Criteria for Evaluating Omani English Curriculum for Grade 12 Considering Omani Vision 2040

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ABSTRACT

This study identified criteria for evaluating grade 12 English curriculum in the Sultanate of Oman, considering the goals of Oman Vision 2040. To achieve this, the study employed a descriptive approach to data collection and analysis. The researchers developed a list of the objectives of Oman Vision 2040, drawing on previous research and the Omani Vision 2040, and identified six axes: human capital development, digital skills and technological integration, knowledge-based economy and innovative readiness, social welfare and global citizenship, educational pathways and national values, identity, and culture. The sample consisted of 10 arbitrators with expertise and experience in English, teaching methods, curricula, measurement and evaluation to express their observations about the form in terms of the vocabulary, the alignment to which the criteria belong to the intended objectives, their suitability, accuracy, clarity where the study feedback was carefully considered. Based on the arbitrator's' comments, the list of the final form consisted of six axes which included 30 criteria. This study will be beneficial to the Ministry of Education in the Sultanate of Oman by prompting a review of the extent to which the English language curriculum incorporates the criteria of Oman Vision 2040. There are no studies that aimed at evaluating the Omani English curriculum for grade 12 considering Oman vision 2040. Therefore, the curricula designers should study the insertion of Oman vision 2040 objectives in the Omani grade 12 English curriculum's objectives. So, the current study presents substantial criteria for evaluating the current curricula and help develop future English curricula.

Keywords: Oman vision 2040, Omani English curriculum grade 12, curriculum criteria.

INTRODUCTION

The educational process has evolved significantly and noticeably in the twenty-first century. Therefore, it is necessary to keep pace with this development in all areas related to education, including educational curricula in terms of their development, organization, and keeping pace with local and international changes. This has created a need to review the curricula in place and the extent to which they are able to achieve educational goals, including providing students with knowledge, linking it, and employing it in their lives, and empowering them with twenty-first-century skills.

The rapid social and economic transformation envisioned by Oman Vision 2040 places education at the heart of national development strategies. This calls for the development of curricula that contribute to human capital development, enhance future skills, and open up new job opportunities for youth (Oman Vision 2040, 2023). In this context, the Grade 12 English curriculum plays a pivotal role, preparing students to acquire global knowledge and helping them prepare for effective communication, whether in their academic careers in higher education or in the job market.

Aligning English language learning outcomes at the secondary level with the priorities of Oman Vision 2040— which include innovation skills, digital literacy, and community engagement—requires the development of

advanced assessment criteria. These criteria must go beyond traditional curriculum frameworks, focusing on relevance to national development priorities and reflecting the alignment of acquired skills with required competencies, while ensuring the effective achievement of strategic objectives.

This study proposes the development and validation of a set of criteria for evaluating the twelfth-grade English language curriculum in the Sultanate of Oman. These criteria are based on theoretical and practical foundations derived from Oman Vision 2040. By integrating the principles of standards-based assessment with national strategic priorities and recent findings from Omani research, the study aims to provide a practical framework for decision-makers and curriculum developers. This framework seeks to ensure that English language teaching at the secondary level contributes effectively to achieving the human capital objectives set forth in the vision.

Study Problem

English language has got great attention from the ministry of education in Oman, aligning with other fields such as technological, cognitive and scientific developments. Therefore, the Ministry of Education decided to benefit from international experiences and expertise to develop the 12th grade curriculum of English in line with the requirements of the local and global labor market and in line with Oman Vision 2040. So, it has become necessary to develop the skills of research, investigation and critical thinking among students to deepen their understanding and speed up their acquisition of the language.

Several studies have evaluated English language curricula in Omani schools based on specific criteria, but they have not been implemented according to the standards and goals of Oman's vision. The study of Al-Siyabi and Al-Harthi (2025) indicated the effectiveness of stories in the English language curriculum in grade 12, but it raised concerns about the time allocated to implement this skill in the classroom. Furthermore, Akram (2024) demonstrated that the lack of engagement with the language and the scarcity of exposure to it inside and outside the classroom led to a deterioration in communication skills in formal settings, affecting their chances of enrolling in higher education and the labor market. To address these challenges, theoretical and practical applications are presented to develop teaching methods that improve learners' second language proficiency and strengthen their communication skills. Additionally, these studies recommended evaluating the curricula, ensuring that they achieve the required objectives with reviewing the content of English textbooks, including educational experiences. On the other hand, other studies (Algaseem & Al Omari,2020; Al-Kharusi, S. ,2023; Al-Dhafri, S & Al-Saaegi, h.,2023.) recommended having standards for evaluating the curricula.

