



จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

ENGLISH AS AN INTERNATIONAL LANGUAGE
Graduate School Chulalongkorn University

www.eil.grad.chula.ac.th

Interdisciplinary/International Graduate Program

Student Handbook 2021



2021 Academic Calendar

First Semester

| | |
|----------------------------------|-----------------------|
| First day of classes | Aug 9, 2021 |
| Midterm examination | Oct 4 - Oct 8, 2021 |
| End of first semester activities | Oct 31, 2021 |
| Last day of classes | Nov 26, 2021 |
| Final examination | Nov 29 – Dec 14, 2021 |
| End of first semester | Dec 15, 2021 |

Second Semester

| | |
|-----------------------------------|--------------------|
| First day of classes | Jan 10, 2022 |
| Midterm examination | March 7 - 11, 2022 |
| End of second semester activities | Apr 3, 2022 |
| Last day of classes | May 6, 2022 |
| Final examination | May 9 – 24, 2022 |
| End of second semester | May 25, 2022 |

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Chulalongkorn University

Chulalongkorn University, the oldest and most prestigious university in Thailand, was founded in 1917 by King Vajiravudh (Rama VI). The university was named after his father, King Chulalongkorn (Rama V), who laid the foundations for modern education in Thailand. In keeping with the far-sighted vision of King Rama V and King Rama VI, Chulalongkorn University has been instrumental in national development ever since.



Phra Kieo, the emblem of Chulalongkorn University, is derived from the coronet formerly worn by high-ranking members of the royal family and was used as the personal emblem of King Chulalongkorn.

The symbolic color of the university, **pink**, is associated by Thais with Tuesday, the day on which King Rama V was born.



English has been spoken by millions of people all over the world as the first language, second language, foreign language, and so on. Thus, English is considered as an international language. The use of English, hence, signifies a new way of communication across different groups of people and their cultures. In Thailand, the English language has always played a significant role as a core subject in all levels of education as well as a second choice (after Thai) of medium of communication in all sectors such as business, industry, mass media, tourism, and foreign affairs. So far, English as an international language is a challenging area for researchers and practitioners to explore in a scientific and systematic way for a better understanding of its evolution, its status, and its future.

The English as an International Language (EIL) Program was established in 2001 and was designed as an interdisciplinary and international program. The objectives of the program are to develop first-rate scholars of English as an International Language serving all different sectors. Students are expected to develop a strong specialization in English linguistics, instruction, or assessment and evaluation, or a combination of these. Students are also expected to master English to gain knowledge and access to information and state-of-the-art technology in the international community for academic and professional development.

The EIL Program has produced 120 Ph.D. holders and 170 Master's degree graduates. They play significant roles and hold various responsibilities in several organizations and agencies, for example, as instructors of English at both public and private institutes, language trainers at international organizations, and program managers at private agencies. In brief, the EIL Program has always committed itself to excel in producing first-rate scholars who are equipped with research, academic, and professional minds.



M.A. Graduates are expected to:

1. possess academic and research knowledge in EIL;
2. use information technology for communication and professional fulfillment;
3. use English in academic exchanges with their counterparts in EIL networks;
4. have adequate skills in EIL research;
5. analyze, synthesize, and apply research in related fields to solve problems in society;
6. be moral and professionally ethical, and have a sense of social responsibility and awareness of the roles of English to meet social needs; and
7. have teamwork skills.

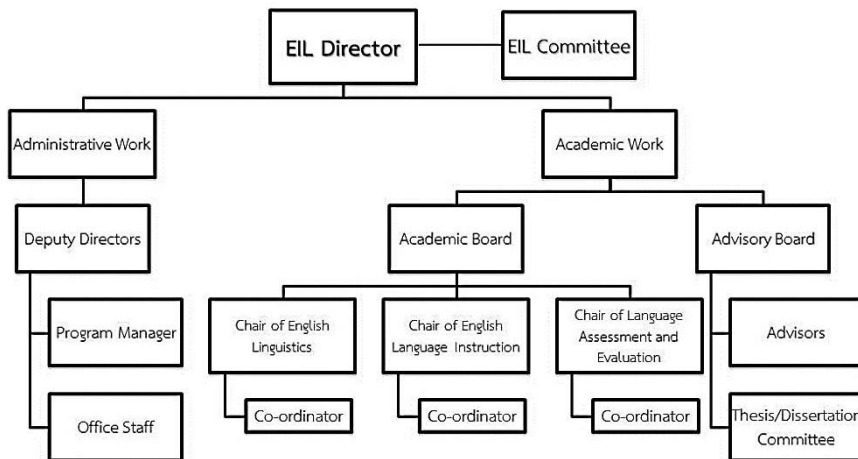
Ph.D. Graduates are expected to:

1. possess in-depth academic and research knowledge in EIL;
2. use and provide advice regarding information technology for communication and professional fulfillment appropriately;
3. use English in academic presentations and exchanges with their counterparts in EIL circles;
4. have research skills in EIL and develop relevant ideas and integrate them with existing knowledge;
5. analyze and synthesize problems in English language instruction, assessment, and evaluation, and suggest possible solutions to solve problems in society;
6. be moral and professionally ethical, and have a sense of social responsibility and awareness of the roles of English to meet social

needs; and

7. have teamwork and leadership skills.

EIL Organizational Structure



The organizational structure of the Graduate Program in English as an International Language (EIL) is illustrated above. EIL operates under the Graduate School, which is governed by the Board of the Graduate School (Humanities and Social Sciences) and the Dean of the Graduate School, and which is responsible for the policy and the management of all the graduate programs that are multidisciplinary in nature.

The EIL program has its own director and also has its own board whose responsibility is to make decisions on policy, planning and management of the program using the same standards and benchmarks of Chulalongkorn University Graduate Studies.

EIL Program Committee

Program Director

Assistant Professor Pornpimol Sukavatee, Ph.D. (EDU)

Deputy Directors

Associate Professor Raksangob Wijitsopon, Ph.D. (ARTS)

Assistant Professor Chatraporn Piamsai, Ph.D. (CULI)

Program Secretary

Assistant Professor Ruedeerath Chusanachoti, Ph.D. (EDU)

Program Consultant

Assistant Professor Sudaporn Luksaneeyanawin, Ph.D. (ARTS)

Committee

Associate Professor Nattama Pongpairoj, Ph.D. (ARTS)

Assistant Professor Apasara Chinwonno, Ph.D. (EDU)

Assistant Professor Maneerat Ekkayokkaya, Ph.D. (EDU)

Assistant Professor Mattanee Palungtepin, Ph.D. (CULI)

Assistant Professor Nirada Chitrakara, Ph.D. (ARTS)

Assistant Professor Reongrudee Maneepakathorn, Ph.D. (CULI)

Assistant Professor Theeraporn Ratitamkul, Ph.D. (ARTS)

Assistant Professor Wanlee Talhakul, Ph.D. (CULI)

EIL Program Director

2001-2004



Ast. Prof. Sudaporn Luksaneeyanawin, Ph.D.

2005-2006



Assoc. Prof. Sumalee Chinokul, Ph.D.

2007



Assoc. Prof. Supanee Chinnawongs, Ph.D.

2007-2009



Asst. Prof. Kulaporn Hiranbura, Ph.D.

2010-2011



Asst. Prof. Jiranthara Srioutai, Ph.D.

2012-2013



Asst. Prof. Apasara Chinwonno, Ph.D.

2014-2015



Assoc. Prof. Punchalee Wasanasomsithi, Ph.D.

2016- 2018



Assoc. Prof. Nattama Pongpairoj, Ph.D.

2019



Asst. Prof. Apasara Chinwonno, Ph.D.

2020 – present



Asst. Prof. Pornpimol Sukavatee, Ph.D.

Below are the members of the M.A. (Plan A)/Ph.D. academic board for the three tracks. For each track, there is an academic chair who will guide students through their studies.

English Linguistics (EL)

Associate Professor Nattama Pongpairoj Ph.D. (Chair)*

Assistant Professor Theeraporn Ratitamkul, Ph.D. (Co-ordinator)

English Language Instruction (ELI)

Assistant Professor Apasara Chinwonno, Ph.D. (Chair)*

Assistant Professor Ruedeerath Chusanachoti, Ph.D. (Co-ordinator)

Language Assessment and Evaluation (LAE)

Assistant Professor Wanlee Talhakul, Ph.D. (Chair)*

Assistant Professor Mattanee Palungtepin, Ph.D. (Co-ordinator)

Note: * Chairs are also general advisors.

Thesis Committee

During Semester 1/Year 2, an M.A. student (Plan A) and his/her advisor will form the thesis committee, consisting of at least 3 members: a chairman, the thesis advisor, and an external examiner.

Dissertation Committee

Once a Ph.D. student passes his/her qualifying examination, he/she and his/her dissertation advisor will together form the dissertation committee on an individual basis. The committee will give advice to the student regarding his/her dissertation topic and research methodology.

