



WISDOM for Sustainable Development



GSLC

Graduate School Of Language
and Communication

M.A. ORIENTATION HANDBOOK



School of Language and Communication



English Language Studies & Teaching (ELST)



**Academic Year
2025-2026**



**WISDOM
FOR
SUSTAINABLE
DEVELOPMENT**

MESSAGE FROM THE DEAN

*Greetings to our new M.A. students in
English Language Studies and Teaching*

“

On behalf of the faculty and staff, it is my great pleasure to welcome you to our humble home, the School of Language and Communication (GSLC).



For decades, our M.A. program has been a hub for nurturing your curiosity about contemporary issues in language, communication and teaching. Every year, we strive to create vibrant learning experiences to fulfill your educational and professional goals. It goes without saying that the path to earning an M.A. degree is never without challenges and it requires a high dose of commitment to rigor, perseverance and discipline. In this program, you will learn and do things that you may not have learned or done before. You will have piles of books to read, tons of assignments to complete and myriad linguistic issues to think deeply about. However, we can assure you that, in the end, all your hard work will pay off and your degree earned will be worth your while. This orientation handbook is your survival kit that will help you learn more about this program and adjust to your new life as an M.A. student. You will find details about the program, faculty members, post-course requirements and other useful information that should come in handy during the course of your study.

I wish you all a rich, productive yet enjoyable learning experience. All the lecturers, administrative staff and peers at GSLC are ready to walk with you all the way to your goals.

My warmest wishes,

Assoc. Prof. Kasma Suwanarak, Ed.D.

”

TABLE OF CONTENTS

01

PROGRAM STRUCTURE & SPECIFICATIONS

02

General Information

- 2 _____ Program title
- 2 _____ Degree title
- 2 _____ Credit requirements
- 3 _____ Program formats
- 3 _____ Academic year
- 3 _____ Length of study
- 3 _____ Language of instruction
- 4 _____ Program philosophy
- 4 _____ Program objective

05

Program Courses

- 5 _____ Courses and credits
- 7 _____ Course descriptions
- 11 _____ Study plan
- 12 _____ Elective course request form

13

Expected Learning Outcomes & Courses

- 13 _____ Expected learning outcomes
- 14 _____ Curriculum mapping

16

Student Evaluation

- 16 _____ Course assessments & grades
- 17 _____ Assignment submission form
- 18 _____ Grade appeal process
- 19 _____ Assessment guidelines for program completion

20 Faculty Specializations

23 AFTER COURSEWORK

- 24 _____ Rubrics for the comprehensive examination
- 26 _____ Academic etiquette & guidelines for IS/thesis advisees
- 28 _____ Thesis defense protocol
- 29 _____ Thesis proposal evaluation form
- 30 _____ Thesis evaluation form
- 31 _____ M.A. Thesis proposal revision form
- 32 _____ M.A. Thesis revision form
- 33 _____ Research databases & academic journals in social science and humanities

35 OTHER USEFUL INFORMATION

- 36 _____ Degree qualification equivalency checklist
- 37 _____ Co-curricular activities
- 38 _____ Scholarships & grants for M.A. students
- 39 _____ Facilities & support services
- 41 _____ NIDA campus map



The important thing
is not to stop
questioning.

-Albert Einstein





PROGRAM STRUCTURE & SPECIFICATIONS

General Information

Program Title

Master of Arts Program in English Language Studies and Teaching
(International Program)

หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษศึกษาและการสอนภาษาอังกฤษ
(หลักสูตรนานาชาติ)

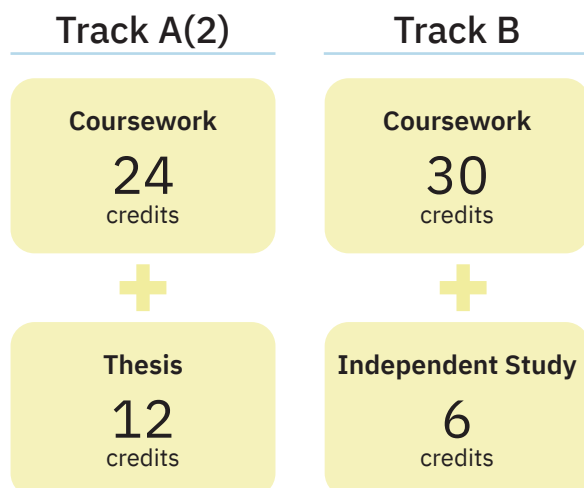


Degree Title

Master of Arts (English Language Studies and Teaching)

ศิลปศาสตรมหาบัณฑิต (ภาษาอังกฤษศึกษาและการสอนภาษาอังกฤษ)
ศศ.ม. (ภาษาอังกฤษศึกษาและการสอนภาษาอังกฤษ)

Credit Requirements



Program Formats

■ Academic Year

NIDA's academic year consists of two major 15-week semesters (the first and second semester). Students can enroll for courses during the summer semester (the third semester) upon the program director's approval.

- **First semester:** August – December
- **Second semester:** January – May
- **Third semester (summer):** June – July

■ Length of Study

Students are allowed 2-5 years (5-15 semesters) to complete the program. Graduates from both tracks obtain an M.A. in English Language Studies and Teaching.

■ Language of Instruction

All classroom teaching is conducted in English and all teaching materials are written in English.



Program Philosophy

“Developing interdisciplinarity, internationality, inquisitive-mind and independent learning in the field of English Language Studies and Teaching”

Master of Arts in English Language Studies and Teaching (M.A. in ELST) is designed and developed around the following 4 principles: interdisciplinarity, internationality, inquisitive-mind and independent learner. These principles are the key characteristics enabling graduates to achieve NIDA's philosophy: to be the Wisdom for Change.

Graduates are expected to possess interdisciplinary knowledge, with a thorough understanding of English language studies and English Language teaching from diverse approaches, including applied linguistics, discourse studies, intercultural communication, translation, language acquisition, language teaching and language assessment. The program adheres to international quality assurance in terms of academic rigor and academic integrity. It also aims to broaden students' international perspectives by exposing them to contemporary academic paradigms and academic literature, currently accepted and accredited globally, through courses, and seminars or conferences. Such international outlooks should enable them to better understand this increasingly interconnected and interdependent world full of changes yet filled with new learning opportunities. Moreover, the program aspires to produce graduates who have inquisitive mind and intellectual curiosity so that they will be on a continual quest to learn new things. To achieve this, it provides students with research skills so that they will become independent learners and succeed in their quest for new knowledge and skills.

Program Objective

The program's primary objective is to produce graduates with solid foundation in this interdisciplinary field, who are intellectually curious and equipped with skills necessary to problematize issues and seek knowledge to address them independently, systematically and ethically.



Program Courses

Courses and Credits

	Track A(2)*	Track B
A. Pre-foundation Course (Non-credit)**	-	-
B. Foundation Course	3 credits	3 credits
C. Core Courses	9 credits	9 credits
D. Seminar Course	3 credits	3 credits
E. Elective Courses	9 credits***	15 credits***
F. Comprehensive Examination	Not required	Required
G. Thesis/Independent Study	12 credits (Thesis)	6 credits (Independent Study)
Total	36 credits	36 credits

Notes:

- 1 | Student who take Track A (2) are required to earn a minimum of 24 credits of coursework and 12 credits of a thesis (total of 36 credits)
 - 2 | Students who take Track B are required to earn a minimum of 30 credits of coursework and 6 credits of an independent study (total of 36 credits). They are also required to take a comprehensive examination after having completed all coursework.
- * Students wishing to enroll in Track A (2) (Thesis Track) must secure a lecturer's agreement to supervise their thesis and obtain approval from the program committee.
- ** All regular-program Thai students are required to take ND 4000, a non-credit pre-foundation course offered by the Institute, prior to the beginning of their first semester.
- ***Students may enroll for elective courses (no more than 6 credits) offered by other Graduate Schools at NIDA. Their elected course or courses should be related to this program of studies and must be approved by the Dean or the student's supervisor.

