



Faculty of Language Studies Programs Booklet

Academic Year
2026-2027

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Dean's Message



Welcome to the Faculty of Language Studies (FLS) at Sohar University.

It is a privilege to lead a Faculty that brings together talented academics, ambitious students, and a shared commitment to excellence, innovation, and meaningful impact. Since assuming the role of Dean in December 2023, I have been inspired by the energy, dedication, and collaborative spirit of our FLS community. Together, we are building a Faculty that is increasingly recognised for the quality of its teaching, research, student experience, and engagement with society.

At FLS, we believe that language education is about much more than developing linguistic competence. Languages connect people, cultures, ideas, and opportunities. They enable our graduates to communicate across boundaries, think critically, embrace diversity, and contribute confidently to a rapidly changing world.

Our vision is to establish FLS as a leading centre of academic excellence and innovation in language studies, English language teaching, TESOL, and related interdisciplinary fields. To achieve this, we continue to review and enhance our academic programmes so that they remain contemporary, internationally relevant, and responsive to the changing needs of students, employers, and society. Our curriculum development is closely aligned with Oman Vision 2040 and the Sustainable Development Goals, with increasing attention to digital transformation, artificial intelligence, employability, sustainability, creativity, and lifelong learning.

Research is another major pillar of our development. We are building a vibrant and productive research culture in which both faculty members and students are encouraged to ask important questions, generate new knowledge, and contribute to national and international debates. Our academics are increasingly publishing in internationally recognised journals, participating in funded research projects, presenting at international conferences, and developing research collaborations across countries and disciplines. Equally important, we are creating more opportunities for our students to participate in research, academic conferences, creative activities, and funded projects so that learning extends well beyond the classroom.

Internationalisation remains central to our academic direction. We continue to strengthen relationships with respected universities and academic networks around the world, including institutions in Malaysia, Lebanon, the United Kingdom, and the United States, as well as academic links with the University of Sussex and Teachers College, Columbia University. Through such engagement, we aim to expand opportunities for collaborative research, academic exchange, professional development, joint initiatives, and meaningful international experiences for our students and staff.

Quality assurance is at the heart of everything we do. One of our major current initiatives is the international accreditation of FLS programmes through the Agency for Quality Assurance through Accreditation of Study Programs (AQAS), Germany. Four Self-Evaluation Reports have been completed and submitted, followed by a detailed process of responding to reviewers' feedback and strengthening the supporting evidence. Preparations are also underway for the forthcoming AQAS site visit. This process represents an important milestone in our continuous journey towards international benchmarking, external recognition, and enhancement of the quality of our academic programmes.

At the same time, we remain deeply committed to our responsibility to Oman and the wider community. We want our students not only to graduate with degrees, but also to become confident professionals, responsible citizens, creative thinkers, researchers, educators, and future leaders. Our goal is to provide them with an educational environment in which they can discover their abilities, develop their ambitions, and turn their ideas into meaningful contributions to society.

The progress of FLS is the result of the collective efforts of our students, faculty members, administrative colleagues, university leadership, alumni, partners, and wider community. I am proud of what we have achieved together, but even more excited about what lies ahead.

I warmly invite you to discover the Faculty of Language Studies and become part of a community where languages open doors, ideas create opportunities, research generates impact, and education helps shape a better future.

Welcome to FLS. Together, we learn, connect, innovate, and make an impact.
Warmest regards,

Prof. Irfan Ahmed Rind
Dean, Faculty of Language Studies

About the Faculty

Welcome to the Faculty of Language Studies (FLS) at Sohar University, a beacon of excellence in language education and research. Our dedication to fostering creative teaching methods, conducting high-quality research, and embracing the most advanced technology underscores our commitment to academic excellence. At FLS, we pride ourselves on our experienced academic staff, state-of-the-art facilities, and a learning environment that nurtures creativity, critical thinking, and effective communication skills.

Our commitment

We are steadfast in our commitment to continuous improvement and relevance of our programs. By benchmarking our curriculum against those offered by other prestigious national and international institutions and aligning with the standards of professional organizations, we ensure our offerings are current, comprehensive, and responsive to societal needs. Our faculty members are not only adept in open and hybrid learning methodologies but are also deeply committed to expanding the intellectual and academic horizons of our students.

