SOHAR UNIVERSITY
جامعة صحار

Academic Form-38: PROGRAM MATRIX

Faculty	Education and Art
Program	English Language Education Program
Award	Bachelor of English Language Education
Credit Units	66 units
Academic Year	2021/2022

Level	Semester 1					Semester 2				
	Course Code	Course Name	Pre-requisite	Core/ Elective	Units	Course Code	Course Name	Pre-requisite	Core/ Elective	Units
1	ENGL1121	Reading and Writing	None	Core	2	ENGL1221	Advanced Grammar	ENGL1122	Core	2
	ENGL1122	Grammar in Use	None	Core	2	ENGL1222	Advanced Reading	ENGL1121	Core	2
	ENGL1123	Listening and Speaking	None	Core	2	ENGL1223	Advanced Writing	ENGL1121	Core	2
	UNIR1001	Oman and Islamic Culture	None	Core	1	TRAN1221	General Translation	None	Core	2
	UNIR 1002	Arabic Language Skills	None	Core	1					
2	ENGL2121	Intercultural Communication	None	Core	2	ENGL2222	English Literary Texts	None	Core	2
	ENGL2122	Essay Writing	None	Core	2	LING2223	Morphology and Lexical Semantics	None	Core	2
	LING2123	Phonetics and Phonology	None	Core	2	EDUE2221	English Language Curriculum	None	Core	2
	ENGL2124	Introduction to English Literature	None	Core	2	ENGL2224	Professional Writing (Project-based)	None	Core	2
	EDUE4111	Education Technology	None	Core	2	EDUE4102	Educational Ideology in Oman	None	Core	1

3	LING3121	Syntax	None	Core	2	LING3221	Discourse Analysis	None	Core	2
	LING3123	Modern Linguistics	None	Core	2	LING3223	Sociolinguistics	None	Core	2
	EDUE3100	Methods of Teaching English	None	Core	2	ENGL3224	Academic Writing (Project-based)	None	Core	2
	PSYE3101	Implication of Educational Psychology	None	Core	2	EDUE3212	Micro teaching	None	Core	2
	EDUE4110	Foundation of Education	None	Core	1	UNIR2001	Entrepreneurship	None	Core	2
4	LING4113	Language Acquisition and Learning	None	Core	2	EDUE4103	Educational Measurements and Assessment	None	Core	2
	PSYE4101	Research methodology and Statistical analyses	None	Core	2	LING4221	Stylistics	None	Core	2
	EDUE4710	Practicum 1	EDUE3212	Core	2	EDUE4202	Practicum 2	EDUE4710	Core	2

Students have to complete English foundation program and other GFP components (Math, Computing)

	IC3M1	Computing Fundamentals		Core	0	IC3M2	Key Application	IC3M1	Core	0
	SET1	Basic Mathematics		Core	0	SET2	Applied Mathematics	SET1	Core	0

Level 1	Course Requirement
ENGI1121: This is a reading and writing course for English language learners at the intermediate level. This course builds skills in reading and writing at the word, sentence and paragraph levels for different reading strategies and for different genres of writing. Students continue to build confidence in developing their reading habits as well as using the correct sentence structure, vocabulary and grammar.	Shared (Faculty)
ENGL1122: The course aims at consolidating grammatical knowledge acquired at previous levels of education and grasping the elements of grammar in use. It explores parts of speech and relevant grammatical units in context and embarks students in the practice of grammatical tasks in use and context.	Shared (Faculty)
ENGL1123: This course is designed to help students develop effective listening and speaking skills. Practical tasks in everyday situations are provided in order for the students to practice listening and speaking. Various features of spoken English and some prosodic features are also introduced in this course to augment students' development of their listening and speaking skills. Additionally, the course includes a listening component in order to understand the significance of listening as a skill towards developing speaking skill. This provides students with worthwhile opportunities to practice and improve their speaking and listening communicative skills through in-class discussions/group discussions, role-plays, interviews, listening activities and the telling of personal narratives.	Shared (Faculty)
UNIR1001: This course aims to expose students to the characteristics, sources, and significance of the Islamic culture. It also focuses on the role of the Islamic culture in shaping the Islamic personality and facing contemporary challenges. The course pays particular attention to the role of Omanis in building Islamic civilization and spreading Islam, and their contributions in the fields of trade and civilization.	University Requierment
UNIR1002: This course aims at developing students' Arabic language skills including grammar and punctuation. It also aims to provide students with specific knowledge related to writing CVs, reports, and basic book critique.	University Requierment
ENGL1221: The course builds on grammatical knowledge and practice from ENGL1122 course to further expand learners' grasp of English grammar in use. It develops learners' grammatical competencies in more advanced elements of grammar, focusing on sentence elements and structure in use and in different contexts. The course also aims at targeting the grammatical understanding and production of sentence variety .	Shared (Faculty)
ENGL1222: This course enhances students' knowledge and experience with reading popular, literary, and academic texts. The context of reading extends to a broad definition that includes advanced understanding of written, oral, and visual texts. The course focuses on ways of reading, textual analysis, and critical response. The topics covered include genres, meaning, literary techniques, and the rhetorical situation. This course instills the essentials of reading within the	Shared (Faculty)

