



WISDOM for Sustainable Development



GSLC

Graduate School Of Language
and Communication

PH.D. 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 Ph.D. 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 over a decade, our Ph.D. 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 a Ph.D. 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 do and endless 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 a Ph.D. student. You will find details about the program, courses offered, assessment criteria, faculty members, post-course requirements and other useful information that should come in handy during the course of your study.

A Ph.D. study is a journey of a lifetime and you have taken your first step. Just keep walking. All the lecturers, administrative staff and peers at GSLC will walk with you all the way to your goals.

My warmest wishes,

Assoc. Prof. Kasma Suwanarak, Ed.D.

”

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The important thing
is not to stop
questioning.

-Albert Einstein





PROGRAM STRUCTURE & SPECIFICATIONS

General Information

Program Title

Doctor of Philosophy Program in English Language Studies and Teaching
(International Program)

หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาภาษาอังกฤษศึกษาและการสอนภาษาอังกฤษ
(หลักสูตรนานาชาติ)

Degree Title

Doctor of Philosophy (English Language Studies and Teaching)

ปรัชญาดุษฎีบัณฑิต (ภาษาอังกฤษศึกษาและการสอนภาษาอังกฤษ)



Credit Requirements

	Track 1(1.1) (for M.A. Holders)	Track 2(2.1) (for M.A. Holders)	Track 2(2.2) (for B.A. Holders)
Coursework	-	21 credits	27 credits
Dissertation	48 credits	36 credits	48 credits

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

Track 2(2.1): Students take at least 3 years or 6 semesters and are allowed a maximum of 6 years to complete the program. Graduates from these tracks obtain a Ph.D. 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”

Doctor of Philosophy in English Language Studies and Teaching (Ph.D. in ELST) has been designed and developed to align with these four principles: interdisciplinarity, internationality, inquisitive-mind and independent learning. These principles reflect NIDA’s philosophy of creating and instilling wisdom to bring about change in society.

The Ph.D. program in ELST is a change in itself; it combines English language studies with English language teaching. The program acknowledges the significance of English language and teaching in the contemporary society, a thorough understanding of which requires interdisciplinary investigation. It therefore offers interdisciplinary courses investigating English language and teaching in diverse contexts and from a myriad of disciplinary perspectives, including applied linguistics, discourse studies, intercultural communication, translation, language acquisition, language teaching and language assessments. The program’s ultimate aim is twofold: (1) to produce experts in English language studies and/or quality personnel in English language teaching; (2) to publish quality research that contributes to the scholastic and academic advancement of the fields.

The program also aims to groom students to think critically, have inquisitive mind and be intellectually curious. It intends to produce graduates who are independent learners with skills to learn and develop new ideas by themselves in adherence to international quality assurance in terms of academic rigor and integrity. To broaden their global perspectives, the program exposes students to a rich diversity of international academic literature, topics, issues and activities that provoke them to think beyond their cultural boundaries. Such international outlooks should empower them to better understand the increasingly interconnected and interdependent world full of changes yet filled with new learning opportunities.

Program Objective

The program’s primary objective is to produce graduates equipped with strong foundation in this interdisciplinary field and skills necessary to problematize issues and to address them independently, systematically and ethically.

Program Courses

Courses and Credits

Track 2(2.1)	
Coursework	
Foundation course	3 credits
Core course	3 credits
Research methodology courses	6 credits
Seminar course	3 credits
Elective courses	6 credits
Dissertation	36 credits
Qualifying Examination	-
Total	57 credits



Track 2(2.1)

A. Foundation Course (3 credits)

PLT 5000 Advanced Academic and Research Writing

B. Core Course (3 credits)

PLT 6001 Theoretical Approaches to English Language Studies and Teaching

C. Research Methodology Courses (6 credits)

PLT 6002 Qualitative Research in English Language Studies and Teaching

PLT 6003 Quantitative Research in English Language Studies and Teaching

D. Elective Courses (6 credits)

The offering of electives is dependent upon the committee's approval.

English Language Studies Courses

PLT 7101 Analyzing Spoken English Language

PLT 7102 Discourse Studies and Research

PLT 7103 Intercultural and Cross-cultural Pragmatics in English

PLT 7104 Language in Society

PLT 7105 Studies in Language and Media

PLT 7106 Stylistics

PLT 7107 Theoretical Approaches to Genre Studies

English Language Teaching Courses

PLT 7201 Second Language Acquisition

PLT 7202 English Language Teaching Theories and Practices

PLT 7203 Critical Issues in English Language Teaching

PLT 7204 Teaching English as a Global Language

PLT 7205 Language, Identity Ideology and Discourse in English Language Teaching

PLT 7206 Institutional Discourse for Language Practitioners

PLT 7207 Translation Studies in English Language Teaching

E. Seminar Course (3 credits)

PLT 8000 Seminar in English Language Studies and Teaching

F. Dissertation (36 credits)

PLT 9901 Dissertation





Knowledge of languages is
the doorway to WISDOM.

-Roger Bacon

Course Descriptions

A. Foundation Course (3 credits)

PLT 5000 Advanced Academic and Research Writing (3 credits)

This course introduces students to both fundamental and advanced concepts used in the preparation of Ph.D.-level academic and research writing and thinking skills. The course will help students develop advanced academic writing skills in English for clear, accurate and critical written communication. Upon completion of the course, students must be able to develop research argument, conduct systematic and ethical research and present it in a logical manner.



B. Core Course(s): Track 2(2.1): 3 credits Track 2(2.2): 6 credits

PLT 6000 English Linguistics (Track 2(2.2) only) (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.

PLT 6001 Theoretical Approaches to English Language Studies and Teaching (3 credits)

This course introduces students to various theoretical approaches to on understanding and analyzing English language and language teaching. It emphasizes thorough understanding of systemic functional linguistics, text and discourse analysis, and formal approaches to linguistics, and language teaching. It also demonstrates how these approaches can be applied to research how people use English language in society, how learners learn the language, how human brains process language, and how English should be taught.

C. Research Methodology Courses (6 credits)

PLT 6002 Qualitative Research in English Language Studies and Teaching (3 credits)

This course examines the philosophical paradigms which inform interpretive research on English language studies and teaching. It explores the types and designs of qualitative research as well as key methodological considerations involved in the research process, including data collection, data analysis, reliability, validity, ethics and research writing. It also enables students to analyze, critique and assess qualitative research from theoretical and methodological standpoints.

PLT 6003 Quantitative Research in English Language Studies and Teaching (3 credits)

This course seeks to familiarize students with key methodological issues in quantitative research and with necessary statistical procedures used in the field of English language studies and teaching. Students will have hands-on experience in analyzing research data and get exposed to quantitative research papers from international peer-reviewed journals. They will also have some practice in presenting statistical results based on such articles.