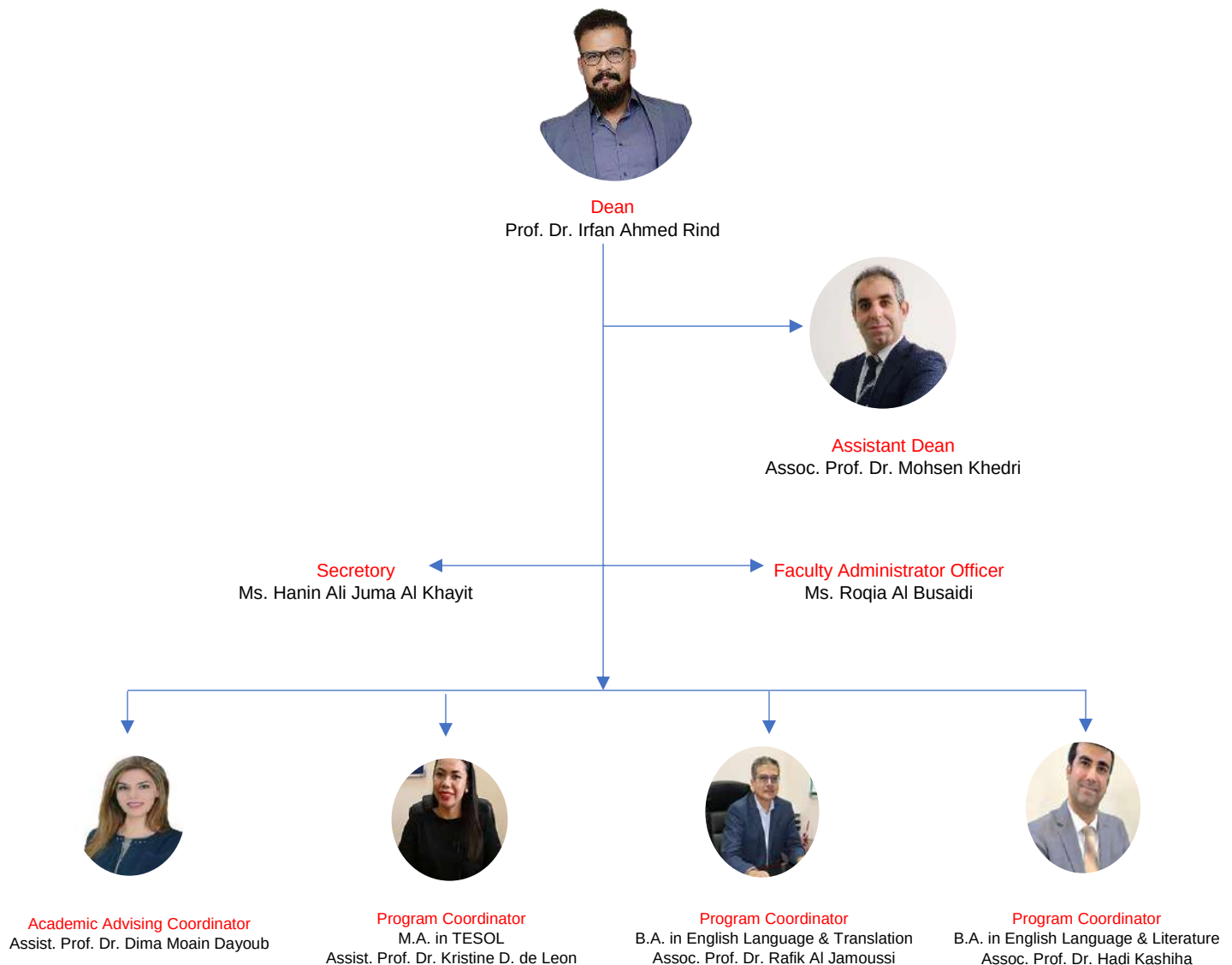
Dynamic programs

FLS offers two undergraduate programs leading to Bachelor degrees in English Language and Literature (ELL) and English Language and Translation (ELT), alongside a Diploma in English Language Studies (ELS). At the postgraduate level, we offer a program in Teaching English to Speakers of Other Languages (TESOL) leading to an MA in TESOL.

Versatile Faculty

Our faculty members are not just educators and researchers; they are mentors and guides, committed to providing support and encouragement to students every step of the way. As FLS continues to grow and evolve, we remain dedicated to attracting distinguished academics who bring valuable experience and knowledge to our vibrant community. Join us at FLS, where your journey to academic excellence and professional success begins.

Faculty Management Structure



Faculty Management Team Directory

Position	Details
Dean	Prof. Dr. Irfan Ahmed Rind Email: IAhmed@su.edu.om Ext: 414
Assistant Dean	Assoc. Prof. Dr. Mohsen Khedri Email: MKhedri@su.edu.om Ext: 389
Faculty Administrative Officer	Ms. Ruqiya AL Busaidi Email: RBusaidi@su.edu.om Ext: 492
Dean's Secretary	Ms. Hanin Ali AL Khaiet Email: HKhayit@su.edu.om Ext: 284
M.A. TESOL Program Coordinator	Assist. Prof. Dr Kristine D. de Leon Email: KDacia@su.edu.om Ext: 591
ELL Program Coordinator	Assoc. Prof. Dr. Hadi Kashiha Email: HKashiha@su.edu.om Ext: 231
ELT Program Coordinator	Assoc. Prof. Dr. Rafik Al Jamoussi Email: RJamoussi@su.edu.om Ext: 270
Academic Advising Coordinator	Assist. Prof. Dima Moain Dayoub Email: DDayoub@su.edu.om Ext: 382

Staff Directory

B.A. in English Language and Literature

Dr. Hadi Kashiha (Program Coordinator)

Rank: Associate Professor

Email: HKashiha@su.edu.om

Ext: 231

Dr. Mohsen Khedri

Rank: Associate Professor & Assistant Dean

Email: MKhedri@su.edu.om

Ext: 386

Dr. Mohsen Shirazizadeh

Rank: Associate Professor

Email: MShirazizadeh@su.edu.om

Ext: 654

Dr. Fasih Ahmed

Rank: Associate Professor

Email: FAhmed@su.edu.om

Ext: 732

Dr. Jalil Fathi

Rank: Associate Professor

Email: JFathi@su.edu.om

Ext: 860

Dr. Mervat Moufid Aljomaa

Rank: Assistant Professor

Email: MAljomaa@su.edu.om

Ext: 583

Dr. Dola Fayez Algady

Rank: Assistant Professor

Email: DGady@su.edu.om

Ext: 272

Dr. Zainab Al-Zaghir

Rank: Assistant Professor

Email: ZZaghir@su.edu.om

Ext: 323

Dr. Muna Sulaiman Al Badaai

Rank: Assistant Professor

Email: MBadaai@su.edu.om

Ext: 197

Dr. Abdullah Mohammed Al Maqbali

Rank: Assistant Professor

Email: AMMaqbali@su.edu.om

Ext: 343

Dr. Dima Moain Dayoub

Rank: Assistant Professor

Email: DDayoub@su.edu.om

Ext: 382

Dr. Shumaila Memon

Rank: Assistant Professor

Email: SMemon@su.edu.om

Ext: 617

Dr. Ali Mohammed Al Ghaithi

Rank: Assistant Professor

Email: AGhaithi@su.edu.om

Ext: 279

Dr. Sarah Nagah Abouelyazeid Attia

Rank: Assistant Professor

Email: SAttia@su.edu.om

Ext: 887

Mr. Abdullah Humaid Al Wahaybi

Rank: Lecturer

Email: AWahaybi@su.edu.om

Ext: 326

Mr. Ahmed Ali Al Ajmi

Rank: Lecturer

Email: AAjmi@su.edu.om

Ext: 244

B.A. in English Language and Translation

Dr. Rafik Al Jamoussi (Program Coordinator)

Rank: Associate Professor

Email: RJamoussi@su.edu.om

Ext: 270

Dr. Aladdin Al Zahran

Rank: Associate Professor

Email: AAzahrn@su.edu.om

Ext: 385

Dr. Eassa Ali Mohammed Ali

Rank: Assistant Professor

Email: EAli@su.edu.om

Ext: 641

Dr. Fouad El Karnichi

Rank: Assistant Professor

Email: FKarnichi@su.edu.om

Ext: 106

Ms. Raya Al Rajabi

Rank: Lecturer

Email: RRajabi@su.edu.om

Ext: 727

Ms. Manal Ali Al Abri

Rank: Lecturer

Email: MAAbri@su.edu.om

Ext: 584

Ms. Iman Mohammed Al Muslimani

Rank: Teaching Assistant

Email: IMuslimani@su.edu.om

Ext: 590

M.A. in TESOL

Dr. Kristine D. de Leon (Program Coordinator)

Rank: Assistant Professor

Email: KDacia@su.edu.om

Ext: 591

Prof. Irfan Ahmed Rind

Rank: Professor

Email: IAhmed@su.edu.om

Ext: 414

Prof. Habibullah Pathan

Rank: Professor

Email: HPathan@su.edu.om

Ext: 683

Dr. Roy Pushpavillasam Veetil

Rank: Associate Professor

Email: RVeetil@su.edu.om

Ext: 557

B.A. in English Language and Literature (ELL)

Program Name	English Language and Literature	
Award Title	B.A. in English Language and Literature	
Type of Award	Single	
Program Credit Hours	130 Hours	
Award Level on OQF	8	
Exit Award Title (if applicable)	NA	
Field of Study	Broad Field	09 Society and Culture
	Narrow Field	0919 Language and Literature
	Detailed Field	091901 Linguistics, 091907 English Language 091927 Literature
Program Duration	4 academic years minimum	
Study Mode	Full-time	
Language of Instruction	English	
Method of Delivery	In-person	
Entry Requirements	1. Completed the General Diploma formerly Secondary School Completion Certificate in Oman, or equivalent.	

