

**Master of Education Program in Teaching English as a Global Language  
(International Program)  
Revised Curriculum 2011**

**Name of Educational Institution**    **Burapha University/  
Campus/Faculty/Department**    **Bangsaen Campus/ Faculty of Education/  
International Graduate Studies Human Resource  
Development Center**

**General Information**

**1. Name of Curriculum**

Master of Education Program in Teaching English as a Global Language (International Program)

**2. Name of Degree and Major**

Full Degree in English: Master of Education (Teaching English as a Global Language)  
Degree in Abbreviation in English: M.Ed. (Teaching English as a Global Language)

**3. Major:** None

**4. Amount of Credit Requirements**

The total amounts for the whole program is not less than 36 credit hours.

**5. Curriculum Model**

**5.1 Model:** Master's Degree Level

**5.2 Language of Instruction:** English

**5.3 Admission of Applicants**

Applicants, both Thai and foreign students, are admitted.

**Specific Information of the Curriculum**

**1. Philosophy and Objectives of Curriculum**

**1. Philosophy**

This M.Ed. (TEGL) program is aimed at preparing both in-service and pre-service teachers with research-based learning skills, teacher spirituality and advanced academic and professional knowledge of theories, techniques and practices to be more effective in teaching English as a global language, use of English as a medium of instruction; and possessing academic and professional morality and ethics.

**2. Objectives**

**2.1 The General Objectives of Curriculum**

To deliver high quality taught and research-based knowledge which will enable students to understand the functions and roles of English language teaching in a global context so that they can apply the knowledge in their studies and professional careers.

2.1.1 To produce teachers who have expertise in English language teaching.

2.1.2 To produce English language teachers who are systematically analytical and synthetical thinkers.

2.1.3 To produce English language teachers who are researchers with capability to develop knowledge in their expertise or new teaching methodologies through the research-based process.

2.1.4 To produce knowledgeable English language teachers with teaching profession, educational psychology, arts of teaching/transferring knowledge and teacher spirituality.

2.1.5 To produce English language teachers who have both academic and professional morality and ethics.

2.1.6 To produce English language teachers who are the leaders of changes to keep up with learning approaches in the modern age.

2.1.7 To produce English language teachers who are able to use English language/foreign languages in the teaching and learning process.

## **2.2 The Specific Objectives of Curriculum**

**2.2.1 The specific objectives of the M.Ed.(TEGL) for-Plan A [Scheme A1/A2]-are:**

1) To provide students with expertise and research knowledge in English language teaching using research based learning skills in selected aspects of the design, delivery, management and assessment of TEGL courses.

2) To equip students with inquiring and problem solving skills for undertaking a thesis in the field of English language teaching.

3) To support students in the planning, undertaking and reporting of the thesis in a particular area of English language teaching.

4) To produce professional English language teachers who are qualified for a teaching license compiled with the Regulation of the Teachers' Council of Thailand.

### **2.2.2 The specific objectives of the coursework concentration-Plan B-are:**

1) To provide students with knowledge and understanding of selected aspects of the design, delivery, management and assessment of TEGL courses.

2) To equip students with practical skills for undertaking an independent study into an aspect of English language teaching of personal and professional interest to the students.

3) To support students in the planning, undertaking and reporting of the independent study in a particular area of English language teaching.

## **Education Provision Management System, Implementation, and Curriculum Structure**

### **1. Education Provision Management System**

#### **1.1 System**

There are two semesters in one academic year:

#### **1.2 Summer Session**

Summer Sessions are offered.

#### **1.3 Credit Equivalence in the Semester System**

None

### **2. Implementation**

#### **2.1 Duration of Instruction**

This program is offered both on weekdays and weekends.

#### **2.2 Entry Requirements**

**2.2.1 Basic Requirements:** Applicants for the M.Ed. (TEGL) must meet requirements in English language, academic qualifications and information and communication technology.

**1) Ability in Oral, Aural, and Written English:** The program is for both native speakers of English and non-native speakers of English who have IELTS scores of 5.5 or TOEFL 500, or equivalent.

2) **Academic Qualifications:** The minimum academic qualification for entry to the program is a Bachelor's degree in any field, with at least 12 credits or equivalent of English courses.

3) **Skills in Information and Communication Technology (ICT):** Applicants will be expected to be skilled in word processing and other basic ICT techniques, and to be able to use e-mail to access Internet resources and to conduct web-based research.

### **2.2.2 Plan A**

**2.2.2.1 Plan A: Scheme A1** (Thesis with no formal coursework requirements)

1) A candidate must have a strong academic background in English and research skills, and ability to carry out an independent piece of research in the field of English language teaching.

