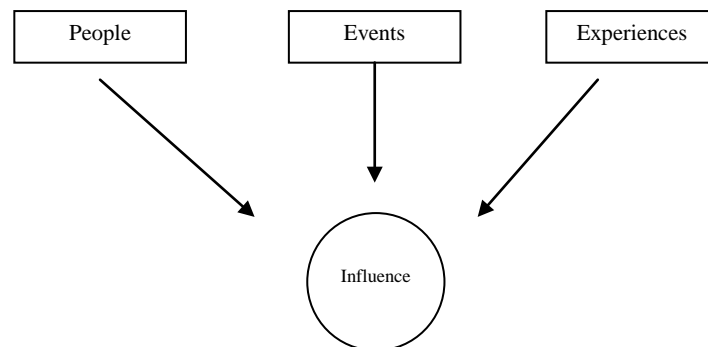
Figure 9 Influences upon TESOL leaders.

In this study of leadership beliefs and practices of TESOL leaders, data reveals influences that impact leadership development, both formally and informally. Bandura (2001) states that experiences and "choices made during formative periods of development shape the course of lives," thereby determining "which aspects of their potentiality people cultivate, and which they leave undeveloped" (p.187). Interviews

detail sources of influence that have impacted choices and have cultivated leadership potential during formative years, and beyond.

   Parental influence. As primary caregivers in childhood, parents exert tremendous influence on their children, contribute to their children's concepts of the world, and guide future career trajectories (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Through lessons learned in the home, children subsequently develop self- schemata towards their own competencies and leadership potential. For example, Betty Azar points to her father as her most important leadership influence, saying "my father taught me to believe in myself and showed me, through his own actions in his life, how to stay true to oneself."At an early age, Dave Sperling's father offered fundamental advice that later proved invaluable in the establishment and success of *Dave's ESL Cafe*, an internet site for English language teachers and learners around the world. Sperling's father instructed him that difficulties are not completely negative, stating "You will never be a good leader or good at what you do unless you experience adversity." As a result of witnessing his father's health difficulties, Sperling learned to maintain his optimism both professionally and personally, in his internet-based company. Similarly, JoAnn Crandall cites her mother as the primary leadership influence in her life by encouraging her to accomplish important goals, to be intolerant of failure, and to believe that one could be successful through dedication, hard work, and effort.

   Both father and mother have been leadership influences for Mary Lou McCloskey and Fredricka Stoller. Emphasizing the importance of parent modeling, McCloskey offers the example of her mother's advocacy for girls to join the tennis team when, previously, only boys were allowed. McCloskey tells how her parents encouraged her to reach out, to

try new things, to communicate effectively, to advocate for others, and to take on

leadership roles. Similarly, strong influence by Stoller's parents instilled confidence

during childhood and convinced her that she could accomplish any goal by celebrating

successes and mini-victories of all family members. Stoller says, "I think that having the

confidence to carry on with my ideas probably gives me the strength to be a leader,

because when you are a leader, you encounter resistance." From these examples, it

becomes clear how early familial and parental influence, support, and modeling instill

beliefs in children that carry throughout adulthood. More importantly, parental influence

has helped these individuals to develop a self-orientation to leadership.

Other early influences. Leadership influences proliferate outside the family in

sites such as schools, institutions and organizations. For example, John Fanselow tells of

his first leadership experiences as a Boy Scout, patrol leader, and later, assistant

scoutmaster. Elliot Judd first experienced leadership as a young man in charge of

canoeing at camps in Ontario, the Poconos, and the Berkshire Mountains. A member of

the debate team in high school, Mary Lou McCloskey points to an excellent high school

English teacher who inspired her interest in language and how to use it effectively. As a

young woman in the 1970s, Jan Lanier, ESL Coordinator for the State of Tennessee,

began her leadership experience as Woman Student Government President at Belmont

College, but realized that the student government presidency should not remain divided

between male and female presidents. Per Lanier's recommendation at the end of her term,

the association was consolidated into one organization allowing women to run for the

office of student government president. Fanselow, Judd, McCloskey, and Lanier's early

leadership experiences contribute to self-efficacy in the leadership domain, serving them in subsequent challenges throughout their careers.

Influences in higher education. Interviews with TESOL leaders prove that college professors have significant leadership influence on students, many choosing to become future teachers and professors themselves. Professors can be highly influential to students in not only developing expertise in a discipline, but in how they contribute to a leadership self-identity. These influences, if effective, recursively impact individual thought, beliefs, and actions. Leadership thoughts shape one's beliefs. Thus, actions taken by a leader, and the result of these actions, reinforce or change an individual's thoughts and beliefs, depending on the outcome. These processes interact in relationship to leadership development and self-efficacy. See Figure 10 for the recursive effect of influence on thoughts, beliefs, and actions.
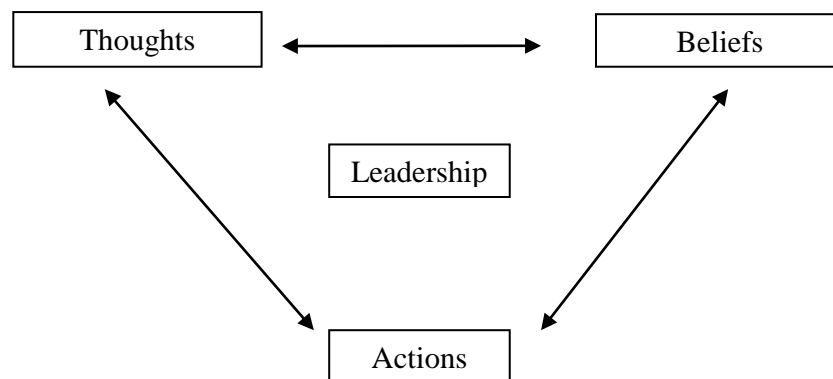
Figure 10. Recursive effect of influence on thoughts, beliefs, and actions.

Findings in this study indicate significant influence in higher education contexts that impact and shape leadership potential. For example, Judie Haynes credits an exemplary professor for modeling the notion that one should embrace new ideas and love going to work each day. In a second example, Danny Hinson mentions his dissertation committee chair as an influential mentor in his work as an English language educator.

Likewise, Mary Lou McCloskey mentions many influential leaders in her life, but cites D. Scott Enright as having the most impact on her early career. As McCloskey was completing her doctorate, Enright, a faculty member, invited her to work on a grant, which led to working together in the TESOL Elementary Interest Section and further leadership opportunities.

Influences from service and volunteer groups. Since the 1960s, service learning and volunteerism merge sociological practice, civic engagement, and experiential education into opportunities for helping individuals and improving communities (Battistoni, 1997; Colmen, 1965; Hironimus-Wendt & Lovell-Troy, 2000; Hunter & Brisbin, 2000). In this study, a significant influence and source for leadership training for some TESOL leaders also takes place in volunteer groups and service organizations. One of the most distinguished volunteer organizations, the Peace Corps, has offered TESOL professionals, including four leaders in this study, leadership opportunities for decades. After serving as a Peace Corps volunteer in Nigeria, John Fanselow became a volunteer trainer, later joining the staff in Somalia. Working for the Peace Corps in Ethiopia, Elliot Judd later continued volunteering for a community agency at home. After serving two years in Ethiopia teaching eighth grade English and science, Stephen Krashen returned home to pursue a PhD in linguistics.

In a testament to the influence of volunteer work, Diane Larsen-Freeman credits her Peace Corps experience of teaching English in Malaysia for bringing her into the field and recognizes its influence on her even today. Larsen-Freeman says, "The reward is not only contributing to a better environment for the people with whom you work, it's also being able to make a difference in the world." Making a positive difference is highly

motivating for individuals in volunteer groups; therefore, leadership skills learned in this context transfer to other work environments. Through the Peace Corps organization, those who have expertise in English language teaching and other skills also have the opportunity to practice leadership, bringing a wealth of experiences and ideas to the workplace.

Traditionally, experiences that provide enhanced learning through social response and collective problem solving have been used as teaching tools in the social sciences, composition, and other disciplines (Herzberg, 1994; Hironimus-Wendt & Lovell-Troy, 1999; Kendrick, 1996; Miller, 1994; Strain, 2005). Experiential learning derived from service, volunteerism, or civic engagement allows individuals to integrate experiences and knowledge while serving those in need (Hironimus-Wendt & Lovell-Troy, 1999; Kendrick, 1996). In this study, interviews illustrate a variety of organizations which provided opportunities for volunteer work available nationally and internationally.

Community development projects in Mexico and involvement in the International House program gave Mary Lou McCloskey leadership experiences and inspiration that impacted the course of her life. Similarly, Lydia Stack was also involved with community development work in Mexico, finding herself a student leader at the age of eighteen. Despite the stress, Stack admits the leadership experience provided her intensive learning opportunities. Danny Hinson not only found leadership opportunities as a missionary in Japan, but he was greatly influenced by the organization and people skills employed by his executive director, Mark Edlund. When he took his turn as the director of the Kobe Outreach Center, Hinson was afforded the opportunity to practice his own people skills

and employ organizational practices with other missionaries and volunteers at the Center, contributing to self- efficacy and a strong leadership self-identity.

Influences from colleagues. Interviews with TESOL leaders document the importance of collegial influence, for colleagues in the field cultivate leadership skills and initiate leadership opportunities. A significant example is evident in the experience of James Alatis. During his involvement in the birth of the TESOL organization, James Alatis enjoyed the leadership and influence of Harold B. Allen, first TESOL president, and Robert Lado, former Dean of the School of Language and Linguistics in Georgetown. Influenced by a TESOL pioneer, John Fanselow learned a valuable lesson from Virginia French Allen, a professor at Teachers College, Columbia University, who told him "Those who hold advanced degrees have a responsibility to serve others." Clearly, strong, effective leaders impact colleagues and students, evident throughout the careers of those who participated in this study.

TESOL leaders are also influenced by experiences within groups and organizations as evidenced by the great frequency with which this aspect of professional experience appears within this study. Four participants cite strong examples of influence that exist within the TESOL Interest Sections, special interest groups within the organization that provide collegial opportunities, voting rights, and leadership opportunities (TESOL.org). In one example, Allison Rice attributes leadership activation to her involvement in the TESOL Material Writers Interest Section and collaboration with other leaders, including Sandy Briggs who served as TESOL president in 2007. A second materials writer, Marcia Fisk Ong, recalls serving as interest section newsletter editor twenty years ago in order to make connections with colleagues and contribute to

the organization. Similarly, Mary Lou McCloskey joined the TESOL Elementary Interest Section with her mentor, D. Scott Enright, before serving in other leadership roles. Currently a member of the Elementary Interest Section, Judie Haynes mentions five colleagues who mentored her and provided leadership influence before moving on to other roles within the national organization. This study shows that interest sections provide a noteworthy training ground for individuals to work with dynamic individuals who share a common professional focus.

State affiliates provide expanded opportunities to serve an organization and to develop leadership skills; additionally, individuals in state affiliates have an opportunity to work closely with other leaders while developing skills that contribute to a leadership identity. For example, despite working in the Middle East where teaching is not considered a leadership position, Christine Coombe serves as a leader in her affiliate and works to involve others in TESOL Arabia. Liz England speaks of the significance of her leadership roles within an affiliate and international TESOL by working with groups of people she considered to be "the best and the brightest," through which England's skills and leadership identity were further developed and enhanced. Proof of affiliate influence on individuals is found in the example of Elliot Judd, a founding member of Ohio TESOL who later served as president of international TESOL in 2006. Through their stories, these state leaders explain how involvement on affiliate boards leads to opportunities to work with other leaders, thereby influencing ideas that constitute effective leadership characteristics and practices for the new board members. Working alongside other professionals in a state organization promotes leadership behaviors and

can be a 'stepping stone' to leadership in a national organization for those interested in leadership on a larger scale.

Throughout this study, individuals reveal influences that contribute to an orientation towards leadership, aligning with Harter's (1999) theory of self as a *cognitive* and *social* construction, developing gradually and serving individuals over a life span. See Figure 11 for primary leadership influences on TESOL leaders.
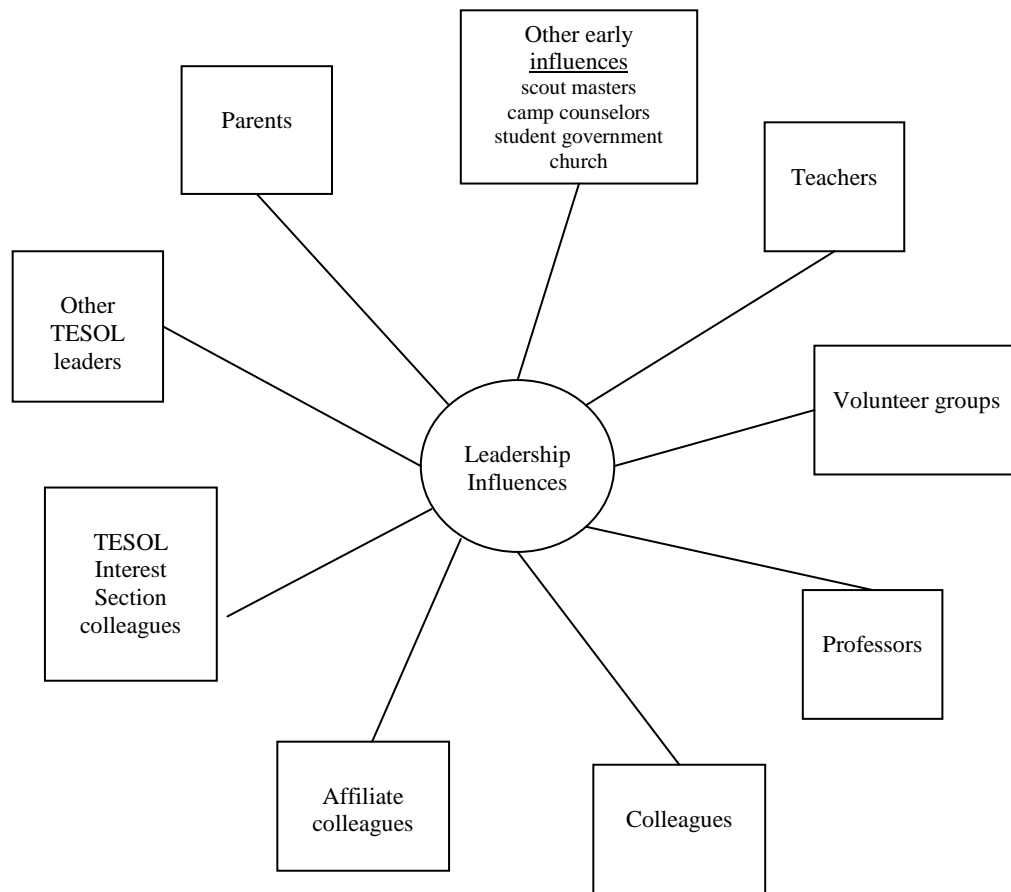
Figure 11. Leadership influences on TESOL leaders.

In this study, interview participants describe influences that promote self-efficacy as leaders (Bandura, 2001), with the belief that they have power to achieve successful results.

In summary, leadership seeds planted in childhood and nurtured throughout

adulthood enable individuals to grow into effective leaders. Even in adulthood,

individuals have life-changing experiences that reorient life and career trajectories, also

seen in interview data (Bandura, 2006). From these experiences, leaders develop beliefs

that guide their practices and how they function as leaders. See Figure 12 for the impact

of influence on leadership development.

