CHALLENGES IN THE GRADE 12 ENGLISH LANGUAGE CURRICULUM IN LEBANON: A SWOT ANALYSIS

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ABSTRACT

Used in various disciplines, a SWOT analysis is one of the essential tools for identifying needs in curriculum development. Given the current ongoing efforts to develop new curricula in Lebanon, this research becomes particularly relevant. This study highlights various challenges in the English language curriculum in Lebanon. It aims to provide valuable insights for Lebanese decision-makers involved in curriculum development. The research used the phenomenology method, a qualitative approach where twelve interviews with twelve grade 12 English language teachers were conducted. These teachers shared their views on the strengths, limitations, potentialities, and risks concerning the current grade 12 English language curriculum. The results showed that deficiencies and risks outweigh strengths and opportunities. In general, this research examines the general shortcomings of the English language curriculum, particularly for grade 12, and identifies areas needing urgent improvement.

Keywords: Curriculum Development, Lebanon, SWOT Analysis, Phenomenology

LÜBNAN'DAKİ 12. SINIF İNGİLİZCE DİL EĞİTİM PROGRAMINDA KARŞILAŞILAN ZORLUKLAR: BİR SWOT ANALİZİ

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ÖZET

Çeşitli disiplinlerde kullanılan bir SWOT analizi, eğitim programı geliştirmede ihtiyaçların belirlenmesi için temel araçlardan biridir. Lübnan'da yeni eğitim programlarının geliştirilmesine yönelik devam eden çabalar göz önüne alındığında, bu araştırma özellikle önem kazanmaktadır. Bu çalışma, Lübnan'daki İngilizce dil eğitim programındaki çeşitli zorlukları vurgulamaktadır. Lübnan'da eğitim programı geliştirme sürecine dahil olan karar vericilere değerli bilgiler sunmayı amaçlamaktadır. Araştırma, nitel bir yaklaşım olan fenomenoloji yöntemini kullanmış ve 12. sınıf İngilizce dil öğretmenleriyle on iki görüşme gerçekleştirilmiştir. Bu öğretmenler, mevcut 12. sınıf İngilizce dil eğitim programı ile ilgili güçlükler, sınırlamalar, potansiyeller ve riskler hakkındaki görüşlerini paylaşmışlardır. Sonuçlar, eksikliklerin ve risklerin güçlü yönler ve fırsatlardan daha ağır bastığını göstermiştir. Genel olarak, bu araştırma 12. sınıf İngilizce dil eğitim programının genel eksikliklerini incelemekte ve acil iyileştirilmesi gereken alanları belirlemektedir.

Anahtar Kelimeler: Eğitim Programı Geliştirme, Lübnan, SWOT Analizi, Fenomenoloji

INTRODUCTION

Throughout history, Lebanon was exposed to foreign languages like French and English languages as a result of colonialism, historical, and religious reasons. After the Lebanese Civil War ended in 1990, a new curriculum was designed aiming to modernize education, promote trilingualism, and align English language teaching with international EFL/ESL standards. Experts, including university professors and teachers, formed a committee to evaluate the 1968 curriculum, draw inspiration from global language education norms, and create a functional, contemporary curriculum (Orr & Annous, 2018).

The 1997 English curriculum, which has not been developed since then, emphasized modern language acquisition theories, encouraged autonomous learning, developed cooperative skills, raised cultural awareness, and improved study habits. While it adhered to ESL/EFL international standards, it faced challenges arising from resource limitations and the lingering effects of the civil war. A subsequent study identified issues experienced by teachers in both public and private schools, including insufficient textbooks, material shortages, teacher training, and curriculum integration problems (Shabaan, 2013).

