Content analysis of the English language curriculum for fifth grade in Palestine in light of oral skills based on the Common European Framework of Reference for Languages (CEFR)

Muna Salaheddeen[1] , Abeer Hanhan[1], *Aliaa' Assali*[2]

[1]Researcher, [2]Professor of Education at An−Najah National University

alia_71@najah.edu

Abstract

Objectives: This study aimed to Content Analyze the English language curriculum for fifth grade student in Palestine, Light of Oral Skills Based on the European e Framework Reference for language (CEFR).

Methods: the researchers used the descriptive method to analyze the first and second semesters of the 2024/2025 academic year, The researchers relied on the content analysis card derived from the European Reference Framework (CEFR) in its 2021 edition.

Results: results indicated that the oral communication skills in English language curriculum align with the European framework at the first and second levels and that the transition between the two levels was gradual. The first semester focused on oral skills, while the second proportionally emphasized A2 skills

Conclusions: the researchers found that the English language curriculum for fifth grade is compatible with the European frame of reference at its first and second levels. The transition between the two levels was gradual, and this supports the standards of continuity and integration. The researchers concluded the importance of officially announcing the compatibility of the fifth−grade curriculum in its first and second textbooks with the European Framework of Reference to define goals more accurately and direct teachers to appropriate teaching methods, thus directing the appropriate evaluation to measure the extent of achieving the goals.

Key words: Content analysis, The Common European Framework of Reference for Languages(CEFR) , English Textbook.

تحليل محتوى مقرر اللغة الإنجليزية للصف الخامس في فلسطين في ضوء المهارات الشفوية بناء على الإطار الأوروبي المرجعي الموحّد للغات

منى صلاح الدين[1] ، عبير حنحن[1] ، علياء العسالي [2]

[1]باحثه، [2]أستاذ التربية في جامعة النجاح الوطنية

alia_71@najah.edu

الملخص

الأهداف: تهدف هذه الدراسة إلى تحليل محتوى كتب اللغة الإنجليزية للصف الخامس الأساسي في فلسطين, مع التركيز على المهارات الشفهية وفقاً للإطار الأوروبي المرجعي الموحّد للغات (CEFR).

المنهجية: استخدمت الباحثات المنهج الوصفي لتحليل محتوى الكتاب للفصلين الدراسيين الأول والثاني من العام الدراسي 2024\2025. وقد اعتمدت الباحثات في التحليل على معايير التواصل الشفهي المستمدة من الإطار الأوروبي المرجعي الموحّد في نسخته لعام 2021.

النتائج: أظهرت النتائج أن مهارات التواصل الشفهي في كتب اللغة الإنجليزية للصف الخامس تتوافق مع الإطار الأوروبي في المستويين الأول والثاني, مع وجود تدرّج بينهما. حيث ركز الفصل الأول على مهارات A1, بينما ركز الفصل الثاني على المستويين بشكل متقارب.

الخلاصة: خلصت الباحثات إلى أنّ كتب اللغة الإنجليزية للصف الخامس, متوافقة مع الإطار المرجعي الأوروبي في مستوييه الأول والثاني, حيث كان الانتقال بين المستويين تدريجياً, وهذا يدعم معايير الاستمرارية والتكامل. وخلصت الباحثتان إلى أهمية الإعلان عن هذا التوافق رسمياً لتحديد الأهداف بدقة أكبر, وتوجيه المعلمين نحو أساليب التدريس المناسبة, وبالتالي توجيه التقييم المناسب لقياس مدى تحقق الأهداف.

الكلمات المفتاحية: تحليل محتوى, الإطار الأوروبي المرجعي الموحّد (CEFR), مقرر اللغة الإنجليزية.

Introduction

The world has become a small village in the third decade of the twenty−first century, which has helped it with cohesion and interconnected technology in various fields of communications and transportation. Languages play a pivotal role in this interconnection. They constitute a bridge that links individuals and groups. In the era of globalisation, mastery of more than one language is no longer just about communication. However, they have become a necessity for the times in enhancing cultural understanding and economic, social, scientific, and technological cooperation, so speaking in different languages has become a necessity for success for the individual's success and a key to developing his community.

Learning English as a global language is beneficial, as it helps transfer cultures between nations and facilitates international work and travel. The English language dominates the rest of the languages; it is the third most widespread language in the world and an official language in many countries. So, the need to develop oral communication skills in English language curricula is highlighted, particularly in primary school education. (Salsabilla, 2021).

