หลักสูตรปรัชญาดุษฎีบัณฑิต

สาขาวิชาภาษาศาสตร์ประยุกต์

(หลักสูตรนานาชาติ / หลักสูตรปรับปรุง พ.ศ. ๒๕๖๕)

DOCTOR OF PHILOSOPHY PROGRAM

IN

APPLIED LINGUISTICS

(INTERNATIONAL PROGRAM / REVISED PROGRAM in 2022)

FACULTY OF LIBERAL ARTS

AND

FACULTY OF GRADUATE STUDIES

MAHIDOL UNIVERSITY

(REGULAR PROGRAM AND SPECIAL PROGRAM)

Contents

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Doctor of Philosophy Program in Applied Linguistics
(International Program)
Revised Program in 2022

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Name of Institution   Mahidol University

Campus/Faculty/Department   Faculty of Liberal Arts, Department of Applied Linguistics

Section 1 General Information

1. Curriculum Name

Thai :   หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ (หลักสูตรนานาชาติ)

English :   Doctor of Philosophy Program in Applied Linguistics (International Program)

2. Name of Degree and Major

Full Title Thai :   ปรัชญาดุษฎีบัณฑิต (ภาษาศาสตร์ประยุกต์)

AbbreviationThai :   ปร.ด. (ภาษาศาสตร์ประยุกต์)

Full Title English :   Doctor of Philosophy (Applied Linguistics)

Abbreviation English :   Ph.D. (Applied Linguistics)

3. Major Subjects (if any) :   None

4. Required Credits:

4.1 Plan 1 : Research only

Plan 1.1 : For students with Master's degree, they must register for total credits not less than 48 credits.

The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

4.2 Plan 2 : Research and coursework

Plan 2.1 : For students with Master's degree, they must register for total credits not less than 48 credits.

5. Curriculum Characteristics

5.1 Curriculum type/model : Doctoral degree

5.2 Language : English

5.3 Recruitment : Thai or international students

5.4 Collaboration with Other Universities : This degree is Mahidol University's program.

5.5 Graduate Degrees Offered to the Graduates : One degree

6. Curriculum Status and Curriculum Approval

6.1 Program Revised in 2022

6.2 Starting in Semester 2, academic year 2022 onwards

6.3 Curriculum screening committee approved the program in its meeting 25/2021 on 20 September 2021, meeting 11/2022 on 21 March 2022 and meeting 26/2022 on 25 July 2022

6.4 The Mahidol University Council approved the program in its meeting 584 on 21 September, 2022

7. Readiness to Implement/Promote the Curriculum

The curriculum of the program is ready to be published as a program whose quality has met with the standard set by Thai Qualification Framework for Higher Education in the academic year 2025 (3 years after implementation).

8. Career Opportunities of the Graduates

8.1 Researchers in Applied Linguistics, teaching English as an international language or teaching foreign languages

8.2 Scholars in Applied Linguistics, teaching English as an international language or teaching foreign languages

8.3 Professionals in Applied Linguistics, teaching English as an international language or

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teaching foreign languages

9. Name, ID Number, Title, and Degree of the Faculty in Charge of the Program

No.	Identification Card Number Academic position - Name – Surname	Degree (Field of Study) University: Year of graduate	Department
1	xxxxxxxxxxxxx Assistant Professor Dr. Aphiwit Liang-Itsara	Ph.D. (Instruction and Learning - English Education and Applied Linguistics), University of Pittsburgh, U.S.A.: 2013 M.A. (Developmental Psychology), Chulalongkorn University: 2004 B.A. (English Education), Prince of Songkla University: 1998	Department of Applied Linguistics
2	xxxxxxxxxxxxx Assistant Professor Dr. Suthathip Thirakunkovit	Ph.D. (English), Purdue University, U.S.A.: 2016 M.A. (Applied Linguistics), Southern Illinois University, U.S.A.: 2005 B.A. (Linguistics), Thammasat University: 2003	Department of Applied Linguistics
3	xxxxxxxxxxxxx Lecturer Dr. Chantarath Hongboontri	Ph.D. (Applied Linguistics), University of Queensland, Australia: 2003 M.A. (Applied Linguistics), Mahidol University: 1996 B.A. (Tourism and Hospitality	Department of Applied Linguistics

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No.	Identification Card Number Academic position - Name – Surname	Degree (Field of Study) University: Year of graduate	Department
		Management), Mahidol University: 1993	
4	xxxxxxxxxxxxx Assistant Professor Dr. Sasa Watanapokakul	Ph.D. (English as an International Language), Chulalongkorn University: 2007 Advanced Diploma (Event Management), Technical and Further Education (TAFE), New South Wales, Australia: 2019 M.A. (Teaching English as a Foreign Language), Thammasat University: 2002 Diploma (Event Management), Technical and Further Education (TAFE), New South Wales, Australia: 2018 B.A. (English), Chulalongkorn University: 1997	Department of Applied Linguistics

10. Venue for Instruction

Department of Applied Linguistics, Faculty of Liberal Arts, Mahidol University (Salaya Campus)

11. External Factors to Be Considered in Curriculum Planning

11.1 Economic Situation/Development (Curriculum planning)

To develop education and research for enhancing the use of English for the ASEAN Community, everyone needs to improve their English abilities. Moreover, educational institutes in every level

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need to develop themselves to be qualified and be ready for the national and international competitions. Thus, these institutes need their staff to be experts in teaching and researching in education and language teaching and to be able to transfer their knowledge and experience in the English language to the learners in order to level up the standard for working and doing research in Thailand.

As Thailand is a member of the ASEAN Community, its citizens must be able to communicate in English and use it to work in an international workplace. To communicate fluently, they have to attend language classes. Educational institutes, therefore, must equip themselves with staff that have expertise in teaching language and conducting research about teaching and learning foreign languages so that they can effectively transfer their knowledge and experience to the learners. The staff with such expertise can help educational institutes improve their status, so that they can professionally compete with others at the national and international level. Plus, more research means an improvement in the standard of teaching and research about language in Thailand, leading to enhancement of Thai citizens' English language proficiency.

11.2 Social and Cultural Situation/Development

According to the reports from various organizations on the assessment of Thai citizens' language proficiency, particularly, the English language, their English language proficiency was low. Since Thailand is a member of ASEAN Community, the proficiency of Thai citizens in regional languages is also important because this can help them understand the culture of the neighboring countries. However, there are a few instructors who can teach not only foreign languages including Chinese and languages of the neighboring countries but also the Thai language at tertiary level in Thailand. The findings in the study conducted by Pranee Kullavanijaya in 2002 revealed that Thailand was still facing a lack of competent English instructors, and some were not prepared to be proficient English instructors. The findings are in line with the ranking of the proficiency and the needs of instructors that can teach a foreign language as seen in the rising demands of language instructors for international schools. As a result, Thailand has to prepare instructors that can effectively teach a foreign language. This is an advancement of Thai tertiary programs.

English at tertiary level is expected to be equipped with expertise in those languages and in producing competent instructors teaching foreign languages. Language is a tool for communication in both daily and working life and research about culture and language competency plays a major role in sustainable social and cultural development. Accordingly, it is imperative for Thailand to have adequate numbers of English instructors who are able to not only teach a foreign language but also conduct research studies about it so that Thai citizens are able to cope with social and cultural changes.

12. The Effects Mentioned in No.11.1 and 11.2 on Curriculum Development and Relevance to the Missions of the University/Institution

12.1 Curriculum Development

Due to the economic, social, and cultural situations, Thailand needs to develop a doctoral program in Applied Linguistics (International Program), which is recognized nationally and internationally. The program aims to develop graduates that can employ empirical knowledge, integrate liberal arts into humanities and science and technology as well as create a new body of knowledge about language teaching. Such qualifications result in Thailand's competitiveness and social and economic development. In addition, as academic leaders, these graduates can apply their knowledge to provide more insights into language teaching, pursue their career ethically and live happily in the society.

12.2 Relevance to the Missions of the University/Institution

The main objective of the doctoral program in Applied Linguistics (international program) (regular program and special program) is to develop a program in line with the ultimate goal of Mahidol University that focuses on excellence in health, sciences, arts and innovations rooted in morality for the well-being of Thai people and the world population. The university's four strategies are research excellence, teaching and learning excellence, health care and service excellence, and internationalization. The graduates must possess the desirable characteristics in that they will be academic leaders, have an inquisitive mind and be proficient in English or other foreign languages. In addition, they will be capable of conducting research and providing a proper environment for teaching and learning English or other foreign languages for learners at all levels. They also must integrate liberal arts and humanities, science and

technology so that they can create a new body of knowledge related to language use. Such knowledge will benefit the social and economic development of the country.

In addition, the doctoral program in Applied Linguistics (international program) (regular and special program) focuses on research that generates a new body of knowledge serving as a launch pad for improving the methods of teaching and learning foreign languages. The graduates will gain hands-on experience in conducting extensive research and eventually become competent academics that can materialize research findings about teaching and learning languages and about applied linguistics to serve the university's mission focusing on developing graduates based on research results.

13. Collaboration with Other Curricula of the University (if any)

13.1 Course(s) offered by other faculties/departments/programs :

None

Notes: Some courses are offered by the MA Program in Applied Linguistics of the Faculty of Liberal Arts. However, studying some additional courses can be approved by the student's advisor or the program's committee. Some of the MA courses that students can choose to take are as follows:

LAAL 503 Writing for Academic Purposes	3(3-0-6)
LAAL 507 Paradigms in Language Curriculum Development	3(3-0-6)
LAAL 510 Research Methodology in Applied Linguistics	3(3-0-6)
LAAL 632 Second Language Acquisition	3(3-0-6)
LAAL 672 Corpus Linguistics	3(3-0-6)

After the students have registered, they will be required to attend all classes and complete all assignments in order to obtain grade S or AU under the audit mode.

13.2 Course(s) offered to other programs

None

13.3 Coordination:

The faculty in charge of the program and coordinator are responsible for organizing the required courses according to TQF 3 proposing the curriculum current circumstance, including teaching schedules and assessment plans.

Section 2 Information of the Curriculum

1. Philosophy, Justification, and Objectives of the Curriculum

1.1 Philosophy and Justification of the Curriculum

Our program focuses on producing researchers specialized in Applied Linguistics and Teaching Foreign Languages by fostering academic knowledge in Applied Linguistics to teach at a higher education level and for professional purposes.

1.2 Objectives of the Program

According to the Qualifications Frameworks descriptor for the doctoral degree, upon completion of the program, all doctoral graduates will be able to:

1.2.1 Demonstrate moral standard and professional ethics;

1.2.2 Describe the principles and the theories in applied linguistics and language education to address academic issues in language learning and teaching;

1.2.3 Apply, analyze, synthesize, evaluate, and expand the said principles and theories;

1.2.4 Have high responsibility and interpersonal relationship to work with others as an individual and as a member of the group; and

1.2.5 Possess necessary mathematical knowledge to analyze and present the data and have the language skills to communicate in both written and oral forms effectively and appropriately.

1.3. Program Learning Outcomes (PLOs)

Upon completion of the program, the students are expected to:

PLO 1: Behave in accordance with moral standard and professional ethics;

PLO 2: Explain the principles and the theories in applied linguistics and language education;

PLO 3: Analyze and integrate the said principles and theories to address and solve important issues and problems;

PLO 4: Demonstrate ability to work with others as an individual and as a member of the group with effective leadership and interpersonal skills; and

PLO 5: Utilize appropriate professional software and demonstrate mathematical and statistical analysis in the fields of applied linguistics and language education effectively.

2. Plan for Development and Improvement

The program aims to conduct these strategic plans under three criteria to develop program quality as illustrated below in five years.