Track A(2) and Track B

A. Pre-foundation Course (Non-credit)

ND 4000 Foundation for Graduate Studies

B. Foundation Course (3 credits)

MLT 5000 Academic and Research Writing

C. Core Courses (9 credits)

MLT 6000 English Linguistics

MLT 6001 Principles of English Language Studies and Teaching

MLT 6002 Research Methods for English Language Studies and Teaching

D. Elective Courses (The opening of elective is dependent upon the GSLC committee's approval)

Track A(2): 9 credits **Track B: 15 credits**

MLT 7101 English Phonetics and Phonology

MLT 7102 Sociolinguistics

MLT 7103 Discourse Analysis and Applications

MLT 7104 Media and English Language

MLT 7105 Intercultural and Cross-cultural Communication in English

MLT 7201 Introduction to Second Language Acquisition

MLT 7202 English Language Teaching Methodology and Assessment

MLT 7203 English Language Teaching in Professional Contexts

MLT 7204 Translation for English Language Studies and Teaching

MLT 7300 Directed Studies

E. Seminar Course (3 credits)

MLT 8000 Seminar in English Language Studies and Teaching

F. Track A(2) Thesis (12 credits)

MLT 9004 Thesis

G. Track B Independent Study (6 credits)

MLT 9000 Independent Study



Course Descriptions

A. Pre-foundation Course (Non-credit)

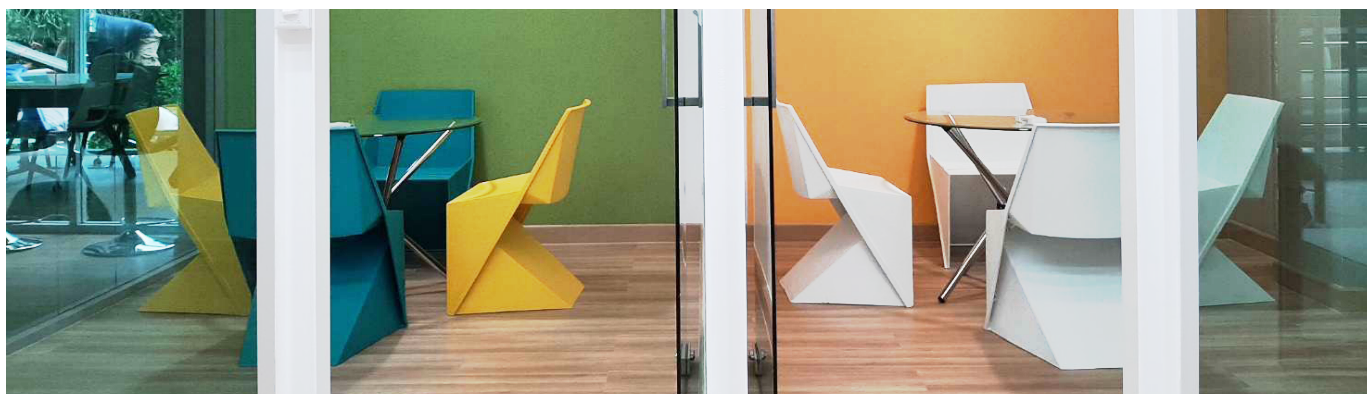
ND 4000 Foundation for Graduate Studies (Non-credits)

An overview of Thai government, Thai economy, Thai business, Thai society, codes of ethics for executives and academics, personality development, physical and mental health, the Constitution of the Kingdom of Thailand, Thai for communication, academic report writing, and sufficiency economy and development.

B. Foundation Course (3 credits) Track A(2) Track B

MLT 5000 Academic and Research Writing (3 credits)

This course introduces students to important concepts used in the preparation of M.A. level academic and research writing and thinking skills. The course will help students develop essential academic writing skills in English for clear and accurate written communication. Upon completion of the course, students should be able to articulate a knowledge-base in written format with reference to conventions of style and organization as well as to develop critical thinking skills necessary for academic and research writing.



C. Core Courses (9 Credits) Track A(2) Track B

MLT 6000 English Linguistics (3 credits)

This course examines the nature, structure, and variations of languages in general and English in particular. Aspects of language discussed include phonetics, phonology, morphology, syntax and semantics. The course ultimately aims at providing students with tools to effectively understand language, especially English language.

MLT 6001 Principles of English Language Studies and Teaching (3 credits)

This course focuses on understanding English language and language teaching essentials from various theoretical perspectives within linguistics, language studies, and pedagogies. It introduces systemic functional linguistics, text and discourse analysis, and formal approaches to linguistics, and language teaching. It also demonstrates applications of these approaches to reveal how people use English language in society, how learners learn the language, how human brains process language, and how English should be taught.

MLT 6002 Research Methods for English Language Studies and Teaching (3 credits)

This course aims to help students establish understanding of research approaches, terminology, and proposal writing in the areas of English language studies and teaching. The content will include the key issues in the process of designing and conducting methodologically sound quantitative, qualitative, and mixed methods research, and the issues related to research ethics and the convention associated with research paper writing.

D. Elective Courses: Track A(2): 9 credits Track B: 15 credits

MLT 7101 English Phonetics and Phonology (3 credits)

This course aims at offering practical training in the English phonetic transcription of consonants, vowels, and connected speech. Significant features and characteristics involving speech acoustics and phonological rules will be introduced. Current research problems in sound analysis produced by speakers who use English as a second or a foreign language will be explored.

MLT 7102 Sociolinguistics (3 credits)

This course presents aspects of linguistics concerned with the connections between language and society and the way people use language in different social situations. The content includes regional and social dialects, language and gender, age, and social status. It further covers studies on societal multilingualism, language change and language planning.

MLT 7103 Discourse Analysis and Applications (3 credits)

This course analyzes the dialectical construct of language, language users and context. Emphasis is on how meaning is interpreted in situated contexts and how these constructions relate to social and cultural norms, preferences, and expectations. It gives an introduction to the major approaches in pragmatics and discourse analysis. The course also provides an overview of discourse analysis research and its applications.

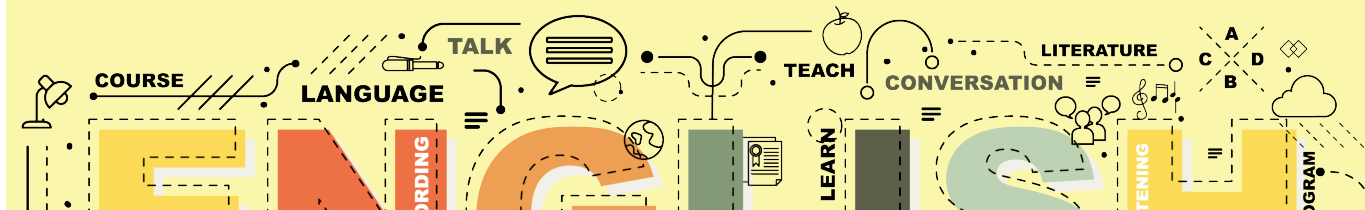
MLT 7104 Media and English Language (3 credits)

This course explores English as an international language for communication in various media platforms. It also covers communication principles and aspects of media in the use of English. The course emphasis is on applications and practices.

MLT 7105 Intercultural and Cross-cultural Communication in English (3 credits)

This course redefines roles and implications of intercultural and cross-cultural communication in English in a VUCA world that is more unstable, unpredictable, multilayered, and difficult to comprehend. Learners will have the opportunity to explore culture-based values that undergird intercultural and cross-cultural interaction. The course also aims at developing learners' intercultural communication flexibility through constant exposure to real-life situations in which culture interrelates with and influences communication processes in various contexts.





MLT 7201 Introduction to Second Language Acquisition (3 credits)

This course introduces students to theories and principles that have been advanced to explain second language acquisition from the cognitive-psychological and social perspectives. It explores how linguistic and non-linguistic factors influence second language learning in the naturalistic and instructional settings. The course also presents students with opportunities to discuss how these SLA theories and principles can be applied onsite and online classroom teaching practices.

MLT 7202 English Language Teaching Methodology and Assessment (3 credits)

This course focuses on practical methods of English language teaching that reflect current major trends as well as alternatives. Also discussed are how different learning contexts may influence pedagogical practices, and how teaching methods are practically connected with contemporary assessment principles. Students will discuss opportunities and challenges in implementing contemporary instructional methods in various teaching and learning contexts.

MLT 7203 English Language Teaching in Professional Contexts (3 credits)

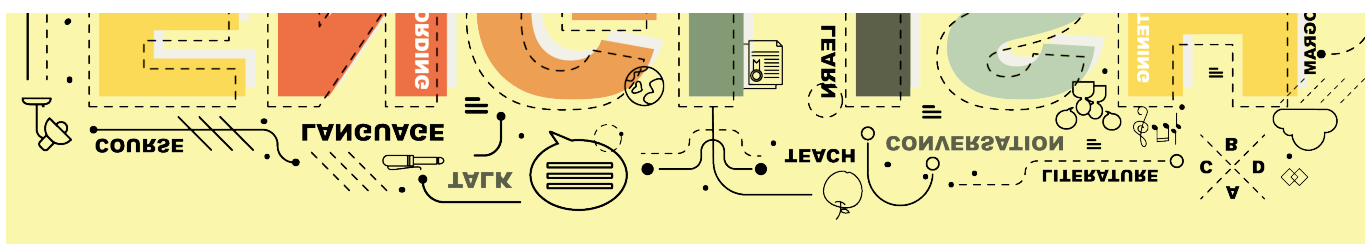
This course focuses on current approaches to English language teaching for specific purposes. The content includes an introduction to key concepts and good practices in the teaching of a variety of branches of English for Specific Purposes (ESP) as well as issues in the areas of needs analysis, course design, language audits, material design, program evaluation and accountability, and testing techniques. Students will be familiarized with key concepts, theories and methodology of ESP and the range of research in this field along with opportunities to develop a comprehensive understanding of ESP which can be useful for a specific, professional context.

