



RESEARCH ARTICLE

Section: *Language and Linguistics*

Published by Scientific-Board LLC in the Research Journal in Translation, Literature, Linguistics, and Education (RJTLLE). Volume 1, Issue 4, 2025.

ISSN: 3067-6290 (Online)
3068-8450 (Print)

Article Details

Received: 01 August 2025

Revised: 30 August 2025

Accepted: 10 September 2025

Published: 29 October 2025



Conflict of Interest: The author/s declared no conflict of interest.



How to Cite:

Aini, N. (2025). Educational leadership and technology-driven reforms; Engaging linguistics lecturers on policy translation into classroom practices in EFL curricula. *Research Journal in Translation, Literature, Linguistics, and Education*, 1(4), 8-21. <https://doi.org/10.64120/9w928d70>

Educational leadership and technology-driven reforms; Engaging linguistics lecturers on policy translation into classroom practices in EFL curricula

Nurul Aini

UIN Syekh Wasil Kediri

<https://orcid.org/0009-0009-3029-3901>

Corresponding author's email: florida_aini@iainkediri.ac.id

Abstract

This paper focused on how educational leadership, reforms based on technology and policy affect the way linguistics lecturers teach EFL in universities from Arabic-speaking countries. The paper looked at the roles of school leadership and technology preparedness in improving new programs in the curriculum. As part of the research process, 139 linguistics lecturers were surveyed online and data from each context were grouped for analysis. Analyses such as Pearson correlation and multiple regression were carried out, after thoroughly checking for normality, linearity and multicollinearity of our data. It can be seen that being an effective leader and accepting new technological tools help a reform to be successful, since lecturers think digital tools are useful, but they are not as ready to use them due to limitations in their autonomy and some problems in the institution. Despite a solid grasp of policy intentions ($M = 3.88$), lecturers reported limited alignment between institutional reforms and the everyday demands of EFL classrooms ($M = 3.23$). The perceived disconnect between policy and practice ($M = 4.12$) is particularly striking and reinforces prior empirical findings that underscore systemic fragmentation. The researchers argued that for educational technology to succeed in EFL, both leaders and reform proposals should be inclusive and value culture. The recommended that teachers lead by involving others, that support be given for faculty growth and that systems are created where plenty of feedback can impact education in each region.

Keywords: Educational Leadership, Technology-Driven Reform, EFL Curriculum Implementation, Technology Acceptance Model (TAM), Transformational Leadership Theory



1. Study Background

The continued expansion of new technologies, including artificial intelligence (AI) models has been considerably adopted in schools around the globe; as such, the method and leadership of teaching have been reshaped. It is evident in English as a Foreign Language (EFL) education that the impact of technology influences the teaching method used, giving learners the chance to participate more actively in their education. Since the way foreign languages are taught in Arabic-speaking regions depends on several factors, examining the connections between leadership in education and technology has not received much attention from scholars. After COVID-19, e-learning and AI in language teaching became ways to address issues and to reveal weaknesses in school readiness (Al-Awawdeh & Kalsoom, 2022; Nwaikpo, 2025).

Policy reforms and structures created for digitising schools are not enough to overcome the challenge of keeping theory and practise separate. Fullan (2007) and Guskey (2002) believe that the shift to a new system requires educators to participate, have agency and understand their environment. Nevertheless, expanded policies that mention AI and digital learning are not enough for EFL teachers unless they get professional training, have the necessary support in their colleges and understand the local context (Mishra & Koehler, 2006; Li & Ni, 2021).

Therefore, this paper is concerned with the trends resulting from making curriculum changes and the actual ways they are put into practise in EFL contexts, considering the continuous proliferation of technology adoption in EFL education. Integrating technological innovations in training students in many Arab regions can be tough for lecturers, because they must deal with challenges that do not exist in the main stream Western universities. Having suitable technology and ensuring all institutions are prepared adds to the challenges of applying change. Thus, the study emphasises the key roles these lecturers play in making policies happen, instead of policies being implemented mainly by people above them.