Plan for Development/Revision	Strategies	Evidence/Indexes
1. To revise the curriculum	1. Conduct surveys with instructors, students, and different groups of stakeholders such as prospective employers to evaluate and observe the quality of the curriculum 2. Update the numbers of books, textbooks, academic papers, academic databases that benefit teaching and research every 5 years 4. Attempt to be accredited by an AUNQA 5. Collaborate and conduct activities with domestic and international institutions	1. Yearly report on teaching evaluation by instructors and students 2. Survey reports on satisfaction surveys form by PhD students every 5 years 3. Survey reports on books, textbooks, academic papers, academic databases that benefit teaching and research 4. Survey reports on the satisfaction of the students from different groups of stakeholders 5. Yearly report of AUN-QA standard 6. Report on collaboration and activities with other institutions (Yearly report)
2. To strengthen the quality of graduate students	1. Analyze the needs of PhD graduates and the institutions where they will work for 2. Conduct satisfaction surveys	1. Report on analysis of needs of PhD graduates in Applied Linguistics and its market (every 2 years)

Plan for Development/Revision	Strategies	Evidence/Indexes
	towards all the courses every semester 3. Conduct an academic seminar every month 4. Provide a good facility and environment that suits ultimate learning for staff and students 5. Assign students to attend extra-curricular activities and academic activities with strategic partner universities and promote scholarships	2. Report on satisfaction survey towards all the courses evaluated by students and by the faculty members every semester 3. Report the survey results of the seminars 4. Check and keep the maintenance record on tools, teaching equipment 5. Report of student numbers who attend extra-curricular activities and academic activities with strategic partner universities 6. Provide funds for students to attend activities and conferences
3. To develop the quality of teaching	1. Support instructors to conduct research continuously and present their research outcomes domestically and internationally to develop teaching performance 2. Support instructors by promoting practical learning through domestic and	1. Program committee to have publications more than 80% the total number of instructors 2. Provide funding for research and publication 3. Provide funding for instructors to participate in extracurricular activities and

Plan for Development/Revision	Strategies	Evidence/Indexes
	international seminars and conferences 3. Enhance instructors to participate extracurricular activities and academic activities domestically and internationally	academic activities 4. List strategic partner universities or institutions under MOU agreement

Section 3 Educational Management System, Curriculum Implementation, and Structure

1. Educational Management System

1.1 System : The educational system is of the Semester Credit type. One Academic Year consists of 2 Regular Semesters, each with not less than 15 weeks of study.

1.2 Summer Session : None

1.3 Credit Equivalence to Semester System : None

2. Curriculum Implementation

2.1 Teaching Schedule :

2.1.1 For regular program: Weekdays from Monday to Friday (08:30 A.M. – 4:30 P.M.)

2.1.2 For special program: Weekends on Saturday and Sunday (08:30 A.M. – 4:30 P.M.)

- Semester 1: August – December

- Semester 2: January – May

2.2 Qualifications of Prospective Students

2.2.1 Plan 1.1 : Research only

(1) Holding a Master's degree in Applied Linguistics or any other related fields accredited by the Office of the Permanent Secretary for Higher Education, Science, Research, and Innovation;

(2) Having cumulative GPA (Master's degree) not less than 3.50;

(3) Having and English proficiency examination score as the requirement of the Faculty of Graduate Studies, Mahidol University;

(4) Having at least 3 years of working experience in the related field;

(5) Having at least one publication in an internationally recognized journal; and

(6) For those who cannot fulfill the requirements (2) - (4) may be accepted into the Program if approved by the Administrative Committee and the Dean of the Faculty of Graduate Studies.

2.2.2 Plan 2.1 : Coursework and research

(1) Holding a Master's degree in Applied Linguistics or any other related fields accredited by the Office of the Permanent Secretary for Higher Education, Science, Research and Innovation;

(2) Having cumulative GPA (Master's degree) not less than 3.50;

(3) Having and English proficiency examination score as the requirement of the Faculty of Graduate Studies, Mahidol University; and

(4) For those who cannot fulfill the requirements (2) and (3) may be accepted into the Program if approved by the Administrative Committee and the Dean of the Faculty of Graduate Studies.

2.3 Problems of New Students Encounter Upon the Start of the Program

2.3.1 Students lack information technology skills.

2.3.2 Students have different levels of experiences in conducting research in the fields of applied linguistics.

2.3.3 Students enrolling in this program may not have an enough experience in publishing research in the international level.

2.4 Strategies for Problem Solving/Limited Requirement in No.2.3

Problems of New Students	Strategies for Problem Solving
In enquiring and conducting a research project, the student needs to possess	1. The program provides training courses on Information Communication Technology (ICT)

Problems of New Students	Strategies for Problem Solving
adequate self-inquiry skill, English proficiency, computer and internet literacy, and presentation and communication skills to join conferences.	and computer skills. A weekly presentation in the program's academic conferences is also held to enhance student's communicative English skill, Information Communication Technology (ICT), computer, and internet skills for research. These training sessions will be held prior to the beginning of the 1st semester and will be held every semester under the audit (AU) mode. 2. If necessary, the student is also required to take recommended courses in the MA in the Applied Linguistics program under the Audit mode (AU) by the program committee.

2.5 Five-Year-Plan for Recruitment and Graduation of Students

Plan 1.1 : Research only

Regular program

Academic Year	2022	2023	2024	2025	2026
1st	2	2	2	2	2
2nd	-	2	2	2	2
3rd	-	-	2	2	2
Cumulative numbers	2	4	6	6	6
Expected number of students graduated	-	-	2	2	2

Special program

Academic Year	2022	2023	2024	2025	2026
1st	1	1	1	1	1
2nd	-	1	1	1	1
3rd	-	-	1	1	1
Cumulative numbers	1	2	3	3	3
Expected number of students graduated	-	-	1	1	1

Plan 2.1 : Coursework and research

Regular program

Academic Year	2022	2023	2024	2025	2026
1st	2	2	2	2	2
2nd	-	2	2	2	2
3rd	-	-	2	2	2
Cumulative numbers	2	4	6	6	6
Expected number of students graduated	-	-	2	2	2

Special program

Academic Year	2022	2023	2024	2025	2026
1st	1	1	1	1	1
2nd	-	1	1	1	1
3rd	-	-	1	1	1
Cumulative numbers	1	2	3	3	3
Expected number of students graduated	-	-	1	1	1

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2.6 Budget based on the plan

    Plan 1.1 : Research only

Budget for the regular program and special program

Estimated income per student

Registration fee

Tuition	0.00
Dissertation	xxxxx
Qualifying Examination Fee	xxxx
Dissertation research fee	xxxxxx
Total income per student	**xxxxxx**

Estimated expenses

Registration fee allocation	-
Qualifying Examination Fee	xxxx
Fee for dissertation proposal and advisory committees	xxxxx
Total variable expenses per student	**xxxxx**

Fixed expenses

Program director payment	xxxxxx
Utility fee	xxxxx
Material fee	xxxx
Equipment fee	xxxxx
Total Fixed expenses	**xxxxxx**

Number of students at break-even point	1.59 persons
Cost of students at break-even point	352,400.00
Expenses per student per academic year	176,200.00
Number of years in the Program structure	3 years
Expenses for a student per academic year	= 58,733.33

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Plan 2.1 : Coursework and research

Budget for the regular program and special program

Estimated income per student

Registration fee

      Tuition   xxxxxx

       dissertation   xxxxx

Qualifying Examination Fee   xxxx

Dissertation research fee   xxxxxx

         Total income per student   **xxxxxx**

<u>Estimated expenses</u>

Registration fee allocation   xxxxx

Qualifying Examination Fee   xxxx

Fee for dissertation proposal and advisory committees   xxxxx

Total variable expenses per student   **xxxxx**

<u>Fixed expenses</u>

Program director payment   xxxxxx

Teaching payment   xxxxxx

Utility fee   xxxxx

Material fee   xxxx

Equipment fee   xxxxx

         Total Fixed expenses   **xxxxxx**

Number of students at break-even point   2.07 persons

Cost of students at break-even point   678,400.00

Expenses per student per academic year   226.133.33

Number of years in the Program structure   3 years

Expenses for a student per academic year   =   75,377.78

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2.7 Educational System: Classroom learning

2.8 Transfer of Credits, Courses and Cross University Registration

Credits transferring must be following Mahidol University's regulations on Graduate Studies. Should you have more information, website: www.grad.mahidol.ac.th.

3. Curriculum and Instructors

3.1 Curriculum

3.1.1 Number of credits :

Plan 1.1 : For students with Master's Degree - not less than 48 credits

Plan 2.1 : For students with Master's degree - not less than 48 credits

3.1.2 Curriculum structure

The curriculum structure is set in compliance with the Announcement of the Ministry of Education about Criteria and Standards of Graduate Studies B.E. 2558, a Doctoral Degree, as below:

Plan 1.1 : Research only

Dissertation	48	credits
Total not less than	**48**	**credits**

Plan 2.1 : Coursework and research

(1) Required courses	9	credits
(2) Elective courses not less than	3	credits
(3) Dissertation	36	credits
Total not less than	**48**	**credits**

3.1.3 Courses in the curriculum

(1) Required courses

Plan 1.1 : Research only

LAAL 898   Dissertation   48 (0-144-0)

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Notes: In addition to dissertation credits the students are required to take, they may register for other courses in international programs offered by other faculties equivalent to Graduate Studies, Mahidol University or the ones offered by other universities according to the student's interest with the approval of the Program Committee or the advisor.

Plan 2.1 : Coursework and research 9 credits

credits (Lecture – Practice– self-study)

LAAL	760	PhD Seminar in Applied Linguistics	3(3-0-6)
ศศภป	๗๖๐	สัมมนาดุษฎีบัณฑิตทางภาษาศาสตร์ประยุกต์	
LAAL	721	Advanced Research and Data Analysis in Applied Linguistics	3(3-0-6)
ศศภป	๗๒๑	การวิจัยและวิเคราะห์ข้อมูลทางภาษาศาสตร์ประยุกต์ขั้นสูง	
*LAAL	722	Perspectives in Language Pedagogy and Theories	3(3-0-6)
ศศภป	๗๒๒	ทรรศนะต่อทฤษฎีและการสอนภาษา	

(2) Elective course not less than 3 credits

credits (Lecture – Practice– self-study)

LAAL	712	Design of Language Test and Assessment	3(3-0-6)
ศศภป	๗๑๒	การออกแบบทดสอบและการประเมินภาษา	
LAAL	750	Advanced Topics in Second Language Acquisition	3(3-0-6)
ศศภป	๗๕๐	ประเด็นเกี่ยวกับการรับภาษาที่สองขั้นสูง	
LAAL	752	Pronunciation Fundamentals for Second Language Teaching and Research	3(2-2-5)
ศศภป	๗๕๒	สัทศาสตร์พื้นฐานสำหรับการสอนและการวิจัยภาษาที่สอง	
*LAAL	754	Educational Technology in Language Learning and Teaching	3(3-0-6)
ศศภป	๗๕๔	เทคโนโลยีการศึกษาในการเรียนการสอนภาษา	

* New courses

In addition to elective courses mentioned above, a student may register for other courses in international programs offered by other faculties equivalent to Graduate Studies, Mahidol University or the ones offered by other universities according to the student's interest with the approval of the Program Committee or the advisor.

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(3) Dissertation

LAAL   699   Dissertation   36 (0-108-0)

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3.1.4 Research topics of the program

Guidelines for conducting a research project are as follows:

1) Language Studies

2) Language Learning and Development

3) Language Assessment and Evaluation

4) Autonomous Language Learners

5) Teaching Language as a Second/Foreign Language

6) Technology in Language Education

3.1.5 Definition of course codes

Meaning of the 4 letters:

The first two letters represent the abbreviated name of the Institute/Faculty

LA (ศศ)   =   Faculty of Liberal Arts

The last two letters represent the abbreviated name of responsible units

AL (ภป)   =   Department of Applied Linguistics

The 3 digits after the course initials

The 3 digits (5xx, 6xx, 8xx) indicate the course offered in graduate study.

