



## Program Matrix

<b>Faculty</b>	Faculty of Language Studies
<b>Program</b>	MA TESOL
<b>Award</b>	Master of Arts in Teaching English to Speakers of Other Languages
<b>Credit Units / Credit hour</b>	24/36
<b>Academic Year</b>	2025/2026

Level	Semester 1						Semester 2					
	Course Code	Course Name	Pre-requisite	Core/Elective	Credit Units	Credit hours	Course Code	Course Name	Pre-requisite	Core/Elective	Credit Units	Credit hours
1	TESOL5113	TESOL Methods and Approaches	None	Core	2	3	TESOL5215	Language Testing and Assessment	None	Core	2	3
	TESOL5114	Theoretical and Practical Aspects Issues in EAP and ESP	None	Core	2	3	TESOL5216	Curriculum Design and Evaluation	None	Core	2	3
	TESOL5115	Research Methodology	None	Core	2	3	TESOL5111 OR TESOL5112	Linguistics for Language Instruction OR Second Language Acquisition	None	Elective	2	3
2	THSS6113	Thesis A: Research Proposal Writing	None	Core	4	6				Choose an item.		
	TESOL5217 OR TESOL5218 OR	Language Teaching Technologies OR	none	Elective	2	3	THSS6212	Thesis B: Thesis Writing	TESOL5115 THSS6113	Core	6	9

	TESOL5219	Teaching English to Young Learners  OR Practicum: Implementation and Evaluation										
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Level 1	Course Requirement
<b>TESOL5113:</b> 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.	Programme Requirement
<b>TESOL5114:</b> 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.	Programme Requirement
<b>TESOL5115:</b> 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.	Programme Requirement
<b>TESOL5215:</b> 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.	Programme Requirement
<b>TESOL5216:</b> 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.	Programme Requirement
<b>TESOL5111:</b> 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.	Programme Requirement

<p><b>TESOL5112:</b> 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.</p>	<p>Programme Requierment</p>
<p><b>Level 2</b></p>	<p><b>Course Requirement</b></p>
<p><b>THSS6113:</b> 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.</p>	<p>Programme Requierment</p>
<p><b>TESOL5217:</b> 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.</p>	<p>Programme Requierment</p>
<p><b>TESOL5218:</b> This course provides students with an introduction to the theory and practice of teaching young learners in the EFL and ESL contexts. It explores major issues and concepts related to young learners. It familiarizes them with the most recent approaches for teaching language skills and systems within contexts and guides them to explore, analyze and evaluate effective techniques for making language input comprehensible and enhancing learner participation. The course also establishes a link between theory and practice building on the field experience of the students and addressing major issues they raise based on their hands-on observations in Omani schools. The students will be equipped with activities designed specifically for young learners, such as songs, role plays, and storytelling.</p>	<p>Programme Requierment</p>
<p><b>TESOL5219:</b> 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.</p>	<p>Programme Requierment</p>
<p><b>THSS6212:</b> 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</p>	<p>Programme Requierment</p>

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.

- 1 University requirement: a compulsory course for all students enrolled in the university.
- 2 Faculty requirement: a compulsory course for all students enrolled in the Faculty.
- 3 Programme requirement: a compulsory course for all students enrolled in the programme (a specialization course).
- 4 Programmes shared: a shared course across programmes.