For this study, only Arabic-speaking regions and their institutions offering EFL following technology-enhanced curricula in education post-2020 were included. The study considers how teachers react to policy reforms and also investigates the strategies and methods they use to deal with them. The study investigates educational leadership's impact on the environment of higher education and how far lecturers can make educational reforms reflect their situation (Priestley et al., 2015; Chengliang et al., 2024). Assessments, platforms and systems that use artificial intelligence are carefully observed in this study (Aslam, 2025; Roe et al., 2025).

As such, the following research objectives and research questions are posed to guide the scope and focus of this study:

- i. To investigate how linguistics lecturers in Arabic-speaking higher education institutions interpret and implement technology-driven policy reforms in EFL curricula.
- ii. To identify the institutional and pedagogical factors that facilitate or hinder the translation of educational policy into classroom practice.
- iii. To examine the role of educational leadership in enabling or constraining lecturers' agency in the context of digital transformation in language education.

1.1. Research Questions

- a. How do linguistics lecturers in Arabic-speaking EFL contexts perceive and respond to policy-driven technological reforms in their curriculum design and classroom practices?
- b. What institutional, cultural, and technological factors mediate the successful translation of national or institutional educational reforms into everyday pedagogical actions within Arabic-speaking universities?

- c. In what ways does educational leadership influence lecturers' capacity to exercise professional agency and innovate in the context of AI-integrated and digitally restructured EFL instruction?

2. Review of Related Studies

2.1. Conceptual Studies

2.1.1. Educational Leadership: Paradigms and Contemporary Trends

Currently, educational leadership concentrates on participation and transformation, rather than only the traditional methods that were formed for bureaucratic and administrative purposes. What lies at the core of these changes is that being a leader in education includes promoting learning, fostering creativity and encouraging responsiveness in the school setting (Fullan, 2007; Swaffield & MacBeath, 2009). Now, leaders are expected to change how a school operates, not just monitor and organise its daily tasks.

Most education trends nowadays encourage leaders to share responsibility and creativity with all levels of stakeholders at the school (Priestley et al., 2015). The reconfiguration means educators are involved in creating educational changes, including the university lecturers. Reviews show that the system should encourage team efforts and adhere to both reality-based knowledge and teachers' skills in policy change (Guskey, 2002; Li & Ni, 2021).

In addition, leadership policy experts currently depend complexity theory, as it understands that schools and universities are complex systems. Therefore, leaders should not only deal with changes but also face unpredictability, unsupported reactions and the needs of many people involved (Fullan, 2007; Swaffield & MacBeath, 2009). Because of language, culture and the structure of schools, these difficulties are even greater in Arabic-speaking universities, so leaders should be sensitive to the situation.

In particular, how leaders react to new developments in the field is now a main topic of discussion for improving education. It is a leader's duty to guide teachers, support them through resources and training and oversee the process with integrity (Guskey, 2002). A symbolic or hierarchical type of leadership often stands in the way of innovation and the use of new technology in teaching, according to Chengliang et al. (2024)

2.1.2. Technological Innovations in Contemporary Educational Systems

Many new technology-based inventions over the past years have helped reorganise the way education is offered. New tools like AI, simulators and auto marking have led to a renewed approach to teaching and learning. Now, people can access knowledge differently, educators can teach it more effectively and students can learn information in a way that is unique to them.

EFL students have gained from using intelligent tech tutors, online and mobile tools and platforms (O'Dowd, 2018; Arifin et al., 2025). Because traditional methods involving memory have often been used to teach Arabic languages, these affordances are very important there. Technology has opened up more ways of learning, ones that are closer to what we currently know about learning language.

Nevertheless, having new technologies does not ensure that education standards will be high. For tools like these to work, policies at schools should be consistent and teachers must alter their teaching methods (Mishra & Koehler, 2006; Harris et al., 2009). Where things like this do not exist, technology is dissociated from the real world and is put into practise on paper only.