D. Seminar Course (3 credits)

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

This course aims to discuss the current issues in English language studies and teaching and their related applications. The seminar will deal with selected problems and issues in theory and research in language use, language analysis, applied linguistics, language teaching and learning, and second language acquisition. Discussion on these English language studies and teaching issues will be offered.

E. Elective Courses: Track 2(2.1): 6 credits Track 2(2.2): 9 credits

English Language Studies Courses

PLT 7101 Analyzing Spoken English Language (3 credits)

This course aims at analyzing sound forms, systems, and fundamental pronunciation rules in the English language, emphasizing the segmental and the suprasegmental levels. Learners will be equipped with key concepts in acoustic phonetics and its analyzing tools in order to conduct a sound analysis quantitatively. Learners will also study current issues and problems pertaining to sounds produced by speakers who use English as a second/foreign language.

PLT 7102 Discourse Studies and Research (3 credits)

This course introduces multidisciplinary approaches to an analysis of discourse. The course provides a thorough understanding of the concept of discourse from the ground up, discussing its definition derived from various fields and perspectives, the accompanied objectives as well as the associated analytical frameworks. Methods of analysis introduced includes the classic such as Systemic Functional Linguistics to the popular Multimodal Discourse Analysis and the technology-oriented method such as Corpus Linguistics. The aim of the course is to help students to design and conduct a multidisciplinary research with a clear and systematic method of analysis that can empirically explain the dialectical relationship between discourse and a specific social or communicative context. Upon completion of the course students will be able to produce a quality discourse studies research on the topic of their choice in an analytical or a critical direction.

PLT 7103 Intercultural and Cross-Cultural Pragmatics in English (3 credits)

This course delves into intercultural and cross-cultural pragmatic approaches with a critical perspective on central phenomena in pragmatics (i.e., politeness, speech acts, implicature, and deixis). Learners will have the opportunity to analyze and reflect critically on pragmatic issues arising from the use of English in intercultural and cross-cultural communication in institutional and non-institutional contexts. Real life data will be examined and learners will be expected to understand its potential practical implications.



PLT 7104 Language in Society (3 credits)

This course aims to introduce various theoretical frameworks in sociolinguistics in order to analyze and understand how societies affect language use and contribute to language variation and change. The interaction among key predictors promoting language variation embraces internal phonological factors, social factors, and cognitive and cultural factors. Learners will investigate language use quantitatively and qualitatively in order to pose new research questions in sociolinguistics.



PLT 7106 Stylistics (3 credits)

This course studies the styles of language usage in different contexts especially in literary and academic contexts in order to determine how language systematically creates meaning, style and effect. It is concerned with the examination of stylistic features including grammar, lexis, semantics, pragmatics and sociolinguistics with a focus on the significance of form and function that each style fulfills. It surveys existing theories of style, methods of style analysis, and applications of the theories and methods to selected work.

PLT 7105 Studies in Language and Media (3 credits)

This course introduces the key concepts in media studies. It aims to develop comprehensive understanding in the relationships between language, communication and media. It also explores research in this interplay in conjunction with various elements in society.



PLT 7107 Theoretical Approaches to Genre Studies (3 credits)

This course introduces various approaches used for the genre analysis of spoken and written discourse. It emphasizes the genre theory derived from the notions of genre, discourse community, and communicative event. Also discussed are cross-cultural genre studies and contemporary genre-based research. It draws on a range of authentic samples of different genres and includes some theory-to-practice applications.



English Language Teaching Courses

PLT 7201 Second Language Acquisition (3 credits)

This course explores the methods, findings, and theoretical issues in SLA research from both cognitive and sociocultural perspectives. The course will discuss various sources of influence on SLA, such as age, crosslinguistic influences, the linguistic environment, cognition, individual differences in both instructional and naturalistic settings. It also examines a socially informed and interdisciplinary approach to SLA with emphasis on how people attempt to learn and use languages in different sociocultural, sociopolitical and socio-historical contexts. Students will be encouraged to critically assess assumptions about language learning and use, while forming their own knowledge and ideas of SLA based on empirical research.

PLT 7202 English Language Teaching Theories and Practices (3 credits)

This course provides comprehensive knowledge concerning English language teaching approaches and methods, and course design. It seeks to analytically clarify the assumptions behind these approaches and methods and encourage students to explore their own beliefs and practices in English language teaching and course design. In addition, students are urged to explore teaching practices from a variety of perspectives with an expanded focus on teaching English in international contexts in order to discern the relationship between theory and practice.

PLT 7203 Critical Issues in English Language Teaching (3 credits)

This course focuses on different understandings of and approaches to English language studies and teaching, including the theoretical concepts underpinning the area of critical applied linguistics. Emphasis is placed on development of a good understanding of the role of English as a foreign and second language in various parts of the world, as well as critical reflection on a number of issues concerning English language studies and teaching. Students are expected to articulate reflective and critical knowledge regarding English language studies and teaching, demonstrate confidence and capacity to challenge professional practice, and become agents of social change in order to increase the accessibility to excellent education for all English language learners.



PLT 7204 Teaching English as a Global Language (3 credits)

This course discusses key concepts of Global Englishes, including World Englishes and English as a Lingua Franca. Theories and research focusing on these concepts as well as implications for English language instruction will be discussed. In so doing, students will be given the opportunity to explore the roles of English in contemporary society, with emphasis on the teaching of language skills and culture, notably intercultural and cross-cultural communication.

PLT 7206 Institutional Discourse for Language Practitioners (3 credits)

This course prepares students, researchers and scholars to investigate and analyze institutional discourse in both academic and non-academic settings. It provides an overview of institutional discourse studies and various approaches used in spoken and written discourse analysis, especially for pedagogical purposes. Theories are introduced along with innovative and interdisciplinary approaches to current classroom-related discourse issues. Research into such issues in various institutional contexts is explored, especially in the ways that it can be fed into language pedagogy.

PLT 7205 Language, Identity, ideology and Discourse in English Language Teaching (3 credits)

This course introduces students to key concepts and approaches to studying the relationship between language, identity, ideology and discourse in national and transnational contexts. It also explores the practice of language and identity which shapes and is shaped by discourses and ideologies. Students will understand how learner and teacher identities are constructed, negotiated or contested in the classroom and naturalistic settings and how power relations may empower or constrain educational opportunities. Students will also apply their understanding to real-world language learning and teaching situations.