discipline of English, across the curriculum, and beyond the university. Texts in literary criticism and critical theory are vital components of this course, while popular texts, visual pieces, and film, magazines, and other mass media pieces add depth to students' engagement with texts.

ENGL1223: This is a writing course for English language learners at the upper intermediate level. This course builds skills in writing at the word, sentence and paragraph level for different genres of writing. Students continue to build confidence in using correct sentence structure, vocabulary and grammar.	Shared (Faculty)
TRAN1221: The course develops a number of skills that enable students to deepen their declarative and procedural knowledge of issues in translation between English and Arabic. These skills include solving problems of language transfer at the macro-textual (cohesion and coherence) level and tapping into resources to overcome lexical and cultural challenges.	Shared (Faculty)
Level 2	**Course Requirement**
ENGL2121: This course provides the students with opportunities to explore cultural dimension of communication, and it tries to develop skills for negotiating intercultural encounters for better cross-cultural understanding. This course is also there to develop students' intellectual appreciation for cultural difference in today's globalized world.	Shared (Faculty)
ENGL2122: This course introduces essay writing. Students will develop their writing skills through the writing process to create focused, fully developed and well-organized essays. The course focuses on writing for different purposes, sentence variety and mechanics in the context of essays. Students build confidence in using correct sentence structure, grammar, and editing skills.	Shared (Faculty)
LING2123: This course is an introduction to articulatory phonetics and its description of consonants, besides a limited number of fundamental phonological phenomena. In the first part of the course, an inventory of consonants and vowels are introduced. The course also gives a basic grounding in phonetic transcription using symbols from IPA. It also helps the students to be familiar with the way function and main words are pronounced in sentences. The second part of the course will focus on the fundamentals of phonology. Students will be exposed to the concepts of syllable, stress, assimilation, intonation and rhythm.	Shared (Faculty)
ENGL2124: This course is designed to introduce students to the basic concepts and related technical terminology used in different literary genres (poetry, fiction and drama). Through careful focus on the literary and linguistic features of a variety of short literary texts, the course aims to develop an appreciation of literary works while practicing language in context.	Shared (Faculty)
EDUE4111: This course provides a balanced theoretical and practical overview and exploration of technology-assisted language learning and approaches. It gives students a hands-on experience in efficient use of technology in teaching with the	Shared (Program)

objective of sharpening their expertise in the use of technology in teaching and in learning English as second language. It also tries to enhance students' capacity to assess and analyze technology needs in the teaching and learning environment.	
ENGL2222: The course intends to provide an overview of the main genres of literature, including fiction, poetry and drama. It explores literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.	Shared (Faculty)
LING2223: The course builds on the previous analysis of words as combinations of phonemes in LING2113 (Phonetics and Phonology) and introduces the (larger) morpheme as the smallest meaningful unit. The course consists of two main components: word-form and word-meaning. It introduces and/or consolidates inflectional morphemes which contribute to our use and understanding of other aspects of grammatical information (such as tense and aspect verb forms, possessive, and comparative forms) and then details the various derivational combinations in word-formation via prefixing and suffixing and other processes. The course thus provides students with further tools of analysis of what they have already acquired in past grammar courses. The second component (semantics) addresses notions such as meaning relations between words: denotation, connotation, synonymy, antonymy, polysemy, homonymy, and homophony. Generally, the course provides scope for comparison with word-formation in Arabic and other languages both in inflection and derivation; and the translation student is particularly encouraged to apply his/her knowledge of morphological analysis of L2 on L1, or vice-versa.	Shared (Faculty)
EDUE2221: This course equips teacher-trainees with knowledge of the main facets of English language curriculum as it applies in the EFL context. It provides an overview of the purpose of English education, the kinds of knowledge learners should acquire in their language learning experiences, and how these experiences should be organised and assessed. The course provides the teacher-trainee student with some grounding on the sort of activities the learners should be engaged in, the .teaching methods and materials used, and the assessment methods in place	None
ENGL2224: This course examines the theoretical principles of writing in the professional workplace and basic writing techniques with practical application through reading, discussion and writing exercises. It introduces conventions and formats of professional writing such as audience analysis, features of plain language, medium, style and purpose in addition to the different stages of the writing process. In this course, students will be guided through the way in which written communication plays an important role in getting a job and being successful in their work place.	Shared (Faculty)
EDUE4102: This course deals with educational ideology in terms of importance, components, development, characteristics, dimensions, and implications. In addition, it presents examples of contemporary educational thoughts of famous educators through analyzing the theatrical and practical context of educational dimensions, and inferring educational implications and values. The course helps students to analyze and evaluate famous schools of thought in ancient,	Shared (Program)