Leadership influences → leadership beliefs   → leadership practices
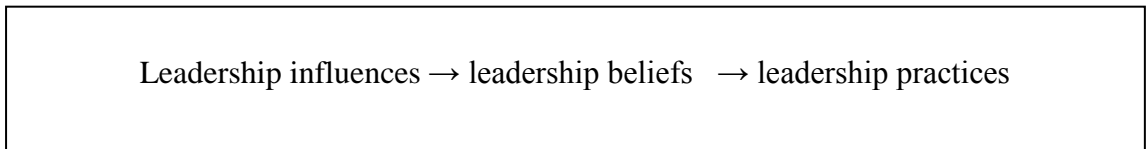
Figure 12. Impact of influence on leadership development.

Those with an opportunity to study or witness the beliefs and practices of highly

effective leaders also have the potential to become better leaders themselves. To probe

more deeply into leadership beliefs and practices, one should begin with a definition of

leadership as defined by leaders in the TESOL field.

TESOL Leaders Define Leadership

Recent literature plus data presented in this study reveal that TESOL leaders hold

diverse leadership beliefs in the field of English language teaching according to their

individual experiences and study. In detailing experiences, beliefs, and effective

practices, these leaders offer definitions of leadership. Noting that leadership is not just

the domain of administrators, Neil Anderson (2005) encourages teachers to lead also,

defining leadership as "the ability to establish a course of direction and recognize actions

that need to be taken to move forward on the established path" (p.1). Referring to the

creation of the TESOL organization, James Alatis describes leadership as the "co-

ordination of the activities of others towards a common purpose," in an effort to accomplish important goals.

In her article, Denise Murray (2005) uses the metaphor of ecology to explain that "all leadership is local in that it needs to respond to, support, and sustain the environment (home) in which the leadership occurs" (p.1). Translated to an individual level, JoAnn Crandall states that leadership involves inspiring others to move to the next stage by recognizing their competencies and helping them 'get there.' Similarly, Elsa Auerbach asserts that leadership occurs when individuals challenge mainstream ideas, inspire others to take a stand, and collaborate with colleagues to explore alternatives to solve problems. While exploring the relationship of leadership to teaching, James Asher (2005) concludes that it is simply "another art form with no real formula for success," and further explains that "teachers naturally step into the role just by taking the job." From the perspective of a TESOL professional working in public schools, Judie Haynes states "one of the functions of ESL is really leadership." In an arena in which both ESL students and teachers are often marginalized, Haynes declares it imperative that ESL teachers practice leadership by advocating for students and their best interests.

Interview participants provide unique perspectives and definitions for what constitutes a 'leader' in the TESOL field. For example, Liz England, defines a leader as "one who others follow," while Danny Hinson says that "a good leader is someone who involves others." Website innovator, Dave Sperling, states that "a good leader is one who ultimately must 'put out the fires' and handle problems." "A good leader empowers others," says Lydia Stack, eliciting the quote, "the more power you give away, the more powerful you become." With a focus on helping students to become autonomous, John

Fanselow prefers to act as facilitator by providing a wider range of practices, then 'getting out of the way' so learners become independent and learn things for themselves. These definitions suggest the complexity of leadership beliefs held by TESOL leaders, but more importantly, they lead to discussion of an essential process---leadership practices.

Most Valued Leadership Practices

Interviews with TESOL leaders were examined, analyzed, and then coded by themes that emerged from multiple readings, after which these themes marked for frequency in order to identify the ten most valuable leadership practices in the TESOL field: 1) collaborating, 2) listening and employing good communication skills, 3) building relationships/peoplework, 4) serving, 5) encouraging others, 6) modeling/acting as a role model, 7) using influence to benefit others 8) mentoring, 9) visioning, and 10) learning. This chapter will examine these practices through the experiences of interview participants. Each practice will serve as a frame from which to explore what is most valued by TESOL leaders.

Collaboration

Collaboration was mentioned most frequently during conversations with TESOL leaders, ranking first among leadership practices. Within 25 interviews, 18 TESOL leaders shared ideas, experiences and insight on collaboration, explaining how to utilize the process effectively in order to accomplish goals. This leadership strategy proves to be the most important leadership practice for it promotes planning and accomplishing goals among diverse groups in a variety of contexts.

To begin a discussion on the collaborative process, Elliot Judd states that the best

ideas are "collectively 'arrived-at' ideas, where in fact, there is no ownership." Elsa

Auerbach affirms that "leadership needs to be collective and dialogic" where group

members should "explore alternatives" in order to solve problems and move a group

forward. Team problem-solving, according to Lydia Stack, is like "surpassing one's own

thinking" in that a leader cannot think of everything and others may have ideas that are

appropriate for the project. In fact, she recommends that every leader use the power of

collaborative discussion; viewing team members as a resource will realize superior