As per the findings by Oral and Yazar (2017), once the preliminary stages of curriculum development are finalized, the next crucial step involves conducting a needs analysis. This analysis serves as the foundation for shaping the program design. Demirel (2020) underscores the significance of needs assessment studies in uncovering whether the program's objectives align with the genuine requirements. However, continuous needs analysis may be inevitable when education systems or curricula are prepared, implemented, evaluated, and developed. Nevertheless, a needs analysis may be mandatory for any educational system or curriculum. Every system is built to meet at least one need, and life, individuals, society, and institutions are constantly changing (Sönmez & Alacapınar, 2016). However, it is worth mentioning that a needs analysis encompasses numerous techniques, including SWOT analysis. Such an analysis can effectively identify and improve the training system's learning outcomes, content, training, and testing situations (Alacapınar, 2022).

Began to be used in the 1970s, A SWOT analysis, a fundamental element of strategic management for business management as a method to evaluate an organization's internal and external environments (Özan et al., 2015). In education, it can effectively identify and enhance an educational system's achievements, content, training, and assessment practices. Additionally, a SWOT analysis is crucial for anticipating and addressing challenges to help the education system reach its objectives (Sönmez & Alacapınar, 2013). SWOT stands for "strengths," "weaknesses or limitations," "opportunities or potentialities," and "threats or risks." This analysis tool is widely utilized to evaluate internal and external factors when developing institutional strategic plans. In this model; results are used by evaluating opportunities, threats (potential negative conditions for an institution), strengths (what an institution can do), and weaknesses (what an institution cannot do). Although SWOT analysis was originally designed for the industrial world and used for the development of companies, its use in educational settings is not new. A SWOT analysis provides educational administrators with an effective framework to better respond to society's needs.

Moreover, in addition to being a widely recognized technique across many institutions, conducting a SWOT analysis serves several vital purposes. It not only assesses the institution's present state but also charts a course for its future direction, provides convenience for planning, and helps in determining the institution's priorities SWOT analysis can be used for current situation analysis and strategic planning purposes (Alacapınar, 2022; Kılıç et al., 2019).

AIM OF THE RESEARCH

This study seeks to examine the strengths, limitations, potentialities, and risks associated with the grade 12 English language curriculum in Lebanon. It aims to offer Lebanese education policymakers a holistic view of the grade 12 English language curriculum, encompassing both its in-house factors (strengths and limitations) and external factors (potentialities and risks). By doing so, it aims to support curriculum developers in making well-informed decisions aligned with strategic objectives. Hence, the research aims to address the following question: What factors of strength, limitations, potentialities, and risks impact the grade 12 English language curriculum in Lebanon?

The research sub-problems identified based on the research question are:

1-   What strengths does the grade 12 English language curriculum in Lebanon possess?

2-   What limitations or weaknesses are evident in the grade 12 English language curriculum?

3-   What opportunities or potentialities exist for the grade 12 English language curriculum?

4-   What threats or risks pose challenges to the grade 12 English language curriculum?

THE RATIONALE OF THE RESEARCH

Given that SWOT analysis can effectively pinpoint and enhance the successes of the educational system, offer educational administrators a robust framework for more effectively addressing societal needs, and is crucial for proactively implementing measures to help the education system achieve its goals, it is essential to conduct this analysis both when evaluating previous curricula and planning new ones. Furthermore, there has been limited comprehensive examination or evaluation of the grade 12 English language curriculum, particularly through a detailed analysis of its components, and interviews with teachers. This research aims to make a significant contribution to the academic discussion in this area. Notably, since 1997, the Lebanese curriculum has not undergone significant changes. Hence, a comprehensive needs assessment is essential in the curriculum development process. Conducting a SWOT analysis is a critical part of this process.

RESEARCH DESIGN

The study utilized the phenomenology method, a qualitative research approach (Sönmez and Alacapınar, 2016). Phenomenology, widely employed in fields such as psychology, education, healthcare, and philosophy, focuses on exploring phenomena that researchers perceive but do not fully comprehend in detail (Yıldırım & Şimşek, 2011). Researchers use phenomenological studies as an investigative strategy to highlight human experiences (Creswell, 2003). Rather than aiming for generalization, the method seeks to provide a detailed and nuanced description of the phenomenon as experienced by participants.