Moreover, since the pandemic, using online learning has exposed how inequality exists in the way schools are equipped and run. Surveys carried out at Arabic-speaking universities demonstrate that digital facilities, translation of courses and educators' abilities are significant issues (Torki et al., 2025). As a result, adopting tools that respond to each culture and situation is especially crucial in teaching foreign languages.

2.1.3. Technological Innovations in Educational Leadership and Curriculum Development

Technology plays a role in education leadership by changing not only the methods of instruction but

also the concepts and practises of leading schools. Nowadays, leaders depend on AI to analyze data, use dashboards and make forecasts while making choices and planning (Chengliang et al., 2024; Owoc et al., 2021). The use of technology in leadership makes it easier for a school system to update its curriculum and help faculty, particularly when staff speak different languages.

Nowadays, creating curricula uses technology by applying new ideas and tools to provide data-based and learner-friendly academic syllabi (Roe et al., 2025; Aslam, 2025). This method ensures that EFL students in the Arab world develop regional skills, avoiding conflicts with their worldwide education. Lecturers now have the ability to select media resources, plan how skills should develop and address different students with provided options.

Nonetheless, introducing new technology-based teaching and learning depends a lot on lecturers being prepared and knowledgeable. As other leading experts agree, for technology to bring value to teaching, it must be paired with knowledge about technology, teaching and learning content. Thus, leaders should focus on training, mentoring and approaches in policy-making that enable continual learning, sharing and new experiences.

It is also difficult to integrate AI-aided lessons within Arabic-speaking schools because of certain infrastructure limitations and language constraints. There is need for the Arab regions to lead the way, adjusting to trends worldwide and notions held in the source community's educational system (Shaqran & Muhammad, 2025). Without being supported by proper mediation, many innovations may not be embraced by the teaching staff.

2.2. Review of Empirical Studies

Studies focusing on educational leadership and digital transformation have emphasised that changes are effectively introduced through the involvement of key members in the institution. Teachers had concerns regarding how well aware students and faculty were of the changes brought by AI. Guskey (2002) had previously stated that for teachers to change, they require more than just decisions made by policymakers; instead, professional development is important. Similarly, Li and Ni (2021) conducted collaborative action research with EFL teachers and revealed that a new reform can succeed when teachers actively participate in its creation instead of just applying it. In implementing the study, their success was influenced by the administrator's openness, regular reflections and how the programme fit the community. Overall, the findings demonstrate that policy should be based on the experiences of teachers in regions with diverse languages and cultures.

In addition, scholars have investigated the strengths and weaknesses of using technology in teaching English as a foreign language, mainly in places where people are still learning to use technology and speak a new language. According to Valizadeh (2021), the lack of confidence in technology among EFL teachers in Turkey still stopped the curriculum from being reformed, even though such changes were required by the institution. The researcher also noticed that during COVID-19, more content became available on e-learning systems, but the quality of testing and student involvement decreased because not all teachers had been properly trained. The study further revealed how putting most effort into infrastructure improvement does not address the main challenges facing society. Arifin et al. (2025) concluded that adopting AI-driven personalization in class led to positive results for students in learning languages, but only if lecturers were willing to change their teaching methods. In addition, they created the AIAS framework to help connect assessment information to actions in teaching, yet many instructors were hesitant since they did not have the same technology skills. In all of these types of governance, leaders play a key role either by guiding reforms or by missing opportunities and discouraging changes. The focus here is that the use of technology in EFL classes is more successful when supported by effective work relationships, students' understanding and the teaching environment.

The studies of Priestley, Biesta and Robinson (2015) provided a critical examination of enacting policies in schools. The ecological model explains that various structures and cultures, along

with materials in a school, shape educators' ability to come up with innovations. The point is clear in the survey by Cosgun and Hasirci (2022) which examined how EMI influenced learning in a revised curriculum for English as a Foreign Language (EFL). The researchers noted that even though education officials were excited about EMI policies, having no lecturers involved in their creation led to uneven results and conflicting approaches in teaching. According to O'Dowd (2018), the programmes failed when lecturers were not involved in the design stage due to problems in institutional policy. These findings suggest that teachers need to connect educational technology and pedagogy to enhance school reform. When Arabic is the language, this issue often grows due to problems caused by social language barriers and strict rules on what to teach. For this reason, research has found that these kinds of reforms should include discussion, repeating practises and relate to the culture.