MLT 7204 Translation for English Language Studies and Teaching (3 credits)

This course explores translation principles and practice in language teaching and learning. This course introduces translation as an aid to language acquisition, and language pedagogy. It also provides translation mechanism as an educational insight into relationships between languages and cultures through hands-on practice using various translation case studies. Emphasis is also placed on codes of conduct and ethical considerations in this field.

MLT 7300 Directed Studies (3 credits)

This course focuses on a topic not available through regular coursework. Students work under supervision on a carefully planned and student-initiated project, which may also include an internship or preparation for thesis writing. Prior approval is necessary.



E. Seminar Course (3 credits)

MLT 8000 Seminar in English Language Studies and Teaching (3 credits)

This course emphasizes discussion on various dimensions of English language studies and teaching. The discussion aims to stimulate a desired level of critical thinking. That is, students will be able to explain theoretical concepts and ideas, draw connections among them and justify a stand or decision.

F. Independent Study (6 credits)

MLT 9000 Independent Study (6 credits)

This course prepares students to conduct an independent study on a topic under their advisor's supervision. The independent study should be sharply focused and must be finished within a single semester.

G. Thesis (12 credits)

MLT 9004 Thesis (12 credits)

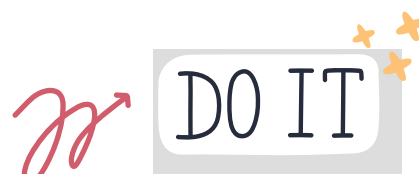
The thesis involves a student-initiated research report on a topic related to English language studies and teaching to be carried out under an advisor's supervision, in conjunction with an oral examination (i.e., oral defense of a thesis proposal and a completed thesis). The study must be extensive and meet the stipulated research standards.



Study Plan

	Track A(2)	Track B (regular)	Flexible
SEMESTER 1 1/2025	Aug.-Dec. ND 4000 [Non-credit] MLT 5000 [3] MLT 6000 [3] MLT 6001 [3]	Aug.-Dec. ND 4000 [Non-credit] MLT 5000 [3] MLT 6000 [3] MLT 6001 [3]	Aug. MLT 5000 [3] MLT 6000 [3]
SEMESTER 2 2/2025	Jan.-May. MLT 6002 [3] MLT 7XXX [3] MLT 7XXX [3]	Jan.-May. MLT 6002 [3] MLT 7XXX [3] MLT 7XXX [3]	Jan.-Feb. MLT 6001 [3] MLT 6002 [3] MLT 7XXX [3] MLT 7XXX [3]
SEMESTER 3 3/2025	Jun.-Jul. MLT 8000 [3]	Jun.-Jul. MLT 8000 [3]	Jul. MLT 7XXX [3] MLT 7XXX [3]
SEMESTER 4 1/2026	Aug.-Dec. MLT 7XXX [3] MLT 9004 [3]	Aug.-Dec. MLT 7XXX [3] MLT 7XXX [3] MLT 7XXX [3]	Aug. MLT 8000 [3] MLT 7XXX [3]
SEMESTER 5 2/2026	Jan.-May. MLT 9004 [9] Thesis defense exam	Jan.-May. MLT 9000 [6] Comprehensive exam	Jan.-Feb. MLT 9000 [6] Comprehensive exam

Note: Please note that program reserves the right to determine the offering of elective courses based on factors such as lecturer availability, the number of enrolled students, and/or other relevant considerations.



M.A. ELECTIVE COURSE REQUEST FORM

Please complete this form for requesting your elective courses. Choose two elective courses of your first preference (required) and one course of your second preference (optional) in case any of your first preferences cannot be offered.

FULL NAME : ID NUMBER :

MAJOR : DATE :

	COURSE CODE	COURSE NAME
FIRST PREFERENCE		
FIRST PREFERENCE		
SECOND PREFERENCE		

Please note that your first preferences are not guaranteed as the opening of any courses is subject to the faculty's availability. Please submit this form by (the due date).

Expected Learning Outcomes

Expected Learning Outcomes

Expected Learning Outcomes

EL01

Demonstrate awareness of moral and professional ethics in both personal and professional conduct

EL02

Demonstrate knowledge of disciplinary and interdisciplinary theories and/or research methodologies in English language studies and teaching

EL03

Apply knowledge of theories, principles and techniques related to English language studies and teaching to develop communication competence

EL04

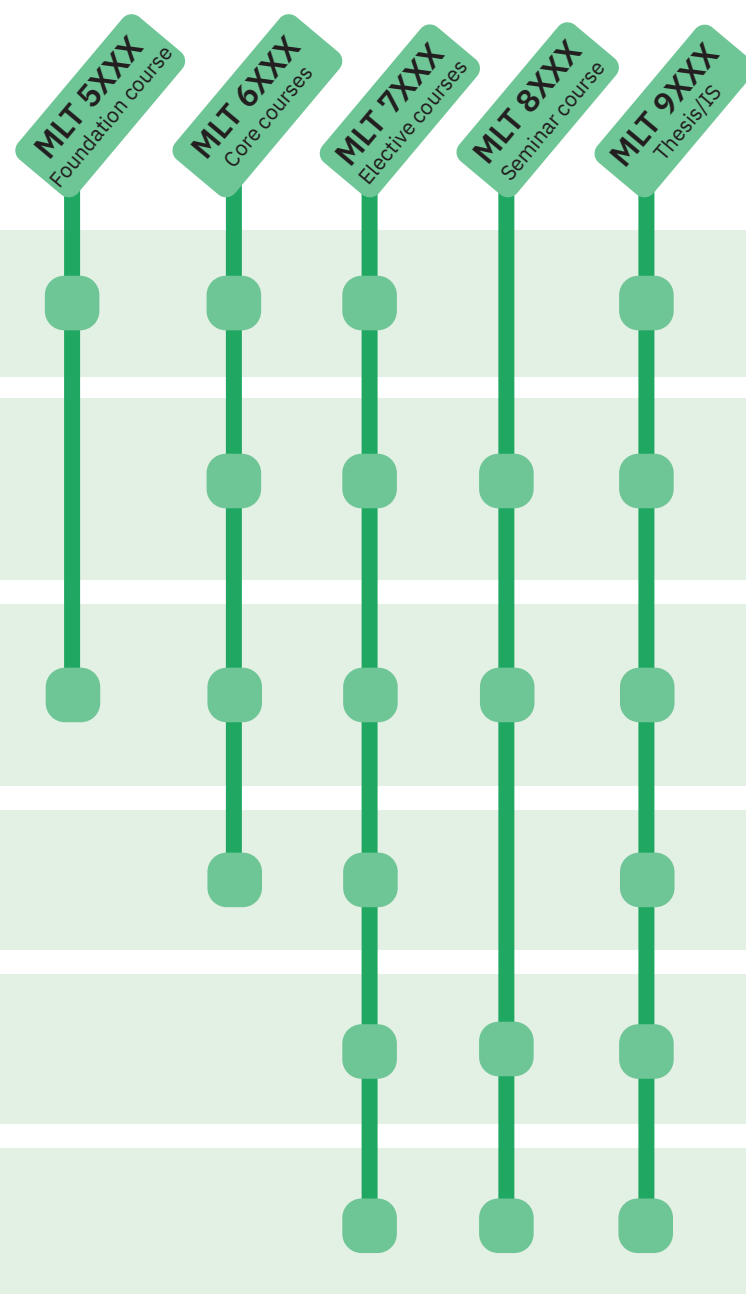
Use appropriate information and communication technology to facilitate the process of academic and research study.