PARTICIPANTS

Twelve teachers from six schools participated in this study. These teachers instruct grade 12 students in four major disciplines: Life Sciences (LS), General Sciences (GS), Humanities and Literature (HL), and Sociology and Economics (SE). They represented a variety of school types, with eight teachers from private schools, two teaching across both private and public sectors, and two exclusively teaching in public schools. The research took place in five private schools in Sidon City and one school in one of the towns in Al Shouf area in Lebanon, during the academic year 2023-2024. Public schools were not included due to teacher- strikes as a result of the financial challenges faced by the Lebanese Republic during that time.

DATA COLLECTION

Twelve interviews were conducted where a set of four open-ended questions were devised, particularly addressing the strengths, weaknesses, potential opportunities, and challenges faced by the English language teachers in Lebanon. Each interview had an average duration of 15 minutes and involved all twelve English teachers across the four 12th-grade branches. The researcher explained the purpose and nature of the research to the teacher participants and obtained their consent. Interviews were recorded and a signed log was kept archived. Subsequently, the interview transcripts were meticulously examined and data were categorized into relevant themes for analysis.

DATA ANALYSIS

In qualitative research, validity relates to how faithfully a study presents the phenomenon under study. It emphasizes the reliability, consistency, and significance of the findings. Unlike quantitative research, where understanding is primarily concerned with the accuracy of measurement instruments, qualitative research prioritizes in-depth understanding and interpretation (Sönmez & Alacapınar, 2013). To ensure the validity of this study, different sources, methodologies, researchers, and perspectives were used to support the findings. In-depth analysis, content analysis, and discourse analysis, as well as application of data saturation, were conducted. Data collection continued until new insights and themes emerged, indicating a filler. Participants' thoughts and opinions on the topic were formally and comprehensively explored.

In addition, member validation was used, where feedback and validation were obtained from participants to confirm the accuracy and validity of the survey findings. Data from the interviews were subjected to thematic analysis. It underwent comprehensive analysis, interpretation, description, categorization, and coding. Data results were structured into categories, disaggregated, and transformed into statistical formats. The identified themes were subsequently compared and resolved to avoid discrepancies. During the conflicts, these themes were combined to represent one broader theme.

RESULTS

A SWOT analysis was conducted based on the literature review and interview results. As mentioned earlier, a SWOT analysis is significant since it helps individuals, organizations, and institutions identify their strengths, weaknesses, opportunities, and threats. By scrutinizing these factors, a SWOT analysis can offer a thorough assessment of the present circumstances and pinpoint areas ripe for improvement or strategic intervention. (Kılıç et al., 2019). Tables 1 across 4 depict the SWOT analysis that was conducted.

Table 1: Grade 12 English Language Curriculum Strengths

Strengths	Frequency (f)	Percentage (%)
- Trainligualism is promoted	9	26
- The principles of the English language curriculum are precise	8	23
- The English language curriculum is skill-oriented (listening, reading, writing, and speaking)	7	20
- The teaching of math and science in English	6	17
	5	14
- The English language curriculum is designed according to the EFL and ESL standards		
Total	35	100%

Table 1 depicts the teachers' results when asked about the strengths of the grade 12 English language curriculum. According to the table above, these expressions can generally be summarized as follows: *"The curriculum is based on ESL/EFL standards. Many students demonstrate effective communication and expression in English. While most can articulate themselves proficiently, some encounter difficulties. Overall, students can use English sufficiently within their respective academic disciplines i.e. math, physics, and science. There are some words that they might not know but our students can understand and respond to problems in their field of study. I have not come across a communication problem like this with them."*