We learn our mother tongue by listening and speaking first, then reading and writing. However, students often learn English in the reverse order. This can lead to weak English skills and difficulty communicating effectively (Salsabilla, 2021).

Listening is one of the necessary skills in learning any language, which is the way that leads to talking to others in English or using recording, listening to his voice, and re−attempting several times until he moves to a state of fun, or by moving to chat using a social media in a conversation robot or an English speaker (Bint Ali, 2025).

The Common European Framework of Reference for Languages is the guidelines that describe the language learners' competency on a scale of 6 levels: language activities, language processes, text, language learning strategies, domain, and language tasks. (Prajapati, 2022) &(Tamam et al., 2024). The Common European Framework of

Reference for Languages (CEFR) demonstrates a positive correlation with language learning outcomes by establishing a standardized framework for proficiency assessment, curriculum alignment, and subsequent improvements in learner performance. However, significant challenges persist regarding the effective conceptualization and practical implementation of these standards (Rifiyanti, 2023).

Educational outline theories portray a basic structure of reference in the progress and investigation of academic content, most impressively the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe. This theory is an overarching instrument for language acquisition; it concentrates on developing communication skills. (The CEFR standards cover the four skills (listening, speaking, reading, and writing). They also pinpoint nourishing students' oral skills in social and educational situations and help design curricula that enrich these skills. Besides, CEFR has evolved from real-life speech points by concentrating on reception, production, interaction, and mediation activities (Khushik & Huhta, 2020).

To ensure that instructional resources satisfy international language standards, language publications and assessments are aligned with certain competency levels, such as A1, A2, B1, and B2, using the Common European Language Reference Framework (CEFR).(North & Piccardo, 2023).

2. previous studies

The researchers reviewed studies related to the study topic:

2.1.1.1.1.1.1.1.1 Definition of content analysis:

Gheyle & Jacobs (2017) define Content analysis as a systematic method for reviewing words, concepts, subjects, and ideas within a text or across various texts and images. It goes beyond words and tries to reveal messages. **Bengtsson** (2016) define **Content Analysis** is an **interpretive research methodology (interpretive paradigm)** that relies on

document analysis to examine and interpret aspects of the available content (such as textbooks). This is carried out in a **systematic** manner by **coding the data** for specific **concepts and phrases**, with the aim of **eliciting meaning**, **gaining understanding**, and **developing empirical knowledge** about the characteristics of this content and the extent to which it meets its educational objectives. These studies suggest that the analysis of the curriculum content is centred on the systematic and structured examination and coding of text or multimedia data of the curriculum's content. Content analysis of curricula can be conducted using qualitative or quantitative methods according to the objective of the analysis of the curriculum's content under study, to design educational curricula appropriate to the level and orientation of students, and to achieve the intended educational objectives of the curriculum. Content analysis is a tool for understanding and scrutinising educational content and understanding its structure, contents, ideas, and goals built for it, then effectively organising content (Föll & Thiesse, 2021),(Wilson & Herrera, 2019),(Kleinheksel et al., 2020).

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2.1.1.1.1.1.1.1.1 The importance of content analysis for the curriculum:

- Detect strengths and weaknesses in educational material. (Koustourakis, 2018)
- Ensure that content is comprehensive and integrated with other knowledge. (Zeynivandnezhad et al., 2024)
- Develop the skills and abilities needed for

learners to meet

educational goals.

(Slocum & Rolf, 2021)

Due to the importance of educational content in achieving educational goals, its analysis is an essential tool for assessing its quality and relevance to academic standards. Here, we want to examine how content can enhance the oral skills of fifth-grade writers based on travel. The researchers used content analysis as one of the methodologies for scientific research (Tahaimah, 2004).

2.1.1.1.1.1.1.1.1   Importance of Content Analysis to Strengthen Oral Skills:

Oral presentation skills are vital in professional and educational contexts. In medical education, students often learn these skills through trial and error, with a need for more explicit teaching of rhetorical models to improve communication effectiveness. In ESL settings, effective oral presentations require organization, clarity, and delivery techniques, with technology and feedback playing crucial roles in skill enhancement.

Lampropoulos and Evangelidis (2025) conduct well-built research that combined quantitative and qualitative methods to conduct in-depth content analysis. Based on research results, analyzing content enriches education, strengthens learning, and delivers deep and meaningful learning experiences.