results. See Figure 13 for the benefits of the collaborative process.

```
ideas →

vision →        problems
                tasks
                challenges  →   progress
                projects
insight →       resistance      solutions

                                success

opportunities →
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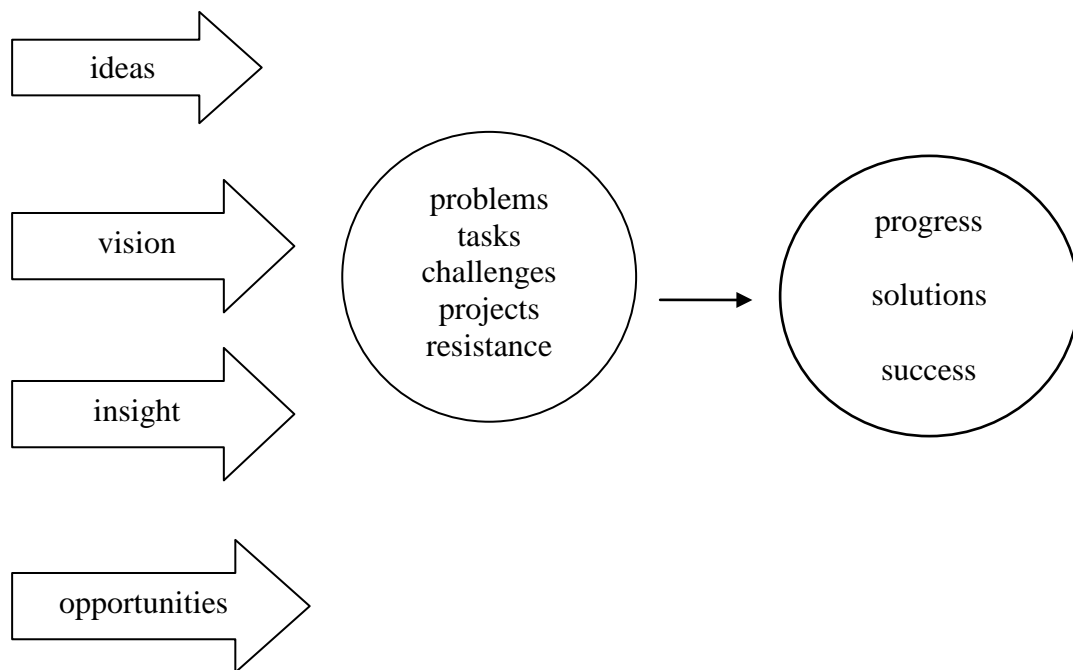
Figure 13. Benefits of the collaborative process.

Bandura (2006) cites the rewards of collaborative relationships that occur when

"effective group performance is guided by collective intentionality" (Bandura, 2006,

p. 164). This process appears in interview data as TESOL leaders describe tasks, projects, and professional goals. For example, past president of TNTESOL, Judy Cleek, relied on expertise from those outside her field to collaborate, create, and direct a grant project that resulted in a successful program for classroom teachers working with English language learners in the local school district. Recalling the collaborative effort to establish an ESL endorsement program at the University of Michigan, Diane Larsen-Freeman acknowledges that it was crucial for the faculty to embrace the project for success because "it became a matter of making it happen together." Taking over as the newsletter editor for the Materials Writers Interest Section led Allison Rice to collaborative activities and professional enrichment with others. "I discovered that I could call people around the world and ask for articles," responds Rice, "If I called someone and asked for something, they wrote it." Collaboration was revelatory for Liz England when other leaders began to invite her to write and work in groups with them; in that moment, she realized that she must be a leader too.

One interesting aspect of this theme was that leaders describe the personal rewards in the collaboration process. While co-writing materials with a Malaysian colleague, Marcia Fisk Ong discovered the benefits of reciprocity. Ong found herself "enriched by her (partner's) vision and her insight," while her co-writer simultaneously benefitted by the experience of writing materials and publishing with Ong. In a second example, Fredricka Stoller's most significant leadership memory involves her collaboration efforts among admissions staff, the dean, and the president of her university in an effort to establish an intensive English program at her institution in 1987. This process illustrates Bandura's (2006) theory of collective agency, a process of individuals

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who "pool their knowledge, skills, and resources, and act in concert to shape their future" (p. 165). Understandably, Stoller expressed great pride in this collaboration effort for the intensive English program to benefit many stakeholders. More importantly, it leaves a lasting legacy to her institution.

Collaboration plays a key role for leaders working within the international TESOL organization. While serving as chair for the 1976 TESOL Convention, John Fanselow recalls that collaborative efforts resulted in not only the convention theme, *Teach at the 1976 Convention,* but introduced poster sessions, and urged presenters to use handouts and group interaction to create more dynamic presentations. A vibrant thread of collaboration also runs through Mary Lou McCloskey's career. Her collaboration on a grant led to involvement in the TESOL Elementary Interest section, and co-authoring her first professional article. Further leadership positions include working in Georgia TESOL as a TESOL conference chair, a board member, and, eventually, president of the organization. Working towards a common goal, James Alatis remembers collaborating with Harold B. Allen, Robert Lado, and colleagues from five professional organizations to form one organization devoted solely to teaching English as a second language. From this dynamic "collectivity" (Bandera, 2006, P. 166), these leaders united in a belief that a national organization could be created; as a result, the TESOL organization was born.

Listening and Employing Effective Communication Skills

The second most frequent theme in research data shows that listening and employing good communication skills are essential practices for 16 TESOL leaders. Since the TESOL discipline is based upon communication, this trend in data was expected to rank highly among interview themes; in fact, effective listening and

communication skills are highly valued in any field. However, TESOL leaders require

superior communication skills to achieve success and to accomplish goals in all

situations, including the classroom, the office, the boardroom, and the State Departments

of Education. Seventeen leaders use a variety of strategies and shared them during

interviews.

To offer an example of effective communication skills from a different

perspective, James Asher names Dr. Phil, the popular television talk show host, an

"intuitive genius at moving 'difficult' people back and forth" by switching from the left

to right hemisphere of the brain. Asher describes how Dr. Phil, while leaning toward the

speaker and listening intently, speaks slowly and incorporates many pauses "to enable his

own brain (and that of the interviewee) to move back and forth from left to right with

information needed to guide, instruct and inspire." TESOL leaders also tout good

communication skills and cite other leaders who use them effectively. For example,

James Alatis speaks of Harold B. Allen's ability to speak and write well, thus influencing

other leaders in the field. Mary Lou McCloskey recalls the exceptional communication

skills of D. Scott Enright who accomplished many goals during his involvement and

service to TESOL. Similarly, Neil Anderson recalls learning to communicate more

effectively with colleagues and to accommodate the needs and wants of others while

maintaining a role as leader with skills reinforced through his experience as TESOL

president.

Interview data consistently reveals the key to effective communication skills: the

art of listening to others. When asked to describe attributes of a good leader, JoAnn

Crandall quickly replied, "the ability to listen...to hear someone out before giving advice

or providing ideas for strategies." Similarly, Lydia Stack expressed the belief that effective listening skills are crucial for a leader, while Elliott Judd professed respect for TESOL leaders who serve as role models, actively evoking involvement by saying, "tell me... I want to hear your opinion." Through experience and observing others, TESOL leaders have learned specific listening and communication skills that lead to success and freely shared these strategies during interviews. For example, Fredricka Stoller practices uninterrupted listening in order to hear what a speaker wants to say and to hear the complete message. She expounds on listening to others' perspectives, whether a student, a teacher, or someone from an interest group. Sensitivity to others' perspectives proves an essential skill for leaders.

A crucial aspect of active listening is constructing an effective response. Leaders acquire these skills from experience and from modeling by other leaders. Recalling her work as a district co-coordinator of the Special Education Speech and Psychological Assessment Team for the San Francisco Unified School District, Lydia Stack expresses admiration for school psychologists and their skillful interaction with parents. Observing psychologists defuse situations by skillfully listening and talking to upset parents inspired Stack to incorporate these skills into her own repertoire of communication practices. Stack contends "that another important leadership skill is paraphrasing what people say so they know that you heard them." Essential to both effective leadership and communication, Stack urges "getting to the real issue is what a good leader does." Listening facilitates communication and isolates the actual issue so the problem can be addressed and ultimately solved.

Groups and meetings require strategic listening communication skills. Elliot Judd recalls friend and former TESOL president, John Haskell, as a leader who "knew how to listen before he acted...was very consultative and tried to get everyone to speak." In addition, Haskell instructed and modeled valuable communication skills: turn-taking, not rushing to speak during meetings (others would more than likely address the issue first) and speaking at the end of a discussion topic in order to maximize a point. From Haskell, Judd learned "There are far too many of us who want to talk and are thinking about what we are going to say in advance." Judd concludes a critical point-that a preoccupation with one's personal motive overshadows active listening and clouds awareness of the current discussion, consequently reducing leader effectiveness.

To further illustrate exemplary listening skills, Diane Larsen-Freeman describes a colleague who listens, then synthesizes the discussion so that the answer is obvious to the group; consequently, the issue becomes transparent, thus enabling the group to make an informed decision. Larsen-Freeman states that her colleague "was excellent at synthesizing...the action step would often be obvious because we had co-constructed a solution through our discussions, and he was able to capture that in a way that I don't think anybody was aware of before he named it." JoAnn Crandall uses the *PQP approach*, 'praise, question, and polish,' a skill for the classroom and other contexts. The steps involve (a) offering feedback based on strengths of student reflection, (b) asking questions to direct students to discover their own solutions and (c) making suggestions to further guide the student. In the second technique, Crandall emphasized two essential communication strategies when dealing with people: listening and positively reinforcing participant involvement.

Effective leaders temper communication skills with tact and consideration to build relationships with others. Past TNTESOL president, Judy Cleek, says that ineffective leaders have poor communication skills and lack diplomacy. In contrast, she describes her predecessor, Danny Hinson, as a skilled listener "who had the best interest of the organization at heart," who was instrumental in teaching her to listen intently to others during board meetings while involving them in TNTESOL activities. Hinson believes that communication is a crucial leadership skill stating "There are many different ways to communicate, and the tone of voice or the way we go about communicating ideas or thoughts can either be very helpful or very detrimental in moving the organization or person in the direction that you want them to go." In order to appropriately respond to complex issues, Liz England credits effective TESOL leaders who use concise and sensitive communication when speaking, writing and corresponding via e-mail. According to Cleek, Hinson, and England, listening and effective communication combined with concern and diplomacy are essential for all leaders because these skills promote willingness on the part of others to become involved and work together. Through attention and respect, TESOL leaders employ multiple skills to communicate effectively with others. See Figure 14 for effective communication skills of TESOL leaders.

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┌─────────────────────────────────────────────────────────────────┐
│      Writing              Listening              Speaking         │
└─────────────────────────────────────────────────────────────────┘
         │                     │                      │
┌─────────────────────────────────────────────────────────────────┐
│  conciseness  diplomacy  concern  sensitivity  respect  tone of voice │
└─────────────────────────────────────────────────────────────────┘
                              │                      │
              ┌──────────────────────┐    ┌──────────────────────┐
              │   Active listening    │    │      paraphrase       │
              │    uninterrupted      │ ⟷  │  synthesize the point │
              │      prolonged        │    │    offer feedback     │
              │                       │    │     ask questions     │
              │                       │    │        respond        │
              └──────────────────────┘    └──────────────────────┘
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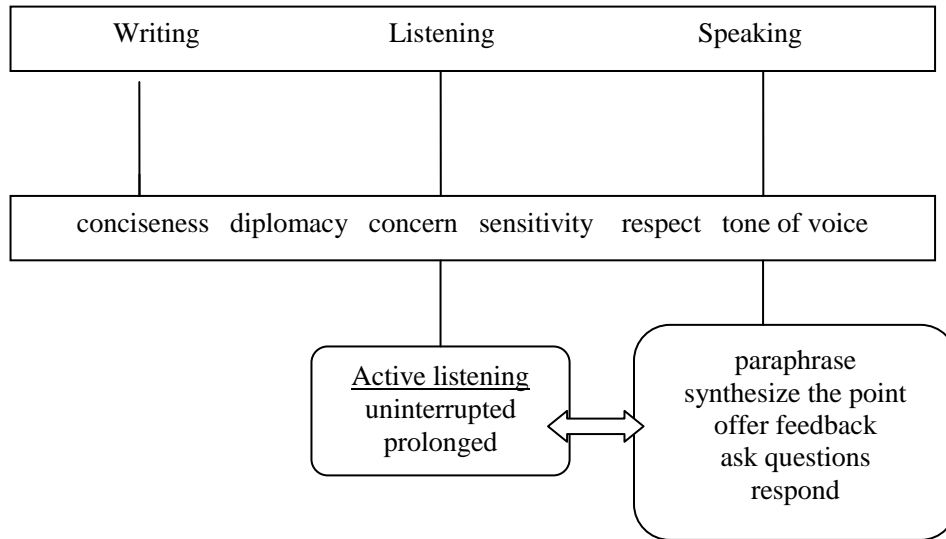
Figure 14. Effective communication strategies of TESOL leaders.

Building Relationships and Peoplework

Frequency within interview data shows that building relationships holds a third place ranking as a leadership practice for 14 TESOL leaders. As a practice, McAndrew (2005) pronounces *peoplework* the most important leadership concept in literacy leadership. In the TESOL timeline, this theme first appears in the experiences of early TESOL leaders as noted in the cases of James Alatis and Harold B. Allen. With only one secretary in 1966, Alatis recalls challenges in creating the TESOL organization, such as dealing with the membership, officers, and the "democratic process with volunteers," while contemplating the common leadership question: "How do you deal with volunteers who don't get paid anything?" Answering his own question, Alatis responds, "You have to be polite and kind to them and we always were." Alatis' response illustrates a basic concept of peoplework for any field: regard others with respect and dignity.

For educational contexts, Judie Haynes builds relationships with mainstream teachers and principals by constantly providing in-service sessions and professional

development activities for the ultimate benefit of ESL students. By this, Haynes' peoplework serves as a resource to inform others' practices, while at the same time, allowing her to constantly push for programs and advocate for English language learners. Elsa Auerbach describes her department head as an individual talented at relationship-building and peoplework, possessing positive characteristics like humility, cheerfulness and industriousness. Auerbach says "he views the good of the department and the university, students' and colleagues' well-being as more important than his own positioning." Relationship-building and peoplework prove to be superior leadership tools for leaders who prioritize others and attempt to draw out their best qualities.

The TESOL Board, TESOL affiliate boards, and other organizations provide unique environments for leaders to build relationships and practice peoplework. Due to the fact that new board members usually serve a three-year term in TESOL and TESOL affiliates, they have an opportunity to observe seasoned leaders within the group over an extended period of time. Judy Cleek names two leaders particularly talented in building relationships and peoplework: Danny Hinson and Neil Anderson. First, Cleek points to her predecessor, Danny Hinson, as a leader possessing humility, poise, and grace which garnered him the respect of both the Executive Board and TNTESOL members. After observing Neil Anderson conduct a leadership retreat for the TNTESOL Executive Board in 2006, Judy Cleek observed that he "is another effective leader in TESOL because of his calm, gentle manner of leading and interacting with people." By making others feel comfortable, Anderson "inspires and motivates...he leads from the heart with wisdom and friendly professionalism." Truly, leaders who possess these characteristics build relationships easily and are long remembered by others.

Inspired by leaders who emphasize relationship building, TESOL leaders shared specific examples of exceptional peoplework. Elliot Judd recalled picking up James Alatis at the airport for the first Ohio TESOL conference in 1977 and nervously wondering what to say to such a pioneer in the organization. Judd told how Alatis skillfully used peoplework and relationship-building to make an impression that is still remembered 30 years later. On the ride from the airport, Alatis asked Judd to join him over a cup of coffee to become acquainted with each person on the program in advance. Judd recalls "At that dinner, he remembered one or two incidences about every single person at that table and immediately relaxed us...we were in awe of him and it was brilliant." According to Judd, Alatis's approach served as an example of good peoplework, but even more, it served as an example of skillful leadership.

Characteristics of good and bad peoplework appear throughout the interview data, but James Asher provides two memorable examples. "If leadership means to cause a desired change in someone else's behavior, then the leader can be positive or negative," says Asher who offers the example of a colleague who provoked negativity, generated friction, and created irritation for subordinates and students by "blowing his own horn" and "reminding others of his accomplishments." Asher notes "He gets under the students' skin and irritates them so much, they work like crazy to prove that they are just as good as he is." On the other hand, Asher describes a colleague who is supportive, inspiring, and relates to students with kindness and warmth. Asher juxtaposes the two examples of leadership: one revolves around annoyance and loathing, while the other is rooted in kindness and inspiration.

TESOL leaders with international experience practice relationship building and peoplework in multicultural contexts. While serving as a missionary in Japan, Danny Hinson remembers his executive director of mission work as a leader who knew how to build relationships and meet goals in a multicultural context through "good people skills." Hinson credits Mark Edlund's keen ability to communicate, unassuming integrity and professionalism as key factors when building relationships with people. As a result of these skills, Hinson recalls that Edlund's people "were able to do things, even when they didn't totally agree because they were willing to follow and give the director a chance to see if it would work." During her years as a high school ESL teacher in Metro Nashville schools, Jan Lanier recounts effective peoplework strategies to deal with a few school employees ingrained with negative attitudes concerning immigrants. By asking them to imagine their own child being placed in a school in a foreign country, Lanier creates an analogy that builds a connection within the teacher, allowing them to see the situation from the student's perspective. In a time of tension in regard to immigrants and immigration status, Lanier listened, responded with kindness, and used stories to illustrate problems to achieve empathic peoplework strategies within her inner city high school.

One leadership interview illustrates the importance of peoplework in an arena that can be particularly challenging because difficulties seldom happen face-to-face. As creator of *Dave's ESL Cafe*, Dave Sperling sits at the nexus of a group of individuals who contribute to the success of the website: programmers, internet service providers, systems administrators, and schools across the globe. "I don't have a ton of employees," he admits, "but I do have a one-on-one relationship with so many individuals and schools that I think that is a part of good leadership as well." Admitting that he alone cannot

manage everything the website requires, Sperling works to maintain positive relationships with his team of experts. Sperling notes that "lack of empathy, not appreciating what the person is worth, to have the corporate attitude that 'that person is expendable' and not treating the person like a human being" results in failure. In this leadership example, Sperling proves that peoplework and relationship building are skills that can also be practiced from 'long distance' via telephone and computer screen.

Working as a program director requires substantial leadership skills and extensive peoplework. Because working through other people requires more time, Allison Rice suggests that leaders must be persuasive, but not 'top down' and authoritative because "teachers are very, very independent." Similarly, Fredricka Stoller suggests leaders promote ideas by learning the 'slant' that persuades others to accept their good ideas, recognize the inherent advantages, and embrace the benefits of the ideas being promoted in the department. In addition, she encourages leaders to identify 'resistors,' listen to them, invest time in them, and help them develop a sense of ownership because leaders need resistors to share their beliefs in order to accomplish goals. Consequently, she is willing to delay implementation of new ideas for months if it allows stakeholders to slowly develop a sense of "comfort and ownership." In this peoplework strategy, Stoller recommends "lead the way, but let other people feel that they have had some ownership." As program directors and TESOL leaders, Rice and Stoller recognize the value of persuasion, timing, and patience as valuable tools in relationship building and meeting goals- cornerstones of effective leadership practices.

