**Conclusion**

Although good teaching practices and good leadership undeniably relate to one another, the findings in this study point to qualitative differences that separate them. Students’ responses that referenced good teaching practices as aspects of language teacher leadership tended to be connected directly to learning and learning objectives. This included features like employing effective management, determining and reaching lesson objectives, and developing learners' skills.  However, the leadership traits mentioned within the categories of passion, rapport, purpose, and balance & flexibility went beyond good teaching techniques and practices and focused on the humanistic qualities of teachers. These leadership traits transcended the immediate connection to learning and learning objectives at the classroom level and involved stimulating learners in the overall process of language learning inside and outside the classroom.

Thus, amidst the great variation that was found to exist between learners in regards to how they perceive and describe language teacher leadership, as a whole, participants tended to give more attention to the personal attributes of teachers and their ability to inspire, motivate, and engage learners in the learning process rather than the organizational, managerial, and pedagogical attributes of leadership on which teachers tended to focus (Greenier & Whitehead, 2016). Thus, we argue that while it is possible to be a skilled and knowledgeable teacher without leadership competency, the data collected in this study seem to indicate that students do intuitively recognize the differences between good teachers and good teachers who are also good leaders.

This study aimed to further the understanding of both what it means and what it takes to be a better leader in the language classroom from the learners' perspective. The findings of this study have shown the complexity of language teacher leadership and some of the key principles that factor into its construction. Beyond the field of language teaching, it would be interesting and informative to examine various perspectives on leadership, particularly that of the learners (the primary consumers of higher education) in other academic disciplines, such as the humanities, social sciences, business, law, creative arts, and others. Evaluating the topic of teacher leadership in other subject areas may yield significant findings regarding crucial differences in the disciplines, as well as compelling, overlapping elements that could help formulate a more broadly applicable conceptualisation of leadership in teaching practice.   Additionally, exploring teacher leadership in ELT in a broader range of contexts (e.g., different countries, types of programs and teaching approaches, and perspectives from various stakeholders) and determining more precisely defined variables (e.g., different ages, L1 backgrounds, L2 proficiencies, gender, and years of language learning experience) would be greatly beneficial in furthering and refining the understanding of the concept.

The increasing dedication to leadership and enhancing professionalism in ELT signals a growing consensus of the need for further development of leadership in language teaching. To a greater extent than ever before, teachers are preparing to take a larger role in the decisions that affect them and their students; this requires bolstering teachers' capacity to best serve a growing diversity of learners while supporting them in ever-expanding roles in their schools and communities (Fenner, 2016). The students’ views voiced in this study have shed light on some of the teacher leadership qualities that play an important role in their learning and development. However, to enhance teacher leadership potential, and to make it a more integral component of teacher education, training, and professional development, it is imperative for further work to be done in the field to gain a better and fuller understanding of what it means and what it may entail for different stakeholders across a variety of contexts.