Program Aim

The Bachelor of Arts in English Language and Literature aims to provide students with a significant body of knowledge of linguistics, literature, translation and language teaching of four skills to prepare them for their future academic and professional endeavors.

Program Objectives (POs)

- PO1** Provide students with necessary linguistic knowledge in English and Arabic (for Arabic speakers) or English (for non-Arabic speakers) for their future career(s).
- PO2** Develop students' ability to understand and use language in academic, professional, and social contexts.
- PO3** Enable students to use their language competencies through different media.
- PO4** Equip students with level-appropriate research techniques, skills, and tools, including the use of related technologies.
- PO5** Enhance students' autonomous learning skills and practical experience, focusing on various areas of linguistics, literature, and communication.
- PO6** Introduce students to language acquisition theories and English language teaching approaches.
- PO7** Consolidate students' academic and professional writing skills.

Program Learning Outcomes (PLOs)

- PLO1** Discuss advanced specialized conceptual and research-related knowledge of language, linguistics, and literature.
- PLO2** Evaluate diverse linguistic and literary concepts in the English language and literature for advanced analytical understanding
- PLO3** Adapt any given information for different audiences through the use of appropriate written or spoken communication and media channels.
- PLO4** Apply numeracy skills appropriate to the discipline for decision making and complex problem solving in different study or work-related contexts.
- PLO5** Use a wide range of advanced ICT skills in language-related contexts.
- PLO6** Maintain strict adherence to ethical values and standards relevant to academic and professional contexts.
- PLO7** Assume full accountability in the management of individual or team-based language-related professions.
- PLO8** Employ advanced highly specialized entrepreneurial and creative skills in a work environment, including the ability to develop a business plan.
- PLO9** Consult a wide range of resources with a view to developing new skills as well as acquiring, consolidating, and extending general and specialized knowledge as needed.

Program Matrix											
Faculty		Faculty of Language Studies									
Program		English Language and Literature									
Award		Bachelor of English Language and Literature									
Credit Hours		130									
Academic Year		Cohort 2026-27 Onwards									
Year	Semester 1					Semester 2					Semester 3
	Course Code	Course Name	Pre-requisite	Core/ Elective	Credit Hours	Course Code	Course Name	Pre-requisite	Core/ Elective	Credit Hours	
1	ENGL1121	Reading & Writing	None	Core	4	ENGL1221	Advanced Grammar	ENGL1122	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	ENGL1122	Grammar in Use	None	Core	4	ENGL1222	Advanced Reading	ENGL1121	Core	4	
	ENGL1123	Listening & Speaking	None	Core	4	ENGL1223	Advanced Writing	ENGL1121	Core	4	
	TRAN1121 OR ENGL1124	Contrastive Grammar in Translation OR English of Media (for Non-Arabic Speakers)	None	Core	4	TRAN1221 OR ENGL1224	General Translation OR English for Academic Purposes (for Non-Arabic Speakers)	None	Core	4	
	UNIR1003	Oman the State and People	None	Core	4	UNIR1002	Arabic Language Skills	None	Core	4	
2	ENGL2121	Intercultural Communication	None	Core	4	ENGL2222	English Literary Texts	None	Core	4	The student is allowed to register 2 courses
	ENGL2122	Essay Writing	None	Core	4	LING2223	Morphology and Lexical Semantics	None	Core	4	



	LING2123	Phonetics & Phonology	None	Core	4	TRAN2221 OR ENGL2231	Media Translation OR Arabic Literature in English Translations (for Non-Arabic Speakers)	None	Core	4	(not exceeding 9 credit hours)
	ENGL2124	Introduction to English Literature	None	Core	4	ENGL2234	Basic Research Skills in English Language Studies	None	Core	3	
	UNIR2001	Entrepreneurship	None	Core	2						
3	LING3121	Syntax	None	Core	4	ENGL3221	Poetry	None	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	ENGL3122	Literary Criticism	None	Core	4	LING3224	Pragmatics	None	Core	3	
	LING3123	Modern Linguistics	None	Core	4	LING3223	Sociolinguistics	None	Core	4	
	LING3124	Discourse Analysis	None	Core	4	ENGL3234	Advanced Research Skills in English Language Studies	ENGL2234	Core	4	
4	COMM4112	Rhetoric and Communication	None	Core	3	LING4221	Stylistics	None	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	PROJ4131	Research Project-Part 1	None	Core	4	ENGL4212	Methods of Teaching English	None	Core	3	
	LING4113	Language Acquisition and Learning	None	Core	4	ENGL4223	Fiction	None	Core	4	
	ENGL4122	Drama	None	Core	4	PROJ4234	Research Project-Part 2	PROJ4131	Core	4	

Bachelor Award:

Internship course (or an equivalent) is a mandatory requirement for students exiting at Bachelor level (and haven't completed it at Diploma level). The internship course is non-credit-bearing and must be successfully completed to fulfill program requirements.

Course Description

Level 1

ENGL1121:

This course is designed to develop students' academic reading and writing skills in English with a focus on critical thinking and effective communication. Students will practice essential reading strategies such as previewing, predicting, annotating, and making inferences to better understand academic texts. Emphasis is placed on acquiring and applying academic vocabulary in both reading and writing contexts. In the writing component, students will learn how to plan, organize, and produce descriptive, narrative, and expository essays with clear thesis statements and well-developed supporting details. Through drafting, revising, and editing, students will improve accuracy, coherence, and fluency in written expression. The course also integrates practice with real-world topics to help students connect academic skills with meaningful contexts.



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.

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.

TRAN1121:

In this course, awareness of linguistic specificities and idiomaticity in English and Arabic will be enhanced through a contrastive analysis of features that vary in the two languages at the micro (lexical, grammatical, etc.) level. This awareness is intended to improve students' translation skills by adopting effective strategies to handle such features

ENGL1124:

This course aims to develop students' ability to identify, read, analyse and respond to media (from local to international) by studying areas such as news, entertainment, film, sport and tourism. It will expose students to different media genres and focus on the exploration, analysis, evaluation and critique of these genres from the language, content and style perspectives. It then aims at enabling students to become media literate capable of properly and critically handling media texts. Tutorials will focus on providing opportunities to practice the required strategies and techniques to deal with media texts, getting students to identify linguistic and genre specificities in media language.