The dissertation committee must consist of at least 5 members: a chairman, the dissertation advisor, two additional members, and an external examiner.

An external examiner is a Ph.D. holder and/or an associate professor. He/She must be approved by the EIL Program Committee.

EIL Advisory System

M.A. Students

| Year 1 Semester 1 | Year 1 Semester 2 |
|---|--|
| <p>ALL M.A. Students (9-12 credits)</p> <p>- Take 3 compulsory and 1 elective courses.</p> <p>Plan B Students prepare for the comprehensive examination.</p> | <p>ALL M.A. Students (9-12 credits)</p> <p>- Take 1 compulsory elective and 3 elective courses.</p> <p>Plan A Students select a track or a combination and seek an advisor by the end of the semester.</p> <p>Plan B Students seek an advisor by the end of the semester to develop an individual study.</p> |
| Year 2 Semester 1 | Year 2 Semester 2 |
| <p>Plan A Students develop a proposal, take the thesis proposal defense and start doing research.</p> <p>Plan B Students take 4 more elective courses and develop an individual study. In the case that they have not passed their comprehensive examination, they have to re-exam.</p> | <p>Plan A Students finish the research, write a thesis, and take the thesis defense.</p> <p><i>*Students must pass their thesis proposal defense within this semester or else they will be dropped from the program.</i></p> |

Note: Plan B students are allowed to change to Plan A, but not vice versa.

M.A. Students (Study Plan A)

| Year 1 Semester 1 | Year 1 Semester 2 |
|--|--|
| <ul style="list-style-type: none"> ● <u>Compulsory Courses</u> (3 courses) 2010510 LING FOUND ENG 2010530 FOUND LANGAS 2725610 FOUND LANG INST ● <u>Elective Courses</u> (1 course) | <ul style="list-style-type: none"> ● <u>Compulsory Elective Courses</u> (choose ONE) 2010513 RES ENG APP LING 2010531 RES LANGAS 2725618 RES EL INS ● <u>Elective Courses</u> (3 courses) |
| Year 2 Semester 1 | Year 2 Semester 2 |
| 2010811 THESIS | 2010811 THESIS |

M.A. Students (Study Plan B)

| Year 1 Semester 1 | Year 1 Semester 2 |
|---|---|
| <ul style="list-style-type: none"> ● <u>Compulsory Courses</u> (3 courses) 2010510 LING FOUND ENG 2725610 FOUND LANG INST 2010530 FOUND LANGAS ● <u>Elective Courses</u> (1 course) ● 2010896 COMPREHENSIVE EXAM (S/U) | <ul style="list-style-type: none"> ● <u>Compulsory Elective Courses</u> (choose ONE) 2010513 RES ENG APP LING 2010531 RES LANGAS 2725618 RES EL INS ● <u>Elective Courses</u> (3 courses) |
| Year 2 Semester 1 | Year 2 Semester 2 |
| <ul style="list-style-type: none"> ● <u>Elective Courses</u> (3 courses) | <ul style="list-style-type: none"> ● <u>Individual Study</u> (choose ONE) 2010719 IND STUDY ENG LING 2010729 IND STUDY EL INS 2010739 IND STUDY LANGAS |

Ph.D. Students

| Year 1 Semester 1 | Year 1 Semester 2 |
|--|---|
| <p>ALL Ph.D. Students</p> <ul style="list-style-type: none"> - Take 3 compulsory courses (S/U) and 1 or 2 elective courses. - Take the qualifying examination <p><i>* Ph.D. students (Bachelor's degree applicants) take the 3 compulsory courses and 1 compulsory elective course for letter grades.</i></p> | <p>ALL Ph.D. Students</p> <ul style="list-style-type: none"> - Take 1 compulsory elective course and 2 or 3 elective courses. - Select a research topic based on a track or a combination. - Propose a dissertation advisor to the EIL committee by the end of the semester. |
| Year 2 Semester 1 | Year 2 Semester 2 |
| <ul style="list-style-type: none"> - Develop a proposal with an advisor. - Do a literature review and if necessary a pilot study. - Discuss with their advisor to form the dissertation committee. - Once the proposal is approved by the supervisor, prepare for the preliminary examination. | <ul style="list-style-type: none"> - Students should have their advisors by this semester. - Pass the dissertation proposal defense. - Start working on research. <p><i>* From this semester, students need to register for 3 credits per semester for dissertation.</i></p> |

- Prepare for dissertation proposal defense.

Ph.D. Students (cont.)

Year 3 Semester 1

- Work on research.
- Start writing the dissertation.

Year 3 Semester 2

- Write the dissertation.
- Prepare for dissertation defense.

**Students must pass their dissertation proposal defense within this semester; otherwise, he/she will be dropped from the program.*

Ph.D. Students (Study Plan for Bachelor's degree applicants)

Year 1 Semester 1

- Compulsory Courses
(3 courses)
2010510 LING FOUND ENG
2010530 FOUND LANGAS
2725610 FOUND LANG INST

Year 1 Semester 2

- Compulsory Elective Courses
(choose ONE)
2010513 RES ENG APP LING
2010531 RES LANGAS
2725618 RES EL INS

| | |
|--|---|
| <ul style="list-style-type: none"> ● <u>Elective Courses</u> (1 course) ● 2010894 DOC DISSERT SEM (S/U) | <ul style="list-style-type: none"> ● <u>Elective Courses</u> (3 courses) ● 2010894 DOC DISSERT SEM (S/U) ● 2010897 QUALIFYING EXAM (S/U) |
| Year 2 Semester 1 | Year 2 Semester 2 |
| <ul style="list-style-type: none"> ● <u>Elective Courses</u> (3 courses) ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) | <ul style="list-style-type: none"> ● <u>Elective Courses</u> (1 course) ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) |
| Year 3 Semester 1 | Year 3 Semester 2 |
| <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) | <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) |
| Year 4 Semester 1 | |
| <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) | |

Ph.D. Students (Study Plan for Master's degree applicants)

| Year 1 Semester 1 | Year 1 Semester 2 |
|---|--|
| <ul style="list-style-type: none"> ● <u>Compulsory Courses</u> (3 courses, S/U) 2010510 LING FOUND ENG 2010530 FOUND LANGAS 2725610 FOUND LANG INST ● <u>Elective Courses</u> (2 courses) ● 2010894 DOC DISSERT SEM (S/U) ● 2010897 QUALIFYING EXAM (S/U) | <ul style="list-style-type: none"> ● <u>Compulsory Elective Courses</u> (choose ONE) 2010513 RES ENG APP LING 2010531 RES LANGAS 2725618 RES EL INS ● <u>Elective Courses</u> (3 courses) ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) |
| Year 2 Semester 1 | Year 2 Semester 2 |
| <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) | <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) |
| Year 3 Semester 1 | Year 3 Semester 2 |
| <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) | <ul style="list-style-type: none"> ● 2010828 DISSERTATION ● 2010894 DOC DISSERT SEM (S/U) |

M.A. Students

M.A. students need to choose their plan of study upon enrollment. If by that time they have not chosen their plan, it is recommended that they choose Plan B.

Plan A Students are suggested to explore their needs and choose a topic to be developed for their M.A. theses. Once they know what they want to do for their M.A. research, the general advisors will help them find their thesis advisors. Their choices of courses in Semester 1/Year 2 should be approved by their thesis advisors.

Plan B Students are suggested to take their comprehensive examination at the end of the first semester. It is suggested that they find their individual study advisors during Semester 2, so they can develop a good individual study in Semester 1/Year 2.

Ph.D. Students

Ph.D. students are required to enter the EIL Program with their research topics in mind. It is better that they find their dissertation advisors as soon as possible.

Successful Ph.D. students are those who can pass the qualifying examination at the end of Semester 1/Year 1 and also find their dissertation advisors within the first year of their study.

If they can do this, they can focus on their Ph.D. research from Semester 1/Year 2 and should be able to finish their dissertation proposals by the end of Semester 2/Year 3. Then, they will have to take a preliminary examination that is tailor-made for their research. After that, they can take their proposal defense examination.

Year 2 (M.A. & Ph.D.)

M.A. Students

Plan A Students should have their own thesis advisors by Semester/Year 2 if they plan to finish within two years or else they will have problems with their proposal defense examinations that must have been completed by Semester 2/Year 2. They should have passed their proposal defense in Semester 1/Year 2 if they plan to finish in two years.

Plan B Students should have a topic for their individual study by Semester 1/Year 2 if they plan to finish in Semester 2/Year 2.

Ph.D. Students

Ph.D. Students should have their own dissertation advisors by Semester 1/Year 2 or else they will have problems with their proposal defense examinations that must have been completed by Semester 2/Year 3.