PLT 7207 Translation Studies in English Language Teaching (3 credits)

This course focuses on translation theories and practice in English language teaching. It examines the place of translation in the ESL/EFL classroom and ways in which the teaching of literary and non-literary translation can be integrated. Research into the roles of translation in language acquisition, language pedagogy and testing is widely explored. Emphasis is also on codes of conduct and ethical concerns in using translation materials for English language teaching.

F. Dissertation (36 credits or 48 credits)

PLT 9900 Dissertation Track 1(1.1), Track 2(2.2) (48 credits)

In-depth, original and systematic investigation of a topic in the area of English language studies and teaching. The dissertation should display the student's independent critical thinking and meet international academic standards. The dissertation must also reflect extensive and substantial research on the topic specified and be exceptional in quality. An excerpt of the dissertation must be of sufficient quality for publication in peer-reviewed journals.

PLT 9901 Dissertation Track 2(2.1) (36 credits)

Original and systematic investigation of a topic in the area of English language studies and teaching. The dissertation should display student's independent critical thinking and meet international academic standard. An excerpt of the dissertation must qualify for publication in peer reviewed journals.



Study Plan

Track 2(2.1)

SEMESTER
1
1/2025
(Aug-Dec 2025)

PLT 5000 [3]
PLT 6001 [3]
PLT 6002 [3]

SEMESTER
2
2/2025
(Jan-May 2025)

PLT 6003 [3]
PLT 7XXX [3]
PLT 7XXX [3]

SEMESTER
3
3/2025
(Jun-Jul 2026)

(Summer)

PLT 8000 [3]

SEMESTER
4
1/2026
(Aug-Dec 2026)



SEMESTER
5
2/2026
(Jan-May 2027)

PLT 9901 [6]

SEMESTER
6
1/2027
(Aug-Dec 2027)

PLT 9901 [12]

SEMESTER
7
2/2027
(Jan-May 2028)

PLT 9901 [12]

SEMESTER
8
1/2027
(Aug-Dec 2028)

PLT 9901 [6]

PH.D. 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 :

	<u>COURSE CODE</u>	<u>COURSE NAME</u>
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

The program's ELOs and the alignment between the ELOs and curriculum (courses and dissertation).

Expected Learning Outcomes

ELO1

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

ELO2

Demonstrate ability to effectively communicate complex ideas and issues to specialists and non-specialists in English language studies and teaching.

ELO3

Apply knowledge of philosophies, principles and theories to explain various issues related to English studies and teaching.

ELO4

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

ELO5

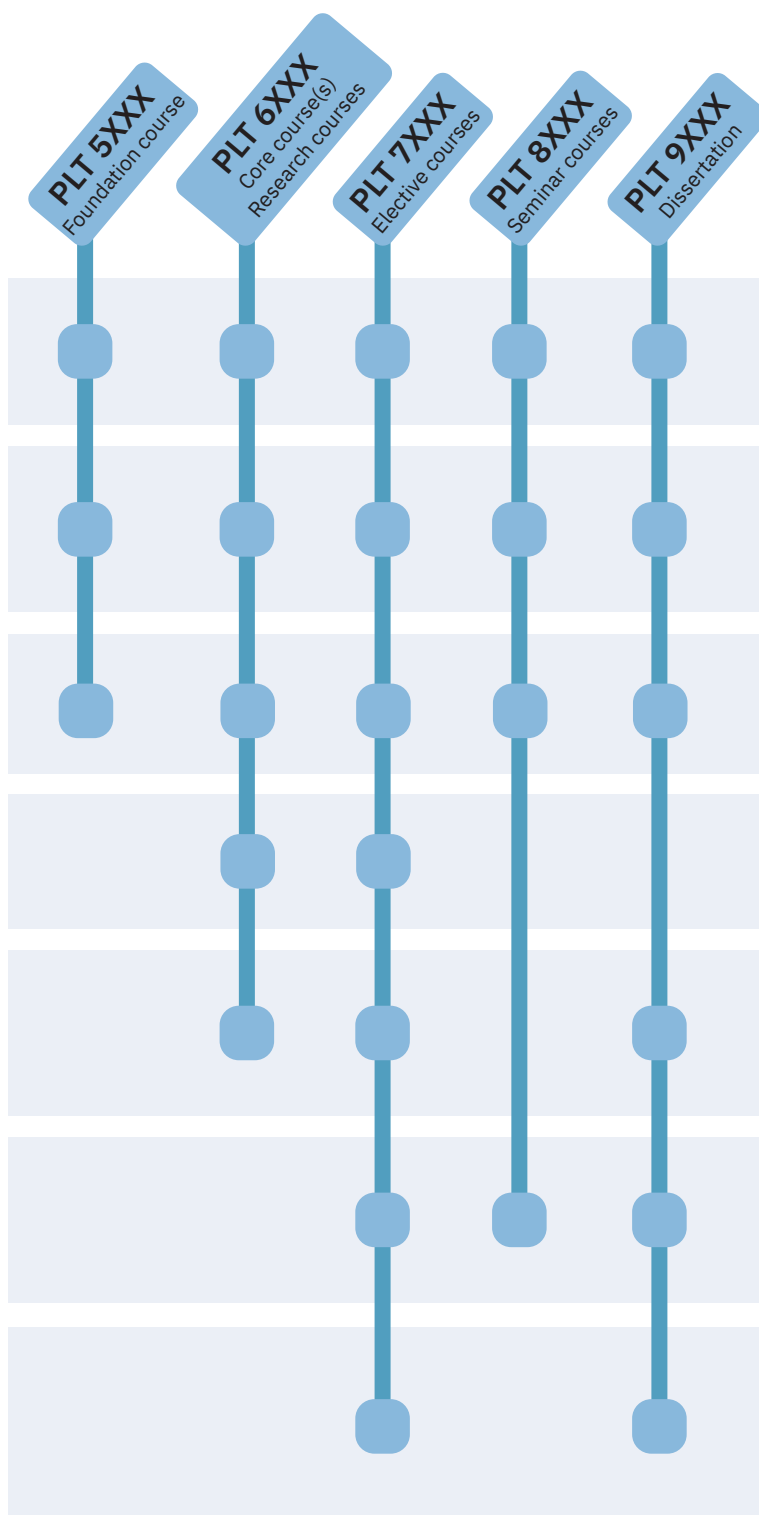
Demonstrate adequate theoretical and methodological knowledge to design disciplinary and interdisciplinary research in English language studies and teaching.

ELO6

Analyze and critique issues related to English language studies and teaching in a theoretically and logically appropriate manner.

ELO7

Develop original and methodologically sound research, which makes theoretical and/or practical contribution to the field of English language studies and English language teaching.