UNIR1003:

يشتمل هذا المقرر على نطاق عريض من المعارف والمهارات والقيم التي تعزز وعي الطلبة بهوية المجتمع العماني وقيمه، وفهم دور المتغيرات التراثية والتاريخية والديمقراطية والثقافية والمؤسسية في تشكيل الهوية العمانية وتحديد سماتها. ويركز المقرر على التنظيم الإداري للدولة، ومنطلقات النهضة العمانية المعاصرة ومؤشراتها من خلال تسليط الضوء على فكر حضرة صاحب الجلالة السلطان هيثم بن طارق المعظم، ويركز المقرر أيضا على تعزيز قيم الانتماء والولاء والمواطنة وعلاقتها بحقوق الإنسان، والتعريف بعلاقة السلطنة بمحيطها الخليجي والعربي والإقليمي والدولي بما في ذلك المواثيق الدولية، بالإضافة إلى تسليط الضوء على الأمن الفكري والتحديات المعاصرة، ودور مؤسسات الدولة المدنية والعسكرية في خدمة الوطن .

ENGL1221:

This course reviews and builds upon students' grammatical knowledge of English in order to enhance their language performances in academic settings; by giving them a better understanding of the grammatical concepts being taught in the course. As a result, students will practice the covered grammatical concepts as they progress.

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 different types of texts and various strategies used in them. The course focuses on ways of reading, logical analysis, and critical writing responses to readings. The topics covered include genres, meaning, literary techniques, and the rhetorical situation. The course teaches the essentials of reading within the discipline of English, across the curriculum, and beyond the university.



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.

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.

ENGL1224:

This course provides students with opportunities for practice and consolidation of strategies used in reading and writing for academic purposes in a variety of academic and social contexts. It enhances vocabulary building and information search skills with an eye on language accuracy integrated in the reading and writing learning skills. The course uses authentic academic reading text variety to increase students' use and understanding of English.

UNIR1002:

يتناول هذا المقرر عددًا من القضايا النحوية والصرفية والإملائية والبلاغية التي تسهم في إكساب المهارات اللغوية. هذه القضايا تتعلق بأقسام الكلام، وأنواع الإعراب، والجملة الاسمية، والجملة الفعلية، ومكملات الجملة، والخبر والإنشاء. ويتوصل الطالب إلى فهم هذه القضايا عن طريق نصوص تطبيقية مختارة، مع التركيز على تنمية المهارات اللغوية الأساسية (الاستماع، والقراءة والكتابة، والتحدث).

Level 2

ENGL2121:

This course provides students with opportunities to explore various cultural dimensions of communication, and develops skills for negotiating intercultural encounters for better cross-cultural understanding. In addition, this course emphasizes the influence of culture on the interpretation of communication, thus cultivating students' intellectual appreciation for cultural differences in today's globalized world.

ENGL2122:

This course introduces essay writing. Students will develop their writing skills through the writing process to create focused 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.

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 is 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 functions 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.

ENGL2124:

This course introduces students to the basic concepts and related technical terminology used in different literary genres. 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.

ENGL2222:

The course approaches multiple literary texts of different genres to enhance students' understanding of literature and literary language.

LING2223:

The course builds on the previous analysis of words as combinations of phonemes in LING2123 (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.

TRAN2221:

The course aims at developing proficiency in the translation of media, press and journalism texts. The course tries to illustrate genre-specific translation issues through theoretical and practical instances. It equally attempts to make students aware of and familiar with text specifications (style / structures / lexicon) related to this genre in SL (alternation between English and Arabic) and their adequate rendition in TL.

ENGL2231:

The course is designed to introduce modern Arabic literature in English for non-Arabic speakers by studying selected works of some famous contemporary Arab writers. The texts are chosen from a variety of contemporary literary works (poems, short stories and novels) that provide students with insights into the nature, development and understanding of Arabic literature in the last 50 years.

ENGL2234:

This course introduces students to foundational research concepts, methods, and practices relevant to English language studies. It provides essential training in identifying research problems, reviewing literature, developing research questions, understanding basic methodologies, and conducting simple data collection and analysis. The course prepares students for more advanced research and academic writing by focusing on core research literacy and ethical standards in scholarly work.

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. The course focuses on boosting the concept of entrepreneurship, which leads the small businesses. Students will apply themselves through developing their own business ideas and assessing them using the knowledge and skills acquired during the course.

Level 3

LING3121:

This course builds on the previous courses of Phonetics and Phonology (LING2123) and Morphology and Lexical Semantics (LING2223), 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.

ENGL3122:

This course is designed to familiarize students with critical theory as it applies to some of the main themes and currents in literary and cultural studies. The course focuses on classical and major modern theories and applications of literary criticism. It provides the students with the opportunity to develop the knowledge which will help them appreciate, interpret and critically analyze literature and the world around them.

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.

LING3124:

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 sheds 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 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.

ENGL3221:

This course has been designed to enable students to analyze and appreciate various types and forms of poetry belonging to different historical and literary periods and movements. The course focuses on sample key poems, reflecting the development of the genre artistically and in terms of its reflection of relevant contemporary values, ideas and philosophy. Poetic language and themes are examined as reflecting the changing literary, intellectual and cultural orientation pertinent to the period and movement in question. Selection of poems is based on or supported by criteria associated with the various critical trends and terminologies (such as realism, modernism, feminism).

LING3224:

This course addresses the most salient issues covered in Pragmatics, the study of language in context and communication in contrast with Linguistics. The course explores how meaning is shaped by contextual clues by examining key concepts in pragmatics, including speech acts, presupposition, entailment, and the cooperative principle, while distinguishing pragmatics from semantics. Students build on prior linguistic knowledge to analyze real language use in interaction.

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.

ENGL3234:

This course builds upon foundational research knowledge by guiding students through the design and implementation of advanced research in English language studies. Emphasizing critical analysis, methodological rigor, and scholarly writing, it prepares students to independently undertake their final year research project. Students will learn how to collect, analyze, interpret, and present data using appropriate research methods and tools, while adhering to ethical standards in academic work.

Level 4

COMM4112:

This course introduces the history of rhetoric, rhetorical analysis and skills of persuasive communication. The course is explicitly designed to raise student's awareness of rhetorical devices such as hedging, symbolism, metaphor, analogy, idiom, paradox, oxymoron, personification, cliché, stereotype, irony and humour. Students will be given the opportunity to improve their own rhetorical skills through in-class practice with oral debates and academic writing that is argumentative in tone.

LING4113:

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.

PROJ4131:

The Final Year Research Project (FYP) is designed to develop students' research skills through a structured, two-semester process. In Research Project – Part 1, students work in groups under the supervision of a faculty member. They select a scholarly topic, develop a detailed research outline, formulate research questions, and prepare a comprehensive research proposal that includes a well-justified introduction, literature review, and proposed methodology. Students are assessed through both a written proposal and an oral presentation.