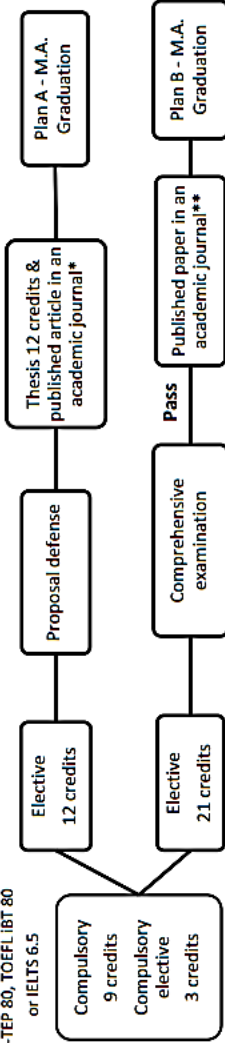
Year 3 (Ph.D.)

Ph.D. Students

Ph.D. Students should pass their proposal defense and prepare to submit their dissertations by Semester 2/Year 3 or by Semester 1/Year 4 in normal cases.

M.A. Program

Bachelor's degree applicants
GPA 2.7
CU-TEP 80, TOEFL iBT 80
or IELTS 6.5



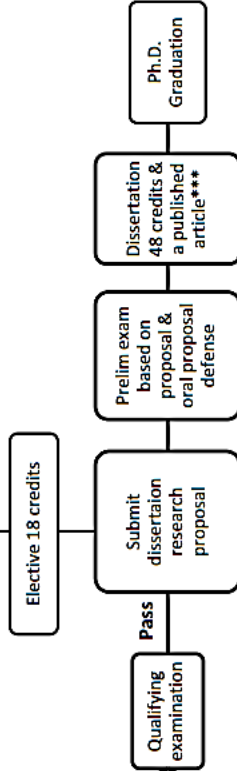
Ph.D. Program

Type 1
Master's degree applicants
GPA 3.25
CU-TEP 80,
TOEFL iBT 80,
or IELTS 6.5

Compulsory elective 3 credits
Elective 15 credits
(Compulsory 9 credits if necessary)

Type 2
Bachelor's degree applicants
GPA 3.25
CU-TEP 80,
TOEFL iBT 80
or IELTS 6.5

Compulsory 9 credits
Compulsory elective 3 credits
Elective 24 credits



* The article must be presented in an academic journal or has been accepted to present in an academic conference with proceeding.

** The article must be published in an academic journal or other sorts of academic publications.

*** The article must be published in an international journal or other types of academic publications which are peer reviewed and accepted in that field of study.

| <u>Plan A (with thesis)</u> | | <u>Plan B (coursework only)</u> | |
|-----------------------------|------------------|---|------------------|
| Compulsory courses | 9 | Compulsory courses | 9 |
| credits | | credits | |
| (3 courses) | | (3 courses) | |
| Compulsory elective course | 3 | Compulsory elective course | 3 |
| credits | | credits | |
| (1 course) | | (1 course) | |
| Elective courses | 12 | Elective courses | 21 |
| credits | | credits | |
| (4 courses) | | (7 courses) | |
| Thesis | <u>12</u> | Individual Study | <u>3</u> |
| credits | | credits | |
| Total | <u>36</u> | Total | <u>36</u> |
| credits | | credits | |
| | | <i>*comprehensive examination and a published paper</i> | |

Ph.D. Program

Type 1 (for Bachelor's degree applicants)

| | | |
|---------------------------------------|------------------|----------------|
| Compulsory courses (3 courses) | 9 | credit |
| Compulsory elective course (1 course) | 3 | credits |
| Elective courses (8 courses) | 24 | credits |
| Dissertation | <u>48</u> | credits |
| Total | <u>84</u> | credits |

Type 2 (for Master's degree applicants)

| | | |
|---------------------------------------|-----------|---------|
| Compulsory elective course (1 course) | 3 | credits |
| Elective courses (5 courses) | 15 | credits |
| Dissertation | <u>48</u> | credits |
| Total | <u>66</u> | credits |

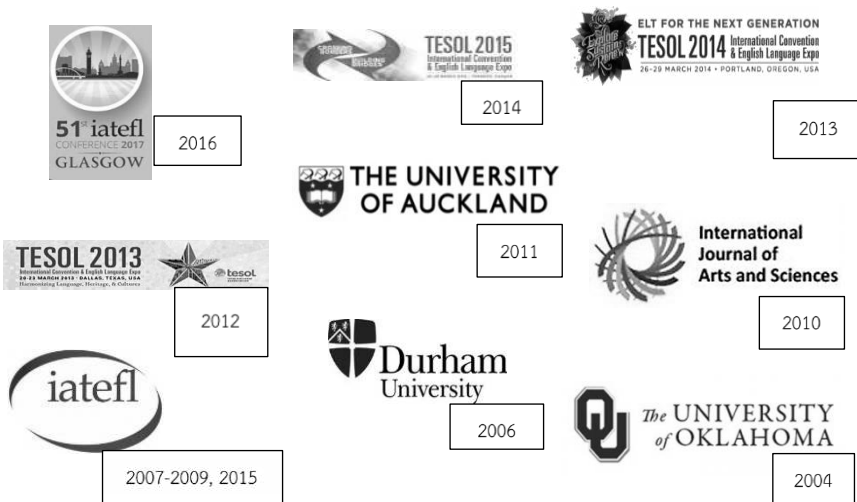
During the first semester, Ph.D. students will begin drafting their dissertation research proposal.

Approximately three weeks after the end of each semester, all Ph.D. students will present their dissertation research at the Doctoral Dissertation Seminar. Thus, all Ph.D. students are required to register for the 2010894 Doctoral Dissertation Seminar every semester during their studies. The seminar is non-credit; and students are evaluated on an S/U basis.

Excursion Program

Every year during the summer (March - May), the Excursion Program, which is a study tour to foreign countries, is organized. The Program is designed for the students to expand their academic horizon, to broaden students' experience in various English language situations in different countries, to sense different cultures, and to develop academic networks abroad.

All M.A. students are expected to participate in this program. while Ph.D. students may join them if they are interested. Although the cost of the overseas excursion is included in the tuition fee, additional payment may be necessary, but will be kept to a minimum.





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2003, 2005



2017-2019



Visiting Professors

| Month/Year | Professors | Course(s) | Track |
|--------------|-------------------|--|-------|
| Dec 2019 | Willy A. Renandya | Seminar in English Language Instruction “The Theory and Practice of ELT” | ELI |
| Aug-Dec 2019 | Thom Huebner | Seminar in English Linguistics “Linguistic Landscape” | EL |
| Jun 2019 | Sun-Young Shin | Seminar in Language Assessment and Evaluation “Classroom-based Language Assessment of, for and as Learning” | LAE |
| Dec 2018 | Zoltan Kovecses | Seminar on Selected Topics in English Linguistics “Culture and Conceptual Metaphor Theory | EL |
| May-Jun 2018 | Paul Kei Matsuda | Seminar in English Language Instruction | ELI |
| Aug 2018 | Michael Barlow | Seminar in English Linguistics “English Corpus Linguistics” | EL |
| Dec 2017 | Danijela Trenkic | Current Trends in English Linguistics | EL |
| Aug-Dec 2017 | Thom Huebner | Seminar in English Linguistics | EL |
| June 2017 | Xun Yan | Experimental Design and Statistics for Applied Linguistics | LAE |
| Sep 2016 | Brian Paltridge | Dissertation Writing and Writing for Publication | EIL |
| Aug-Dec 2016 | Thom Huebner | Current Trends in English Linguistics | EL |
| Aug-Dec 2015 | | (Linguistics Landscape) | |

| | | | |
|-------------------------|-------------------------|---|-----|
| Apr 2015 | Antony Kunnan | Application of Technologies to Language Assessment and Evaluation | LAE |
| Nov 2014 | Sara C. Weigle | Seminar in Language Assessment and Evaluation | LAE |
| Jul 2014 | Richard Young | Current Trends in English Linguistics | EL |
| Jun 2014 | Paul Kei Matsuda | Seminar on Selected Topics on English Language Instruction | ELI |
| | Vijay Bhatia | English Discourse Analysis | EL |
| Jun-Aug 2013 | Hayo Reinders | Computer-assisted Language Learning | ELI |
| Jul 2013 | Paul Kei Matsuda | Seminar on Selected Topics in Language Assessment and Evaluation "Second Language Writing Assessment" | LAE |
| May 2013 | Sandra L. McKay | English as an International Language | ELI |
| 2004-2012 | Thom Huebner | Current Trends in English Linguistics | EL |
| Nov 2012 | Richard F. Young | Language and Interaction | EL |
| Jul 2012 | Johan Van Der Auwera | History and Development of the English Language | EL |
| May 2012 | Sandra L. McKay | Globalization, Culture, and the Teaching of English | ELI |
| Jan 2012, 2011, 2007 | Leo van Lier | Language Teaching Research | ELI |
| Oct 2011 | Thom Huebner | Bilingualism and Multilingualism | EL |
| May 2011 | Jill Burton | Seminar in English Language Instruction | ELI |
| Dec 2010 | Anne Burns | Qualitative Research in Language Assessment and Evaluation | LAE |

