**Leading learning and teaching via teacher-student and peers' communicative activities in the classrooms**
Ghulam Abbas Khushik

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Department of Education
University of Jyväskylä

# ABSTRACT

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Teachers and students are the inseparable part of classrooms who have teaching and learning roles in the classrooms. Leadership is an additional role of the teachers and students in the classrooms. That leadership comes in to practice in learning and teaching into classes via verbal and nonverbal communications in the classrooms. The purpose of the current study is to explore leading learning and teaching via teacher-student and peers communicative activities. Accurately, the leadership role in teacher-student and peers verbal and nonverbal communications in the classrooms. The target of the current research is to discover the understudied interactions of teachers and students in which they represent their leadership role in the classes. The videos of three full-length lectures on three different subjects at three different times were recorded for communicational analysis. The themes are extracted with thematic analysis in qualitative methods to discover the displayed leadership roles in teacher-student verbal and nonverbal communications in the classrooms. The main results inform that there are verbal and nonverbal communicative activities reflecting the leadership role, which plays a vital role in learning and teaching. The findings contribute to the strand of leadership and communication research. Similarly, it presents the results applicable to classroom communications in contexts other than Finland.

Keywords: Leadership, verbal and nonverbal communicative activities, classrooms.

# ACKNOWLEDGEMENTS

# CONTENTS

# 1    INTRODUCTION

This study investigated the concept of leading learning and teaching in the classrooms. The reason to attempt this exploration is based on the fact that there is less attention given to leading learning and teaching in classrooms from communication perspectives in leadership studies. Similarly, researchers in the field of communication have given less importance to leading learning and teaching from leadership practices concerning communicative activities of teachers and students in the classrooms in communication studies as Gosling (2009) and Quinlan (2014) argued that leading teaching and learning has been given less attention in comparison to the development of instructions.

I focused on exploring leading learning and teaching in classroom activities via the teachers' and students' verbal and nonverbal communications because fewer studies have focused on this topic. To my understanding, communication is the backbone of the leadership in the classrooms. The role of communication has been less highlighted in leadership studies in classroom activities. The leaders (e.g., students and teachers) lead the learning and teaching in classrooms through different activities. The activities are performed via various communications. The study aimed to know how and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms. Similarly, how and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms.

## 1.1    What is Leading learning and teaching?

Leading learning and teaching means to lead the process which enhances the knowledge of the students. The concept of leading learning and teaching has been seen from teachers' and students' leadership activities and practices. The teachers' and students' leadership practices in the classrooms remain in an abstract form until it is practised. For a layman, leadership practices remained challenging to connect with the learning of the students. That is why, Knapp, Plecki,

and Portin (2006) pointed out that it has remained a challenge to connect leadership practices with the learning of the students, and the mobilisation of energies and commitment. Defining the concept of leading learning and teaching leads to the teachers' and students' leadership practices and activities in the classrooms. The classrooms are led by the teachers and students collectively. The teachers share their knowledge, teach the students, and promote learning which depends upon their leadership qualities and skills which are practised in the classrooms. Furthermore, the connection of leadership practices with student learning lies in the leading students and students' involvement in learning and teaching. In leading students' learning in the classrooms, teacher leaders focus on the participation of the students, in which teachers increase the process of involving the students in different activities to improve and enhance the learning of the students (Knapp et al., 2006)

As I understand, there is a deep connection between the leadership practices and student learning, that prevails in the leading learning of the students, and is observed in the classroom activities. Practically, that connection lies in the leading of the students, students' involvement in various learning and teaching activities. The leadership practices focus on the participation of the students in leading students' learning in the classrooms, boosting and increasing intentionally the process of involving students and ideas which improve the learning of the students. That is the one way to understand the leadership practices leading learning and teaching in the classrooms via different activities.

The purpose of leading learning and teaching is to enhance knowledge, according to Marshall, Orell, Cameron, Bosanquet, and Thomas (2011). They claimed that a widely accepted fact is that the primary purpose of leading and managing the process of learning and teaching is to enhance the learning of the students. The accumulative and synthesised literature informs that there is a significant effect of leadership on the enhancement of the knowledge of the learners in the classrooms while leading the learning and teaching. Besides, leadership comes before learning and teaching. According to Collinson (2005, p. 1) who said that the leadership comes before teaching and learning, and these three concepts

"leading, teaching, and learning work together as a coherent whole, and teachers voluntarily seek, accept, or create leadership roles at the school". If the leadership comes before teaching and learning, then how and when the teacher and student leaders do lead learning and teaching in the classrooms? That is an important question to be discovered.

### 1.1.1 Leadership plays an essential role in leading the learning and teaching process.

The researcher is of the view that leadership plays a vital role in leading learning and teaching. In practice, that process of leading learning and teaching is performed in various activities by the teachers and students. The connection of leadership practices with student learning lies in the leading students in different activities — for example, the students' involvement in learning and teaching.

Teachers as leaders focus on the participation of the students in leading students' learning in the classrooms, teachers intentionally boost and increase the process of involving students and ideas which improve the learning of the students (see, Knapp, Plecki and Portin, 2006). Teachers arrange group discussions, whole-class discussions, and classroom presentations. Similarly, to lead the classrooms smoothly, the teachers as leaders try to create a pleasant classroom environment. To enhance the learning of the students, teachers assign home works and future tasks. Also, teachers keep on asking questions and answering the students. Similarly, teachers used the internet and modern technology as resources to enhance the knowledge of the students.

In addition to that, the leaders need to be active, caring, and communicative in leading the learning, and that is fundamental to enhance learners' outcomes. Teachers have to create an environment of collaborative learning for the students, and teachers have to define the problems which must be solved meaningfully, which leads to the students to the successful learning (see, Rob and Rob 2018).

Also, the students as leaders play an essential role in leading the learning. They are managers of their learning; they are independent learners, needs' analysts, collaborators, and team members, peer tutors, and reflective learners (see,

Bush et al. 2010, & Göker 2006). However, the problem is that leading learning have found insufficient solutions to social and educational problems in the classrooms of some disadvantaged schools in developing countries Bush et al. (2010). That has been observed that there is not correctly leading to the learning and teaching, which might have different reasons and factors behind it in the classrooms of some disadvantaged schools in developing countries.

### 1.1.2     The significant features of leaders affecting leading the learning and teaching.

There are significant features of the leaders affecting positively the leading learning and teaching, which enhances the knowledge of the students. Among such features, the experience and commitment of the teachers, the materials to learn and teach, sound learning, and teaching support materials and additional interventions by local subject advisors different developmental programs are included.

Similarly, how knowledge is transferred to the students by the teacher leaders or student leaders because the knowledge transformation plays an essential role in leading the learning and teaching in the classrooms, the knowledge is transferred while leading the learning. The role of the transformative power of classroom communication is in leading the learning in the classrooms Robinson (2005) and Schwarz, Dreyfus, and Hershkowitz (2009).

### 1.1.3     Leading learning and teaching and the role of communications

Most of the times, teachers and students as leaders lead learning and teaching through various activities in the classrooms. These are called classroom activities. The communication plays a vital role in classroom activities which enhance the knowledge. That leads to an understanding that communication plays an essential role in the process of leading classrooms. The reason is that the primary purpose of communications in leading learning and teaching is the enhancement of knowledge. The enhancement of knowledge is learning. That is

why it can be argued that leading learning and teaching is a process, which enhances the knowledge of the students in the classrooms. That process of leading learning takes place via various communications. The overall learning process of the students takes place via different communicative activities which might be based on verbal or nonverbal communication. Teachers and students lead those communicative activities. There are not enough studies available which have focused directly on the concept of leading learning and teaching; however, some of the studies focused on leading learning and teaching.

Similarly, communication is the channel throw which leaders interact with the students in the classrooms. In the process of learning of the students' teachers and students play an essential role collectively. The researcher has built up a view that the leading learning and teaching is a process which takes place between teachers and students. Both stakeholders promote leadership, learning, and teaching. Leading learning and teaching happen via different activities, and activities take place via verbal and nonverbal communication between teachers and students. These verbal and nonverbal communicative activities inform how and when the leadership takes place in the classrooms. The different linguistic conversational content, forms, and styles of communications shape the activities which help leaders in leading learning and teaching activities in the classes.

The activities in the classrooms are performed via interactions and communications in the classrooms. The further understanding of communicative activities in the context of the classrooms lays in the activities taking place via communication between teachers and students in the classrooms. There are different communicative activities which take place in the classrooms via communication to lead the learning and teaching.

The studies indicated the leading of learning and teaching in the classrooms via various activities in which communication plays an important role, such as Robinson (2005) and Schwarz, Dreyfus, and Hershkowitz (2009). There is less literature on the activities in the classrooms, which promoted leading learning and teaching and highlighted the role of communication in such activities. The related studies of Myers (2008 & 2012) argued that communication is seen strongly from

teaching practices in the classrooms because communication revolves around the teachers' two leading roles in which teacher is a lecturer and discussion leader. Similarly, these studies have indicated the role of teachers as discussion leaders, and the discussions are one way of leading the learning in the classrooms but how and when teacher lead learning via different communicative activities in addition to discussions is explored further in the current thesis.

### 1.1.4 Leading learning and teaching via various activities in classrooms

Leading learning and teaching takes place through different activities in classrooms. By that way, the teachers and students lead the learning and teaching effectively and smoothly in the classrooms. However, all of the activities may not be that much suitable and appropriate to lead the learning and teaching in the classrooms. The proper choice of particular activity at the right time and place enhances the learning of the students. That is why the right choice of activities has a direct influence on students learning. As, Collinson (2005, pp. 1-2) said that "the choices teachers make directly influence students' learning: choices of leadership in curriculum and instruction, and teaching through extracurricular activities". Among such type of activities in the classroom to lead the learning and teaching, often the very first activity is found: *Warming-up*. Warming-up is an activity through which the teacher-leaders start leading the learning and teaching of the students in the classrooms.

Furthermore, Stoianova (2011, p.263) said that "the beginning of the lesson is one of its most important stages which is vital for the good procession and success of the lesson" Most of the time, teachers warm up the students at the beginning of the class. The warm-up is very different from the general introduction of the new lesson. Stoianova (2011) argued that warming-up is more than a review of previous knowledge. Warm-up activity creates a bridge between previous lessons and current lessons. It is a foundation stone for further activities in the classes. This warming up activity is significant in a type of active-leading learning and teaching in the classrooms.

Previous research has informed that among the most famous activities in the classrooms is to lead the learning via questions and answers. The activity of ***leading the classrooms via questions and answering and discussions*** is among the top variety of several leading learning and teaching activities in the classrooms. The teachers' instructional methods and different activities such as questioning and answering have a direct influence on leading the learning process of the students. The questioning and answering in the classrooms transfer the classes instructor-cantered into learner-centred. Once the class is student-centred, then the communications and discussions take place with questions and answers by leading the qualitative learning of the students Similarly, these questions and answers in the classrooms create active learning which focuses on the involvement of the students and significantly enhance the learning of the students. Similarly, the questioning and answering strategy increased metacognitive knowledge and encouraged the students to better learning. Furthermore, in addition to in-class questions, the teachers use peer instruction which let the students talk their ideas with their peers to arrive at the answer (see, Graham and Wong 1993; Knapp et al. 2006; Smart and Marshal 2013, p. 249; Smith et al. 2011)

When I studied in the depth of the questioning and answering in the classrooms, I found that there are various functions of questions and answering, through those functions, the questioning answering help teacher-leaders to lead the classrooms. Among such functions, the topmost functions are for example, how a teacher-leader would understand that the students have understood what the teacher has taught. That is why the teacher-leaders ask questions to know whether the students have understood or not. Furthermore, questioning and answering help teacher-leaders to spread knowledge. Similarly, it helps to control the students in the classrooms, arouse the interest and curiosity in the ongoing topic of the studies in the classrooms. Also, questioning and answering bring focus and attention on the subject which is being discussed in the classrooms. The focus and full attention of the students and teachers help the teacher-leaders to lead classrooms smoothly. Questioning and answering in the classrooms help the leaders to keep classrooms in active learning in which students are stimulated to

ask questions and give answers. That is one way of leading classrooms for obtaining the success in the teaching and learning Erianti et al. (2018, p. 68), and as Marshal (2013, p. 250) said that the questioning and answering is a way to make the classroom discourse effective. Similarly, teachers often ask questions and continue the discussions with students individually or collectively to facilitate productive discourse which is to develop students' understanding and to provide them with a forum, that may happen quickly via questions and discussions (see, Chin 2006; Chin and Osborne 2008; Scott 2005; and Smart and Marshal 2013, p. 250).

Some of the strategies while leading the classrooms, increase active learning, which is promoted and adapted extensively. Among such proactive learning strategies are used classroom discussions and questions extensively (Hubbard and Couch 2018). The discussions in the classroom play an essential role in learning and teaching, an important is that the students' participation has a substantial impact on learning via whole-class discussions have a strong impact on student's learning when the students have whole-class discussions (O'Connor, Michaels, Chapin, and Harbaugh et al. 2016). However, they warn while leading the classrooms, that it is very much essential to include all students vocally because some of the students remain silent during whole-class discussions, in such situations, teachers cannot assume that everything learning goes smoothly. The discussions improve the learning of the students and the overall quality of the education when all of the students are included in the talks. Similarly, such discussions in the classrooms provide opportunities of problem-solving capabilities, increase conceptual understanding and improve the overall performance of the students (see, Lo and Wheatley 1994, p. 146; Reynolds 2016; Smith (2009, p. 122).