The table demonstrates how each course meets the standards of learning outcomes.

COURSES	Expected Learning Outcomes								
	Morality and Ethics	Knowledge				Wisdom		Interpersonal Skills and Responsibilities	Skills on Numerical Analysis, Communications & Information Technology
	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO7	ELO2	ELO4
PLT 5000 Advanced Academic and Research Writing	●	●	●					●	
PLT 6000 English Linguistics		●						●	
PLT 6001 Theoretical Approached to English Language Studies and Teaching		●	●					●	
PLT 6002 Qualitative Research in English Language Studies and Teaching	●			●	●				●
PLT 6003 Quantitative Research in English Language Studies and Teaching					●				●
PLT 7101 Analyzing Spoken English Language		●	●			●		●	
PLT 7102 Discourse Studies and Research		●	●			●		●	
PLT 7103 Intercultural and Cross-Cultural Pragmatics in English	●	●	●			●		●	
PLT 7104 Language in Society		●	●			●		●	
PLT 7105 Studies in Language and Media		●	●			●		●	
PLT 7106 Stylistics		●	●			●		●	
PLT 7107 Theoretical Approaches to Genre Studies		●	●			●		●	

COURSES	Expected Learning Outcomes								
	Morality and Ethics	Knowledge				Wisdom		Interpersonal Skills and Responsibilities	Skills on Numerical Analysis, Communications & Information Technology
	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO7	ELO2	ELO4
PLT 7201 Second Language Acquisition		●	●			●		●	
PLT 7202 English Language Teaching Theories and Practices		●	●			●		●	
PLT 7203 Critical Issues in English Language Teaching		●	●			●		●	
PLT 7204 Teaching English as a Global Language		●	●			●		●	
PLT 7205 Language, Identity, Ideology and Discourse in English Language Teaching		●	●			●		●	
PLT 7206 Institutional Discourse for Language Practitioners		●	●			●		●	●
PLT 7207 Translation Studies in English Language Teaching		●	●			●		●	
PLT 7300 Directed studies	●	●	●		●	●	●	●	
PLT 8000 Seminar in English Language Studies and Teaching	●	●	●			●		●	
PLT 9000 Independent Study	●	●	●		●	●	●	●	
PLT 9900 Dissertation Track 1(1.1), Track 2(2.2)	●	●	●		●	●	●	●	
PLT 9901 Dissertation Track 2(2.1)	●	●	●		●	●	●	●	

Student Evaluation

Course Assessments & Grades

The GSLC has its own 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 (<https://lc.nida.ac.th/main/public/webfiles/files/GSLCRubric.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:	

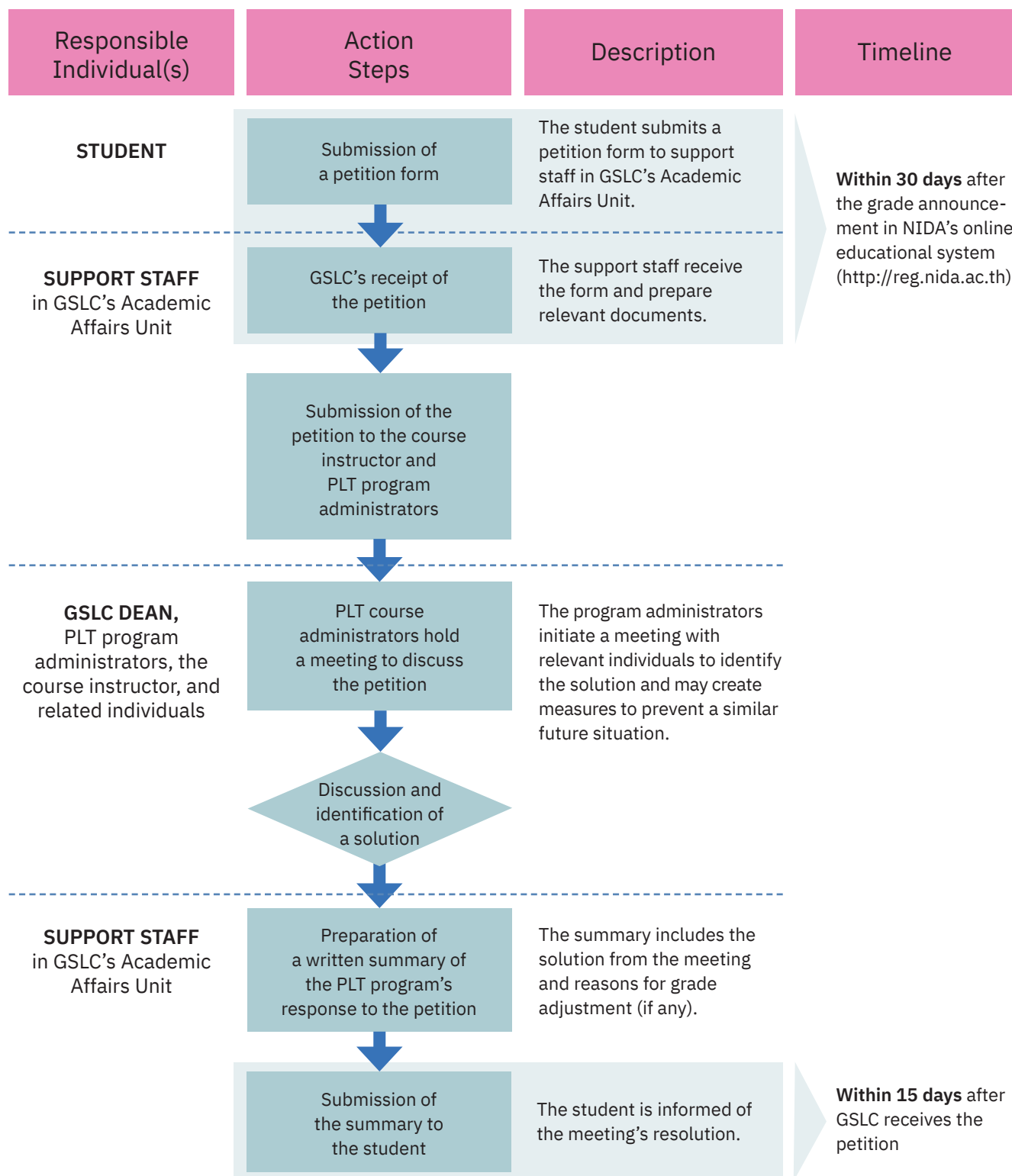
I declare that this material, which I now submit for assessment, is entirely my own work and has not been taken from the work of others. I understand that plagiarism, collusion, and copying are grave and serious offences in the institute and accept the penalties that would be imposed should I engage 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.