| | | | |
|----------|--------------------|--|-----|
| Nov 2010 | Andy Kirkpatrick | World Englishes | EL |
| Sep 2010 | Leslie Opp-Beckman | Computer-assisted Language Learning | ELI |
| Aug 2010 | MaryAnn Christison | Integrating Language and Content in ELT | ELI |
| Dec 2009 | Thomas Scovel | Helping Students to Hear and Remember Grammar | ELI |
| Nov 2009 | Denise E. Murray | Technology in Language Instruction | ELI |
| Oct 2007 | | | |
| Oct 2009 | Dan Douglas | Language Assessment and Evaluation of ESP | LAE |
| May 2009 | David Nunan | Selected Topics in English Linguistics: Discourse Analysis | EL |
| Jan 2009 | John Read | Language Assessment and Evaluation | LAE |
| May 2007 | Adrian Palmer | Authentic Assessment | LAE |
| | MaryAnn Christison | Current Trends in ELT | ELI |
| Apr 2006 | Jill Burton | Classroom-based Assessment and Evaluation | LAE |
| Dec 2005 | David Nunan | Current Trends in ELT | ELI |
| | Michiko Nakano | Englishes of the World | EL |
| Aug 2005 | Richard Donato | Sociocultural Theory and Constructivism | EL |
| Feb 2004 | David Ingram | Current Trends in English language Assessment and Evaluation | LAE |
| 2003 | Lyle F. Bachman | Language Assessment | LAE |

Compulsory Courses

A set of required courses covers three major areas of English as an international language: English Linguistics, English Language Instruction, and Language Assessment and Evaluation. This is to prepare students for further intensive study in elective courses and also their theses/dissertations. The required courses are listed below with their course descriptions.

2010510 Foundation of English Linguistics

LING FOUND ENG

Basic concepts of linguistic theories; analyses of English sounds, words, sentences, discourses; social variation and language change

2725610 Foundation of Language Instruction

FOUND LANG INST

Principles and theories of English language teaching and learning; approaches in language instruction; application of teaching techniques; trends and innovations in English language instruction and related research

2010530 Foundation of Language Assessment and Evaluation

FOUND LANGAS

Principles of language assessment and evaluation; objectives of language testing (for instruction and research); means of

assessing and evaluating language abilities; design and validation of appropriate instruments for assessment and evaluation

Compulsory Elective Courses

2010513 Research in English Linguistics

RES ENG APP LING

Perspectives and trends in applied linguistic research; survey of research in English applied linguistics; pedagogical implications of linguistic research

2010531 Research in Language Assessment and Evaluation

RES LANGAS

Research studies in language testing, assessment and evaluation: their strengths, limitations and contributions

2725618 Research in English Language Instruction

RES EL INS

Survey of research on English language instruction; analysis of research processes; trends in research on English language instruction and application of research results in English language instruction

Elective Courses

The elective courses can be chosen from three tracks. Students can concentrate on only one track of their interest, but a combination of the tracks is also welcome. Below is a short introduction to each track together with its set of elective courses.

Track 1: English Linguistics (EL)

The English Linguistics track offers many courses as shown below:

| | |
|---------|---|
| 2010610 | English Phonology |
| 2010611 | English Syntax |
| 2010612 | English Lexicology |
| 2010613 | English Semantics and Pragmatics |
| 2010614 | English Discourse Analysis |
| 2010615 | History and Development of the English Language |
| 2010618 | Englishes of the World |
| 2010710 | English Applied Linguistics |
| 2010713 | Interlanguage Study |
| 2010714 | Language Planning and Policy |
| 2010715 | Bilingualism and Multilingualism |
| 2010716 | Current Trends in English Linguistics |

| | |
|---------|---|
| 2010717 | Seminar in English Linguistics |
| 2010718 | Seminar on Selected Topics in English Linguistics |
| 2010719 | Individual Study in English Linguistics |
| 2010741 | Directed Readings in English Linguistics |
| 2010742 | Directed Research in English Linguistics |
| 2202522 | English Corpus Linguistics |
| 2202524 | Socio-cultural Aspects of English |
| 2209604 | Language Acquisition |
| 2241599 | Theories and Research in Translation |

Track 2: English Language Instruction (ELI)

The English Language Instruction track is designed to prepare learners to think critically and knowledgeably about pedagogical principles in teaching English. Through coursework, the learners have the opportunity to learn in two areas of study: (i) Educational Perspectives and (ii) Instructional Innovation.

I. Educational Perspectives (6)

| | |
|---------|--|
| 2010522 | English Curriculum Development |
| 2725613 | Multilingual Education for English Language Instruction |
| 2725614 | Language Use in Contexts for Teaching English as an International Language |
| 2725615 | Cultural Perspectives in Teaching English as an International Language |
| 2725616 | Methodology of English Language Teaching |
| 2725620 | Teaching English for Specific Purposes |

II. Instructional Innovation (5)

- 2010621 Materials Development for Teaching English as an International Language
- 2010623 Computer-assisted Language Learning
- 2725611 Multimedia for English Language Instruction
- 2725612 Computer- Mediated Communication for English Language Instruction
- 2725621 Technology in Language Instruction

Seminar and Individual Study (6)

- 2010726 Current Trends in English Language Instruction
- 2010727 Seminar in English Language Instruction
- 2010728 Seminar on Selected Topics in English Language Instruction
- 2010729 Individual Study in English Language Instruction
- 2010751 Directed Readings in English Language Instruction
- 2010752 Directed Research in English Language Instruction

Track 3: Language Assessment and Evaluation (LAE)

Courses in the Language Assessment and Evaluation track may be grouped under two areas: Research Methods, and Assessment and Evaluation on Language Instruction and Language Programs. Students are recommended to choose one or two research method courses plus a few other courses in the other areas pertaining to their interest. Courses under the two areas are listed below:

1. Research Methods

| | |
|---------|---|
| 2010632 | Experimental Design and Statistics for Applied Linguistics |
| 2010730 | Advanced Statistics in Applied Linguistics |
| 5520532 | Research Methods in Language Assessment and Evaluation |
| 5520630 | Quantitative Research in Language Assessment and Evaluation |
| 5520631 | Qualitative Research in Language Assessment and Evaluation |

2. Assessment and Evaluation of Language Instruction and Language Programs

| | |
|---------|-------------------------------------|
| 2010634 | Teacher Evaluation in English as an |
|---------|-------------------------------------|

| | |
|---------|--|
| | International Language |
| 2010635 | Evaluation of Language Programs |
| 5520633 | Classroom-based Assessment and Evaluation\ |
| 5520636 | Alternative Language Assessment |
| 5520637 | Test Design and Development |
| 5520638 | Language Policy and Language Assessment |
| 5520732 | Language Assessment and Evaluation of English for Specific Purposes |
| 5520733 | Application of Technologies to Language Assessment and Evaluation |

There are also seminar and individual study courses for students to choose from.

Seminar and Individual Study

| | |
|---------|---|
| 2010737 | Seminar in Language Assessment and Evaluation |
| 2010738 | Seminar on Selected Topics in Language Assessment and Evaluation |
| 2010739 | Individual Study in Language Assessment and Evaluation |
| 2010761 | Directed Readings in Language Assessment and Evaluation |

2010762 Directed Research in Language Assessment
and Evaluation

5520736 Current Trends in Language Assessment and
Evaluation

Course Description: Elective Courses

2010522 English Curriculum Development

ENG CUR DEV

Theories of curriculum development; processes of constructing English language curriculum; development of English language curriculum; analysis and evaluation of English language curriculum

2010610 English Phonology

ENG PHONOLOGY

The phonological system of the main varieties; issues in English phonology; different systems of transcription

2010611 English Syntax

ENG SYNTAX

Basic concepts in syntax; analysis of English data to identify these concepts within selected theoretical frameworks

2010612 English Lexicology

ENG LEXICOLOGY

Basic concepts and theoretical approaches in lexicology; English word structures; various types of word formation in English: Inflection, derivation and compounding

2010613 English Semantics and Pragmatics

ENG SEMAN/PRAG

Basic concepts and theoretical approaches in semantics and pragmatics; various types of meaning in English; lexical relations; sentential meaning; meaning and context; utterance interpretation and analysis

2010614 English Discourse Analysis

ENG DISCOURSE ANA

Basic concepts and theoretical approaches in discourse; components, structures and types of discourse; English discourse and conversational analyses

2010615 History and Development of the English Language

HIST DEV ENG LANG

A diachronic study of phonological, grammatical and lexical development of English