ENGL4122:

This course has been designed to enable students to analyze and appreciate dramatic scripts and performances belonging to different historical and literary periods and movements. The course focuses on sample key plays, reflecting the development of the genre artistically and in terms of its reflection of relevant contemporary values, ideas and philosophy. Selection of plays is based on or supported by criteria associated with the various theatrical conventions as well as critical trends and terminologies (such as realism, modernism, feminism).

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.

ENGL4212:

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. Also, it equips the students with skills in developing foreign language classroom test and assessment materials.

ENGL4223:

This course has been designed to enable students to analyze and appreciate novels belonging to different historical and literary periods and movements. The course focuses on sample key novels, reflecting the development of the genre artistically and in terms of its reflection of relevant contemporary values, ideas and philosophy. Selection of novels is based on or supported by criteria associated with the various critical trends and terminologies (such as realism, modernism, feminism).

PROJ4234:

In Research Project – Part 2, students undertake the full research study based on their approved proposal. They are required to present one progress seminar during the semester and submit a complete research report, which they defend in a final viva examination. This two-part course equips students with practical research experience and prepares them for academic and professional pursuits requiring independent inquiry and critical thinking.

Internship

This course provides students with the opportunity to apply the knowledge and skills acquired during their studies in a workplace environment, enhance their career readiness, and develop their professional and practical competencies in alignment with the program learning outcomes and labour market requirements. The course is a compulsory component of the academic program, where applicable, depending on the nature of the program. It is governed by the University's approved policies and procedures and is supervised by academic staff in collaboration with the host training organisations. The specific requirements, duration, and assessment methods vary according to the academic program.

B.A. in English Language and Translation (ELT)

Faculty	Faculty of Language Studies	
Program Name	English Language and Translation	
Award Title	B.A. in English Language and Translation	
Type of Award	Single	
Program Credit Hours	130	
Award Level on OQF	8	
Exit Award Title (if applicable)	NA	
Field of Study	Broad Field	09 Society and Culture
	Narrow Field	0919 Language and Literature
	Detailed Field	091901 Linguistics, 091907 English Language, 091925 Translating and Interpreting
Program Duration	4 academic years minimum	
Study Mode	Full-time	
Language of Instruction	English	
Method of Delivery	In-person	
Entry Requirements	1. Completed the General Diploma formerly Secondary School Completion Certificate in Oman, or equivalent.	

Program Aim

With its embrace of the state-of-the-art in teaching methods and application of the latest translation technology, the Program aims to graduate able professional translators and language professionals who are fully equipped with the necessary skills and ready to compete for jobs on the translation and language communication market.

Program Objectives (POs)

- PO1** Develop students' linguistic and extra-linguistic knowledge to use English and Arabic in academic, professional, and social contexts and carry out translation and/or interpreting tasks.
- PO2** Consolidate students' communicative competence in English and Arabic.
- PO3** Train students on the use of generic and domain-specific Information and Communication Technologies (ICTs).
- PO4** Enhance students' autonomous learning, problem-solving, and decision-making skills to perform tasks and activities individually or as part of a team.
- PO5** Provide students with knowledge, skills and ethical values necessary for pursuing a local and/or international career in translation.
- PO6** Equip students with techniques and skills, including the use of related technologies, to acquire, consolidate and extend general and domain-specific knowledge.

Program Learning Outcomes (PLOs)

- PLO1** Discuss advanced specialized conceptual and technical knowledge of translation and



interpreting and technologies that relate to them.

- PLO2** Carry out translation and interpreting tasks/projects up to professional standards, reflecting a clear grasp of advanced specialised conceptual and technical knowledge in Translation Studies and other subject areas.
- PLO3** Communicate information taking into consideration different audiences by using appropriate written or spoken channels, registers, and styles.
- PLO4** Apply numeracy skills appropriate to the discipline for decision making and complex problem solving in different study or work-related contexts.
- PLO5** Proficiently use a wide range of advanced ICT skills, terminology management and Computer-Assisted Translation (CAT) tools.
- PLO6** Maintain strict adherence to ethical values and standards relevant to academic and professional contexts necessary for successfully pursuing a career as a language professional.
- PLO7** Assume full accountability in the management of individual or team-based translation and interpreting tasks.
- PLO8** Employ advanced highly specialized entrepreneurial and creative skills in a work environment, including the ability to develop a business plan.
- PLO9** Consult a wide range of resources with a view to developing new skills as well as acquiring, consolidating, and extending general and specialized knowledge as needed.

Program Matrix											
Faculty		Faculty of Language Studies									
Program		English Language and Translation									
Award		Bachelor in English Language and Translation									
Credit Hours		130									
Academic Year		Cohort 2026-2027 Onwards									
Year	Semester 1					Semester 2					Semester 3
	Course Code	Course Name	Pre-requisite	Core/Elective	Credit Hours	Course Code	Course Name	Pre-requisite	Core/Elective	Credit Hours	
1	ENGL1121	Reading & Writing	None	Core	4	ENGL1221	Advanced Grammar	ENGL1122	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	ENGL1122	Grammar in Use	None	Core	4	ENGL1222	Advanced Reading	ENGL1121	Core	4	
	ENGL1123	Listening & Speaking	None	Core	4	ENGL1223	Advanced Writing	ENGL1121	Core	4	
	TRAN1121 OR ENGL1124	Contrastive Grammar in Translation OR English of Media (for Non-Arabic Speakers)	None	Core	4	TRAN1221 OR ENGL1224	General Translation OR English for Academic Purposes (for Non-Arabic Speakers)	None	Core	4	



	UNIR1003	عُمان الدولة والإنسان	None	Core	2	UNIR1002	Arabic Language Skills	None	Core	2	
2	ENGL2121	Intercultural Communicatio n	None	Core	4	ENGL2222	English Literary Texts	None	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	ENGL2122	Essay Writing	None	Core	4	LING2223	Morphology and Lexical Semantics	None	Core	4	
	LING2123	Phonetics and Phonology	None	Core	4	TRAN2221 OR ENGL2231	Media Translation OR Arabic Literature in English Translations (for Non- Arabic Speakers)	None	Core	4	
	ENGL2124	Introduction to English Literature	None	Core	4	ENGL2234	Basic Research Skills in English Language Studies	None	Core	3	
	UNIR2001	Entrepreneurs hip	None	Core	2				Choo se an item.		
3	TRAN3121	Introduction to Translation Studies	None	Core	4	TRAN3211	Technical Translation	None	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	TRAN3122	Linguistics and Translation	None	Core	4	TRAN3222	Terminology for Translators	None	Core	4	
	TRAN3123	Functional Translation	None	Core	4	TRAN3223	Audiovisual Translation	None	Core	3	
	TRAN3124	Arabic for Translation Purposes	None	Core	4	ENGL3234	Advanced Research Skills in English Language Studies	ENGL2234	Core	4	
4	TRAN4111	Business Translation	None	Core	4	TRAN4211	Legal Translation	None	Core	4	The student is allowed to register 2 courses (not exceeding 9 credit hours)
	PROJ4131	Research Project-Part 1	None	Core	4	TRAN4222 OR TRAN4223	Translation and Localization OR Simultaneou s Interpreting	None TRAN4123	Core	3	
	TRAN4123	Consecutive Interpreting	None	Core	3	TRAN4224	Translation Revision and Post- editing	None	Core	4	
	TRAN4124	Computer Assisted and Machine Translation	None	Core	4	PROJ4234	Research Project-Part 2	PROJ4131	Core	4	

Bachelor Award:

Internship course (or an equivalent) is a mandatory requirement for students exiting at Bachelor level (and haven't completed it at Diploma level). The internship course is non-credit-bearing and must be successfully completed to fulfill program requirements.