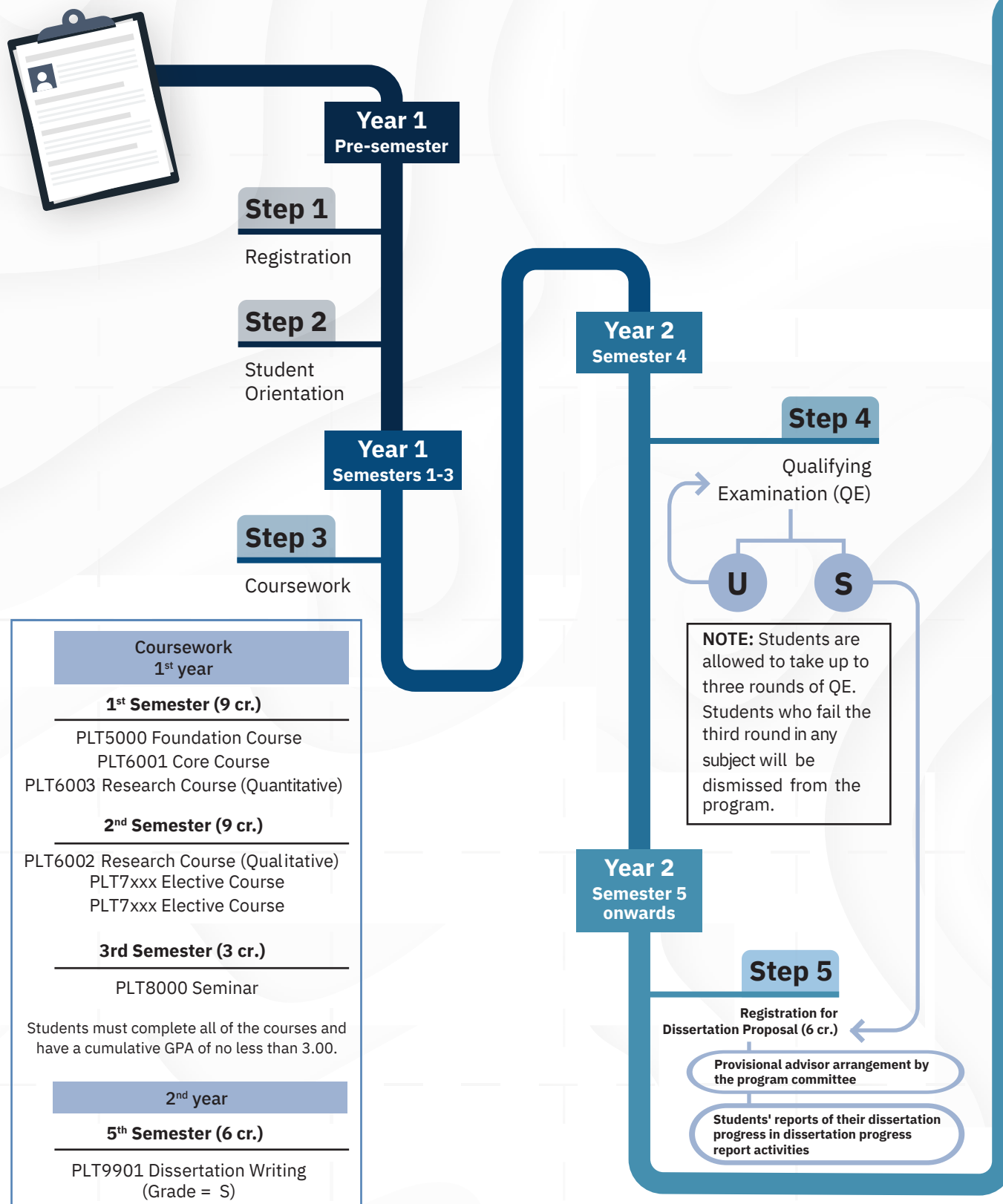
Assessment Guidelines for Program Completion

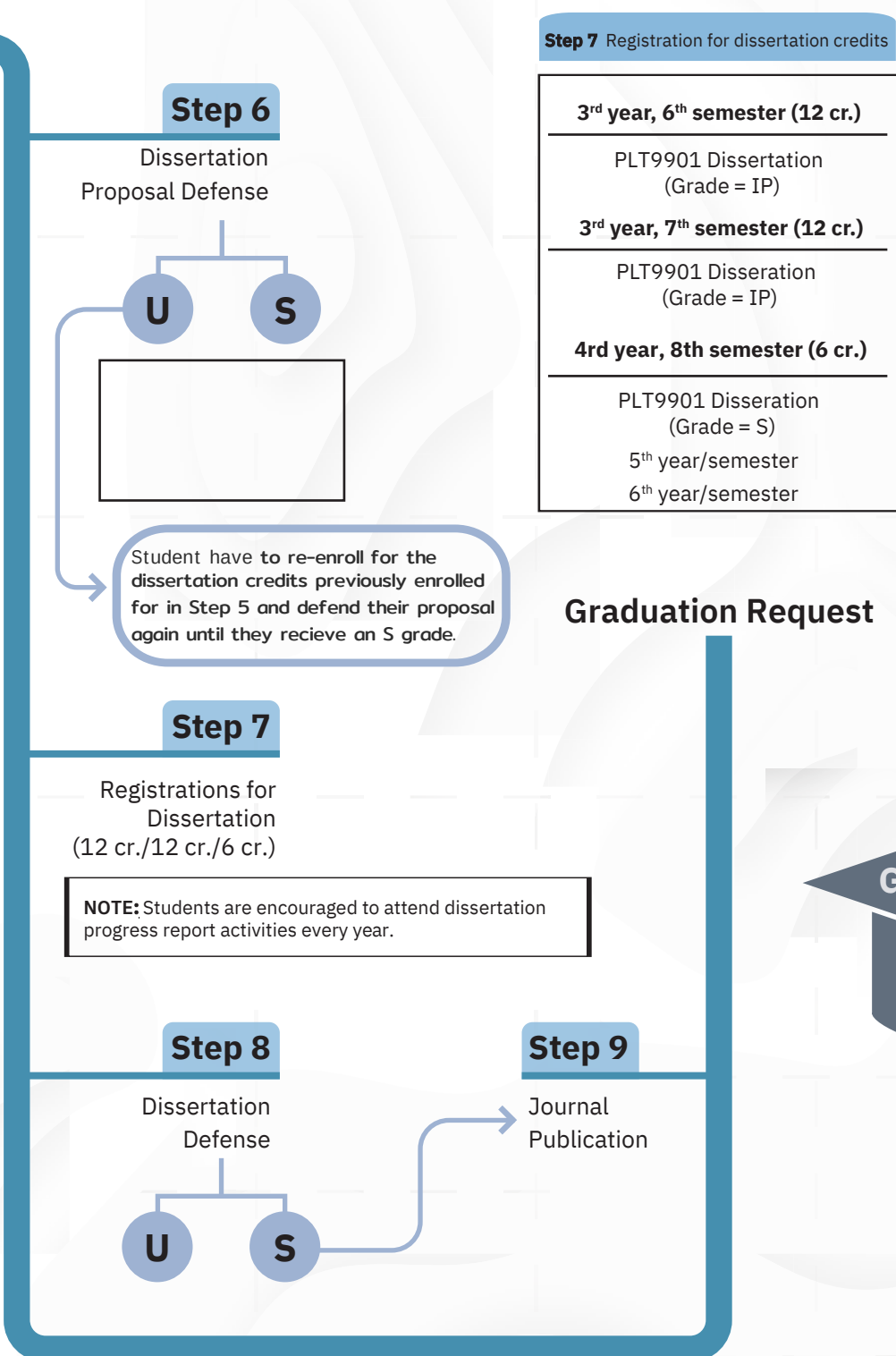
To complete this Ph.D. program, students must meet the following requirements:

- 
- **Students in Track 2.1** must complete all the required courses stated in the curriculum and must have an average cumulative GPA of no less than 3.00 from all of the courses taken.
 - **Students in Track 1(1.1)**, in which there is no coursework, must be assigned “IP” (in progress) for their dissertation every semester before graduation.
 - Students must take a qualifying examination. To be eligible to take the examination, students in Track 2(2.1) and Track 2(2.2) must complete the required 21 and 27 credits of coursework, respectively.
 - **Students in Track 1(1.1)** must pass a qualifying examination before registering for dissertation credits.
 - Students must receive a “P” (passing) grade in a qualifying examination. They are allowed to take the qualifying examination up to but no more than three times.
 - All students must undertake a dissertation proposal defense and a dissertation defense examination and must receive an “S” (satisfactory) grade in both defenses.
 - The work from a student’s dissertation must be published or must at least have been accepted for publication in an English-only journal listed in the first tier based on the ranking of the Thai Citation Index (TCI), a journal in the Asian Citation Index (ACI) or other international databases (see p. 39).
 - **Only students in Track 1(1.1)** must publish at least two articles in journals specified above.
 - **Students in Track 2(2.2)** who fail to meet the Ph.D. program graduation requirements may be granted an M.A. in English Language Studies and Teaching only on the condition that they have passed the Ph.D. qualifying examination and completed an MA thesis, equivalent to 12 credits.
 - Students must meet the requirements stated in NIDA Educational Regulations, in accordance with the educational standards put forward by the Ministry of Higher Education, Science, Research and Innovation dated B.E. 2558.

Program Flowchart

Studying in the ELST Program | Track 2(2.1)





* Please also read the notes on the next page.

** S = Satisfactory; U = Unsatisfactory; IP = In Progress

Notes for PhD Dissertation Course Registration Requirements and Regulations

Important notes for page 22

- 1** Students in Track 1(1.1) start from Step 4 onward.
- 2** Regarding Step 5, scholarship students must register for dissertation credits in semester 5, which is in the second year of their study.
- 3** After passing the QE, students will register for the first six dissertation credits of (Step 5). Students are not allowed to take a study leave without a strong reason. Students who need to take a leave must submit a request specifying the reasons and attaching evidence for consideration of approval from the dean via the Program Executive Committee. However, students are not allowed to take a study leave for more than two consecutive semesters.
- 4** If students take a study leave for two consecutive semesters and do not meet the provisional supervisor during those two semesters, the provisional advisor may discontinue his/her supervisory role in the following semester.
- 5** If students register for the first six dissertation writing credits (Step 5) and later withdraw from the course, they may need to choose a new provisional advisor.

Important notes for page 23

- 1** After passing the dissertation proposal defense, students must register for dissertation credits by following the study plan in Step 7.
- 2** In the case students register for dissertation credits based the study plan in Step 7 but do not meet his or her advisor for up to one semester to discuss the dissertation progress, the advisor may discontinue his/her supervisory role.
- 3** If students have a strong reason for not being able to register for dissertation credits in Step 7, they must submit a request for a leave specifying the reasons and attaching evidence for consideration of approval from the dean via the Program Executive Committee. However, students are not allowed to take a leave for more than two consecutive semesters.
- 4** If students take a study leave for two consecutive semesters and do not meet the provisional supervisor during those two semesters, the provisional advisor may consider cancelling his/her supervisory role in the following semester.

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. 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



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





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. Pattrawut 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

Ph.D. Qualifying Examination

Qualifying Examination Guidelines



What is the Ph.D. qualifying exam?

The Ph.D. qualifying exam is a non-open-book exam required of all doctoral students who have completed their mandatory coursework. Only after they have successfully passed this exam will they be able to continue onto the dissertation writing phase.



What is the purpose of the exam?

The exam is intended to gauge the extent to which each Ph.D. student has mastered the core content of the required courses (i.e., methodology, core and elective courses) and assess his/her readiness for the next strenuous phase of a doctoral study, i.e., conducting dissertation research. Successful performance in the exam will, to a large extent, reassure a dissertation committee of the student's potential to undertake a dissertation project independently, responsibly and successfully.



Who are eligible for taking this exam?

Students admitted to study in Track 1(1.1) are eligible for the exam. As for students in Track 2(2.1) and Track 2(2.2), to be eligible to take the examination, they must have completed the required 24 and 27 credits of coursework, respectively.



What are the qualifying exam requirements?

Students are required to take a qualifying exam within two years following completion of the required coursework. They will need to take a series of six tests each of which takes three hours, totaling 18 hours. The exam lasts for three consecutive days, with two tests to be taken each day.



When and where is the exam offered?

The first round of the qualifying exam is typically offered between September and October. The last or third round of the exam, in case a student fails in the first and second round, will be scheduled no later than the end of November in the same year.



What is the examination materials policy?

Students are not permitted to bring any electronic or digital devices into the exam room. This includes, but is not limited to, mobile phones, laptops, tablets, calculators, smartwatches, or any other electronic equipment. Only pens and/or pencils are allowed. All other items must be left outside the exam room or stored as instructed by the exam proctor.

Note: This exam is offered onsite at NIDA only.

What is tested in the exam?