2010618 Englishes of the World

ENG WORLD

History and conceptualization of world Englishes; selected major varieties, their users and uses; shared and non-shared features at various linguistic levels

2010621 Materials Development for Teaching English as an International Language

MAT DEV TEIL

Concepts in materials preparation; selection of different materials; application of language instructional materials; analysis and evaluation of materials for English language instruction

2010623 Computer-assisted Language Learning

COMP LANG LEARN

Concepts, techniques, design, and development of computer-assisted language learning; criteria for selection; application and evaluation of lessons using computer-assisted language learning

2010632 Experimental Design and Statistics for Applied Linguistics

EXPD STAT APP LING

Application of statistical methods and research design in Applied Linguistics: designs, procedures, data analysis and interpretation

2010634 Teacher Evaluation in English as an International Language

TCH EVA EIL

Teacher evaluation in English as an International Language in various aspects: curriculum design, material development, teaching methods, assessment and evaluation

2010635 Evaluation of Language Programs

EVA LANG PROG

Language curriculum theories; language curriculum evaluation; techniques of curriculum analysis

2010710 English Applied Linguistics

ENG APP LING

The nature of the English language: system, structure, variability, and functions; the development of language acquisition theories and its influence on the approaches and methods of English language teaching; trends in English Applied Linguistics

2010713 Interlanguage Study

INTERLANG STUDY

Contrastive analysis, error analysis, and interlanguage study; developmental and dynamic aspects of language learning problems;

interlanguage and communicative needs

2010714

Language Planning and Policy

LANG PLAN/POLICY

Principle motivations for language planning and policy; states and processes of language planning and policy in various countries; diversity in language planning and policy

2010715

Bilingualism and Multilingualism

BI/MULTILING

Monolingual and bilingual speakers; language contact and linguistic interference; code-switching; multilingualism and multiculturalism; bilingual education; immersion and submersion language teaching programs

2010716

Current Trends in English Linguistics

CUR TREND ENG LING

Current issues and trends in English linguistics

2010717

Seminar in English Linguistics

SEM ENG LING

Approaches and methodology in English linguistics; research on topics of interest

2010718

Seminar on Selected Topics in English Linguistics

SEM SELEC ENG LING

Selected issues in English linguistics

2010719

Individual Study in English Linguistics

IND STUDY ENG LING

Individual study in English linguistics

- 2010726** **Current Trends in English Language Instruction**
CUR TREND EL INS
Current issues and trends in English language instruction
- 2010727** **Seminar in English Language Instruction**
SEM EL INS
Problems in English language instruction; factors influencing English language instruction; approaches in English language instruction management; application of English teaching techniques and related research
- 2010728** **Seminar on Selected Topics in English Language Instruction**
SEM SELEC EL INS
Selected issues in English language instruction
- 2010729** **Individual Study in English Language Instruction**
IND STUDY EL INS
Individual study in English language instruction
- 2010730** **Advanced Statistics in Applied Linguistics**
ADV STAT APP LING
Advanced statistics in Applied Linguistics: principles, methodologies, data analysis and interpretation: application of statistical computer programs to research
- 2010737** **Seminar in Language Assessment and Evaluation**
SEM LANGAS
Issues in language assessment and evaluation
- 2010738** **Seminar on Selected Topics in Language Assessment and Evaluation**
SEM SELEC LANGAS

Selected issues in language assessment and evaluation

2010739 Individual Study of Language Assessment and Evaluation

IND STUDY LANGAS

Individual study of language assessment and evaluation

2010741 Directed Readings in English Linguistics

DIR READ ENG LING

Reading and discussion of selected English linguistic topics of the student's interest

2010742 Directed Research in English Linguistics

DIR RES ENG LING

Research on a specific English linguistic topic of the student's interest

2010751 Directed Readings in English Language Instruction

DIR READ EL INS

Reading and discussion of selected English language instruction topics of the student's interest

2010752 Directed Research in English Language Instruction

DIR RES EL INS

Research on a specific English language instruction topic of the student's interest

2010761 Directed Readings in Language Assessment and Evaluation

DIR READ LANGAS

Reading and discussion of selected language assessment and evaluation topics of the student's interest

2010762 Directed Research in Language Assessment and Evaluation

DIR RES LANGAS

Research on a specific language assessment and evaluation topic of the

| | |
|---------|---|
| | student's interest |
| 2010811 | THESIS THESIS |
| 2010828 | DISSERTATION DISSERTATION |
| 2010894 | Doctoral Dissertation Seminar DOC DISSERT SEM |
| 2010896 | Comprehensive Examination COMPREHENSIVE EXAM |
| 2010897 | Qualifying Examination QUALIFYING EXAM |
| 2202522 | English Corpus Linguistics ENG CORPUS LING Basic concepts in corpus linguistics; use of corpora for studies in English lexis, grammar, phraseology, pragmatics and discourse analysis |
| 2202524 | Socio-cultural Aspects of English SOC CULT ASP ENG Culture of English-speaking countries; world views of English speakers; language use in social and cultural contexts; social variation of English; varieties of English: dialects, styles, and registers; standard and non-standard English |
| 2209604 | Language Acquisition LANG ACQ Language acquisition theories: behaviorism, rationalism, cognitivism, and functionalism; the acquisition of forms and the acquisition of meanings and functions; first, second, and foreign language acquisition; language processing |

- 2241599 Theories and Research in Translation**
THEO/RES TRANS
Discussion on translation theories; research in translation
- 2725611 Multimedia for English Language Instruction**
MULTIMED ENG INST
Theories and applications of multimedia and electronic media for English language instruction; implementation of multimedia-assisted English language activities inside and outside classrooms; related research
- 2725612 Computer-Mediated Communication for English Language Instruction**
COMP/MED ENG INST
Principles and concepts of Computer-mediated communication for English language instruction; applications of CMC technology in teaching English; related research
- 2725613 Multilingual Education for English Language Instruction**
MULTILING ENG INST
Principles of multilingual education; teaching techniques and strategies in content and language integrated learning classrooms; related research
- 2725614 Language Use in Contexts for Teaching English as an International Language**
LANG USE TEIL
Analysis of teaching language use in contexts; intentional acts of speakers; understanding and misunderstanding between interlocutors; application in teaching English as an international language; related research
- 2725615 Cultural Perspectives in Teaching English as an International Language**

CULT PERSP TEIL

Intercultural communication; principles of TEIL; application, practice and perspectives of TEIL in various dimensions; related research

2725616

Methodology of English Language Teaching

METH ENG LANG TCH

Methods of English language teaching; design of classroom activities for different language skills; application of educational media and technology; instructional evaluation and planning

2725620

Teaching English for Specific Purposes

TCH ESP

Analysis and application of theories of teaching English for Specific Purposes; curriculum development of teaching English for Specific Purposes; trends in teaching English for Specific Purposes and related research

2725621

Technology in Language Instruction

TECH LANG INS

Concepts, roles, and development of technology in language instruction; types and criteria for media selection; application and evaluation of instructional media; trends of technology in language instruction

5520532

Research Methods in Language Assessment and Evaluation

RES METH LANGAS

Research methods in language assessment and evaluation; quantitative and qualitative research; research analysis and interpretation

5520630

Quantitative Research in Language Assessment and Evaluation

QUAN RES LANGAS

Quantitative research methods in language assessment and evaluation:

research design, data collection techniques, statistical inference, data analysis and interpretation

5520631 Qualitative Research in Language Assessment and Evaluation

QUAL RES LANGAS

Qualitative research methods in language assessment and evaluation: research design, data collection techniques; data analysis and conclusion of the results

5520633 Classroom-based Assessment and Evaluation

CLASS AS/EVA

Research studies in classroom-based assessment and evaluation; analysis of methodological issues

5520636 Alternative Language Assessment

ALT LANGAS

Traditional and Alternative assessment; peer assessment, self-assessment, dynamic assessment, scenario-based assessment, performance assessment, related innovative assessment

5520637 Test Design and Development

TES DES DEV

Principles of assessing language skills; test usefulness, test design; test development process; test analysis

5520638 Language Policy and Language Assessment

POL LANGAS

Current language policy and language assessment; implementation and impact

- 5520732 **Language Assessment and Evaluation of English for Specific Purposes**
LANGAS ESP
Overview of language assessment and evaluation for English for Specific Purposes; analysis of communicative and linguistic needs of specific groups of learners: assessment and evaluation of ESP courses
- 5520733 **Application of Technologies to Language Assessment and Evaluation**
APP TECH LANGAS
EIL software evaluation; applications of technologies to language assessment and evaluation; computerized language assessment and evaluation of Information Technology tasks
- 5520736 **Current Trends in Language Assessment and Evaluation**
CUR TREND LANGAS
Current issues and trends in language assessment and evaluation

Note: Not all electives will be offered each year. Courses are offered either on a rotational basis or upon request. The Graduate School retains the right to withdraw a subject if there is insufficient enrollment.