middle and modern times, as well as the future of Arab educational thought and its challenges. The course addresses the Omani philosophy of education, and its foundations.

Level 3	Course Requirement
LING3121: This course builds on the previous courses in Phonetics and Phonology (LING-2113) and Morphology and Lexical Semantics (LING-2213), and introduces the student to the higher level of linguistic analysis of Sentence Structure (Syntax). This involves identification of lexical categories as heads of phrases and the way these phrases are organized in linear and hierarchical orders in a simple sentence (NP, VP, PP, AP, AdvP). Deep and surface structure distinctions are illustrated through various movement types and structural ambiguities with emphasis on sentence generation using tree-diagrams. More complex sentences are also analysed to illustrate the features of structure-dependency and recursion, and introduce CP constituents with Yes/No questions and Wh-questions. Some further underlying elements such as empty categories are identified as further evidence for deep structure reality. On the whole, the course informs on how sentence meanings are mapped on syntactic (deep and surface) structures, and students familiarize themselves with illustrating these with ample tree-diagram practice.	Shared (Faculty)
LING3123: This course introduces students to modern approaches to linguistics (i.e. approaches that developed after introduction of the Saussurean notion of "arbitrariness" into the study of form-meaning relationship in 1916). The course accounts for the early 20th century structuralist school, based on the work of Ferdinand de Saussure in Europe and Edward Sapir and Leonard Bloomfield in the United States. It also focuses on the developments in linguistics in the 1960s, such as Noam Chomsky's generative grammar, William Labov's sociolinguistics, Michael Halliday's systemic functional linguistics, modern psycholinguistics, semantics, pragmatics, and cognitive linguistics. Furthermore, the course introduces students to applied linguistics as a reflection of the developments that took place in the area of modern linguistics.	Shared (Faculty)
EDUE3100: This course familiarizes students with principles of teaching and learning as well as common methods and approaches of teaching English as a second/foreign language. It also equips students with skills in developing language learning activities and teaching English to foreign language learners.	Shared (Faculty)
PSYE3101: This course provides students with knowledge of education psychology and its practical implications in education settings. It addresses education theories and their relation to learning techniques within the context of learner growth. This includes the understanding of learners' behavior and appropriate ways to approach and deal with any shortcomings.	Shared (Program)
LING3221: This course builds on students' prior input from linguistic courses and provides them with the main and most often used analytical tools and strategies to study discourse features in a variety of text types. It shed lights on how language differs according to subject area, social context, communicative purpose, and social roles and identities. This course develops students' critical thinking about the ways in which discourses are formed and conveyed in context reflecting	Shared (Faculty)