Service

Interview data reveals a strong thread of service, volunteerism, and civic engagement in the lives of 14 TESOL leaders. These processes are evident in their leadership influences, beliefs, and life experiences. From youth to adulthood, a history of service and social responsibility by TESOL leaders exists in many contexts and life stages.

Interview findings show that there is a reciprocal aspect of service for leaders as service opportunities give TESOL leaders a chance to volunteer and experience self-fulfillment. For example, JoAnn Crandall admits that one of her most memorable leadership experiences has been to play a role "in a fledgling organization by helping it become a much more vibrant organization." Also a fulfilling venture, John Schmidt explains how volunteering and leading a humanitarian organization providing medical supplies to needy countries balances "the regular day-to-day type things" of his regular job and creates opportunities to meet TESOL leaders in other countries. Serving as a missionary in Japan provided many leadership opportunities for Danny Hinson, who since has become a professor and Director of Global Education at Carson- Newman College. In charge of everything from the budget to cleaning the building, Hinson recognizes his time spent as director of the Kobe Mission in Japan as gratifying on both a personal and spiritual level. Service opportunities provide unique and rewarding experiences for TESOL leaders, encouraging a sense of self-efficacy that reinforces positive beliefs and motivates them to consider future projects. These opportunities not only reinforce a leadership self-identity but allow these individuals to examine their beliefs and practices and acquire experience while serving in leadership roles.

Since state affiliates and the international TESOL organization are primarily run by volunteers, there are many opportunities to serve in various leadership roles within state and national organizations. Leaders explained how previous service work impacts the way they lead now. Similarly, all five TNTESOL leaders interviewed for this study describe and categorize service to the state affiliate: attending and leading scheduled meetings, chairing conferences that respond to member needs and looking to the future of Tennessee membership which must respond to one of the fastest growing immigrant populations in the Southeast.

During interviews, four leaders on the national level recalled affiliate service that progressed to larger leadership roles. Twenty-nine years after co-founding Ohio TESOL, Elliot Judd was elected TESOL president, later serving on various committees for the TESOL Executive Board. A leader in English language assessment, Christine Coombe recalled a significant leadership experience chairing the Tampa conference in 2006 while also balancing teaching and publishing responsibilities. Getting her start in the Georgia TESOL affiliate, Mary Lou McCloskey joined the Elementary Interest Section, served as TESOL President, and continues to serve on committees today. A member of New Jersey TESOL and the NJTESOL Executive Board for over eighteen years, Judie Hayes still serves as the newsletter editor for the NJTESOL affiliate, contributes to the *Essential Teacher* publication by TESOL and serves as an officer in the TESOL Elementary Interest Section, illustrating ongoing service to the profession.

TESOL interest sections attract motivated individuals who share an interest in leadership development and service. These groups provide a means to serve the profession, which in turn supports professional growth and leadership opportunities. Nine

leaders in this study spoke of the reciprocal nature of service and the rewards of serving others. For example, Marcia Fisk Ong and Allison Rice initially found service within the Materials Writers Interest Section, later serving in leadership roles within the greater organization. By volunteering to serve as newsletter editor, Ong says that she was able to make connections and get something back for herself. "It was for my own personal growth that I became a leader," she says. "Over the intervening twenty years of being active in TESOL, I've been in any number of leadership positions just because it would be new for me and because it would stretch me in some way," says Ong. To this end, she searched for professional growth through service, reflecting on personal inspiration while contributing time to the organization. Self-fulfillment through service is evident in Ong's story as well as the experiences of other leaders. Service interacts with leadership through valuable experiences, satisfaction and personal growth of individuals, also illustrated in Ong's interview. See Figure 15 for the benefits of service in TESOL.
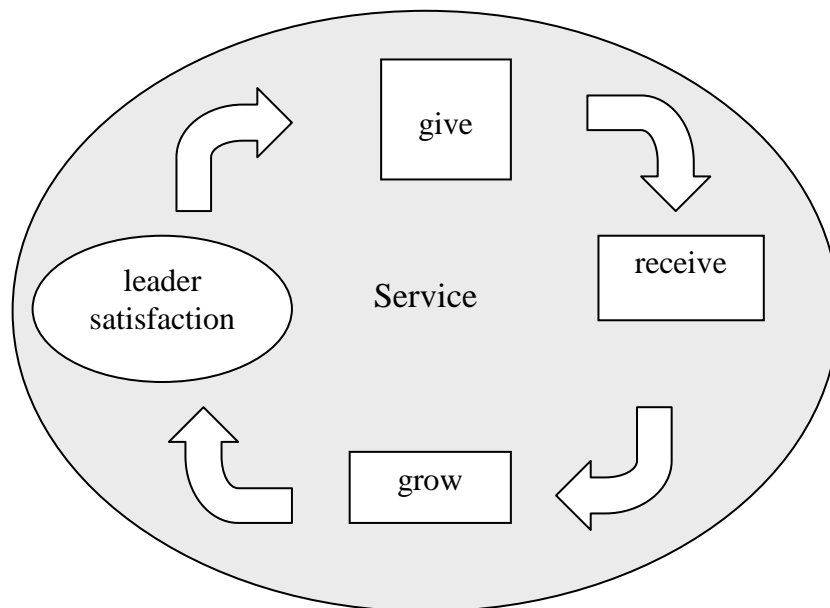
Figure 15. TESOL leaders' self-fulfillment through service.

Service opportunities abound for TESOL professionals in the field of education for a leader responds to instructional needs of both students and fellow teachers. A materials writer, Betty Azar defines service as meeting the needs of others, saying " I pay attention to the needs of others, evaluate their needs, and seek to meet those needs," for textbooks serve both teachers and students. Judy Cleek recalls serving as the Project Director for a grant program to support classroom teachers, while ultimately ensuring the optimal benefit of English language learners in the local school system. There is usually no extra pay for offering professional development training in public schools, yet teacher leaders such as Judie Haynes continually share expertise by offering professional development training to teachers and school districts as a form of service. Already busy with her duties as assessment co-coordinator for her county, Diana Zadeh not only organized the ESL program in her school district, but also established and directs the Warren County ESOL/Migrant Summer School, one of the only four-week, full-day programs for students in Tennessee. With an interest in sharing, McCloskey has served English language teachers over the past ten years by making her presentation handouts available on her website, saying " that's what I am trying to do...to share and think in the long run about that constituency out there and to make things happen for them." These examples of service illustrate leaders who demonstrate a high capacity for empathy, civic responsibility, and an orientation to others which ultimately benefits the schools, students, and their families.

In this study, leader interview data corresponds with research results from the fields of service, volunteerism, and civic engagement. For example, as youths, Hinson,

Judd, Fanselow, and Stack had responsibilities and a voice in decision making during service projects which strengthened their sense of agency and leadership self-identity (Battistoni, 1997; Hironimus-Wendt & Lovell-Troy, 1999; Hunter & Brisbin, 2000; Strain, 2005). Larsen-Freeman describes a benefit of service learning and volunteerism in her description of her Peace Corps experience, expressing a desire "to make an impact on the larger social world" (Youniss & Yates, 1997). Even more, service learning, volunteerism, and civic engagement have a long term effect on TESOL leaders by instilling in them an increased sense of responsibility, increased capacity for empathy and an orientation to others, plus a positive view toward future service work (Conrad & Hedin, 1982; Crystal & Debell, 2002; Myers-Lipton, 1998; Youniss & Yates, 1997). In this study, service experiences during youth are replicated during adult years for TESOL leaders.

Encouraging Others

In this study, 12 leaders cited the fifth most frequent leadership theme to emerge from data- the practice of encouraging others. Encouraging others is an essential leadership practice for any leader, but it is especially important for those working in the relationship-centered, language- driven field of English language teaching. Often, encouraging others is an overlooked skill in leadership studies; therefore, leadership scholars, Kouzes and Posner (1999) wrote a book devoted to relationship building through encouragement as a leadership practice. It is significant that Kathy Bailey (2008) devotes a chapter to encouragement and identifies it as a basic teaching skill in the TESOL field in Chapter Three of *Leadership in English Language Teaching*. She states, "Over the years, I have come to believe that providing encouragement is one of the most

important skills of leadership," adding that "it may well be the most important." Since the TESOL field is people oriented, there is a need to focus more succinctly on this aspect of leadership for it energizes participants and sets the stage for exceptional outcomes.

The TESOL organization and its affiliates are primarily comprised of volunteers; therefore, JoAnn Crandall agrees that effective leaders should positively engage individuals who volunteer their time. Encouragement proves an effective strategy that inspires others to spend the necessary time to meet goals. Following Kathleen Bailey's (2008) observation that "effective leaders use encouragement strategically and frequently to motivate others" (p. 35), Beverly Hearn, past president of TNTESOL, encouraged both members and board members to "get excited together" about organizational progress, opening doors to new ideas and directions for the affiliate. Encouragement is a valuable skill that proves effective when dealing with change and those resistant to change. Diana Zadeh advises "you are always going to have those who are not willing to change, so we just have to pick them up and encourage them, slowly and step-by-step." These leaders believe that encouragement an important tool for any leader.

Effective TESOL leaders use encouragement to inspire others to do greater things than they ordinarily would have imagined possible. Relevant to the timeliness of this topic, John Schmidt begins his interview mentioning his experience of encouraging a colleague to apply to a University of Memphis doctoral program. With Schmidt's encouragement to pursue this opportunity, the colleague ultimately received his acceptance into the program. Within the first minute of her interview, Christine Coombe stated that she uses encouragement as her most utilized leadership practice. By

encouraging colleagues to publish, to get involved in TESOL Arabia and to participate in special projects, Coombe takes a leadership role by helping others take the next step.

Eight leaders in this study have also benefitted from the inspiration, support and encouragement of other leaders early in their careers and cite this influence upon their lives. A high school French teacher looking for a job after spending three years in France, Judie Haynes was encouraged " to go into this new field...ESL" by her college professor, Dr. Lillian Gaffney. Likewise, JoAnn Crandall explains "Leadership involves something that is helping people to move to the next stage, in recognizing in them what they can do and helping them to get there." Effective leaders understand that encouragement proves a primary tool to evoke confidence within others, even providing confidence to run for greater leadership positions.

Encouragement gives colleagues courage and motivates them to take leaps of faith such as seeking an elected office. In interview data, three TESOL leaders speak of others who have provided them the encouragement and support to campaign for an office, and as a result, eventually serve in high positions for the international organization. When a board member urged Lydia Stack to run for second vice-president of TESOL, she was daunted by the prospect of running for election; yet, with the support of a colleague's encouragement, Stack was elected on her second attempt at office. Also running twice before elected to office, Elliot Judd reveals that "people prodded him in a positive way" to encourage his run for the TESOL presidency. Similarly, Mary Lou McCloskey recalls, "Joan Morley was the person who said, 'you really should run for President of TESOL,' when I wasn't sure that I could do that." Accompanied by support, encouragement gives individuals courage and provides the impetus to take a big step toward leadership. As a

leadership practice, TESOL leaders encourage others to build social support and to 'make things happen.' See Figure 16 for the effects of encouragement as a leadership strategy in the TESOL field.
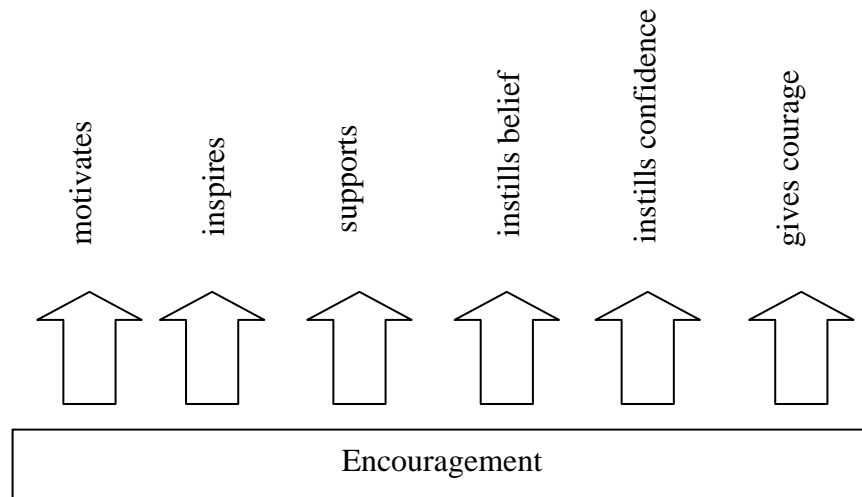
Figure 16. The benefits of encouragement in the TESOL field.

Two interesting cases in interview data explain the power of encouragement when combined with fortuity as an influence on individuals. In *Leadership in English Language Teaching and Learning*, Kathleen Bailey (2005) relates the talent of her department head, Russ Campbell, to recognize unseen abilities in others and, through encouragement and guidance, to inspire students and colleagues to use their talents. Bailey attributes Campbell with the power of encouragement to co-author a TESOL presentation and cites it as a pivotal moment in her career. Bailey recognizes the power of encouragement; subsequently, she encourages her students as well. Bailey's point that "the smallest comment from a teacher or a leader can deeply influence another person," is seen in the focus group interview with Marcia Fisk Ong, who tells the story of a young woman who approached her at a TESOL convention several years ago.

The child of a former student in Brazil expressed to Ong how encouragement influenced both the mother and daughter to become English language teachers themselves. "I didn't even know that I had been an inspiration, even unintentionally," pondered Ong, "therefore, I believe that people exercise leadership, even when they don't realize that they are exercising leadership." Leadership scholars, Kouzes and Posner (1999) explain this phenomenon, saying that personal involvement and caring foster leadership because "it is also a relationship" (p. 29). Bailey and Ong's experiences also illustrate Bandura's (2006) theory of agenic management of fortuity in that " a seemingly insignificant fortuitous event can set in motion constellations of influence that change the course of lives" (p.166). While positive encounters can impact life paths (Bandera 1982, 1998), these examples also illustrate the transformative power of encouragement as a leadership practice. Undoubtedly, encouraging others proves a highly effective leadership practice within the TESOL field.

Modeling/Acting as a Role Model

A frequent theme to emerge from 12 TESOL leader interviews is the aspect of modeling as a leadership practice. Although there is a power differential between the role model/leader and the student/follower, that is not the point of this paper. The sixth essential leadership practice, acting as an example or role model for the profession, proves an effective method to teach leadership to others by virtue of sharing knowledge, understanding and experiences while combining beliefs with action. An analysis of interview data reveals modeling is an effective practice that influences future leaders.

Nine TESOL leaders name role models, both inside and outside the field, who have influenced their careers in English language teaching. Mary Lou McCloskey points

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to her parents' influence. They taught her to "reach out, try new things, and to take on leadership roles" by modeling actions themselves. James Asher compliments his colleague, saying he "inspired others by example" through positivity, kindness, and support of others. Dave Sperling observed his father operate a business while dealing with health issues, thus teaching by example how to overcome adversity and to rely on the power of tenacity. In regard to leadership, Sperling learned "You are never going to be a good leader or good at what you do unless you experience adversity," affirming that experiencing difficulties is an exercise that builds character.

Successful leaders provide powerful role models for colleagues in the professional world. Serving as a member on various committees and the TESOL Executive Board, Elliott Judd enjoyed many opportunities to observe modeling by other leaders, citing John Haskell as an effective leader during meetings due to his behavior and personal demeanor. Judd observed, "Your personal behavior commands a lot of respect," adding, "TESOL leaders who I respect are leaders who lead by example, not by talk." Citing Haskell as a strong, credible role model, Judd declared role models are leaders who are consistent and follow through rather than simply talk in order to win the respect of others. This view is shared by Elsa Auerbach who says "I try to say what I think (transparency) and do as I say." Good leaders "help others grow; they help change happen and they are models of professional behavior," adds Liz England. According to Judd, leaders who provide good role models are "consultative" and "bother to ask" questions and opinions of others. Lydia Stack similarly characterizes an involved leader, saying "I think that an important thing is for the leader to be visible; be there; be accessible; have an 'open door policy' so that people can come and reflect with you." An involved leader models

effective practices not only essential for meetings, but also when dealing with tasks, assignments, and projects.

Twelve interview participants in this study were aware of their influence and power, striving to have a positive and dynamic impact on the professional lives of students. Affirming the authority of those working in teacher education programs, Allison Rice describes preparing teachers to become trainers themselves by creating workshops and collaborating on proposals for the international TESOL conference. By modeling, Rice knows she impacts students' ideas of professionalism and encourages her students to "take that next step," urging them to practice the example exercised by their teachers and professors. Instead of requiring that her students join TESOL, Stoller chooses to model by attending conferences, presenting sessions, and volunteering for the organization, saying "I hope that my students will just see through the example so that it is a path that they want to follow." Describing the impact of modeling, Crandall states that when students observe teacher trainers volunteering their time and actively serving in local affiliates, they, the next generation, are encouraged to also become active and involved volunteers.

TESOL leaders reflect on their practices and that of colleagues when evaluating modeling as an effective leadership skill. Defining her method of modeling, Fredricka Stoller says, "I think I try to put myself in other people's shoes, but I think I try to be a leader by just setting a good example." A well-known TESOL role model himself, Neil Anderson names Mary Ann Christison as a leader who "focuses on modeling good leadership skills in her interactions with others." When asked to name a good leader,

Fredricka Stoller also names Christison, who exemplifies Stoller's intrinsic idea of a role

model: a friendly, collaborative, independent problem solver who will lead the way.

   Passion and commitment. Role models set a good example; however, a sub-theme

emerged in the data indicating two minor, yet important, aspects of modeling as a

leadership practice. The first significant sub-theme to emerge is a demonstration of

passion and commitment on the part of six leaders as they model within their work.

Passion and commitment are influential forces evident in role models as they make a

strong impact upon others' own beliefs and practices. See Figure 17 for the influence of

role models on beliefs and practices.
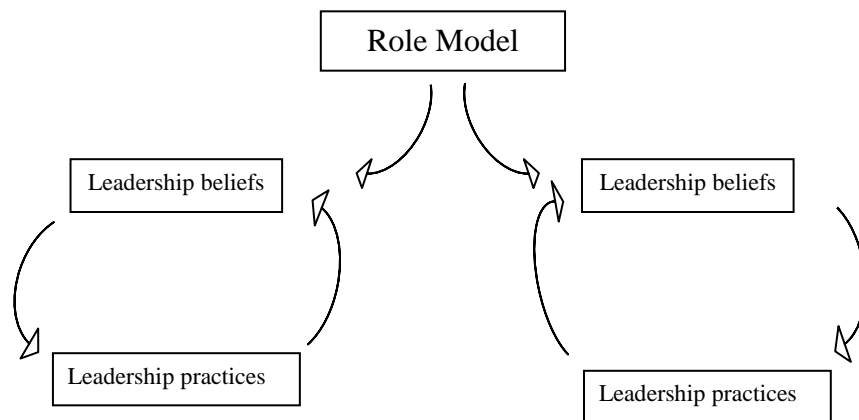
Figure 17. Influence of role models on beliefs and practices.

   As a district ESL supervisor, Diana Zadeh explains how she is influenced by the

"passion for things to be done well, to see the gains, and to see students achieve," a

passion visible not only to the teachers in her district, but also to TNTESOL members

who attend her presentations at the spring conference each year. Observing Chancellor

Nick Dunagan develop a passion for growth and success for the University of Tennessee

Martin influenced Judy Cleek to develop a passion for serving others; as a result, she