Based on previous studies, there are no studies that have sought to evaluate the Omani English language curriculum for grade 12 within the framework of Oman Vision 2040. Furthermore, there is no list of criteria for the vision's objectives. Thus, we need a list of these criteria by which to evaluate the Omani English language curricula for the grade 12.one research question defines this study: what are the Omani English curriculum criteria for grade 12 considering Oman vision 2040?

Objectives Of The Study

This study aims to determine the criteria of the Omani English curriculum for grade 12 based on the National strategy for education in Oman, Oman vision 2040, previous studies and literary references. It may be challenging to apply the results as English curriculum for grade 12 have not been evaluated before by determining the criteria within the framework of Oman vision 2040.

The Importance Of The Study

Evaluating the Omani English curriculum for grade 12, taking into account the objectives of Oman Vision 2040, will significantly enrich this research as:

- This study derives its value from its alignment with the strategic priorities of Oman Vision 2040, which focuses on creating a knowledge-based economy through high-quality education. By evaluating the Grade 12 English language curriculum against this vision, the study reinforces the importance of

language education in supporting Oman's national goals by producing globally qualified graduates capable of effective communication and critical thinking.

- The research provides valuable insights into the extent to which current English language curricula meet contemporary educational standards and learner needs. Evaluating the curriculum against specific, vision-aligned criteria allows policymakers, stakeholders and curriculum developers to identify strengths, gaps, and areas that need review or updating to ensure greater alignment with the 21st Century Skills Framework.

- The results of this study can form a strong evidence base upon which to build education reform initiatives in Oman. By providing empirically based evaluation criteria, the research helps decision-makers design more effective language education policies that promote equity, innovation, and excellence in secondary education.

Study Terminology

Oman vision 2040: A national strategic plan for economic and social development in the Sultanate of Oman from 2021 to 2040, which seeks to achieve a diversified and sustainable economy and a vibrant and innovative society for the next two decades by achieving 12 national priorities, 12 strategic directions, 75 strategic objectives, and 86 national and international performance indicators. (Oman vision 2040,2020)

Oman vision 2040 curriculum objectives: Five core, measurable goals include a lifelong learning system and comprehensive education aiming to develop future skills and establish an empowered, knowledge-based society that is proud of its identity and culture and committing to their citizenship and values. (Oman vision 2040,2020)

Oman vision 2040 curriculum criteria: The criteria are descriptive standings that define the skills, values and knowledge that students should acquire in each subject and classroom and are valid for determining the extent of learning achievement. (Ministry of Education,2022)

Omani English curriculum for grade 12: The Omani English curricula for grade 12 were approved by the Ministry of Education in academic year 2012/2013 in the Sultanate of Oman to be taught in schools in the name of 'Engage with English'.

LITERATURE REVIEW

Oman Vision 2040 outlines a clear national plan aimed at developing the Sultanate's human resources, its economic system, and its global competitiveness. Modernizing education, including curriculum improvement, enhancing its alignment with labor market demands, and developing digital and 21st-century skills, is a cornerstone of this plan. Therefore, any set of criteria for evaluating the Grade 12 English curriculum should be clearly aligned with the goals of Vision 2040 in the areas of education and the labor market. (Vision 2040; National Education Strategy).

Recent national studies and guidelines issued by the Ministry of Education indicate significant policy shifts affecting assessment priorities. Ministry assessment and operational documents, such as the Student Assessment Handbook and other MOE frameworks, highlight the importance of continuous assessment, competency-based approaches, and the use of digital technology. These practices are reshaping the concept of curriculum success beyond traditional measurable outcomes. Thus, assessment criteria should encompass the validity and reliability of the tools used, as well as their ability to measure the competencies promoted by Vision 2040.