Table 2: Grade 12 English Language Curriculum Weaknesses

Weaknesses	Frequency (f)	Percentage (%)
- Old textbooks and a lack of teacher preparation	12	8
- Textbooks do not reflect real life. Government textbooks are old and out of use	11	7
- The inadequate and insufficient use of technology	11	7
- The outdated and unevaluated curriculum	10	6
- Lack of resources	10	6
- The curriculum stresses low-level thinking skills in both instruction, objectives, and national exams.	10	6
- There is a rift or a gap between the objectives and the students' real-life, needs and requirements for higher education.	10	6
- Poor supervision over schools, both public and private	9	6
- In general, public and private schools teach English differently, except for grades 9 and 12 when students are expected to sit for the national exams.	9	6
- Education in grades 9 and 12 is exam-oriented.	9	6
- Lack of time to conduct different activities like debates and presentations due to the commitment to the national exams.	9	6
- Poor infrastructure and geographical distribution of educational facilities	8	5
- The curriculum is spiral in nature and on the account of both teachers and students, students have been learning the same concepts or themes since grade seven, therefore, making them feel disinterested, dispassionate, and bored.	8	5
- Lifelong learning was not addressed in the educational policy	7	5
- The current learning outcomes inadequately address the language learning requirements of non-college-bound students preparing for the workforce, creating a disparity between school curricula and university education.	7	5
- The absence of a clear philosophy of education	5	3
- Critical thinking, cultural awareness, and study skills might have been some catchy topics that were written in the curriculum plan; however, it is unclear how they were intended to be executed, and on which basis they shall be evaluated	4	3
- Instruction in schools varies between public and private schools.	4	3
- Since 1997, there have been no evaluations or revisions of the curriculum.	1	1
Total	154	100%

Table 2 lists the weaknesses of the grade 12 English language curriculum. According to the table above, these expressions can generally be summarized as follows: *"The objectives appear outdated at times and overly complex at others, lacking appeal for the new generation. Our instructional methods include brainstorming, group work, projects, research, video, and image analysis. Unfortunately, much of our focus is on familiarizing students with the style of national exam questions, leading to a sense of spoon-feeding information. This leaves little opportunity to explore new approaches. Nevertheless, I encourage students to engage with articles and stories and to share their ideas. Our primary focus remains on completing the prescribed curriculum and preparing students for national exams, ensuring they understand testing, grading, and correction processes. Restrictions, such as outdated government textbooks, limit our ability to implement projects, exacerbating our resource constraints."*

Table 3: Opportunities that can be provided for the Grade 12 English Language Curriculum

Opportunities	Frequency (f)	Percentage (%)
- If resources are provided, the quality of English education can be improved	12	21
- Improvements to the educational infrastructure should be done	11	20
- Teacher education is pivotal in improving the standard of education in Lebanon.	11	20
- The number of English periods should be increased	11	20
- Supervision should be empowered in both private and public schools	8	14
- Considering Lebanon's education rankings, even though it is outdated if improved, it can still accomplish much better results	3	5
Total	56	100%

Table 3 depicts the opportunities that can be provided for the grade 12 English language curriculum. According to the table above, these expressions can generally be summarized as follows: *"The number of English periods has to increase. New books, instruction methods, and evaluation techniques can be used. Teachers can be more trained. School buildings and resources can be improved."*

Table 4: Threats Faced by the Grade 12 English Language Curriculum

Threats	Frequency (f)	Percentage (%)
- The economic situation is the biggest threat to education. The biggest evidence for this claim is the shutdown of all public schools in Lebanon.	12	15
- People's loss of faith in public schools and as a result the increase in private schools.	12	15
- The outdated curriculum	12	15
- The dominance of private schools over the school model and the gap it creates between the students.	10	13
- The presence of several political feuds and cleavages that push educational reform further down on the government priorities list.	7	9
- The lack of inspection in private schools.	6	7.5
- The rise of new theories in English language teaching and learning that public school teachers may not be familiar with due to lack of continuous training.	6	7.5
- The presence of social equality disparities between schools and regions	5	6
- The lack of a financial support scheme. Learners are not financially supported by the government in Lebanon.	4	5
- The slow enactment of educational reform	3	4
- The provision in the Lebanese constitution that permits various groups to establish their schools poses a significant challenge to the Lebanese education system	2	3
Total	79	100%

Table 4 depicts the opportunities that can be provided for the grade 12 English language curriculum. According to the table above, these expressions can generally be summarized as follows: *"A great number of students are 'migrating' from public to private schools which led to the loss of society's faith in public education. Private schools now dominate the scene. There is no*

evident and sufficient educational reform. We suffer from countless problems. The economic situation has played its effects on our society and affected education."