directed a grant program in her local school system that served to train local teachers working with English language learners. Judie Haynes believes her college professor modeled how teaching should be done and consequently adopted the model as her own. Declaring that he does not get involved when colleagues or students ask advice on potential projects, Stephen Krashen suggests that they decide their own topics. "When people ask me what to work on, I advise them to do what 'burns inside," explaining that "a researcher must be completely dedicated to a project for it to succeed." For Krashen and other leaders, passion engages individuals and secures commitment to, ultimately, ensure success.

Passion and commitment energize TESOL leaders to accomplish extraordinary tasks. For example, after teaching English and managing language schools in Japan for three years, Dave Sperling's passion and commitment is evident by the amount of time spent in the creation, development and maintenance of *Dave's ESL Cafe*. He defines his leadership practices rooted in a personal commitment to meet the goals and fulfill the responsibilities necessary to make the website a success, working on the website every day since 1999. Sperling admits after spending years working on the website, the initial passion he felt has now evolved into a sense of commitment and perseverance for the project. Sperling shares "It is not so much that I am leading scores of employees; it is the fact that I have certain responsibilities and I think, as a leader, no matter what, you just have to accomplish those things every single day." A primary component of Sperling's commitment is a constant struggle to maintain internet access, to post jobs and to manage the website on a daily basis. For example, Sperling says his search for Wi-Fi often leads him outside the door of airport VIP lounges in search of a necessary signal to post last-

minute jobs on his site before running to board his flight. Passion and dedication are certainly aspects of leadership that enable leaders to accomplish extraordinary tasks, as is apparent in *Dave's ESL's Café.*

Humbleness and humility in leaders. A second subtheme, humbleness and humility in leaders, emerged during conversations with TESOL leaders in regard to good leadership characteristics and role models. While discussing positive leadership characteristics, four interview participants mentioned humility as a valuable leadership characteristic. For example, James Asher offers the example of two colleagues, one outrageously irritating and the other, kind and humble. Both leaders were successful; however, the leader exhibiting humility inspires others and is respected by students and faculty alike, while others remember the second colleague with disdain for his negative characteristics and ineffective leadership practices. Judy Cleek recognizes her predecessor as a person who "led with humility, poise and grace," yet who was also a strong leader who pursued definitive goals while leading as president of TNTESOL. When describing a good leader, Elsa Auerbach praises her department chair for his humility and his lack of "grandstanding or self-promotion" while leading departmental endeavors and prioritizing others' needs.

Four TESOL leaders describe humility in colleagues, yet I also observed them reveal the trait in themselves during interviews. For example, when installed as TESOL president in 1981, John Fanselow requested an understated, shared meal with members rather than the usual grand banquet during the conference. A co-founder of Ohio TESOL and TESOL president in 2006, Elliot Judd maintained humility in his personal demeanor during interviews. This character trait was also reflected in his experiences and his stories

about other leaders. Sharing a memory from the past, Judd told how his mentor taught

graduate students humility in regard to position within the TESOL organization. When

asked if he knew 'any big people in TESOL,' the mentor replied, "there are no *big* people

in TESOL-we are all the same; we all just hold a certain position at a certain time." Judd

warned the graduate students to "beware of the person who thinks the position makes

them a *big* person," further explaining the core of his philosophy: "to never separate from

the identity of being a TESOL *member* first." Not only was this leadership characteristic

noted in interview narratives, but humility also became apparent while observing the

demeanor of other participants during the interview process. While talking with them, it

became obvious that they were dynamic leaders, yet humble with their own success and

subsequent leadership stories.

Using Influence to Benefit Others

Conversations with TESOL leaders reveal the seventh most frequent practice: to

use one's influence to accomplish goals to benefit others. Twelve interview participants

are aware of their influence and power to work for the good of individuals, groups, and

institutions**.** These leaders possess a high degree of personal efficacy and employ an

"agenic perspective" (Bandura, 2006. p. 164) to influence environments and

circumstances for successful outcomes. Themes emerge from interview data that reveal

two primary methods to use influence as a means of enacting change: advocating for

others and pursuing a social mission.

Advocacy. Advocating for others proves a frequent theme in the TESOL field,

specifically on behalf of students at all levels: K-12, college and university, adult

education, and refugee educational services. For example, Judie Haynes provides

leadership by urging K-12 ESL teachers to advocate for their students by not allowing others to marginalize the teachers, the students, or the ESL program. In addition, Haynes urges teachers to incorporate advocacy into their practices and to reject passivity in facing difficult working conditions. JoAnn Crandall believes that advocacy is a crucial leadership component and recommends the TESOL organization as an effective entity for advocacy, saying " Certainly, I think that is one thing that TESOL leaders do, to advocate for their students and advocate for their colleagues." Using the example of part- time instructors, Crandall insists on the importance of advocacy, especially for funding and better services for those working amidst poor teaching conditions.

Advocacy issues also extend to team members and groups working on tasks and assignments. Referring to her work with a recent committee, Lydia Stack states that leaders must "run interference when problems come up," especially when barriers and conditions threaten to stop forward momentum on projects. Stack explains her role as a leader who corrects problems and clears roadblocks to progress, saying "Sometimes that is the role of the leader too, to make sure the committee has everything they need and if that means 'going to bat' for the committee, then that is another important role." Affirming the importance of advocacy, Fredricka Stoller encourages TESOL professionals to think of themselves as advocates, saying "You can be a leader by advocating for all the different people that work with you. Whether it be the weak students, the strong students, the high-level, the low-level, the new teachers, the experienced teachers, the burned-out teachers, I think that being an advocate of the whole group is important." In facing challenges and barriers, leaders actively support others through advocacy to improve conditions for stakeholders.

Social Mission. There is a theme at the core of one-third of the interviews that reveals a sense of social mission on the part of TESOL leaders. Many TESOL leaders have served in the Peace Corps and similar organizations, including eight interview participants in this study. Leaders combine English-language teaching with a desire to accomplish goals to benefit individuals and institutions. Expressing her leadership beliefs, Allison Rice deems TESOL members "self-less" who teach students to give back to others. Diana Zadeh expresses a passion for doing "what we believe is a good thing to do," believing that a sense of social mission is what sets TNTESOL members apart from other organizations. Empowered by this philosophy and by his experiences from the 1960s, Elliot Judd felt an obligation to change the world, get involved and find a place in the field of teaching English. Judd's description of TESOL professionals as "concerned not only with their lives, but the world around them," is a common perception shared in other interviews.

Diane Larsen-Freeman told of her interest in the power to make a difference in the world, which drove her to create an ESL endorsement program to benefit graduate students and Michigan teachers through the School of Education at Michigan. Larsen says, "We know that many teachers are going to encounter English-language learners in their classrooms, and I felt that was an important social mission to contribute to the education of these teachers." In addition, Larsen-Freeman offers a second example of leadership and social mission in TESOL. Realizing a gap in the research agenda for second-language learning at the Michigan ELI, Larsen-Freeman promoted her vision, saying "I strive for balance--trying to listen to everybody, but also exercising leadership in directions that I felt that the institute should go.**"** Combining expertise and inspiration

with her sense of social mission, Larsen-Freeman leads her institution by facilitating innovative changes both appropriate for the Michigan ELI and the university, and to the benefit of many.

Also involved in a social mission to raise awareness of literacy issues, Stephen Krashen writes to educate the public on matters of reading, language acquisition, and bilingual education. For colleagues who ask how to contribute to public policy and education, Krashen recommends that "they first get informed, share information with others," and then "express their own view." By writing journal papers, letters-to-the-editor and on-line articles, Krashen uses his influence to support public libraries and whole-language education. Committed to fighting the inequities resulting from the *No Child Left Behind Act*, Krashen questions the effectiveness of school literacy programs and tests that are sponsored by corporations. By using his influence as a scholar, Krashen addresses literacy issues as a social mission on behalf of English language learners and teachers across the nation.

John Fanselow learned a sense of social mission from Virginia French Allen, a professor at Teachers College. "I learned that those of us who were working on advanced degrees in the field had a responsibility to provide service," explains Fanselow. According to Fanselow, Allen "encouraged us to do volunteer teaching as well as to do volunteer work at professional meetings, help with registration, do mailings, etc." Fanselow offers a second example of social responsibility and inspiration as he recalls the contributions of Ruth Crymes, a former TESOL president tragically killed in an airplane crash on October 31, 1979, en route to the international TESOL conference in Mexico. A professor of English at the University of Hawaii and Editor of the *TESOL Quarterly* for

five years, Crymes shared French's message of service and teaching as a responsibility to serve others. In his interview, Fanselow affirms Crymes' view saying, "Her death, in the service of TESOL, of course, reinforced this message." In all, eight TESOL leaders share a common belief: social mission and a commitment to serving others demonstrate leadership at its highest form.

Mentoring

In this study, 12 leaders named mentoring as an essential leadership practice, especially in academia and the context of school and university environments. As if to illustrate the point, John Schmidt begins his interview by exclaiming "what I think excites me the most is the practice of mentoring newer, younger colleagues." He recalled his recent effort to help a new colleague earn acceptance in a PhD program at the University of Memphis. Mentored in the TESOL Elementary Interest Section by leaders such as Mary Lou McCloskey, Betty Smallwood, Ann Martin and Nancy Cloud, Judi Haynes quickly realized the importance of mentorship and continues to act as a mentor in her school district for colleagues in the classroom. Haynes says, "I think that a really good leader doesn't just do their job; one of my missions is to bring as many colleagues into the whole idea of sharing the expertise." For Haynes, mentoring opportunities have evolved into practical and effective leadership practices such as co-writing articles, incorporating stories from fellow teachers into her articles and books, and encouraging people to try new things, such as presentations and writing for publication. In addition, Haynes recommends delegating tasks and projects as a way to teach and mentor others. "When you delegate, you teach people," Haynes says. Ultimately, effective mentorship guides others to succeed and to become mentors themselves.

As a young graduate student and teaching assistant, Elliot Judd learned mentorship first-hand through the wisdom of a professor and their shared appreciation for a cup of coffee. Judd recalled "making a before-class coffee run" for himself and the professor, yet the professor never allowed him to pay; instead, he instructed Judd to do the same for his own graduate students someday. The professor advised it would not only reimburse him for the coffee but would encourage Judd's future students to do the same for their own students as a perpetual cycle of mentorship. "What they would like to see you do, as their 'mentee,' is to grow to be a mentor yourself and mentor the next generation," Judd advised. The idea is not to repay the mentor directly; rather, one repays the profession by mentoring others, multiplying the effect. Judd offered a specific, detailed mentorship example that had a profound effect on both parties, for Judd and his mentor considered this an ultimate leadership practice.

TESOL professionals such as JoAnn Crandall and Danny Hinson speak of being fortunate to have mentors who guided them through their work. Given responsibility, support, and belief in her abilities, Crandall points to these mentors as most helpful when she was not sure of herself in the early stages of her career. Also in higher education, Danny Hinson points to key mentors: a provost at Carson-Newman College and Dr. Mark Brock, a TESOL departmental colleague who helped him learn how to navigate the college work environment upon returning after years of mission work overseas. Echoing Judd's statement regarding perpetual mentorship, Crandall explains, "I have been really lucky and hope that I am paying back all of the support that I was fortunate enough to have," while summarizing the value of mentorship and her responsibility to perpetuate this valuable leadership practice.

Similarly, from the university classroom and beyond, Allison Rice mentors students through summer professional development seminars at Hunter College by teaching students and teachers alike that they can become teacher trainers and conduct workshops. From a mentor perspective, Elsa Auerbach says "For me, true leadership is bringing out the best in others and helping them to grow or develop," feeling satisfaction when mentees gain confidence and 'speak up' after moving to new roles. By teaching summer professional development courses for teachers, Allison Rice fulfills her role as both a teacher educator and mentor. Through this program, Rice describes mentorship which places students on a direct path to leadership via training and opportunities in which the cyclical potential to become mentors themselves is realized.

Evidence during interviews indicates that TESOL interest sections act as veritable engines for mentoring aspects of leadership. Allison Rice points to her involvement in the TESOL Materials Writers Interest Section as a turning point for her career for it gave her "a role within TESOL as a TESOL leader." Mary Lou McCloskey cites D. Scott Enright as her first real mentor in the profession who had a profound impact on her career. As a testament to the power of mentoring, McCloskey cites Enright's influence to co-write her first article and first professional book, saying "He was always looking for ways to help me become a leader as well as to develop other people, not just to do it himself." In addition, McCloskey remembers Enright's mentorship of others through his development of a training program for interest section leaders designed "to make them more powerful and effective in their roles." Although his life was short, Enright's leadership and mentorship influence is still evident today in the D. Scott Enright Interest Section Service Award given each year at the international TESOL conference for outstanding service to

the organization's interest sections. Although the training program for interest section leaders established by Enright has been discontinued, McCloskey later witnessed Enright-trained interest section leaders become leaders throughout the entire TESOL organization.

According to half of study participants, mentoring is not only an essential leadership practice but also a powerful influence on individuals throughout their careers, especially at higher levels in the organization. Using terms like *enabling* and *empowering,* Elliot Judd summarizes this aspect of leadership, saying "We all have been mentors; every person that I know who has ever had a leadership position has special people in their lives who took the time, either directly, or by telling them things- none of us got here alone." McCloskey, Crandall, Hinson, Haynes, and Judd describe the power of mentoring in developing a leader's self-efficacy; similarly, mentoring promotes self-efficacy for individuals who benefit from this process with increased motivation, perseverance, achievement, and mastery (Bandura, 2001).

Finally, the mentoring process proves a fundamental, cohesive force in the establishment of the international TESOL organization. The earliest mention of mentoring in the TESOL organization appears during the interview with James Alatis who points to Charles Fries' mentorship of Robert Lado. Alatis recalls that Fries, director of the English Language Institute at the University of Michigan, mentored Lado, "an EFL and test expert," who later became first Vice-President of TESOL. Also, through the efforts of Lado, Dean of the Language and Linguistics department in Georgetown, and colleague, Harold B. Allen, the TESOL organization began. From 1966 to today, mentoring continues as an essential leadership practice for TESOL leaders who were

interviewed for this study, just as it played an integral role in the creation of the TESOL organization.

Vision

A ninth theme emerged during conversations with eight TESOL leaders: the aspect of vision and communicating a vision to others. This theme is noteworthy, for leadership scholars cite it as an essential element in leadership theory. Nanus (1992) defines vision as "*a realistic, credible, attractive future for your organization*...your articulation of a destination toward which your organization should aim" (p.8). Furthermore, Nanus expands vision to a future that is "better, more successful, or more desirable for your organization than is the present" (p.8). In this study, nine TESOL leaders define vision, explain how they use it, why they use it and the benefits of its application within groups and organizations in the TESOL field.

Christine Coombe cites the importance of vision as a practice for all leaders; furthermore, Danny Hinson recommends that "it is the role of the leader to have vision." Fredricka Stoller defines vision as "when you are seeing the larger picture," in contrast to poor leaders who "are unable to see through the eyes of the people they are meant to lead." Stack agrees, explaining "you have to set the vision as the leader, but I don't do that independent of the people I am working with." TESOL leaders Elsa Auerbach and Lydia Stack share a common belief that providing vision for groups and organizations is a collaborative effort. Using the example of her department chair, Auerbach describes a leader as someone who "has a vision for what we can accomplish together." Similarly, Stack prefers working as a group to collaborate, and to strategically decide upon the vision in order to target a path for the future. According to Bandura (2006), these leaders

employ "anticipatory self-guidance to visualize goals" (p. 164) and to help others visualize the future as well.