Another type of classroom activity which helps the teachers and students lead the classroom learning and teaching is **Students' PowerPoint presentations in classrooms**. The communication in *PowerPoint* presentations informs the leadership role of the students among students in the classrooms. Such presentations take place into groups in which a group of students give a presentation, and also the solo presenters give the presentation in the classrooms. This form of leading

learning is attractive for the learners, which appeals to the learners by including a diversity of learning styles with visual effects and multimedia methods (Oommen 2012, p. 54). The students to become responsible for their learning being alone and in groups. Such presentations have a significant role in teaching and learning in the classroom, according to Anderson (2001, p.43) found that the information communicated by students in such presentations is more useful than a traditional lecture.

The previous research informs that the activities are important but to my understanding: the *role of leaders' relational and behavioural attitude* in leading learning and teaching in the classrooms is as much as necessary as the other activities. The relational and behavioural attitude of leaders in the classrooms has an influential role in leading learning and teaching. According to Myers (2008 & 2012), the engagement of students and teachers in communication develops their professional work relationship. The communicative relationship with students in classrooms informs the level of the teacher in controlling and giving freedom to students. Control and independence are essential aspects of classroom communication in leading learning and teaching. The classroom teacher-leaders have extensive interaction with little teacher control in the classrooms in some of the countries. In contrast, others show little interaction with comprehensive teacher control in the classrooms (Emanuelsson and Sahlstrom 2008). Participation and content control in the countries have been dealt with differently.

## 1.2  Teacher, student and communicative leadership

This chapter reviews three forms and styles of leadership which are the teacher leadership, student leadership, and communicative leadership. The focus remains on teacher and student leadership. Also, communicative leadership is reviewed because teachers and students show their leadership via different communicative activities when they lead learning and teaching in the classrooms.

The theoretical basis of the current thesis is on the teacher, student and communicative leadership. The leading learning and teaching take place via these three leaderships. Among which, the most important is teacher leadership which is followed by student leadership. The communicative leadership style is an attribute of the most influential teachers in the classrooms, and students show their leadership via communication in different classroom activities. That is why the current thesis has included communicative leadership.

Teacher, student and communicative leadership have been studied extensively. Specifically, the previous research has extensively focused on teacher leadership and the aspects of teacher leadership. For example, Crowther, Ferguson, and Hann (2009) focused on the development of teacher leaders and how it enhances school success. In addition to teacher leadership, student leadership has captured the attention of the researchers. A researcher explored the issue of how the voice of the students can be heard in the school context, such as Shatilova (2014). Others focused on understanding student leadership, the role of the student leaders in schools, such as Burchard (2009) Dempster and Lizzio (2007) Duma, (2011) and McGregor (2007) and the relation between democracy in schools and student leadership Wallin (2003). Mostly, decision making and other aspects have been studied, but less attention has been given to communicative activities of student leadership.

### 1.2.1    Teacher leadership

This section focuses on teacher leadership, and how it is conceptualised, why it has been chosen for the current study. The concept of teacher-leadership is embedded in the activities performed by the teachers in the classrooms. When we look at the activities in the classrooms, we find that the teachers are facilitators, and role of facilitating is the form of leadership. According to Göker (2006), the teachers are facilitators in providing information instead present the information. They share the information, provide the information and lead the learning and teaching process via sharing and providing the information to the students. The

critical point is that the lead the learning and teaching process via sharing and providing the information to the students. According to Muijs and Harris (2003), the teachers' quality of teaching plays a significant role in quality education, motivation of pupils, and achievements. That quality will be improved when the teacher-leaders are participative leaders, they play the role as mediating role of teacher-leadership, and create strong ties and relationships with other teachers to develop mutual learning platform (see, Muijs and Harris 2003). Also, Reeves (2008) said that teacher-leadership must create the network for learning and support for teacher leadership to improve the learning and teaching in the classrooms of the schools.

Similarly, teacher-leadership promotes collaboration in dialogues in the classes. Besides, emerging teacher-leaders have the role of teacher leadership in the school improvement, and teacher-leaders have a role of promoting science education, teacher leadership must be sustainable to maintain their behaviour, attitude and honour (see, Fink, 2005; Harrison & Lembeck, 1996; Murphy 2005; Wallace and Loughran 2003; Webb 2009). When the teachers are strengthened, the culture, policies and programs are created to improve the learning and teaching, communications, relationships among school community members, and promote the skills of teacher leadership (see, Danielson 2006). The most important thing is that if the teacher has learnt the leadership or has better qualities of leadership, then that teacher enhances the quality of learning more than other teachers in the school. According to Glickman (2003), leadership learning and helping teachers positively enhances the quality of learning and teaching in the classrooms.

I choose the teacher leadership for my study because teacher-leadership plays an essential role in leading learning and teaching. Besides, teacher-leadership has a significant impact on enhancing the quality of the learning of the students in the classrooms as mentioned-above. Teacher-leadership enhances learning in different ways. For example, teacher-leadership shares the leadership role with the students by involving them into teaching and learning via verbal communications which are mentioned below in detail.

### 1.2.2    Teachers' intentional involvement of students in leading learning

Teacher-leaders involve students intentionally in leading learning and teaching in the classrooms. That is another way of leading the learning and teaching in which teachers involve the students intentionally in verbal communications in the classrooms. *Teachers' intentional involvement of students in teaching and learning via verbal communications* has a significant role in leading the classrooms. According to Grubaugh and Houston (1990) and Strachan (2015, p. 61) that each of the classrooms has the individual classroom leaders, and the intentional involvement of the students in the classrooms improves the students personally and scholarly. The teachers' pre-arranged students' involvement in the teaching and learning process helps students to lead the learning independently. The freedom in the classroom means to keep students free to enhance learning with a specific level of teacher control over the students. Yet, the teachers' instructional and guidance role does not change much due to the freedom of the students in the classrooms. Liberty and democracy are essential to lead the classes. The students also become independent. An intelligent teacher identifies and affects such student leaders to lead the classrooms to enhance the quality of education. Freedom and democracy create leaders in each classroom Ozer (2013, 551) and Tzuo (2007).

The teachers' respectful behaviour in interactions and clarifications play a vital role in the quality of student learning. A point to be considered is the behaviour and attitude in the input, according to Kim (2013) that the approaches and attitudes of the teachers have a considerable impact on the behaviour of the students in the learning process. Furthermore, Smart and Marshal (2013) pointed out that "Student outcomes such as achievement, motivation, and efficacy have been associated with multiple aspects of teacher instructional practices in the classroom, and interactions between students and teachers have the potential to shape the course of student learning, and verbal communication between teachers and students in classrooms shape the learning environment by influencing the type of talk that students engage in during instruction" (pp. 249-250).

## 1.3    The student leadership.

The student leadership has been chosen for this study because students are involved in many tasks in leading learning and teaching in the classrooms.

Recently, student leadership is widely explored and practised leadership style in educational institutions. The development of student leadership has substantial theoretical grounds. The conceptualisation of student leadership in the current study has been drawn on previous theoretical grounds, for example, the hexagon theory. Firstly, I would mention the grounds of hexagon theory given by Mozhgan, Parivash, Nadergholi, and Jowkar (2011). According to hexagon theory by Mozhgan, et al., (2011) the student leadership is developed and practised based on specific grounds. Among those grounds, knowledge, attitude, skill, and behaviour are immensely important while developing student leadership in the classrooms. Secondly, hexagon theory considered that leadership knowledge, leadership attitudes, leadership skills, and leadership behaviour are essential while practising student leadership. According to Mozhgan, et al., (2011), the individuals, groups of people, social life family, have an impact on the student leadership. Similarly, they mentioned that the influence of parents, self, friends (peers), school, university, curriculum, college environment, society, education, training, and development affect the development of student leadership. Furthermore, they said that it is essential to analyse the factors mentioned-above to develop and practice the student leadership.

The student leadership has been much appreciated and developed in the school, and college contexts, such as Archard (2012) Weber and Dennison (2014) Wu (2011 & 2013) have found that the student leadership has been developed and practised in the schools and colleges, and appreciated by the staff members. There is always an effect of individual features, socioeconomic status, and political engagement on the achievement of student leadership. Similarly, the college experiences have an impact on the leadership capability in both genders' leadership. Also, student leaders have their trends in their personalities which they apply in their student leadership styles. That's is why I choose the student leadership to explore the student leaders' trends in their personalities applied in their

student leadership. I choose student leadership to know that how and when student leaders represent their leadership in classroom activities while leading learning, specifically focusing on their communications which simultaneously answered that when the student leaders practice their leadership via different activities in leading learning in classrooms.

### 1.3.1 Student leadership promote leading learning and teaching.

The student leadership has been practised in different ways in leading learning and teaching. For example, the experienced older students have most often guided to younger students, but their skills are often neglected or less appreciated. According to Buchhorn and Allen (2018) and Rich et al. (2018), that the student leadership skills are often neglected during different teaching subjects in the classrooms when the teachers do not concentrate who often talks or more than other students in the classrooms. However, the teachers' talk most of the time in the classrooms and students listen. The student leadership takes place when the teachers involve actively to the students and let them participate in the learning process. The student leaders are often highlighted in the group tasks, in which some of the students remain less active than others. The most active student students in the group tasks have leadership attitude and skills which are essential to concentrate during groups discussions in the classrooms. Such active students prove to be among the best student leaders. According to Quinlan (2014), that the leadership has paid less attention to the leadership regarding teaching and learning in the classrooms, which focuses on the knowledge, teaching and learning. The student leadership shows their leadership in various classroom activities, among such activities, the most useful and famous is the students' presentations on different topics. When the students present in their groups, they often have student leaders.

*Students' Power-Point presentations in classrooms*

The communication in power-point presentations informs the leadership role of the students among students. Particularly, when there is a group of students presenting in classrooms. According to Oommen (2012, p. 54), that the power-point

presentations can be used in the class for student projects and "this format is attractive to learners, and it appeals to learners' diverse learning styles, such as visual, auditory, kinaesthetic, and creative by employing multimedia methods, such as sounds, images, colour, action, design, and so on". Similarly, Anderson (2001) said that teacher leaders are responsible for providing such opportunities for the students to make them responsible for their learning being alone and in groups. Such presentations have a significant role in teaching and learning in the classroom, according to Anderson (2001, p.43) found that the information communicated by students in such presentations is more useful than a traditional lecture.

***Peers' verbal communications, and support to lead the knowledge in classrooms***
The student to student interactions is a great resource to develop learning (e.g., Ladd et al., 2014). Most of the peers' communications happen when the students are assigned any task or group work. Similarly, other interactions take place when the teachers ask questions. Another form of peers' communications takes place when the teacher is not present in the classroom. "Active engagement of students during peer discussion leads to improved performance" Smith et al., (2011, p. 63). The teachers often lead and follow the discussions by helping peers' discussions to reach the right answers and continue discussions till final right explanations. The unique perspectives to consider in the peer interactions are the praise, appreciation, and intentional development of peer interactions by the leaders, which also must include care of other peers. According to Girolametto and Weitzman (2007), the children cared and increased their interactions with their peers in the peer interactions among pre-school-aged children. This helped the teachers to lead the classroom teachings and learnings when the peer interactions were encouraged and led by the teachers. Also, that promising approach develops social and moral values in children.

The established social and moral values have a significant role in classroom management and leadership. Besides, according to Girolametto and Weitzman (2007), that the pre-school-aged children improve their interactional capability by involving themselves in assigned groups and tasks. Engaging students in

groups and functions is a type of activity in which teachers interactively lead their learning process. According to Kosko, (2015) and Smith (2009), that the autonomy and competence increase in the classroom when the peer communications and discussions take place in the classrooms of any school, peer discussions enhance the understanding, even nobody knows the correct answer. Peers' support is a common way to support peers in discussions during lectures. According to Smith (2009, pp. 122-124) that "justifying an explanation to a fellow student and sceptically examining the explanation of a peer provide valuable opportunities for students to develop the communicative and metacognitive skills that are crucial components of disciplinary expertise".

Another form of peer support takes place in student groups' discussions and individual discussions. In such discussions, the students remain free to be part of the group or remain alone, according to Smith et al. (2011) that the peer discussions with teachers' explanations have an advantage over the peer discussions without the input of teachers in the classrooms. Similarly, Anthony, Anthony, Glanville, Naiman, Waanders, and Shaffer (2005) said that it is necessary to interact with people to develop social and emotional competence. In children's context, most of the interactions happen in schools or at homes. To improve social and emotional ability, the students in classrooms must have social interactions. According to Anthony et al. (2005) that communications among students in the classes have an essential part in the development of peer relationships. Some studies have studied the peer relationship deeply. According to Covay and Carbonaro (2010) that the relationships of peers are not a simple form of companionship because these are resources of peers' support to each other which are based on intimacy, and develop stability in school period till the adulthood. However, according to Covay and Carbonaro (2010) that the socioeconomic status of the students affects participation in social events and classroom behaviour of the students in the classrooms which might result in active students developing student leadership or less active students decreasing the norm of leading learning by students in the classrooms.

## 1.4     Communicative leadership

### 1.4.1     What is communicative leadership?

I choose the communicative leadership for the current study because my research questions focus on the communications by the teacher leaders and students leaders in the activities leading learning and teaching in classrooms. Firstly, it is essential to understand the definition of communicative leadership. The definition of communicative leadership, according to Hamrefors (2010, p. 141) in an article on communicative leadership, the "communication is defined as everything that communicates in an organisational context". The communicative leaders in communicative leadership most often communicate with people around them. According to Johansson, Miller, and Harmin (2014, p. 155), the communicative leaders while applying communicative leadership engage the people around them in dialogue and discussions, and they most often give and want feedback. A similar scenario was in the Finnish schools that the teachers often indulged students in discussions, gave feedback and wanted feedback. Also, communicative leaders decide in participation with others and are open to others. The communicative leaders' communication has, according to Barret (2006), an influence upon individuals, group members and groups as a whole, a single organisation, and a community by controlled transferring the purposeful and meaningful communication. The teachers' communication in the classrooms also have an effect and influence on the students.  The communication of communicative leaders is a kind of transmission which has centralised meaning, which is conveyed relationally, in which reality is constructed collectively, which is structured and contestable, which has multi-levels and is context-based, and is changeable via reflexivity (see, Fairhurst and Connaughton (2014).