Evaluation and Grading Scheme

Evaluation of each course is based on the scores from both formative and summative assessments. These assessments may cover a midterm and a final examination, class presentations, and individual writing projects. Letter grades are assigned to students, each with a value as indicated below.

| | | | |
|----|------------|---|-------------|
| A | 80 – 100 % | S | 70 – 100 % |
| B+ | 75 – 79 % | U | Below 70 % |
| B | 70 – 74 % | I | Incomplete |
| C+ | 65 – 69 % | P | In Progress |
| C | 60 – 64 % | V | Visitor |
| D+ | 55 – 59 % | W | Withdrawn |
| D | 50 – 54 % | M | Missing |
| F | Below 50 % | X | No Report |

* Students are required to maintain a **grade point average of 3.00** to remain in this program.

Examinations & Proposal Defense

Comprehensive Examination

The comprehensive examination is a written examination to test the student's ability to integrate the knowledge gained from the study. *M.A. students in Plan B are required to take the comprehensive examination.*

Contents:

3 papers covering basic knowledge of the 3 required courses

Approximate Dates:

Semester 1: 3rd-4th week of December

Semester 2: 3rd-4th week of May

Scale to pass:

Average >70% to complete the M.A. program

Average >75% to enter the Ph.D. program (high pass)

Notes:

- *Most students have to take the exam after their first semester of study after completed the three required courses.*
- *Students are required to register for the comprehensive examination during the semester before the examination.*
- *M.A. graduates of EIL who receive a high pass (>75%) in the examination and wish to enter the Ph.D. program are required to register for the*

qualifying examination in the semester they start the Ph.D. program.

- *Students who fail the comprehensive examination will be allowed to re-exam only once in the following semester.*

Qualifying Examination

The qualifying examination is aimed at testing a student's basic knowledge, analytical skill and potential to conduct independent study.

All Ph.D. students are required to take the qualifying examination.

Content:

3 research-oriented papers covering the three tracks of EIL

Approximate Dates:

Semester 1: 3rd-4th week of December

Semester 2: 3rd-4th week of May

Scale to pass:

Average 75%

Notes:

- *Because the exam will take place approximately two weeks after the end of the semester, students are required to register for the qualifying examination during the semester before the examination.*
- *Students who fail the qualifying examination will be allowed to re-exam only once in the following semester.*
- *After the qualifying examination, students should begin working with an approved dissertation advisor to complete and submit their dissertation research proposal.*

Preliminary Examination

Prior to the completion of their dissertation research proposal, *all Ph.D. students are required to take a preliminary examination.*

Content:

A research-oriented take-home exam paper covering two areas of specification as designated by the dissertation committee based on the student's dissertation topic

Approximate Dates:

Semester 1: Early August to the 4th week of December

Semester 2: Early January to the 3rd week of April

Scale to pass:

Average 75 %

Proposal Defense

After submitting the research proposal, each M.A. (plan A) and Ph.D. student is to set a date to defend the proposal to his/her committee. For Ph.D. students, this step follows the preliminary examination.

Approximate Dates:

Semester 1: Early August to the 4th week of December

Semester 2: Early January to the 4th week of June

Notes: The research proposal should be approved within 4 semesters (2 academic years) for M.A. (plan A) students, AND within 6 semesters (3 academic years) for Ph.D. students.

Thesis/Dissertation Research Proposal Contents

M.A. (plan A) thesis proposals and Ph.D. dissertation proposals must be developed with a thesis/dissertation advisor according to the content requirements outlined in Guidelines and Formats Section of this Handbook.

Thesis/Dissertation Defense

For thesis/dissertation examinations, the program will need to follow Chulalongkorn University Graduate Studies Regulations 2008, Number 97, which mentions that students can take a thesis/dissertation examination when:

1. They have registered for all the courses required by the program;
2. Their research proposals have been approved by the Faculty Board no less than 60 days before the day of the examination;
3. There is evidence that the students have submitted research articles, which are part of their theses, to academic journals for publication, or that the students have been accepted to present their research in academic conferences. This shall be in accordance with Regulation Number 103 or 104.

Thesis

An *M.A. student in Plan A* is to write a thesis for 12 credits on the topic of his/her interest, which can be from one track or a combination of the tracks. The weight of the thesis evaluation is 70%, while the weight of the thesis oral defense evaluation is 30%.

Dissertation

A *Ph.D. student* is to write a dissertation for 48 credits on the topic of his/her interest, which can be from one track or a combination of the tracks. The weight of the dissertation evaluation is 70%, while the weight of the dissertation oral defense evaluation is 30%.

Publication

For an M.A. student in Plan B, an academic paper (which is part of the requirements in the individual study course) will be *published in an academic journal or other sorts of academic publications*. Those in Plan A must have *their works published in academic journals* or have been accepted to present in an academic conference with proceeding.

Prior to the completion of the program, a Ph.D. student must have *an article based on his/her dissertation published* with his/her advisor as a

corresponding author in *an academic journal which are peer reviewed and accepted in that field of study* or an international journal.

M.A. Individual Study Guidelines

Students

Semester 2/Year 1

1. Submit a **one-page proposal** to the EIL Office within the first week of class. The proposal must include the name and concentration of the researcher, title of the study, and scope or outline of the study.
2. An advisor will be assigned to give advice, monitor and evaluate the student's work.

Semester 1/Year 2

3. Collect a letter of invitation from the Office and give to the advisor at the first meeting.
4. Discuss with the advisor and make necessary changes to the proposal.
5. Meet with the advisor regularly (probably once every two weeks).
6. Submit the final project by the end of the semester.
7. Condense the final project into a 15-page article for inclusion in the *Studies in English as an International Language*.
8. Submit to the advisor by the end of December for Semester 1 and by the end of May for Semester 2.

9. Revise the article as recommended by the advisor.
10. Check the plagiarism through *Turnitin* and *Akarawisut*
11. Submit the article with the advisor's signature and original report from *Turnitin* and *Akarawisut* to the Office for the editing process by the end of December for Semester 1 and by the end of May for semester 2.
12. Be ready to make further revisions as recommended by the language editor. Consult the advisor before revision.
13. Note that the final version must be approved and signed by the advisor before submitting to the EIL Office.

Advisors

1. Meet with the student within the third week of class.
2. Review the student's proposal and give suggestions.
3. Meet with the student regularly and closely monitor the student's progress.
4. Evaluate the student's final project by the end of the semester.
5. Submit the student's grade to the EIL office by the end of the semester.
6. Review the student's article (about 15 pages) based on the final project to be submitted for publication in the *Studies in English as an International Language* about one month after the final project.
7. Review the final version which has been edited by the Editor of the *Studies in English as an International Language* and sign for approval.

Thesis Proposal Examination (Master's Degree Program)

1. Student submits the thesis proposal form to **the EIL program committee**.

2. Student completes the online form <http://thesis.grad.chula.ac.th> to be approved by **the thesis proposal committee (Humanities and Social Sciences), Graduate School**.

3. Student defends the thesis proposal and revises it within 2 weeks following the defense.

4. The chairman and the thesis advisor endorse the revised proposal.

5. Student submits the thesis proposal to the EIL Program.

6. Student completes the **Thesis Proposal Approval Form (F-36-GS-CT05)**.
(The form can be downloaded at <http://www.grad.chula.ac.th>.)

7. Student submits the **Thesis Proposal Approval Form** to the EIL Program.

8. The EIL program submits the thesis proposal to the **Graduate School**.

9. Thesis Examination

Students who have enrolled since Academic Year 2008 shall comply with the Chulalongkorn University Graduate Studies Regulations 2008 as follows:

1. Their research proposals have to be approved by the dissertation proposal committee (Humanities and Social Sciences) no less than 60 days before the day of the examination.
2. There is evidence that the students have submitted research articles, which are part of their theses, to academic journals for publication, or that the students have been accepted to present their research in academic conferences. (Attach the research article)

Dissertation Proposal Examination (Doctoral Degree Program)

1. Student submits the dissertation proposal form to **the EIL program**.

2. Student completes the online form <http://thesis.grad.chula.ac.th> to be approved by **the dissertation proposal committee (Humanities and Social Sciences), Graduate School**.

3.

3.1 Student takes *preliminary examination*. (Student submits the dissertation proposal to the dissertation proposal examination committee 1 week prior to the exam date.)

3.2 Student completes the preliminary examination *within* 2 weeks.

3.3 The preliminary exam result is announced *within* 1 week.

3.4 Student defends their dissertation proposal. (Provided they pass the exam with 75%)

4. The chairman and the dissertation advisor endorse the revised proposal.

5. Student submits the dissertation proposal to the EIL Program.

6. Student completes the **Dissertation Proposal Approval Form (F-36-GS-CT05)**.
(The form can be downloaded at <http://www.erad.chula.ac.th>.)