EL05

Analyze and discuss various issues related to English language studies and teaching in a clear and logical manner

EL06

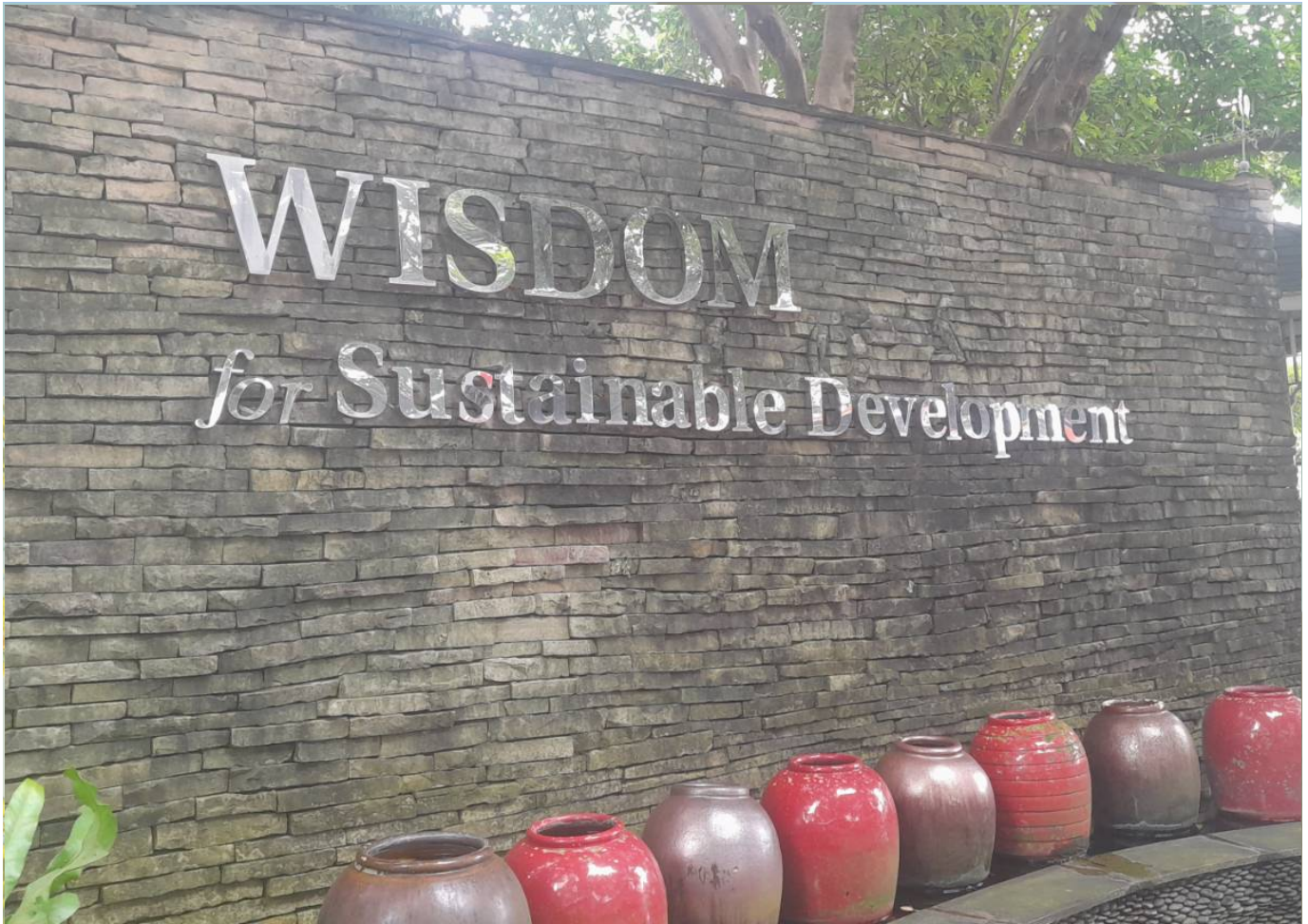
Critique issues related to English language studies and teaching and/or produce methodologically sound research



NOTE: The mapping between each set of courses and their primary learning outcomes.

COURSES	TQF's Learning Outcomes							
	TQF 1 Morality and Ethics	TQF 2 Knowledge			TQF 3 Wisdom		TQF 4 Interpersonal Skills and Responsibilities	TQF 5 Skills on Numerical Analysis, Com- munications & Information Technology
	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO3	ELO4
ND 4000 Foundation for Graduate Studies	○			○				
MLT 5000 Academic and Research Writing	●		●		○		●	
MLT 6000 English Linguistics	○		●		○		●	
MLT 6001 Principles of English Language Studies and Teaching	●	●	●		○		●	
MLT 6002 Research Methods for English Language Studies and Teaching	●	●		●	○			●
MLT 7101 English Phonetics and Phonology	○		●	○	●		●	○
MLT 7102 Sociolinguistics	●	●	●		●		●	
MLT 7103 Discourse Analysis and Applications	○	●	●	○	●		●	○
MLT 7104 Media and English Language	○	●	●	○	●		●	○
MLT 7105 Intercultural and Cross-cultural Communication in English	○	●	●		●		●	
MLT 7201 Introduction to Second Language Acquisition	○	●	●		●		●	
MLT 7202 English Language Teaching Methodology and Assessment	○	●	●	○	●		●	○
MLT 7203 English Language Teaching in Professional Contexts	○	●	●	○	●		●	○
MLT 7204 Translation for English Language Studies and Teaching	○	●	●		●		●	
MLT 7300 Directed Studies	●	●	○	●	●	●	○	○
MLT 8000 Seminar in English Language Studies and Teaching	○	●	●	○	●	●	○	○
MLT 9000 Independent Study	●	●	●	●	●	●	●	○
MLT 9004 Thesis	●	●	●	●	●	●	●	○

● Primary Learning Outcomes ○ Secondary Learning Outcomes



Knowledge of languages is
the doorway to WISDOM.

-Roger Bacon

Student Evaluation

Course Assessments & Grades

The GSLC has common criterion-referenced rubrics for various types of assessments (i.e., class participation, presentation, essay, examination, annotation/research report, class discussion, project/research proposal, research). These rubrics, published on GSLC's website (http://lc.nida.ac.th/main/public/webfiles/files/rubrics_pla.pdf), serve as guidelines for all ELST instructors, who may modify them

to suit specific assignments. Moreover, course grades are assigned in accordance with the rules and regulations stipulated by the National Institute of Development Administration. At present, all ELST course instructors use the following grading scale for coursework:

Score (%)	Letter grade	Grade points	Description
90-100	A	4.0	Excellent
85-89	A-	3.7	Almost Excellent
80-84	B+	3.3	Very Good
70-79	B	3.0	Good
62-69	B-	2.7	Almost Good
55-61	C+	2.3	Fair
48-54	C	2.0	Almost Fair
41-47	C-	1.7	Poor
26-40	D	1.0	Very Poor
0-25	F	0.0	Failed

ASSIGNMENT SUBMISSION FORM

This form must be completed by the student submitting an assignment.

Name:	
Program:	
Assignment Title:	
Submission Date:	
Instructor:	

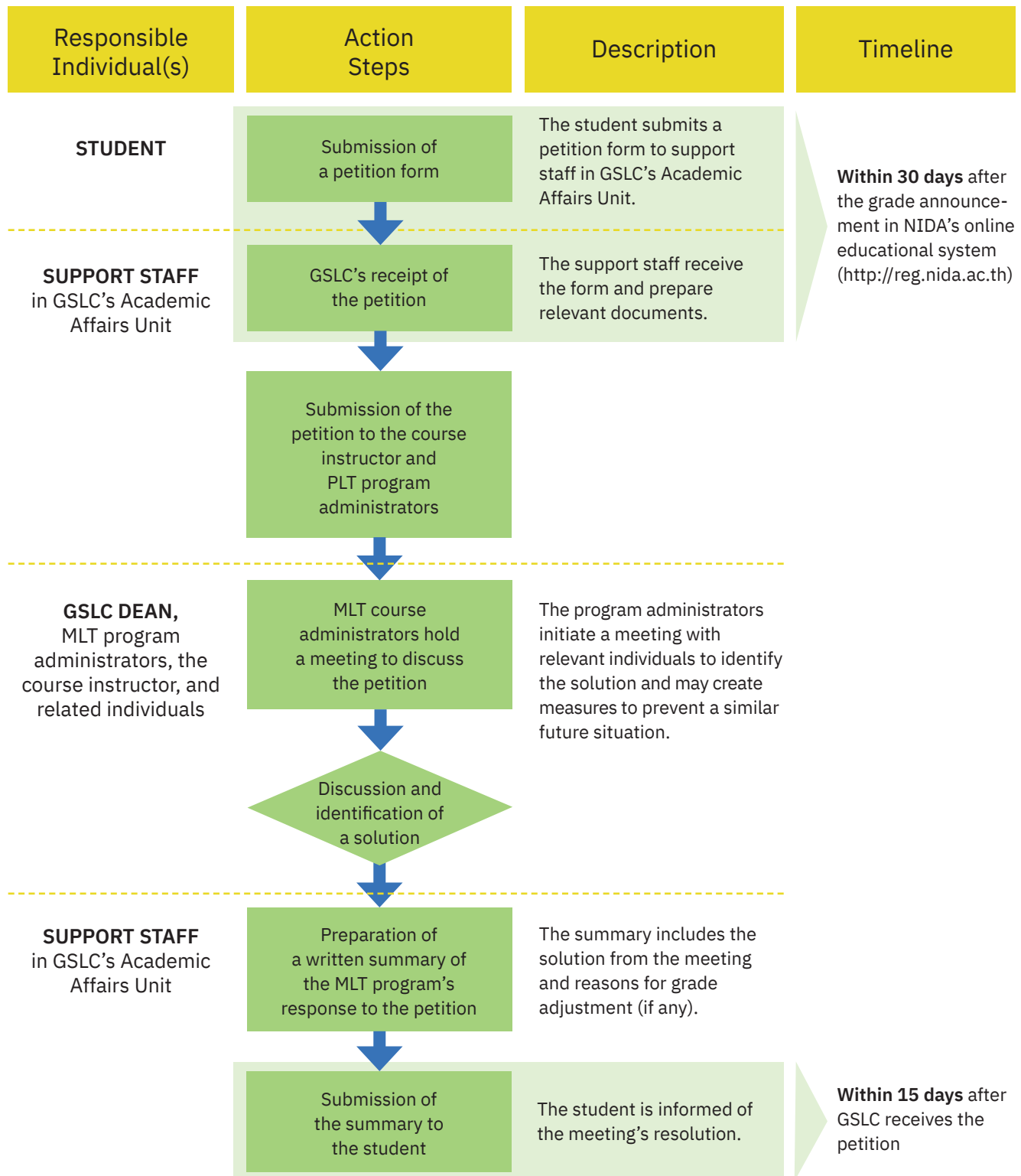
I declare that this material, which I now submit for assessment, is entirely my own work and has not been taken from the work of others. I understand that plagiarism, collusion, and copying are grave and serious offences in the institute and accept the penalties that would be imposed should I engage in such acts. I have identified and included the sources of all facts, ideas, opinions and viewpoints of others in the assignment references. Direct quotations from books, journal articles, Internet sources, textbooks, or any other sources are acknowledged and the sources cited are identified in the references. This assignment, or any part of it, has not been previously submitted by me or any other person(s) for assessment in this course or any other course(s) of study.

