

## Insights into the Reflection of Oman Vision 2040's Priorities and Strategic Directives in the Newly Introduced ELT Textbook Series "Team Together Oman": Content Analysis and Teachers' Perspectives

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**Abstract:** This study aimed to examine the alignment of the newly introduced English language teaching syllabus, *Team Together Oman*, with the priorities and strategic directives outlined in Oman Vision 2040. It also aimed to explore English language teachers' perspectives on this alignment, highlighting both the syllabus's advantages and the challenges educators face in achieving coherence with Oman Vision 2040's objectives.

A descriptive research design was employed, incorporating content analysis to evaluate the Graded Readers used in the *Team Together Oman* textbook series. Two reviewers have analysed the content of the syllabus. Additionally, a questionnaire was utilized to gather data on teachers' perceptions of the newly introduced textbooks. The findings indicate that *Team Together Oman* strongly reflects the goals of Oman Vision 2040 explicitly and implicitly. Regarding the questionnaire findings, participant teachers agree that Graded Readers effectively enhance students' reading skills ( $M=4.01$ ), and they appreciate how the vocabulary used in the stories aligns with the vocabulary taught in the units, as seen in the high mean score ( $M=4.41$ ). However, there are concerns regarding time constraints, with a relatively high standard deviation (1.68) indicating varied opinions about whether there is sufficient classroom time to teach the readings. Notably, teachers express strong agreement about the need for training programs to better align teaching practices with Oman Vision 2040, scoring the highest mean with the lowest standard deviation ( $M=4.51$ ), reflecting a clear desire for professional development and support. It is recommended that further studies be conducted to investigate the alignment between the priorities and strategic directives of Oman Vision 2040 and the content of *Team Together Oman* textbooks across other grade levels.

**Keywords:** Oman Vision 2040, *Team Together Oman* series, Syllabus, Curriculum, Graded Readers, ELT, EFL

### استكشاف انعكاس أولويات وتوجهات رؤية عُمان 2040 الاستراتيجية في سلسلة كتب اللغة الإنجليزية الحديثة: "Team Together Oman" تحليل محتوى واستطلاع آراء المعلمين

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**المستخلص:** هدفت هذه الدراسة إلى فحص مدى توافق منهاج اللغة الإنجليزية الجديد "Team Together Oman" مع أولويات وتوجهات رؤية عُمان 2040 الاستراتيجية، كما سعت إلى استكشاف آراء معلمي اللغة الإنجليزية حول هذا التوافق، مع إبراز مزايا المنهاج والتحديات التي يواجهها المعلمون لتحقيق الاتساق مع أهداف الرؤية. واعتمدت الدراسة المنهج الوصفي التحليلي، حيث تم تحليل محتوى قصص "القراءة المتدرجة" المضمنة في سلسلة الكتب، بمشاركة محكمين اثنين. كما تم استخدام استبانة لجمع بيانات حول تصورات المعلمين تجاه الكتب الجديدة. أظهرت النتائج أن سلسلة "Team Together Oman" تعكس بشكل قوي أهداف رؤية عُمان 2040 بشكل صريح وضمني. وأشارت نتائج الاستبانة إلى اتفاق المعلمين على فعالية القصص في تنمية مهارات القراءة لدى الطلاب (المتوسط = 4.01)، كما أبدوا تقديرهم لتوافق المفردات المستخدمة في القصص مع المفردات التي يتم تدريسها في الوحدات (المتوسط = 4.41). ومع ذلك، ظهرت مخاوف بشأن ضيق الوقت المخصص للتدريس، حيث أظهر الانحراف المعياري المرتفع (1.68) تبايناً في آراء المعلمين حول كفاية الوقت. وأبدى المعلمون اتفاقاً قوياً حول الحاجة إلى برامج تدريبية لتعزيز مواءمة الممارسات التدريسية مع رؤية عُمان 2040 (المتوسط = 4.51)، مما يعكس رغبة واضحة في التطوير المهني والدعم. توصي الدراسة بإجراء المزيد من البحوث حول مدى توافق محتوى كتب "Team Together Oman" مع أولويات وتوجهات رؤية عُمان 2040 في صفوف دراسية أخرى.

**الكلمات المفتاحية:** رؤية عُمان 2040، سلسلة *Team Together Oman*، المنهاج، المقرر الدراسي، القراءة المتدرجة، تعليم اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية.

## 1- Introduction

### 1-1-Background of Oman Vision 2040:

In 1996, Oman introduced *The Vision for Oman's Economy, Oman Vision:2020*, to guide the country's transition into the 21st century. The plan aimed to reduce reliance on oil and expatriate labor, focusing instead on sustainable development through private sector initiatives, a national workforce, and renewable resources (Ministry of Economy, 1996).