7. Student submits the **Dissertation Proposal Approval Form** to the EIL Program.

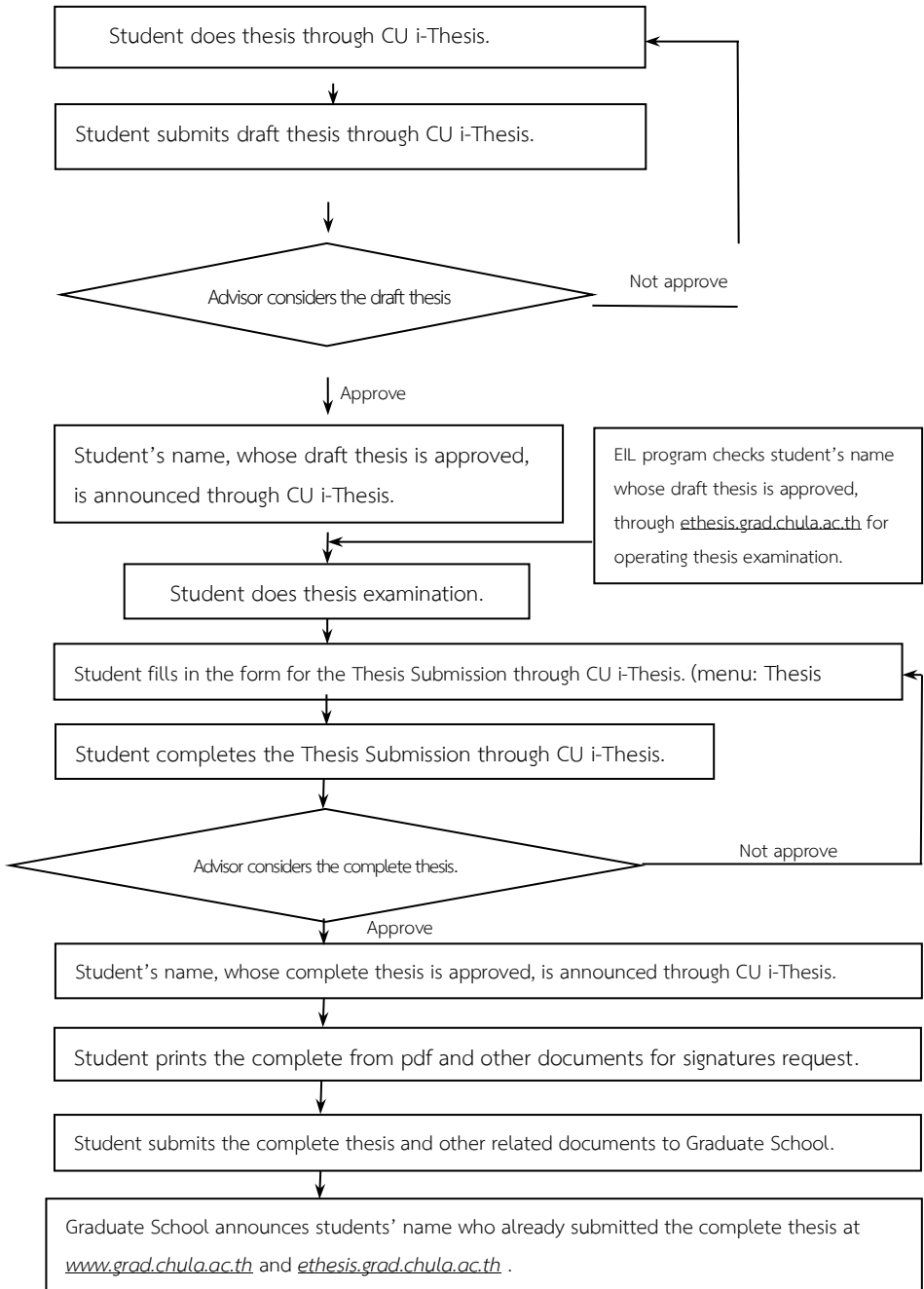
8. The EIL program submits the dissertation proposal to the **Graduate School**.

Dissertation Examination

Students enrolled since Academic Year 2008 shall comply with the Chulalongkorn University Graduate Studies Regulations 2008 as follows:

1. Their research proposals have to be approved by **the dissertation proposal committee (Humanities and Social Sciences)** *no less than 60 days* before the day of the examination.
2. There is *evidence* that the students have submitted research articles, which are part of their theses, to academic journals for publication, or that the students have been accepted to present their research

Submission of the complete Thesis/Dissertation (with CU i-Thesis)



Thesis Submission Regulation for CU i-Thesis User

(from Second Semester, Academic Year 2019)

First: Preparing Information

- 1 **MS Word or PDF file** of documents/evidences about thesis dissemination
(not more than 3 files) (only for students who have their thesis publicized)
- 2 **An original report from Turnitin program**, only the page showed percent of plagiarism

Second: Submitting Thesis Online

- 1 Log on to <https://ethesis.grad.chula.ac.th> (Menu: Thesis Database > Home)
- 2 Fill in **Thesis Dissemination Consent Form**
- 3 Fill in **Research Mapping Form**
- 4 Fill in **Thesis Dissemination Reporting Form** and **upload** file (item 1.1)
(only for students who have their thesis publicized)
- 5 Fill in the **Questionnaires** and fill **the percent of plagiarism** from Turnitin program (item 1.2)
- 6 **Print out** Documents for submission of complete thesis, and then offer advisor and chairperson to **sign** it

Third: Completing Thesis Submission

Students must submit the complete thesis with the documents for submission of complete thesis at Graduate School by 16.00 hours of the last

day of submission complete thesis as announced in the Academic Calendar (CR90).

The documents are as follow:

1 1 Copy of the complete thesis

- *with printed barcode on the first page of the thesis cover*, and the left of every pages
- *with* actual signature of dean and thesis examination committee on approval page
- *without* binding
- In such cases where not the committee members have signed the approval page/abstract, students must submit the thesis with a memo from the chairperson of the thesis examination committee explaining the reason for the incomplete signature and the date that can be submitted.

2 *Documents for submission of complete thesis* (item 2.6) signed by the student, the advisor and the chairperson of the examination committee

3 *Original report from Turnitin program*, only the page showed percent of plagiarism

4 *Copy of documents/evidences about thesis dissemination publication* (only for students who have their thesis publicized)

Suggestions:

1. Students planning to graduate in any semester must have their thesis published before the first day of the following semester. If students fail to publish the thesis within the time limit of Graduate School, they must contact the faculty to submit a request for their status maintenance (only for students who still have their academic time).
2. Graduate School does not allow for any further edition to the submitted thesis as all the examination committee members have signed in the said thesis.
3. Graduate School does not allow searching the whole submitted documents.
4. Students submit only one copy of complete thesis and pay for thesis binding 170 Baht and more 1-black and white photocopies. (If student would like to have 2 copies of thesis in color, please submit 2 copies of the whole thesis and pay only for thesis binding 170 Baht, without photocopying expense).

Students can download “Handbook of Turnitin program” via

[https://www.car.chula.ac.th/upload/Turnitin\(student\)En.pdf](https://www.car.chula.ac.th/upload/Turnitin(student)En.pdf)

Thesis/Dissertation Proposal Format

A thesis/dissertation research proposal should include the following:

1. Thesis/dissertation title in English and Thai
2. Table of contents
3. Background of the study
4. Research questions
5. Objectives of the study
6. Statement of hypothesis
7. Scope of the study
8. Assumptions of the study (optional)
9. Definition of terms
10. Significance of the study
11. Literature review
12. Research procedure
 - 12.1 Population and sample
 - 12.2 Research instruments
 - 12.3 Data collection
 - 12.4 Data analysis
13. Stages of research according to objectives and method
14. References
15. Appendix

Thesis/Dissertation Evaluation Rating Scale

From academic year 2019, the EIL program will use the percent rating scale for thesis/dissertation evaluation.

Rating scale: 85 – 100 = Very Good

75 – 84 = Good

60 – 74 = Pass

0 – 59 = Fail

Research Proposal Evaluation Guidelines

1. The proposal should be evaluated in terms of its originality, breadth and depth of investigation as well as contribution to the field and society.
2. The problem should be clearly stated, reflecting unresolved issues and leading to research gaps and the significance of the study.
3. The purpose of the study should emphasize practical outcomes.
4. The rationale and theoretical framework should be clearly presented, setting the groundwork for further inquiry.
5. The hypotheses which indicate the relations between variables should be appropriately stated.
6. Operational definitions of relevant terms should be provided.
7. Review of related literature should:
 - include key concepts and theories which provide a conceptual

framework for the study

- reflect wide and critical reading of existing studies
- establish needs and the groundwork for the present study

8. Research methodology or procedures must be clearly described, reflecting use of appropriate research design, selection of samples, instrumentation, data collection, and data analysis.
9. Stages of research are realistic and practical.