2) A candidate must possess a bachelor's degree in education or equivalent with a grade point average (GPA) of 3.50 or above, with at least 2 years of teaching/ educational work experience.

3) A candidate must submit a three-page written proposal of an appropriate research topic in English language teaching and give a presentation on the interview.

### **2.2.2.2 Plan A: Scheme A2** (Coursework and thesis)

1) A candidate must have completed qualifications according to the regulations of Burapha University Regarding Graduate Studies of B.E. 2552.

2) A candidate must have a bachelor's degree or its equivalent in any field, with at least 12 credits or equivalent of English courses.

3) A candidate must pass the English proficiency requirement with a minimum TOEFL score of 500, or a minimum IELTS score 5.5, or a minimum Michigan Test score of 70, or a minimum score of 80% of BUU English Proficiency Test, Burapha University, or equivalent.

4) Under the consideration of the Faculty Committee, Faculty of Education.

### **2.2.3 Plan B** (Coursework and Independent Study)

1) A candidate must be fully qualified under the regulations of Burapha University Regarding Graduate Studies of B.E. 2552.

2) A candidate must have a bachelor's degree or its equivalent in any field, with at least 12 credits or equivalent of English courses.

3) A candidate must pass the English proficiency requirement with a minimum TOEFL score of 500, or a minimum IELTS score 5.5, or a minimum Michigan Test score of 70, or a minimum score of 80% of BUU English Proficiency Test, Burapha University, or equivalent.

4) Under the consideration of the Faculty Committee, Faculty of Education.

## **2.3 Studying System**

- Classroom Setting
- Distance learning mainly through printed media
- Distance learning mainly through hybrid media
- Distance learning through E-learning
- Distance learning through web-based learning
- Others (specify)

## **2.4 Credit and Course Transfer and Inter-university Enrollment**

Conforming to Burapha University Regulations Regarding Graduate Studies of B.E. 2552, Items No. 23 and No. 24.

### 3. Curriculum and Course Instructors

#### 3.1 Curriculum

##### 3.1.1 Amount of Credit Requirements

<b>Plan A (Scheme A1)</b>	(not less than) 36 credits
<b>Plan A (Scheme A2)</b>	(not less than) 36 credits
<b>Plan B</b>	(not less than) 36 credits

##### 3.1.2 Structure of the Curriculum

###### Plan A (Scheme A1)

**Required Courses** (non-credit counting)

**Thesis** 36 credits

###### Plan A (Scheme A2)

**Required Courses** 18-21 credits

**Elective Courses** (not less than) 3 credits

**Thesis** 12 credits

###### Plan B

**Required Courses** 18 credits

**Elective Courses** (not less than) 12 credits

**Independent Study** 6 credits

##### 3.1.3 Courses and Credit Hours

###### (1) Plan A: Scheme A1: Thesis with No Coursework Requirements

<b>Thesis</b>	Credit hours (lecture-practice-self study)
446697 Thesis	36(0-0-108)

This scheme is available to students by a research route leading to a Master's thesis that earns 36 credits. There is no required coursework; however, students may be advised to audit - i.e. attend without charge - relevant taught courses. The major thesis comprises a written report in English of, normally not less than 60,000 words, developed from the student's approved proposal in the field of English language teaching.

**(1) Academic Support:** Students will be assigned appropriate advisor(s), one of whom will be designated as principal advisor, with student's agreement.

**(2) Student Progress Checks:** Students admitted to this route are required to provide evidence of progress with their research each semester.

The enrolled students are normally required to demonstrate the progress in each stage as follows:

**Phase 1: Thesis Preparation,** Choose appropriate topic and write a draft of thesis proposal.

**Phase 2: Thesis Seminar 1,** Develop and finalize the research proposal, including succeed in the proposal defense.

**Phase 3: Thesis Seminar 2,** Undertake preliminary or pilot studies relevant to the proposal finalization; after some adjustment and improvement, then conduct his/ her own research, collect and analyze the data, and summarize the research results.

**Phase 4: Thesis Seminar 3,** Elaborate the interpretation and discussions of the research results, write up a research report.

**Phase 5: Thesis Seminar 4,** Present its findings in the seminar, and succeed in an oral exam. The thesis must meet standards acceptable to examiners and university management, and one publication on the thesis in an academic referred journal.