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3.1.6 Study Plan

Plan 1.1 : Research only

Regular program

Year	Semester 1	Semester 2
1	LAAL 898 Dissertation 9 (0-27-0) Qualifying Examination **Total 9 credits**	LAAL 898 Dissertation 9 (0-27-0) **Total 9 credits**
2	LAAL 898 Dissertation 9 (0-27-0) **Total 9 credits**	LAAL 898 Dissertation 9 (0-27-0) **Total 9 credits**
3	LAAL 898 Dissertation 6 (0-18-0) **Total 6 credits**	LAAL 898 Dissertation 6 (0-18-0) **Total 6 credits**

Special program

Year	Semester 1	Semester 2
1	LAAL 898 Dissertation 8 (0-24-0) Qualifying Examination **Total 8 credits**	LAAL 898 Dissertation 8 (0-24-0) **Total 8 credits**
2	LAAL 898 Dissertation 8 (0-24-0) **Total 8 credits**	LAAL 898 Dissertation 8 (0-24-0) **Total 8 credits**
3	LAAL 898 Dissertation 8 (0-24-0) **Total 8 credits**	LAAL 898 Dissertation 8 (0-24-0) **Total 8 credits**

Remarks: *The Program Committee or students' advisors may recommend the students to register in some graduate courses without credit.*

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Plan 2.1 : Coursework and research

Regular program

Year	Semester 1	Semester 2
1	LAAL 760 PhD Seminar in 3(3-0-6) Applied Linguistics LAAL 722 Perspectives in 3(3-0-6) Language Pedagogy and Theories LAAL 721 Advanced Research 3(3-0-6) and Data Analysis in Applied Linguistics **Total 9 credits**	Elective course 3 credits (Qualifying Examination) LAAL 699 Dissertation 6 (0-18-0) **Total 9 credits**
2	LAAL 699 Dissertation 12 (0-36-0) **Total 12 credits**	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**
3	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**

Special program

Year	Semester 1	Semester 2
1	LAAL 760 PhD Seminar in 3(3-0-6) Applied Linguistics LAAL 722 Perspectives in 3(3-0-6) Language Pedagogy and Theories LAAL 721 Advanced Research 3(3-0-6) and Data Analysis in Applied Linguistics **Total 9 credits**	Elective course 3 credits (Qualifying Examination) LAAL 699 Dissertation 6 (0-18-0) **Total 9 credits**
2	LAAL 699 Dissertation 12 (0-36-0) **Total 12 credits**	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**
3	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**	LAAL 699 Dissertation 6 (0-18-0) **Total 6 credits**

3.1.7 Course Description

Please see Appendix A.

3.2 Name, I.D. Number, Title and Degree of Instructor

3.2.1 Full-time instructors of the curriculum *(Please see Appendix B)*

No.	Identification Card Number Academic position - Name – Surname	Degree (Field of Study) University: Year of graduate	Department
1	xxxxxxxxxxxxx Assistant Professor Dr. Aphiwit Liang-Itsara	Ph.D. (Instruction and Learning - English Education Applied Linguistics) University of Pittsburgh, U.S.A.: 2013 M.A. (Developmental Psychology), Chulalongkorn University: 2004 B.A. (English Education), Prince of Songkla University: 1998	Department of Applied Linguistics
2	xxxxxxxxxxxxx Assistant Professor Dr. Suthathip Thirakunkovit	Ph.D. (English), Purdue University, U.S.A.: 2016 M.A. (Applied Linguistics), Southern Illinois University, U.S.A.: 2005 B.A. (Linguistics), Thammasat University: 2003	Department of Applied Linguistics
3	xxxxxxxxxxxxx Lecturer Dr. Chantarath Hongboontri	Ph.D. (Applied Linguistics), University of Queensland, Australia: 2003 M.A. (Applied Linguistics), Mahidol	Department of Applied Linguistics

No.	Identification Card Number Academic position - Name – Surname	Degree (Field of Study) University: Year of graduate	Department
		University: 1996 B.A. (Tourism and Hospitality Management), Mahidol University: 1993	
4	xxxxxxxxxxxxx Assistant Professor Dr. Sasa Watanapokakul	Ph.D. (English as an International Language), Chulalongkorn University: 2007 Advanced Diploma (Event Management), Technical and Further Education (TAFE), New South Wales, Australia: 2019 M.A. (Teaching English as a Foreign Language), Thammasat University: 2002 Diploma (Event Management), Technical and Further Education (TAFE), New South Wales Australia: 2018 B.A. (English), Chulalongkorn University: 1997	Department of Applied Linguistics

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3.2.2 Full-time instructors

No.	Identification Card Number Academic position - Name – Surname	Degree (Field of Study) University: Year of graduate	Department
1	xxxxxxxxxxxxx Lecturer Dr. Kornsiri Boonyaprakob	Ph.D. (Curriculum and Instruction), North Carolina State University, North Carolina, U.S.A.: 2003 Diploma (Teaching English as a Second Language), Victoria University of Wellington, New Zealand: 1992 M.A. (Applied Linguistics), Mahidol University: 1991 B.A. (English), Silpakorn University: 1986	Department of Applied Linguistics
2	xxxxxxxxxxxxx Professor. Dr. Seongha Rhee	Ph.D. (Linguistics), University of Texas at Austin, U.S.A.; 1996 B.A. (English Education), Hankuk University of Foreign Studies, South Korea: 1986	

3.2.3 Part-time instructors

Invited as approved by the program committee.

4. Details of Practicum (if any)

None

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5. Dissertation Requirements

5.1 Short Descriptions

In depth research on topics in the field of applied linguistics or foreign language teaching and learning aiming to construct new knowledge based on personal individual interest. The research process is required to be under supervision of faculty committee members. In addition, candidates are required to follow the administrative process as specified by Mahidol University graduate school. The requirements include the research report conducted in one of the fields listed in 3.1.4 and one publication for Plan 2.1 or two publications for Plan 1.1 related to the approved dissertation topic in the form of academic articles written in the English language, as well as an oral presentation of the completed research.

5.2 Standard Learning Outcomes

The candidates are expected to be able to comprehensively analyze, synthesize, plan, and conduct their own research, to have in-depth knowledge of major theoretical concepts that is up to date, and to come up with their own understanding leading to some conclusions either to argue against the existing theories, complement them, or even construct new knowledge.

5.3 Time Frame

Plan 1.1 : Semester 1 Academic Year 1

Plan 2.1 : Semester 1 Academic Year 2

5.4 Number of Credits

Plan 1.1 : 48 credits

Plan 2.1 : 48 credits

5.5 Preparation

Doctoral degree candidates are required to start working on their dissertation during the first semester of their second academic year.

For the candidates who require a dissertation only for graduation, the program organizes support to help the candidates as follows.

1. The program provides consultation on a study plan of the whole program for degree completion.

2. The program evaluates candidates individually in order to assign them to take additional required courses or to participate in academic activities.

3. The program organizes a Qualifying Examination for the candidates to take. They need to get a "pass" result to fulfill the requirement of the Applied Linguistics program, Mahidol University.

4. The candidates prepare a three-year study plan.

5. The faculty members and administrative members of the Doctoral degree program in Applied Linguistics provide candidates with advice on taking courses that are beneficial to their dissertation.

6. The program appoints a dissertation advisory committee for the candidates by matching the candidates with major advisors and co-advisors who specialize in the topics of the candidates' interest.

7. The advisory committee gives advice on the research process, timeline planning for the research to be conducted, research report writing, oral presentation of the research, as well as the research evaluation.

8. The candidates find out more about the research they are interested in conducting. They may also take additional coursework as suggested by the dissertation advisory committee.

9. The candidates present the research results on the topics of their interest, participate in discussion, and express their opinions at a weekly conference organized by the program.

10. The candidates present their dissertation proposal to the dissertation advisory committee for feedback.

11. The candidates present the dissertation proposal to the dissertation proposal examination committee for considering the feasibility of the study prior to carrying out actual research.

5.6 Evaluation Process

1. Candidates need to get a "pass" result from taking the Qualifying Examination prior to taking a research proposal defense.

2. Candidates are required to report their research progress at least once every semester.

3. Candidates are required to organize a seminar project to present their research.

4. In each semester, candidates must attend at least four seminars, organized either by the program or by other relevant academic programs. A written report (with a minimum length of 2 pages A4 paper), summarizing the participation of the seminars, must also be submitted.

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5. Candidates must take a dissertation defense exam with a "pass" result according to the criteria set by the Faculty of Graduate Studies, Mahidol University.

6. Candidates must have a minimum of two research publications related to the approved dissertation topic in the refereed database before graduation.

For each assessment, including the dissertation defense examination, the Applied Linguistics program uses its own assessment tools and criteria that correspond to the criteria as regulated by the Faculty of Graduate Studies, Mahidol University.

Section 4 Learning Outcome, Teaching Strategies and Evaluation

1. Development of Students' Specific Qualifications

Special Characteristics	Teaching Strategies and Student Activities
Having characteristics according to Mahidol Core values M-Mastery A-Altruism H- Harmony I- Integrity D-Determination O-Originality L-Leadership	1. In order to promote coperative culture of Mahidol University, all students are encouraged to participate in important activities at least once a semester such as Wai Kru Day, Foundation Day of the Factulty of Liberal Arts, and Mahidol Day, which are held annually. 2. The students are also encoraged to participate in social activities such as teaching practices to give knowledge about the language to students in schools in the community at least once during their study.
Having the ability to conduct research recognized nationally and internationally	1. All students are required to present and participate in both local and international conferences at least once during their study. 2. All students are encouraged to participate in "Guest Talk" seminars and workshops offered by the program throughout the academic year. 3. The students are required to publish research in the

Special Characteristics	Teaching Strategies and Student Activities
	international level.

2. Development of Learning Outcome in Each Objective

Expected Outcome	Teaching Strategies	Evaluation Strategies
1. Morality and Ethics 1.1 The students are moral, honest, and ethical to their academics and profession. 1.2 The students are disciplined and punctual. They respect and follow the rules and regulations of their organizations. 1.3 The students respect others' rights and opinions.	1. Class participation 2. Discussion 3. Seminars 4. Group work 5. Individual assignments 6. Presentations 7. Research	1. The punctuality of class attendance and assignment submission 2. Direct observation of the students' discipline and unity in activity participation 3. Direct observation of the students' attitude reflected in class activities and discussions 4. Proposal and research that adhere with the ethics of research in humans (ethical considerations)
2. Knowledge 2.1 The students understand important principles and theories related to the field of applied linguistics. 2.2 The students know how to solve the problems of language learning and teaching appropriately.	1. Lectures 2. Discussion 3. Seminars 4. Projects 5. Presentations 6. Meetings 7. Case study	Assessment of knowledge at level of comprehension, application, analysis and evaluation by the following means; 1. Oral examination 2. Evaluation of assigned

Expected Outcome	Teaching Strategies	Evaluation Strategies
2.3 The students are able to update their academic knowledge and have deep knowledge in the field of foreign language learning and teaching.		reports and case study using rubrics 3. Presentation and discussion using rubrics 4. Dissertation proposal examination, dissertation progress report, and dissertation examination
3. Intellectual Development 3.1 The students can think logically and systematically. 3.2 The students can research, analyze, synthesize, and evaluate data to solve problems. 3.3 The students can apply the knowledge and skills to solve problems appropriately.	1. Lectures 2. Individual assignments 3. Discussion 4. Seminars 5. Projects 6. Presentations 7. Dissertation defense exam, academic article writing, and dissertation writing	Evaluating students' abilities to analyze and synthesize knowledge by using rubric score and feedback 1. Conclusion from group discussion and individual assignments 2. Case-study analysis reports 3. Quality of reports 4. Dissertation proposal examination, dissertation progress report, and dissertation examination
4. Interpersonal Relationship and Responsibility 4.1 The student is friendly and has good interpersonal relationship with other people speaking the same and different languages.	1. Group discussion 2. Classroom observations 3. Presentations	1. Direct observation of the student's behaviors and attitudes 2. Direct observation of the performance of students in

Expected Outcome	Teaching Strategies	Evaluation Strategies
4.2 The student has the responsibility and ability to work with others as an individual and as a member of the group. 4.3 The student has initiative in analyzing problem that is suitable for self and group.		classroom and in research team
5. Mathematical Analytical Thinking, Communication Skills, and Information Technology Skills 5.1 Students are skilled at analyzing data and numbers. 5.2 The student communicates in both oral and written forms effectively by using appropriate media for presentation. 5.3 The student can employ information technology applications.	1. Lectures 2. Individual assignments 3. Discussion 4. Seminars 5. Projects 6. Case study 7. Conference hosting practice, and presentation techniques	1. Research presentations 2. Direct observation of the performance of students in classroom and in research team 3. Quality and efficiency of student practice

3. Curriculum Mapping

   Please see Appendix C.