	Course Requirement
and shaping our world. Also, it enhances students' analytical skills required to identify interpersonal stances adopted by speakers and writers underpinning their attitude, discursive purpose, and sociocultural identity.	
EDUE4110: This course examines historical, philosophical, sociological, and psychological foundations of education, with a particular emphasis on the Omani education system. It helps student teachers to reflect on a wide range of concepts and issues related to school, society, and culture. The course introduces student teachers to the teaching profession and progress in the Omani education system.	Shared (Program)
LING3223: The course builds on the analytical skills acquired in Linguistics-related courses LING2123 (Phonetics and Phonology), LING2223 (Morphology and Lexical Semantics), and LING3121 (Syntax). Specifically, the course provides students with further opportunities for applying their linguistic tools of analysis to English as used in its socio-cultural contexts. Several notions will be discussed such as differences between languages and (regional) dialects/accents, register, code-switching, language use in relation to gender and age or social identity, language, power, and education policy, etc. These will be covered with a view to comparing and contrasting with Arabic language and dialectal dimensions that may assist the student in language studies generally, translation in particular.	Shared (Faculty)
ENGL3224: This student-centered, inquiry-based writing course provides instruction and practice in written inquiry and critical reading. It introduces writing as a way of developing, exploring, and testing ideas. The course provides a practical repertoire in research techniques and academic writing and represents a venue for students to do research and assess their grasp and knowledge with regard to research skills, academic reporting, and use of research output. Topics in this course focus on writing and research skills, use of primary and secondary sources, revision and editing skills to produce coherent piece of writing and well-documented research.	Shared (Faculty)
EDUE3212: The purpose of the course is to prepare teacher students to the real classroom setting. The course consists a theoretical part in which the students expose to a number of classroom control techniques, a number of teaching methods and lesson planning used in English language classroom. In the practical part of the course, the students go through microteaching experience by teaching lessons, having feedback from their colleagues and reteach these lessons again incorporating feedbacks for the instruction and the colleagues.	None
UNIR2001: This course is an introductory course in entrepreneurship and innovation. The course aims to expose undergraduate students of various academic backgrounds to business venturing and entrepreneurial activity. Students will apply themselves through developing their own business ideas and assessing them using knowledge and skills acquired during the course.	University Requierment
Level 4	**Course Requirement**
LING4113:	Shared (Faculty)

This course offers an introduction to the most influential theories of first and second language acquisition as they relate to foreign (L2) language teaching and learning. The student is introduced to Behaviourism, Innatism, Cognitivism, Interactionism, and sociocultural perspectives, and how theoretical research impacts on language teaching methods and approaches (e.g. audiolingual, grammar-translation, communicative language teaching...). These are related to further investigations into learner differences, the nature of L1 and L2 language and learner characteristics, age, and stages of development. Major factors that affect L2-learning are focused on such as motivation, attitude, aptitude, cultural background; and how they relate to classroom interaction and instruction.	
PSYE4101: This course is designed to provides research methodologies knowledge and equip students with various research skills and abilities such as problem statement, forming hypotheses, designing tools, and sampling. The course focus mainly on the quantitative research methods rather than qualitative methods. The second part of this course is directed towards quantitative data analysis, through training students about using SPSS software on analysing the gathered data using descriptive analysis and some tests of inferential statistics.	Shared (Faculty)
EDUE4710: The aim of the course is to provide opportunities for student-teachers to integrate, synthesize and apply knowledge and skills acquired in microteaching course and ESL teaching methods such as classroom control techniques, teaching methods and lesson planning used in English language to a real instructional environment in school alongside an experienced teacher. Also the course is to provide student-teachers with supervised experiences and help the student-teachers to understand the full scope of teacher's role. Students require to involve for two working days at entitled school (6) hours per day with a total of (180) hours for the first semester. Four contact hours will assigned to the teaching staff.	None
EDUE4103: This course aims to finalize the students with newest knowledge of evaluation styles which are in parallel with new curriculum that imply in the sultanate and new trends of assessment that teachers enable to implement in the educational filled. Additionally, it trains the students of designing the instruments and verify the validity and reliability, and analyzing the exams results. Moreover, it prepares the students about the various techniques of evaluating high order thinking skills in the different curriculum as well as international exams.	Shared (Faculty)
LING4221: This course looks at how language structure can be used to shape meaning, considering patterns in the phonology, morphology and syntax of texts, and the ways in which these condition readers' interpretations of texts. Given that we are surrounded by literary texts, from novels to poetry and drama, it is both interesting and useful to apply precise linguistic analytical approaches to texts from a range of literary genres.	Shared (Faculty)
EDUE4202: The course is to give more opportunities for student teachers to implement effective instructional practices such as use of classroom control techniques, a number of teaching methods and lesson planning used in English language classroom. Student teachers also expand their teaching experience, classroom problem solving, and apply different assessment techniques at the full scope of teacher's role. Students need to be involved in (6) school teaching hours per	None

day for three working days, with a total of (270) hours over the second semester. Four contact hours will be assigned to the teaching staff.