**(2) Plan A: Scheme A2: Coursework and Thesis**

Students following **Plan A: Scheme A2** must study all the Core Courses and all the research courses offered below. They must take one other course as an elective by choosing from those offered in the category of Elective Courses. They are also required to undertake a thesis. The course requirements for Plan A (Scheme A2) are:

**1) Required Course 18-21 credits**

Students who don't require the Teaching License take 21 credits of the required courses

Students who require the Teaching License take 21 credits of the required courses

**1.1) English Proficiency Development Course**

447500: English for Academic Purposes for Graduate Studies (Requirement for students who are non-native English speakers and students whose English proficiency does not meet the required criteria as measured by TOEFL/ IELTS/ Michigan/ BUU Test)	3(3-0-6) (non-credit counting)
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**1.2) Core Courses** for M.Ed. (TEGL) program consisting of four English Language Teaching courses as follows:

Take 3 core courses for 9 credits

446501 English Language Studies in a Global Context	3(3-0-6)
446502 Language Teaching Methodology	3(3-0-6)
446504 ELT Course Design and Development	3(3-0-6)

And choose the following courses for 3 credits

446503 Seminar in Second Language Acquisition	3(3-0-6)
446645 Language Testing and Assessment	3(3-0-6)

Total 12 credits

**Remarks:** Students who don't require the Teaching License must choose 446503. Students who require the Teaching License must choose 446645.

**1.3) Research Methodology Courses** consisting of the three following courses:

One required course for 3 credits

446613 Research in English Language Teaching	3(3-0-6)
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And choose the following courses not less than 6 credits

447511 Quantitative Research Methodology	3(3-0-6)
447512 Qualitative Research Methodology	3(3-0-6)
447513 Research Methodologies	3(3-0-6)

Total 9 credits

**Remarks:** Students who don't require the Teaching License must choose 447511 and 447512.

Students who require the Teaching License must choose 447513.

**2) Elective Courses** are as follows:

Students who don't require the Teaching License choose any course below not less than 3 credits.

**2.1) General Electives**

446631 Reading and Literacy	3(3-0-6)
446632 Communication Skills Development	3(3-0-6)
446633 Teaching English to Young Learners	3(3-0-6)
446634 Teaching English for Specific Purposes	3(3-0-6)
446635 Language Program Evaluation	3(3-0-6)
446636 Linguistics and Language Learning	3(3-0-6)

446637	Applied Linguistics for English Language Teaching	3(3-0-6)
<b>2.2) Teaching Profession Courses</b>		
446641	Educational Psychology and Learning Management for Language Teachers	3(3-0-6)
446642	ELT Classroom Management	3(3-0-6)
446643	Cross-Cultural Aspects in English Language Teaching	3(3-0-6)
446644	ELT Professional Teacher Development	3(3-0-6)
446645	Language Testing and Assessment	3(3-0-6)
446646	Web-based Language Learning	3(3-0-6)
446647	Professional ELT Concerns Seminar	3(3-0-6)
446648	Thai Language and Culture	2(2-0-4)
446651	ELT Practicum	3(0-30-3)
Total		3 credits

Students who require the Teaching License choose any course below not less than 6 credits

**Teaching Profession Courses**

446641	Educational Psychology and Learning Management for Language Teachers	3(3-0-6)
446642	ELT Classroom Management	3(3-0-6)
446643	Cross-Cultural Aspects in English Language Teaching	3(3-0-6)
446644	ELT Professional Teacher Development	3(3-0-6)
446645	Language Testing and Assessment	3(3-0-6)
446646	Web-based Language Learning	3(3-0-6)
446647	Professional ELT Concerns Seminar	3(3-0-6)
446648	Thai Language and Culture	2(2-0-4)
446651	ELT Practicum	3(0-30-3)

**Remarks:** Students who require the Teaching License are required to take 2 courses of Teaching Practicum (non-credit counting)

446652	Teaching Practicum 1	3(0-30-3)
446653	Teaching Practicum 2	3(0-30-3)

**Students must take and pass these two courses.**

Total (6) credits

**3) Thesis**

446699	Thesis	12(0-0-36)
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**Students following Plan A (Scheme A2) must do a thesis.**

Total 12 credits  
Total Credits 36(+6) credits

**(3) Plan B: Coursework and Independent Study**

Students following **Plan B** must study all the four Core Courses and two research courses offered below. They must take four other courses as an elective by choosing from those offered in the category of Elective Courses. They are also required to undertake an independent thesis. The course requirements for Plan B are:

**1) Required Courses** **18 credits****1.1) English Proficiency Development Course**

447500: English for Academic Purposes for Graduate Studies (Requirement for students who are non-native English speakers and students whose English proficiency does not meet the required criteria as measured by TOEFL/ IELTS/ Michigan/ BUU Test)	3(3-0-6) (non-credit counting)
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**1.2) Core Courses** for M.Ed. (TEGL) program consisting of four English Language Teaching courses as follows: **12 credits**