Similarly, the teachers and students communication is a kind of transmission in which knowledge is transferred to students to lead learning. When the teachers and students have good communication skills, they are good leaders in leading the learning and teaching in the classrooms, and they prove to be among the best teacher-leaders and student leaders. The excellent communication skills

of the teachers are as essential as knowledge of the teacher on the subject, because the excellent communication skills are essential for the success of the institutions and organisations, also, the leaders lead through effective communication; when the leaders have good communication skills, they foster relationships, they create trust, understand each other which are essential and encourage everyone to let the leaders lead (Barret 2006). There are differences in leadership, for example, Fritz (2011) said that there are significant differences between leadership styles of male and female leaders, in which women's communicative leadership in higher education is to care about the institutions.

The history of the communicative leadership informs that, according to Backstrom and Ingelsson (2016), the communicative leadership came into being in reply to the more complex and changing business environments in the late 1990s. Later on, it was adapted into different fields, such as hospitals and schools. According to Barge and Hirokawa (1989, p. 172) and Erickson (2001, p. 22), leadership depends upon the communicative mode of interaction, appears via a process of interactions and communications at different places and times. When the leadership appears in communications, then it becomes communicative leadership which, according to Johansson et al. (2014, pp. 154-155), guides, coaches, and facilitates. That is why, in the schools, Ronnerman, Edwards-Groves, and Grootenboer (2015) promoted the idea of creating communicative spaces in professional learning communities. Once, we create communicative spaces, and then it brings awareness of communicative leadership. According to Gigliotti, Dwyer, Brescia, Gergus and Stefanelli (2020), the awareness of communicative leadership, mentorship, and team dynamics increase the use of communicative leadership.

The awareness of communicative leadership leads to the formation and application of communicative leadership. For example, according to Supratman (2017), that the using WhatsApp Group, Gmail group, posting the photos of achievements on social media, having personal discussions on particular issues, and praising the fellow lecturers form and use the communicative leadership. In results, according to Fjermestad and Ocker (2007), that the teams which have

more communications, and the leadership follows communicative leadership does better than other teams. Similarly, according to Johansson (2001), communicative leadership provides resources, create expectations, and provide collaboration to solve the problems. Besides, Johansson said that communicative leadership gives feedback, communicative leaders are approachable, help to continue to foster the relationships. This discussion from previous research has proved that communicative leadership is useful and more productive; it provides better opportunities to lead the learning smoothly. That is why I choose the communicative leadership concerning teacher and student leadership. To my understanding, communicative teacher and student leaders are better to lead the learning in the classrooms. Otherwise, according to Sacks (2017), that the most significant barriers in leading are the miscommunication and lack of communication by the leaders, specifically, there is less two-way communication on which the communicative leadership emphasises in the institutions and organisations.

### 1.4.2   How communications play a role in leading learning and teaching

The different communicative styles, forms and activities of the teachers and students promote leading learning and teaching in the classrooms because teaching and learning take place via communication. That communication is done in the different activities in the classrooms. The detailed light is shed on the communicative activities in the chapter of communication. For example, the teachers' relational and behavioural attitudes in communicational activities promote leading learning and teaching. Teachers' and students' classroom behaviour, attitude, and praise have been much appreciated, and proved to be important in leading the learning and teaching Liu et al., (2019), and Reinke and Herman (2016). Similarly, the teachers' communication in motivating students to learn has played an essential role in leading the learning and teaching, such as Kerssen-Griep (2001)

found that communications encourage the students, they start feeling the ownership of the class, and they invest, express, and contribute in the learning and teaching in the classes. In addition to teaching styles and methodology, helping to lead the classroom communications, the warm-up activities have been found relatively useful in leading the learning and teaching.

I would point out that the different communicative activities, forms, and styles help the teachers and students to lead the learning and teaching effectively and smoothly in the classrooms. Specifically, the relational and behavioural activities of teachers' communication help the teachers to lead the classrooms effectively. Similarly, the communications' effects in motivating students in the classroom help teachers to improved teaching. Also, the different teaching styles and methods are helping to lead the classrooms via communications. Simultaneously, the classroom climate, environment, and calling upon students, and questioning answering in classes have substantial effects on the leading of the classrooms. Leading learning and teaching takes place via communication in different forms and activities. Similarly, different attitudes, behaviours, and actions of the students and teachers show leadership behaviour in the classrooms. The relational and behavioural activities in which teachers communicate have an essential role in leading the learning and teaching in classes.

***Effects of teachers' communications in motivating students in the classrooms***

Teachers' and students' communication in the classrooms, their behaviour, attitude, and praise have remained of much importance, such as Liu et al., (2019), and Reinke and Herman (2016) said that the communication helps the teachers to lead the classrooms effectively. Similarly, communications have effects in motivating students in the classroom, which help teachers to lead the learning effectively, and effective communication improves the learning. The communication of teacher-leaders helps to create a suitable classroom climate and environment. Similarly, using communication for calling upon students, and questioning answering in classes have substantial effects on the leading of the classrooms. According to Kerssen-Griep (2001), the communication has a strong relation to fellowship behaviours in the students, and different types of communication have

a connection to autonomy, competence, and fellowship behaviours in the students. Also, Kerssen-Griep (2001) found that communications encourage the students, they start feeling the ownership of the class, they invest, express, and contribute in the learning and teaching in the classes, and communications maintain the climate for independent thinking, risk-taking, and respect the students' contributions, simultaneously encourage "application, analysis, synthesis and evaluation of course knowledge, communication encourage and respect autonomous thought which has effects on relation to autonomy, competence, and fellowship behaviours in the students" (p. 265).

Also, the different teaching styles and methods are helping to lead the classrooms via communications. ***Teaching styles and methods have been found relatively helping to lead the classroom communications.*** For example, according to Kellough (1971), that the teaching styles are essential. Among such teaching styles, for example, planning is a useful tool. Secondly, teachers must have the ability to read the students and understand. They must understand that when and for what activity students will be active and participating fully, according to Barton (2011). He said that there are many right ways and diverse teaching and learning methods. The ultimate goal is that the students must be taught their courses entirely via what so ever the selected activities by the teacher, and with any learning, mode to finalise the learning (Rothschadl and Russell 1993). Among such styles and methods, found that the teachers' clarity in the classes in essential Myers (2008 & 2012). For such clarity, they can seek help from any resources and materials. The internet or using internet resources is highly recommended and appreciated by Mills (2005), Mishra (2008), Rolando et al. (2013), Rovai (2009), and Sorensen et al. (2007).

Similarly, there are more activities, in which, through communication; the teachers and students promote leading learning and teaching. Such as leading the classrooms via questions and answering, and discussions, teachers' intentional involvement of students in teaching and learning via verbal communications. Among such communicational activities in which creating and leading the pleasant classroom environment and climate via soothing communications has

its importance. The ***creating and leading the pleasant classroom environment and climate via communications*** plays an essential role in leading learning and teaching in the classrooms. According to Jones (1955), a friendly classroom environment contributes significantly and vitally in successful teaching.

Similarly, Myers (2008 & 2012) referred to Book (1999), and O'Ferrall (2010, p. 1) pointed out that the teachers' significant ties have a great influence on the student achievements. The classrooms and the teachers must be engaging the students and themselves via effective communicative behaviours when they are teaching in the classrooms. For example, they can use humour, jokes and exaggeration in the leading learning and teaching in the classrooms. In such communications praise by teachers of the students has an immense effect on the students. The teachers win the hearts of the students by praising them in the classroom (Wolk, 2003).

Furthermore, the teacher leader has a great responsibility to create a pleasant classroom environment. The laughter and funny gesticulating to keep students active in the class discussions and learning process, the specific behaviour of the teachers plays a vital role in leadership in the classrooms (see, Mackay 2006, p.5; & Marques, Dhiman, and Biberman 2012). However, the teachers' communications in teaching are based on different characteristics. Teachers often create fluctuations and stress in voice to attract the attention of students, according to Knapp et al. (2013, p. 323) almost all of us create fluctuations in voice when we want to emphasise on our ideas in messages. Furthermore, they exemplify the vocal sounds and articulation of the different words with stress and intonation, for which, manipulating vocal pitch is a common practice by lowering it for ending the declarative sentences, and by raising the pitch for a question.

The teachers' respectful behaviour in interactions while classifications play a vital role in the quality of student learning. A point to be considered is the behaviour and attitude in the input, according to Kim (2013) said that the approaches and attitudes of the teachers have a considerable impact on the behaviour of the students in the learning process. Furthermore, Smart and Marshal (2013) pointed out that "Student outcomes such as achievement, motivation, and

efficacy have been associated with multiple aspects of teacher instructional practices in the classroom, and interactions between students and teachers have the potential to shape the course of student learning, and verbal communication between teachers and students in classrooms shape the learning environment by influencing the type of talk that students engage in during instruction" (pp. 249-250).

*The communication in the Facebook groups and online platforms*
Social communication platforms are a great source of leading learning and teaching. Facebook groups and online platforms inform the individual leadership activities by the students and teachers. Recently, two studies by Mulls et al. (2019) reported the use of social networking sites in learning by school students. Some studies have studied the impact of Facebook on learning, teaching, and education (e.g., Manca and Ranieri 2013; Wang et al. 2012). Muls, Backer, Thomas, Zhu, and Lombaerts (2019, p. 1) mentioned that "Facebook class groups can promote both bonding and learning. Bonding can be enhanced because Facebook class groups foster a sense of solidarity and unity among students". Mostly, the students post the presentation and material in Facebook groups and other learning platforms of their schools to help each other. They discuss the published stuff on Facebook, and according to Muls, Triquet, Lieghe, Backer, Zhu, and Lombaerts (2019) students continue discourses on learning and teaching, and Facebook stimulates social learning because "students gain more insights into the subject matter and are challenged to evaluate their study methods and progress" (p. 1).

*Peers' verbal communications, and support to lead the knowledge in classrooms*
The student to student interactions is a great resource to develop learning (e.g., Ladd et al., 2014). Most of the peers' communications happen when the students are assigned any task or group work. Similarly, other interactions take place when the teachers ask questions. Another form of peers' communications takes place when the teacher is not present in the classroom. "Active engagement of students during peer discussion leads to improved performance" Smith et al., (2011, p. 63). The teachers often lead and follow the discussions by helping peers'

discussions to reach the right answers and continue discussions till final right explanations. The unique activities to consider in the peer interactions are the praise, appreciation, and intentional development of peer interactions by the leaders. According to Girolametto and Weitzman (2007), to develop and encourage peer interactions in pre-school-aged children, the children would care and increase their interactions with their peers. This would help the teachers lead the classroom teachings and learnings when the peer interactions were encouraged and led by the teachers. Also, that promising approach develops social and moral values in children. The established social and moral values have a significant role in classroom management and leadership. Besides, pre-school-aged children improve their interactional capability by involving themselves in assigned groups and tasks. Engaging students in groups and functions is a type of activity in which teachers interactively lead their learning process.

Similarly, according to Kosko, (2015)and Smith (2009) Smith (2009, pp. 122-124) the autonomy, justifying the explanations and competence increase in the classroom when the peer communications and discussions take place in the classrooms of any school, and peer discussions enhance the understanding even nobody knows the correct answer. Another form of peer support takes place in student groups' discussions and individual discussions. In such discussions, the students remain free to be part of the group or remain alone. According to Smith et al. (2011) reported that peer discussions with teachers' explanations have an advantage over the peer discussions without the input of teachers in the classrooms.

It is necessary to interact with people to develop social and emotional competence. In children's context, most of the interactions happen in schools or at homes. To improve social and emotional ability, the students in classrooms must have social interactions. The communications among students in the classes have an essential part in the development of peer relationships (see, Anthony, Anthony, Glanville, Naiman, Waanders, and Shaffer 2005). Some studies have studied the peer relationship deeply form a view that that the relationships of peers are not a simple form of companionship because these are resources of peers'

support to each other which are based on intimacy, develop stability school period till the adulthood (see, Covay and Carbonaro (2010) pointed out. Similarly, according to Covay and Carbonaro (2010), the socioeconomic status of the students affects participation in social events and classroom behaviour in the classrooms.

# 2    COMMUNICATION

The focus on communication is in the classroom context in the current study. However, it is essential to understand the definition or at least an overall view of what the communication is in my viewpoint. To my understanding, to understand communication, it is essential to understand the forms of communication. Thus, I would refer to Negi (2010) who said that communication has different forms. The oral or speech is one of the forms of communication in which people use words to speak but simultaneously use gestures by hands, moments by hands,  contact through eyes, smiling faces, postures of body and symbols of the body with or without intentions, and these non-linguistic cues in communications are called nonverbal communication.

Similarly, there is verbal and nonverbal communication in the classrooms. I used this understanding of communicational forms in the current study to explore the communicative perspectives of leadership roles. Another definition of the communication, according to Negi (2010, p. 101) said that "Communication, which is used in everyday life from greeting a stranger to touching a lover, is an ongoing process of sending and receiving messages that enable human to share knowledge, ideas, thoughts, information, feelings, emotions, and attitudes".

Next, the current study reviews the studies on defining teachers' communication, different forms and skills of communication, defines the nonverbal communication, teachers' and students' nonverbal communication in leading the classrooms, and leading learning and teaching via communicative activities in the classrooms.