Leaders in TESOL affiliates use vision to guide organizations through exciting and challenging times at local and state levels. During a focus group interview with state leaders, vision emerges in interviews with Beverly Hearn and Diana Zadeh who compliment Jan Lanier for her vision in guiding public school ESL teachers. During a state meeting with ESL teachers, Hearn and Zadeh observed Lanier introduce a new English language proficiency test and share her 'long-term" vision of the potential advantages of the new test. In this presentation, teachers also witnessed leadership in Lanier's pro-active approach as she projected a better future for assessment in Tennessee, causing teachers to react positively rather that with annoyance at having to learn to use a new assessment to meet state and federal requirements. Leaders such as Lanier know that communicating a vision to stakeholders shows them possibilities for the future while ensuring stakeholder 'buy in' to make success more likely.

Both leaders themselves, Zadeh and Hearn employed their vision for the future to accomplish TNTESOL leadership milestones. Vision once inspired Zadeh to undertake and host a state conference in a rural Tennessee county with the help of only a special education secretary, a school principal, and a small group of teachers. Always interested in leadership, but activated by attending an affiliate workshop by Neil Anderson, Beverly Hearn held to her vision for TNTESOL: establishing a TNTESOL journal, renewing interest in mini-conferences and pushing for leadership development for the Executive Board. Hearn's vision was implemented by subsequent presidents who witnessed these goals become a reality for TNTESOL. Additionally, Hearn adopted Bandera's (2008)

agenic perspective to influence circumstances and "the course of environmental events" (p.167) in order to bring about these outcomes for the TNTESOL organization. These examples illustrate how communicating and sharing a vision between affiliate presidents and executive board members for extended periods of time lead to progress and result in successful ventures within state affiliates.

Leadership experiences mentioned in interviews reveal positive results for those who are aware of vision and employ it as a leadership practice. Marcia Fisk Ong reflects on her experience of selecting a Malaysian writer to co-author an early-childhood text, a project requested by the Malaysian Ministry of Education. Ong speaks of this transformational experience, saying she was enriched by the co-author's "vision and insight," in a mutually-rewarding experience of vision, talent, and collaboration. Judy Cleek mentions her predecessor as a leader "who pursued strong goals that reflected his vision for the organization." During her term as president, Cleek continued this vision by presiding over a landmark year for the TNTESOL organization. Both a colleague of the affiliate co-founders and long-time member herself, Cleek promoted her vision to establish an ESL Educator of the Year award, researched and co-wrote a book-*TNTESOL: A 30 Year History* (2008), and presided over the 30[th] anniversary celebration of the organization with record attendance during the 2008 Memphis conference. A colleague of James Asher who accomplished extraordinary goals, John Sperling began as a merchant marine then employed vision to create the world-famous University of Phoenix. Certainly, these leaders used vision in different ways to create objectives and meet remarkable goals.

While I listened to eight TESOL leaders reflect on colleagues who employed vision, I became aware of their own roles as visionaries during interviews due to their legacies to their institutions and the profession. For example, as Asher describes other leaders, one is equally aware of his vision for teaching language through the TPR (Totally Physical Response) method, now expanded to TPRS (Totally Physical Response Storytelling). Fredricka Stoller and Neil Anderson describe Mary Ann Christison as a dynamic leader with vision, yet they are both visionaries in their own right. Stoller maintained and promoted a vision to admissions staff, deans, and the president of her university in order to receive permission to establish an intensive English program at Northern Arizona University. In his interview, James Alatis recalls Harold B. Allen as a person of "great vision" during the planning stages of the TESOL organization. However, when Alatis speaks of the history of the TESOL organization, it is apparent that he also has played a key role in its success through his own vision. Elliot Judd concurred, "Without Jim Alatis, there would be no TESOL; he was one who got it started and led us for many years." Without question, vision has played an important part in the history of TESOL from its beginning to the international organization it maintains today. Listening to their stories, I was reminded of the humility subtheme as they talked about others' accomplishments, not their own.

Learning

The final theme to emerge in seven leadership interviews is the aspect of learning and its importance for TESOL leaders. For example, John Fanselow states three times during his interview that as a life-long learner, his commitment to service influences his approach to leadership. Stephen Krashen advises colleagues and students to be proactive

in their own learning, to be informed, and to share information with others, thereby increasing overall knowledge and better equipping themselves to debate important issues in the American educational arena. Learning is a central focus for the summer professional development courses at Hunter College, but Allison Rice admits "my hidden agenda is when somebody prepares a workshop: they learn more than they teach." Similarly, Judie Haynes' professor modeled for her the concept that one should never stop learning. Haynes reports that when her professor learned something new, she would bring it to the college classroom because she wanted to pass it on to her students. Her professorial strategies succeeded, for Haynes discovered the love of learning was contagious and should be shared with others.

Extensive learning for leaders occurs during board meetings while they are serving as officers of state affiliates and the international organization. Throughout interviews, leaders tell how interactions with other leaders increase leadership knowledge and reference each other in the process. Alatis describes the first TESOL president, Dr. Harold B. Allen, as a leader with vision who communicated well and had influence on other leaders. In turn, Alatis receives praise from Elliot Judd during his interview. Then, Mary Lou McCloskey describes Judd as an effective leader during her interview. The same effect is evident in the collaborative history of Neil Anderson, Fredricka Stoller and Diane Larsen-Freeman as they concurrently describe effective practices utilized by Mary Ann Christison. By observing and interacting with other leaders, current beliefs are reinforced and new ideas emerge which are subsequently incorporated into established leadership practices. See Figure 18 for the learning process that occurs from interaction with other leaders.
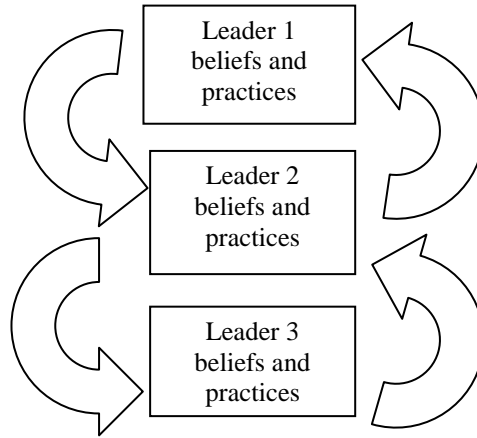
Figure 18. Learning process that occurs through interaction with other leaders.

Learning does not cease after TESOL board elections, for interviews reveal a veritable explosion of learning that occurs while serving in the organization's highest office. Referring to her term as TESOL President, Lydia Stack calls it one of her most memorable leadership experiences because of learning to work with an effective team of people. A leadership scholar in his own right, Neil Anderson speaks highly of the experience saying, "Serving as TESOL president provided daily opportunities to practice all of the leadership skills and qualities that I had read about and to learn even more." Anderson summarizes the importance of the TESOL presidency in regards to learning, asserting the highest office stimulates leadership potential as highly-motivated individuals have an opportunity to practice their skills and learn from each other.

An interest in learning proves a desirable trait that increases motivation to become a leader, whereas disinterest in learning is a pitfall and characteristic of poor leaders. According to Anderson, poor leaders do not care to learn or to improve their practices. "I think that perhaps they thought they were already a good leader simply because they had a leadership title," surmises Anderson. Insufficient learning poses problems for

stakeholders, warns Crandall, causing the spotlight to fall on an ineffective leader. When people are "promoted beyond their level of preparation," and when sufficient learning has not taken place, Crandall explains it may not be *incompetence*, but the fact that the individual is just not prepared for the responsibilities and tasks. Leaders must strive for this essential leadership skill, but it requires a conscious effort to obtain it. Learning requires desire and effort.

    Risk taking and challenges. Accomplishment in a field often requires individuals who take risks and persevere in pursuit of successful outcomes. Bandura (1993) points out that individuals with a high degree of personal self-efficacy "approach difficult tasks as challenges to be mastered rather than threats to be avoided" and "heighten and sustain their efforts in face of failure" (p.144). A strong subtheme in interviews reveals eight leaders who took risks and underwent challenges in order to learn something valuable, to gain experience, to win an office, and to add to their leadership repertoire. Despite the possibility of failure, these leaders spoke of confronting difficulties and situations that exposed them to risks; yet, these risks led to great success.

    For leaders who are not initially comfortable with the idea of running for an elected office, possible failure presents a risk to one's ego; yet, TESOL leaders told how risk leads to learning and increased opportunities. Due to Joan Morley's suggestion and encouragement, Mary Lou McCloskey ran for TESOL president, despite her lack of confidence. After taking the risk and winning the election, McCloskey continued to learn by watching TESOL leaders and board members in action, observing interactions and communication styles. Stack and Judd also faced risk and uncertainty when approached to run for a TESOL office. Both were elected after campaigning for office the second

time: Stack campaigned for Vice-President while Judd campaigned for President of TESOL. Observing that elections often depend on name recognition, Stack advises that it takes patience, support from mentors, and tenacity to win an elected position in the TESOL organization.

Facing demanding situations is a test of leadership; consequently several interview participants shared experiences and cited opportunities that were cloaked as challenges. After a call from Sandy Briggs, Allison Rice rose to the challenge when asked to serve as the newsletter editor of the Materials Writers' Interest Section. Initially fearful, Rice discovered that she could call on materials writers around the world for articles and they would readily respond, affording her the invaluable opportunity to connect with other material writers worldwide. Rice adds, "Becoming a newsletter editor and taking a leadership position in TESOL absolutely changed my life because I always continued taking on challenges that frightened me and then doing them, ultimately having a wonderful time." Dave Sperling meets the challenges associated with the daily operation of *Dave's ESL Cafe*, such as thwarting hackers, dealing with software problems and struggling to find time to post jobs on the site. Finally, when considering challenges of TESOL leaders, one must consider the ultimate challenge of leadership faced by James Alatis for four decades. As an ultimate leadership task, Alatis, as first Executive Director, struggled to make the TESOL organization solvent, successful, and administered effectively, hence making this study possible.

What TESOL Leaders Teach Us

In this study, TESOL scholars share leadership beliefs and practices developed from real-life experiences. Though interview participants came from a variety of

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backgrounds and experiences, multiple readings and data frequency graphs revealed themes that emerged from interviews that provide insight into common and extraordinary functions of leadership in our field. Employing good communication and listening skills during collaborative processes facilitates understanding and successful projects. An awareness of peoplework and recognition of the importance of relationship-building make possible the practices of mentoring and modeling, contributing significantly to both the personal and professional development of English language teachers. TESOL leaders encourage others in an effort to help them reach goals, take risks and undergo challenges that are crucial in learning and honing personal leadership skills. By using influence to do good, leaders use their office or job title to advance individuals, groups, institutions, and organizations while using the power of vision to show members how to 'get there' and succeed. Finally, TESOL leaders utilize the limitless resource of learning to guide them through not only decisions that impact others, but future challenges.

Failure and leader response can be a force for learning and growth, as illustrated by Maxwell's text (2001) on this topic. Few leaders in this study spoke of personal leadership failures since the interview questions concentrated on a successful leadership experience. Nevertheless, three leaders mentioned challenges to their leadership and what they learned from those experiences. When asked to be a student leader for a community development project in Mexico at only 18 years of age, Lydia Stack recalls incurring stress attributed to youth and inexperience for the task but admits benefiting from the "intensive learning opportunities." For the 2006 TESOL conference in Tampa, Christine Coombe was unable to fully realize her vision for the event, learning that budgetary restraints pose limitations on even the best conference teams and leadership practices.

Finally, Krashen admitted his leadership experience on the NABE Executive Board

prompted him to resign before the first year expired. From that experience, he learned

that he doesn't like certain types of leadership, plus research demands pulled him away

from these activities. Nevertheless, these experiences show leaders with an "efficacious

outlook" (Bandera, 1993, p. 145) in the face of challenges or setbacks which contribute to

self-efficacy and success as leaders.

The purpose of this chapter was to determine influences and beliefs from leaders

in an effort to discover effective practices in the TESOL field. By learning beliefs and

practices of TESOL leaders, we access knowledge gleaned from the successes and

challenges found in the lives and careers of TESOL leaders. Through evidence gained

from this study, this dissertation shares information so other TESOL professionals may

grow in leadership skills and learn to become better leaders themselves. Future leaders

have much to gain from those who have led before and from those who are leading now.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

Conclusions

TESOL professionals work in a field of diverse groups and complex challenges; therefore, an understanding of what effective leaders do creates valuable knowledge with the potential to augment leadership development specific to English language teaching. Although the central focus of this study concentrated on leadership beliefs and practices of TESOL leaders, research findings contribute insight in regard to influence and leadership identity of leaders. After conducting this study, I not only have a clearer picture of leadership beliefs and practices in the TESOL field, but also the processes that impact personal leadership development.

A Historical Retrospective of Paradigms

Fields may experience a historical retrospective when members look back to chart past events and note progress over the years, serving to solidify and mark the maturity of the discipline while highlighting paradigm shifts found in new ideas, approaches, and constructions of knowledge that replace previously accepted beliefs or systems (Kuhn, 1962). Related fields have experienced historical retrospectives. For example, Lantolf (2001) and Liskin-Gasparro (2001) employed *The Modern Language Journal* as a lens to present an overview of language teaching during the 20th century. In the Composition field, Fulkerson (1990, 2005) examined composition studies through the decades of the 1980s and 1990s while Bartholomae (2000) contributed a substantial historical retrospective of the Composition field from 1900-2000. In this dissertation, a review of literature in Chapter Two presents historical retrospectives of two fields: general

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leadership and teacher leadership in public education. Paradigms within the fields of leadership and general education begin with the individual, then unfold and develop towards larger constructs, such as groups and group activities. However, this study found a unique evolution specific to the field of English language teaching.

Beginning in 1966, the genesis of the TESOL organization marks an initial point to reflect on leadership paradigms within the field when Allen (1968) and Alatis (1976) speak in terms of vision and goals for the new organization. The early paradigm envisioned here regards the new organization and university professors as central to leadership. From 1980 -1993, scholars such as Ferguson and Heath (1980), Orem (1981), Auerbach (1991), Murray (1992), and Crandall (1993) approach leadership through issues of professionalism and professionalization, examining roles, credentialing, professional activities and work environments.

From 1991- 2001, a movement towards leadership occurs with the work of Pennington (1991), Johnson (2000), Bailey, Curtis, and Nunan (2001) who cite leadership practices such as education, empowerment, collaboration, mentoring, coaching, and the value of organizational management for TESOL professionals. In 2003, conversations on leadership become more pronounced in the TESOL *Professional Development in Language Education Series* when Shannon, Murphy, Stapa, and Smith (2003) address the term and leadership practices directly, commenting on leadership themes such as the benefit of sharing a vision with others, collaboration, peoplework, and the need for formal leadership training. Like Pennington in 1991, Stapa (2003) also encourages TESOL professionals to look to organizational management as a resource to improve effectiveness as leaders.

In 2005, Anderson notes a paradigm shift in the article "Leadership is not About Position: Leading From Behind" due to his message that all English language teachers are leaders and have the ability to develop to their full leadership potential. Murray (2005) expands the new paradigm in "The Ecology of Leadership in TESOL" by directly addressing leadership and its place within the unique, intercultural context of the TESOL field. First shared with attendees at the TESOL Leadership Symposium in Bangkok, these theories were later presented at the 2006 TESOL conference in Tampa. Coincidentally, the conference theme "Daring to Lead" was emblematic of the new leadership paradigm for the TESOL field.

The findings in this dissertation add scholarship to the new paradigm of leadership established by Anderson and Murray, contributing a deeper understanding of leadership processes in English language teaching. The three research questions in this study investigate principles that undergird scholarship thus far on leadership within the field (Anderson, 2005; Coombe, McCloskey, Stephenson, & Anderson, 2008; Murray, 2005). The following pages present an analysis of the influences, beliefs, and practices of TESOL leaders.

<div align="center">Leadership Influence</div>

The first research question focuses on leadership influences of TESOL leaders since these processes present a primary force in shaping these individuals. During surveys and interviews, leadership influences quickly emerged from conversations as leaders recounted their experiences, helping to investigate the first research question :

1. What leadership influences shape TESOL leaders?