446501 English Language Studies in a Global Context	3(3-0-6)
446502 Language Teaching Methodology	3(3-0-6)
446503 Seminar in Second Language Acquisition	3(3-0-6)
446504 ELT Course Design and Development	3(3-0-6)

**All students must take all of the courses listed above.**

**1.3) Research Methodology Courses** consisting of the four following courses; students choose only **2** courses. **6 credits**

447511 Quantitative Research Methodology	3(3-0-6)
447512 Qualitative Research Methodology	3(3-0-6)
447513 Research Methodologies	3(3-0-6)
446613 Research in English Language Teaching	3(3-0-6)

**Students following Plan B must take two courses listed above.**

**2) Elective Courses** are as follows: (not less than 12 credits)

**2.1) General Electives**

446631 Reading and Literacy	3(3-0-6)
446632 Communication Skills Development	3(3-0-6)
446633 Teaching English to Young Learners	3(3-0-6)
446634 Teaching English for Specific Purposes	3(3-0-6)
446635 Language Program Evaluation	3(3-0-6)
446636 Linguistics and Language Learning	3(3-0-6)
446637 Applied Linguistics for English Language Teaching	3(3-0-6)

**2.2) Teaching Profession Courses**

446641 Educational Psychology and Learning Management for Language Teachers	3(3-0-6)
446642 ELT Classroom Management	3(3-0-6)
446643 Cross -Cultural Aspects in English Language Teaching	3(3-0-6)
446644 ELT Professional Teacher Development	3(3-0-6)
446645 Language Testing and Assessment	3(3-0-6)
446646 Web-based Language Learning	3(3-0-6)
446647 Professional ELT Concerns Seminar	3(3-0-6)
446648 Thai Language and Culture	2(2-0-4)
446651 ELT Practicum	3(0-30-3)

**Choice of four of the above courses**

Total **12 credits**

**3) Independent Study**

446698 Independent Study: Selected Topics in Teaching English Language	6(0-0-18)
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### Code Number of Courses

1. The first three digits of the code number indicates the disciplines as follows:

446 denotes courses offered in the Program of Teaching English as a Global Language.

447 denotes courses commonly applicable for all Master's Degree programs offered by International Graduate Studies Human Resource Development Center.

2. The fourth digit of the code number indicates the studying year of the graduate students, e.g.

5 refers to courses offered to first year graduate students

6 refers to courses offered to second year graduate students

3. The fifth digit of the code number indicates the category of the courses delivered in the program, e.g.

0 indicates Requirement/ Core Courses

1 indicates Research Courses

3 indicates General Electives

4 indicates Teaching Profession Electives

5 indicates Practicum

9 indicates Thesis and Independent Study

4. The sixth digit of the code number indicates the sequence of the course offered in each category of the program.

### 3.1.4 Plan of Study

#### (1) Plan A: Scheme A1: Thesis with No Coursework Requirements

Total credits required for research and a thesis is 36 credit hours.

##### First Year/ Summer Session

446697: Thesis Thesis Preparation 6(0-0-18)

##### First Year/ First Semester

446697: Thesis Thesis Seminar 1 6(0-0-18)

##### First Year/ Second Semester

446697: Thesis Thesis Seminar 2 12(0-0-36)

##### Second Year/ First Semester

446697: Thesis Thesis Seminar 3 6(0-0-18)

##### Second Year/ Second Semester

446697: Thesis Thesis Seminar 4 6(0-0-18)

**Total 36 credit hours**



**(2) Plan A (Scheme A2): Coursework and Thesis****First Year/ Summer Session**

447500: English for Academic Purposes for Graduate Studies (Requirement for students who are non-native English speakers and students whose English proficiency does not meet the required criteria as measured by TOEFL/ IELTS/ Michigan/ BUU Test)	3(3-0-6) (non-credit counting)
446501: English Language Studies in a Global Context	3(3-0-6)
<b>Total</b>	<b>3 credit hours</b>

**First Year/ First Semester**

446502: Language Teaching Methodology	3(3-0-6)
446503: Seminar in Second Language Acquisition*	3(3-0-6)
446504: ELT Course Design and Development	3(3-0-6)
446645: Language Testing and Assessment**	3(3-0-6)
<b>Total</b>	<b>9 credit hours</b>