I have read and understand the assignment regulations stated above.

Name:	Date:

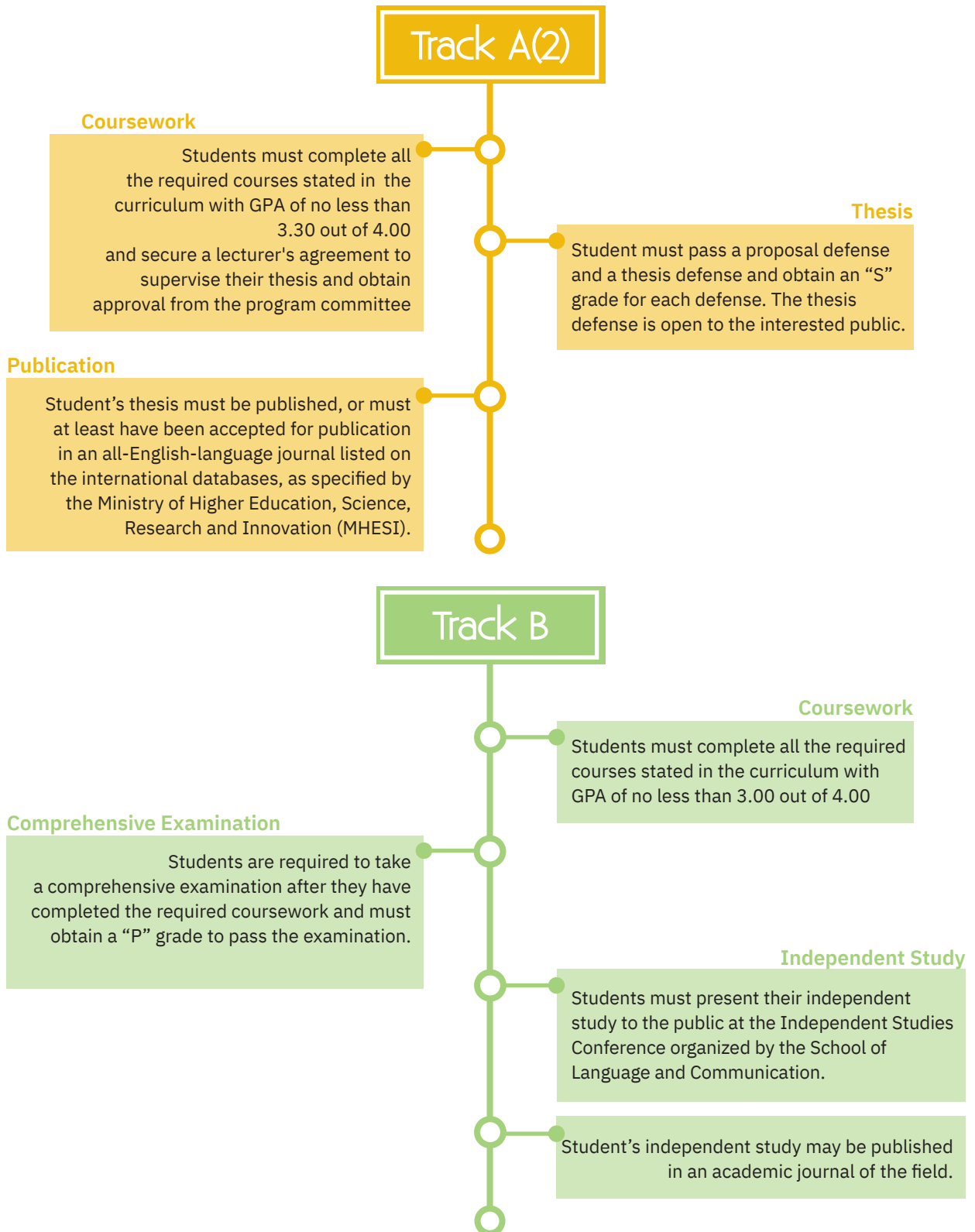
Grade Appeal Process

The program has established a process for students to follow if they have questions about their course grades, as presented below.



Assessment Guidelines for Program Completion

The criteria for completion of the program abide by the requirements as stated in NIDA's Educational Regulations and the Standard Criteria for Graduate Programs B.E. 2558 put forward by Thailand's Ministry of Education.



Faculty Specializations

Asst. Prof. M.L. Jirapa Abhakorn, Ph.D.

Language learning strategies, teacher training, conversation analysis, curriculum design



Assoc. Prof. Kasma Suwanarak, Ed.D.

Teaching English to speakers of other languages (TESOL), English for specific purposes (ESP), applied linguistics



Asst. Prof. Sarut Supasiraprapa, Ph.D.

Second language acquisition, particularly usage-based and instructed acquisition, teaching English to speakers of other languages (TESOL), particularly vocabulary teaching



Asst. Prof. Ora-Ong Chakorn, Ph.D.

Translation, discourse analysis, rhetorical analysis, genre analysis, narrative analysis, CSR visual communication, intercultural business communication, English for specific purposes (ESP), business English, literature, needs analysis, language and culture, applied linguistics, multimodal analysis, discourse for language teaching





Assoc. Prof. Savitri Gadavani, Ph.D.

Discourse studies, critical discourse studies, media studies



Asst. Prof. Aree Manosuthikit, Ph.D.

Second language acquisition (social dimensions), language ideologies, language and identity, bi/multilingualism



Asst. Prof. Kosin Panyaatisin, Ph.D.

Acoustic phonetics, sociolinguistics (quantitative analysis), ethnolinguistics (ethnosemantics), applied corpus linguistics, health communication and literacy, intercultural communication



Assoc. Prof. Patrawut Charoenroop, Ph.D.

Interlanguage pragmatics, variational pragmatics, cross-cultural and intercultural pragmatics, politeness and speech act theory, English for professional development, English for intercultural business communication



If you talk to a man in
a language he understands,
that goes to his head.
If you talk to him in
his own language,
that goes to his heart.

-Nelson Mandela





AFTER COURSEWORK

Rubric for the MA Comprehensive Examination

PASSING SCORE = 70%

(Revised in September 2025)

Criteria	(90-100)	(76-89)	(61-75)	(Below 60)	Score (raw & converted)
Content (50%)	• Demonstrates a clear and thorough understanding of the course content. • Presents highly accurate facts/figures. • Uses rich, detailed and well-chosen evidence (examples) to support points being made • Explores the issues/topics insightfully.	• Demonstrates a relatively clear understanding of the course content. • Presents accurate facts/figures. • Uses well-chosen and sufficient evidence to support points being made • Explores the issues/topics satisfactorily.	• Demonstrates some understanding of the course content. • Presents somewhat accurate facts/figures. • Uses enough evidence to support points being made • Explores the issues/topics adequately.	• Demonstrates no or little understanding of the course content. • Presents mostly inaccurate facts/figures. • Uses irrelevant or no evidence to support points being made.	(e.g., 90 / 45%)
Arguments (25%)	• Demonstrates the solid ability to define, synthesize, analyze and critique key concepts of the subjects, with rich details. • Presents very coherent arguments, i.e., orderly, consistent and logical arguments, without self-contradiction • Explores the implications of arguments or evidence in new contexts	• Demonstrates the ability to define, synthesize, analyze or critique key concepts of the subjects, but lacks rich details in some places. • Presents coherent, i.e., orderly & logical arguments with no evidence of self-contradiction	• Demonstrates an adequate ability to define, synthesize, analyze or critique key concepts of the subjects, and may misunderstand a few points. • Presents somewhat coherent, i.e., orderly & logical arguments, with perhaps some inconsistencies.	• Demonstrates almost no ability to define, synthesize, analyze and/or critique key concepts of the subjects. • Lacks coherence, i.e., orderly & logical, in arguments, with self-contradictory information.	