Baig et al (2021)suggests that oral skills have weaknesses in the official English curriculum. Oral skills require more recognition in curriculum design. The researcher also suggests that appropriate communicative activities and tools should be implemented and adapted to develop oral skills. English textbooks are filled with enough knowledge without giving importance to oral skills. Furthermore, there is a gap in the assessment tool for evaluating students' ability to speak and listen.

These studies suggest that content analysis of the curriculum exercises and activities can improve students' oral skills. Content analysis analyzes the exercises to ensure whether

they develop students' English oral skills. Also, it highlights how new technology is utilized in the English curriculum to foster students' communication abilities, **Moreover, it provides insights into the alignment between curriculum objectives and actual classroom practices, ensuring that oral skills are not marginalized. In addition, it helps identify gaps where supplementary materials or innovative teaching strategies may be required to achieve more balanced language development.**

4. The Effectiveness of English for Palestine Textbooks in strengthening oral skills

(Khora,2021)& (Khalil,2017) agree that the "English for Palestine" textbooks contain some activities that support conversation and oral communication skills. However, they are insufficient to effectively strengthen students' skills to practice the language in everyday and real contexts, as they often focus on grammar and vocabulary that is crowded with content. Also, they agree that there is a conversation gap in the curriculum and the necessity of incorporating activities consistent with the students' need for linguistic and speech skills.

On the contrary, Al-Sheikh (2023) confirms that the English for curriculum helps develop students' intercultural communicative competence due to the diversity of its activities, such as songs, drama, and dialogue. It also enhances students' awareness of the Palestinian culture and other cultures, which means the curriculum's ability to strengthen The students communication skills.

4. English for Palestine aligns with CEFR Standards.

(Khora, 2021) indicates that the "English for Palestine" curriculum focuses primarily on the A2 level of CEFR in reading and writing skills, with moderate compatibility with speaking and listening skills, and is considered a gap in the English for Palestine curriculum.

3. Research problem

▪ It is necessary to acknowledge the importance of the curriculum, the benefits it carries for the students, the sharpening of their concerns for their learning, and the development of different skills, but the official curricula are not without lapses or errors that hinder the student's learning or acquisition of a skill or several skills(Nursaputri & Aisyah, 2024), especially the curricula in the Arab countries that focus on the amount of knowledge and information and ignore the student's practice of different life skills (Maddah et al., 2021). With the emergence of the progressive curriculum, the focus has become more on the amount of knowledge, as the curriculum prioritizes information over practical skills. The students have been suffering from various information without learning to use it practically. (Tippett & Lee, 2019).

From the experience of the researchers in teaching the English language according to the English language curriculum, they noticed weak oral skills (listening and conversation) and a lack of motivation to use the English language during English language lessons, and the lack of focus on oral communication skills in the English language curriculum for the fifth grade of primary schools Therefore, the researchers focused on the study of the fifth-grade curriculum and the included activities in terms of comprehension, aiming to develop the capabilities of conversation skills.

Many students face difficulty learning English as a second language, and the current curriculum lacks sufficient focus on oral communication skills, leading to weak English language skills(M Ehiya Ahkam et al., 2024). From this standpoint, the researchers aim to analyse the English language book for the fifth grade in light of oral communication skills and CEFR standards to find the gaps in students' ability to use the English language orally.

4. The Researcher's Perception Of The Problem

In light of the research problem and its objectives, the researcher's conception stems from the premise that the English language textbook for the fifth grade must be built upon scientific foundations and modern international standards. The most important of these standards is the Common European Framework of Reference for Languages (CEFR), which is considered a global reference for defining language proficiency levels. This

conception is based on the understanding that foreign language education, particularly in the primary school stage, is not restricted solely to cognitive aspects or linguistic rules. Instead, it requires the development of oral skills (listening and speaking) as a means of real communication.

Consequently, the researcher adopts a perspective centered on analyzing the content of the textbook in light of the oral skills defined in the European Framework, with the goal of uncovering the extent of the inclusion of these skills, and the extent of the textbook's alignment with the language levels that students are supposed to achieve at this stage.

5. Research questions

i. To what extent are the oral skills in the fifth-grade textbook in the Palestinian curriculum consistent with the European Reference Framework (CEFR)?

i. To what extent are the necessary oral communication skills available in the content of the English language textbook developed for the fifth grade of primary school in Palestine?