By 2012, Oman reassessed its priorities, launching a new phase of developmental planning. This included the establishment of the Supreme Council for Planning, which was responsible for setting strategies to achieve sustainable growth. Additionally, the Sultanate encouraged the expansion of small and medium-sized enterprises, recognizing their potential to contribute significantly to the national economy (Educational Council, 2018). Oman Vision 2040, as a key reference for the next two decades, was developed amidst societal consensus in line with the royal directives of the late Sultan Qaboos bin Said, as it focuses on the socio-economic context. Different segments of society contributed to its development (Vision Document, 2019). These segments included participants from the government, private, and civil sectors. Its range of personnel included different characters, from policy and decision makers to school students. The development of this vision went through multiple stages of planning, such as stating objectives, working on the mechanisms of achieving these goals, overcoming the expected challenges, and keeping pace with the regional and international challenges.

These goals can be summarized as generating opportunities to foster economic competitiveness and guaranteeing social well-being for Omani people. These goals have been achieved by laying the foundations for an empowered knowledge-based society whose members are creative, proud of their identity and culture, committed to their civic duties and values, and living in dignity and sustained well-being (Al-Mashani, 2023). In addition, a leading healthcare system and an active lifestyle, including education for lifelong learning to develop skills for the future, are significantly needed. This can build national capabilities and achieve economic growth and social well-being.

Many strategies have been considered to fulfil this vision's goals; however, the school curricula are the most crucial. Reflecting the priorities of the vision into school curricula makes them easily applied as the target audience is present in schools, which is young learners. "It is well understood that education is the basis of development. In the various stages of education and through its diverse curricula, national manpower, which is necessary for domestic development and for the implementation of its programmes, is prepared. Therefore, it has been necessary, for the success of development plans and the execution of its programmes, to work to secure the quality of output of all types of educational establishments in accordance with the general policies of the state" (Council of Oman, 2012, p 4). If all the priorities have been understood and practiced by young learners at school from an early age, they will grow up with them, and all the expected changes and development will steadily occur (Al-Rabaani & Al-Salmi, 2016). One of these curricula is the *Team Together Oman series*.

### 1-2-Team Together Oman Series:

This textbook has just been introduced to the Omani students from grades 1 to 6, replacing the previous textbook, "*Engage with English*". The Pearson company has developed this new series of textbooks under the supervision and recommendations of the Omani Ministry of Education. The goal of Oman's Ministry of Education of adopting the "*Team Together*" series was aligning with the goals of Oman Vision 2040 under the priority of Education which was helping students develop critical thinking, creativity, and personal growth and preparing them for a diverse society, a changing job market, and a global economy (Ministry of Education, 2023). The Team Together Oman series was chosen to teach English based on international standards like the GSE to achieve the target goals. Learning English is crucial for students as it is the primary language of global communication and education. The minister of education in the trail edition stated that this new series of textbooks was adapted "To compete with the best in the world, our education system must develop young Omanis who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate effectively in English with the rest of the world. As importantly, our students must be instilled with values, ethics, and a sense of citizenship that will empower them to make the right choices for themselves, their families, and the country" (Ministry of Education, 2023, P. 3).

**1-3-Research Questions:**

Based on this, strong relations and tight alignment between the goals of Oman Vision 2040 and the goals of Team Together Oman 2024, this research paper aimed to answer the following questions:

- 1- How do graded readers in the Team Together Oman textbooks embody Oman Vision 2040's priorities and strategic directives?
- 2- What are cycle 1 English teachers' perspectives on the graded readers embedded in Team Together Oman regarding their alignment with Oman Vision 2040?

**1-4-Study Objectives:**

- 1- This study aimed to examine the extent to which the newly introduced English language teaching syllabus aligns with the priorities and strategic directives of Oman Vision 2040. Additionally, it explored English language teachers' perspectives on this alignment, highlighting the syllabus's benefits as well as the challenges they face in achieving coherence with Oman Vision 2040's objectives.

**1-5-Significance of the Study:**

The significance of this study can be viewed through two main dimensions: theoretical and practical.

- The study theoretically contributes to the existing body of Omani literature by offering critical reflections on the newly introduced series of English Language Teaching (ELT) textbooks. It broadens the horizons of interested stakeholders by revealing the true nature of this textbook series and evaluating the effectiveness of its initial implementation in Omani schools.
- From a practical standpoint, the study holds value for three key groups: policymakers, teachers, and other stakeholders, as follows:
- **Policymakers and Curriculum developers:** The findings offer valuable insights into teachers' perspectives on teaching-learning. The study highlights both strengths that deserve continued support and areas requiring development and reform, thereby guiding strategic educational decisions.
- **Teachers:** The research draws attention to the new series' importance and intended educational objectives. It also raises awareness of the vital link between the curriculum and Oman Vision 2040, encouraging teachers to incorporate this alignment in their instructional practices.
- **Students and Parents:** As direct stakeholders, students and their families play a crucial role in educational advancement. This study emphasizes the need for them to remain informed and engaged with ongoing developments in the educational landscape, as they are the centre of this process.