## 2.1    Defining teachers' communication

The communication is defined in the context where teachers' communication is of the focus in this section of the thesis. Teachers' communication is always two-way communication, which happens to inform, ask, and discuss the ideas. The teachers build bridges via an interface with their students and respect them by

listening to Friedman (2019), not necessarily to agree with them. According to Liu et al. (2019) who informs that there are four types of everyday interactions that happen in the classes. The most common type of communication is questioning and answering in the classrooms. The other daily interaction is taking notes, reading, and discussion at frequency wise. Also, according to Negi (2010) who said that competence and experience are required to be successful in the verbal communication and nonverbal communication, specifically in nonverbal communication because most of the times, our verbal communication has a more significant portion of the nonverbal communication, and we speak at the level of nonverbal communication level.

## 2.2 Different forms and skills of communication

There are different forms and skills of communication in the perspective of leadership with a particular focus on teacher-leadership in this section of the thesis. According to Myers (2008 & 2012), the communication is often seen from the teaching perspective, which revolves around two primary roles of teacher, and one is that teacher is a lecturer. Second is that teacher is a discussion leader. Along with these activities, there are more forms and skills to communicate in the class with the students. Furthermore, Myers (2008 & 2012) said that the most basic four forms of communication must be displayed in teachers' conversations in the classroom (e.g. being transparent, humorous, involving students in discussions, communicative behaviour). Active and effective communication needs teachers to be clear, entertaining, and engaging students in studies. Besides, Myers (2008 & 2012) said that the classroom management via an interface which means the communicative behaviour used by teachers.

The communication skills of teachers are essential in leading the learning and teaching in the classrooms, according to Iurea (2015), who said that teachers have to prove that they are good at commutation skills. Also, they are responsible for training, developing information, and communication skills. Also, according to Iurea (2015), the children consider that the most damaging is the verbal and

aggressive reactions in communications with children while developing their communicative skills. The students feel troubles and difficulties in managing the shame, fear, and boredom in communications in the classrooms. From the other side, also, the development of skills is dependent on the appropriate and inappropriate behaviours of students in the communications in the classrooms. To control such adverse outcomes, develop and create good communication skills; the extra-curricular activities have a significant effect on student-teacher communication and develop a good relationship between teachers and students (see, Iurea 2015).

## 2.3     Defining nonverbal communication

Nonverbal and verbal communication co-occurs almost in all situations, talks and conditions. According to Negi (2010, p. 102), that the "Nonverbal communication co-occurs with the verbal message, and they substitute, complement, regulate and contradict the verbal message". The definitions of nonverbal communication are a few, which are more or less similar. The researcher provides two definitions, in which it is clear that non-linguistic cues are included in nonverbal communication. The second definition, according to Negi (2010, p. 101), that the "nonverbal communication is the process of one person stimulating meaning in the mind of another person or persons utilizing non-linguistic cues, e.g. facial expressions, gestures, etc.".

Moreover, nonverbal communication is a source, according to Negi (2010, pp. 102-103), that nonverbal communication is a source to deliver a message without the words. Most of the nonverbal communications take place without any intentions, for example, people use facial expressions (e.g., blushing, sweating and yawning) without noticing that they are using, and are uncontrollable in peoples' communications. Another definition focuses on the inclusion of nonverbal elements in communication, along with verbal components. The definition of nonverbal communication, according to Knapp, Hall, and Horgan (2013, p. 8), that

the nonverbal communication as "communication effected by means other than words, assuming words are the verbal element".

## 2.4 Teachers' and students' nonverbal communication in leading the classrooms

Most often, communication is understood what we talk with others, but non-verbal communication is less appreciated and understood. However, my understanding is that nonverbal communication is as much as necessary as verbal communication—specifically, teachers' and students' nonverbal communication in leading learning and teaching in the classrooms. According to Grubaugh and Houston (1990), nonverbal communication has a significant role in creating a classroom environment and quality. Specifically, the seating arrangement of the students and the physical setting because the setting of the room is a powerful tool to establish and enhance a suitable environment for learning and the communication between teachers and students. Furthermore, they found that classroom seating creates a productive learning environment and teacher-student communication, seating arrangement to generate student to student interaction. Also, they pointed out that seating arrangement affects the "discipline, interest, and the degree of orderliness in the instructional setting" (p. 376). Similarly, they argued that desk arrangement is an influential nonverbal communicative factor in the organisational scheme of the classrooms which can affect student to student interaction, students' communication in groups and behaviour of the individuals during the interaction in the classrooms. Their main focus of Grubaugh and Houston (1990) was on establishing the classroom environment, which can promote interaction and improve student behaviour.

Previous research has informed that nonverbal communication is an integral part of the verbal communication. According to Zeki (2009) argued that nonverbal communication is an integral part of verbal communication in the classrooms, which often has been reported effects on the quality and environment of the classes. To find out how much nonverbal communication takes place in the

classrooms remained a question for me. That is why, I referred the previous re-search, in which, according to Ross (1989) and Bennet (1990) argue that 35-90 per cent nonverbal communication takes place in the classrooms. Also, according to Robinson (2005) informed that the children signal that they are boredom by fidg-eting, "getting up to go to the bathroom or to sharpen their pencil, talking to their neighbours, or otherwise 'disrupting' the 'classroom'" (p. 20) in the classrooms. Furthermore, Robinson (2005) concluded that nonverbal communication is enor-mously crucial in the social life of the classes because teachers and students have to maintain the rules, expectations and norms in the classrooms. Similarly, they have to maintain groupings, distribution of power, climate and emotional mood of the classrooms. Robinson (2005) mentioned nine categories which help to maintain the classes and contain different components (1) sitting, standing and lying posture; (2) interpersonal touch; (3) emblem, illustrator, and self-touching in gesture; (4) glasses, clothing, hairdo, physique, cosmetics, and artefacts in ap-pearance; (5) disgust/contempt, surprise, fear, sadness, anger, and happiness in facial expression; (6) intimate, personal, social, and public in proximity; (7) mon-ochromic, and poly-chronic in chronemics; (8) space, temperature, colour, light-ing, and seating in environment; (9) amount, pattern, mutual, pupil dilation, looking, blink rate, glance, and expression.

That is confirmed from the above passage that there is nonverbal commu-nication in the classrooms. Still, the question remains what the role of the teachers and students in such nonverbal communications in the classrooms is. That is why, I referred the previous research, in which, according to Negi (2010), that the role of teachers' nonverbal communication in the classrooms was huge. The re-sults of that study informed that the teachers' nonverbal communication left a positive and a negative impression on the students. Furthermore, the findings inform that the teachers' smiling and laughing in the classrooms motivated the students. Still, students felt uncomfortable with the teachers who were cold in their behaviour, stared at the students coldly and indicated to specific students with their raised fingers. That indicates how and when students are motivated and felt comfortable from the nonverbal activities, behaviour and attitude of the

teachers. The second important finding was that the "students became more active if the teacher kept movements in the classroom and made frequent eye contact with them" (p. 107). Also, Kakas (1991) found that nonverbal communication relationships exist between peers' conversations and teacher-student conversations. Similarly, Knapp, Hall, and Horgan (2013) appreciated and emphasised to maintain the personal and social space and arranging seating and spatial environment, which is a nonverbal activity which is organised by the leadership to support the communication flow in the communication environment.

When the verbal and nonverbal communications have an impact on the students, as proved above, then the choice of words in verbal communications and choice of actions or gestures in nonverbal communications have immense importance in the communications in the classrooms. According to Knapp, Hall, and Horgan (2013, p. 25), selection of the right words in communication is essential and essential but choosing nonverbal cues in nonverbal communication, for example, to dress, gazing off the eyes, smiling, bodily postures, keeping the physical distance at an appropriate level, and physical attention and responses to speakers as dedicated listeners are sometimes more critical the verbal communication. Similarly, Ambady, Koo, Rosenthal, and Winograd (2002) reported that smiling and laughing was very much useful to increase the physical and psychological functioning of the people. Also, Zeki (2009) examined the perceptions of the students regarding nonverbal communication in the class. Specifically, the study focused on the meaning of eye contact, mimics, and gestures in nonverbal communication in the students in classroom management. Also, according to Zeki (2009) reported that motivation and the students' learning concentration improved to take and maintain the attention of the students by eye contact, mimics, and gestures in nonverbal communication in the classrooms.

The different type of actions and bodily gestures have various effects on the people. For example, according to Ambady, Koo, Rosenthal, and Winograd (2002), Zeki (2009), eye contact increases the physical and psychological functioning of the people. Also, the eye-contact, facial expressions, and gestures appear naturally with verbal communication in the students, are essential resources to

maintain the concentration, motivation, enthusiasm, to take attention, and enhance the students' understanding and importance of the topic. Furthermore, the eye contact informs about the mood of the teachers, students, and level of happiness and satisfaction. Also, some of the students mentioned that the "teachers' eye contact could display teacher's confidence or lack of confidence, and is as a tool for evaluating students' understanding of the topic, and teacher's nonverbal communication creates a comfortable and relaxing atmosphere for them, and this enables them to have self-confidence which also leads to an increase in the participation and contributions to the lesson" (pp. 1447-1448).

The hand gestures and moving of the other body parts are part of communication, which helps the teachers and students to communicate effectively. Effective nonverbal communication with verbal communication help teachers and students lead the classrooms smoothly and effectively. Knapp, Hall, and Horgan (2013, p. 8) considered the hand gestures as behaviour which meant to them the word behaviour is used as an alternate word for nonverbal communication. Knapp, Hall, and Horgan (2013, p. 8) paraphrased the view for hand gestures that "the people who hear, their hand gestures may be used to retrieve the words they wish to speak to others from their mental lexicon". Also, Ambady, Koo, Rosenthal, and Winograd (2002) and Knapp et al., (2013) said that the nodding is often considered as a nonverbal cue for the engagement in interactions, conversations and communications. Also, nodding increases the physical and psychological functioning of the people. Furthermore, the body parts (e.g. legs and head) play a vital role in describing the different situations in leading knowledge and the social life of the classrooms.

The conclusive paragraph with conclusive statements for nonverbal communication is that it is nearly essential to understand and behave accordingly in various situations, according to Robinson (2005, p. 20) that the nonverbal communication is enormously important because of the "rules, norms, expectations, groupings, climate, and distribution of power, emotional mood, and climate" in the social life of the classrooms. Stevick (1982, p. 6) pointed out that "The body language of a teacher is the most important thing in the class... it is the way you

use your eyes, the distance you stand from your students, the way you touch or refrain from touching them all of these unnoticeable things in the class carry important signals which create a profound effect on your students' feelings of welcome and comfort with you". Bodily postures are one of the essential features of nonverbal communication. Students often raise their hands in nonverbal communication, which indicates that they want to talk or give an opinion or ask a question.

# 3    RESEARCH DESIGN

## 3.1    Context of the study

Although Finland, as a country, has various public and private schools, along with such schools, there are International Baccalaureate (IB) schools. The reason for selecting this school was that it was the only school that has an international curriculum. The expected mode of communication was English, without which it was not possible to understand and analyse the data for the researcher. The researcher did not know Finnish or Swedish language, which are the official languages of Finland.

The motivation of the interest arose when the researcher experienced during the master's program that communication plays an essential role in leading the classrooms. The initial observation of the classes during the first semester of the master's program informed that the teachers and students show leadership via communication. Then, the question arouses that how and when the leadership is displayed in the communication. That is why the focus of the current thesis is on how and when teachers lead and how and when students lead learning and teaching from the communicative approach? The research interest was to explore

teachers' leadership and students' leadership in the verbal and nonverbal communications in classes, which fall in the educational leadership area. Thus, this research was designed to explore how and when teachers lead and how and when students lead learning and teaching from the communicative approach.

## 3.2    Research Aim and Questions

This study examined the leading learning and teaching via the communicative activities of teachers and students in the classrooms. The study aimed to know how and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms. Similarly, how and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms. For that, this study focused on exploring leading learning and teaching via the teachers' and students' verbal and nonverbal communications in classrooms, which are less explored. The classroom verbal and nonverbal communications are seen as usual in schools. These are less seen from a leadership point of view and explored.

Moreover, teachers and students' are less studied in the way they represent their leadership roles in classroom communications. Their role in promoting leadership through classroom communications is less discovered and highlighted. In-depth, this study focuses on the different styles and ways of communication (e.g. verbal and nonverbal) between teacher and students, and peers. Target is to know whether such communications reveal some characteristics which can show the leadership roles, if yes, how and when teachers lead, how and when students lead learning and teaching via their communications in the classrooms during classroom teaching hours at three grade levels in a Finnish School. This research considered the best adjectives used by Colling ridge and Gantt (2008, p. 389) about the qualitative research that qualitative research must have reliability, validity, generalizability, and sampling.

Some of the studies explored the teachers' and students' communication in classrooms via video recorded taps and found a significant effect on teachers'

communication. For example, Kakas (1991, p. 26) analysed six video and audi-otapes of the students and teachers in the classrooms. This study observed the verbal and nonverbal communication categories which "evolved till 16 types of verbal and nonverbal peer interaction along with nine types of interaction between subjects and researcher/ teacher were established". Further, findings and results are discussed in the review and discussion sections. The study answered the below-mentioned two main research questions.

Research Question 1: How and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms?

Research Question 2: How and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms?

## 3.3    Qualitative case study

This research is entirely depending upon the qualitative research method. To define the qualitative research method, Draper (2004, p.643) says that when we think about the research on the philosophical basis, its aims, and research questions, then we can understand that this research study is a qualitative research that is natural and interpretive.