Course Description

Level 1	
ENGL1121:	This course is designed to develop students' academic reading and writing skills in English with a focus on critical thinking and effective communication. Students will practice essential reading strategies such as previewing, predicting, annotating, and making inferences to better understand academic texts. Emphasis is placed on acquiring and applying academic vocabulary in both reading and writing contexts. In the writing component, students will learn how to plan, organize, and produce descriptive, narrative, and expository essays with clear thesis statements and well-developed supporting details. Through drafting, revising, and editing, students will improve accuracy, coherence, and fluency in written expression. The course also integrates practice with real-world topics to help students connect academic skills with meaningful contexts.
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.
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.
TRAN1121:	In this course, awareness of linguistic specificities and idiomaticity in English and Arabic will be enhanced through a contrastive analysis of features that vary in the two languages at the micro (lexical, grammatical, etc.) level. This awareness is intended to improve students' translation skills by adopting effective strategies to handle such features
ENGL1124:	This course aims to develop students' ability to identify, read, analyse and respond to media (from local to international) by studying areas such as news, entertainment, film, sport and tourism. It will expose students to different media genres and focus on the exploration, analysis, evaluation and critique of these genres from the language, content and style perspectives. It then aims at enabling students to become media literate capable of properly and critically handling media texts. Tutorials will focus on providing opportunities to practice the required strategies and techniques to deal with media texts, getting students to identify linguistic and genre specificities in media language.
UNIR1003:	يشتمل هذا المقرر على نطاق عريض من المعارف والمهارات والقيم التي تعزز وعي الطلبة بهوية المجتمع العماني وقيمه، وفهم دور المتغيرات التراثية والتاريخية والديمقراطية والثقافية والمؤسسية في تشكيل الهوية العمانية وتحديد سماتها. ويركز المقرر على التنظيم الإداري للدولة، ومنطلقات النهضة العمانية المعاصرة ومؤشراتها من خلال تسليط الضوء على فكر حضرة صاحب الجلالة السلطان هيثم بن طارق المعظم، ويركز المقرر أيضا على تعزيز قيم الانتماء والولاء والمواطنة وعلاقتها بحقوق الإنسان، والتعريف بعلاقة السلطنة بمحيطها الخليجي والعربي والإقليمي والدولي بما في ذلك المواثيق الدولية، بالإضافة إلى تسليط الضوء على الأمن الفكري والتحديات المعاصرة، ودور مؤسسات الدولة المدنية والعسكرية في خدمة الوطن.



ENGL1221:

This course reviews and builds upon students' grammatical knowledge of English in order to enhance their language performances in academic settings; by giving them a better understanding of the grammatical concepts being taught in the course. As a result, students will practice the covered grammatical concepts as they progress.

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 different types of texts and various strategies used in them. The course focuses on ways of reading, logical analysis, and critical writing responses to readings. The topics covered include genres, meaning, literary techniques, and the rhetorical situation. The course teaches the essentials of reading within the discipline of English, across the curriculum, and beyond the university.

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.

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.

ENGL1224:

This course provides students with opportunities for practice and consolidation of strategies used in reading and writing for academic purposes in a variety of academic and social contexts. It enhances vocabulary building and information search skills with an eye on language accuracy integrated in the reading and writing learning skills. The course uses authentic academic reading text variety to increase students' use and understanding of English.

UNIR1002:

يتناول هذا المقرر عددًا من القضايا النحوية والصرفية والإملائية والبلاغية التي تسهم في إكساب المهارات اللغوية. هذه القضايا تتعلق بأقسام الكلام، وأنواع الإعراب، والجملة الاسمية، والجملة الفعلية، ومكملات الجملة، والخبر والإنشاء. ويتوصل الطالب إلى فهم هذه القضايا عن طريق نصوص تطبيقية مختارة، مع التركيز على تنمية المهارات اللغوية الأساسية (الاستماع، والقراءة والكتابة، والتحدث).

Level 2

ENGL2121:

This course provides students with opportunities to explore various cultural dimensions of communication, and develops skills for negotiating intercultural encounters for better cross-cultural understanding. In addition, this course emphasizes the influence of culture on the interpretation of communication, thus cultivating students' intellectual appreciation for cultural differences in today's globalized world.

ENGL2122:

This course introduces essay writing. Students will develop their writing skills through the writing process to create focused 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.

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 is 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 functions 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.

ENGL2124:

This course introduces students to the basic concepts and related technical terminology used in different literary genres. 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.

ENGL2222:

The course approaches multiple literary texts of different genres to enhance students' understanding of literature and literary language.

LING2223:

The course builds on the previous analysis of words as combinations of phonemes in LING2113/LING2123 (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.

TRAN2221:

The course aims at developing proficiency in the translation of media, press and journalism texts. The course tries to illustrate genre-specific translation issues through theoretical and practical instances. It equally attempts to make students aware of and familiar with text specifications (style / structures / lexicon) related to this genre in SL (alternation between English and Arabic) and their adequate rendition in TL.

ENGL2231:

The course is designed to provide an introduction to modern Arabic literature in English for non-Arabic speakers by studying selected works of some famous contemporary Arab writers. The texts are chosen from a variety of contemporary literary works (poems, short stories and novels) that provide students with insights into the nature, development and understanding of Arabic literature in the last 50 years.

ENGL2234:

This course introduces students to foundational research concepts, methods, and practices relevant to English language studies. It provides essential training in identifying research problems, reviewing literature, developing research questions, understanding basic methodologies, and conducting simple data collection and analysis. The course prepares students for more advanced research and academic writing by focusing on core research literacy and ethical standards in scholarly work



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. The course focuses on boosting the concept of entrepreneurship, which leads the small businesses. Students will apply themselves through developing their own business ideas and assessing them using the knowledge and skills acquired during the course.

Level 3

TRAN3121:

This course offers an introduction to history and different traditions of translation practice, as well as the main theoretical approaches that led to its emergence as a field of study and shaped its discourse. The course equally addresses key considerations in working as a professional translator, especially under the impact of AI and GenAI on multilingual service provisions.