**1-6-Definitions of Terms:**

- **Curriculum:** Curriculum refers to an educational program's overall structure, goals, and objectives. It includes the subjects taught, learning outcomes, teaching methods, assessments, and the broader educational philosophy guiding instruction (Tailor, 2021).
- **Syllabus:** Syllabus is a more specific document that outlines the content, topics, and materials covered within a particular course or subject. It serves as a guide for teachers and students, detailing what will be taught and sometimes including assessment criteria (Woods & Luke, 2010).
- **Graded Readers:** Graded readers are short, levelled stories tailored to different student age groups. They are introduced from Grade 1, with two readers accompanying each textbook unit. Since each semester consists of four units, students engage with 16 graded readers per grade throughout Cycle 1 (Grades 1–4).

Teachers implement these readers in different ways. Some incorporate them into class activities, while others assign them as homework to optimize classroom time and ensure students have opportunities for independent reading. This flexibility allows educators to adjust their teaching strategies to support students' literacy development best.

**ELT:** In the context of teaching English as a foreign language, English Language Teaching (ELT) refers to the practice and methodology of teaching English to non-native speakers. ELT encompasses a range of approaches, methods, and tools designed to develop students' proficiency in English, focusing on skills such as speaking, listening, reading, and writing (AL-Issa, 2019).

**EFL:** In the Omani education policy, EFL stands for English as a Foreign Language, indicating teaching English in a country where it is not the primary language. The Omani government places significant emphasis on English education, recognizing its importance in preparing students for a multicultural world and enhancing their future educational and employment opportunities (Al-

Issa, 2005; Al-Mahrroqi, 2012). English is introduced early in the Omani education system, with students beginning English language instruction from Grade One under the Basic Education system implemented in 1998.

**Team Together Oman Series.** *Team Together Oman* series is a textbook of a comprehensive English language learning program designed for young learners, typically used in basic education school settings in Oman. Published by Pearson, this series aims to develop students' English skills through engaging, collaborative, and interactive activities that focus on communication, critical thinking, and creativity. The series integrates modern teaching methodologies with a strong emphasis on language acquisition and 21st-century skills (Ministry of Education, 2023). In the academic year (2024/2024), it was introduced from grades 1-6, and the replacement process is going on to gradually include the rest of the grades from 7 to 12 to complete the series.

## 2- Literature Review

A shared national vision acts as a guiding light that facilitates the smooth achievement of a country's goals related to well-being and stability. When this vision has clearly defined priorities and strategic directives, reflected in the national curriculum, it empowers policymakers and stakeholders to assess both short- and long-term benefits and challenges (Chau & Tasker, 2023; World Bank, 2010). Within school systems, a well-articulated vision is a "north star" that provides a unifying framework, strengthening the connection between people, plans, and goals. Without such clarity, the system risks becoming fragmented, leading to uncertainty, hesitation, and chaos (Chau & Tasker, 2023; King, 2023, Al-Balushi, 2022). One of the most effective ways to promote national visions and accelerate their achievement is by integrating their priorities into the school curriculum. This integration can lead to significant improvements in social and economic development, ultimately fostering prosperity across all country sectors.

### 2-1-Potential Impacts of Aligning National Visions with School Curriculum

- Education as a Catalyst for National and Social Development

Education has long been recognized as a crucial societal progress and economic growth driver. According to the OECD (2024), robust education systems contribute directly to a nation's ability to thrive socially and economically. Adams and Adams (1968) describe social development as transforming individuals' thinking, moral frameworks, and social interactions. Echoing this, Genelza (2022) highlights education as a vital mechanism for enhancing the quality of communal life. Through education, individuals develop interpersonal skills that enable them to foster friendships within and beyond school settings, reinforce familial bonds, and ultimately strengthen the societal fabric, given that society is fundamentally built on families.

National development involves strategic utilization of a country's resources to generate the highest possible long-term returns. Among these, investments in education and healthcare are among the most impactful, as they uplift individual well-being and enrich the broader social and economic structures (Sharma, 2022; OECD, 2024; The Education Council, 2018). Recognizing this, the Sultanate of Oman has placed education at the heart of its national vision (Al-Naimi, 2023). As articulated by the late Sultan Qaboos bin Said, "It is well understood that education is the basis of development. Through its various stages and diverse curricula, national manpower, essential for domestic development and program implementation, is prepared. For development plans to succeed, it is necessary to ensure the quality of output from all educational institutions in alignment with the general policies of the state." (The Education Council, 2018)

In the Omani curriculum, there is a strong emphasis on social development, achieved by embedding core values across various subject areas, particularly in social studies, English, and Arabic language textbooks (Al-Siyabi, 2024; Al-Kharusi, 2020; Al-Rabani & Al-Salmi, 2016). According to Al-Farsi (2023), values such as respect, tolerance, cooperation, generosity, and peace are intentionally integrated to nurture a socially responsible and ethically grounded generation. These values are introduced from an early age to ensure they become deeply rooted within students' identities.