This study examined the leading learning and teaching via the communicative activities of teachers and students in the classrooms. The study aimed to know how and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms. Similarly, how and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms. For that, this study focused on exploring leading learning and teaching via the teachers' and students' verbal and nonverbal communications in classrooms. According to Dawson (2002, p. 14), qualitative research describes that "Qualitative research explores attitudes, behaviour, and experiences through such methods as interviews or focus groups". It is very clear from the description of Dawson (2002, p.14) that, what we study in qualitative research mainly deals with the in-depth opinions of the participants about the attitudes,

behaviours, and experiences. Sometimes a researcher wants to know participants' behaviour, view, and expertise. It is also possible for a researcher to study the behaviour, attitude, and experience of the participants about other people.

This study is a case study, and according to Scott and Usher, (2011, p. 92) that a case study is well understood in two ways: a set of procedures integrated with all types of research or a separate form of research from the paradigmatic activities. A case study is understood as a distinct form of research having different paradigm, which has its assumptions based on various shared values and concepts with practices. These concepts and practices create a view of reality in class culture, which is very visible to us from an intellectual point of view.

There are three types to treat the case studies; Scott and Usher, (2011, p. 93) that it may be ethnographic, survey, and experimental research. This study is treated as an ethnographic study. This study explored the leading learning and teaching via the teachers' and students' verbal and nonverbal communications in classrooms during classroom teaching hours at three grade levels in a Finnish School. Ethnographic studies have some limitations and boundaries. These communications have limited time, which is why this study is a case study treated as ethnographically. Scott and Usher (2011, p. 93) well established the case studies and the treatment of case studies ethnographically, that "Ethnographers, for example, choose to study particular segments of social life that are naturally occurring and that seem to have clearly defined boundaries, for example within a school over a definite time period". The actors in this research are social actors, and they have experiences outside of that particular environment. Scott and Usher (2011, p. 93) said about such limits "Although social actors within these boundaries also have experiences outside them, the edges are well enough understood to constitute the object of inquiry as a case".

## 3.4      Data collection methods

The primary data was collected in videotapes. The total length of the videotapes is 3 hours, 30 minutes, and 70 seconds. The videos-tape recording provided verbal and nonverbal communication, which was impossible to capture without video recording modes. The data collection method was used to understand, explore, and imprison the living reality of class settings for the current research. According to Scott and Usher (2011, p. 93) that "Methods of data collection are used that attempt to capture the 'lived reality' of such settings". Similarly, the voice in the videos provided information in verbal communications. This data collection method was among the best available options to study leading learning and teaching via the teachers' and students' oral and nonverbal communications in classrooms.

Secondly, the teachers and students were observed simultaneously during recording periods. The observation time was around four hours because the researcher entered before the teachers arrived in the classrooms and left the classes once the teachers left the classrooms. The teacher-student and student-student verbal and nonverbal communications in the school were seen. Draper (2004, p. 643) has rightly described the design of the qualitative study that the qualitative research design is mainly based on observations, so this research is also an observational study. The classrooms were observed, and notes were taken for the detailed analysis of nonverbal and verbal communications. Observations held during the class teachings. Draper (2004, p.643) highlights the data collection methods and says that data collection methods in qualitative research are of various kinds, such as observations, providing the data based on notes. This observation focused on the leadership roles of the teachers and students in the classes during their communications. Rapley (2001, p. 309) has rightly described in the chapter of gathering 'Data in the field' to collect the data that observation is not just sitting and seeing what is happening. Still, it needs highly developed skills to observe what you need for the research questions and aim of the study. Leech and Onwuegbuzie (2008, p. 597) say that when the observations are written down,

the words and phrases can be coded, and then coded words or phrases are transformed into themes. Furthermore, they say, "the researcher may look through the data to see whether there are keywords that were utilised and can analyse how these keywords were employed".

## 3.5      Participants

The participants in the data were the teachers and students. All of the students were from IB school years first, second, and third. The participants were informed and asked to be part of the data collection. The participants who did not want to be the part of data were allowed to either sit or leave the class.

Three different aged and experienced students from three different classes participated to be part of the data. Simultaneously, permission from teachers was asked whether they wanted to be part of the data. Three different aged and experienced from three different subjects were finally chosen who were willing to be part of the study. Teachers were from Psychology, English, and biology subjects. The video was recorded of those students and teachers who granted permission to be part of the data. The agreement was on their full willingness either to be the part and be recorded or not. A few students in biology class did not want to be recorded and observed, so they were exempted from the recording in the class recordings and observation.

## 3.6      Data analysis

The data analysis methods are essential to answer the research questions accurately. The critical point mentioned by  Silverman (2013, p. 138)   is that "your choice of method should reflect both your research topic and overall research strategy as your methodology shapes which methods are used and how each method is used", similarly as mentioned by Silverman (2008 & 2013). This study used two data analyses methods. The first method was the conversational analysis, and the second was the thematic analysis. The conversational analysis pro-

vided the opportunity to analyse the communications in videos. After conversational analysis, the thematic analysis was used to find out the themes in those communications.

### 3.6.1 The conversational analysis

The conversational analysis has been used in various types of disciplines including sociology, linguistics, ethnomethodology, communication, social psychology and education (Markee 2015; Mori, & Zuengler, 2008; Schiffrin, 1991). However, I have restricted the use of the conversational analysis of the interaction in the classrooms with a particular focus on leading learning in an educational context. The conversational analysis started in the late 1960s and early 1970s in sociology, claiming autonomy from its parent discipline. Initially, researchers focused on the conversations among friends and social talks, and then the researchers started analysing the structures of the institutional talks in the classroom contexts (Drew and Heritage 1992). The methodology of the conversational analysis is qualitative illustrating the terms and sentences in the interactions as Benson and Hughes (1991) said that the original sentences and occurrences constitute the construction, which informs different types of competences. The focus of my study is to analyse such sentences and occurrences in interactions in classroom communication. According to Kidwell (2013), the analysis of the interactions, which consist the information of the communicative resources, these communicative resources are employed by some children to provide opportunities for others to continue the communication. That means some students lead the communications and provide opportunities for others to lead similar communications and add further information; by that way, they similarly perform a leadership role in spreading information. Similarly, Conversational analysis informs the mobilisation, arrangement and managing the information and informational resources in the interactions happening in the classrooms (Kidwell, 2013). The conversational analysis in the present study is performed to observe the role of leadership in leading the learning and teaching in the classrooms.

Further, describing the conversational analysis in the classroom, according to Drew & Heritage, 1992; & Gardner, 2013) that the classroom interaction in the form of the institutional talk in which knowledge is distributed with conversational resources and interactive participation in the classrooms. The conversational resources are the segments of the information on a particular subject, and interactive participation is the participation of the students in which interactions take place in the communication in the classrooms. According to Gardner, (2013), the one strand of CA is that "it is possible to investigate learning and knowledge transmission through talk, and in which the role of teachers and students relevant to classroom interaction" (pp, 593- 594). That is why; the researchers have analysed video-recorded daily interactions of various participants in conversational analysis, and "conversational analysis starts its investigation with rigorous description and explication of moment-by-moment, turn-by-turn, and sequence-by-sequence unfolding of talk captured in audio or video recordings" (Mori, & Zuengler, 2008). Also, according to Mori, & Zuengler, (2008), that the analysis process captures visible evidence which means the segmental features along with the nonverbal behaviour such as gaze, posture, and gestures of the participants which have a significant influence in the interactions. According to Mori, & Zuengler, (2008), that the researchers can investigate the participants' roles which are "displayed" in how they interact with each other, or in other words, how the participants accomplish "doing being a teacher" or "doing being a student.

I concentrated on each segment to segment, sentence to sentence, and paragraph to paragraph to observe how and when the conversations lead the learning and teaching. The class teachers are the foremost leaders in the leading process of learning in the classrooms. However, the role of students in leading is appreciable in the Finnish context in leading the classrooms. The conversations analysed sentence by sentence where the leadership role was highlighted and found were reported in the results. However, there were specific segments and sentences in which the leadership role is visible.

The conversations take place between the teachers and students in the class-rooms. Teachers and pupils talk in classrooms in different; they speak upon various issues and make multiple conversations. The conversational analysis is used to know what they speak and how do they speak in a specific way. According to Morrison and Scott (2006, p. 140), the focus of conversational analysis is upon the classroom talk. From a historical point of view, it is seen in the classroom context. They further say that conversational analysis can be defined as 'the study of language in use.' The rationale to choose this analysis method was to observe, explore, and study communications among students and teachers which display the leadership roles. According to Morrison and Scott (2006, p.140), that language is used in classrooms, and the word use leads us to the idea that language is a system that is applied and interpreted in a context of the real world, this real-world is a classroom or a school in the current study. They further say that this communication in a particular language for a particular purpose happens when the teachers and students are in the classroom. Conversational analysis borrows insights from a linguistic and educational point of view.

Similarly, Morrison and Scott, (2006, p.141) have a view about the conversation analysis that the conversations in the conversational analysis are analysed in a way that what is going on in communications. It is towards the understanding of interactions, and the way talks are led. During the analysis process, the researcher keeps in mind that either conversation is leading towards the questions put up by the researcher or not. Furthermore, Morrison and Scott, (2006, p.141) conclude that conversation analysis is "skilled and insightful linguistic understandings about the talk and texts".

### 3.6.2 The thematic analysis

The second method of analysis was thematic analysis. According to Cohen, Manion, and Morrison (2007, p. 461) that qualitative research analysis organises accounts for and explains the data. Furthermore, they say that it is like understanding the data from the participants' point of view when the participants define particular situations. According to different to various research questions, data

analysis may contain multiple steps, but Lodico, Spaulding, and Voegtle (2010, 180) have given six necessary steps to analyse the qualitative data. Thematic analysis in qualitative data analysis demands coding, selecting themes, combing themes, and so on in the process of analysis. Braun and Clarke (2006, p.4) declared the flexibility of thematic analysis approach in qualitative data analysis. Furthermore, they say, "thematic analysis should be seen as a foundational method for qualitative analysis". Braun and Clarke (2006, p.4) emphasise learning thematic analysis because it provides necessary and core skills that will be useful for conducting many other forms of qualitative data analysis.

Firstly, the researcher watched all recorded videos to check the quality of sound and videos. The second step was to write all verbal communication taking place in each classroom. The second step was taken separately for teachers and students. Firstly, each teacher's conversation was transcribed independently. An important point to note is that the teachers' verbal communication was transcribed into written scripts. The missing and incorrect verbal communication was corrected in the second attempt while watching and listening to the videos, for which, the second time, the videos were overseen. During the transcribing process, the videos were paused after each segment or sentence. In unclear voice recognition, the video segments were revised for uncounted times until the researcher recognised the actual wordings of the speakers. Simultaneously, the attitude, behaviour, and emotions were recorded and noted into words to answer how teacher leaders lead the learning and teaching. Also, a different situation was recorded and noted in which teachers lead the learning and teaching.

The main focus was on how and when teachers lead learning and teaching in their communications. The researcher made sure that verbal communications are recorded and transcribed accurately with double-check after transcribing. Notably, the oral communications and activities in which leadership was shown were of the main interest. That is why the verbal communication which contained information on a particular topic of the lesson which was being taught was not transcribed. The specific focus was only on that verbal communication, which led to the main focus of the current research, which was to explore how and when

teachers lead learning and teaching via their interactions with a communicative leadership approach. The transcribed data was reviewed thrice for the next step of coding. Ryan and Bernard (2003), Stirling (2001) Braun and Clarke, (2006) said that firstly, we have to code the material; this first step aims to reduce the data by dissecting the text into meaningful segments.

After transcribing verbal communions' segments, each of the parts was coded and highlighted with different colours under different categories in the excel sheet. Given, (2008, p. 868) says that "in thematic analysis coding, the analyst frequently begins with a list of themes known (or at least anticipated) to be found in the data, codes may come from entering conceptual model, the review of literature, or professional experience. Furthermore Given, (2008, p. 868) says, "At this stage of the analysis, coding categories are more heuristic than analytic; that is, coding categories serve as a receptacle for promising ideas". The encrypted communication was selected for categorisation. The categories which were found in teachers' communications were helping categories' forming in the students' communications. Some of the categories found in the analysis were: internet use, reading, laughter, opinions versus questioning and answering, reviewing information, presentations, and classroom discussions. Ryan and Bernard (2003), Stirling (2001) Braun and Clarke, (2006) said that the researcher would look for Indigenous Typologies or Categories, which is to look for unfamiliar, local words, and for familiar words that are used in unusual ways.

Some of the categories were overlapping. The overlapping categories were merged. The categorised communication was reviewed two times to be sure whether coded communicational segments were in the right categories. Then, the different categories were joined and build under different names, which were created according to the information type given in the communications. Such categories included: interactional activities, verbal interactions, nonverbal interactions, verbal activities, and students' involvement in verbal and nonverbal communicational activities. The themes were reviewed to times to check whether the information in the themes overlaps. Ryan and Bernard (2003), Stirling (2001) Braun and Clarke (2006), guide us that we should not follow the idea that we can

find themes only in the data which is available to us, but it may be that some information is missing.

Once the themes were created entirely for one teacher, then a similar approach was applied for the remaining teachers. Ryan and Bernard (2003), Stirling (2006) Braun and Clarke, (2006) said that finding themes may help produce many themes in the data, so the researcher needs to understand and illustrate the themes. Once the themes were created for all of the teachers, then the themes were merged according to their names and information provided into themes for global themes. Ryan and Bernard (2003), Stirling (2001) Braun and Clarke (2006) say that after finding themes, the researcher will illustrate underlying themes and organising of themes that take place. A few themes were merged into one global theme during the theme creation. The local themes were merged into global themes; for example, questioning and the answering theme was merged with classroom discussions because classroom discussions often go hand in hand with questions and answers in those discussions. It may be said categorising the themes, and then the final step is to make global themes or main themes from our data. Stirling (2001, p. 389) that forms an underlying theme, a researcher starts and ends at global themes. The researcher ensured that the results provide and support the organisation of themes till the creation of global theme, via a process of creating local themes at the initial level, then combining them, initial themes and local themes are supported by the data Stirling (2001, p. 389). The combined particular themes were to create broader themes by combining and condensing similar ideas and concepts at fundamental levels. After creating global themes, the themes were interpreted and reported into results under their appropriate titles. The last step in thematically analysing the data is interpreting the patterns. According to Stirling (2001, pp. 394-402), interpretation summarises networks, key findings are turned into a cohesive story, and research questions and theoretical background are studied again to interpret the patterns.