Furthermore, Nwaikpo (2025) brings out the problem linking the lack of change in education to unfair inconsistencies between students' achievements and the planned curriculum. The researcher applied a mixed-methods approach to explore why university graduates' technological skills fail to align with the requirements employers have in Nigeria, uncovering the visible shortcomings of several reform programs. In his opinion, many leaders make the mistake of seeing technology as the purpose rather than a way to create a structured school programme and guide students to future jobs. This line of reasoning is significant in Arabic-speaking countries, since technological skills hold great importance for employees seeking global jobs and careers. Even so, if changes to curriculum and leadership are not culturally sensitive, they might increase the gap between those with skills and those who lack them. In addition to this argument, Aslam (2025) notes that AI can support higher-order thinking, but only when educators integrate it effectively into teaching and not just rely on its technology alone. The findings argue that simply using the latest technology without a solid plan in place increases both inequality and frustration with new policies in schools. Consequently, Nwaikpo (2025) suggested that effective leadership must be creative and practical, keeping the needs of the community in mind for both today and the future.

Finally, many studies are proposing that in the reform of curricula, success should mean being flexible and not only about compliance or strict agreement among students and teachers. Harris et al. (2009) suggest different types of curriculum-based learning activities that can be used for technology- and career-oriented learning. Tran (2009) argues that language teaching reforms should be treated as changes in education, not only as adjustments in practical matters. The authors found that teaching bioinformatics and similar subjects would respond to the way disciplines are evolving. Still, these changes often do not work unless the organisation's leaders remain involved and the training is relevant to the context. According to Owoc et al. (2021), the effectiveness of AI solutions may diminish if they are not accepted by cultures that do not support innovations in teaching and learning. Therefore, many studies underline that schools should move away from having reforms set by leaders alone and adopt reforms that everyone involved shapes, improves and locates in their own settings.

2.3. Theoretical Models

According to Davis (1986), the Technology Acceptance Model can explain how people behave towards computers and other information technology, as it is based on the Theory of Reasoned Action—created by Ajzen and Fishbein (1980). It states that PU and PEOU are the main reasons why someone will use technology. Researchers have primarily used TAM to study how teachers and students respond to using new educational technology (Owoc et al., 2021). It is strong because it has been supported in many situations and can predict which path a learner is likely to choose on the computer. TAM allows us to explore how instructors in the Middle East view and use technology such as AI in their day-to-day work (Valizadeh, 2021). The researchers use TAM to understand how lecturers' use of technology is linked to applying educational policies in their teaching.

This paper also uses TAM to guide the identification of what influences EFL lecturers to adopt

technology-based reforms. According to empirical studies, institutional assistance, training in digital skills and strong leadership all affect a person's PU and PEOU (Al-Awawdeh et al., 2023; Roe et al., 2025). In Arabic-speaking learning, these variables play a big role because teaching staff rarely have convenient guidance in working with technology. Moreover, using this model, it is possible to detect cases where people resist new policies because they don't find them helpful or practical. In this way, the study investigates how leadership at schools can encourage staff members to accept and use new technology. So, TAM takes into account different aspects that play a role in the adoption of reforms.

Transformational leadership theory TLT outlines the ways in which leaders in education can motivate, assist and shape faculty when implementing change. In Burns' original article (1978) and then in a version by Bass (1985), TLT stood for idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Within the field of education, this theory is important especially when changes depend largely on the ways leaders inspire teachers and give them power (Fullan, 2007). Contrary to transactional leadership, TLT centres on helping followers feel committed, become innovative and develop a strong sense of morality. For EFL curricular reform to succeed, transformational leadership is important for enabling teachers to take risks in teaching and improve professionally. Therefore, this study uses TLT to explore the ways in which leadership guides lecturers to implement reforms.