Ahmed (2024) identifies three key dimensions that illustrate the impact of education on social development. The Omani curriculum prominently features these dimensions, primarily through the recently introduced Team Together Oman series. One core focus is collaboration and teamwork, which is reinforced through project-based learning. Students are encouraged to work in groups to address contemporary issues such as sustainability, diversity, creativity, innovation, and collaboration (Al-Siyabi, 2024). These activities are designed to develop essential workplace competencies in teamwork and collective problem-solving.

Another vital dimension is cultural awareness, which is pivotal in familiarizing students with the foundational elements of Omani culture and heritage. This awareness deepens their understanding of the nation's history and fosters values like tolerance, acceptance, and peaceful coexistence, essential traits for thriving in a multicultural world (Ahmed, 2024; Al-Shamsi, 2023).

- Education as a Catalyst for National and Economic Growth

In addition to fostering social development, education is pivotal in driving national economic growth. Through well-structured curricula, essential skills needed for the labour market are thoughtfully integrated, providing a clear and strategic roadmap that guides students toward achieving national visions with transparency and purpose.

In the Omani curriculum, textbooks are deliberately crafted to incorporate numerous experiential learning tasks to equip students with the competencies required in today's fast-evolving national and global labour markets. While there is a strong emphasis on enhancing digital literacy, equal attention is given to cultivating cognitive and soft skills, which are vital for building students' self-efficacy and personal effectiveness.

Moreover, Oman is actively positioning itself as a globally competitive nation by investing in its youth. This is achieved by promoting technological education and entrepreneurship and aligning educational outcomes with the dynamic demands of international labour markets. By doing so, young Omanis are empowered to contribute meaningfully and gain recognition on a global scale.

Ultimately, this newly educated generation will play a central role in realizing the nation's long-term goals, such as sustainability, natural and cultural diversity, and social well-being, through their skills, innovation, and sense of national responsibility.

## 2-2-Related Studies:

Despite growing interest in aligning education with national strategic goals, there remains a limited number of studies that examine how Oman Vision 2040 is reflected in the Omani curriculum overall. To the best of the researchers' knowledge, no studies have yet explicitly focused on the newly introduced English language syllabus, as it is still in the early stages of implementation, only two semesters in. As such, early evaluations of the syllabus or textbooks may lack accuracy or fairness due to limited classroom exposure and practical feedback. However, several studies have explored the integration of Oman Vision 2040's priorities within other subject areas, offering valuable insights into how the national vision is shaping educational content beyond English.

For example, Al-Jabri (2021) conducted a study entitled "Educational Curricula and Sustainable Development in Light of Oman 2040 Vision," aimed to uncover the essential aspects of updating educational curricula to meet sustainable development needs in line with Oman Vision 2040, based on input from senior education leaders in the country. Through qualitative research, it proposed a framework for designing or enhancing curricula to support sustainability objectives. It also identified the main obstacles to curriculum reform, which were assessed through clear educational benchmarks. Recommendations included boosting research in curriculum innovation, enhancing the use of digital tools and big data in education, and founding dedicated research institutions to lead curriculum modernization efforts.

Tackling the same issue, in their study of, "The Degree to Which Omani Curricula Are Enriched with 21st-Century Skills in light of Oman Vision 2040 from Teachers' Perspectives", Al-Dhafi & Al-Saaegi (2023) investigated the extent to which Omani school curricula are enriched with 21st-century skills considering Oman Vision 2040, from the perspective of teachers. To achieve this objective, the researchers adopted a descriptive analytical approach using a questionnaire consisting of 34 items distributed across three principal axes. It was administered to a randomly selected sample of 161 teachers (male and female). The results were analyzed using means, standard deviations, one-way ANOVA, and the Scheffé test. The findings revealed that Omani curricula have been significantly enhanced with future skills, with life and career skills ranking first, followed by learning and innovation skills, and then information, media, and technology skills.

Additionally, Al-Nuaimi conducted a study in 2024 entitled, "The Extent to Which Oman Vision 2040 Priorities Are Reflected in the Grade 5 Social Studies and Omani Science (CAMBRIDGE) Curricula in Oman" aimed to examine the extent to which the priorities of Oman Vision 2040 are embedded within the Grade 5 social studies and Omani science (CAMBRIDGE) curricula in Oman. The study used a descriptive documentary-analytical approach, content analysis, and comparative methods. Four textbooks (from the first and second semesters) were analyzed using a content analysis framework based on 12 core priorities of Oman Vision 2040. Content validity was confirmed through expert review, and reliability was verified using Holsti's formula, with high reliability coefficients (between 0.94 and 0.99).