An examination of interview transcripts and responses to survey Question 6, asking participants about leadership influences in their lives, show that trusted individuals in closest physical proximity to leaders potentially have the greatest influence on their beliefs and practices. According to the survey data, colleagues at places of employment, parents, and professors have the most influence upon leadership beliefs and practices, followed by teachers, colleagues in state affiliates, the TESOL organization and TESOL Interest Sections. Survey results parallel interview data with TESOL leaders who recount people who influenced their thoughts, opinions, actions, and even professional goals and career trajectories. Study data give evidence to the power of influence on developing leadership identity and a strong sense of leadership agency (Bandura, 2006) on the part of TESOL professionals in this study. In summary, personal, experiential, and situational influences significantly impact development of leadership identity and should be cultivated to produce effective leaders.

<div align="center">Leadership Beliefs</div>

Leadership influences significantly impact beliefs of TESOL leaders. This prompts the second research question in this study:

2. What leadership beliefs are held by TESOL leaders?

Data gathered in 241 surveys and 25 interviews reveal diverse leadership beliefs gained through influence, observation, experience, and interaction with other leaders. The following analysis will organize findings within four purposes that motivate TESOL leadership beliefs: sharing, empowering, serving, and learning.

Sharing

TESOL leaders believe in sharing leadership and mainly achieve this through two means: collaboration and mentoring. Rather than 'top down' or 'one leader' frameworks, mentors inspire and encourage, provide guidance for 'learning the ropes' of a job and navigating new responsibilities, and share their expertise while preparing the next generation of TESOL leaders. Despite a possible power differential between the leader and follower, mentoring assures attention and influence while collaborating with others ensures opportunities for new experiences. These processes contribute significantly to personal efficacy (Bandura, 1982, 2006) and leadership identity formation.

Empowering

TESOL leaders believe in empowering themselves and others through building relationships, caring for staff members, and putting relationships first. These practices illustrate the personal involvement, trust, and partnership that are cornerstones of leadership theory (Bennis, 1994; Bennis & Nanus, 2003; Bethel, 1990; Kouzes and Posner, 2003, Maxwell, 2008). When leaders build relationships, they also build confidence and willingness to cooperate on the part of others; consequently, mentoring and empowering others proves an essential means to develop leadership identity and a strong sense of leader self-efficacy (Bandura, 1982, 2006).

Serving

Findings show leaders feel a deep sense of professional responsibility which is implemented through two means: 1) service and 2) influence to benefit others through advocacy and a social mission. Throughout this study, TESOL professionals working in K-12, university, and adult education contexts negotiate with building and district

administrators for space, teaching time, and respect for the professionalism of the teachers. Leaders who champion departments not only exemplify Burns' theory, but provide an invaluable service to teachers and students within these institutions.

Learning

TESOL leaders value learning and seek to acquire leadership skills through various methods. In the new TESOL leadership paradigm, Anderson (2005) acknowledges the importance of "*leaders as learners*," a key element for effective organizational strategy and personal growth as a leader (p.4). General leadership scholars also believe that the most important force in shaping leaders is *learning* through an ongoing day- by- day process to self-improvement (Burns, 1978; Maxwell, 2008). Most importantly, learning presents the most significant factor in developing personal self-efficacy (Bandura, 1982, 1993, 1997, 2006) as leaders.

Leadership Practices

Leaders develop beliefs that guide their judgment; thus, beliefs are reflected in actions and practices. TESOL leadership practices are examined in the final research question, central to this study:

3. What are effective leadership practices of TESOL leaders?

As previously stated in Chapter Five, ten essential leadership practices emerged from interview data with TESOL leaders. A closer analysis of these ten practices reveals two essential characteristics of leadership in the TESOL field: It is transformative and generative.

Transformational Leadership

Interviews and survey narratives in this study create a portrait of transformational leadership that exists in the TESOL field. Transformational leadership changes the nature of something, elevating it to a higher level. Outcomes such as improvement, achievement, enrichment, and self-actualization are the hallmarks of transformational leadership, also evident in this study. For example, mentoring creates transformation due to the reciprocal nature of mentorship, benefiting both mentor and mentee by creating opportunities to learn and to interact together. Leader interviews and survey narratives supplied significant evidence of transformational leadership currently taking place in the TESOL field that also filters down to local levels. (See Appendix F for examples of transformational leadership in TESOL.) Within interview data, twelve leaders describe mentoring as a powerful leadership practice that moulds leadership identity, self-efficacy, and can transform all stakeholders involved in the process.

Generative Leadership

A primary characteristic of TESOL leadership is that it is generative. Erikson (1979) posited a stage of "generativity" in the life cycle of adults, a time of great productivity, creativity, and responsibility for a new generation (p. 103). Literature (Erikson, 1979; Fiest & Fiest, 2002; McAdams & De St. Aubin, 1992; Slater, 2003) broadens Erikson's Theory of Generativity further clarifying behaviors, characteristics, and interests of generative individuals. (See Appendix G for indicators of generativity in TESOL leaders). Interview and survey data in this study indicates TESOL professionals working at a high degree of generativity, primarily by applying the ten leadership practices that emerged in this study to engage others, solve problems, target success, and

activate new leaders An analysis of study data through the lens of Erikson's Theory of Generativity indicates four roles of generative leaders in TESOL: the Creator/Producer, the Teacher/Guide, the Catalyst for growth and change, and the Pathmaker.

Creator/Producer

Leaders in the Creator/Producer role are highly productive individuals who generate ideas, develop and communicate a vision, write, create materials, and develop policies. An analysis of survey narratives also finds a high degree of generativity and generative leadership, primarily describing professional development and teaching contexts, but including other examples of productivity. These examples depict activities of the Creator/Producer role for generative leaders in TESOL.

Teacher/Guide

Teachers/guides impart knowledge and make others aware of new ideas and possibilities in order to work towards a better future. Teacher/guides work with graduate students, new teachers, staff members, and colleagues to develop skills and confidence by investing time with team members, guiding meetings, helping to write lesson plans, observing, offering suggestions that developed confidence in terms of presentation skills and other professional development activities. Leaders in the Teacher/Guide role model strategies expected by team members, connect others with resources, work to identify areas for professional growth, create action plans, and help access necessary resources for teams. Finally, generative leaders, such as Judi Haynes, use delegation to teach others because delegation promotes learning and self-efficacy for future leaders.

Catalyst for Growth and Change

The Catalyst presents the most dynamic role of generative leaders in TESOL. Catalysts accelerate change because they are interested in improvement, not the status quo; consequently, it is the Catalyst who is responsible for quick results and progress. Examples of this process are found in narratives by a program director and a private school teacher who took new jobs and were mandated to bring about quick change in struggling institutions. In another case, Beverly Hearn refers to her role as a 'change agent' for the TNTESOL Executive Board by pushing for a leadership retreat, regional mini-conferences, and a peer reviewed journal. Only two years later, these goals came to fruition due to Hearn's Catalyst role to prompt growth and change within our state organization.

 Pathmaker

Generative leaders in TESOL, such as the Pathmaker, work in the forefront their fields and inspire others. Aware of her role as a Pathmaker, Betty Azar states in her interview that it was her leadership to create a path for others to follow. Stephen Krashen fits the description of Pathmaker purely for his theories of second language acquisition; however, he does even more in this role by writing letters to the editor, responding to ignorance about second language acquisition and ineffective resources related to teaching reading. His Pathmaker role demonstrates generative leadership through advocacy as a leadership practice, with the goal of helping others.

In summary, the four roles of generative leaders in TESOL are unconstrained and fluid, with leaders moving between the roles or even personifying them simultaneously. Most interview participants in this study are generative leaders who value learning,

creativity, productivity, influencing generativity in others, maintaining vision with a long term view, and working to make the world a better place. These leaders use the ten essential leadership practices in Chapter Five as tools for creating, producing, innovating, and problem solving; moreover, these leaders are likely to generate new leaders.

Implications of the Study

This study yields several implications for the TESOL field and its future in an increasingly globalized world. Based on the literature review and study findings, I present several implications for consideration. Although the following implications are of interest to any TESOL professional, I'll address three groups: researchers, teacher educators, and affiliate/ TESOL colleagues.

Implications for Researchers

It is important that TESOL scholars to continue to define leadership and articulate effective practices so others will understand the topic as it relates to our own field.For example, it is essential to differentiate leadership from supervision, administration, and management. Terms such as "administrate," "assign and supervise," "manage," and "train" denote management and administration--but not necessarily leadership. Scholars such as Maxwell cite influencing followers and creating positive change as signs of leadership rather than maintaining systems. Leadership scholars elucidate differences between leadership and management that also bear clarification in the TESOL field.

A second implication for researchers concerns vision. Of the ten leadership practices that emerged in this study, vision and communicating a vision are cited as part of the three most essential skills by general leadership scholars. This data establishes an area to explore in future scholarship since leaders use vision to facilitate and promote

ideas in order to advance organizations with a long-term view. I recommend that researchers nurture vision as a personal leadership practice through conversations, scholarship (Anderson, 2008; Hearn & Sams, 2009), presentations, and other ways to disseminate information.

Implications for Teacher Educators

Teacher educators should encourage the concept of individuals as leaders. I agree with Neil Anderson (2005) that all English language teachers should view themselves as leaders who have the ability to impact not only students, but also colleagues and organizations. Traditional leadership and power structures found in most teaching institutions hold teachers to less powerful positions within the 'teacher-principal-supervisor-department chair- administrator' hierarchy as sole source of leadership within an institution. Teacher educators should recast the assumption of traditional leadership roles that exclude teachers in favor of the new leadership paradigm noted by Anderson (2005) for English language teachers. Those who embrace the concept of individuals as leaders will better prepare students for their future roles. Evidence of the 'filter down' effect in Appendix G supports the rationale for teacher educators to promote effective leadership practices for pre-service teachers for the potential impact in local contexts.

Implications for TESOL Colleagues

The first implication cites the significant impact of personal influence upon TESOL leaders from colleagues. Findings show that TESOL professionals develop a strong leadership self- identity through the attention of other leaders, specifically through mentoring and modeling practices. Leaders with a strong leadership self-identity tend to nurture others who, in turn, do the same for their students and colleagues. As a result,

these individuals develop a stronger sense of agency and self-efficacy to tolerate, and even transcend, the challenges for TESOL professionals stated in Chapter One: (a) diverse tasks and contexts in the TESOL field, (b) isolation, (c) lack of leadership training, and (d) challenges posed by immigration and federal mandates on educational systems. Mentoring and modeling have a transformative effect on TESOL professionals, which directly impacts institutions and systems. For these reasons, the TESOL field must consider leadership an essential process for English language teachers.

A fascinating aspect of this study has proved to be the evolution of individuals into leaders and the influences that propelled them there. Some, like Coombe and England, did not seek leadership, but were sought by others through their specialty of expertise, essentially thrust into the position. A founding member of Ohio TESOL, Judd humorously admitted to being 'tricked' into becoming first Executive Secretary Treasurer by colleagues who voted him into the position. For others, there is a ladder of responsibility in order to attain leadership positions. For example, TNTESOL officers are nominated, voted in, and then given the opportunity to host the state conference in order to accede to affiliate presidency. Even so, these experiences contain a common thread--leadership evolving through experience. This study shows that being tapped for a leadership position often requires the attention of another leader. This is supported in Maxwell's *21 Irrefutable Laws of Leadership* which explains that 85% of leaders become a leader through the influence of other leaders who recognize leadership potential, a force apparent in interviews with McCloskey, Stack, Cleek, Larsen-Freeman, and Judd. Study respondents remarked on the special collegiality with other leaders indicating a veritable social network and synergy of from new sources of leadership influence. Conclusively,

professional colleagues should become cognizant of the power for igniting leadership potential within their peers.

The second implication for colleagues cites the significant leadership influence within TESOL Interest Sections reported in interviews, but scarcely mentioned (4.7%) (n=11) in survey results. This small number is corroborated by small attendance during Interest Sections meetings during the 2009 Denver conference. Thousands of people attend an international TESOL conference; yet only 10-30 people may attend an Interest Section meeting. This indicates a need for stronger marketing for these Interest Sections as they present rich areas in which to promote expertise, mentorship, and leadership influence that filters to all areas of the organization and to local levels.

It is important that TESOL professionals learn about the final implication for the field: the symbiosis between transformational and generative leadership in TESOL. All sources of study data show high levels of leader generativity and transformational leadership. Transformational results require generative energy. In turn, generative leaders cause transformation. These dynamic processes should be recognized and articulated within the field for they link intelligence, energy, and creativity to solve problems and excel in all contexts. A review of survey and interview data illuminates the three major conduits to leadership in the TESOL field: employing personal initiative, being thrust into the position, or by gaining attention from other leaders. Although an analysis from study data indicates these three paths to leadership, it is evident that recognition, encouragement, and support from experienced leaders prove the most successful method to generate new leaders. This is the distinguishing attribute of generative leadership in TESOL.

In summary, there are many sites for generativity within the TESOL field: the organization, affiliates, and workplace settings. In all of these contexts, it benefits TESOL professionals to know generative and transformative processes of leadership through effective practices detailed in this study. With an emphasis on thinking, creativity, innovation, and production, these two dynamic leadership processes create positive change that support successful endeavors in all contexts.

<center>Limitations of the Study</center>

As with any research, there are limitations in this study. First, my research questions posed limitations to this study due to the focus on positive leadership reflections. By asking leaders to describe a successful leadership experience in their lives or an observation of someone else as an effective leader, this study missed an opportunity to delve deeper into leader experiences because learning derived from difficulties and failure provide significant leadership lessons. I leave this opportunity open for future researchers.

A second limitation to this study may be the lack of critical analysis for leadership in regard to its power laden structure, inequalities between L1 and L2 speakers and teachers, differences between developing countries and their status in relation to English, and the value of World Englishes. Clearly, these are important issues for scholars to examine and discuss, but as the researcher, I wanted to maintain a focus on leadership beliefs and practices for the scope of this study.

Participant background may pose a final limitation to this study. I invited leaders from non-white/non-native speaker backgrounds to participate, but unfortunately they were not able to take part in this study due to prior commitments. Understanding the

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irony, one of them apologized: "Sometimes leaders are so busy being leaders that we don't have time to talk about it!" Leadership beliefs and practices from these leaders offer a promising area for future research and study. Likewise, it could be stated that the Caucasian perspective reflects the original hegemony of TESOL and illumines how Caucasians have shaped TESOL leadership perspectives. A future study could examine the influence of new leaders as they emerge from other countries around the world.

A Need for Further Leadership Study

In recent literature, TESOL leaders have encouraged members to consider leadership for themselves, citing personal success, effectiveness, positive impact on people organizations, projects, and goals. Results from this study show that further research and scholarship on leadership in the field of English language teaching is necessary in order to further define it, bring attention to it, and to share insight on effective practices because these are essential skills for a globalized profession. Conducting further research on this topic will promote leadership knowledge, scholarship, and new skills for the English language teaching profession to navigate challenges that will surely arise. By educating others on leadership beliefs and effective practices of TESOL leaders, we will take steps not only to generate new leaders, but we will also, to some extent, transform the profession.

Recommendations for Further Research

Further research on leadership in English language teaching is rich with possibilities that should be explored in all aspects of the field. A crucial place to begin leadership research lies within colleges and universities due to their interest in research, best practices, and a responsibility for teacher education. Anderson (2005) noted a