A similar approach was used for the students except that the data of the students were collectively transcribed for each class; likewise, for each teacher. This approach was taken because students do not talk much during lessons in

comparison with teachers. However, this approach was modified when the students were given presentations. During presentations, the transcribing process was focusing on each student. Although the same procedure was used in the regular classrooms in which mainly the teacher was teaching. None of the students in the data set was neglected has been avoided in verbal and nonverbal communications. All of the students who were participating in the research were included in verbal and nonverbal communications recordings. The students who did not talk at all were also targeted in nonverbal communications. For example, nonverbal communication focused even on the silent students' sitting styles.

### 3.6.3    The content analysis

The content analysis method is used patterns' identification in communication which inform the behaviour attitude and in-depth qualities of the participants. Most often, researchers have used content analysis for various purposes. For example, some researchers used content analysis to find the purpose of the communication, and its effects on the participants in the data sets. Similarly, content analysis is used to count the words, segments, and sentences to understand communication. That is why I used the qualitative content method of analysis. According to Mayring, (2000 & 2004) and Schreier, (2012, 2013 & 2014) that the content analysis is a method by which researchers describe systematically and interpret the meaning of the data, which in case of my thesis was communication. The qualitative content analysis method helps the researcher to reduce the material, which is unimportant in the data sets in the study.

Similarly, I did not consider the segments, which did not show the leading of learning in the classrooms. As the qualitative content analysis of the data provides an opportunity to dig out the appropriate words, sentences and paragraphs in the communication, so the researcher did in the current thesis. According to Mayring, (2000 & 2004) and Schreier, (2012, 2013 & 2014) that the content analysis method demands from the researchers to concentrate on the particular meanings of the words, segments and sentences in the data sets. That is why; I focused on

such words, sentences and segments, which were directly connected to leadership perspectives in the videos, which were analysed via content analysis in my thesis. Such intentional focus in the analysis process led me to create the categories of the data sets in excel sheets, such as Mayring, (2000 & 2004) and Schreier, (2012, 2013 & 2014) said that researchers might make even a hundred or more than a hundred categories and sub-categories while analysing the data sets. One of the words, segments and sentences, which were repeated many times in the data sets, were selected. These words and sentences were categorised, in which there were specific sub-categories. Some of the sub-categories were found similar for the research question one in which the focus is given on the teachers' leading learning in the classrooms via communicative activities, and research question two in which the focus is on the students' leadership in leading the learning in the classrooms via communicative activities. That is why the reader will find some similarities in results or tautology, precisely when the results of the students are reported in the results sections of both research questions.

# 4      RESULTS

First, the summary of the main findings is presented in the results' section. This study examined the leading learning and teaching via the communicative activities of teachers and students in the classrooms. The study aimed to know how and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms. Similarly, how and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms. For that, this study focused on exploring leading learning and teaching via the teachers' and students' verbal and nonverbal communications in classrooms. There was a broad consensus on findings. The summary of the findings informs

that the teacher leaders created a pleasant classroom environment via verbal and nonverbal communications which helped them much to lead the learning and teaching in the classrooms.

Similarly, the teacher leaders gave particular tasks such as the leaders lead the learning and teaching by assigning homework and future tasks in teaching via communications. In addition to that, teachers involve students' in teaching and learning via verbal communications to lead the learning and teaching. Such activities inform that how and when the teachers and students collectively and individually lead the learning in the classrooms. This study found a broad consensus on the leadership role of teacher-leaders in the classroom, answers how and when teachers lead the learning. The leadership roles were, most of the times similar in all classes studied in the current thesis. However, all of the teachers were different as individuals in leading the learning. The main finding informed that there is an essential role of leadership in the classrooms. Specifically, when the teachers lead the learning process in the classrooms and let the students lead the learning in the classrooms. The leadership is visible when the teachers try to create a pleasant classroom environment, assign homework, and other future tasks, and they emphasize on students' involvement in the teaching and learning process via different verbal and nonverbal communications and interactions. Furthermore, the findings are interpreted below in detail. The study provides results by answering the first research question.

## 4.1 RQ 1: How and when teachers lead the learning and teaching via verbal and nonverbal communicative activities in the classrooms?

The process of teaching may start with reviewing the information about the previous lecture by questioning, and when teaching the current topic of the day via the internet. In addition to describing pictures and figures, teachers did reading the text. Another mode was delivering the lectures via discussions and monologues. Teacher leadership is visible, leading the learning more effectively when

the whole class discussions were found in a majority in comparison to monologue lectures. Similarly, student leadership is visible when the student participated in whole-class discussions. Teachers and students communications in leading the learning and teaching were based on various characteristics.

Teachers often created fluctuations in voice in interactions, and voice stress to attract the attention of their students. Other communications focus on revising past information shared previously and replying to previous day questions. Similarly, asking students (very gently) to consider having a look at the papers that teachers gave when teachers were reading the materials. Also, some of the communications' focus is on questioning and answering. For example, a practice of asking word meanings, asking concepts, terms, processes, definitions, and explanations was a common way to communicate with the learners. For example, asking differences between two words such as 'reliability and validity' would be the best example from the data set. Similarly, the results inform that the teachers replied to the answers and asked the questions considering both genders.

Teachers were communicating with students in different modes styles in the classrooms—for example, the answering questions, leading or giving tips for answering the rightly. Similarly, agreement on specific concepts, disagreement on original ideas in literature, and authors was the part of communications between teachers and students. However, teachers often show agreement or disagreement in a very polite way. The difference is demonstrated by using the word 'doubt,' whereas understanding has been demonstrated that 'I fully agree with you.' That was common practice during the conversations between the teachers and students that there was an agreement on specific concepts and disagreement on particular ideas in literature and authors. The results inform that teachers and students used all types and forms of informational resources in leading the learning and teaching. For example, with other resources, internet resources are used entirely to lead learning and teaching students in the classrooms. Googling the information was a regular activity on the topic which was being taught in the classrooms. Also, it was found that teaching happened directly on the internet or using internet resources.

I found that the teachers tried enough to create a friendly atmosphere in the classroom. They shared comic poetry via-verbal conversations. Teachers often smiled and laughed, which is one category in nonverbal communication in the classes. Most of the time, teachers called upon students with their names. Often teachers remembered the names of all of the students in the classroom. Remembering names and calling to students with their names created a kind of trust, reliability, and confidence in students. The teachers use the word "we" instead of "I" in the communications, which create an idea of togetherness.

Similarly, the conversations' starting was "*is it possible, may I have, would you please*" are the starting words for the questions. Also, "excellent and admiration" are often used to admire all. Furthermore, regarding the classroom environment, it was found that teachers used tactics of creating laughter by funny gesticulating to keep students active in the class discussions and learning process. Teachers' laugh and smile kept students engaged with full concentration. When the teachers found the noisy environment outside of the classroom, teachers used to close the doors of the classes.

Teachers' leadership is visible when the teacher-leaders lead the learning and teaching by assigning homework and future tasks in teaching via communications. This study found that teachers used to inform the homework and future tasks which had to be done in the future. Also, teachers used to tell the topics which the teacher had to be taught in future for further teachings on particular days. Similarly, the teachers used to announce the homework and used to distribute homework handouts by their own hands. However, students were free some times to collect the handouts from the table. The tests and tasks to happen in the future were very carefully told to students. That indicates that when the students learn on any topic, they must know something about that topic before teachers' teachings. The teachers used to remind the future tasks and tests or lessons by letting the students repeat what is about to come, for example, "your mock is on (remind me)," students replied the date and time, for example, "*Thursday next week (and teacher said ) before that we have……to do*". In addition to that,

the teacher used to read students' written material on different topics, which were assigned as homework to write upon.

The students' leadership roles are often visible when the teachers involve students' in teaching and learning via verbal communications to lead the learning and teaching. The findings inform that the more significant part of the teaching and learning process was the students' involvement in the teaching and learning process. That was one kind of routine for the students to be involved in the classes to learn. For example, looking at the students to respond or reply or comment or question was one of the standard practices. The second was asking opinions by calling students by their names. The third was that when the students used to ask questions, teachers sometimes ask the same question form, other students, to answer the question that was great to involve the students.

The teachers' pre-arranged students' involvement in the teaching and learning process showed how and when the teachers lead learning in the classrooms— for example, the students' presentations on specific topics. The teachers were sitting and listening to presentations at the last seats of the classes, teachers were asking questions after presentations, and teachers were elaborating some ideas for further clarifications and understandings. Similarly, teachers were getting feedback on the presentations. The students and teachers were using the opportunity of questions at all of the times during presentations given by the students. Teachers were asking that any of the students have questions from the presenters.

The discussions have a significant role in leading the learning and teaching in the classrooms. The class teachers involve student leaders when they initiate classroom discussions. Simultaneously, teachers-leaders have the role of leadership in the classrooms along with the students. Mostly, it was found that discussions were happening along with questions at the end of the presentations. In such discussions, the teacher and students were participating, and the presenters were answering the questions and involving themselves in the discussion. Almost everybody was taking part in discussions and answering the questions. The study found that one-third of the presentations' time was for the only presenta-

tion, but the remaining time was being used for questions, answers, and discussions. For example, if there was 4 minutes' presentation, then there was 8 minutes' discussion on it. Sometimes, 60 to 70% time of the class was used in discussions.

Questions and answers have a significant role in leading learning. Questioning and answering, simultaneously, provide an opportunity for the students to be communicative in the classrooms and lead the learning along with teachers in the classrooms. Similarly, teachers often ask questions and continue the discussions with students individually or collectively. Three activities involving the students were also found in the classrooms. For example, often, the teachers asked students to read and engaged the students in verbal communications. Teachers often tried to have the attention and involvement of the students in learning and teaching. For that, asking questions from students to have their attention and asking a question in reading was the main focus. Along with verbal communications, nonverbal communications remain part of the teaching and learning process in the classes. Teacher leaders practice such nonverbal communications in the classes.

This study explored the nonverbal communication of the teachers, which promotes and represents teacher leadership roles in classrooms. This study found that there is a unique role of hands' movements, nodding of the head, and physical actions indicating ones' body parts (e.g. own legs and head) while describing the dresses of the people in the past. Similarly, the findings informed that the teachers used the hand and arm moments, which played a significant role in indicating the presentation and information on websites. The teachers used eye moving from one student to another to get attention. By looking at the students, teachers maintain the focus when the teacher reads any information on websites, texts, and notes in the classrooms. The current thesis found that teachers and students maintained nonverbal communications skills and types via different nonverbal communicative activities. Such types and examples are presented in the figure below.

Figure 1: Types and skills of the nonverbal communication found in the current dissertation
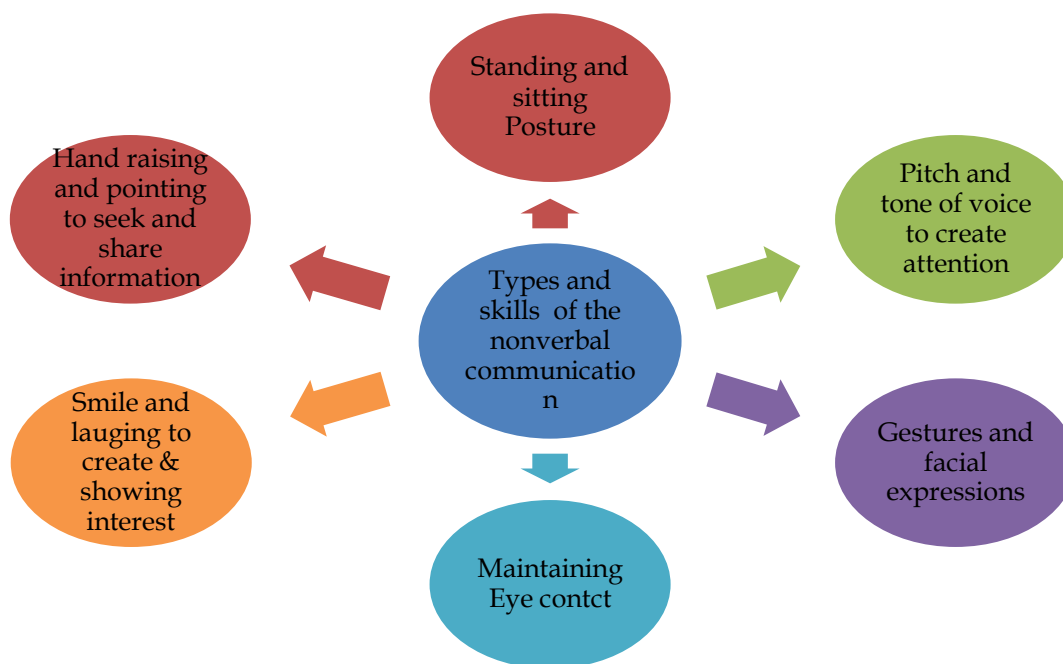


Besides, face gesticulations play a significant role in keeping students engaged in the studies. The teachers were gesticulating, mimicking while asking questions. They used face gesturing, and walking during reading has its impact on the students. Another nonverbal communication was looking at students during the interpretation of the texts. Similarly, teachers were showing the essential points by pointing on the reading pages. Also, they were pointing to outstanding pictures or parts of the photographs in reading materials. To create a pleasant environment of the class, the teachers were smiling, laughing at funny things in the class that was coming in the reading passages. To make it more useful and communicative, the teachers used to stand in the central place of the class. Mostly, teachers used to move from one direction to another direction into the classroom because teachers were moving front and back from there during their classrooms.