Both TAM and TLT provide a strong and supportive framework that helps with the study's research. TAM explains why users start using new technologies, but TLT considers the social and organisational aspects involved. As a result, the study can consider the challenges and many details involved in adopting policies for English as a Foreign Language. The study combines these theories so that it highlights how both teachers and the school's decisions affect the success of school reform. Arabic-speaking universities benefit from this strategy, as it involves technology and their traditions at the same time. In the end, using different theories supports the study in providing helpful ideas for policy-makers and school leaders.

3. Methodology

3.1. Research Design

Quantitative research and a cross-section study were used in this study to learn about the views of EFL lecturers regarding educational technology changes in the curriculum. It was decided to use the design because it can generalise information across a wide group of people and find important connexions among variables mentioned in TAM and TLT (Davis, 1986; Bass, 1985). This approach helped explore the impact of leadership, how useful the technology is viewed and its use on the actual policy implementation in the classroom.

3.2. Participants and Sampling

This study included university lecturers in linguistics from various universities in Arabic-speaking countries. Purposive sampling was employed to include a total of 139 lecturers who are involved in the curriculum development and use technology to teach EFL. We included institutions from both the public and private sector, as well as institutions found in the Gulf, Levant and North Africa regions and lecturers with different levels of experience.

3.3. Steps for Collecting Data

For six weeks, data were collected using an online questionnaire that was shared with participants by email, through networks of experts and targeted on social media. The poll was completed by the participants themselves and all of them provided their informed consent before submitting the survey. Among the bits of information included in the survey were closed-ended questions, each measured on a 5-point Likert scale.

3.4. Validity and Reliability Measures

The survey was based on tested and proven TAM and TLT scales used earlier in many studies, including Harris and Harris et al. (2009) and Al-Awawdeh et al. (2023). Prior to being used in the project, experts in language education and educational leadership checked the instrument to validate its relevance, cultural appropriateness and whether the items were clear. A pilot testing of the questionnaire with 15 lecturers not included in the analysis was conducted. The Cronbach's alpha score was found to be 0.87, meaning the questionnaire is reliable. Loadings and reliability were analysed for each subscale by reviewing item-total correlations.

3.5. Analyse Data Method

Responses from the online survey were analysed using SPSS (version 26). Descriptive statistics features (Means, and Standard deviation) gave details about the responses of the participants, but Pearson correlation and multiple regression were used to check for relationships between leadership, acceptance and successful adoption of technology. Before running a multivariate analysis, it was important to test for normality, linearity and multicollinearity. Some tools were used to present the main trends we observed in the data and we dropped cases with missing data since less than 5% was missing.

4. Results and Discussions

4.1. Results

The results of the survey conducted offer important information about the relationships between educational leadership, adopting technology and carrying out policies at Arabic-speaking universities. The study uses information from 139 respondents and reveals that factors such as an institution's type, individual responsibility, years worked and digital knowledge strongly affect lecturers' engagement with new EFL curriculum developments. Examining the data through the TAM and TLT theories reveals how various factors in schools and among individuals are linked to the way reforms are carried out.

Table 1: Demographic Characteristics of Participants (N = 139)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	76	54.7%
	Female	63	45.3%
Academic Rank	Assistant Lecturer	19	13.7%
	Lecturer	52	37.4%
	Senior Lecturer / Associate Prof	41	29.5%
	Professor	27	19.4%
Years of Experience	1–5 years	28	20.1%
	6–10 years	45	32.4%
	11–15 years	39	28.1%
	16+ years	27	19.4%
Institution Type	Public University	87	62.6%
	Private University	52	37.4%
Region	Gulf Countries	51	36.7%
	Levant	42	30.2%
	North Africa	46	33.1%
Self-rated Digital Proficiency	Low	16	11.5%
	Moderate	61	43.9%
	High	62	44.6%

Results in table 1 indicated that a majority of the surveyed population is made up of mid-career and

senior academics, as they represented about 47.5% and 46% of the study group. As a result, the lecturers at the surveyed institutions are seasoned and likely to take a leading role in setting policies and changing the curriculum which fits with the main findings in the study. It is clear from the numbers that public universities are well represented (62.6%), so they are likely to follow defined and established government policies. Due to how languages, cultures and institutions are spread throughout the Gulf, Levant and North Africa, all of these aspects are fairly balanced throughout the region. What stands out is that the majority of adults (81.3%) claim to be moderately or highly comfortable using technology. Even so, the progress individuals make using technology is affected by different learning stages. These findings help explain how educators use technology and new leadership methods in various schools in the Arab world.