Educational researches in Oman indicate recurring gaps that any assessment system should address. A survey of stakeholders' perspectives on English curriculum for grade 12 reveals persistent concerns: graduates lack the oral communication skills required in higher education and the job market. Al-Houti, Al-Barwani, and Al-Makhlafi (2023) demonstrated that stakeholders (such as teachers, employers, and higher education

institutions) perceived that the current oral English curriculum is not aligned with labor market demands and recommended a greater emphasis on communication activities and practical applications relevant to the workplace. The study suggested that criteria should focus on: (a) communication effectiveness (both oral and written), (b) the realism of the tasks, and (c) measurable employability outcomes.

Potential impact of aligning Oman's Vision 2040 with the English Curriculum*2*.

Aligning national curricula with long-term strategic goals is a pivotal mechanism for countries to translate their public aspirations into practical results within classrooms. Oman Vision 2040 outlines a path toward a knowledge-based economy, enhanced human capital, and increased global competitiveness; therefore, aligning grade 12 English curriculum with this vision could have significant effects on the coherence of educational policies and practices, as well as graduate employment prospects. Thus, we analyzed recent policy documents and current studies from 2021 to 2025 to highlight critical areas where curriculum alignment with the vision is likely to have a measurable impact, and to clarify the factors influencing these impacts.

- **Policy Coherence**

Oman Vision 2040 and the National Education Strategy (Education Council) highlight essential skills such as critical thinking, technology skills, and effective communication as crucial for national development. Integrating these priorities into grade 12 English curriculum helps to translate theoretical objectives into real learning outcomes, assessment strategies, and resource allocation. When educational policies and frameworks are aligned, ministry of education can more effectively manage textbooks, teacher training, and assessment systems, aligning with a unified set of graduate outcomes. This reduces fragmentation and fosters focused monitoring at the national level. This coherence is a prerequisite for educational reform and a direct pathway for Vision 2040 objectives to influence classroom teaching practices. (Oman Vision Document,2024)

- **Pedagogical Orientation**

Traditional skills-based and knowledge-based curricula focus on specific linguistic aspects; by contrast, curricula aligned with Oman's Vision 2040 support competency-based and task-oriented learning, emphasizing the importance of effective communication, problem-solving, and the creation of diverse content. According to Al-Houti, Al-Barwani, and Al-Makhlafi (2023) demonstrated that a persistent weakness in graduates' oral communication skills, gaps that the task- and performance-based curricula seek to directly address. Consequently, this alignment encourages changes in the role of the teacher and classroom activities: teachers become facilitators of interactive competency development, and materials are designed to support tasks that simulate communication in higher education and work environments. Thus, the educational impact comes from two sources: a greater emphasis on productive skills (such as speaking and writing for real-world purposes) and the integration of higher order thinking practices (such as evaluation and synthesis) valued by Vision 2040.

- **Digital Competency Integration**

Vision 2040's focus on a knowledge-based economy implies the importance of mastering digital skills as a key competency. Integrating these skills into English language programs—such as critically analyzing online resources, producing multimedia, and collaborating through digital media—helps modernize language education and prepare graduates for the digital job market. Recent revisions by the Ministry of Education to the national curriculum and data demonstrate a clear trend toward integrating future-oriented skills and digital tools into textbooks and assessment guides. These structural changes are helping to reduce the barriers that previously hindered the application of digital technologies in classrooms. The result is an English language curriculum that not only teaches the language but also enhances learners' ability to adapt to digital work environments. (Moe, Teaching Content Plan, 2022)

- **Employability and Industry relevance.**

Employers in Oman consistently point to a shortage of English language skills, both in communication and professional development, among graduates, which constrains workplace effectiveness and limits the

availability of local talent in the private sector. An academic curriculum aligned with Oman's Vision, emphasizing work methods, presentation skills, and cross-cultural communication, can help bridge this skills gap identified by industry stakeholders (Al-Abri, Denman, Al Alawi, et al.,2024). So, when higher education institutions collaborate with employers in evaluating curricula, the results gain external credibility, providing employers with more reliable indicators of candidates' readiness and opening opportunities for internships and collaborations between universities and industry. Thus, curriculum alignment with Vision becomes a catalyst for improving secondary education's responsiveness to labor market needs.

- **Accountability and Evaluative Practices.**

Vision-informed curricula require a re-examination of assessment models, shifting from purely knowledge recall tests to performance assessments, portfolios, and practical tasks that measure competencies prioritized by Vision 2040. This change improves the accuracy of diagnostic assessment data for teachers and policymakers, facilitating regular curriculum updates. However, effectively implementing performance assessment on a large scale requires investment in assessor training, standardized procedures, and data systems. Meeting these requirements will lead to more robust assessment information to support policies and practices (Al-Dhafri, & Al-Saaegi,2023).