TRAN3122:

Linguistics has always served as a crucial way to approach the process and products of translation. Accordingly, the course seeks to provide an introduction to key concepts, outlining how languages work and differ at and above word level when used for different purposes and in different contexts and highlighting the ways in which their analysis can inform the translation process.

TRAN3123:

The Functional Translation course provides an in-depth exploration of translation as a dynamic and context-sensitive process. Students will engage with various translation theories and practical strategies that emphasize the functional and communicative aspects of translation. This course is designed to enhance students' ability to translate texts effectively by considering the purpose, audience, and function of the source text in its target context. The course also provides students with the opportunity to apply the cross-cultural conventions, practices, and methods of functional text typology in the Arabic/English translation of a variety of functional text types and genres. The main objective of the course will be to enable students to manipulate, refashion, and adapt SL information to suit the target culture

TRAN3124:

يهدف هذا المقرر إلى تعزيز معارف الطالب ومهاراته في اللغة العربية من خلال التركيز على القواعد العامة في اللغة والإملاء والاطلاع على نصوص مختلفة ذات أهداف بلاغية متعددة. كما يعتمد على آليات التحليل لهذه النصوص بقصد تطوير مهارات الترجمة.

TRAN3211:

This course offers a thorough exploration of technical translation between Arabic and English, designed for individuals who seek to specialize in translating technical documents within various industries. Technical translation involves the precise and accurate translation of specialized materials, such as user manuals, technical reports, scientific papers, and engineering documents. This course equips students with the skills and knowledge necessary to handle complex technical texts effectively, ensuring clarity and correctness in both languages.

TRAN3222:

This course introduces the theoretical bases and applications of terminology in translation. It provides the student with basic competencies in solving terminological problems which translators face and in creating terminological resources for translation. It exposes students to principles of terminology standardization and offers hands-on practice with the design and development of multilingual terminology projects using major terminology management tools for term extraction, glossary building, and different aspects related to terminology work

TRAN3223:

This course introduces the different types of audiovisual translation and subtitles. The course offers hands-on experience in subtitling with a focus on the interaction between text and image as well as on

the way(s) in which linguistic and cultural considerations in translation can be addressed within the technical constraints of subtitling software applications.

ENGL3234:

This course builds upon foundational research knowledge by guiding students through the design and implementation of advanced research in English language studies. Emphasizing critical analysis, methodological rigor, and scholarly writing, it prepares students to independently undertake their final year research project. Students will learn how to collect, analyze, interpret, and present data using appropriate research methods and tools, while adhering to ethical standards in academic work

Level 4

TRAN4111:

The course aims at initiating specialized translation through exposure to different types of business (finance, economy, management, marketing, etc.) texts. It provides a comprehensive exploration of the skills and techniques necessary for effective translation within a business context. Designed for individuals aiming to bridge communication gaps in global business environments, the course covers essential principles of business translation, including terminology management, cultural nuances, and industry-specific practices.

PROJ4131:

This is part 1 of the Final Year Research Project (FYP) which is designed to develop students' research skills through a structured, two-semester process. In Research Project – Part 1, students work in groups under the supervision of a faculty member. They select a scholarly topic, develop a detailed research outline, formulate research questions, and prepare a comprehensive research proposal that includes a well-justified introduction, literature review, and proposed methodology. Students are assessed through both a written proposal and an oral presentation.

TRAN4123:

Consecutive Interpreting is a practical course aimed at developing proficiency in the consecutive mode of interpreting. Before students are initiated into the complex cognitive activity of consecutive interpreting proper, use is made of a preparatory phase of listening and memory exercises such as prediction, comprehension, condensation, abstracting, summarizing, reduction, paraphrase, sight interpreting, public speaking skills, etc. The preparatory exercises are designed to develop in students an advanced level of oral-aural communicative competence in both working languages through the skills of active listening and proper analysis, comprehension, retention and repetition of oral-aural and written messages monolingually and bilingually in various communicative situations in part and/or in full. The preparatory exercises are also aimed at providing students with the skills and strategies necessary to cope with time constraints, the psychological pressure of working under divided attention, heavy cognitive load and limited resources characteristic of interpreting. Students are then trained on sentence-by-sentence consecutive or consecutive without notes, note-taking techniques and finally the techniques of consecutive interpreting proper using authentic video and audio recordings on a variety of topics. The course should pave the way for students to take Simultaneous Interpreting in the second semester.

TRAN4124:

The course offers a comprehensive overview of and hands-on training in technologies that are required in the professional translation job market. This includes Machine Translation (MT) of different generations, post-editing, and the use of Translation Memory (TM) as an instantiation of Computer-Assisted Translation (CAT).

TRAN4211:

This course provides an in-depth exploration of legal translation between Arabic and English, designed for students and professionals seeking to bridge the gap between these two languages in the context of legal documentation. Legal translation requires a precise understanding of legal terminology, cultural

nuances, and the legal systems of both languages. This course will equip students with the skills necessary to handle legal documents (e.g., academic legal books and articles), common legal documents (e.g., court cases), and legislative documents (e.g., contracts, decrees, treaties, conventions, agreements, and constitutions). accurately and effectively. Full consideration will be given to lexical, syntactic, and textual features of English and Arabic legal discourse and to problems of legal equivalence.

TRAN4222:

This course introduces students to the concept of localisation from a translator's perspective. With a focus on website localization, it equips the students with the skills to use various tools available and handle website files for the purpose of localisation following specific workflow scenarios.

TRAN4223:

Building on the skills that students should have acquired in Consecutive Interpreting, Simultaneous Interpreting is another practical interpreting course that aims at enhancing students' interpreting skills further, this time in the simultaneous mode. Initiation of students into simultaneous interpreting is only carried out after students are trained on a set of such preparatory exercises as listening and memory exercises, dual-/multi-task training/counting down, shadowing, summarizing and abstracting in the simultaneous mode, running commentary, smart shadowing and simultaneous paraphrase, cloze and anticipation exercises, lag exercises, sight interpreting, etc. In addition to further improving students' oral-aural communicative competence in both working languages, the preparatory exercises are designed to consolidate students' active listening and analysis skills; ability to comprehend, retain and repeat oral-aural and written messages monolingually and bilingually in various communicative situations in part and/or in full; and the skills and strategies necessary to cope with time constraints, split attention, heavy cognitive load and limited resources characteristic of the cognitively complex simultaneous interpreting activity. At a later stage, students are then trained on simultaneous interpreting proper transitioning from easy and controlled to real simultaneous interpreting and progressing from simple and easy-to-handle texts and text types to the processing of more challenging speeches, text types and topics.

TRAN4224:

This course introduces different types of translation editing processes as one of the essential translation workflow stages such as post-editing, proofreading, etc. for texts produced in translation automation practices. Furthermore, the course introduces key procedures, practices, and principles followed in the revision of Arabic translations of English texts.