Results showed a higher inclusion of Vision 2040 priorities in second-semester textbooks compared to the first. The priorities of education, learning, scientific research, and national capabilities ranked highest in both subjects. Overall, social studies textbooks contained more references to Vision 2040 priorities than the Omani science (CAMBRIDGE) texts.

### 2-2-1-Commenting on the Related Studies:

Taken together, the reviewed studies collectively highlight a growing integration of Oman Vision 2040 priorities across various curriculum areas especially social studies and science. Early findings of these studies suggest that Oman's educational landscape is steadily progressing towards the goals outlined in Vision 2040. Continued evaluation, especially of newer subject areas like English, is essential for ensuring that curricular reforms are comprehensive, equitable, and impactful across all learning domains as Al-Jabri (2021) recommended.

## 3- Methodology

### 3-1-Research Design:

This study employed a descriptive-analytical design to examine the content of one of the *Team Together Oman* series textbooks, focusing specifically on the Graded Readers included in Grade 4 Class book A. This design was chosen for its suitability in not only analyzing the textbook content but also capturing teachers' perspectives regarding the challenges they face in teaching Graded Readers. Particular attention was given to how these instructional challenges align teaching outcomes with the strategic goals and educational priorities outlined in Oman Vision 2040.

### 3-2-Study Sample:

#### Content Analysis Sample

For the content analysis, the study sample consisted of the Grade 4 textbook *Team Together Oman* (Class Book A), specifically focusing on the *Graded Readers*, which include 12 stories. The researchers purposefully selected grade 4, as it lies midway between Grades 1 and 6, where the *Team Together Oman* series is implemented. Additionally, Grade 4 marks a critical stage of readiness for the transition from Cycle 1 to Cycle 2, often reflecting characteristics of both educational cycles. Two experienced English teachers were responsible for the analysis. They reviewed the target textbook using a checklist including Oman Vision 2040 priorities and strategic directives.

### 3-3-Teachers' Perspectives Sample:

Regarding the teachers' questionnaire, a snowball sampling method was employed, as there was no predetermined number of respondents. The increasing number of participants enhances the validity and reliability of the results. The researchers concluded the study with more than 30 responses from two governorates in the Sultanate of Oman: A'Dakhiliyya and Al-Sharqiyya North. The questionnaire was administered electronically via Google Forms, ensuring both the confidentiality and anonymity of participants' responses.

### 3-4-Data Collection:

Data was collected through two tools:

**3-4-1-Checklist:** The first was the filling list, where the researchers developed a form including Oman Vision 2040 priorities and strategic directives. The form was filled out by analysing the content of Graded Readers and comparing it to the vision's strategic directives.

### 3-4-2-Questionnaire:

The second tool used in the study was a teachers' questionnaire, which consisted of 10 items aimed at identifying the challenges educators face when teaching Graded Readers as part of class-based reading. The questionnaire focused particularly on the teachers' ability to fulfil the goals outlined in Oman Vision 2040, which are embedded in the newly introduced Team Together Oman

series. This presents a significant challenge for many teachers, as the new series differs significantly from the previous textbook, Engage with English, in terms of content, layout, and difficulty level.

### 3-4-3-Validity and Reliability:

Both tools underwent face validity evaluation through consultation with four experts from the Ministry of Education: two English supervisors and two experienced English teachers holding Master's degrees. Their feedback was carefully reviewed and incorporated. As for the reliability of the second tool, the questionnaire was assessed using the split-half correlation method, yielding a coefficient of 0.632, which indicates a moderate level of internal consistency.

### 3-5-Data Analysis:

The data was analysed using the Statistical Package for the Social Sciences (SPSS), specifically focusing on descriptive analyses.

## 4- Results.

4-1-answer question 1, "How do graded readers in the *Team Together Oman* textbooks embody Oman Vision 2040's priorities"? The researchers analysed the content of the 8<sup>th</sup> graded readers of stories embedded in *Team Together Oman* series of grade 4 (Classbook A), textbook.

Table (1) Reflection of the priority of Education in Team Together Oman Graded Readers.

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Education	Inclusive Education, Lifelong Learning, and Scientific Research that Leads to a knowledge-based Society and Competitive National Talents	<ul style="list-style-type: none"> <li>• "Hippo's Kite" graded reader 2 of unit 1.</li> <li>• "I want to be a scientist" graded reader 2 of unit 4.</li> <li>• "My Dad's a Mechanic" graded reader 1 of unit 4.</li> </ul>

In alignment with the priority of fostering lifelong learning, supporting scientific research, and showcasing national talents, core aims of Oman Vision 2040, the *Team Together Oman* series effectively addresses these themes, as demonstrated in Table 1.