However, aligning grade 12 English curriculum in the Sultanate of Oman with Vision 2040 opens new prospects. This alignment can enhance the consistency of educational policies and contribute to reshaping teaching methods to focus on developing communication skills and higher order thinking abilities. It also integrates essential digital literacy skills, increases graduate employability, and improves the effectiveness of assessment practices. However, the extent and success of these outcomes depend on simultaneous investment in teacher capacity, resources, and infrastructure, as well as stakeholder engagement. So, establishing the criteria will be crucial for evaluating whether the alignment process will achieve the desired returns in human capital anticipated by Vision 2040.

Related Studies

The research reviewed together supports the creation of a substantial body of evidence for understanding how grade 12 English curriculum aligns with the aspirations of Oman Vision 2040, as well as identifying areas where it still has discrepancies. These studies highlight ongoing concerns regarding insufficient emphasis on effective communication, a low level of integration of higher-order and digital skills, and inconsistencies in implementation due to varying teacher qualifications and resources.

For example, Al-Hooti, Al-Barwani, & Al-Mekhlafi, (2023) concluded that current curricula do not give sufficient attention to performance-oriented activities, simulations of different professions, and multimedia communication practices; and urge a reassessment of curriculum objectives, assessment structures, and professional teacher development to enhance oral communication competence in line with employment standards.

Tackling the same issue Naqvi, Rashid, Khan, , Mathew, , Al-Shubaily, & Zehra, (2023) the findings revealed a disparity in the level of coverage: while basic skills such as memorization, test preparation, and concentration are common, advanced study skills—such as critical and creative thinking, academic reading strategies, and time management—are underrepresented. Correlation analyses also show a weak relationship between some study skills and academic success. Researchers are calling for a clear restructuring of the curriculum to integrate metacognitive competencies and advanced study skills, thus facilitating the transition to higher education and meeting the demands of the labor market.

The comprehensive evaluation conducted by the Ministry in 2024 provides an analysis of the education system, focusing on the provision of school services, curriculum implementation, assessment practices, and learning outcomes across all grade levels from first to twelfth grade. Based on field inspections, benchmarking data, and stakeholder consultations, the report reveals gaps in teaching practices, particularly in communicative language instruction, as well as unequal access to digital integration and varying levels of teacher preparedness for competency-based learning. The evaluation clearly highlights national objectives aligned with Oman

Vision 2040, emphasizing the need for curricula that foster labor market competencies and digital literacy. Crucially, the report proposes specific policies, including curriculum restructuring, comprehensive professional development for teachers, improvements to assessment structures, and enhanced monitoring mechanisms to ensure balanced implementation nationwide. (MoE,2024)

Theoretical Framework

Omani English curriculum (Engage with English)

The English language curriculum for grade 12 in Oman plays a pivotal role in the Sultanate's education system. As the final stage before entering higher education, it forms a link between secondary, higher, and vocational training, as well as the labor market. The grade 12 curriculum is developed in accordance with national standards and learning objectives set by the Ministry of Education. Assessment methods integrate continuous evaluation with formal examinations conducted at the end of the academic year, reflecting these objectives. (Ministry of Education, 2020)

The curriculum standards system in the Sultanate of Oman for English language instruction identifies five key areas: language (pronunciation, writing, vocabulary), oral communication (listening, speaking), reading, writing, and grammar/punctuation. These areas align with international standards and labor market demands, strengthening the link between 21st-century skills and the needs of sustainable development. (Oman Curriculum Standards System, 2020)

Evaluation criteria for selecting the Omani English Curriculum for grade12

The Ministry of Education in the Sultanate of Oman plays a key role in developing the education system, including the English language curriculum. Recent reforms and ongoing assessments demonstrate a commitment to improving English language teaching methods and addressing identified weaknesses in student proficiency. The Omani Curriculum Standards Framework for English, for grades 1-9, outlines key areas including phonics, spelling, vocabulary, oral communication, reading, writing, grammar, and punctuation. These standards serve as the foundation for student achievement, preparing them for their academic and professional futures.