DISCUSSION

1-   Discussion of the first sub-problem: What strengths does the grade 12 English language curriculum in Lebanon possess?

According to Esseili (2014), Arabic, English, and French languages are promoted in the Lebanese curriculum; hence, Lebanese students can gain a competitive advantage in a multilingual world, which is increasingly important in today's global society. Another key strength was the inclusion of English as a medium for teaching math and science. This approach not only enhances students' English language skills but also prepares them to participate in a wide range of technical and scientific publications, mostly in English. In addition, the alignment of the curriculum with ESL and EFL standards ensures a comprehensive and flexible approach to language learning. This flexibility accommodates students with diverse levels of English proficiency, fosters inclusion, and encourages effective learning Additionally, clear and well-defined goals guide teachers and students, contributing to a well-structured and effective learning experience. Also, the curriculum claims to focus on practical, real-world language skills such as communication, critical thinking, and analytical abilities, ensuring that students are not only learning English but are prepared well for future study and career pursuits (Shabaan, 2013).

2-   Discussion of the second sub-problem: What limitations or weaknesses are evident in the grade 12 English language curriculum?

Despite having several strengths, the Lebanese grade 12 English language curriculum is fraught with weaknesses. Aljaafil and Beyhan (2023) analyzed the English language needs of grade 12 learners in Lebanon and described the limitations of the current curriculum. They expressed that one of the significant shortcomings in the Grade 12 English language curriculum in Lebanon is its outdated and unassessed content. As it stands, the curriculum has remained largely unchanged since 1997, without any revision or evaluation (Shabaan, 2014). According to the conducted research, teachers stated that different textbooks than the government-issued ones are used. A list of important topics or concepts to be discussed is issued every year. Despite that, with a lack of resources, the curriculum is still trying to level up with the evolving educational landscape but failing at times. This results in a curriculum that may no longer align with the contemporary language learning needs of students. Moreover, the negligence of high-level thinking skills and the emphasis on low-level thinking skills in both instruction and drilling is a shortcoming that does not prepare students adequately for the challenges of the modern world. Additionally, in addition to its spiral curricula, the discrepancy in how English is taught in public and private schools is a significant matter by itself. This issue creates a serious gap in language learning objectives, outcomes, and student performance between the two sectors. The instructional discrepancy is also noticed. Even in private schools, instruction in grades 7, 8, 10, and 11 is different than instruction in grades 9 and 12, which are heavily exam-oriented, emphasizing the importance of passing the national exams over practical language skills.

In grades 9 and 10, teachers feel compelled to finish the curriculum on time and prepare the students for the national exam. Furthermore, the inadequate and insufficient use of technology, along with a lack of several resources, limits the students' exposure to the practical application of English in today's digital world. The curriculum's focus on rote learning rather than critical thinking and real-life applications hinders the development of students' problem-solving and communication skills.

3-   **Discussion of the third sub-problem:** What opportunities or potentialities exist for the grade 12 English language curriculum?

One of the fundamental areas that demands attention is the improvement of educational infrastructure. By investing in modern facilities, resources, and technology, Lebanon can create a more conducive learning environment, thus significantly elevating the quality of education. Moreover, in light of Lebanon's education rankings, with an outdated curriculum, it can still reflect the country's potential. This is a compelling case for improvement. Developing the curriculum and aligning it with contemporary standards can assist Lebanon in achieving much better results and better preparing its students for a continuously evolving global landscape. In addition, empowering supervision in both private and public schools is another essential aspect of this educational transformation. Supervision in both sectors should be enacted to ensure the alignment of both sectors on several levels. Also, teacher training is paramount. Well-trained educators are better equipped to deliver high-quality instruction and engage students effectively. Supporting ongoing teacher development programs can significantly impact the quality of education in Lebanon. Lastly, not forgetting that increasing the number of English periods dedicated to language acquisition can provide students with more comprehensive language skills. More exposure to the language through a greater number of lessons can significantly enhance the student's language proficiency.