The story "Hippo's Kite" implicitly and explicitly enhances students' knowledge by immersing them in a fictional dilemma where one character seeks a creative solution. This narrative encourages collaboration and empathy while introducing children to the names and traits of various animals, fostering emotional intelligence and curiosity.

The story "I Want to Be a Scientist" strongly promotes the values of inquiry and academic aspiration. It models scientific thinking and positions Omani scientists as inspirational figures, thus motivating talented students to pursue research and innovation. This encourages critical thinking and aligns with experiential learning approaches.

Lastly, "My Dad's Mechanic" reinforces the principle of lifelong learning and celebrates national talent by instilling pride in students regarding their families' contributions to society. It prepares learners to engage with the future labor market confidently and without stigma, promoting dignity in all forms of work.

Table (2) Priority of Health

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Health	A Leading Healthcare System with International Standards	<ul style="list-style-type: none"> <li>• "A Bowl of Soup", graded readers 2 of unit 2.</li> <li>• "The Boat Race", graded reader 1 of unit 3.</li> </ul>

For young learners around the age of 10, health-related content should emphasize prevention rather than cure. Based on table 2, in *The Bowl of Soup*, the story highlights the significance of exploring traditional recipes while preserving healthy dishes that reflect the cultural identity of the Omani people. By introducing children to these recipes, they develop an appreciation for nutritious food rooted in heritage.

Similarly, *The Boat Race* subtly promotes outdoor sports, encouraging children to engage with nature and step away from electronic devices. By fostering these experiences, students learn to enjoy physical activities, look forward to participating in them, and cultivate a lifelong interest in movement. Additionally, the exercises they engage in naturally, such as paddling and racing, not only bring excitement but also contribute to building strong bodies and maintaining overall fitness.

**Table (3) The Priority of Citizenship, Identity, and National Heritage and Culture**

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Citizenship, Identity and National Heritage and Culture	A Society that is Proud of its Identity and Culture, and Committed to its Citizenship	Citizenship is reflected throughout all the stories in the graded readers through Omani names, traditional Omani clothing, Omani cuisine, and more

In Graded Readers, the Omani identity is prominently emphasized throughout the Graded Readers using a range of culturally reflective techniques as it can be noticed in table 3. Omani names are consistently featured in every story, instilling a sense of pride in students as they recognize their own identities within the texts. Traditional Omani clothing is also highlighted, helping to embed in students' imagination the image of appropriate national attire, whether in schools, public spaces, or during field trips. This representation, particularly the dishdasha for boys, nurtures cultural pride and reinforces a positive association with national dress. Additionally, Omani cuisine is woven into the narratives, introducing students to traditional dishes and promoting awareness of their nutritional and cultural value.

**Table (4) Priority of Well-being and Social Protection**

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Well-being and Social Protection	A Decent and Sustainable Life for All	<p>"The New Shop" Graded Reader, unit 2.</p> <p>"Welcome to Our School" Graded Reader 1 unit 1.</p> <p>"The Baby Bird" Graded Reader 2, unit 3.</p>

Table 4 shows that through the stories of the graded readers, well-being and social protection are highlighted through various strategies. For example, in the story of "*The New Shop*," Hamza did a favour for the shopkeeper whose shop was almost empty of customers because no one had heard about it or tried its products. As soon as Hamza, the young boy, saw the shop, he told all his cousins about it. His cousins then told their friends, and soon the shop was crowded with kids. The shopkeeper became happier. This reflects the spirit of cooperation and empathy for others.

Well-being is clearly shown in the story of "*Welcome to Our School*," where the Omani kids express pride in their new school, which is full of modern facilities. The children illustrate their comfort in this clean and attractive environment, which encourages them to learn and enjoy their time at school. Additionally, the kids take photos and record videos of themselves at school to share with their Brazilian friends. This action demonstrates the creation of international ties with other children, serving as a practice for future responsibilities and fostering global citizenship.

In the story of "*The Baby Bird*," a family consisting of a mother, father, and two sisters performs a noble deed. They go to the forest to clean up litter, collecting all the rubbish they find. They also helped a baby bird that was almost blown away by the wind. This act of kindness highlights the importance of preserving natural beauty, reinforcing the concept of sustainability, and supporting the idea of a decent and sustainable life for all.