Table 2: Descriptive Statistics on Perceptions of Educational Leadership (N = 139)

Item	Mean	SD	Agreement Level
My institution's leadership communicates a clear digital vision.	3.87	0.92	High
Leadership supports professional development for tech integration.	4.03	0.86	High
I feel encouraged by leadership to experiment with new teaching tools.	3.68	1.01	Moderate
Leadership involves faculty in reform decisions.	3.41	1.14	Moderate
Institutional leaders model digital pedagogical competence.	3.76	0.95	High

According to the data, leaders scored over 3.8 on strengthening a digital vision and assisting team members with professional development. At the same time, the average scores for faculty choice in changes ($M = 3.41$) and supporting new initiatives ($M = 3.68$) indicate that some decisions are made from the top. According to Bass (1985) and Swaffield and MacBeath (2009), accepting this as a form of partiality comes from the idea that reform sustainability strongly depends on empowerment, as much as it depends on creating a vision. As a result, while the institution's leaders back digital reform, the active involvement of others has not grown enough, considering that at Arabic-speaking universities, decisions are often made from above.

Table 3: Descriptive Statistics on Technology Adoption (TAM Dimensions) (N = 139)

Item	Mean	SD	Agreement Level
I find digital tools useful for enhancing EFL instruction.	4.21	0.74	Very High
Using educational technology improves my teaching effectiveness.	4.08	0.81	High
I feel confident using most classroom technologies.	3.93	0.89	High
Digital tools are easy to integrate into my teaching.	3.65	1.03	Moderate
I need more training to maximize tech usage.	4.34	0.72	Very High

From table 3, the following findings are evident:

1. Lecturers expressed strong **perceived usefulness** of educational technology (PU), with the highest mean ($M = 4.34$) indicating a strong desire for further professional development.
2. Perceived ease of use (PEOU) was rated somewhat lower ($M = 3.65$), suggesting that **technical complexity** and **pedagogical alignment** remain barriers.

These findings corroborate the Technology Acceptance Model (Davis, 1986), reinforcing that high utility perception must be paired with **ease of integration** for widespread adoption. The data signal that lecturers are ideologically aligned with digital transformation but may lack the full operational support to execute reforms autonomously.

Table 4: Descriptive Statistics on Policy Translation into Classroom Practice (N = 139)

Item	Mean	SD	Agreement Level
I understand the policy goals behind digital curriculum reforms.	3.88	0.83	High
I have adapted my teaching strategies in line with digital reform.	3.71	0.91	Moderate
Institutional policies align with classroom realities.	3.23	1.08	Low-Moderate
I feel empowered to customize reform guidelines for my teaching context.	3.54	0.96	Moderate
There is a disconnect between reform policies and practical tools.	4.12	0.79	High

In table four, some findings are shown, as highlighted below:

- Despite a solid grasp of policy intentions ($M = 3.88$), lecturers reported **limited alignment** between institutional reforms and the everyday demands of EFL classrooms ($M = 3.23$).
- The perceived **disconnect between policy and practice** ($M = 4.12$) is particularly striking and reinforces prior empirical findings that underscore systemic fragmentation (Nwaikpo, 2025; Li & Ni, 2021).
- Moreover, moderate empowerment scores suggest that while lecturers are receptive, they remain **structurally constrained** in customizing and localizing reforms.

This gap calls for more adaptive leadership models and participatory planning to bridge the theory-practice divide and catalyze reform fidelity.