Section 5 Criteria for Student Evaluation

1. Grading System

Grading system and graduation (for all programs) shall be complied with the criteria stated in Regulations of Mahidol University on Graduate studies. (For more details, please go to www.grad.mahidol.ac.th)

2. Evaluation Process for the Learning Outcome of Students

Evaluation process for the learning outcomes of students is conducted by program committees who check exam papers, assignments, and scores.

3. Graduation Requirements

3.1 Plan 1.1 : Research only

1. Total time of study should not exceed the study plan.

2. Students must complete 48 dissertation credits or other non-credit courses with approval from academic advisor and/or the Program Committee.

3. Students must meet the English Competence Standard of Graduate Student, Mahidol University defined by the Faculty of Graduate Studies, Mahidol University.

4. Students must pass the Qualifying Examination.

5. Students must participate and pass in professional and personal skills development activities of the Faculty of Graduate Studies, Mahidol University.

6. Students must submit dissertations and pass the oral examination defense by a committee appointed by the Faculty of Graduate Studies. The presentation must be opened to public.

7. Students must have at least 2 publications which come from some parts of their dissertation in international academic journals with qualifications in compliance with the announcement of the Office of the Permanent Secretary for Higher Education, Science, Research, and Innovation and that is listed by the Faculty of Graduate Studies, Mahidol University for which the student must be the first author.

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Plan 2.1 : Courseswork and Research

1. Total time of study should not exceed the study plan.

2. Students must complete 12 coursework and 36 dissertation credits (in total of 48 credits) and may register for other non-credit courses with approval from academic advisor and/or the Program Committee.

3. Students must meet the English Competence Standard of Graduate Student, Mahidol University defined by the Faculty of Graduate Studies, Mahidol University.

4. Students must earn a cumulative GPA of at least 3.00.

5. Students must pass the Qualifying Examination.

6. Students must participate and pass in professional and personal skills development activities of the Faculty of Graduate Studies, Mahidol University.

7. Students must submit dissertations and pass the oral examination defense by a committee appointed by the Faculty of Graduate Studies. The presentation must be opened to public.

8. Students must have at least 1 publication which come from some parts of their dissertation in international academic journals with qualifications in compliance with the announcement of the Office of the Permanent Secretary for Higher Education, Science, Research, and Innovation and that is listed by the Faculty of Graduate Studies, Mahidol University for which the student must be the first author.

Section 6 Faculty Development

1. The Orientation for Faculty Members

1.1 An orientation is held for all new faculty members to understand the university policy, teacher roles, regulations, and other benefits.

1.2 All faculty members must participate in seminars and training to enhance teaching skills, and evaluation and assessment. They are also encouraged to do research for learning and teaching development, to make observational visits, and to attend seminars and conferences to present their research papers.

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1.3 All faculty members must participate in the new faculty member development program held by the university.

2. Skill and Knowledge Development for Faculty Members

2.1 Skills development in teaching and evaluation

2.1.1 The new faculty members are encouraged to do research to improve their teaching and research and supported to further their study and participate in academic and professional training as well as domestic and international conferences. They are allowed to ask for leave to participate in those activities.

2.1.2 The faculty members are provided with training to update their teaching and evaluation skills.

2.2 Other academic and professional skill development

2.2.1 The faculty members are supported to be a member of any association related to their field of study and interest.

2.2.2 The faculty members are supported to attend academic networking.

Section 7 Quality Assurance

1. Regulatory Standard

The committee in charge of the Applied Linguistic Program is responsible for planning and arranging teaching and learning, monitoring, and gathering data necessarily needed for continuous improvement of the program.

Goal	Administrative Strategies	Assessments
Systematic administrative and monitoring strategies in place to ensure the development of	- A monthly meeting among the committee members who oversee the program - The faculty members in charge of the program well informed of their responsibilities - Quality of teaching and learning as well as	Meeting minutes Reports

Goal	Administrative Strategies	Assessments
a quality program	evaluation well monitored and controlled - Synthesized conclusion of the evaluation used for further improvement	

2. Graduates

Upon completion of the program, the graduates would:

2.1 Have morale, ethics, and both academic and professional ethics;

2.2 Be well qualified in foreign language education;

2.3 Be able to articulate synthesize evaluate create and construct knowledge in Applied Linguistics and language education;

2.4 Become a change agent and a team player; and

2.5 Be able to use computer literacy to efficiently address and redress any problem.

Possible future careers

The graduates could have a prospective career as either a researcher, a university lecturer, or both in the field of foreign language education.

Achievement of students and graduates

As part of graduation, students are required to orally defend their research dissertations before a research committee. After successful defense, students must submit their printed dissertations to a research committee. In addition, students are required both to present their research dissertations in an international conference and to publish their dissertations in (a) refereed academic journals.

3. Students

Applicants must meet the requirements set by the Faculty of Graduate Studies, Mahidol University. Announcement of application will be conducted through various channels including program pamphlets and websites of the Faculty of Liberal Arts and the Faculty of Graduate Studies.

Upon enrollment, each successful applicant would be assigned with an academic advisor whose responsibilities are to provide both academic support and advice for the student. This weekly meeting could be conducted through several channels including Skype, LINE, WebEx, Zoom, and email, to name only a few.

4. Instructors

Each instructor of the program must meet all the requirements of Mahidol University. Each instructor must necessarily hold a PhD degree in a related area, must meet Mahidol University's requirement of English language proficiencies, and must have publications in the related fields. All program instructors are encouraged to develop and improve themselves. Funding for research, publication, and training is available.

5. Program, Study and Student Assessments

The seminar course listed under 13.1 is taught by the faculty members in charge of the Applied Linguistic Program (International Program). These faculty members will work in cooperation to plan, monitor, and evaluate the program through:

1. A monthly meeting
2. A needs analysis survey of people involved

Guest lecturers with experiences and expertise in particular areas will be occasionally invited. Moreover, each faculty member has responsibilities in supervising students' research dissertations.

6. Learning Support

The Program and the Faculty of Liberal Arts are well equipped in terms of both physical and technological support that would help enrich students' academic performances. The Faculty of Liberal Arts' library and the central library are fully equipped with books and printed journals. More updated journals could also be downloaded from several E-databases that Mahidol University has subscribed to. Available resources for teaching and learning are:

6.1 Venue and teaching equipment

Venue Mahidol University, Salaya Campus, Nakhon Pathom

No.	Title	Number
1	Classroom	20
2	Computer lab	5
3	Small meeting room	10
4	Self-access study room	1

Equipment

No.	Title	Number
1	Projector	20
2	Desktop computer	10
3	Notebook computer	5
4	Multimedia projector	10
5	Tape-recorder/radio	10
6	Camera	3
7	Video camera	3
8	Television set	5
9	Wireless microphone	10
10	DVD player/recorder	10
11	Tape-recorder/radio with CD player	10
12	CD player	10
13	Stand-alone screen	5
14	Screen	3

6.2 Library

The Faculty of Liberal Arts' library and the central library are well equipped with resources for both teaching and learning. Both libraries have a good collection of books in Linguistics, Applied Linguistics, Education, and Foreign Language Education. Moreover, students would be able to search for more up-to-date information through several databases that Mahidol University has subscribed to. These databases are, for example, SCOPUS, Science-Direct, JSTOR, SAGE, and Cambridge University Press, to name only a few.

7. Key Performance Indicators

The Doctor of Philosophy program, Department of Applied Linguistics (International Program) divides key performance based on the curriculum that meets the standards of Thai Qualifications Framework following conditions: (1) the compulsory performance indicators (numbers 1-5) must pass beyond expectations in two consecutive years and (2) the total number of performance indicators must reach their goal by no less than 80 percent each year. The Key Performance Indicators are as follows:

Key Performance Indicators	Academic Year				
	2022	2023	2024	2025	2026
1. At least 80% of instructors in charge of the program have to participate in meetings that set up plans to evaluate and revise the curriculum.	✓	✓	✓	✓	✓
2. The program must have the details of the curriculum according to TQF2 which is associated with the Thai Qualifications Framework or the standards of the program.	✓	✓	✓	✓	✓
3. The program must have course	✓	✓	✓	✓	✓

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Key Performance Indicators	Academic Year				
	2022	2023	2024	2025	2026
specifications and field experience specifications (if any) according to TQF3 and TQF4 before the beginning of each semester.					
4. Instructors must produce course reports and file experience reports (if any) according to TQF5 and TQF6 within 30 days after the end of the semester.	✓	✓	✓	✓	✓
5. Instructors must produce program reports according to TQF7 within 60 days after the end of the academic year.	✓	✓	✓	✓	✓
6. Instructors must revise the grading of students according to learning standards indicated in TQF3 and TQF4 (if any) for at least 25 percent of courses that are offered each academic year.	✓	✓	✓	✓	✓
7. Instructors must assess the development and/or improvement of teaching methods, teaching techniques or the grading system from the evaluation results in TQF 7 of the previous year.	-	✓	✓	✓	✓
8. Every new instructor (if any) must participate in the orientation and receive	✓	✓	✓	✓	✓

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Key Performance Indicators	Academic Year				
	2022	2023	2024	2025	2026
adequate information on the college's teaching requirements.					
9. Full-time instructors must demonstrate academic and/or professional improvement at least once a year.	✓	✓	✓	✓	✓
10. The number of supporting staff (if any) who demonstrate academic and/or professional improvement by at least 50 percent each year.	✓	✓	✓	✓	✓
11. The level of satisfaction from the previous year's students and new graduates toward curriculum quality, with an average score of at least 3.5 out of 5.	-	✓	✓	✓	✓
12. The level of satisfaction from employers of new graduates with an average score of at least 3.5 out of 5.	-	-	✓	✓	✓

Section 8 Evaluation and Improvement of the Curriculum Implementation

1. Evaluation on the Teaching Efficiency

   1.1 Evaluation of Teaching Strategies

      1.1.1 Faculty members' meeting to exchange ideas and make suggestions on the application of teaching strategies

      1.1.2 Conversation between faculty members and candidates to get feedback from the candidates on the effectiveness of teaching

      1.1.3 Evaluation of candidates' learning outcomes and their participation in collaborative discussion

1.2 Evaluation of Instructors' Skills in Using Teaching Strategies

      1.2.1 Candidates' assessment in weekly class attendance and academic conference

      1.2.2 Observation by teachers in the classroom, program chair, and faculty members

2. Overall Evaluation of the Curriculum

   Doctor of Philosophy Program Department of Applied Linguistics (International Program) (Regular Program and Special Program) conducts an overall course assessment by exploring the information from the following stakeholders:

      1. Current students, new Ph.D. candidates, and postdoctoral graduates

      2. Users of doctoral graduates

      3. External experts, including surveying the achievements of the doctorate

3. Evaluation of Curriculum Implementation in Accordance with the Curriculum

      Doctor of Philosophy Program, Department of Applied Linguistics (International Program) (Regular Program and Special Program) conducts performance assessments according to the performance indicators specified in Section 7 Article No. 7 by at least 3 committees, consisting of experts in the field of Applied Linguistics, two of whom are from the same field of study.