Preliminary Examination Guidelines

1. The purpose of the preliminary examination is to assess the student's knowledge regarding his/her research, which is part of the preparation for the dissertation proposal defense.
2. Passing the exam allows the student to proceed to the proposal defense.
3. The preliminary examination can be taken only twice a semester.
4. The examination consists of two questions, which arise from the first draft of the dissertation proposal submitted to the dissertation committee earlier.
5. The questions can be on the research design, theories involved, and/or literature review.
6. Each answer should be approximately 10 pages in length.
7. The student is expected to take two weeks to complete the examination.
8. Four copies of the completed examination paper are required.
9. The 4 copies must be submitted officially through EIL office.
10. All of the exam questions will be marked independently by the committee members.
11. In order to pass the exam, the student must score at least 75% in average from

the committee members.

12. If the scores are less than 75%, the student is allowed to re-exam only once within the same semester. The decision on the questions is at the discretion of the committee.
13. If the scores of the re-examination are still less than 75%, the next exam will take place in the following semester.
14. If there is disagreement amongst the committee members, the chairman of the committee may invite an additional reader to review the examination paper.
15. The final result is based upon the average scores from all the readers.

Thesis/Dissertation Format

1. Preliminary Section

- 1.1 Thesis Cover
- 1.2 Title Page (Title of thesis should be clear & concise, not over 30 words)
- 1.3 Approval Page
- 1.4 Abstract
- 1.5 Acknowledgements
- 1.6 Contents
- 1.7 List of Tables
- 1.8 List of Figures, Illustrations
- 1.9 List of Abbreviations

2. Body of Text (around 5 chapters)

- Chapter 1 Introduction
- Chapter 2 Literature Review

Chapter 3 Research Methodology

Chapter 4 Findings and Discussion

Chapter 5 Summary, Conclusions, and Recommendations

3. References Section

3.1 References (APA format)

3.2 Appendices

3.3 Biography of thesis/dissertation author

Complying with the Chulalongkorn University Graduate Studies Regulations 2008:

“Student status will be terminated under obtaining U in two successive assessments of the student’s progress in his/her thesis/dissertation. In cases where a leave of absence takes place between the two semesters in which the U is assigned, the student shall be taken as obtaining U in two consecutive semesters.”

Financial Information

Tuition and Academic fees

Thai citizens

| | | |
|--------------|----------------------|----------------------|
| Tuition fee | 24,500 | Baht/semester |
| Academic fee | <u>60,000</u> | Baht/semester |
| Total | <u>84,500</u> | Baht/semester |

Non-Thai citizens

| | | |
|--------------|-----------------------|----------------------|
| Tuition fee | 85,200 | Baht/semester |
| Academic fee | <u>60,000</u> | Baht/semester |
| Total | <u>145,200</u> | Baht/semester |

Student Services & Facilities

Common Room 1331, 13th floor, Boromrajakumari Building

EIL Program Library 1329, 13th floor, Boromrajakumari Building

Office Hours: Mon–Fri 8:00–16:00 hours

Classrooms Boromrajakumari Building (BRK)

Maha Chakri Sirindhorn Building (MCS)

Faculty of Education Building (EDU)

Prem Purachattra Building (CULI)

Other Information

For other information relating to graduate studies, dissertation formats, research grants and important deadlines, please contact

The Graduate School, Chulalongkorn University.

Useful Websites

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|--|--|
| Chulalongkorn University | www.chula.ac.th |
| Graduate School | www.grad.chula.ac.th |
| English as an International Language Program | www.eil.grad.chula.ac.th |
| Faculty of Arts | www.arts.chula.ac.th |
| Faculty of Education | www.edu.chula.ac.th |
| Chulalongkorn University Language Institute | www.culi.chula.ac.th |
| Office of Registrar | www.reg.chula.ac.th |
| Office of Information and Technology | www.it.chula.ac.th |
| Center of Academic Resources | www.car.chula.ac.th |
| Akarawisut (Plagiarism detection tool) | plag.grad.chula.ac.th |

EIL Office

Postal Address: Room 1327, 13th Floor, Boromrajakumari Building
Chulalongkorn University
Phyathai Road, Patumwan
Bangkok, THAILAND 10330

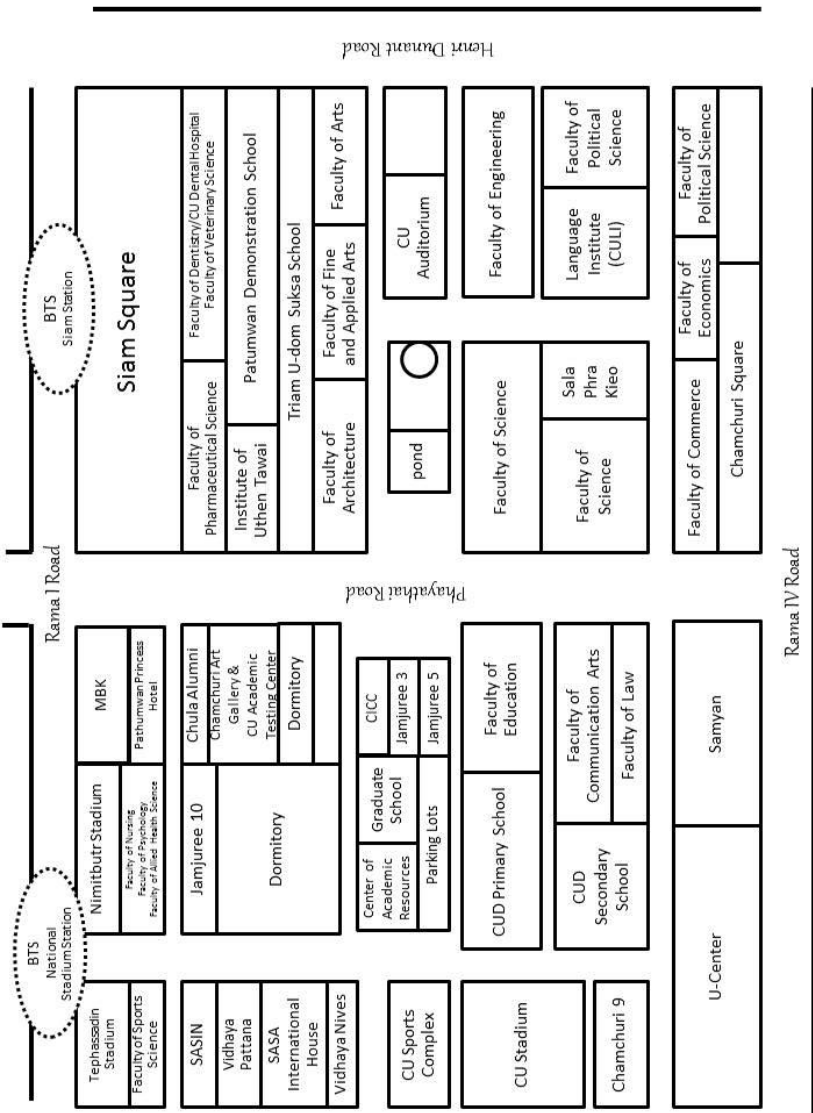
Tel./Fax.: +66 2 218 4658
+66 2 218 4660

E-mail: eil.office@gmail.com

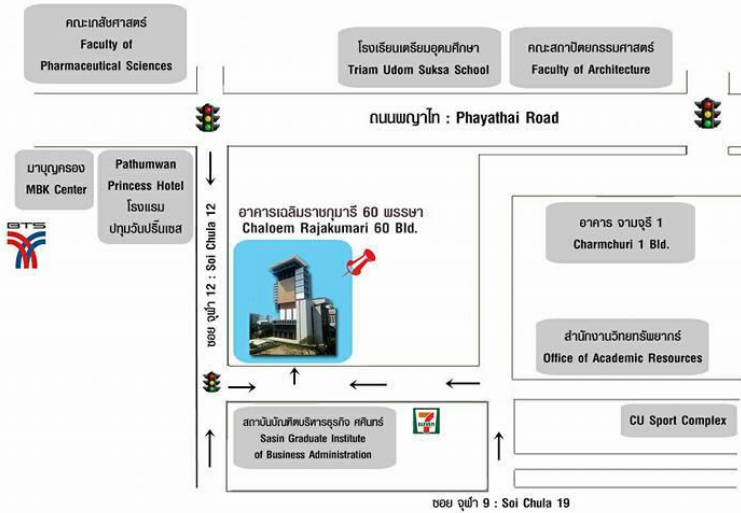
Website: www.eil.grad.chula.ac.th

Contact Persons:

Office Staff: Ms. Kulyada Boonyaworanant
Ms. Nongluk Boonthiem



Graduate School Map



EIL Office Map