**Table (5) Labour Market and Employment in the Graded Readers**

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Labour Market and Employment	A Dynamic Labour Market that Attracts Talents and Keeps up with Demographic, Economic, Knowledge and Technological Changes	<p>"The New Shop" Graded Reader 2, unit 1</p> <p>"My Dad's Mechanics" Graded Reader 1 unit 4</p>

Exposing young learners to the labour market by introducing different jobs implicitly and illustrating the nature of these jobs can significantly raise students' awareness of labour market requirements. Storytelling is a powerful tool in this regard, as it seamlessly blends education with entertainment. For instance, as it appears in table 5, the story *The New Shop*, although the shopkeeper had a wide variety of attractive products, no customers came to buy them because he did not market his shop or his products. It was only when Hamza stepped in to help with marketing that the shop began to attract customers. This simple yet effective story teaches young learners



about the importance of marketing skills as a crucial aspect of the labour market. Students can grasp that having a great product is not enough; knowing how to promote it is equally vital.

Another story, *My Dad's Mechanic*, provides further insight into the labour market and the challenges young people may face in the future. The story is set during the "Take Your Child to Work" week, giving children a real-life glimpse into their parents' professions. Shahad, the main character, was thrilled to accompany her father to his workplace, and her enthusiasm was evident as she actively tried to help him with his tasks. The story highlights not only Shahad's excitement but also the pride and satisfaction her father and his colleagues felt about their jobs. This positive portrayal of being a mechanic subtly shifts the perspective of young readers, particularly fourth graders, encouraging them to view mechanics as a respectable and valuable profession. This is especially important in regions like Oman, where certain jobs were traditionally viewed as undesirable.

Through such stories, young learners not only build awareness about various careers but also develop a deeper understanding of the skills and attitudes needed to succeed in the workforce. These narratives inspire children to appreciate all kinds of work and envision themselves as active contributors to the future labour market.

**Table (6) Environment and Natural Resources Priority in Graded Readers of Team Together Oman**

Priority	Strategic Directives	Content in Team Together Oman 4A based on these directives
Environment and Natural Resources	Effective, Balanced and Resilient	Hippo's Kite Graded Reader 2, unit 1
	Ecosystems to Protect the Environment and Ensure	Welcome to Our New School, Graded Reader1, unit 1
	Sustainability of Natural Resources to	A Bowl of Soup, Graded reader 2, unit 2
	Support the National Economy	The Baby Bird, Graded Reader 2, unit 3

Table 6 shows that, In *Hippo's Kite*, environmental protection and ecosystem preservation are introduced implicitly. By depicting a vibrant and beautiful natural world where creatures thrive in their habitats, young learners are subtly encouraged to appreciate and respect the environment. This implicit approach discourages harmful behaviours such as hunting animals or destroying natural habitats, like bird nests, out of curiosity, as highlighted by Sasaki et al (2023). The story helps children reconsider their actions and develop a sense of environmental responsibility by fostering an appreciation for nature.

In *Welcome to Our New School*, sustainability is addressed explicitly. Students actively engage in planting the schoolyard to grow fruits and vegetables, demonstrating how agricultural efforts can serve multiple purposes. Similarly, in *Bowl of Soup*, the theme of sustainability is reinforced through the character of the grandad, who insists on cultivating plants to harvest crops for daily meals. These narratives underscore the importance of adopting responsible environmental practices and promoting sustainability in everyday life.

**4-2-answer question2:** "What are the challenges English teachers face while teaching the Graded Readers from the *Team Together Oman* textbook?" The findings, as illustrated in Table 7 below, suggest that teachers generally express satisfaction with the inclusion of Graded Readers and reading tasks in the new syllabus. This positive feedback reflects their appreciation for how the materials support reading comprehension and student engagement.

**Table (7) Perspectives of Omani English teachers towards the newly introduced series of textbooks Team Together Oman**

Statements	*Means	Standard Deviation
1-I believe Graded Readers are effective in enhancing reading skills.	4.019	0.81
2-I have sufficient time to teach Graded Readers.	3.882	1.68
3-My students enjoy reading the Graded Readers in the classroom.	3.741	0.8
4-I prepare additional questions for my students.	3.785	1.1
5- I believe that placing questions immediately after each story is more beneficial than keeping them separate at the end of the book.	3.947	1.24
6-I notice that most of the used vocabulary in each story, of the Graded Readers, is recycled from the unit.	4.408	0.51
7-I believe that assigning these (stories) readers as homework would be more effective for both teachers and students.	3.811	1.22

Statements	*Means	Standard Deviation
8-I feel confident in my ability to teach the content of these readers in an alignment with Oman Vision 2040's goals.	3.7	1.19
9-I believe that a teacher-training program is necessary to enhance educators' awareness of their role in achieving Oman Vision 2040 goals through the curriculum.	4.519	0.69