When evaluating the grade 12 English curriculum, a range of considerations must be taken into account. These include the curriculum's alignment with national educational policies and philosophy, its effectiveness in meeting the evolving needs of students and society, and its use of modern technologies in education. Furthermore, the rationale behind English language learning in Oman, the social role of English, and the aspirations of students and parents are important ideological perspectives that need to be considered.

According to Akram (2024) stated that The Sultanate of Oman's decision to adopt the "Engage with English" series for grade 12 appears to be based on at least seven interrelated criteria: its alignment with national curriculum standards and the goals of Vision 2040; progress in linguistic and developmental progression; its suitability for assessment processes; teaching methods and its applicability in classrooms; cultural and contextual relevance; the effectiveness of resources and implementation (including teacher support and digital readiness); and evidence drawn from previous assessments and feedback from stakeholders.

Furthermore, the implementation of educational content and assessment methods is of vital importance. This includes examining the alignment between what is taught and what is assessed, ensuring the consistent application of assessment criteria, and avoiding tedious repetition. It is also essential to involve teachers in the evaluation of textbooks and curricula, as they are the primary beneficiaries and have direct experience with the effectiveness of the curriculum within the classroom. For example, their understanding of entrepreneurship highlights the importance of curricula that promote the development of a broader set of skills.

The integration of modern teaching methods, such as flipped learning and virtual reality, can also be beneficial. However, it is essential to strike a balance between innovation and practical requirements, particularly when integrating modern technologies into schools in Oman. Ultimately, the selection of grade 12 English

curriculum should be based on a robust assessment framework that considers curriculum content, teaching methods, and assessment tools, as well as its ability to foster the language skills necessary for students' future success.

Oman vision 2040

Oman Vision 2040 is structured around four main dimensions: people and society; economy and development; governance and institutional performance; and sustainable environment. As a cornerstone in enhancing human capital development, changes to the education system are a major pillar of this plan, with the stated goal of Oman being among the leading countries in education indicators worldwide.

The educational reforms under Vision 2040 aim to move away from traditional teaching methods and conventional examinations, implementing a results-oriented system that empowers individuals to acquire practical skills such as critical thinking, creativity, teamwork, and problem-solving (Raouf, 2023). Digital transformation is a key component, and this trend has accelerated due to the COVID-19 pandemic, with a focus on integrating digital tools and enhancing digital literacy skills within the curriculum (Raouf, 2023). Furthermore, Vision 2040 aims to align the curriculum with future labor market demands and enhance quality at all levels, with the ultimate goal of fostering global competitiveness (Oman Observer,2024). The National Education Strategy 2040 supports this commitment by setting objectives to promote community engagement, knowledge sharing, and the continuous development of the Omani curriculum (Ministry of Education, 2022).

However, studies indicate ongoing challenges in developing and evaluating English language programs in Oman. studies have highlighted the need for comprehensive assessment systems to ensure that curricula effectively achieve their stated objectives and align with national goals (Tuzlukova, Siyabi, & Kaabi,2023) (Akram,2024). Issues raised include the need for more effective assessment processes for teaching instruments, their alignment with educational principles, and the extent of teacher involvement in curriculum development and implementation (Ministry of Education, Sultanate of Oman.2024)). The transition to a knowledge-based economy and current labor market demands underscores the importance of English language curricula enhancing language proficiency, as well as fostering critical thinking and digital literacy skills (Oman Observer, 2024).

The rationale for teaching English in grade 12 within Vision 2040: In a changing economy, grade 12 English education must meet the demands of global communication and the local needs of the labor market. English is a tool that facilitates access to higher education, participation in international cooperation, and involvement in the knowledge economy. Therefore, it is crucial that any grade 12 English curriculum aligns with the objectives of Vision 2040, such as fostering digital skills, analytical thinking, problem-solving abilities, and the capacity to work in professional fields that require the use of English in technical documentation, safety, and international collaboration (Oman Vision 2040; Oman Observer). Modern reform narratives advocate for greater alignment between English language learning outcomes and the skills required in a diversified economy, including integration with career pathways (Oman Observer; Vision 2040 Implementation Follow-up Unit).

Proposed criteria for evaluating Grade 12 English under Vision 2040

• Alignment with the goals of Vision 2040: Directing educational programs towards a knowledge-based economy, innovation, and digital transformation; and ensuring that English language outcomes enable participation in jobs requiring advanced skills (Oman Vision 2040).