4-   **Discussion of the fourth sub-problem:** What threats or risks pose challenges to the grade 12 English language curriculum?

The Arab Reform Initiative (2023) discusses the deteriorated educational reality in Lebanon. According to them, a complex educational situation in Lebanon can be detected. Specific challenges that face the Lebanese educational system are multifaceted and overlapping. The provision in the Lebanese constitution to allow different groups to establish schools presents a significant challenge. While promoting diversity, this system can create gaps in educational quality and standards, affecting Lebanese society now and in the future. Another major challenge is the lack of a comprehensive financial support system. Students in Lebanon do not receive financial support from the government, which can limit access to quality education and increase social inequality (UNESCO, 2023). Moreover, another important issue is the intersection of political issues that make educational reform more difficult in Lebanon. Given the priority given to other important issues, educational reform tends to fit later in consecutive governments' priorities, creating stagnation and slowing down needed reforms. Differences in social equity between schooling and interprovincial aspects, dominated by private schools, create educational disparities among students. These differences can perpetuate inequality and impede social progress.

In addition, economic challenges are perhaps the most important threat to education in Lebanon today. The exemplary economic situation of closing public schools for several months in 2023 highlights the importance of financial stability in education, which creates additional problems in the context of confidence in public schools. This leads to improvements in private schools over the interest of public schools. Public school teachers may lack awareness of emerging innovations in English language teaching and learning, underscoring the necessity for their professional development.

CONCLUSION

1-   Conclusion of the first sub-problem: What strengths does the grade 12 English language curriculum in Lebanon possess?

All in all, it can be said that the grade 12 English language curriculum in Lebanon exhibits a robust set of strengths that contribute to its overall effectiveness. These strengths collectively create a curriculum that only addresses language proficiency and aims to empower students to excel in an increasingly interconnected global landscape.

2-   Conclusion of the second sub-problem: What limitations or weaknesses are evident in the grade 12 English language curriculum?

Even though the English language curriculum in Lebanon aims to develop the student's language proficiency, it is fraught with weaknesses that collectively emphasize the pressing need for comprehensive educational reform in Lebanon to ensure students receive a modern, effective, and equitable education.

3-   Conclusion of the third sub-problem: What opportunities or potentialities exist for the grade 12 English language curriculum?

Addressing the opportunities that can be provided and committing to investing in educational infrastructure, curriculum development, teacher training, resource allocation, and increased language instruction sessions, can pave the way for a substantial improvement in the quality of education in Lebanon, ultimately empowering students and preparing them for the challenges of the modern world.

4-   Conclusion of the fourth sub-problem: What threats or risks pose challenges to the grade 12 English language curriculum?

The challenges facing the Lebanese education system are intricate and interconnected, underscoring the complexity of the landscape. Addressing these multifaceted challenges requires a holistic approach and collaboration among stakeholders to ensure an equitable, accessible, and high-quality education for all students in Lebanon.

SUGGESTIONS

1- Suggestions for the first sub-problem: What strengths does the grade 12 English language curriculum in Lebanon possess?

Policy makers and curriculum developers can adopt some of the suggestions to maintain and improve the strengths of the educational context of the Grade 12 English language curriculum:

- Maintain a Structured Curriculum: Keep a clear and well-organized curriculum framework with precise learning objectives.
- Promote Trilingualism: Advocate for the importance of Arabic, English, and French within the community.
- Specialized Training for Teachers: Provide math and science teachers with training to teach in English.
- Align Terminology: Ensure that scientific and mathematical terminology is consistent with the English language curriculum.
- Update Curriculum Regularly: Revise the curriculum to match current ESL and EFL standards.
- Professional Development: Offer ongoing training for teachers on new methodologies and standards.
- Emphasize Skill Development: Focus on critical thinking, communication, research, and problem-solving skills.
- Incorporate Real-World Applications: Use projects and practical examples to reinforce skills.
- Continuous Evaluation: Regularly assess and adjust curriculum principles based on feedback and research.