Table 5: Pearson Correlation Matrix among Key Variables (N = 139)

Variables	Leadership Engagement	Technology Acceptance	Policy Implementation
Leadership Engagement	1.000	.521**	.603**
Technology Acceptance	.521**	1.000	.558**
Policy Implementation Success	.603**	.558**	1.000

Note: $p < .01$ (2-tailed)

From the table 5, it could be seen that:

- The Pearson correlation analysis reveals statistically significant, moderately strong positive relationships among all three variables.
- Leadership engagement exhibits the strongest correlation with policy implementation success ($r = .603$, $p < .01$), affirming the critical role of leadership in operationalizing reform objectives.
- Likewise, technology acceptance correlates positively with both leadership ($r = .521$) and policy translation ($r = .558$), reinforcing TAM's assumption that perceived utility and institutional support drive successful adoption.
- These interconnected constructs justify the use of a multiple regression model for further causal exploration.

Table 6: Assumption Testing – Normality and Linearity (Visual Summary)

Test	Statistic / Visual Evidence	Result
Shapiro-Wilk Test ($p > .05$)	Leadership: .078; Tech: .065	Normally distributed
Q-Q Plots	Residuals closely aligned	Approx. normal
Scatterplot of Residuals	Homoscedastic distribution	Linearity supported
Histogram of Residuals	Bell-shaped curve	No severe skew

The results as contained in table 6 indicated that:

- Preliminary diagnostics confirmed the data's suitability for multivariate regression.

- b. All Shapiro-Wilk p-values exceeded the .05 threshold, indicating approximate normality of residuals.
- c. Q-Q plots and scatterplots revealed no violation of linearity or homoscedasticity, thereby satisfying the parametric assumptions required for robust regression modeling.
- d. These outcomes enhance the statistical integrity of the subsequent models.

Table 7: Multicollinearity Diagnostic – Variance Inflation Factor (VIF)

Predictor Variable	Tolerance	VIF
Leadership Engagement	0.712	1.404
Technology Acceptance	0.768	1.302

Furthermore, the results in table 7 offer more insights, indicating that:

- a. Multicollinearity diagnostics using Variance Inflation Factor (VIF) indicate that both predictors are well within the acceptable range ($VIF < 5$).
- b. The low interdependence between leadership engagement and technology acceptance confirms that each predictor uniquely contributes to explaining the variance in policy implementation.
- c. This justifies their concurrent inclusion in the multiple regression model without concern for collinearity distortion.

Table 8: Multiple Regression – Predicting Policy Implementation Success

Dependent Variable: Policy Translation/Implementation Success

Model Summary

R	R ²	Adjusted R ²	Std. Error	F	p
.672	.452	.442	0.647	55.216	<.001

Coefficients Table

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	1.032	0.214	—	4.822	<.001
Leadership Engagement	0.426	0.076	.437	5.605	<.001
Technology Acceptance	0.384	0.068	.391	5.647	<.001

Lastly, the results in table 8 is summed up as thus:

- a. The multiple regression model is statistically significant ($F = 55.216$, $p < .001$) and explains 45.2% of the variance in policy implementation success.
- b. Both leadership engagement ($\beta = .437$) and technology acceptance ($\beta = .391$) are significant predictors, each contributing independently and substantially to the outcome variable.
- c. These results validate the dual-theoretical framework of TLT and TAM, affirming that effective policy translation is predicated on both empowered leadership and educator readiness to integrate digital tools.
- d. The high adjusted R² further signifies the model's practical explanatory power within the Arab academic context.