The exam questions are designed by lecturers who taught two research methodology courses, two core courses and two elective courses. The exam therefore consists of six separate tests. These tests contain open-ended question(s) eliciting essay-type answers, designed to evaluate the student's ability to define, synthesize, analyze and think critically about the subject-related issues as well as communicate in writing their theoretical and practical knowledge with logic and clarity.

How is the exam assessed?



The course instructors will assess their students' responses using rubrics developed by the program (see the following pages). If two lecturers co-teach a course, both will create their own questions and provide separate evaluations. To pass each of the six tests, the student must obtain a score of at least 65% and will be notified of the results within one or two weeks after the exam.

What does a student do if s/he does not pass the exam?



Students must obtain the result of "S" (Satisfactory) to be considered successful and ready for the dissertation stage. Students who do not pass any of the six tests in the first round are given two more opportunities to retake it, with the same exam questions but with the different passing score set at 70%. If they fail the third exam, they will be dismissed from the Ph.D. Program.



Rubric for the Qualifying Examination

PASSING SCORE = 65%

(Revised in November 2025)

Criteria	(90-100)	(76-89)	(65-75)	(Below 65)	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)	(65-75)	(Below 65)	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 DISSERTATION 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.



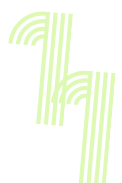
Stay in contact

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



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.



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 and make a copy for yourself.

ADVISOR MEETING RECORD

PH.D. (ENGLISH LANGUAGE STUDIES AND TEACHING)

STUDENT'S NAME : I.D. NUMBER :

PROGRAM :

DISSERTATION TITLE :

ADVISOR :

SEMESTER /

MEETING DATE	
SUMMARY OF MEETING DISCUSSION POINTS	
ADVISOR'S COMMENTS	
AREA FOR IMPROVEMENT	
ADVISOR'S APPROVEAL	

NEXT APPOINTMENT	
PROGRESS SINCE LAST MEETING	
ADVISOR'S APPROVEAL	

Remarks: The student will complete all fields on this record form. Once the aforementioned records have been mutually agreed upon, the M.A. or Ph.D.

Dissertation Defense Protocol

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

The following are the steps you will be taking on this important day:

1

You are required to present a **20-25-minute** summary of your dissertation (a proposal or a complete version). Please do not exceed this time limit. A longer presentation is not helpful for your committee members since they have read your work thoroughly and know what your research is all about.

2

You will hear comments and suggestions from the committee members. Please note that your advisor generally withhold his/her 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.

3

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 physical room or offline) for about 10-15 minutes so that they can discuss your work before collectively reaching an evaluative decision.

4

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 this defense examination.

5

You should schedule an appointment with your advisor to discuss and sort out the committee's comments and suggestions and plan your next steps.

6

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 all committee members (e.g., via email) 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.

DISSERTATION PROPOSAL EVALUATION FORM

PH.D. (ENGLISH LANGUAGE STUDIES AND TEACHING)

STUDENT'S NAME : I.D. NUMBER :

DISSERTATION TITLE :

PROPOSAL 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 = very good

80-90 = good

70-79 = pass

≤ 69 = fail

COMPLETE DISSERTATION EVALUATION FORM

PH.D. (ENGLISH LANGUAGE STUDIES AND TEACHING)

STUDENT'S NAME :

I.D. NUMBER :

DISSERTATION TITLE :

PROPOSAL 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 = very good

80-90 = good

70-79 = pass

≤ 69 = fail

Total points

DISSERTATION 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 _____

(_____)

COMPLETE DISSERTATION 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 Ph.D. Program, all dissertators are required to publish a part of their dissertation in an academic journal approved by Thailand Science Research and Innovation. Provided below are (1) the list of research databases containing a plethora of international journals published outside Thailand, and (2) the list of recommended international journals published in Thailand and in English only. Dissertators are recommended to select a journal from these sources.

1 Databases of international journals published outside Thailand:

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 journal in SCOPUS or TCI (tier 1) published by Thai universities

ABAC Journal (Assumption 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)
LEARN Journal (Thammasat University)	The New English Teacher (Assumption University)

Please note that this list of the journals published in Thailand is subject to change every year. If unsure of your journal choice, please check out the Thai-Journal Citation Index website for more information: <https://tci-thailand.org/eng/>



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

3 Documents related to your MA Degree

- ☐ A copy of your MA Degree with your signature
- ☐ A copy of the English translation* of your MA Degree with your signature
- ☐ A copy of a document certifying your MA Degree graduation with your signature
- ☐ A copy of the English translation* of the document certifying your MA Degree graduation with your signature
- ☐ A copy of your MA transcript with your signature
- ☐ A copy of the English translation* of your MA 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 Ph.D. 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

Ph.D. senior-junior meetings

—Once or twice a year

***In-progress thesis/dissertation presentation** at NIDA

—Once a year (required of all dissertators to present their work)

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

Notes:

Thesis writers/dissertators are required to present their unfinished work at least once a year. If not as a presenter, they may attend this event to support their presenting peers.

Scholarships & Grants for Ph.D. Students

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

Scholarships & grants		Details
Internal Sources	Graduate Assistantships	Graduate assistantships are offered to eligible applicants 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: https://lc.nida.ac.th/scholarship Note: Students of all nationalities can apply
	Dissertation Grants	Dissertation grants (40,000 baht per grant) are offered to students who have passed their dissertation 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 also encourages students to seek financial aids from external sources to support their studies.

Note 2: For more 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 Ph.D. 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).



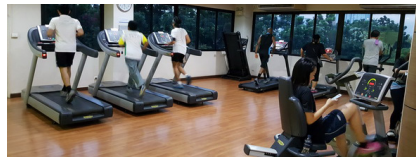
Libraries:

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 1-4pm, 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).



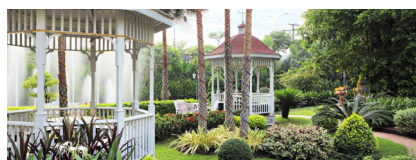
Cafeterias, coffee shops, and convenience store:

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:

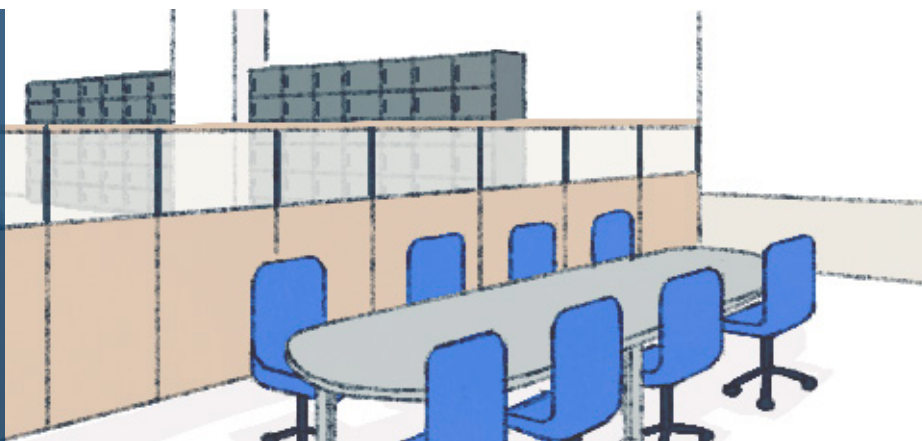
For student's psychological well-being, NIDA has a Buddhist shrine located outdoors and praying rooms inside NIDA's main library.