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4. Review of the Evaluation and Plans for Improvement

Doctor of Philosophy Program Department of Applied Linguistics (International Program) reviews the assessment results and plan for curriculum improvement and teaching strategy plans as follows:

1. The program presents the information from the course performance report to course instructors.

2. The program administrative members summarize the annual performance report to the program chair.

3. The program organizes a meeting for course lecturers to review the results of the course implementation.

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APPENDIX A

Course Description

Appendix A

Course Description

1. Required courses

Credits (lecture – practice – self-study)

LAAL 760 PhD Seminar in Applied Linguistics   **3(3-0-6)**
ศศภป ๗๖๐ สัมมนาดุษฎีบัณฑิตทางภาษาศาสตร์ประยุกต์

        Surveys of criticism on research problems and strategies relevant to development of research in various aspects in applied linguistics and instructions in foreign language education; synthesis and summary of trends in applied linguistic research; study progress report

        การสำรวจการวิพากษ์ ด้านปัญหาการวิจัยและกลยุทธ์ที่เกี่ยวข้องกับการพัฒนางานวิจัยในด้านต่างๆ ของภาษาศาสตร์ประยุกต์ และการเรียนการสอนทางการศึกษาภาษาต่างประเทศ การสังเคราะห์และการสรุปแนวโน้มทางการวิจัยภาษาศาสตร์ประยุกต์ การรายงานความคืบหน้าของการศึกษา

LAAL 721 Advanced Research and Data Analysis in Applied Linguistics   **3(3-0-6)**
ศศภป ๗๒๑ การวิจัยและวิเคราะห์ข้อมูลทางภาษาศาสตร์ประยุกต์ขั้นสูง

        Qualitative and quantitative research in Applied Linguistics; application of Applied Linguistics body of knowledge for research; using statistics for data analysis; using data analysis programs; research result report, presentation of research findings; research ethics

        การวิจัยเชิงคุณภาพและเชิงปริมาณทางภาษาศาสตร์ประยุกต์ การใช้องค์ความรู้ทางภาษาศาสตร์ประยุกต์สำหรับการวิจัย การใช้สถิติในการวิเคราะห์ข้อมูล การใช้โปรแกรมการวิเคราะห์ข้อมูล รายงานผลการวิจัย การนำเสนอสิ่งที่ค้นพบจากงานวิจัย และจริยธรรมการวิจัย

LAAL 722 Perspectives in Language Pedagogy and Theories   **3(3-0-6)**
ศศภป ๗๒๒ ทรรศนะต่อทฤษฎีและการสอนภาษา

        Surveys of contemporary theories and practices currently employed in teaching a foreign language; theoretical, practical, and research issues relating to language teaching and learning; anticipating tentative future directions focusing on learning resources and materials, technology, and activities; assessment of learning outcomes; learners' development

การสำรวจทฤษฎีและแนวปฏิบัติที่ใช้ในการสอนภาษาต่างประเทศในปัจจุบัน ประเด็นเชิงทฤษฎี ตลอดจนประเด็นเชิงปฏิบัติ และวิจัยที่เกี่ยวข้องกับการเรียนรู้และการสอนภาษา การคาดการณ์แนวโน้มทิศทางใน อนาคต เน้นแหล่งการเรียนรู้ สื่อการสอน เทคโนโลยี กิจกรรมการเรียนการสอน การประเมินผลการเรียนรู้ที่ คาดหวัง และการพัฒนาผู้เรียน

2. Elective courses

LAAL 712 Design of Language Test and Assessment   3(3-0-6)
ศศภป ๗๑๒ การออกแบบทดสอบและการประเมินภาษา

Trends and current essential issues in language testing and assessment; procedures for analyzing test items; application of advanced statistics in evaluation of test instruments

แนวโน้มและประเด็นสำคัญในปัจจุบันที่เกี่ยวกับการทางการวัดผลและการประเมินทางภาษา กระบวนการการวิเคราะห์ข้อสอบ การนำสถิติขั้นสูงมาใช้ในการประเมินเครื่องมือต่าง ๆ ที่ใช้ในการวัดผล

LAAL 750 Advanced Topics in Second Language Acquisition   3(3-0-6)
ศศภป ๗๕๐ ประเด็นเกี่ยวกับการรับภาษาที่สองขั้นสูง

Advanced topics relevant to theories and concepts of process of second language acquisition; development and factors affecting language acquisition and learning; connection between knowledge of language acquisition and language teaching

ทฤษฎีและแนวคิดเกี่ยวกับกระบวนการรับภาษาที่สอง พัฒนาการและปัจจัยต่าง ๆ ที่มีผลต่อการรับ และเรียนรู้ภาษา การเชื่อมโยงความรู้เรื่องการรับภาษากับการเรียน และการสอนภาษา

LAAL 752 Pronunciation Fundamentals for Second Language Teaching   3(2-2-5)
**   and Research**
ศศภป ๗๕๒ สัทศาสตร์พื้นฐานสำหรับการสอนและการวิจัยภาษาที่สอง

Phonetics and pronunciation instruction; history of pronunciation instruction; research methodology in phonetics; theoretical issues and approaches to research in second language acquisition in L2 speech and sound; L2 phonetic learning processes, perception and production link in L2 phonetics

สัทศาสตร์และการสอนการออกเสียง ประวัติการเรียนการสอนการออกเสียง ทฤษฎีและวิธีการวิจัย
การออกเสียงของภาษาที่สองเพื่อศึกษากระบวนการการเรียนการออกเสียงและการฟังของผู้เรียนภาษาที่สอง
กระบวนการเรียนรู้เสียงในภาษาที่สอง ความสัมพันธ์ระหว่างการพูดและการฟังของภาษาที่สอง

LAAL 754 Educational Technology in Language Learning and Teaching   3(3-0-6)
ศศภป ๗๕๔ เทคโนโลยีการศึกษาในการเรียนการสอนภาษา

Knowledge and skills regarding educational technology; information and communication
technology and applications for language learning and teaching; application of the knowledge in
educational technology to conducting research and teaching in a language classroom

ความรู้และทักษะเกี่ยวกับเทคโนโลยีการศึกษา เทคโนโลยีสารสนเทศและการสื่อสารและแอปพลิเคชัน
ต่าง ๆ สำหรับการเรียนการสอนภาษา การประยุกต์ความรู้เกี่ยวกับเทคโนโลยีการศึกษา ในการทำวิจัยและการ
สอนในห้องเรียนภาษา

3. Dissertation

LAAL 699 Dissertation   36(0-108-0)
ศศภป ๖๙๙ วิทยานิพนธ์

Identifying a research project, submitting a research proposal; study research with
concern of ethics; data collection and analysis, synthesis and critics of research results; reporting
research results and presenting a doctoral dissertation; holding a doctoral dissertation
presentation; writing research results for publication; publishing research results in academic
printing materials or an academic journal and/or presenting at an academic conference; ethics
in dissemination of research study

การกำหนดโครงการวิจัย การเสนอโครงร่างวิจัย การศึกษาวิจัยอย่างมีจริยธรรม การเก็บข้อมูลและ
การวิเคราะห์ข้อมูล การสังเคราะห์และการวิพากษ์ผลการวิจัย การนำผลการวิจัยมาเรียบเรียงเป็นวิทยานิพนธ์ การ
นำเสนอวิทยานิพนธ์ การเรียบเรียงผลงานวิจัยเพื่อเผยแพร่ การเผยแพร่ผลงานวิจัยในวารสาร หรือสิ่งพิมพ์ทาง
วิชาการ หรือเสนอต่อที่ประชุมวิชาการจริยธรรมในการเผยแพร่ผลงานวิจัย

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

LAAL 898 Dissertation   **48(0-144-0)**
ศศภป ๘๙๘ วิทยานิพนธ์

       Identifying a research project, submitting a research proposal; study research with concern of ethics; data collection and analysis, synthesis and critics of research results; reporting research results and presenting a doctoral dissertation; holding a doctoral dissertation presentation; writing research results for publication; publishing research results in academic printing materials or an academic journal and/or presenting at an academic conference; ethics in dissemination of research study

       การกำหนดโครงการวิจัย การเสนอโครงร่างวิจัย การศึกษาวิจัยอย่างมีจริยธรรม การเก็บข้อมูลและการวิเคราะห์ข้อมูล การสังเคราะห์และการวิพากษ์ผลการวิจัย การนำผลการวิจัยมาเรียบเรียงเป็นวิทยานิพนธ์ การนำเสนอวิทยานิพนธ์ การเรียบเรียงผลงานวิจัยเพื่อเผยแพร่ การเผยแพร่ผลงานวิจัยในวารสาร หรือสิ่งพิมพ์ทางวิชาการ หรือเสนอต่อที่ประชุมวิชาการจริยธรรมในการเผยแพร่ผลงานวิจัย

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

APPENDIX B

Curriculum Vitae of the Faculty in Charge of the Program

Appendix B

Curriculum Vitae of the Faculty in Charge of the Program

1. Name Assistant Professor Dr. Aphiwit Liang-Itsara (Natthapong Chanyoo)

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	Instruction and Learning (English Education and Applied Linguistics)	University of Pittsburgh, U.S.A.	2013
M.A.	Developmental Psychology	Chulalongkorn University	2004
B.A.	English Education	Prince of Songkla University	1998

Faculty/Institute/College Department Applied Linguistics, Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. Teaching English as a foreign language (TEFL)

2. Psychology of Language Learning

3. Functional Linguistics

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	Doloh, S. & **Chanyoo, N.** (2022). Relationships between Thai EFL learners' factors, intelligibility, and comprehensibility towards Varieties of English. *Theory and Practice in Language Studies, 12*(1), 46-54.	12/1	2022
Published research work	Yang, L. & **Chanyoo, N.** (2022). Motivational Factors and Intended Efforts in Learning East Asian Languages among Thai Undergraduate Students. *Theory and Practice in Language Studies, 12*(2), 244-252.	12/1	2022
Published research work	Sophea, Y. & **Chanyoo, N.** (2022). A corpus-based study of the use of temporal markers in English writing of Thai EFL writers. *English Language Teaching, 15*(4), 75-85.	12/1	2022
Published research work	Charoensak, M. & **Chanyoo, N.** (2020). A comparative study of nominalization across three disciplines: A preliminary analysis. Proceedings in the Annual National Conference of Liberal Arts	11/0.4	2020

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
	(ANCLA2020). Faculty of Liberal Arts, Thammasat University, Bangkok, Thailand, July 23rd, 2020, pp. 1285-1301.		
Published research work	Subin, N. & **Chanyoo, N.** (2019). Assessing acquisition order of English inflectional morphemes of Thai deaf university students. Proceedings in the International Conference on English Language Studies (ICELS 2019), Faculty of Humanities and Social Sciences, Khon Kaen University, Khon Kaen, Thailand 13-14 September 2019, pp. 123-135.	11/0.4	2019
Published research work	Doloh, S. & **Chanyoo, N.** (2019). Paradigm shift from nativeness principle to intelligibility principle in the era of English as an international language: Practicality in Thai EFL classrooms. Proceedings in the ICOSSH 2019, Park City Everly Hotel, Bintulu, Sarawak, Malaysia, 8-9 October 2019, pp. 220-229.	11/0.4	2019
Published research work	Suvongse, N. & **Chanyoo, N**. (2019). Factors contributing to willingness to communicate in English of Thai	11/0.4	2019