Critetia	(90-100)	(76-89)	(61-75)	(Below 60)	Score (raw & converted)
Organization (15%)	- Organization as a whole is clearly logical and quickly apparent. - Has 3 all sections (introduction body & conclusion) with a clear topic sentence. <u>In each paragraph:</u> - Contains one main idea and supporting details that flow together. - Demonstrates logical connection between ideas. - Uses smooth transitions between paragraphs.	- Organization as a whole is logical and apparent. - Has all 3 sections with or without a topic sentence. <u>In each paragraph:</u> - Contains one main idea and supporting details. - Demonstrates logical connection between ideas. - Mostly uses transitions between paragraphs.	- Organization as a whole is somewhat logical. - May or may not have all 3 sections <u>In each paragraph:</u> - Contains one main idea and some supporting details - Demonstrates some logical connection between ideas. - Uses some transitions between paragraphs.	- Organization as a whole is illogical. - May or may not have all 3 sections. <u>In each paragraph:</u> - Contains no main idea and/or irrelevant supporting details. - Demonstrates no or almost no logical connection between ideas. - Uses few or no transitions between paragraphs.	
Language (10%)	- Uses correct grammar (e.g., no incomplete, run-on sentences) - Uses accurate and precise word choices - Uses appropriate punctuation. - Sources are attributed and cited properly. - The entire answer is clearly and eloquently articulated.	- Mostly uses correct grammar - Uses mostly accurate word choices - Uses mostly appropriate punctuation. - Sources are attributed and/or cited properly. - The entire answer is clearly articulated.	- Occasionally uses incorrect grammar - Occasionally uses unclear word choices - Uses some punctuation. - Sources may or may not be cited. - The entire answer is comprehensible.	- Mostly uses incorrect grammar - Uses unclear and/or redundant word choices - Mostly lacks punctuation. - No citations are included. - The entire answer is almost incomprehensible.	
TOTAL (converted score)					

ACADEMIC GUIDELINES FOR IS/THESIS ADVISEES



Choose a topic

You should select a dissertation topic that comes from your genuine interest (but your topic should also be in your advisor's area of expertise). It is your genuine interest and passion for the topic that will keep you perseverant, sustain your work effort and help you reach the finish line. This is particularly true when you encounter obstacles along the way. Once your topic is determined, as long as you are in the proposal writing stage, you can still readjust or change it as you continue to develop further research ideas gained from extensive reading.



Make your action/work plan

After your advisor approves your topic, you need to create an action/work plan indicating what you will be doing and how long you need to complete each activity (e.g., finishing each chapter, collecting data, analyzing data) before bringing it to discuss with your advisor. Your plan, once approved, will help both you and your advisor effectively keep track of your progress.



Ask questions

When seeking your advisor's guidance, whether face-to-face or via written texts, avoid open-ended questions (e.g., What should I do? How should I solve this problem? How can you help me?). Instead, please do some serious thinking and come up with a set of well-thought-out answers. Upon hearing your ideas, your advisor will offer his/her own comments or suggestions, but not "downright answers." In other words, your advisor highly expects you to take the initiative in designing and setting your research directions. Doing so will train you to be a proactive, responsible and independent problem-solver.



Set appointments

Some advisors prefer face-to-face meetings but others prefer online communication. Whatever the case, when you need to meet with your advisor in person, please send your request at least one week in advance. You should not expect your advisor's immediate availability without prior notice or arrangement.



Write up

Read widely (NOT wildly): one cannot write without reading first. Once finished, do some editing to ensure logic and clarity in every draft before submitting it. Do not assume that unedited work is permissible simply because it is just an early draft, not a final one. Your advisor will not be able to provide feedback if s/he finds it incomprehensible. Also, please start writing early because the later you start, the harder it can painfully get!



Avoid Plagiarism, Use AI Responsibly, and Complete the Work Yourself

Please be reminded that GSLC takes these issues more seriously than you may think. Every chapter of your dissertation (i.e., the 3-chapter proposal and the 5-chapter complete report) will be checked using plagiarism and AI detection software (i.e., Turnitin). If your work is found to exceed a 15% similarity index, you will be required to revise it.

In addition, the use of AI tools of any kind (e.g., ChatGPT) in drafting your dissertation chapters is allowed *only* for proofreading the language of your drafts, not for generating ideas or content. Therefore, when checked with Turnitin, there must be no AI-generated content (0%), and AI-paraphrased content must not exceed 20%.

Please note that These requirements are provided with the trust that you will complete the work entirely by "yourself".

Failure to meet these requirements — whether related to plagiarism, AI usage, or not doing the work yourself — will result in serious consequences. Your oral defense will not be scheduled at either the proposal or dissertation stage, and the most severe penalties include denial of graduation or, if found later, revocation of your doctoral degree.



Submit drafts for feedback

Please make sure to submit your written work regularly. After submission, allow approximately two weeks for your advisor to read and get back to you with feedback. If you do not hear back after three weeks, write to your advisor to make a polite inquiry. As is often the case, your advisor is occupied with his/her academic and, oftentimes, administrative work. Also, while waiting for feedback, do not stop reading and/or writing. Instead, remain productive by continuing to work on the other parts of your dissertation.

Also, please be sure to include page numbers on every draft. If it is a resubmission, highlight the parts you have revised and provide an explanation, if necessary, to clarify your revisions.



Remain active

During each step of the way, do not wait for your advisor to tell you what to do. Think ahead and ask proactive questions, such as *Do you think I should include this information in my literature review? Should I go ahead and write the methodology section or should I wait until my pilot study is completed? I'm thinking of including two more participants in my study, what do you think?* When questioned why, you should also be able to justify your initiatives. Students are encouraged to attend dissertation progress report activities every semester to keep track of their own and others' progress in doing theses.



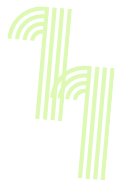
Stay in contact

You are expected to keep in touch with your advisor. Drop her/him a line every now and then to let them know what you are up to no matter what circumstances you find yourself in (e.g., feeling unproductive, facing difficulty in personal, study or work life). Do not disappear as this can worsen your writing situation. Your advisor will try to suggest a way out to alleviate, if not solve, your issues to help you get back on track and re-sustain your productivity.



Fulfill meeting requirements

Your advisor will keep track of your meetings as a way to check on your progress. If you fail to fulfill this meeting requirement (e.g., hardly show up, never call or write, or simply disappear), your advisor is entitled to terminate her/his advisory duty at any time. In this case, you need to find a new advisor on your own and should be warned that the program does not guarantee success in your search.



Sources of information to access before meeting with your advisor:

1. Academic books and articles
2. Experts or those experienced in the topic you are researching (e.g., teachers, professors, professionals and others inside and/or outside NIDA).
3. Academic seminars and conferences
4. Online searches
5. Your seniors or colleagues in the same cohort



Special tips

From all the advisors' experiences, things that can keep you physically fit and psychologically healthy, especially when you begin to feel exhausted, burned out, hopeless, panic or fearful, are (1) exercising, (2) meditating, (3) taking small breaks, (4) eating right and (5) sleeping tight! You will see the difference these can positively make in your working situation and outcome. Trust us!



I have read, understand and agree to comply with all of these academic guidelines.

Signature

Date

*Please sign and give your advisor this document in original. Make two copies, one for yourself and the other for M.A. Program Director.

Thesis Defense Protocol

As an MA student, you need to take two thesis defense examinations, one at the proposal stage where you defend your first three chapters (i.e. Introduction, Literature Review and Methodology) and at the complete thesis stage where you defend all chapters (+ Findings and Discussion/ Conclusion). On that day, you will be asked questions and given suggestions by three committee members, your advisor included, all of whom specialize in your thesis topic and one or two whom are invited from outside the GSLC.