**First Year/ Second Semester**

446651: ELT Practicum (Requirement for students who have had no systematic teaching experience in authentic classroom setting for at least 1 year)	3(2-4-8)
4466xx <b>One</b> elective course under Electives Category for those who have had systematic teaching experience	3(3-0-6)
447511: Quantitative Research Methodology *	3(3-0-6)
446652: Teaching Practicum 1**	3(0-30-3) (non-credit counting)
4466xx: <b>One</b> elective course under Teaching Profession Electives **	3(3-0-6)
<b>Total</b>	<b>6 credit hours</b>

**Second Year/ Summer Session**

447512: Qualitative Research Methodology	3(3-0-6)
447513: Research Methodologies**	3(3-0-6)
4466xx: <b>One</b> elective course under Teaching Profession Electives**	3(3-0-6)
446699: Thesis	3(0-0-9)
<b>Total</b>	<b>6 credit hours</b>

**Second Year/ First Semester**

446613: Research in English Language Teaching	3(3-0-6)
446653: Teaching Practicum 2**	3(0-30-3) (non-credit counting)
446699: Thesis	9(0-0-27)
<b>Total</b>	<b>12 credit hours</b>

\* For students who don't require the Teaching License

\*\* For students who require the Teaching License

**(3) Plan B: Coursework and Independent Study****First Year/ Summer Session**

447500: English for Academic Purposes for Graduate Studies (Requirement for students who are non-native English speakers and students whose English proficiency does not meet the required criteria as measured by TOEFL/ IELT/ Michigan/ BUU Test)	(non-credit)
446501: English Language Studies in a Global Context	3(3-0-6)
<b>Total</b>	<b>3 credit hours</b>

**First Year/ First Semester**

446502: Language Teaching Methodology	3(3-0-6)
446503: Seminar in Second Language Acquisition	3(3-0-6)
446504: ELT Course Design and Development	3(3-0-6)
<b>Total</b>	<b>9 credit hours</b>

**First Year/ Second Semester**

446651: ELT Practicum (Requirement for students who have had no systematic teaching experience in authentic classroom setting for at least 1 year)	3(2-4-8)
4466xx: <b>One</b> elective course under Electives Category for those who have systematic teaching experience	3(3-0-6)
4475xx: Choose <b>one</b> course offered under Research Methodology Category	3(3-0-6)
<b>Total</b>	<b>6 credit hours</b>

**Second Year/ Summer Session**

4466xx: Choose <b>one</b> course offered under Research Methodology Category	3(3-0-6)
4466xx: One elective courses under Electives Category	3(3-0-6)
<b>Total</b>	<b>6 credit hours</b>

**Second Year/ First Semester**

4466xx: <b>One</b> elective courses under Electives Category	3(3-0-6)
4466xx: <b>One</b> elective courses under Electives Category	3(3-0-6)
<b>Total</b>	<b>6 credit hours</b>

**Second Year/ First Semester**

446698: Independent Study	6(0-0-18)
<b>Total</b>	<b>6 credit hours</b>

### 3.1.5 Course Descriptions

#### 1) English Proficiency Development Course (non-credit counting)

##### **447500 English for Academic Purposes for Graduate Studies 3-(3-0-6)**

Development of the four language skills-listening, speaking, reading, and writing to enhance the learner's competence in the English language, and facilitate their graduate studies.

*Any student who is a non-native English speaker and who does not have a score at the required standard on the TOEFL, IELTS or Michigan Tests, or whose English proficiency does not meet the criteria to enroll in the Master's program, must achieve a pass grade (satisfactory or above) on this course.*

#### 2) **Required Courses**

##### **2.1) Core Courses**

##### **446501 English Language Studies in a Global Context 3(3-0-6)**

Lexis as both single discrete words and lexical chunks; lexio-grammar, grammar of structure; grammar of orientation; grammar as a generative system for overcoming distance; discourse patterns; coherence; cohesion, global language; English as an official language; English as a Foreign Language; English as a Lingua Franca; the historical and cultural legacy of English.

##### **446502 Language Teaching Methodology 3(3-0-6)**

Methods, approaches, and learning theories; audio-lingualism, total physical response, communicative language teaching, task-based teaching, lexical approach, humanistic language teaching, anti-methods, "dogme", post-methods, brain-based learning, student-centered teaching, teacher-centered teaching, and learning-centered teaching.

##### **446503 Seminar in Second Language Acquisition 3(3-0-6)**

General overview of second language acquisition (SLA) theory, theory, practice, and research related to teaching-learning approaches; selected problems and issues in second language acquisition; current research on teaching second language skills discussed; specific methods and strategies for fostering effective integrated English instruction.

##### **446504 ELT Course Design and Development 3(3-0-6)**

Needs analysis; context analysis; goals; objectives; course principles; localized needs; corpus; presentation; practice; production; tasks; skill development; learning outcomes; standards-based.