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
	undergraduate students in the immersion program. Proceedings in the University of Essex Postgraduate Conference (LangUE). University of Essex, UK. URL: www.essex.ac.uk/departments/language-and-linguistics/langue?fbclid= IwAR2Lfji0FUgag7B5oSfwGFNUhS7zRnroS mqjaq2xQSyyTfzI4fHITsjGTeA.		
Published research work	Wattanakornpaisarn, K. & **Chanyoo, N.** (2019). Errors in the Pronunciation of English Consonant Made by Thai Undergraduate Students. Proceedings in the 3rd National Conference on Education in the Digital Era: Challenges for Humanities and Social Sciences. Faculty of Liberal Arts, Mahidol University, Nakhon Pathom, Thailand, 10 June 2019, pp. 82-89.	10/0.2	2019
Published research work	**Chanyoo, N.** (2018). Cohesive devices and academic writing quality of Thai undergraduate students. *Journal of Language Teaching and Research, 9*(5), 994-1001.	12/1	2018

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	Simhony, J. & **Chanyoo, N.** (2018). A comparison of corrective feedback used in international and EFL contexts. *Journal of Language Teaching and Research, 9*(3), 573-582.	12/1	2018
Published research work	Darling, W. E. & **Chanyoo, N.** (2018). Relationships of L2 motivational self-system components and willingness to communicate in English among Thai undergraduate students. NIDA *Journal of Language and Communication, 23*(33), 1-22.	11/0.4	2018
Published research work	Subin, N. & **Chanyoo, N.** (2018). A preliminary study on morphological development in English language of Thai deaf university students. Proceedings in the 2nd National Conference on Humanities and Social Sciences: Learning Diversity for Quality of Life, Faculty of Liberal Arts, Mahidol University, Nakhon Pathom, Thailand, 9 July 2018. p. 69-92.	10/0.2	2018
Academic articles	**Chanyoo, N.** (2018). The development of English learners' competence with the WebQuest project. *Journal of*	9/0.6	2018

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
	Mahasarakham University, 37(1), 180-189.		

Current Teaching Load

1. LAAL 701 Seminar for PhD in Applied Linguistics Student   3(3-0-6)

2. LAAL 898 Dissertation   48(0-144-0)

Assigned Teaching Load for the Proposed Program

1. LAAL 760 PhD Seminar in Applied Linguistics   3(3-0-6)

2. LAAL 721 Advanced Research and Data Analysis in Applied Linguistics   3(3-0-6)

3. LAAL 750 Advanced Topics in Second Language Acquisition   3(3-0-6)

4. LAAL 898 Dissertation   48(0-144-0)

5. LAAL 699 Dissertation   36(0-108-0)

2. Name Assistant Professor Dr. Suthathip Thirakunkovit

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	English	Purdue University, U.S.A.	2016
M.A.	Applied Linguistics	Southern Illinois University, U.S.A.	2005
B.A.	Linguistics	Thammasat University	2003

Faculty/Institute/College Department of Applied Linguistics, Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. Language Testing and Course Evaluation

2. Second Language Writing

3. Corpus Linguistics

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	**Thirakunkovit, S.**, & Rhee, S. (2021). Grammatical Complexity as a Predictor of Difficulty of Grammar Items in an English Test. *THAITESOL Journal*, *34*(2), 93-118.	12/1	2021
Published	**Thirakunkovit, S.** (2021). Production and	12/1	2021

The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
research work	Perception of Geminate Consonants in English Words by Thai Learners of English: Implications for English Teaching and Learning. *English as a Foreign Language International Journal*, 25(4), 55-89.		
Published research work	**Thirakunkovit, S**. (2019). Exploring Writing Assessment Literacy and lassroom Practices of Thai University Instructors. *The Journal of Asia TEFL, 16*(4), 1135-1151.	12/1	2019
Published research work	**Thirakunkovit, S.,** Rodríguez-Fuentes, R. A., Park, K., & Staples, S. (2019). A corpus-based analysis of grammatical complexity as a measure of international teaching assistants' oral English proficiency. *English for Specific Purposes, 53*, 74-89.	12/1	2019
Published research work	**Thirakunkovit, S.,** & Chamcharatsri, P. (2019). A Meta-Analysis of Effectiveness of Teacher and Peer Feedback: Implications for Writing Instructions and Research. *The Asian EFL Journal, 21*(1), 140-170.	12/1	2019
Published research work	Carter, T., & **Thirakunkovit, S.** (2019). A comparison of L1 and ESL written feedback preferences. *Journal of Response to Writing, 5*(2), 139-174.	13/0.8	2019

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Academic articles	**Thirakunkovit, S.** (2018). The Notions of Language Proficiency and Language Dimensionality. *Pasaa: A Journal of Language Teaching and Learning, 55*, 219-236.	12/1	2018
Academic articles	**Thirakunkovit, S.** (2018). A historical review of the development of listening assessments: Pedagogical implications to English teaching and testing. *The New English Teacher, (12)*1, 93-120.	11/0.4	2018
Academic articles	Pojprasart, S., &**Thirakunkovit, S.** (2018). An exploratory study of Thai natives' gemination in English words. *Veridian E-Journal, 11*(1), 1103-1119.	11/0.4	2018

Current Teaching Load

1. LAEN 343 Writing for Academic Purposes   3(3-0-6)
2. LAAL 512 Testing and Evaluation   3(3-0-6)
3. LAAL 672 Corpus Linguistics   3(3-0-6)
4. LAAL 701 Seminar for PhD in Applied Linguistics Student   3(3-0-6)
5. LAAL 898 Dissertation   48(0-144-0)

Assigned Teaching Load for the Proposed Program

1. LAAL 760 PhD Seminar in Applied Linguistics   3(3-0-6)

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2. LAAL 721 Advanced Research and Data Analysis in Applied Linguistics   3(3-0-6)

3. LAAL 712 Design of Language Test and Assessment   3(3-0-6)

4. LAAL 898 Dissertation   48(0-144-0)

5. LAAL 699 Dissertation   36(0-108-0)

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

3. Name Lecturer Dr. Chantarath Hongboontri

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	Applied Linguistics	University of Queensland, Australia	2003
M.A.	Applied Linguistics	Mahidol University	1996
B.A.	Tourism and Hospitality Management	Mahidol University	1993

Faculty/Institute/College Department, Applied Linguistics, Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. Sociology of Education

2. Psycholinguistics

3. Sociolinguistics

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	**Hongboontri, C.**, Wittaya, I., & Booyaprakob, K. (2021). Silence in an EFL classroom: The interplay of	11/0.4	2021

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
	Schwab's four commonplaces. *Suranaree Journal of Social Science, 15*(1), 128-146.		
Published research work	**Hongboontri, C.**, & Darling, W. E. (2020). EFL curriculum implementation: An exploratory study into teachers and students' perceptions. *Horizon Journal of Humanities and Social Science Research*, *2*(1), 69-86.	1/11	2020
Published research work	Sribayak, V., Tangkiengsirisin, S., & **Hongboontri, C**. (2018). Factors influencing teacher attrition in a Thai context. *LEARN Journal*, *11*(2), 84-102.	1/11	2018

Current Teaching Load

1. LAAL 701 Seminar for PhD in Applied Linguistics Student   3(3-0-6)

2. LAAL 898 Dissertation   48(0-144-0)

Assigned Teaching Load for the Proposed Program

1. LAAL 760 PhD Seminar in Applied Linguistics   3(3-0-6)

2. LAAL 721 Advanced Research and Data Analysis in Applied Linguistics   3(3-0-6)

3. LAAL 507 Paradigms in Language Curriculum Development   3(3-0-6)

4. LAAL 898 Dissertation   48(0-144-0)

5. LAAL 699 Dissertation   36(0-108-0)

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

4. Name Assistant Professor Dr. Sasa Watanapokakul

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	English as an International Language	Chulalongkorn University	2007
Advanced Diploma	Event Management	Technical and Further Education (TAFE), New South Wales, Australia	2019
M.A.	Teaching English as a Foreign Language	Thammasat University	2002
Diploma	Event Management	Technical and Further Education (TAFE), New South Wales, Australia	2018
B.A.	English	Chulalongkorn University	1997

Faculty/Institute/College Department Applied Linguistics, Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. English for Specific Purposes (ESP)

2. English Language Teaching (Active Learning, Creative Methodology, Integrated Language Teaching)

3. English Phonology (pronunciation, stress pattern, intonation)

4. Edutainment

5. Material and Course Development

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	**Watanapokakul, S.** (2022). English for Event Management: A Mixed Methods Study for Needs Analysis and Course Design. *THAITESOL Journal*, *35*(1), 1-38.	12/1	2022
Published research work	Wongwiwattana, S., & **Watanapokakul, S.** (2021). Types of Context Clues and Vocabulary Meaning Inference: Abilities and Perceptions of English Major Undergraduate Students. *rEFLections*, *28*(3), 357-380.	12/1	2021
Published research work	**Watanapokakul, S.** (2018). A Development of a Game-based Supplementary E-learning Program for English for Veterinary Profession I, *PASAA, 55*(1), 178-218.	12/1	2018

Current Teaching Load

1. LAAL 701 Seminar for PhD in Applied Linguistics Students   3(3-0-6)

Assigned Teaching Load for the Proposed Program

1. LAAL 760 PhD Seminar in Applied Linguistics   3(3-0-6)
2. LAAL 754 Educational Technology in Language Learning and Teaching   3(3-0-6)
3. LAAL 898 Dissertation   48(0-144-0)
4. LAAL 699 Dissertation   36(0-108-0)

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Full time instructor

1. Name Lecturer Dr. Kornsiri Boonyaprakob

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	Curriculum and Instruction	North Carolina State University, U.S.A.	2003
Diploma	Teaching of English as a Second Language	Victoria University of Wellington, New Zealand	1992
M.A.	Applied Linguistics	Mahidol University	1991
B.A.	English	Silpakorn University	1986

Faculty/Institute/College Department Applied Linguistics, Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. Instructional Supervision

2. Intellectual Development for Teachers and Students

3. Teaching Methodologies and Process

4. Autonomous Learning, Life-long Learning

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	Zhao, K., & **Boonyaprakob, K**. (2022). A Case Study of Chinese Students Learning Thai as a Foreign Language: Flanders Interaction Analysis Category System. *International Journal of TESOL & Education, 2*(1), 145–169. https://doi.org/10.54855/ijte.222110	11/0.4	2022
Published research work	Hongboontri, C., Wittaya, I., & **Booyaprakob, K.** (2021). Silence in an EFL classroom: The interplay of Schwab's four commonplaces. *Suranaree Journal of Social Science, 15*(1), 128-146.	11/0.4	2021
Published research work	Baichareon, C. & **Boonyaprakob, K** (2018). Documentary Research on Authentic Video Materials in English Language Listening Classrooms. *Proceeding of the 8th International Conference on Language and Communication "Reclaiming Language, Communication and Culture for a Sustainable Society"* 30 November-1 December, 2017, National Institute of	11/0.4	2018

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
	Development Administration, Bangkok, Thailand, p.22-45.		
Published research work	Boonkaew, C. & **Boonyaprakob, K** (2018). Perception of college EFL Thai students on how a proposed autonomous learning model helped them learn English final sound pronunciation. *Proceeding of the 8th International Conference on Language and Communication "Reclaiming Language, Communication and Culture for a Sustainable Society"* 30 November-1 December, 2017, National Institute of Development Administration, Bangkok, Thailand, p.1-21.	11/0.4	2018

Current Teaching Load

1**.** LAAL 701 Seminar for PhD in Applied Linguistics Students   3(3-0-6)