The following are the steps to take place on this important day:

-  You are required to present a 20-25-minute summary of your thesis (a proposal or a complete version). Please do not exceed this time limit. A longer presentation is not helpful for your committee members since, in general, they have read your work thoroughly and know what your research is all about.
-  You will hear comments and suggestions from the committee members. Please note that your advisor generally withholds her/his comments on your work. You can politely ask questions if you find the committee's comments difficult to understand or need further advice from them.
-  You will be asked to leave the (physical or online) room after this feedback session is complete. The committee chairperson will ask you to wait (outside the room or offline) for about 10-15 minutes so that they can discuss your work before collectively reaching their evaluative decision.
-  You will be asked to return to the room, physical or virtual, and informed of the committee's decision as to whether you pass or fail your defense examination.
-  You should schedule an appointment with your advisor to discuss and sort out the committee's comments and suggestions and plan your next steps.
-  You are required to complete the revision form by listing areas to revise or improve according to the committee's suggestions before submitting it to each committee member to get their further comments, if any, and their approval signatures.

Please note that you are in charge of contacting (i.e., via email) all committee members prior to each defense examination to inquire about their availability and finalize the defense examination date/time. You may request help from your advisor if facing any difficulty in the process.

THESIS PROPOSAL EVALUATION FORM

M.A. (ENGLISH LANGUAGE STUDIES AND TEACHING)

STUDENT'S NAME : I.D. NUMBER :

THESIS TITLE :

MEETING DATE :

EXAMINER'S NAME :

CONTENT

SCORE

- 1 **Introduction:** Relevant and well-grounded contextual information (i.e., background, problem statement or rationale), definition of terms, research questions. (20 points)
Comments:
- 2 **Literature Review:** Accurate and appropriate theoretical frameworks or models (20 points)
Comments:
- 3 **Methodology:** Inclusion of essential components (i.e., sample selection, data collection tools and procedures, data analysis techniques) with justification of choices of methods (20 points)
Comments:
- 4 **Contributions to research and practical knowledge** (10 points)
Comments:
- 5 **Creativity and innovation in overall research** (10 points)
Comments:

LANGUAGE & ORGANIZATION

- 6 **Use correct language and follow an academic writing style** (e.g., clear, concise) (10 points)
Comments:
- 7 **Reflect organizational structure of text** (systematic, sequential, logically coherent) and appropriate use of visuals (tables, figures, pictures) (10 points)
Comments:

Total points

NB. ≥ 90 points or more = very good,
80-89 = good,
70-79 = pass,
 $69 \leq$ fail

THESIS EVALUATION FORM

M.A. (ENGLISH LANGUAGE STUDIES AND TEACHING)

STUDENT'S NAME : I.D. NUMBER :

THESIS TITLE :

MEETING DATE :

EXAMINER'S NAME :

CONTENT

SCORE

- 1** Introduction: Relevant and well-grounded contextual information (i.e., background, problem statement or rationale), definition of terms, research questions. (10 points)
Comments:
- 2** Literature Review: Accurate and appropriate theoretical frameworks or models (15 points)
Comments:
- 3** Methodology: Inclusion of essential components (i.e., sample selection, data collection tools and procedures, data analysis techniques) with justification of choices of methods (15 points)
Comments:
- 4** Results: Clear presentation and logical interpretation of results. (15 points)
Comments:
- 5** Discussion: Interpretation expanded and contextualized to the wider and existing literature, and containing, if any, a fresh perspective. (15 points)
Comments:
- 6** Contributions to research and practical knowledge (10 points)
Comments:

LANGUAGE & ORGANIZATION

- 7** Use correct language and follow an academic writing style (e.g., clear, concise) (10 points)
Comments:
- 8** Reflect organizational structure of text (systematic, sequential, logically coherent) and appropriate use of visuals (tables, figures, pictures) (10 points)
Comments:

NB. ≥ 90 points or more = very good,
80-89 = good,
70-79 = pass,
69 $\leq$ fail

Total points

M.A. THESIS PROPOSAL REVISION FORM

NAME: ID: DEFENSE DATE:

Description of Student's Revisions according to Examiners' Comments

No.	Topics	Examiners' Suggestions	Revisions Made	Comments
1	Abstract			
2	Introduction			
3	Literature Review			
4	Methodology			
5	Language Use			
6	Others			

Examiner's Signature _____

Approval Date _____

(_____)

M.A. THESIS REVISION FORM

NAME: ID: DEFENSE DATE:

Description of Student's Revisions according to Examiners' Comments

No.	Topics	Examiners' Suggestions	Revisions Made	Comments
1	Abstract			
2	Introduction			
3	Literature Review			
4	Methodology			
5	Results			
6	Discussion			
7	Conclusion			
8	Language Use			
9	Others			

Examiner's Signature _____

Approval Date _____

(_____)

Research Databases & Academic Journals in Social Science and Humanities

To successfully complete this M.A. Program, students (TrackA(2)) are required to publish a part of their thesis in an academic journal that is approved by Thailand Science Research and Innovation. Provided below are (1) a list of research databases containing a plethora of international journals published outside Thailand and (2) a list of international journals published in Thailand. Please note that you need to choose a journal for publication from the sources given below only.

1

International journals published outside Thailand in these databases:

Arts & Humanities Citation Index	SCOPUS
ERIC	Social Science Citation Index
JSTOR	Social SciSearch
Project Muse	Sociological Abstracts
PsycINFO	Linguistics and Language Behavior Abstracts

2

Examples of international journals in SCOPUS or TCI (tier 1) published by Thai universities

ABAC Journal (Assumption University)	LEARN Journal (Thammasat University)
Asian Review (Chulalongkorn University)	Manusya: Journal of Humanities (Chulalongkorn University)
Humanities Arts and Social Sciences Studies (Silpakorn University)	PASAA (Chulalongkorn University)
Journal of Studies in the English Language (Thammasat University)	rEFlections (KMUTT)
Kasetsart Journal of Social Sciences (Kasetsart University)	Thammasat Review (Thammasat University)
	The New English Teacher (Assumption University)

Please note that Thailand's international journals listed in Part 2 are all ranked Tier 1 and publish articles in English only. For more Thai journal titles (e.g., Tier 2) or if unsure of your journal choice, please check out Thailand Citation Index (TCI) databases at

<https://tci-thailand.org>



Education is not
the filling of a pail,
but the lighting of
a fire.

- William Butler Yeats





OTHER USEFUL INFORMATION

Degree Qualification Equivalency Checklist

International students who graduated outside Thailand are required to submit the following documents to Thailand's Ministry of Education to verify that your degrees received are comparable to those approved by the National Qualifications Framework for Higher Education in Thailand.

1 Passport

- ☐ A copy of the cover with your signature
- ☐ A copy of the bio data page with your signature
- ☐ A copy of the visa page with your signature
- ☐ A copy of the English translation* of the document certifying your BA Degree graduation with your signature

2 Documents related to your BA Degree

- ☐ A copy of your BA Degree with your signature
- ☐ A copy of the English translation* of your BA Degree with your signature
- ☐ A copy of a document certifying your BA Degree graduation with your signature
- ☐ A copy of the English translation* of the document certifying your BA Degree graduation with your signature
- ☐ A copy of your BA transcript with your signature
- ☐ A copy of the English translation* of your BA transcript with your signature

**Please make sure that your translated documents are notarized or certified by a translation service agency, the embassy or the Ministry of Foreign Affairs.*

Co-curricular Activities

The GSLC organizes co-curricular activities for academic enrichment in which graduate students are strongly encouraged to participate in person or online.

Special talks

by Thai and non-Thai scholars

—At least twice a year

International Conference

in Language and Communication (ICLC)

—Once a year (two-day annual event)

Academic forums

(panel discussion)

—Once or twice a year

Brown-bag discussions

(between faculty members and students)

—All year round

Senior-junior meetings

—Once or twice a year

Stay tuned to our updates on GSLC year-round activities on the Facebook page
“MA and PhD in English Language Studies and Teaching”

Scholarships & Grants for M.A. Students

Each year, NIDA offers a number of scholarships and grants to graduate students. The funding include, but is not limited to, the following sources:

Scholarships & grants		Details
Internal Sources	Graduate Assistantships	Graduate assistantships are offered to eligible applicants only upon admission to the Program. There are three types of financial support for graduate assistantships: Type 1: A full-tuition waiver plus monthly stipends throughout the program of study Type 2: A full-tuition waiver throughout the program of study Type 3: A half-tuition waiver throughout the program of study. However, terms and conditions apply. For more information, please visit: http://lc.nida.ac.th/main/public/webfiles/information/phd_elst12_221_scholarship.pdf Note: Students of all nationalities can apply
	Thesis Grants	Dissertation grants (15,000 - 45,000 baht per grant) are offered to students who have passed their thesis proposal defenses. Please visit our facebook page “M.A. and Ph.D. in English Language Studies and Teaching” for more information on the eligibility criteria, application process, and terms and conditions. Note: Students of all nationalities can apply.