##### **2.2) Research Methodology Courses**

##### **447511 Quantitative Research Methodology 3(3-0-6)**

Introduction to research paradigms; types and methods of quantitative research; key concepts in quantitative research, such as population, sample, variables, instruments, data collection and analysis, utilization of online resources and quantitative research softwares; constructive criticism of published studies; quantitative research proposal preparation; report writing and dissemination.

**447512 Qualitative Research Methodology 3(3-0-6)**

Introduction to philosophy, concepts, qualitative paradigm and theories, and action research; review of qualitative research methodology and techniques for data collection and analysis with statistics software utilization; proposal development and report writing; trustworthiness in qualitative research; research article critique and research utilization.

**447513 Research Methodologies 3(3-0-6)**

Introduction to research paradigms; types and methods of quantitative and qualitative research, action research, research key concepts and methodologies, data collection and analysis with statistics software utilization, proposal development, report writing and dissemination.

**446613 Research in English Language Teaching 3(3-0-6)**

Readings and discussions of research studies on current ELT issues, careful examination of language teaching theories, essays, trends, issues and practices on the relationship between language learning and teaching in all levels. Address learning and teaching issues, pedagogical relevance related to content, context, process and evaluation both in traditional and modern technology delivery environments.

3) **Elective Courses** are as follows

**3.1) General Electives****446631 Reading and Literacy 3(3-0-6)**

Fundamental concepts of reading and literacy; how these two disciplines are related to each other; the importance of reading literacy and its implications to language teaching; the development of reading and literacy skills for youths in schools and for the out-of-school youths.

**446632 Communication Skills Development 3(3-0-6)**

Communication loop; intensive reading; extensive reading; decoding; reading skills; intensive and extensive listening; top-down and bottom-up strategies; genre; authentic reading and listening sources; process and product approach to writing; creative writing; conversational strategies; functions; fluency; role plays; presentational communication.

**446633 Teaching English to Young Learners 3(3-0-6)**

Young learners vs adult learners; phonics; early literacy; balanced literacy approach; motivating children and teens; transformational classroom management; extensive reading; young learner's world; portfolios; projects; motivating young learners; assessing young learners; critical and creative thinking skills; multiple intelligences; role play and drama; content; CLIL.

**446634 Teaching English for Specific Purposes 3(3-0-6)**

Text and vocabulary analysis; corpus; needs analysis; learners' background; content knowledge; tasks; reliability; validity; standards and benchmarks; case studies; English for Engineers; English for Medical professionals; business English; English for Academic purposes.

**446635 Language Program Evaluation 3(3-0-6)**

Program evaluation theories, purposes and critical issues, applied linguistic aspects of the program and evaluation, program structures and organization, language proficiency, classroom management, validity and reliability, program evaluation models and designs, quantitative and qualitative data gathering and analysis, realistic and idealistic program evaluation design and development.

**446636 Linguistics and Language Learning 3(3-0-6)**

Processes in learning language; linguistics theories and teaching approaches; methods and techniques in language teaching; linguistic components and other factors related to language learning; language teaching policy.

**446637 Applied Linguistics for English Language Teaching 3(3-0-6)**

Introduction to theories and subfields of applied linguistics, sound systems, grammars and grammatical theories for language teachers, pedagogical grammar development, linguistics pertaining to teaching language skills and knowledge, psychological and sociological linguistic aspects of language learning and teaching, applied computational linguistics for teachers, linguistic analysis and tools development for English language teachers, and linguistic-based curriculum and lessons development.

**3.2) Teaching Profession Electives****446641 Educational Psychology and Learning Management for Language Teachers 3(3-0-6)**

Techniques and learning theory in foreign languages; learning models and teaching-learning development; learning experience design and management; group learning; learning management and technology; learner-centered management; educational psychology; motivation; affect; locus of control; efficacy; flow; growth orientation; fixed-ability orientation; assimilation; intrinsic and extrinsic motivation; motivational strategies.

**446642 ELT Classroom Management 3(3-0-6)**

Classroom management theory and principles; issues in classroom management of foreign languages; issues in classroom management in different cultural contexts; transformational classroom management; organizational learning, relations, and behavior; transformational classroom management; class contract; positive behavior; engagement; attention; classroom dynamics.

**446643 Cross -Cultural Aspects in English Language Teaching 3(3-0-6)**

Cultural factors affecting English as EFL/ESL teaching and learning; practice of language instruction appropriate to a variety of cultural situation; cultural aspects of discourse in reading, writing and conversation.