Assigned Teaching Load for the Proposed Program

1. LAAL 760 PhD Seminar in Applied Linguistics   3(3-0-6)

2. LAAL 722 Perspectives in Language Pedagogy and Theories   3(3-0-6)

3. LAAL 898 Dissertation   48(0-144-0)

4. LAAL 699 Dissertation   36(0-108-0)

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

2. Name Professor Dr. Seongha Rhee

Education

Degree	Degree Name	Institute	Year of Graduation
Ph.D.	Linguistics	University of Texas at Austin, U.S.A.	1996
B.A.	English Education	Hankuk University of Foreign Studies, South Korea	1986

Faculty/Institute/College Faculty Liberal Arts, Mahidol University

Interesting Research Topics or Specialties

1. Grammaticalization

2. Cognitive Linguistics

3. Cultural Linguistics

4. Linguistic Typology

Publications that are not parts of doctoral dissertation and are complied with the criteria for academic position appointment within 5 Years

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
Published research work	**Rhee, S.** (2022). Comparatives in Korean: A grammaticalization perspective. *Lingua, 265*, 1- 23.	12/1	2022
Published	**Rhee, S.**, Shibasaki, R., & Chen, X. (2021)	12/1	2021

Types of Academic Work	Title	Standard Criteria and Weights	Year of Publication
research work	Introduction to special issue: Grammaticalization of discourse markers in East Asian languages. *East Asian Pragmatics, 6*(3), 271-281.		
Published research work	**Rhee, S.** (2021). From truth to reality to effect: The journey of sasilsang in Korean. Special issue: Grammaticalization of discourse markers in East Asian languages, edited by Seongha Rhee, Reijirou Shibasaki, and Xinren Chen. *East Asian Pragmatics, 6*(3), 331-353.	12/1	2021
Published research work	**Rhee, S.** (2020). On the many faces of coarseness: The case of the Korean mak 'coarsely'. *Journal of Pragmatics, 170,* 396-412.	12/1	2020
Published research work	**Rhee, S.** (2020). Pseudo-hortative and the development of the discourse marker eti poca 'well, let's see' in Korean. *Journal of Historical Pragmatics. 21*(1), 53-82.	12/1	2020

Assigned Teaching Load for the Proposed Program

1. LAAL 898 Dissertation   48(0-144-0)

2. LAAL 699 Dissertation   36(0-108-0)

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

APPENDIX C

Curriculum Mapping

Appendix C

Curriculum Mapping

● Major responsibility   ○ Minor responsibility

Subjects	Morality and Ethics			Knowledge			Intellectual skills			Interpersonal relationship and Responsibility			Mathe-matical Analytical thinking		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1. Required courses															
LAAL 760 PhD Seminar in Applied Linguistics	●	●	○	●	●	●	○	●	●	○	●	●	●	●	○
LAAL 721 Advanced Research and Data Analysis in Applied Linguistics	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●
LAAL 722 Perspectives in Language Pedagogy and Theories	●	●	○	●	●	●	●	●	●	○	●	●	○	●	○

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Subjects	Morality and Ethics			Knowledge			Intellectual skills			Interpersonal relationship and Responsibility			Mathe-matical Analytical thinking		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
2. Elective courses															
LAAL 712 Design of Language Test and Assessment	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●
LAAL 750 Advanced Topics in Second Language Acquisition	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●
LAAL 752 Pronunciation Fundamentals for Second Language Teaching and Research	●	●	○	●	●	●	●	●	●	○	●	○	○	●	○
LAAL 754 Educational Technology in Language Learning and Teaching	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Subjects	Morality and Ethics			Knowledge			Intellectual skills			Interpersonal relationship and Responsibility			Mathe-matical Analytical thinking		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
3. Dissertation															
LAAL 699 Dissertation	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
LAAL 898 Dissertation	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

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The Mahidol University Council has approved the program adjustment in its meeting 584 on 21 September, 2022

Table of Relationship between Learning Outcomes of the Program and Core Value of Mahidol University

Learning Outcomes	Core value of Mahidol University
1. Morality and Ethics	
1.1 The students are moral, honest, and ethical to their academics and profession.	Integrity
1.2 The students are disciplined and punctual. They respect and follow the rules and regulations of their organizations.	Mastery, Altruism, Integrity
1.3 The students respect others' rights and opinions.	Integrity
2. Knowledge	
1.1 The students understand important principles and theories related to the field of applied linguistics.	Mastery, Integrity, Originality
2.2 The students know how to solve the problems of language learning and teaching appropriately.	Mastery, Originality
2.3 The students are able to update their academic knowledge and have deep knowledge in the field of foreign language learning and teaching.	Mastery, Originality
3. Intellectual Skills	
3.1 The students can think logically and systematically.	Mastery, Originality, Determination
3.2 The students can research, analyze, synthesize, and evaluate data and solve the problems.	Mastery, Originality

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Learning Outcomes	Core value of Mahidol University
3.3 The students can apply the knowledge and skills to solve problems appropriately.	Mastery, Originality,
4. International Relationship and responsibility	
4.1 The student is friendly and has good interpersonal relationship with other people speaking the same and different languages.	Altruism, Harmony
4.2 The student has the responsibility and ability to work with others as an individual and as a member of the group.	Altruism, Harmony, Leadership
4.3 The student has initiative in analyzing problem that is suitable for self and group.	Harmony, Leadership
5. Mathematical Analytical Thinking, Communication Skills, and Information	
5.1 Students are skilled at analyzing data and numbers.	Mastery, Originality
5.2 The student communicates in both oral and written forms effectively by using appropriate media for presentation.	Mastery, Originality
5.3 The student can employ information technology applications.	Mastery, Originality

APPENDIX D

Program Learning Outcome

Appendix D

Program Learning Outcomes

Table 1: Comparison between before and after revised objectives of the program

Objectives of the Program 2017	Revised Objectives of the Program 2022
๑. มีคุณธรรม จริยธรรม มีจรรยาบรรณทางวิชาการและวิชาชีพ	1. Demonstrate moral standard and professional ethics;
๒. มีความรู้ทางด้านภาษาศาสตร์ประยุกต์ที่ครอบคลุมไปถึงการเรียนการสอนภาษาในฐานะภาษาต่างประเทศโดยใช้ทฤษฎีหรือเทคโนโลยีทางภาษาศาสตร์ประยุกต์	2. Describe the principles and the theories in applied linguistics and language education to address academic issues in language learning and teaching;
๓. วิเคราะห์ สังเคราะห์ ประเมิน สร้างสรรค์ และพัฒนาองค์ความรู้ด้านภาษาศาสตร์ประยุกต์และการสอนภาษา โดยใช้ทฤษฎีหรือเทคโนโลยีทางภาษาศาสตร์ประยุกต์	3. Apply, analyze, synthesize, evaluate, and expand the said principles and theories;
๔. มีมนุษยสัมพันธ์ที่ดี มีความเป็นผู้นำและผู้ตาม มีความรับผิดชอบตามบทบาทหน้าที่และทำงานเป็นทีมได้อย่างมีประสิทธิภาพ	4. Have high responsibility and interpersonal relationship to work with others as an individual and as a member of the group; and
๕. สืบค้น แก้ไขปัญหา ใช้สารสนเทศ สื่อสาร นำเสนอได้อย่างมีประสิทธิภาพ	5. Possess necessary mathematical knowledge to analyze and present the data and have the language skills to communicate in both written and oral forms effectively and appropriately.

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Table 2: Relationship between objectives of the program and program learning outcomes

Objectives of the Program	Program Learning Outcomes*				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
1. Demonstrate moral standard and professional ethics;	✓				
2. Describe the principles and the theories in applied linguistics and language education to address academic issues in language learning and teaching;		✓			
3 Apply, analyze, synthesize, evaluate, and expand the said principles and theories;			✓		
4. Have high responsibility and interpersonal relationship to work with others as an individual and as a member of the group; and				✓	
5. Possess necessary mathematical knowledge to analyze and present the data and have the language skills to communicate in both written and oral forms effectively and appropriately.					✓

Program Learning Outcomes (PLOs)

Upon completion of the program, the students are expected to:

PLO 1: Behave in accordance with moral standard and professional ethics;

PLO 2: Explain the principles and the theories in applied linguistics and language education;

PLO 3: Analyze and integrate the said principles and theories to address and solve important issues and problems;

PLO 4: Demonstrate ability to work with others as an individual and as a member of the group with effective leadership and interpersonal skills; and

PLO 5: Utilize appropriate professional software and demonstrate mathematical and statistical analysis in the fields of applied linguistics and language education effectively.

Table 3: Standard domains of learning outcome and Program Learning Outcomes

Domains	Standard Learning Outcomes (TQF)	Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Morality and Ethics	1.1 The students are moral, honest, and ethical to their academics and profession.	✓				
	1.2 The students are disciplined and punctual. They respect and follow the rules and regulations of their organizations.	✓				
	1.3 The students respect others' rights and opinions.	✓				
Knowledge	2.1 The students understand important principles and theories related to the field of applied linguistics.		✓			

Domains	Standard Learning Outcomes (TQF)	Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
	2.2 The students know how to solve the problems of language learning and teaching appropriately.		✓			
	2.3 The students are able to update their academic knowledge and have deep knowledge in the field of foreign language learning and teaching.		✓			
Intellectual Development	3.1 The students can think logically and systematically.			✓		
	3.2 The students can research, analyze, synthesize, and evaluate data, and solve the problems.			✓		
	3.3 The students can apply the knowledge and skills to solve problems appropriately.			✓		

Domains	Standard Learning Outcomes (TQF)	Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
Interpersonal Relationship and Responsibility	4.1 The student is friendly and has good interpersonal relationship with other people speaking the same and different languages.				✓	
	4.2 The student has the responsibility and ability to work with others as an individual and as a member of the group.				✓	
	4.3 The student has initiative in analyzing problem that is suitable for self and group.				✓	
Math, Communication, IT Skills	5.1 Students are skilled at analyzing data and numbers.					✓
	5.2 The student communicates in both oral and written forms effectively by using appropriate media for presentation.					✓

Domains	Standard Learning Outcomes (TQF)	Program Learning Outcomes				
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
	5.3 The student can employ information technology applications.					✓

Table 4: Learning and Assessment Strategies for Program Learning Outcomes Evaluation

PLOs	Learning Method	Assessment
PLO 1: Behave in accordance with moral standard and professional ethics	Classroom discussion, Research	Presentation and research paper
PLO 2: Explain the principles and the theories in applied linguistics and language education	Classroom discussion, Research	Presentation
PLO 3: Analyze and integrate the said principles and theories to address and solve important issues and problems	Classroom discussion, Research	Presentation and research paper
PLO 4: Demonstrate ability to work with others as an individual and as a member of the group with effective leadership and interpersonal skills	Research	Presentation and research paper
PLO 5: Utilize appropriate professional software and demonstrate mathematical and statistical analysis in the fields of applied linguistics and language education effectively	Research	Presentation and research paper

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Table 5: Relationship between Courses of the Program and Program Learning Outcomes

Code	Name	Credits	PLOs				
			1	2	3	4	5
1) Required courses							
LAAL 760	PhD Seminar in Applied Linguistics	3(3-0-6)	I	P	P	P	P
LAAL 721	Advanced Research and Data Analysis in Applied Linguistics	3(3-0-6)	P	P	P	P	P
LAAL 722	Perspectives in Language Pedagogy and Theories	3(3-0-6)	I	P	P	P	P
2) Elective courses							
LAAL 712	Design of Language Test and Assessment	3(3-0-6)	R	P	R	R	R
LAAL 750	Advanced Topics in Second Language Acquisition	3(3-0-6)	R	R	R	M	R
LAAL 752	Pronunciation Fundamentals for Second Language Teaching and Research	3(2-2-5)	R	R	P	M	M
LAAL 754	Educational Technology in Language Learning and Teaching	3(3-0-6)	R	R	P	M	M
3) Dissertation							
LAAL 699	Dissertation	36 (0-108-0)	M	M	M	M	M
LAAL 898	Dissertation	48 (0-144-0)	M	M	M	M	M

I = ELO is introduced & assessed   R = ELO is reinforced & assessed

P = ELO is practiced & assessed   M = Level of Mastery is assessed

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Table 6: The expectation of learning outcomes at the end of the academic year

Plan 1.1 : Research only

Year of study	Knowledge, skills, and any other expected learning outcomes
1st	The students are expected have in-depth and well-developed knowledge and understanding in applied linguistics.
2nd	The students are expected to be able to apply in-depth and well-developed knowledge and understanding in applied linguistics to solve related academic issues and advance professional skills. Moreover, they should be able to effectively integrate both technology and critical-thinking skills to serve academic and professional purposes.
3rd	The students are expected to produce ethical, comprehensive, logical, and well-researched individual written papers and give oral presentations at conferences.