The hand moments were found the most effective of nonverbal communications, as said earlier. For example, a teacher pointing by the hand showed the

eggs' fertilization place in the pictures. Also, there were hand movements shoulder moves, eyes moving, face moving to all students to involve the students properly in teaching and learning in the classrooms. The hands were also used for counting by fingers, clapping, cheering, such as the expressions "wow" and "great". Teachers' looking at the different students during the elaboration of the topic, and teachers' looking at the various students during the lecture on the subject were everyday things to do in the class. To make the learning practical, the teacher was indicating to the board and discussing with the help of material from online information and research papers.

## 4.2    RQ 2: How and when students lead the learning and teaching via verbal and nonverbal communicative activities in the classrooms?

Firstly, this study focuses on students' verbal communications in the classrooms. The second focus is on students' nonverbal communication in the classes. There were further communications during teaching and learning in the classrooms. Such communications inform the students' overall behaviour in the classrooms. Students' inclusive practice entails the freedom, trust, and student leadership trends in the classes. The results inform us that the students were free to ask questions, discuss, and answer the questions of teachers and students. Besides, they were free to sit in any position. Similarly, they were allowed to take things, items, and study materials from their peers. Moreover, students had the right to ask the teacher, "*Can you close the window?*"

The intentional involvement by the teachers of the students has a significant role in leading the learning collectively by teachers and students. I think that teachers' prominent leadership role becomes visible when the teachers intentionally involve the students. The students' leadership roles are visible when the students are involved in leading the learning and teaching in the classrooms. Specifically, students' involvement in the teaching and learning process was seen at

high levels in the classrooms. During communications, teachers asked information about places by calling upon "Gentleman and names".

Similarly, teachers involve the students by asking the question in reading, pausing the reading process, and questioning regarding text comprehension during the teaching process was a common practice to let the students talk. During passing information, teachers usually allow students to participate in whether they have any information about a similar topic or event. Besides, it was found that there was a question per each minute, and asking two to three questions in three to four minutes was found more often. Questions and discussions were on the level that almost after each sentence, teachers tried to discuss. That high level of students' involvement was in all classrooms. Another form of indulging students in the discussion was the writing an issue at the board and asking information regarding that issue.

The students' role in teaching and learning via different verbal and nonverbal communications was the main focus of education and learning in the classrooms. Among such oral communications, the group presentations were found prevalent in the classes. One example of a group presentation is presented in the results of this study. In group presentations, this is found that a presenter started the introduction, and other presenters were waiting for their turn. The lead presenter shows the best of the best example of student leadership involved in teaching and learning. The second person started the presentation once after the first presenter asked the second presenter to start the presentation. Alike, other presenters took their turn and continued the role of student leadership in teaching and learning in the classrooms. Such presentations have a significant role in teaching and learning in the classroom. These presentations take place via the projector. The presentation was based on searched material on google and other documents given by the teacher. Such type of presentation may contain around five presenters, and one by one talks in that type of presentation.

The teachers encouraged the presenters and helped them to provide detailed information. For example, this study found that teachers and presenters

were collectively describing the terms which were difficult for the listeners. To make presentations smooth and easy to understand, the presenters used handouts, projector, pictures/photographs in presentations. However, students were asking questions from the presenters. After questions, answers, and discussions, the whole class students used to clap at the end of the presentations. This practice was to encourage presenters. In addition to providing such materials in presentations, technology has its role in promoting education.

Similarly, technology has played a vital role in promoting learning and teaching in classrooms. For example, this study found that the presenters post the presentation and material in Facebook groups and other learning platforms of their schools, also shared handouts with their classmates. Often, students have their groups on social networks, which allow them to discuss their homework and other school-related tasks distantly.

The students had different types of oral communication among themselves and with teachers. For example, peers' short interactions used to take place when the questions were asked. Similarly, the students corrected their fellow students or added help to define some concepts or ideas. It has been found that students listen and follow what teachers ask them to do, what notes to open, what book to open, and where to concentrate.

Peers were trying to help each other in answering questions and discussions. Peers' support was found in reminding each other about future tasks and tests. Peer support has been found immensely in discussions, taking notes, and writing points of lectures. Another form of peer support has been found in student groups' talks and individual talks. In such discussions, the students were free to be part of a group or remain alone. The communications from a student to a teacher and then from the same teacher to another student was found. For example, when students ask questions from teachers, sometimes, teachers ask the same problem from other students to answer the question that was great to involve the other students in questioning and answering. Among such communications, if the teachers or students do not know the answer to any concepts,

terms, processes, definitions, and explanations, they say openly and politely, "no, sorry I do not know, I am afraid I do not know".

It has been found that there is openness in communicative teaching and learning. When the students do not understand, they ask again very politely (I did not get). Transparency has been found in the answers and questions by the teacher, and clarifications asked either by student or teacher. Another form of that openness is that the students often comment on the ideas that teachers talk about the topic. There is not a limited time for the students to say upon the subject discussed in the classroom. The students are free to speak at any time during class hours or the next day about the topic they want to talk about. In such comments and discussions, the students often give examples of friends and family in the classes. Similarly, openness leads the students to add information to teachers' views.

There were nonverbal communications of the students, which ultimately were the part of learning in the classrooms. The ubiquitous nonverbal communication has been noted was the nodding of the head in yes or no. Secondly, a gesture was seen in some of the students, that was rolling the pen among fingers. The third gesture was noted when the students showed winning by raising arms for winning. Most of the nonverbal communications were noted during presentations given by students. For example, the different standing positions of the students during presentations were notable. Some of them were keeping hands lying down, others' hands were in pockets, and some closed fists in front of them like one stands in prayer. A very common nonverbal has been found in class. The students often raise one hand if they want to talk and wait for others until they stop.

The student leadership has been seen in nonverbal communications. In each group, there was one leader who led the presentation, and the leader talked the most. The leader started to present, and the leader answered most of the questions. Other presenters helped the leader often. Sometimes, the leader of the group gave a chance to other students to speak first, which is distribution leadership at the student level (among students). The students have a strong sense of

giving leadership roles to other students. For example, a presenter opened the presentation, started the projector then let another presenter start talking on the topic. Although, this presenter was the last in that group's presentation. This presenter did not start talking on the subject but let others speak first. Later on, when all presenters presented, then that presenter who started the projector presented presentation at the end of the presentation. This sacrifice and giving a chance to others inform the sense of providing a leadership role to other peers. This was a novel approach to sharing the leadership role in presentations for the researcher.

Another form of students' nonverbal communication was raising their hands. The students raised their hands to answer the questions or to give comments in discussions and learning processes in the class. The students were allowed to speak in their discussions and learning process in the class. The students' were raising their hands to answer the questions or comments in conversations and learning processes in the class. In addition to discussions, questions, and answer sessions, the students were giving presentations.

# 5 DISCUSSION AND CONCLUSION

The discussion follows on how and when teachers lead the learning and teaching via verbal and nonverbal communication in the classrooms. Secondly, the debate goes on how and when students lead the learning and teaching via verbal and nonverbal communication in the classrooms. This study examined the leading learning and teaching via the communicative activities of teachers and students in the classrooms. The study aimed to know how and when teachers lead learning and teaching via verbal and nonverbal communicative activities in classrooms. Similarly, how and when students lead learning and teaching via verbal and nonverbal communicative activities in classrooms. For that, this study focused on exploring leading learning and teaching via the teachers' and students' verbal and nonverbal communications in classrooms. The bigger picture of the current thesis concerning previous research informs that his study complements previous research by aligning the findings. This study shows the bigger picture that the leading of the learning and teaching by the teacher-leaders and student –leaders take place via different interactional activities. The different leadership role is visible in different activities and conversations in the classrooms. The more communicative leaders have a better understanding of the leading learning in the classrooms and have been observed in better control over the classrooms. The interactive teachers and students have a primary leadership role in the classrooms. The interactive classrooms have a significant role in leading the learning appropriately and are one of the possible secrets of the success of the Finnish

educational system. The classrooms are led by both the teacher and student leaders. According to Göker (2006) said that the learning opportunities lie in the interactions, which take place between teachers and students, and the content used for teaching and learning. The leading learning and teaching via communicative activities may be supported for the use of the communicative leadership in classrooms. The leading teaching and learning via communicative activities are discussed concerning previous research in this discussion section.

I start with the role of the teacher is significant, and that the leading learning and teaching may take place via different verbal and nonverbal communicative activities, forms, and interactions that are led by the teacher. The similar findings are supported by the Myers (2008 & 2012) who argued that the teacher has an essential role in organizing the classroom activities because the role of a teacher is considered as a lecturer and as a discussion leader who may use his or her way and style of leading learning and teaching.

The second most important theme is of the clarity and transparency in leading the learning and teaching in the classrooms. Teachers and students were quite evident in leading learning and teaching. The findings of the present study are supported by Myers (2008), who said that being transparent in communications when leading learning and teaching is essential in classrooms. For such clarity, teachers used different handouts, books, materials, and internet resources, and such findings are supported by the Mills (2005), Mishra (2008), Rolando et al. (2013), Rovai (2009) and Sorensen et al. (2007). The latter found that teachers used different materials, books, and internet resources.

Similarly, different activities at the beginning of the leading learning and teaching are essential; among them, the most important one is the warm-up activity. Teachers started leading the learning and teaching by different communicative activities; one among them was to warm up, which was more than just an exercise, similarly, as Stoianova (2011) found that warming up was more than the activity in which lessons are reviewed, that has been seen as a bridge between old and new lessons, and created the way for further information. Additionally,

the current study found that the lessons were planned, such findings are supported by Kellough (1971), who furthermore pointed out that planning is essential and plays a critical role in teaching and learning. Similarly, Finnish teachers used different modes, teaching styles, and methods in leading learning and teaching. These findings are supported by Barton (2011) who, also, said that there are many right ways and diverse teaching and learning methods. The study found that teachers led the learning and teaching via different activities such as delivering the lectures via discussions and monologues; my findings are supported by Rothschadl and Russell (1993). They confirmed that teaching takes place via different activities and modes. Similarly, Kim (2013) noted that these approaches and attitudes of the teachers have a considerable impact on the behaviour of the students in leading the learning.

Questioning and answering, and discussions were among the most favourable communicative activities in leading the learning and teaching in the Finnish classrooms, such findings are supported by Graham and Wong (1993), Kellough (1971), and Smith et al. (2011) who admired and appreciated questioning and answering, and discussions. Similarly as, Erianti et al. (2018, p. 68) pointed out that "Teacher questioning is one of the keys to obtaining a successful teaching and learning process". The findings inform that teachers kept on asking questions and students in the classroom interactions in the Finnish classrooms, and that was the reason for leading the learning and teaching successfully. In such discussions, teachers or students showed agreement and disagreement on the comments of each other in an extremely polite manner, and such findings are supported by Kathleen (1993). The latter found excellent behaviour of the teachers and students among them on the agreement between teachers' questions and student responses. That informs the upright conduct of teachers and students in leading ideological differences in the classroom. Teachers led controversial and debating issues in teaching and learning artistically and intelligently.

To keep the attention of the students was a challenge in such discussions, teaching, and learning. Teachers created fluctuations in voice, interactions, and stress on voice to attract the attention of their students, similarly as, Knapp et al.

(2013, p. 323) pointed out that teachers emphasize, and change the vocal pitch for seeking attention, asking questions and declarative sentences.

Finnish teachers' communicative activities such as calling the students by their names and admiring students help them to win the hearts of the students, these findings are supported by O'Ferrall (2010, p. 4) who found that "Admiration is extremely rare in the lives of young adolescents, to receive it from an adult is precious indeed, and it often inspires immediate loyalty and respect toward a teacher". Similarly, Wolk (2003) found that admiration and praise help the teachers to win the hearts of the students.

Furthermore, different activities via informational interactions helped the teachers in leading the learning in the classes, such as informational interactions while assigning homework, giving information about future tasks, and distributing handouts with their hands, such findings align with Cosden et al. (2004) and Arth and Olson (1980). They simultaneously reported enormous profits in homework and various informational interactions for different activities. Similarly as, Xu (2009) found that primary objective of such informational communications was to enforce students' learning, to develop a sense of responsibility, to improve students' disciplinary level, enhancing their learning capability for working independently, to develop study skills, and to strengthen collaboration with teachers, parents, and peers. Similarly as, Chin (2007), Mortimer and Scott (2003), and Smart and Marshal (2013) said that the productive discourses, interactions, and communications of teachers support the students and provide a forum to students, such forums let the students lead the classrooms collaboratively with the teachers.

Similarly, this study explored how and when teachers' nonverbal communication helps them to lead the learning and teaching in classrooms. Smiling and laughing were the most common nonverbal communications categories used in the Finnish classes. Teachers created a friendly, funny, and humorous environment in the classrooms, which let the teachers lead the learning and teaching successfully in an intimate classroom environment, similarly as Jones (1955) pointed out that a friendly classroom environment contributes significantly and vitally to

successful teaching. Also, my findings are supported by Myers (2008), who said that the teachers must engage, be humorous, and tell anecdotes and jokes to their students. Similarly, Marques, Dhiman, and Biberman (2012) found that laughter is the best teacher, humour, and laughter play an essential role. Also, Ambady, Koo, Rosenthal, and Winograd (2002) supported my findings that smiling and laughing was very much useful to increase physical and psychological functioning. Similarly, the current research found that the teachers who were more smiling and laughing; their students were more active and responsive. These findings align with Negi (2010), who reported that the teachers who make the students laugh and smile motivate positively to those students.