6. Significance of the Research

The English language is a global language that unites nations, turning the world into one common nation through unified communication. Thus, it is necessary to open doors for knowledge and development, to embrace other cultures, and to learn various life skills from different nations. The importance lies in helping students master the English language orally, as this is prioritized in the process of acquiring a language.

An analysis of the content of the fifth-grade English language textbook for primary school aims to assess the extent to which it includes training and enhancing oral communication skills and to provide references on developing educational curricula to incorporate these skills.

7. Definitions of terms:

Content analysis: The content of a school subject is not just about the material itself; it also involves understanding the underlying theory of content, which frames the educational, cultural, and pedagogical purposes. Knowing the content of a subject requires more than just knowing the content itself; it necessitates understanding the underlying content theory, which is essential for uncovering and realizing its educational potential. To study and interpret the contents of this message. (Zongyi Deng, 2009) Content analysis is generally considered a method used to draw conclusions and inferences based on the content of available messages (Prasad, 2008).

English for Palestine textbook: a textbook developed by local and international experts, to suit the Palestinian context, it develops students' awareness of the importance of the Palestinian identity, but it lacks in covering suitable means to foster communicative competence.

Oral skills:

Oral skills can be divided into several dimensions, including comprehension, retelling, speaking, listening, and pronunciation. Research indicates that these skills are interrelated yet distinct, with specific dimensions identified in young learners, such as narrative comprehension, narrative retelling, expository comprehension, and expository retelling. Similarly, in early education, oral language skills are classified into receptive and expressive modalities, underscoring the foundational role of discourse skills. **Similarly, in early education, oral language skills are classified as receptive and expressive, highlighting their foundational role in students' communication**. (Baig et al., 2021a).

CEFR: The Common European framework of Reference for Languages: learning, teaching, assessment a detailed plan covering several levels from A1 to C2.Itt is considered a road

map for multilingual education in Europe, highlighting the skills and knowledge required at each level. It is important for teacher preparation and curriculum development, as it is reference for more than 50 European countries. (council of Europe,2021)

8. Methodology

    i. The researchers followed the descriptive analytical method to analyse the content

2. Research Population and Sample

- Research Population: The content of the English language textbooks prescribed for the first and second semesters for fifth-grade primary school students in the Palestinian curriculum for the academic year 2024/2025.

- Research Sample: The entire population— including all activities from both the first- and second-semester

English textbooks for fifth grade.

3. Research Instrument

The researchers rely on a content analysis card derived from the Common European Framework of Reference for Languages (CEFR), 2021 edition. They adopt oral communication skills standards for levels A1 and A2, which are appropriate for the developmental level of fifth-grade students.

The skills included:

- Oral Production
- Oral Interaction
- Oral Comprehension

Structure of the Analysis Tool

- Main Coding Categories: Represent the three oral skill areas—oral production, oral interaction, and oral comprehension.
- Sub-Coding Categories: Represent specific performance criteria at levels A1 and A2 from CEFR.

- *Example*: For oral production, sub-coding includes:

- "Can give a simple description of people…"
- "Can describe themselves, what they do, and where they live."

Table 1: Sub-Coding Categories for Oral Skills at Level A1			
A1	Oral Production	1	Can give a simple description of people, living or working conditions, daily routines, likes, and dislikes.
		2	Can give simple directions on how to get from one place to another using basic expressions
		3	Can deliver a short, prepared presentation on a topic related to daily life, providing brief reasons for opinions, plans, and actions
	Oral Interaction	4	Can handle everyday social situations requiring simple information exchange
		5	Can engage in short conversations on familiar topics such as travel, work, and shopping.
		6	Can express emotions and opinions simply and respond politely to others' opinions
		7	Can understand common sentences and phrases related to everyday

	Oral Comprehension		topics (such as shopping, work, and surroundings)
		8	Can follow a simple conversation if spoken clearly and slowly
		9	Can recognize the main points in short and clear announcements and instructions

Table 2: Sub−Coding Categories for Oral Skills at Level A2			
A2	Oral Production	10	Can produce simple isolated phrases about people and places.
		11	Can describe themselves, what they do, and where they live
		12	Can describe simple aspects of daily life using basic sentences and words if given time to prepare
	Oral Interaction	13	Can engage in simple conversations, provided the interlocutor is willing to repeat or rephrase slowly.
		14	Can ask and answer simple questions on familiar topics such as family, living, and hobbies.
		15	Can express basic needs, such as ordering food or making simple requests in public places.