GSLC Program-wide Facilities

Ph.D. student lounge:

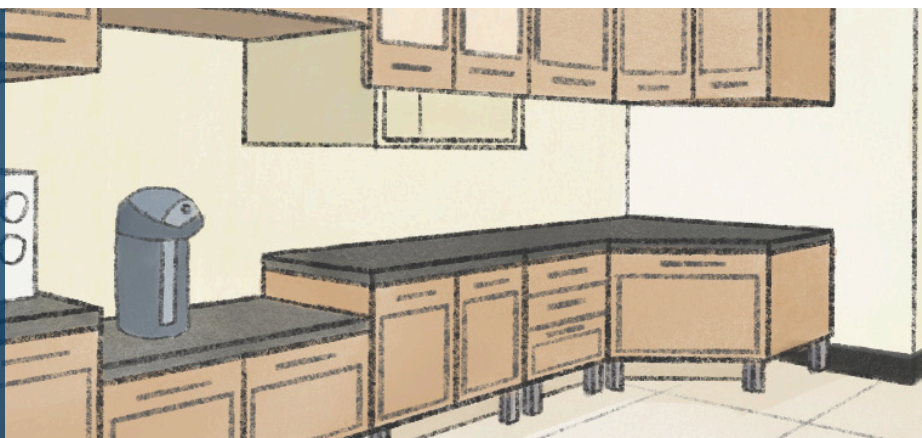
A large room with cubicles, computers, a printer, a discussion table and personal lockers.

Ph.D. students have reportedly used this lounge to study quietly and engage in academic conversations with Ph.D. colleagues.



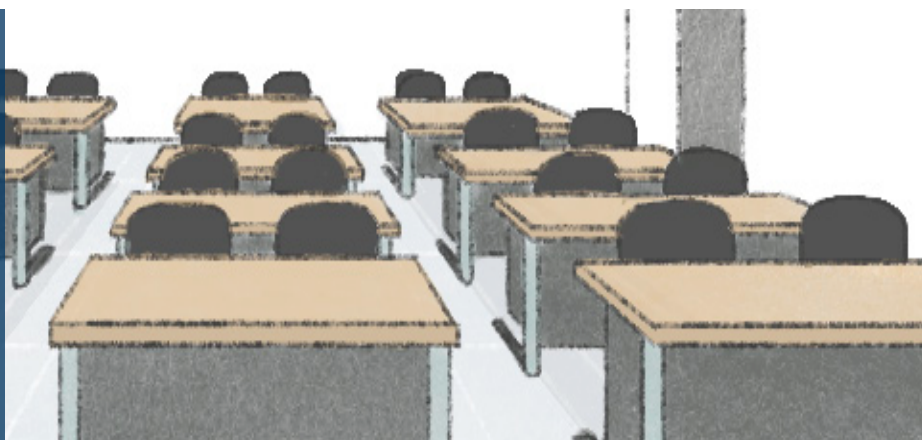
Kitchen:

A well-equipped kitchen shared among Ph.D. 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:

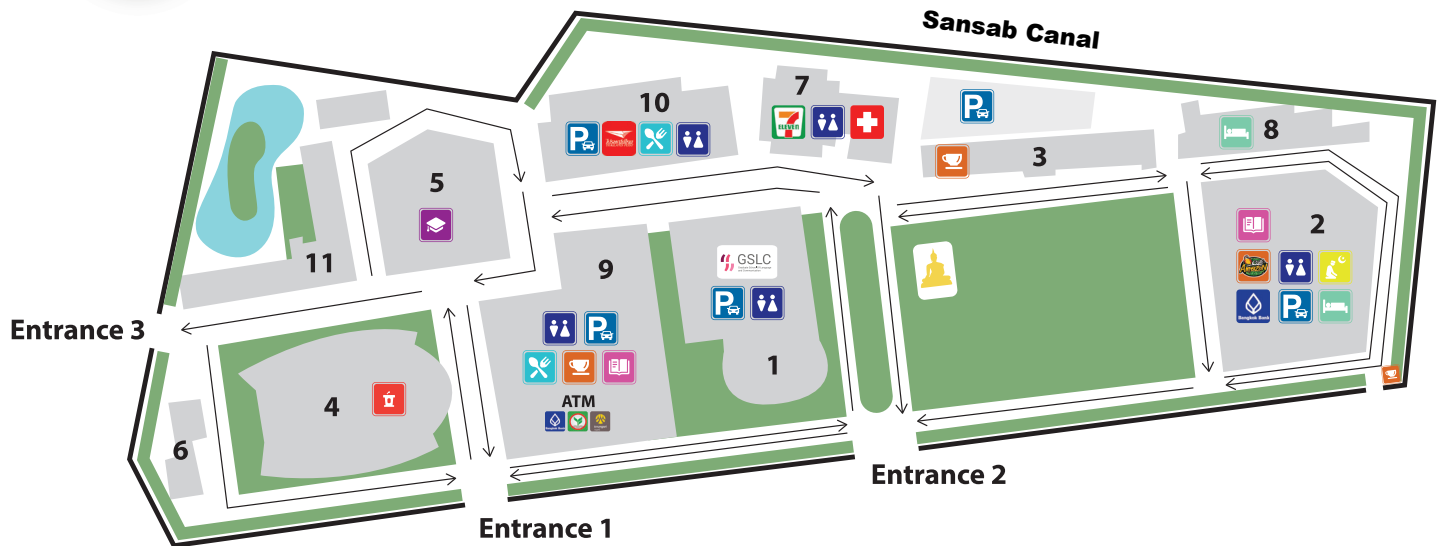
The GSLC also has a computer laboratory with 30 desktop computers that feature a wide variety of software applications. It is commonly used as a classroom that can be scheduled for a semester or as needed for computer/software-based instruction, training, workshops, or group collaboration for GSLC students,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



NIDA Campus Map



Yellow line
Orange line



- 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
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