Note: 1.The GSLC encourages students to seek financial aids from external sources to support their studies.
 2. For information on external funding sources, please contact the International Affairs Office at oia@nida.ac.th

Facilities & Support Services

Both campus-wide and program-wide facilities and services are offered to support graduate students' learning capacity and keep everyone working at their best in the fully-equipped environment.

NIDA Campus-wide Facilities



High-tech classrooms:

Besides 112 regular classrooms, NIDA also has amphitheater classrooms and smart classrooms installed with modern technology operated via touch-screen systems and computer labs of over 100 computers/ laptops.



Digital & online services:

NIDA facilitates teaching and learning with online communication platforms, including Microsoft Teams, digital library, i-Thesis system (electronic thesis writing system) & NIDA Mobile (phone application for updated campus news, class schedules & facilities booking).



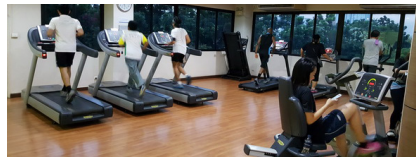
Libraries:

NIDA has two main libraries, Sukhum Navapan Library and Thanat Khoman ASEAN Library. Known for their high quality interior designs, both are fully equipped with high-tech equipment, academic books and publications and a multifunctional computer lab.



Nursing room:

Students can seek health advice and receive first aid or medication from a nurse (open from 8.30am-4.30pm on weekdays and 10am-4pm on weekends). They can also see a physician on Monday and Friday from 1pm-4pm, and a psychiatrist every Sunday from 10am-12pm.



Sports and recreational center:

Students can use NIDA's mobile phone application to reserve sports facilities, including tennis, volleyball, and basketball courts. The center also has fitness rooms, shower rooms and lockers (open daily from 10am-9pm).



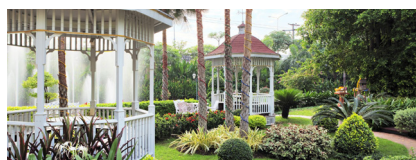
Cafeterias, coffee shops, and convenience store:

NIDA has two cafeterias, multiple coffee shops (open from 7.30am-6pm) and a convenience store (open daily from 6.30am-8pm).



NIDA House:

This is an affordable hotel for NIDA's academic staff, invited lecturers, or prospective students wanting to visit the campus.



Gardens & green spaces:

Nicely decorated green areas for students to study and relax can be found in all corners of the campus.



Buddha shrine and praying rooms:

For student's psychological well-being, NIDA has a Buddhist shrine located outdoors and praying rooms inside NIDA's main library.

GSLC Program-wide Facilities

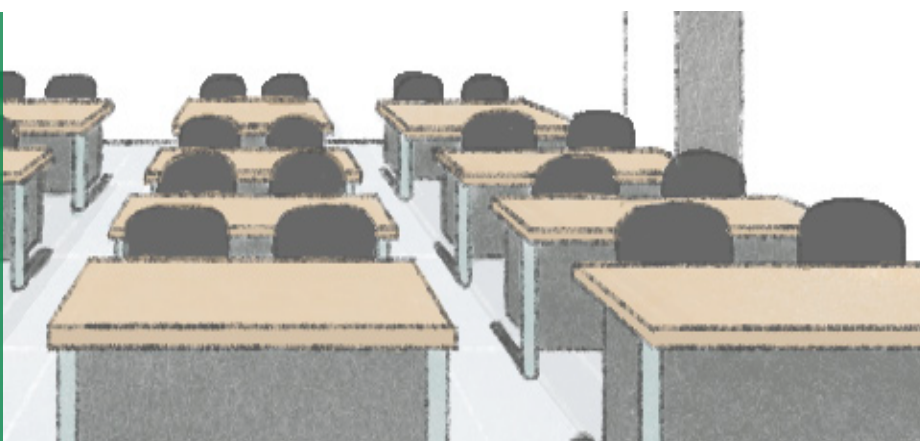
Kitchen:

A well-equipped kitchen shared among graduate students and faculty members.



Multipurpose room:

This 40-seat multifunctional room is used for teaching, workshops and seminars. It is equipped with a visualizer, wireless microphones, a computer with essential and updated software programs, Internet access and free WiFi to fully support digital learning.

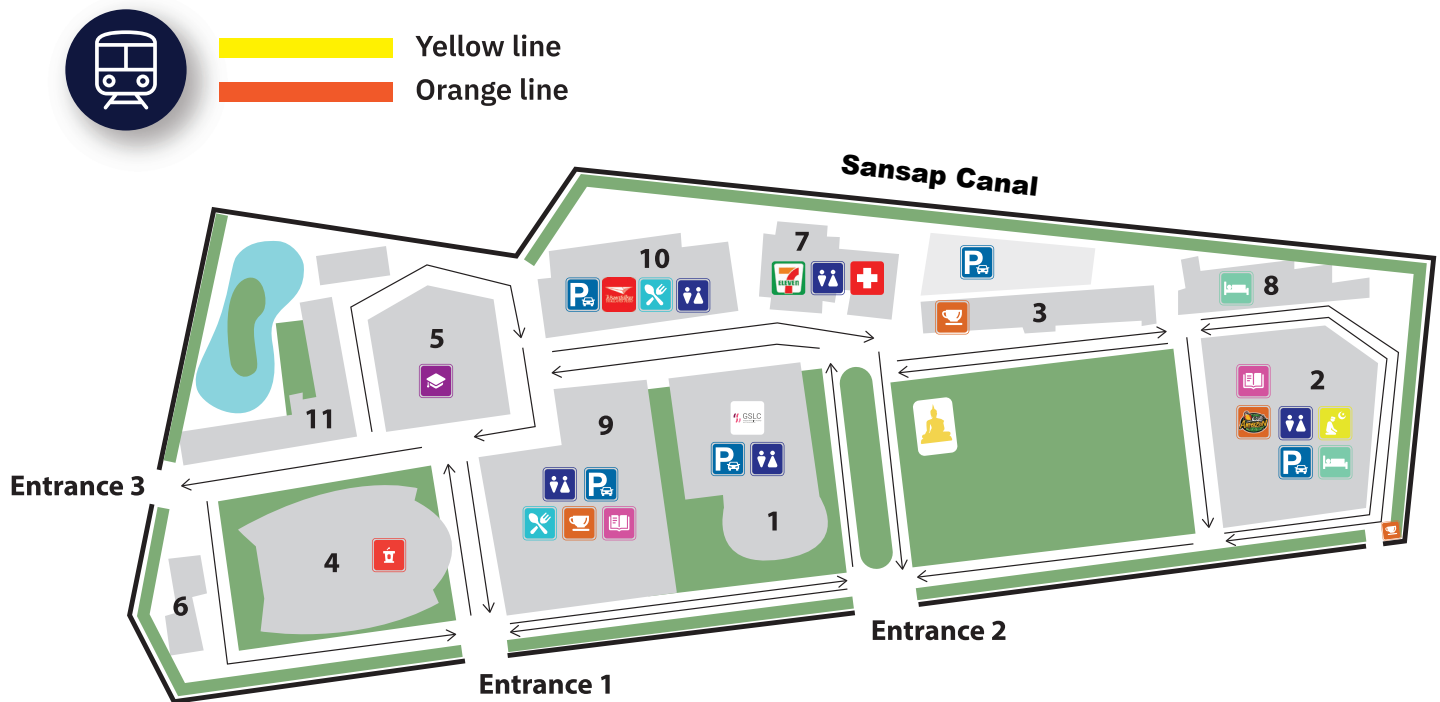


Computer lab:

The GSLC also has a computer laboratory with 30 desktop computers that feature a wide variety of software applications. It is commonly used as a classroom that can be scheduled for a semester or as needed for computer/software-based instruction, training, workshops, or group collaboration for GSLC students, lecturers and academic support staff.



NIDA Campus Map



- 1 - Sayam Boromrajakumari Building
(School of Language and Communication)
- 2 - Bunchana Atthakor Building
- 3 - Malai Huvanandana Building
- 4 - Auditorium Hall
- 5 - Prince Naradhip Bongsprabandha Building
- 6 - Serithai Building
- 7 - Sports & Student Union Building
- 8 - NIDA House
- 9 - Navamindrathiraj Building
- 10 - NIDA Sampan Building
- 11 - Ratchapruk Building

.....



School of Language and Communication

National Institute of Development Administration (NIDA)

148 Serithai Road, Klong-Chan, Bangkok THAILAND 10240



0-2727-3138 - 43, 62



language@nida.ac.th



<http://lc.nida.ac.th/main/public/>



www.facebook.com/lc.nida.ac.th (School of Language and Communication)

<https://www.facebook.com/teaching.nida1> (M.A. and Ph.D. in English Language Studies and Teaching)