**446644 ELT Professional Teacher Development 3(3-0-6)**

Stages of teacher development; loops; input; output; metaphors; threads; automatization; classroom management; educational vision and philosophy; focus on form; focus on meaning; fluency; teaching diaries; case studies; needs analysis; contextual analysis; SWOT analysis.

**446645 Language Testing and Assessment 3(3-0-6)**

Classical test theory; key concepts in language assessment and evaluation; designing and constructing language tests for different language elements and skills; managing test delivery; analyze and interpret the results of the tests; examining standardized tests; exploring alternative means of assessment; introducing modern test theory and computer-based/web-based tests.

**446646 Web-based Language Learning 3(3-0-6)**

Fundamental concepts of web-based language learning and instruction; study and practice different techniques of new innovations for classroom use; the development of language programs based on the application of web-based learning, such as e-learning, e-book on-line language learning and testing.

**446647 Professional ELT Concerns Seminar 3(3-0-6)**

The significance and role in society of the teaching profession; teacher's roles and duties; self-directed professional development for teachers; characteristics and skills of good teachers; student autonomy and language acquisition; technology and language instruction; teaching reading, writing, and literacy; social, cultural, and political issues in language instruction; instructional design and delivery methods.

**446648 Thai Language and Culture 2(2-0-4)**

*(Required non-credit counting for non-native Thai speakers)*

**Thai Society:** Conditions of Thai Society in the past and present; social structure, Thai way of life, Thai government and politics; environment and Thai wisdom.

**Thai Language and Culture:** Thai Language in daily life, belief, values and characteristics of Thai people, clothing, food and entertainment of Thai people, and Thai conducts based on Buddhism.

**Thai Manners:** Thai Manners about respecting by standing in formal, walking and sitting. Manners related to rising and stand straight, Wai (paying homage), prostrating oneself to the Buddha's image and to senior persons, meeting with respected persons, receiving things from and presenting things to respected persons.

**Thai Arts and Music:** Thai folk arts in various regions, aesthetic values and local identities and characteristics and identities of Thai music, Thai dance, Thai literature and sport.

**Teacher Professional Code of Ethics Component:** Professional standards and professional code of ethics, essence of the Teachers and Education Personnel Council Act B.E.2546 (A.D.2003), Importance of professional code of ethics, conducts based on the code of ethics towards oneself. code of ethics towards the profession, code of ethics towards ethics, code of ethics towards colleagues, and code of ethics towards society.

**446651 ELT Practicum 3(0-30-0)**

Classroom management; lesson planning; extrinsic and intrinsic motivation; assessment; classroom use of L1 and L2; using technology; portfolios; exploiting course books; realia; teaching aids; eliciting; comprehension checking questions; presentation; practice; production; tasks; phonics.

**4) Teaching Practicum****446652 Teaching Practicum I 3(0-30-3)**

The study and observation of teacher's roles and responsibilities; the practice of teacher's assistant in teaching and learning; planning for the learning process and

organizing the lesson for learners' learning based on the child-centered principle; experimentation on facilitation of learning in the subject areas; instructional activities for learners' development; the selection and an innovative production of educational media to enhance the learning; an assessment and evaluation of learning; and practice of teaching in the class, solving the learning problems, and keeping records of the learning outcomes. **The time period spent in this course must not less than 180 hours.**

**446653 Teaching Practicum II 3(0-30-3)**

Provision of supervision for teaching experience in the facilitation of the specific subject group; planning instructional activities based on the child-centered approach; the application of appropriate techniques and strategies for learning process appropriate to each subject group. Action research for the learner development; evaluation and development of the teaching and learning process appropriate for learners' potential, including the report on the learning outcomes and learners' development. **The time period spent in this course must not less than 180 hours.**

**5) Thesis/ Independent Study**

**446698 Independent Study 6(0-0-18)**

In depth investigation of a topic related to English language teaching, with the aim of offering the opportunity and challenge in self-directed independent study under the supervision and guidance of an advisor. The report of the study must be not less than 8,000 words.

**446699 Thesis 12(0-0-36)**

Conducting a research study into an aspect of English language teaching and learning that results in a report of not less than 30,000 words.

**446697 Thesis 36(0-0-108)**

An original contribution to knowledge; a written report in English (of at least 60,000 words); assessed on relevant criteria understanding of relevant research approaches and methodology and capacity to plan, ethically conduct and accurately report a research enquiry, with some degree of originality; a conclusion with a thesis claim relevant to the approved topic.