paradigm shift for leadership in TESOL when he stated that teachers, as individuals, lead through daily opportunities to influence, teach, establish direction, and move others forward toward goals. For those reasons, university TESOL classes should contain a leadership component or a semester seminar course devoted to the topic for expanded study in order to teach leadership skills that prepare new professionals entering the field. Both literature and findings from survey Question 3 regarding lack of previous leadership training indicate a need for course availability in preparation to lead English language institutes, intensive English schools, and other leadership roles within the field for few directors receive leadership training for these positions.

Within the context of public education, Carnuccio et al. (2008) call for research with a focus on leadership by ESL teachers in low-incidence schools, citing a high degree of leadership required by these professionals to impact their students, institutions, and districts. In addition to ESL teachers and mainstream teachers, individuals who move into administration and supervisory positions have a unique opportunity to study, research, and share effective leadership practices that impact these same stakeholders. Research conducted within the context of public education must be shared on a wide scale since it could potentially impact multitudes of K-12 teachers nationwide.

Opportunities to study and develop leadership potential already exist within the international TESOL organization, but more can be accomplished. First, I recommend the organization revisit curriculum for Interest Section leaders initiated by D. Scott Enright because interviews in this study reveal how this training had a powerful impact on individuals and leadership development, filtering throughout the organization and eventually impacting local levels as well. Second, continuing to share effective practices

through conferences, listservs, newsletters, and other publications will enhance affiliate leadership potential, also impacting their state organizations and regions. Third, twenty interest sections within the international organization offer areas for further study through descriptive works such as ethnographies, autoethnographies, oral histories, and case studies. Lastly, further study of beliefs and successful practices in regard to challenges, barriers, change, and resistance that face TESOL professionals in every aspect of our field offer valuable scholarly contributions. By study, discussion, putting theories into action, and through publication, leaders can educate others in effective leadership beliefs and practices, making strategies available to others while discovering and creating new ways to lead in English language teaching.

Like current leadership scholars, Anderson (2005) and Murray (2005) also believe that anyone can learn to develop leadership skills to become an effective leader. These beliefs are expanded by scholars in *Leadership in English Language Teaching and Learning* (2008) who propose that leaders in our field are not born; rather, they begin with a desire to serve others and develop leadership skills over time through self development and the support of other leaders. This study shares reflections from survey respondents, board members in a state affiliate, and those at the apex of the international organization to send a strong message and to summarize a crucial point: leadership is for everyone in the field of English language teaching.

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Appendices

Appendix A

Terms and Definitions

The following definitions and acronyms will be provided in the interest of clarity:

ACTFL – American Council on the Teaching of Foreign Languages

EFL- English as a foreign language

These are usually programs in foreign countries where English is not the primary language. The TESOL organization points out that the term is often used by U.S. university programs for international students who plan to return home to their home country.

ELT- an internationally accepted term for English Language Teaching

English Language Learners (ELLs) - students who do not speak English as a first language and must receive instruction in English to reach proficiency level-the currently accepted acronym in K-12 settings.

ESEA (Elementary and Secondary Education Act) - a federal education program established in 1965 to provide a fair and equal opportunity to obtain a quality education.

ESL (English as a second language) - Commonly used for those who speak a first language which is not English and the acronym for students in K-12 settings before the currently accepted ELL acronym.

ESOL- English to speakers of other languages. Used for U.S. elementary and secondary, as well as adult education programs. Sometimes used as a general term for ESL or EFL.

Latino or Hispanic- refers to persons tracing their ancestry to Spanish speaking regions of Latin America or the Caribbean.

Leadership is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 1997, p.3).

Limited English Proficient (LEP)- designation for children of school age who were not born in the U.S., speak a language other than English at home and/or have difficulty in the classroom due to a lack of proficiency.

No Child Left Behind Act (NCLB) - the name of the reform movement by President George W. Bush to raise achievement and test scores of all students in the United States.

National Council of La Raza (NCLR) – a private, non-profit organization focused on reducing poverty and discrimination for Hispanic Americans.

TESL - Teaching English as a Second Language

This term is sometimes used in conjunction with teacher education programs for EFL.

TESOL – Teachers of English to Speakers of Other Languages, a professional organization.

Appendix B

TESOL Leadership Survey

Question 1

 What is your most recent leadership role?

I have not yet served in a leadership role.

Lead teacher

Department chair

School supervisor

Director of a language institute

Position with the State Department of Education

Officer in an Interest Section

Elected officer in a local organization

Elected officer in a state organization

Elected officer in a national organization

Other (please specify)

Question 2

How many years have you worked in the role checked above?

I didn't check a role above.

less than 1 year

1-5 years

6-10 years

11- 20 years

21-30 years

more than 30 years

Question 3

Have you ever studied leadership? Please check all that apply.

I have never studied leadership.

Yes, as a discussion topic in a class.

Yes, by independent reading on my own.

Yes, I took a quarter/semester long leadership course.

Yes, through military service or officer training.

Yes, through the TESOL Leadership Development Certificate Program (LDCP)

Yes, through a business education course.

Yes, through a work setting.

Other (please specify)

Question 4

Did you receive leadership training for the job you currently hold?

I received no leadership training for this position.

I received little leadership training for this position.

I received sufficient leadership training for the job I now hold.

I received a great deal of leadership training for this position.

Question 5

Do you consider yourself to be a leader?

I don't consider myself to be a leader.

Yes, in small ways.

Yes, I consider myself to be a leader.

Question 6

What are leadership influences in your life?

I have had no leadership influences in my life.

A parent

A family member other than a parent

A teacher you encountered before high school graduation

A professor during your college years

A colleague at work

A colleague you know through your state affiliate

A colleague you know through your national organization

A colleague in a TESOL interest section

Other (please specify)

Question 7: (Optional)

7. Complete question 7 or click DONE to finish the survey.

Thank you!

Question 7:

Please describe a successful leadership experience in your life or one that you have

observed someone else perform as an effective leader.

All responses will remain anonymous.

To discuss your answers or the study, you may contact me (Deborah Sams) at

Dsams727@msn.com

I extend my gratitude for your participation!

Appendix C

Coding Themes for Interview Data

Code	Meaning	Example
GLC	Good leadership characteristics	Was enthusiastic
BLC	Bad leadership characteristics	Is not flexible
glp	good leadership practices	Pays attention to the needs of others
blp	bad leadership practices	has to control everything
ps	personal story	joining the interest section changed my life
alt	alternative view of leadership	"Because I don't care about the leadership ladder, I can articulate my perspective without fear of repercussions."
dncsl	did not consider him/herself a leader	"I don't feel like I am a leader."
li	leadership influences	"My mother and father told me that I could do anything."
eogl	effects of good leadership	"People are willing to do things that they did not agree with."
eobl	effects of bad leadership	"People lost trust."
pel	personal examples of leadership	project director for a grant program
dttlt	direct tie to leadership theory	" I think good leaders encourage other people to be leaders."
!	key point or quote	"Developing relationships with people is key to leadership."
def	definition of leadership or leaders	" A good leader empowers others."
pls	personal leadership strategy	" I delegate..."
wg	wisdom gained	" When there is no freedom, there is no creativity."

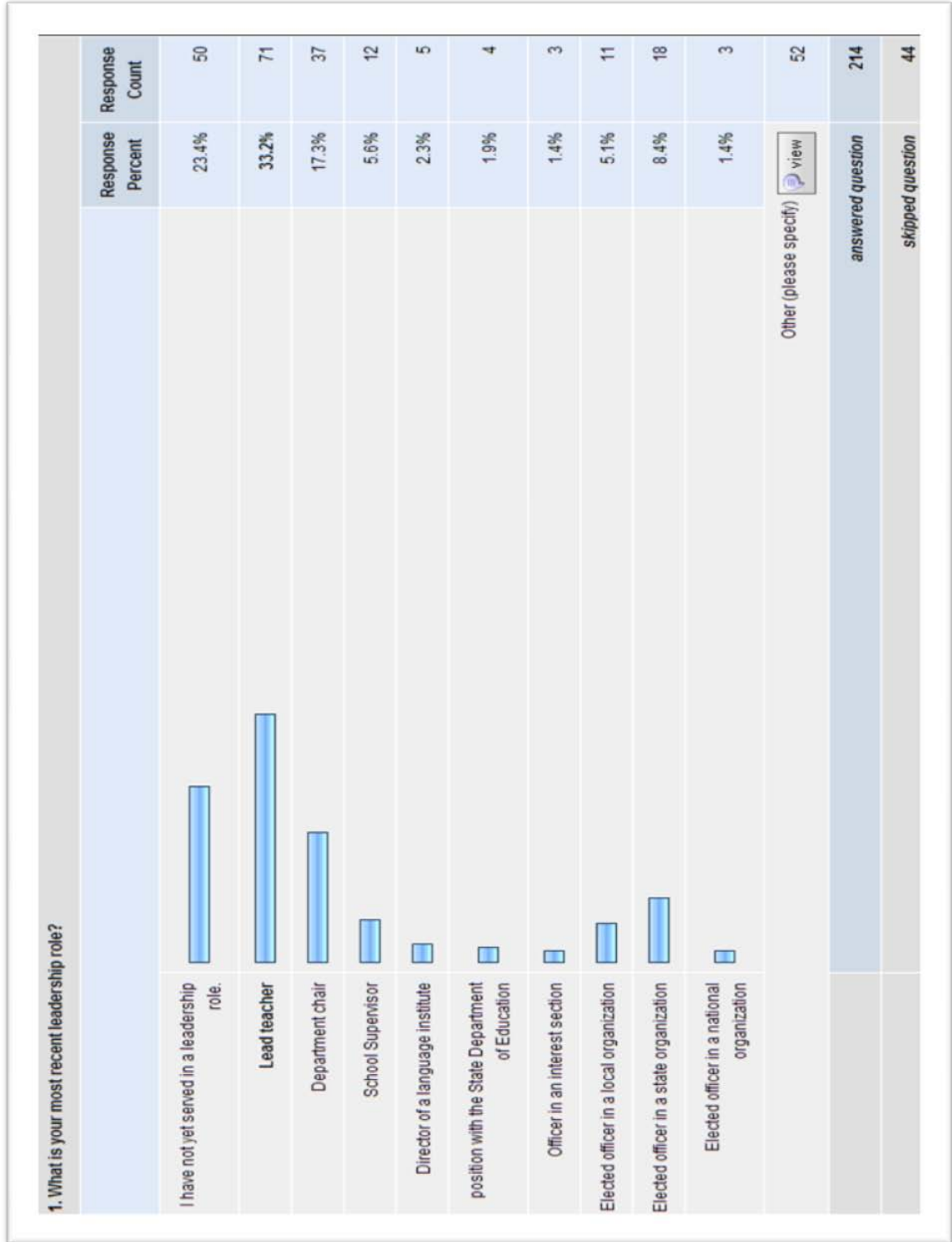| ch	change	In regard to change..."choice makes people work harder."
cs	chaos	overwhelmed
res	resistance	" You have to work with resistors-there will always be resistors."
oil	other influences and leaders	"She put on the path I am on today."
refl	reflections on leadership	" I don't think that anyone wants to be a poor leader."
sm	social mission	"I truly believe in public service..."

Appendix D

Interview Questions

(adapted from Bruce, 2005)

1. Tell about a good leader you have met or observed.

2. Tell me about TESOL leaders who you feel were effective.

   Why were they effective?

3. In your life, have you observed poor leadership examples?

Why were they not effective?

4. How do you practice leadership in your work?

5. Tell me about your best leadership experience.

6.   What most influenced you to be a leader?

1. What is your most recent leadership role?

	Response Percent	Response Count
I have not yet served in a leadership role.	23.4%	50
Lead teacher	33.2%	71
Department chair	17.3%	37
School Supervisor	5.6%	12
Director of a language institute	2.3%	5
position with the State Department of Education	1.9%	4
Officer in an interest section	1.4%	3
Elected officer in a local organization	5.1%	11
Elected officer in a state organization	8.4%	18
Elected officer in a national organization	1.4%	3
Other (please specify) view		52
answered question		214
skipped question		44

2. How many years have you worked in the role checked above?

		Response Percent	Response Count
I didn't check a role above.		19.4%	5
less than one year		7.4%	1
1-5 years		48.8%	12
6-10 years		20.2%	5
11-20 year		4.3%	1
21-30 years		0.0%	
more than 30 years		0.0%	
	answered question		25
	skipped question		

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3. Have you ever studied leadership? Please check all that apply.

	Response Percent	Response Count
I have never studied leadership.	31.7%	69
Yes, as a discussion topic in a class.	26.1%	57
Yes, by independent reading on my own.	**34.9%**	76
Yes, I took a quarter/semester long leadership course.	14.2%	31
Yes, through military service or officer training.	3.2%	7
Yes, through the TESOL Leadership Development Certificate Program (LDCP)	5.0%	11
Yes, through a business education course.	6.0%	13
Yes, through a work setting.	31.2%	68
Other (please specify) [view]		37
answered question		218
skipped question		40

4. Did you receive leadership training for the job you currently hold?

	Response Percent	Response Count
I received no leadership training for this position.	64.5%	160
I received little leadership training for this position.	19.0%	47
I received sufficient leadership training for this position.	10.5%	26
I received a great deal of leadership training for this position.	6.0%	15
answered question		248
skipped question		10

5. Do you consider yourself to be a leader?

		Response Percent	Response Count
I don't consider myself to be a leader.		2.8%	7
Yes, in small ways.		40.7%	100
Yes, I consider myself a leader.		56.5%	139
		answered question	246
		skipped question	12

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6. What are leadership influences in your life? Please check the choices below who influenced you to become a leader.

	Response Percent	Response Count
I have had no leadership influences in my life.	2.5%	6
A parent	50.0%	118
A family member other than a parent	24.6%	58
A teacher you encountered before high school graduation	33.5%	79
A professor during your college years	45.8%	108
A colleague at work	66.9%	158
A professional colleague who does not work with you	31.8%	75
A colleague you know through your state affiliate	13.6%	32
A colleague you know through your national organization	8.5%	20
A colleague in a TESOL interest section	4.7%	11
Other (please specify) view		30
answered question		236
skipped question		22

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7. Complete question 7 or click DONE to finish the survey. Thank you! Question 7: Please describe a successful leadership experience in your life or one that you have observed someone else perform as an effective leader. All responses will remain anonymous. To discuss your answers or the study, you may contact me (Deborah Sams) at Dsams727@msn.com I extend my gratitude for your participation!	
answered question	**129**
skipped question	**129**

Appendix F

Examples of Transformational Leadership in TESOL

Challenge	Action	Transformation
A teacher used influence to "raise the level of teacher conversation at lunch" by introducing professional themes to countermine a lunch mate who tried to dominate with rude, inappropriate topics and speak negatively of the students.	Each day, the ESL teacher continued to guide the conversation to positive, professional topics. This maintained a positive effect until the co-worker was not rehired by the school.	Transformational leadership by an individual has the potential to alter aspects of school culture through guiding conversation and thoughts to a higher level.
A program director entering a new position was mandated to increase enrollment in a struggling institution.	The director utilized vision and peoplework by expressing gratitude to staff members, rewarding them with time off and gifts paid with the leader's own money.	The director transformed attitudes of group members who had become "demoralized, disorganized, and ready to quit." Later, the school quadrupled in size, had a loyal staff, and the students appreciated the atmosphere within the school.
A high school ESL teacher used influence and peoplework to elevate students' standing within a school.	Serving as the school yearbook sponsor facilitates inclusion of ESL students in the yearbook to boost their self esteem while allowing the teacher to become more involved with the other faculty and staff who work with English language learners.	The ESL teacher/yearbook sponsor built positive relationships and improved camaraderie with the staff as well as students. Leaders build confidence and willingness to cooperate on the part of others, transforming attitudes and opinions within institutions.

Challenge	Action	Transformation
A high school ESL teacher noticed a student's lack of interest towards academics, prompting the teacher to investigate, create, promote, and manage a school- to-work program with the community hospital to provide hospital staff mentors for students two afternoons a week.	Learning to develop relationships between the school district and hospital staff, this ESL teacher persisted despite comments such as, "*The hospital doesn't want YOUR kids*," to see the program continue to succeed for ten years.	Collaborating with others for the benefit of the students improved high school experiences and, possibly, career paths. Transformational leadership creates opportunity for students within two institutions.
Kathleen Bailey's (2005) department head, Russ Campbell, recognized abilities in others, then encouraged them to use their talents. Bailey credits Campbell's encouragement to co-author a TESOL presentation as a pivotal moment in her career.	In turn, Bailey encourages her students as well, making the point that "the smallest comment from a teacher or a leader can deeply influence another person" (p.34) and help them reach their potential**.**	Encouragement has a transformational effect on colleagues who adapt it as a practice, later using it with their own students. This practice can transform futures and career trajectories.
Marcia Fisk Ong met a young woman at a TESOL convention who was the child of a former student in Brazil. The young woman expressed to Ong how encouragement influenced both the mother and daughter to become English language teachers too.	"I didn't even know that I had been an inspiration, even unintentionally," pondered Ong, "therefore, I believe that people exercise leadership, even when they don't realize that they are exercising leadership."	This case illustrates how modeling transcended one experience and extended to family's second generation. Kouzes and Posner (1999) explain this phenomenon, saying that personal involvement and caring foster leadership because "it is also a relationship" (p. 29).

Appendix G

Indicators of Generativity in TESOL Leaders

Leader behaviors	Leader characteristics	Leader interests
Generates	Productive	Seeks meaning in life
Guides	Sense of purpose	Commitment
Teaches	Concern for others	Fulfillment
Promotes	Creative	Meeting goals
Mentors	Innovative	Work satisfaction
Produces	Active	A desire to make things better
Leads	Ambitious	Competence
Creates things and ideas	Altruistic	Completion of tasks

Appendix H

Informed Consent Form

Theorizing Leadership and TESOL

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision about whether or not to
participate in the study. If you have any questions, please do not hesitate to ask.

The purpose of this study is to research how leadership is currently theorized and
practiced by TESOL professionals. Participation in this study will involve one individual interview to last between 15 and 60 minutes. As the objective of the interview is to hear your views on leadership and not to prove what you say is right or wrong, there are no known risks or discomforts associated with this research.

You have been selected as a potential participant because you have a reputation for leadership in the field of TESOL. Since selection is based on reputation, you will be identified in the study. No pseudonyms will be used. Since your name will be a part of this study, you will be granted full access to the study.

Agreeing to participate in this study will give you the opportunity to contribute to the understanding of leadership in the field of TESOL.

Your participation in the study is voluntary. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with me or the project director. If you choose to participate, you may withdraw at any time by notifying the project director, Dr. Nancy Hayward, or me. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, you will have access to all study materials at every stage of the process.

If you are willing to participate in this study, please sign the statement below.

     Researcher: Deborah A. Sams, PhD candidate
                               104 River Garden Ct
                               Sevierville, Tennessee 37862
                               (865) 453-8564
                               Dsams727@msn.com

     Project Director: Dr. Nancy Hayward, Indiana University of Pennsylvania
                               English Department, Leonard Hall
                               201J Leonard Hall
                               (724) 357-2473
                               nhayward@iup.edu

Voluntary Consent Form

I have read and understand the information on the form, and I consent to volunteer to be a participant in this study. I understand that my name will be made public with my responses but that I will have final say before any documents containing my name are released. I understand that I have the right to withdraw at any time. I have received an unsigned copy of this informed consent form to keep in my possession.

Name (please print): _____

Signature: _____

Date: _____ Phone where you can be reached: _____

Email address _____

Best days and times to reach you: _____

_____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

Date:_____ Investigator's signature: _____