		16	Can recognize familiar words and expressions when spoken clearly and slowly
	Oral Comprehension	17	Can identify basic names and key words in simple sentences related to familiar topics.
		18	Can understand basic directions, such as classroom instructions or simple navigation guidance.

4. The analysis card was presented to the supervisor and subject matter experts. No changes were made, as the tool was based on an official and accredited reference.

5. Unit of Analysis

- The activity was selected as the unit of analysis, as it suits the structure of the English course content.

6. Validity and Reliability of the Analysis Tool

Validity

- The analysis tool was submitted to expert reviewers to ensure that

it accurately measures communication skills based on the CEFR.

Reliability

- To test reliability, the researchers applied the Holsti equation, using a unit from the first chapter as a sample.

Table 3: Reliability Results of the Analysis Tool			
	The first researcher	The second researcher	The agreement
Oral Production	8	5	5
Oral interaction	12	10	10
Oral comprehension	18	22	18
Total	38	37	33

- **Agreement Formula:**

Agreement ratio = $(2 * \text{agreement}) / (\text{first analysis} + \text{second analysis})$

- $=(2*33)/(37+38)=88\%$. The percentage is 88%A high percentage

indicates strong reliability.

In its initial form, the tool included 18 sub-skills distributed into nine areas listed in the table. The researchers examined the Holsti equation to adjust the stability efficiency of the analysis tool to ensure the validity and stability of the analysis tools, and then analyzed the frequencies and percentages for studying the extent to which oral skills in textbook content are compatible with the standards of the European Framework of Reference at levels A1 and A2.

The Two researchers carried out the content analysis to ensure the CEFR standards for the three oral skills: oral production, oral interaction, and oral comprehension. Regarding oral production, the agreement rate among researchers is 5; the agreement rate in oral interaction is 10; and the agreement rate in oral comprehension is 18, the highest among skills.

- According to Table 3, the total agreement between the researchers is as follows: 5+10+18=33. It is clear from the table that the total agreement is 33. Agreement ratio = (2 * agreement) / (first analysis + second analysis)
- =(2*33)/(37+38)=88%. The percentage is 88%, which is a high percentage. The percentage of agreement between the two researchers is high and good, and proves the credibility of the analysis.

7. Research Procedures

Defining the Analysis Framework

- Identifying relevant oral skills from CEFR levels A1 and A2 appropriate

to the fifth-grade curriculum.

Preparing the Analysis Tool

- Creating a CEFR-based analysis card, then validating it through expert review.

Defining the Scope

- Acquiring the most recent edition of the study sample for analysis.

Reviewing the Study Material

- Carefully reading the fifth-grade English textbooks.

Determining the Unit of Analysis

- Defining the **activity** as the unit of analysis.

Content Analysis Steps

1. Analyzing each textbook twice, once for **A1 standards (1–9)**, and

once for **A2 standards (10–18)**.

1. Each activity was examined individually:

1. Determine which CEFR criteria (from the analysis card) it aligns with.

1. Record alignment (e.g., one activity matches one or more criteria).

1. Compile all aligned criteria for each oral skill area.

1. Repeat for level A2 using the same process.

9. Data Processing

- Results were entered into the analysis tool.
- Frequencies were calculated and converted into percentages to assess how well the textbooks represent oral skills at levels A1 and A2.

10. Statistical Methods

1. **Holsti equation** to calculate the tool's stability coefficient.

1. **Frequencies and percentages** to study the extent of alignment between textbook content and CEFR standards at levels A1 and A2.

11. Results and Discussion

Results Related to the First Question

The first research question states: "To what extent are the oral skills in the fifth-grade textbook in the Palestinian curriculum consistent with the Common European Framework of Reference (CEFR)?"

The researchers examined the fifth-grade English language textbook to analyze the relationship between oral communication and the CERF-based English language development project. Based on this review, the researchers developed a list of oral communication skills appropriate for the fifth grade, grounded in CEFR descriptors. These skills were categorized into three main areas: oral production, interaction, and comprehension. Specific performance indicators derived from CEFR standards further define each skill area.

As shown in Table 2, oral production includes activities where students express themselves using simple phrases to talk about familiar topics. Oral interaction is demonstrated in activities that encourage brief conversations, the exchange of information on everyday subjects, and participation in classroom discussions. Oral comprehension focuses on understanding simple instructions, familiar words, and the main ideas of discussions.