**\*Total mean score=5**

The questionnaire results reveal that Omani English teachers generally have a positive attitude towards the new *Team Together Oman* series textbooks, particularly the Graded Readers. Teachers agree that these readers effectively enhance students' reading skills ( $M=4.01$ ,  $SD=.81$ ), and they appreciate how the vocabulary used in the stories aligns with the vocabulary taught in the units, as seen in the high mean score (4.408) and low standard deviation (0.51). Many also favor having questions placed immediately after each story, as it supports better comprehension and engagement ( $M=3.9$ ,  $SD=1.2$ ). However, there are concerns regarding time constraints, with a relatively high standard deviation (1.68) indicating varied opinions about whether there is sufficient classroom time to teach the readings. While students are seen to moderately enjoy the readings, some teachers feel the need to prepare extra questions, and others suggest assigning the readings as homework could be more practical ( $M=3.8$ ,  $SD=1.22$ ). Notably, teachers express strong agreement about the need for training programs to better align teaching practices with Oman Vision 2040, scoring the highest mean with the lowest standard deviation ( $M=4.51$ ,  $SD=0.69$ ), reflecting a clear desire for professional development and support. Overall, while the integration of Graded Readers is viewed positively, the findings highlight areas where additional guidance, time management strategies, and teacher training could enhance their implementation.

## 5- Discussion

This study aimed to explore how the newly introduced English language teaching syllabus aligns with the priorities and strategic directives of Oman Vision 2040. The findings indicated a strong integration of these priorities within the content of the Grade 4 *Team Together Oman* ELT textbook (Class book A), particularly in the graded readers (stories) assigned at the end of each unit. These readers effectively incorporate themes related to health, education, sustainability, environment, economy, and social progress explicitly and implicitly. These themes reflect the dimensions of Oman Vision 2040 priorities. The findings of the current study align with the results of many international studies that emphasized the importance of incorporating national visions' goals into school curriculum such as Ahmed (2024), Adams & Adams (2023), and Chau & Tasker (2023). Nationally, its findings aligned with the findings reported by Al-Dhafi & Al-Saaegi (2023) as they found that Omani curricula have been significantly enhanced with future skills, with life and career skills ranking first, followed by learning and innovation skills, and then information, media, and technology skills. This result was also highlighted by Al-Naimi (2024) as the researcher found that there is a higher inclusion of Vision 2040 priorities in second-semester textbooks compared to the first. The priority of education, learning, scientific research, and national capabilities ranked highest in both subjects.

All those studies and many others reported the significance of tightening the incorporation of national visions' goals into school curriculum, especially in social progress and economic growth dimensions. They consider these two dimensions as the responsible sectors for well-being and social prosperity. The data collected from Omani English teachers regarding the *Team Together Oman* series reveals an overall positive outlook on the use of Graded Readers within the curriculum. Teachers largely agree on their effectiveness in improving students' reading skills, and they particularly value the recycling of vocabulary from each unit, which was the most positively rated aspect. There is also a favourable view of integrating comprehension questions immediately after each story, which is believed to support learners' understanding more directly. Despite these strengths, the responses indicate some variability in perceived time availability for instruction, suggesting that classroom scheduling challenges may impact implementation. Additionally, while student enjoyment and teacher preparedness are viewed reasonably well, there remains a need to boost engagement strategies and confidence levels, especially in aligning teaching practices with Oman Vision 2040. Most notably, the strongest consensus centres around the necessity for targeted professional development, as educators recognize the importance of being equipped to fulfil the national educational vision. These findings suggest that while the foundation is promising, further training and support would empower teachers to maximize the impact of this new textbook series.

### Scope of the Study

This study specifically focused on analyzing the content of the Grade 4 Team Together Oman ELT textbook (Book A), with particular emphasis on the Graded Readers from its first edition, published for the academic year 2024/2025. As such, the findings may not be generalizable to textbooks from other grade levels, given the variations in themes, reading types, and passage structures across grades. Furthermore, the study examined the perspectives of English language teachers from Cycle 1 schools located in two governorates: A'Dakhiliyya and Al-Sharqiya North, during the same academic year. Therefore, the results may not be suitable for generalization to Cycle 2 schools or schools in other governorates.

Furthermore, the study presents several recommendations for future research, offering insights that could enhance the effectiveness of the syllabus and its alignment with educational priorities.

### Recommendations.

1. This study explored how the newly introduced English language teaching syllabus, *Team Together Oman* for Grade 4, aligns with the priorities and strategic directives of Oman Vision 2040. The findings indicate a strong integration of these priorities within the content of the Team Together Oman Grade 4 ELT textbook A, particularly in the graded readers (stories).
2. It is recommended that similar studies be conducted on other grades, such as Grade 6 and Grade 2, to further confirm this alignment. Additionally, an investigation into the presence of this alignment in other subjects, especially the Arabic language syllabus textbook, "I Love My Language", could be valuable in assessing the integration between different school subjects.
3. Regarding teachers' perspectives, researchers suggest conducting interviews with *Team Together Oman* teachers and educators who previously taught the older syllabus, *Engage with English*. These interviews would provide deeper insights into how *Team Together Oman* has addressed gaps in the previous curriculum and how teachers perceive its impact on language learning.

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