• Relevance and validity of learning outcomes: An accurate expression of language skills in the areas of communication, education and work, which prepares students to face the challenges of higher education and modern work environments; and a clear link with information science and digital skills (Oman vision 2040).

• Educational content and its authenticity: Incorporating original genres, genres used in local work environments, and collaborative technical documentation in priority sectors in the Sultanate of Oman; and

focusing on real-world tasks, critical thinking, collaboration, and creativity (Oman Observer; studies on Education Reform in the Sultanate of Oman,2023).

• Educational devices and digital readiness: Access to digital tools, online platforms and blended learning capabilities to support English language learning inside and outside the classroom (Oman Vision 2040; World Bank discussions on digital transformation).

• Developing teachers' professional skills: Continuously enhancing teachers' competencies based on evidence in 21st-century teaching strategies, curriculum alignment, and appropriate assessment methods in English for grade 12. (Oman Vision 2040 Implementation Follow-up Unit; Oman Observer)

• Link between professional and technical skills: There are specific ways to link mastery of English in grade 12 with career options following secondary education, opportunities for practical training, or collaboration with companies. (Oman Observer; Oman Vision 2040)

• Equity, accessibility, and inclusivity: Methods to reduce gaps related to gender, geographic location, socioeconomic status, and English language teaching backgrounds; in addition to comprehensive assessment practices (Oman Vision 2040; Education Sector Reports).

• Assessment design and reliability of results: Accurate and reliable tools for measuring speaking, listening, reading, and writing skills that reflect genuine English language use and align with the goals of Oman Vision 2040; with ongoing data-driven reviews (Oman Vision 2040 Report; Oman Vision 2040 Follow-up Materials).

• Monitoring, evaluation, and management: A clear framework that incorporates input from stakeholders (teachers, students, parents, and employers), and regular public reports to track progress toward achieving the goals of Oman Vision 2040 (Oman Vision 2040 Follow-up Unit; Progress Summaries for 2022–2024).

These simple methodological criteria help researchers compare English language teaching methods across different school and regional settings, taking national priorities into account. Furthermore, it facilitates the development of assessment tools, alignment matrices, and impact research, which can inform future curriculum reviews, professional development, and policy decisions, in line with Vision 2040.

RESEARCH METHODOLOGY

This study aims to determine the availability of English curricula criteria for the Omani English curriculum for grade 12 in the sultanate of Oman considering Oman vision 2040. Accordingly, the researcher will use descriptive research to answer research questions.

Population and Sampling

The research population consists of an elite group of arbitrators with knowledge and experience in English language, curriculum, teaching methods, measurement and evaluation.

Instrument of the research

After preparing the instrument of the research in its initial form, the researcher relied on validity to check the tool and content. This includes the overall validity of the instrument in terms of the type of vocabulary, its formulation, clarity, and objectivity. It also involves verifying that the elements are relevant to the subject being measured and that the alignment with its intended purpose.

According to Fassler et al. (2023), validity ensures accurate, reproducible, and generalizable results, guaranteeing that data accurately reflect key concepts rather than irrelevant factors. Furthermore, it enhances the ethical integrity of research by preventing misinterpretations. The form was presented to a group of qualified and experienced arbitrators in English, curricula, teaching methods, measurement and evaluation to express their observation about the form in terms of its vocabulary, its alignment with the intended objectives, its suitability, scientific accuracy, and clarity, considering the arbitrators' comments.

CONCLUSION

Findings

To answer the research question which is " what are the Omani English curriculum criteria for grade 12 considering Oman vision 2040?"

Considering the analysis of Omani English curriculum for grade 12, the objectives of Oman's vision 2040, the literature and previous studies that treated with vision and criteria. The researchers prepared a list of criteria which were presented to a group of arbitrators to figure out their observations, comments and opinions. This list in its final form consists of 30 standards which are under 6 axis and Table 1 illustrates this.