PROJ4234:

This is part 2 of the Final Year Research Project (FYP) which the students undertake the full research study based on their approved proposal. They are required to present one progress seminar during the semester and submit a complete research report, which they defend in a final viva examination. This two-part course equips students with practical research experience and prepares them for academic and professional pursuits requiring independent inquiry and critical thinking.

Internship Course:

This course provides students with the opportunity to apply the knowledge and skills acquired during their studies in a workplace environment, enhance their career readiness, and develop their professional and practical competencies in alignment with the program learning outcomes and labour market requirements. The course is a compulsory component of the academic program, where applicable, depending on the nature of the program. It is governed by the University's approved policies and procedures and is supervised by academic staff in collaboration with the host training organisations. The specific requirements, duration, and assessment methods vary according to the academic program.

M.A. in Teaching English to Speakers of Other Languages (TESOL)

Program Name	Master of Arts in Teaching English to Speakers of Other Languages
Award Title	MA in TESOL
Type of Award	Single
Program Credit Hours	36 credit hours
Award Level on OQF	9

Exit Award Title (if applicable)	Master's	
Field of Study	Broad Field	07 Education
	Narrow Field	0701 Teacher Education
	Detailed Field	070115 English as a Second language
Program Duration	Two years	
Study Mode	Full-time	
Language of Instruction	English	
Method of Delivery	In-person	
Entry Requirements	1. Hold a Bachelor's degree in a relevant discipline from a recognized HEI with a substantial English component with: • CGPA of at least 2.50 out of 4.00 (or equivalent) for fresh graduates or • CGPA 2.00 out of 4.00 (or equivalent) for candidates with 2 or more years of relevant professional experience. 2. Meet the English proficiency requirements: an IELTS score of ≥ 6, or TOEFL equivalent (not more than 2 years old). 3. Pass the interview.	

Program Aim

Teaching English to Speakers of Other Languages (TESOL) is a rigorous postgraduate program that aims to prepare MA TESOL graduates to make powerful difference in the teaching and research communities, gain in-depth knowledge of the eclectic approaches to successfully teach and do research in EFL and grasp the implications of linguistic and psychological theories for classroom language learning practice.

Program Objectives (POs)

- PO1** Develop a more advanced knowledge in English language and skills needed to understand, explain and analyse language systems, with a focus on error identification, correction and analysis.
- PO2** Develop an advanced knowledge and critical analysis of current language learning theories.
- PO3** Enhance students' proficiency level in English language for TESOL purposes.
- PO4** Develop advanced professional expertise in needs analysis and curriculum design and evaluation informed further by hands-on field experience through practicum.
- PO5** Enhance students' research competence with a close focus on TESOL related teaching research areas.

Program Learning Outcomes (PLOs)

- PLO1** Discuss the current MA TESOL research trends showing highly specialized knowledge of TESOL- related linguistics, psychology and language pedagogy issues.
- PLO2** Apply the most recent language teaching theories and approaches to determine instructional strategies, design and evaluate curricula and construct reliable and valid assessments.
- PLO3** Communicate effectively knowledge claims and research output using the most appropriate



communication and media channels in spoken and written contexts.

PLO4 Master numeracy skills in adopting distinct research designs to lead to insightful research results in English language teaching and learning.

PLO5 Embed state-of-the-art ICT skills in teaching practice contexts through a one-semester full-fledged or simulated practicum.

PLO6 Abide by the universal research ethics and integrity values in research and teaching.

PLO7 Assume the highest levels of accountability and devotion in undertaking individual and collaborative research projects.

PLO8 Apply sustainable and innovative entrepreneurial skills in research and instructional environments.

PLO9 Conduct inquiry-based research on TESOL- related issues in the local educational setting to consolidate, extend and transfer knowledge

Program Matrix

Faculty		Faculty of Language Studies								
Program		M.A. TESOL								
Award		Master of Arts in Teaching English to Speakers of Other Languages								
Credit Hours		36								
Academic Year		2026-27								
Level	Semester 1					Semester 2				
	Course Code	Course Name	Pre-requisite	Core/Elective	Credit hours	Course Code	Course Name	Pre-requisite	Core/Elective	Credit hours
1	TESOL5113	TESOL Methods and Approaches	None	Core	3	TESOL5214	Quantitative Methodology in ELS	None	Core	3
	TESOL5114	Theoretical and Practical Aspects Issues in EAP and ESP	None	Core	3	TESOL5215	Language Testing and Assessment	None	Core	3
	TESOL5116	Qualitative Methodology in ELS	None	Core	3	TESOL5216	Curriculum Design and Evaluation	None	Core	3
2	TESOL5111 OR TESOL5112	Linguistics for Language Instruction OR Second Language Acquisition	None	Elective	3	THSS6212	Thesis B: Thesis Writing	THSS6114	Core	9
	TESOL5217 OR TESOL5218 OR TESOL5219	Language Teaching Technologies OR Teaching English to Young Learners OR Practicum: Implementation and Evaluation	None	Elective	3					
	THSS6114	Thesis A: Research Proposal Writing	TESOL5116 TESOL5214	Core	3					

Course Description

Level 1
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.
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.
TESOL5115: This course introduces research methodologies used in English language teaching and learning. It provides an overview of quantitative, qualitative, and mixed-method approaches, highlighting their nature, key characteristics, and practical considerations related to their implementation. The course also equips students with essential skills for developing research proposals, including formulating research questions, conducting literature reviews, and selecting appropriate research approaches and methods to enhance the quality and rigor of their research.
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.
TESOL5216: In this course students will be introduced to a very important component of teacher education: curriculum. They will critically evaluate curriculum components in a professional reflective manner based on current research in the field. Students will develop key insights and acquire a comprehensive and inclusive understanding of curriculum as a teacher practitioner. This will help them to effectively suggest recommendations to keep up with the latest developments in the field. The course will help them acquire skills that are vital in real-world educational settings through hands-on projects and interactive debates. The projects will inform future practice and set the stage for innovative practices.
TESOL5111: This course provides students with an in-depth knowledge of key concepts in contemporary linguistics, touching on phonology, phonetics, morphology, syntax, semantics, and 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.
TESOL5112: The course discusses the L2 learning process, the learner language and the various factors affecting the L2 learning process and the learner language, according to the distinct theories of SLA. It also accounts for the relationship between SLA and language teaching by highlighting the variables of classroom instructed language. It finally introduces to students the key SLA concepts in the study of individual learners.
Level 2
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 expected outcomes.

TESOL5217: This course offers a comprehensive blend of theory and hands-on practice in technology-assisted language learning (TALL) and related concepts. Students will gain practical experience in using technology effectively for teaching, aiming to enhance their teaching with technology skills. It also focuses on improving students' ability to assess technology requirements in teaching and learning contexts. The course includes extensive training in the use of TALL tools and software for designing and implementing language learning activities and programs.

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.

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 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: This course builds on the students' grasp of the concepts and approaches introduced and practiced in THSS6113. 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.