The researcher found the hand gestures and arm movements help teachers in the expression of the various challenging ideas in the classes. Similarly, shoulder moves, eyes moving, and face gestures to involve the students properly in teaching and learning in the classrooms, likewise as, Knapp, Hall, and Horgan (2013) found that hand gestures, shoulder moves, eye moving, and face gestures help to retrieve the words from the mental vocabulary and help teachers to lead teaching effectively. These gestures played a significant role in indicating the presentation and information, in which, nodding showed that the teachers and students were very much engaged in Finnish classrooms, similarly as, Knapp, Hall, and Horgan (2013) reported that nodding is often considered as engagement during interactions.

Furthermore, teachers maintained to keep the attention of the students; for that, teachers sought help from nonverbal cues along with their verbal conversation. Also, the findings informed that teachers indicated towards ones' body parts (e.g., their legs and head) in describing the dresses of the people, and the lengths of the dresses in the past. Similarly, teachers were frowning at the students, gesturing, and mimicking to seek the attention and to keep engaged the students in teaching, equally as, Ambady, Koo, Rosenthal, and Winograd (2002), and similar findings have been reported by Stevick (1982, p. 6) who found that the way a teacher use eyes, maintaining standing position the students, the way teachers touch or stop himself or herself from touching the students are unnoticeable but

essential in creating students' welcoming feeling for the teachers, engagement, and comfort in the classes. These all types of nonverbal communication help teachers and students in leading the learning and teaching in the classrooms.

Previous research informed that the students lead the learning and teaching in the classrooms and their leaders in the classes. The verbal and nonverbal communications are tools which help these student leaders to convey their messages to fellow students and teachers. Previous research informs that the verbal and nonverbal communications also inform the leaders in the classrooms. Each class has individual student leaders, such as "students who constantly respond to the teacher or speak out in class", and "charismatic students-the the elected student-body officials, the athletes, the comedians, social and emotional leaders" Grubaugh and Houston (1990, p. 377). This is an intelligent teacher who identifies and affects such student leaders to enhance the quality of education.

The current study found that the discussions in the classroom play an essential role by letting students lead learning and teaching in Finnish classes. Teachers in Finnish classrooms included all of the students in whole-class discussions, and discussions are a great resource to develop knowledge. The results of the current thesis inform us that the students were free to ask questions from teachers and peers and discuss with them during the instructional periods, my findings are supported by O'Connor et al. (2016), Smith (2009), and Smith et al., (2011). Similarly, the current thesis found that the teacher sometimes kept themselves out of the discussions, which increased the student to student discussions, these findings are supported by Reynolds (2016) who reported that teachers stay away some times to let the students discuss more, in return that increased the student to student interactions. Similar findings are supported by Ladd et al. (2014); Piaget (1926); Vygotsky (1934) and Vygotsky (1986) who reported that the student to student interactions are a great resource to develop learning.

This study informed that most of the peers' communications happened when the students are assigned any task or group work, when the teachers asked questions, and when the teacher was not present in the classroom. In such peers' communications, some of the students played a leadership role, and my findings

are supported by Smith (2009). This study found that if the teachers were not present in the classrooms, then the student leaders had high chances to lead the class for the planned activities by the students to promote the social life of the classrooms. This thesis found an example of a student leader leading the class without the teacher leader's presence. A student leader came out to the teacher's place. That student leader started talking about an idea. Furthermore, the student leader wrote on the board for the classmates and asked a question that did they like the idea?

Another example was that a student in the class came to the place where the teacher was standing, which was in front of the class. The student announced the birthday of a student. Then, they all started singing "happy birthday to you," facing that particular student who stood up with the announcement. Then, the student whose birthday was that student came in front of the class and distributed the sweats. Such activities show the freedom, social attachments, and their relationship among themselves, and such findings are supported by Zimmer-Gembeck and Pronk (2012).

The current thesis found that the students were free for eating or chewing food-related items. The students were allowed to throw garbage in the garbage can, to take things, objects, and study materials from their peers, and to keep the classrooms' weather conditions in control (For which, students asked candidly to the teacher, "can you close the window?") Such findings inform that freedom of the students is a vital component to lead the learning and teaching smoothly in the classrooms. My findings are supported by Tzuo (2007). This study found that students have seating freedom, similarly as, Grubaugh and Houston (1990) said that the classroom seating arrangement creates student to student, and student to teacher interaction virtually.

The students' PowerPoint presentations in Finnish classrooms were one of the main interactional activities by students. The lead presenter showed the best example of student leadership involved in teaching and learning. Alike, other presenters took their turn and continued the role of student leadership in teaching and learning in the classrooms. Such findings informed the responsibility and

leadership role of the students. These findings are supported by Anderson (2001) and Oommen (2012). The communication in PowerPoint presentations informed the leadership role of the students among students, mainly when there was a group of students presenting in classrooms.

The results inform that students posted the presentations, handouts, and material in Facebook groups and other class-related information with their class-mates via online learning platforms. Many studies have studied the impact of Facebook on learning, teaching, and education, and the use of social networking sites in learning by school students. Besides, students had their groups on social networks, which allowed them to discuss their homework and other school-re-lated tasks distantly. These findings of my thesis are supported by Manca and Ranieri (2013), Muls, Backer, Thomas, Zhu, and Lombaerts (2019), Muls, Triquet, Lieghe, Backer, Zhu, and Lombaerts (2019), Wang et al. (2012).

Similarly, this study explored how and when students' nonverbal commu-nication with verbal communication helps them to lead the learning and teaching via in classrooms. The students were physically and psychologically active in the classes. Most of the nonverbal communications were noted during presentations given by students. For example, the different standing positions of the students were observed during presentations. Some of them were keeping hands lying down, others' hands were in pockets, and some crossed hands in front of them. Another form of students' nonverbal communication was raising their hands. The students raised their hands to answer the questions or to give comments in discussions and learning processes in the class. Another purpose was to show that the person wanted to talk or give an opinion or ask a question that has been found in classrooms. The students often raise one hand if they're going to talk and wait for others until they stop.

Similarly, students showed enjoyment and happiness through nonverbal communication with verbal communication. The students showed winning by raising hands and arms. These findings are supported by Knapp, Hall, and Hor-gan (2013) and Negi (2010, p. 101).

## 5.1    Implications

The current thesis has implications at the theoretical and practical levels. This study is a contribution to the understandings of communication and leadership in general. Similarly, the detailed input of the current research entails the leadership in verbal and nonverbal communications at the classroom level in Finnish schools, which can be understood and referred for further investigation in the fields of communication and leadership. Moreover, the current thesis contributes to information on methods of teaching and learning in Finnish schools in general and, in particular, from a communicative point of view.

The practical contribution of the findings in the current thesis is useful for the teachers, students, and other stakeholders. Teachers may understand and improve their communicational levels based on the conclusions of the present thesis. Similarly, the students may find out the verbal and nonverbal communications taking place around them. Furthermore, the results of the current thesis informed that the students have an essential part of leading learning and teaching in Finnish schools. The social contribution of the findings in the thesis notifies the level of autonomy, freedom, and trust in the classrooms of Finnish schools. The teachers, students, and other high stakeholders may come to know the overall communication and leadership in learning and teaching in the classrooms.

## 5.2    Reliability of study

Qualitative research often has been questioned for reliability and validity. According to Seale, (1999); Creswell and Miller, (2000); Golafshani, (2003) that quality reliability and validity are very much essential in qualitative research. The researcher discussed the topic, data collection tools, and data analysis method with the qualified senior researchers working in educational leadership. Then, the researcher went personally to collect the data, and the researcher recorded all of the data. The reliability of the data is that it is the first-hand source in videotapes. The videos have outstanding quality, sound system audible to the researcher. The essence of analyzing the communication is lying in the presence of

its sound quality and appearance for multiple revisits to data. The conversational analysis of the information needs the expertise to catch the proper conversation, which depicts novelty and leadership role in the communications. To ensure the validity, the interactions were transformed into text format. From text format, themes were created into an excel sheet. The themes have been reported in the results of this thesis. Golafshani (2003) pointed out that the competent researcher builds the credibility of qualitative research.

Observational notes

Nonverbal communication was challenging, and the researcher did not consider the subjective meanings of nonverbal communication. Instead, the researcher focused on the senses of nonverbal communication concerning previous literature on nonverbal communication. Similarly, the researcher knew that subjectivity into creating meanings of data segments is harmful to the quality of the qualitative research Wahyuni (2012).

The researcher asked from a sample of the students about the feelings about video recording activity in the classroom. All of the students were of the view that for a couple of minutes, they felt that they are being recorded, but after that, they felt very much routine classroom learning and teaching. That is why it has been found that they did not hide any activity (e.g. birthday celebration) and enjoyed their healthy life of classrooms (e.g. seating positions). Such findings are discussed in detail in the results and discussion sections of the current thesis. The researcher does not find out any hindrance or issue which has affected the quality of the research.

The setting and context remained as much as natural as they used to be in the regular daily routines in school life. The researcher may not produce their ideas or be subjective in the analysis of communication because the results are based on the exact words and sentences uttered by the teachers and students recorded in videotapes. However, nonverbal communication leaves a gap of subjectivity in the results. The researcher followed the verbal communication to understand nonverbal communication, which eliminated the subjectivity of analyzing

nonverbal communication. Moreover, as mentioned above, the previous litera-ture on nonverbal communication helped the researcher to understand the ges-tures, hands, and eye communication that is discussed in the discussion section. The researcher has included in italics the original themes and statements based on the communications' wordings of the participants in the results sections. John-son (1999) argued that it is always better to let the readers experience, actual words, and sentences of the participants. That is why the researcher has included, to some extent, the original text (in italics) in the results.

## 5.3     The limitations of the study

The current thesis is at the master level, which has some limitations. Some of the limitations do not let the study to be generalized in all contexts. The strengths and generalisability of the current thesis are expanding to the context of the study. The setting of the study was in a school in Finland, which is one type of schools which are significantly less in number in Finland. However, the schools in Finland may use the findings of the study. Also, the school's type in which the data was collected, such type of schools are utmost suitable contexts where the results are useful and are worthy of being utilized.

Similarly, two main areas of research may further utilize the results of the investigation. The researcher urges to consider the results specifically concerning the verbal and nonverbal communications in the classrooms in Finnish schools. Furthermore, the practicality of leadership in verbal and nonverbal communica-tion at student leadership and teacher leadership level in Finnish classes is en-lightened in the current thesis, which is useful for other contexts in Europe and abroad in other countries.

The current study provides essential and fundamental findings for further research in communication and educational leadership. The data contains three classrooms of different grades/levels from a school system. The study urges and recommends further research by combing the communication and leadership. For example, the current thesis is in the context of a school system, which could

be extended to general upper and lower secondary school systems. Besides, this study could be extended to the primary school system in Finland to explore the leadership displayed in teachers' verbal communication in the classrooms, leadership displayed in teachers' nonverbal communication in the classrooms, leadership showed in students' oral communication in the classrooms, and leadership demonstrated in students' nonverbal communication in the classrooms. Similarly, a similar type of study may be done in other schools in Finland because the current study is limited to one school. Furthermore, the research recommends and may be extended to further branches of similar school types and levels around the world.

## 5.4      Ethical consideration and recommendations

There were three classroom videos' recordings in the data set. To keep the privacy of the students' identity, this study did not mention any information about the participants. Thus the study referred collectively to all students with the term 'students', explicitly referring to an individual student as a 'student'. None of the students' identity, class or grade information, colour, caste and age has been mentioned anywhere in the thesis. To handle the recorded videos have been proved a sensitive matter in communication research. That is why the researcher has strictly worked on the videos alone without indulging anyone else or sharing any information with anyone else. To that level, privacy has been considered that neither the supervisor of the thesis nor any other concerned person from the concerned department has watched any part of the video recordings.

Similarly, the teachers and administration of the school from which the data was collected have watched any part of the recorded videos. Similarly, the researcher did not save the recorded videos in internet drives such as Google's drive. The reason is that it is a well-known fact that the data stored on the internet drives

have access to many people. Following the ethics of privacy in research, the researcher has taken all possible measures to keep the privacy of the participants and their identity in the current research.

Observational notes have been intentionally not attached with the thesis as in appendix. The observational notes contained certain features which may represent the identity of the particular students in the thesis. Some of the observational notes inform the particular activities, communication and gestures which have been particular to some of the students. Like, some people have a habit of repeating certain words or sentences in their conversations. Similarly, some people have to gesticulate in a particular way. Such particular repeated utterances and repeated gestures become the indirect identity of the people. That is why the researcher has intentionally not included the observational notes in the appendix because the researcher did not break the roles of privacy and taking care of personal identity in research. The design of the study considered ethical considerations. That is why the researcher collected first-hand data considering procedural ethical considerations, as Van (2009) said that it is essential to follow the ethical considerations. The ethics of privacy, security, and anonymity were operationalized in the current research. The researcher sought permission from the concerned department to collect the data. The department head, principal of the school and teachers collaboratively associated with each other to progress in the data collection. The researcher briefed the participants regarding the data collection, data use, and security of the data.

Similarly, the researcher informed the participants about the data analyses, and what information the researcher wanted to seek from the analyses of the data. Also, how and when the data will be distorted once, the research work is finished. Then, the data was collected from the participants who agreed to be part of the research. Most of the students agreed to be part of research except only two. The students who did not want to be part of the research were neither recorded nor observed. They were free to sit during the classrooms or leave the classes. The participation in the research was very voluntarily based; no one was awarded any gifts or monetary benefits.

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