Table 1: a list of criteria for the Omani English curriculum for grade 12 considering the objectives of Oman vision2040

Axis 1: Human Capital Development	Axis 4: Social Welfare and Global Citizenship
1.Developing advanced language proficiency	16. Enhancing students' understanding of local and global issues
2.Promoting 21st skills	17. Promoting responsible citizenship, volunteerism, and community engagement.
3. Encouraging independent learning and self-management skills.	18. Fostering respect for diversity and intercultural communication.
4. Fostering collaboration, teamwork, and interpersonal communication.	19. Developing communication skills necessary for global interaction.
5. Supporting cultural awareness, tolerance, and ethical values.	20.Stimulating understanding, dialogue, and empathy for contemporary social challenges.
Axis 2: Digital skills and technological integration	**Axis 5: Educational pathways**
6. Integrating digital literacy skills required for academic and professional contexts.	21. Aligning with national education standards.
7. Encouraging the use of digital platforms for inquiry, communication, and the implementation of initiatives.	22. Measuring higher-order skills,
8. Assessing students' proficiency in using technology to produce, evaluate, and share data.	23. Providing differentiated activities
9. Promoting safe and responsible digital behavior.	24. supporting innovative pedagogy and active learning.
10. Embedding Digital resources (videos, interactive tasks, e-activities) systematically to enhance learning.	25. Allowing feedback, improvement, and adaptation to future reforms.
Axis 3: knowledge-based economy and innovative readiness	**Axis 6: National Values, Identity, and Culture**
11. Relating themes to global economic trends, entrepreneurship, sustainability, and innovation	26. Balancing global content with authentic Omani themes, values, and cultural references.

12. Encouraging to think about real-world problems and propose solutions.	27. Helping students express Omani identity confidently and respectfully.
13. Exposing to scientific, technological, and economic texts.	28. Strengthening pride in national identity and preparing students for global communication
14. Supporting English for Specific Purposes (ESP)	29. Including Omani success stories aligned with Vision 2040 aspirations.
15. Encouraging the production of creative projects	30. Practicing discussing Oman's development, tourism, economy, and cultural richness in English.

Previous studies Comparison

There are many studies that evaluated the English curriculum for grade 12 but they did not carry out the criteria and objectives of Oman's vision 2040. According to Al Sudairi (2024) recommended to emphasis the alignment between the EFL curriculum goals and stakeholders' expectations. Also, Al-Siyabi & Al-Harthi (2025) figured out that there is a need to investigate the alignment between the priorities and strategic directives of Oman's vision 2040 the content of EFL (Team Together Oman textbooks across other grade level. Additionally, these studies suggested to review the content of EFL curricula (Al-Siyabi, 2024; Al-Mashani,2023; Al-Balushi,2022; AlJabri,2021) recommended having standards for evaluating English curricula

Nevertheless, there are some studies evaluated the other subject curriculum with carrying out the criteria according to Oman's vision 2040 such as Al balushi & Mai (2022) evaluated the curriculum of Oman's science curriculum for grade (5-8), the study ended up with 5 axes, included 40 criteria with considering Oman's vision 2040 objectives but it did not focus on English curricula.

Therefore, the current study is the first of its kind to evaluate the English language curriculum in the Sultanate of Oman for grade 12, based on Oman Vision 2040. The study will provide valuable insights into the extent to which the English language curriculum meets the necessary standards for achieving the goals of Oman Vision 2040. Those responsible for developing the English language curriculum, policymakers and decision-makers can benefit from the findings of this study, as it will provide them with a list of standards aligned with Oman Vision 2040, which can be used when evaluating the curricula for grades 9 - 12 in the future.

Academic Contribution

To the best of my knowledge, this study represents a fundamental contribution, constituting an inaugural investigative effort aimed at examining the implementation of Oman Vision 2040 and aligning its objectives with the evaluation of the Omani English curriculum for Grade 12. In particular, there is a notable lack of previous studies conducted within Oman to evaluate the Grade 12 Omani English curriculum within the context of Oman Vision 2040. This research addresses crucial dimensions, including curriculum standards in relation to Oman Vision 2040 and their practical application within the Grade 12 Omani English curriculum.

Study Recommendations

- The need to enhance accessibility to the Oman Vision 2040 standards within the Grade 12 English curriculum.

- Consideration of the balance between the various standards included in the Grade 12 English curriculum content.

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Authors' Contributions

All the authors who were engaged in the execution of this study by performing a comprehensive literature review, formulating the research design, gathering and analyzing the data, and collaboratively reviewing the paper as a cohesive unit.

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