According to Table 3, the researchers found that oral interaction and oral comprehension were well represented in the English for Palestine textbook, as evidenced by a high level of agreement between the two researchers. However, oral production was underrepresented, with lower agreement levels, indicating a lack of clear and consistent standards applied to this skill area. While the textbook does provide some support for oral communication, the coverage is average and insufficient for students to acquire oral skills proficiently. The deficiency in oral production highlights the need for the development of targeted activities and tools that promote more effective, fluent oral communication.

These findings align with prior literature; Faraj et al. (2024) arguesthat the English for Palestine textbooks struggle to enhance students' oral skills, particularly in real-life or culturally interactive contexts.

Results Related to the Second Question

The second research question asks: "To what extent are the necessary oral communication skills available in the content of the English language textbook developed for the fifth grade of primary school in Palestine?"

The researchers utilized a content analysis tool specifically designed to evaluate oral communication skills, namely, listening and speaking, based on CEFR descriptors. Frequencies and percentages were calculated for each indicator.

Table 4: Distribution of Oral Skills in the Fifth Grade English Language Textbooks

Skills	The first textbook (A5)				The second textbook (B5)				The two books together	
	A1	%	A2	%	A1	%	A2	%	A1	A2
Oral production	89	36	46	18	83	34	78	32	35%	25%
Oral interaction	120	49	75	31	117	47	100	41	48%	36%
Oral comprehension	204	83	26	10	143	58	150	61	71%	36%

As illustrated in Table 4, most oral communication activities in the textbooks align with CEFR level A1, with some overlap with level A2. The percentage of oral production activities at level A1 across both textbooks reached 35. In contrast, oral interaction activities reached 48%, and oral comprehension reached 71%.

This distribution reflects the natural progression of oral skill acquisition, where listening and comprehension precede active speaking. Regarding A2–level activities, oral production reached only 25%, still a limited percentage, but potentially sufficient for gradual level progression. Oral interaction at level A2 reached 36%, a reasonable figure for intermediate development.

The results show that textbook 5A (first semester) moderately aligns with CEFR level A1, and only marginally touches on level A2 skills, reflecting a gradual learning curve. This is in line with Al-Sheikh (2023), who asserts that English for Palestine does not fully incorporate communicative theories and requires coordinated efforts to improve students' oral skills.

Textbook 5B (second semester) shows similar alignment at level A1 and improved inclusion of level A2 oral comprehension skills. This supports the intended gradual progression across CEFR levels and is consistent with Khalil (2017), who critiques the curriculum for focusing on structures and vocabulary rather than social communicative functions. Similarly, Khora (2021) states that English for Palestine aligns only moderately with CEFR levels A1 and A2.

11. The Limitations of the Study:

The study is limited to the analysis of the English language book for the fifth grade and does not provide a comprehensive analysis of the entire curriculum, **as it excluded the teacher's guide and the recorded audios**.

Conclusion

Educational institutions are competing to develop their curricula by international standards and according to successful cultural and social foundations that enhance the culture of belonging to the homeland, based on the interest of the two researchers in developing English language courses in particular, They found a lack of previous studies on analyzing the Palestinian curricula according to the European frame of reference, and after the researchers analyzed oral skills. In the fifth-grade textbook, according to the European frame of reference, the researchers found that it is compatible with the European frame of reference at its first and second levels. The transition between the two levels was gradual, as the textbook of the first semester focused on the oral skills of the first level, while the textbook of the second semester focused on the oral skills of the two levels in close proportion, and this supports the standards of continuity and integration. The researchers concluded the importance of officially announcing the compatibility of the fifth-grade curriculum in its first and second textbooks with the European Framework of Reference to

define goals more accurately and direct teachers to appropriate teaching methods, thus directing the appropriate evaluation to measure the extent of achieving the goals.

11. Recommendations:

- Directing teaching methods and classroom activities proportionately to the A1 level in the first semester and the A2 and A1 levels in the second semester.
- Clarifying the objectives in line with the European reference framework for the remaining classes.
- Conducting content analysis studies for the remaining academic levels of the English language curriculum content, following the European framework of reference, to study the gradual transition between levels.
- Designing functional assessment tools that measure the extent to which students acquire oral communication skills at the A1 and A2 levels.
- Teachers integrate digital technology and artificial intelligence into teaching oral skills to increase learning motivation to learn.
- Adding digital activities that enhance interactive oral skills

11. Future works

Future studies should focus on developing and implementing new curricula to priorities oral communication skills in English language education.

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