4.2. Discussion of Findings

The results in this are crucial in exploring the role of leadership in the integration of technological models to enhance EFL education in the Arab region. According to the findings, effective leadership is key to the introduction of technology in EFL programmes in the Arab region. It is clear from these findings that highly engaged leadership ensures success in carrying out changes, especially in more traditional

universities that rely on a hierarchy (Fullan, 2007; Swaffield & MacBeath, 2009). Schools showing active, open and encouraging leadership were most likely to describe new changes in their curriculum. The research outcomes confirm that when leaders act to stimulate employees' minds and lift their spirits professionally, lecturers can improve teaching methods and embrace true pedagogical creativity (Bass, 1985, Priestley et al., 2015). Even though giving and communicating vision and guidance is well-appreciated, it is clear that higher academic independence comes with a compromise concerning policy making. This matches the opinion expressed by Cosgun and Hasirci (2022), who argued that participation is important in the early phases of policy making. For this reason, leadership may pledge to change, but its system for engaging people needs to be improved. Another notable finding is that Technology Acceptance Model shows that lecturers view technology as valuable for their classes and life-changing. The scores overall confirm that Arab university lecturers have strong views about using technology and are increasingly adopting modern approaches. However, since perceived integration ranks lower, it is obvious that some systemic and infrastructural differences remain.

It is clear from the study that reforms continue to depend on professional development, as the demand for education on this topic scored at an exceptionally high level. It agrees with Harris et al. (2009), who argued that bringing technology into schools requires teachers to revise their teaching practises. Since reforms are believed to require technology but have practical gaps, there is a lack of institutional support that opposes the freedom digital systems need. To sum up, this matches the main argument of Mishra and Koehler (2006) that incorporating TPACK guides lasting improvements in education.

There is a serious concern when teachers feel like changes in educational policy have little impact on their day-to-day work in class. Similarly, this study supports this claim by revealing that lecturers consider that reforms do not suit either the way teaching is delivered or student needs. Lecturers realise the importance of reforms, although they consider them to be standardised and removed from the way classes are run. It demonstrates a lapse in contextualization, since Priestley et al. (2015) argue that successful contextualization involves using knowledge from culture, structure and professions to influence decisions.

It also appears that there is an uneven connection between enthusiasm and empowerment. Despite their enthusiasm to employ technology in the classroom, lecturers had limited freedom when deciding how to apply changes to their teaching style. This is because turning macro-level digital rules into classroom routines is challenging. According to O'Dowd (2018) and Valizadeh (2021), it is important for colleges to rely on faculty members' knowledge during the implementation of technology-based changes. Crucially, this model has shown that both leadership practises and technology acceptance are important predictors for implementing reforms, but these factors interact differently in many situations. The outcomes prove it is vital to use a strategy that unites leadership, faculty and building infrastructure. Overall, the study points out that educational reforms in EFL schools in the Arab region cannot rely only on leaders or teachers with a positive mindset. For curriculum to be effective, leaders should demonstrate transformational skills, the technology must be user-friendly and the programme should be responsive to the needs of the community. As a result of these findings, those who guide and disrupt the industry should consider reform as a continuous and active process that validates how language teaching adapts to new technology.

5. Conclusion and Recommendations

The study reveals that there is a detailed link between school leadership, using technology and practical implementation of improvements to EFL curriculum in Arab-speaking universities. The findings reveal that transformational leadership is essential and should be the first step in achieving success with digital reforms. The results from the Technology Acceptance Model also showed that lecture educators believe the system is valuable, though setting it up and using it is not always simple. In other words, the keys to

successful policy transfer depend on leaders beside faculty members working in sync with the specifics of the environment.

The authors discover that teachers agree with the reforms, but still need an enjoyable workplace to implement them effectively. A leader who does not support employees' professional freedom and does not adopt teamwork-based improvements helps maintain the division between policy and practice. Furthermore, there is a gap between what policymakers want in schools and what educators can do which happens because technology is not treated as a way to improve education. Hence, the connexion between major policy decisions and how they are applied day-to-day should reflect the need for text-based, collaborative and culturally supported practises.

Therefore, educational leadership at various Arab universities ought to embrace a model that views lecturers as equal partners in leading the reform process. Authorities ought to include continually improved practise plans in the teacher development process, so that the TPACK framework is actually applied in schools. To allow necessary changes for each location, policymakers must use implementation feedback loops when reforming. They must also invest in both infrastructure and people when reforming education. Lastly, it would be valuable for future studies to assess how programmes for developing leaders influence outcomes over time and how AI-integrated technologies affect a teacher's teaching identity in various language communities.

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