Plan 2.1 : Coursework and Research

Year of study	Knowledge, skills, and any other expected learning outcomes
1st	The students are expected have in-depth and well-developed knowledge and understanding in applied linguistics.
2nd	The students are expected to be able to apply in-depth and well-developed knowledge and understanding in applied linguistics to solve related academic issues and advance professional skills. Moreover, they should be able to effectively integrate both technology and critical-thinking skills to serve academic and professional purposes.
3rd	The students are expected to produce ethical, comprehensive, logical, and well-researched individual written papers and give oral presentations at conferences.

APPENDIX E

The revised of Program

Appendix E
The Revision of Doctor of Philosophy Program in Applied Linguistics
(International Program)
(Regular Program and Special Program)
Revised Program in 2017
Faculty of Liberal Arts and Faculty of Graduate Studies
Mahidol University

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1. The Curriculum was approved by the Office of the Higher Education Commission on
16 December, 2020

2. The Mahidol University Council has approved this revised curriculum in the 584 meeting
on 21 September, 2022

**3. The revised curriculum will be effective with student class 2021 from the second
semester of the Academic Year 2022 onwards.**

4. Rationale of revision

4.1 To restructure the curriculum according to the needs, interests, or abilities of the students and stakeholders.

4.2 To eliminate unnecessary units, teaching methods and contents.

4.3 To introduce latest and update methods of teaching and content, new knowledge and practices.

5. The details of the revision

5.1 Close Plan 2.2

5.2 The lists of the faculty members who are in charge of the program and full-time instructors have been revised.

No.	Current Program	Revising Program
1.	Associate Professor Dr. Songsri Soranasathaporn *	-
2.	Assistant Professor Dr. Suthathip Thirakunkovit *	Assistant Professor Dr. Suthathip Thirakunkovit*
3.	Assistant Professor Dr. Natthapong Chanyoo *	Assistant Professor Dr. Aphiwit Liang-Itsara*
4.	Assistant Professor Dr.Wiwat Puntaia	-
5.	Lecturer Dr.Tanporn Trakantalerngsak *	-
6.	Lecturer Dr. Chantarath Hongboontri	Lecturer Dr. Chantarath Hongboontri*
7.	Lecturer Dr. Kornsiri Boonyaprakob	Lecturer Dr. Kornsiri Boonyaprakob
8.	-	Assistant Professor Dr. Sasa Watanapokakul*
9.	-	Professor Dr. Seongha Rhee

Faculty in Charge of the program

5.4 The Comparison Table of Courses between the Current Program and Revising Program

Plan 1.1 : Research only

Courses of the Current Program	Courses of the Revising Program	Remark
Dissertation LAAL 898 Dissertation 48(0-144-0) ศศภป ๘๙๘ วิทยานิพนธ์	**Dissertation** LAAL 898 Dissertation 48(0-144-0) ศศภป ๘๙๘ วิทยานิพนธ์	Remain the same

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Plan 2.1 : Coursework and research

Courses of the Current Program	Courses of the Revising Program	Remark
(1) Required courses 12 Credits	**(1) Required courses** 9 Credits	

LAAL 701   Seminar for PhD   3(3-0-6)
            in Applied Linguistic
            Students
ศศภป ๗๐๑   สัมมนาดุษฎีบัณฑิตภาษาศาสตร์
            ประยุกต์
	LAAL 760 PhD Seminar in 3 (3-0-6)
	            Applied Linguistics
	ศศภป ๗๐๑ สัมมนาดุษฎีบัณฑิตทางภาษาศาสตร์
	            ประยุกต์
		Remain the same

LAAL 710 Description of   3(3-0-6)
            Language and Language Use
            for Foreign Language Teaching
ศศภป ๗๑๐ ลักษณะของภาษาและการใช้ภาษา
            สำหรับการสอนภาษาต่างประเทศ
	-	Closed

LAAL 711 Advanced Essential   3(3-0-6)
            Areas of Inquiry in Applied
            Linguistics
ศศภป ๗๑๑ ประเด็นสำคัญของการศึกษาทาง
            ภาษาศาสตร์ประยุกต์ขั้นสูง
	-	Closed

LAAL 712 Design of Language Test 3(3-0-6) and Assessment ศศภป ๗๑๒ การสร้างแบบทดสอบและประเมินภาษา	-	Moved to the elective course และ ปรับชื่อ ภาษาไทยเป็น การออกแบบ ทดสอบและการ ประเมินภาษา

LAAL 721 Advanced Research and   3(3-0-6)
            Data Analysis in Applied
            Linguistics
ศศภป ๗๒๑ การวิจัยและวิเคราะห์ข้อมูลทาง
            ภาษาศาสตร์ประยุกต์ขั้นสูง
	LAAL 721 Advanced Research 3(3-0-6)
	            and Data Analysis in Applied
	            Linguistics
	ศศภป ๗๒๑ การวิจัยและวิเคราะห์ข้อมูลทาง
	            ภาษาศาสตร์ประยุกต์ขั้นสูง
		Remain the same

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Courses of the Current Program	Courses of the Revising Program	Remark
-	LAAL 722 Perspectives in 3(3-0-6) Language Pedagogy and Theories ศศภป ๗๒๒ ทรรศนะต่อทฤษฎีและการสอนภาษา	New course
(2) Elective courses not less than 3 Credits	**(2) Elective courses** not less than 3 Credits	
LAAL 750 Advanced Topics in 3(3-0-6) Second Language Acquisition ศศภป ๗๕๐ ประเด็นเกี่ยวกับการรับภาษา ที่สองขั้นสูง	LAAL 750 Advanced Topics in 3(3-0-6) Second Language Acquisition ศศภป ๗๕๐ ประเด็นเกี่ยวกับการรับภาษา ที่สองขั้นสูง	Remain the same
LAAL 751 Language, Culture, and 3(2-2-5) Cognition ศศภป ๗๕๑ ภาษาวัฒนธรรมและการรู้คิด	-	Closed
LAAL 752 Pronunciation 3 (2-2-5) Fundamentals for Second Language Teaching and Research ศศภป ๗๕๒ สัทศาสตร์สำหรับการสอนและวิจัย ภาษาที่สอง	LAAL 752 Pronunciation 3(2-2-5) Fundamentals for Second Language Teaching and Research ศศภป ๗๕๒ สัทศาสตร์พื้นฐานสำหรับการสอนและ การวิจัยภาษาที่สอง	Remain the same
LAAL 758 Independent Study 3(0-18-0) ศศภป ๗๕๘ การศึกษาอิสระ	-	Closed
-	LAAL 754 Educational Technology 3(3-0-6) in Language Learning and Teaching ศศภป ๗๕๔ เทคโนโลยีการศึกษาในการเรียนการ สอนภาษา	New course
(3) Dissertation LAAL 699 Dissertation 36(0-144-0) ศศภป ๖๙๙ วิทยานิพนธ์	**(3) Dissertation** LAAL 699 Dissertation 36(0-144-0) ศศภป ๖๙๙ วิทยานิพนธ์	Remain the same

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Plan 2.2 For Student's with a Bachelor's degree (closed)

Courses of the Current Program	Courses of the Revising Program	Remark
(1) Required courses 21 Credits		
LAAL 503 Writing for Academic 3(3-0-6) Purposes ศศภป ๕๐๓ การเขียนเพื่อจุดมุ่งหมายทาง วิชาการ	-	Closed
LAAL 506 Principles in 3(3-0-6) Language Pedagogy ศศภป ๕๐๖ หลักการสอนภาษา	-	Closed
LAAL 507 Paradigms in 3(3-0-6) Language Curriculum Development ศศภป ๕๐๗ กระบวนทรรศน์ทางการพัฒนา หลักสูตรภาษา	-	Closed
LAAL 710 Description of 3(3-0-6) Language and Language Use for Foreign Language Teaching ศศภป ๗๑๐ ลักษณะของภาษาและการใช้ภาษา สำหรับการสอนภาษาต่างประเทศ	-	Closed
LAAL 711 Advanced Essential 3(3-0-6) Areas of Inquiry in Applied Linguistics ศศภป ๗๑๑ ประเด็นสำคัญของการศึกษาทาง ภาษาศาสตร์ประยุกต์ขั้นสูง	-	Closed
LAAL 712 Design of Language 3(3-0-6) Test and Assessment ศศภป ๗๑๒ การสร้างแบบทดสอบและประเมินภาษา	-	Cancelled

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Courses of the Current Program	Courses of the Revising Program	Remark
LAAL 721 Advanced Research 3(3-0-6) and Data Analysis in Applied Linguistics ศศภป ๗๒๑ การวิจัยและวิเคราะห์ข้อมูล ทางภาษาศาสตร์ประยุกต์ขั้นสูง	-	Cancelled
LAAL 701 Seminar for PhD 3 (3-0-6) in Applied Linguistic Students ศศภป ๗๐๑ สัมมนาดุษฎีบัณฑิตภาษาศาสตร์ประยุกต์	-	Cancelled
(2) Elective courses not less than 6 Credits		
LAAL 750 Advanced Topics 3(3-0-6) in Second Language Acquisition ศศภป ๗๕๐ ประเด็นเกี่ยวกับการรับ ภาษาที่สองขั้นสูง	-	Cancelled
LAAL 751 Language, Culture, 3(2-2-5) and Cognition ศศภป ๗๕๑ ภาษา วัฒนธรรมและการรู้คิด	-	Closed
LAAL 752 Pronunciation 3(2-2-5) Fundamentals for Second Language Teaching and Research ศศภป ๗๕๒ สัทศาสตร์สำหรับการสอนและวิจัยภาษาที่ สอง		Cancelled
LAAL 758 Independent Study 3(0-18-0) ศศภป ๗๕๘ การศึกษาอิสระ	-	Closed
(3) Dissertation LAAL 799 Dissertation 48(0-144-0) ศศภป ๗๙๙ วิทยานิพนธ์	**(3) Dissertation** -	Closed

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6. The Comparison Table of the Curriculum Structure between the Current Program and Revised Program Based on Criteria on Graduate Studies B.E. 2558 (set by Ministry of Education)

<u>Plan 1.1 : Research only</u>

Course Category	Credits		
	Criteria on Graduate Studies B.E. 2558	Curriculum Structure of the Current Program	Curriculum Structure of the Revised Program
Dissertation	-	48	48
Total number of credits not less than	**48**	**48**	**48**

Plan 2.1 : Coursework and research

Course Category	Credits		
	Criteria on Graduate Studies B.E. 2558	Curriculum Structure of the Current Program	Curriculum Structure of the Revised Program
(1) Required courses	Not less than 12	12	9
(2) Elective courses		3	3
(D) Dissertation	Not less than 36	36	36
Total number of credits not less than	**48**	**51**	**48**