2- **Suggestions for the second sub-problem:** What limitations or weaknesses are evident in the grade 12 English language curriculum?

Some suggestions that address the weaknesses of the educational context of the Grade 12 English language curriculum:

- Develop Educational Philosophy: Create and communicate a clear educational philosophy that aligns with national goals.

- Needs Assessment: Align curriculum objectives with workplace and higher education demands.

- Curriculum Updates: Reflect real-life applications and current issues in curriculum updates.

- Thorough Review: Regularly review and revise the curriculum with expert input.

- Instructional Objectives: Focus on developing critical thinking and problem-solving skills.

- Regular Evaluation: Implement a schedule for ongoing curriculum evaluation.

- Supervision and Evaluation: Establish a comprehensive system for evaluating schools.

- Infrastructure Investment: Improve access to educational facilities, especially in underserved areas.

- Technology Integration: Upgrade technology infrastructure and train teachers in its use.

- Government Funding: Seek increased funding and explore public-private partnerships.

- Lifelong Learning: Integrate principles of lifelong learning into policies and programs.

- Professional Development: Encourage continuous development for educators and lifelong learning for students.

- Modern Textbooks: Update textbooks to reflect current knowledge and methods.

- Teacher Preparation: Enhance teacher training programs with up-to-date pedagogical techniques.

- Language Proficiency Standards: Align teaching methods with national language standards. Holistic Education: Balance exam preparation with practical skills development.

- Critical Thinking: Encourage teaching methods that include critical thinking and problem-solving.

- Academic Calendar: Allocate more time for extracurricular activities and presentations.

- Higher-Order Thinking Skills: Provide training for teachers to use higher-order thinking skills.

- Research Collaboration: Work with research institutions to ensure curriculum updates are evidence-based.

- Industry Collaboration: Partner with industry and higher education to align curriculum with real-life needs.

3- Suggestions for the third sub-problem: What opportunities or potentialities exist for the grade 12 English language curriculum?

Some suggestions to leverage the identified opportunities and improve the educational context of Grade 12 English language curriculum in Lebanon:

- Educational Reform: Align with international best practices for comprehensive reform to improve Lebanon's educational ranking.

- Teacher Training: Prioritize ongoing professional development programs for teachers.

- Enhance Teaching Skills: Implement initiatives to improve teaching techniques and modern educational methods.

- Allocate Funding: Invest in updated materials, technology, and professional development for English teachers.

- Revise Curriculum: Increase periods allocated for English language instruction.

- Enhance Language Exposure: Ensure sufficient language exposure for students to improve proficiency.

4- **Suggestions for the fourth sub-problem:** What threats or risks pose challenges to the grade 12 English language curriculum?

Some suggestions to address the identified threats to the Grade 12 English language curriculum in Lebanon:

- Comprehensive Curriculum Revision: Involve experts, educators, and stakeholders in revising the curriculum.

- Align with Global Standards: Ensure the curriculum meets contemporary knowledge, skills, and global standards.

- Accreditation Process: Implement rigorous accreditation to evaluate and monitor school standards.

- Financial Support Scheme: Provide scholarships, grants, or subsidies for students, especially those in need.

- Raise Awareness: Highlight the societal benefits of investing in education as a national priority.

- Clear Timelines: Set clear timelines and benchmarks for educational reforms.

- Regular Inspections: Conduct regular quality assessments for private schools.

- Public-Private Collaboration: Encourage sharing of best practices and resources between public and private schools.

- NGO and Business Collaboration: Partner with NGOs and businesses to support public schools.

- Public Awareness Campaigns: Promote the strengths and achievements of public schools.

- Public Education Reforms: Implement reforms to enhance public education quality and regain trust.

- Continuous Professional Development: Keep public school English teachers updated with the latest methodologies.

- Sharing Best Practices: Encourage educators to share new teaching theories and best practices.

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