



Academic Form-38: PROGRAM MATRIX

Faculty	Language Studies
Program	MA TESOL
Award	MA
Credit Units	24
Academic Year	2022/2023

Level	Semester 1					Semester 2				
	Course Code	Course Name	Pre-requisite	Core/Elective	Units	Course Code	Course Name	Pre-requisite	Core/Elective	Units
1	TESOL5113	TESOL Methods and Approaches	None	Core	2	TESOL5215	Language Testing and Assessment	None	Core	2
	TESOL5114	Theoretical and Practical Issues in EAP and ESP	None	Core	2	TESOL5216	Curriculum Design and Evaluation	None	Core	2
	TESOL5115	Research Methodology	None	Core	2	TESOL5111 OR TESOL5112	Linguistics for Language Instruction OR Second Language Acquisition	None	Elective	2

	THSS6113	Thesis A: Research Proposal Writing	None	Core	4					
2	TESOL5217	Language Teaching Technologies	None	Elective	2	THSS6212	Thesis B: Thesis Writing	TESOL5115 THSS6113	Core	6
	OR	OR								
	TESOL5218	Teaching English to Young Learners								
	OR	OR								
TESOL5219	Practicum: Implementation and Evaluation									

Level 1	Course Requirement
<p>TESOL5113: This course gives an overview of second language and foreign language teaching and learning field with a thorough focus on the development of the more widely used methods and approaches. It equips students with a sound practical and theoretical knowledge of the relevance of various methods used, enhancing their grasp of related linguistic and psychological theories, with a strong emphasis on the implications for classroom language learning practice. The course enables students to develop the necessary critical skills to assess the effectiveness of individual methods</p>	None
<p>TESOL5114: This course provides students with a critical exploration of major theoretical and practical issues related to the teaching of English both for academic and specific purposes. It addresses the main principles involved in the design, development, evaluation and review of EAP and ESP courses and programs. It guides students towards the development of active research and uses it to inform EAP and ESP teaching practice within the overall objective of raising more awareness of the role of EAP and ESP in the ESL and EFL contexts and community.</p>	None
<p>TESOL5115: This course provides students with an introduction to the different kinds of research methods that are employed to research language in English Language Studies. Specifically, it gives an overview of quantitative, qualitative, and mixed research methods, focusing on their nature, characteristics and practical issues that arise from their implementation. Equally, it develops in students the ability to select the appropriate research approach and methods that help optimize their research output and conclusions.</p>	None
<p>TESOL5215: This course discusses fundamental issues in language testing and assessment necessary for reliable, valid and effective assessment and testing. It aims to provide a conceptual foundation for answering practical questions regarding the development and use of language tests as well as to provide experience in critiquing and developing second language and foreign language classroom test and assessment materials, thus developing necessary expertise in the implementation of efficient and sound assessment and testing approaches, methods and practices.</p>	None
<p>TESOL5216: The course explores the development of English Language programs that are responsive to the needs of learners. It introduces students to key issues including an underpinning philosophical basis for learner-oriented curriculum design and development. The course initiates students to the design of curricula that take into account the concepts of situational analysis, needs analysis, goal setting, as well as syllabus design and adaptation. Equally, it develops critical evaluation skills develop in them the ability to evaluate courses based with reference to theories of language teaching and learning, pedagogical approaches in English Language education, socio-cultural factors in context and learner needs.</p>	None
<p>TESOL5111: This course provides students with an in-depth knowledge of key concepts in contemporary linguistics, touching on phonology, phonetics, morphology, syntax, semantics, and</p>	None

<p>pragmatics. It will also provide students with a selection of practical and authentic examples on the use of key linguistic concepts. The course equally includes an error analysis component, which involves recognition, identification, explanation, and correction of errors in spoken and written forms.</p>	
<p>TESOL5112: This course aims at further consolidating principles of classroom practice and instruction informed by and reflecting classroom environment and context realities. The course discusses the various theories of SLA and language learners' strategies. It also discusses learners' errors and related error analysis focus together with a number of SLA practical issues, such as addressing teachers' and learners' misconceptions and perceptions.</p>	None
<p>Level 2</p>	Course Requirement
<p>THSS6113: This course builds on the students' grasp of research concepts and methods and involves students in further consolidation and practice. Equally, it develops in students the research competencies relevant to the design, implementation and presentation of a well-constructed research project. The course involves students in active participation in the various aspects of a research project which culminates in the writing up of a research proposal. This includes the search of a relevant research topic, the development of research questions, the contextualization of the research through a literature review, the use of relevant theories and appropriate methodology, the analysis of the data and the discussion of research findings.</p>	None
<p>TESOL5217: This course provides a balanced theoretical and practical overview and exploration of technology-assisted language learning and related concepts and approaches. It gives students a hands-on experience in efficient use of technology in teaching with the objective of sharpening their expertise in the use of technology in teaching. It also tries to enhance students' capacity to assess and analyze technology needs in the teaching and learning environment. It provides students with a thorough training in the use of software to design and implement language learning activities and programs.</p>	None
<p>TESOL5218: This course provides students with an introduction to the theory and practice of teaching young learners in the EFL and ESL contexts. It explores major issues and concepts related to young learners. It familiarizes them with the most recent approaches for teaching language skills and systems within contexts and guides them to explore, analyze and evaluate effective techniques for making language input comprehensible and enhancing learner participation. The course also establishes a link between theory and practice building on the field experience of the students and addressing major issues they raise based on their hands-on observations in Omani schools. The students will be equipped with activities designed specifically for young learners, such as songs, role plays, and storytelling.</p>	None
<p>TESOL5219: The course encourages students' participation in planning, adapting materials, and practicing teaching. It is meant to help them learn how to develop, deliver and reflect upon the components of an effective lesson of English as a foreign language (EFL). This course aims to allow MA students to</p>	None

continue developing their experience in managing the various phases of an EFL lesson. Finally, the course will help the students to continue building their self-confidence as reflective classroom practitioners as well as increase their motivation to be successful teachers with a fairly wide repertoire of teaching skills. Special emphasis will be paid to lesson planning, critical analysis of teaching materials, the development of classroom management skills and communicative lesson delivery strategies.

THSS6212: As a continuation of TESOL5115 and THSS6113 , this course builds on the students' grasp of the concepts and approaches introduced and practiced in THSS6111 and THSS6112 courses. It engages students in an independent research project for their research thesis under proper supervision. Students at this stage are expected to demonstrate a very good command of research process including identification of the English language teaching-learning problem, data collection, analysis, interpretation and presentation. The course encourages students to work together with government and private schools to forge applied research projects so that local cases are developed for experience sharing.

None