#### **4. Components of Field Experience (Practicum or Cooperative Education)**

##### **4.1 Domains of Learning Field Experience**

###### **Teaching Practicum**

Students of the Master of Education in Teaching English as a Global Language Program Plan A Scheme A3, under the Paradigm of Producing Teachers in the New Era, must complete a teaching practicum in English language teaching of **not less than 360 hours over a period of 2 years before graduation.**

The teaching practicum or professional experience is an important and required component of the Master of Education in TEGL. Teaching practicum is a professional discipline which helps pre-service student teachers to develop skills and knowledge necessary to become effective practitioners. This practical experience provides essential opportunities to connect theory with practice and develop the knowledge, dispositions, understandings and competencies of a beginning teacher under the guidance of experienced professionals.

###### **1.1 Specific Requirements**

###### **1) Hours of Teaching**

The teaching practicum in English language teaching should include a minimum of 15 hours per week over the course of a semester in the first year and second year of the study program. The total number of hours of teaching must not less than 360 hours over the period of 2 years.

###### **2) Schools for Teaching Practicum**

The practicum student will be placed in the Demonstration School of the Faculty of Education or other schools having connection with the University and having the same educational standard of the Demonstration School. Students will be in a teaching setting with a mentor teacher (Associate Teacher) who is willing to open their classroom to a student teacher and to teach them the ins and outs of being a classroom teacher, as well as a facilitator and recorder of class instruction for review and feedback provision.

###### **3) Supervision by a Faculty Supervisor**

The teaching practicum must be undertaken with the supervision of a faculty supervisor from the IG-HRD Center. The faculty supervisor must be the instructor of record in the practicum course in which the practicum student is enrolled. Students work with their supervisor to design the practicum and receive feedback on all aspects of course design, delivery and assessment.

###### **4) Number of Observations by Supervisor**

The practicum student must be observed teaching at least 6 visits of at least 50- minute multi-class sessions.

###### **1.2 Standards of Learning Outcomes of Teaching Practicum**

Learning outcomes of the teaching practicum should be involved in course planning, course implementation and course assessment as follows:

###### **1.2.1 Course planning:**

Mastery of course content; Selection of course and lesson content;  
Appropriateness of course objectives

###### **1.2.2 Course implementation / delivery:**

Application of most appropriate methodology for teaching specific content areas; Appropriateness of instructional materials and use of media; Communication skills; Enthusiasm; Clarity of instruction; Organization.

###### **1.2.3 Course assessment**

Commitment to teaching and concern for student learning; Student achievement based on performance on exams



## **4.2 Duration of Teaching Practicum**

The teaching practicum will be offered in the second semester of the first year and the first semester of the second year of the study program. All students are required to be available during the scheduled Professional Experience periods.

## **4.3 Time Allocation and Schedule**

The time allocated for the teaching practicum is 15 hours per week on at least 3 weekdays throughout the semester.

## **5. Requirements of Project Work or Research Work**

### **5.1 Brief Descriptions**

Students will undertake research or project work into an approved topic in the relevant literature review, preparing a proposal, planning and undertaking an empirical research study into an aspect of English language teaching and learning that results in a report of not less than 60,000 words for Plan A (Scheme A1) and 30,000 words for Plan A (Scheme A2) and not less than 8,000 words for Plan B.

### **5.2 Learning Outcomes in Project Work/ Research Work**

Graduates will have demonstrated:

1. Ability to use advanced techniques of research and inquiry applicable to the field of scholarship or professional practice, and will use those techniques in carrying out a significant research work or professional project;
2. Ability to synthesize and apply the results of research and new developments in professional practice, in analyzing, developing and testing hypotheses, and proposing solutions to theoretical and practical problems;
3. Ability to communicate the results of advanced study and research through refereed publications to academic, professional and community audiences.

### **5.3 Duration**

5.3.1 Students undertaking Plan A (Scheme A1) can begin their research work for their major thesis from the first year of their studies.

5.3.2 Students undertaking Plan A (Scheme A2) can begin their research work for their minor thesis from the second year of their studies, but must not less than 6 months before graduating.

5.3.3 Students undertaking Plan B can begin their project work /research work for their Independent Studies from the second year of their studies.

### **5.4 Number of Credits**

5.4.1 The number of credits for research work of Plan A (Scheme A1) is 36 credits.

5.4.2 The number of credits for research work of Plan A (Scheme A2) is 12 credits

5.4.3 The number of credits for project work/ research work of Plan B is 6 credits.

### **5.5 Preparation**

5.5.1 Research Methodologies and relevant courses are offered to the students before conducting their study.

5.5.2 Research Consultation, including orientation on research ethics and research advisor (s) are provided to the students on the basis of the research topics.

5.5.3 Essential assistance, e.g., connection with external parties, language check and formatting are provided to the students.

### **5.6 Evaluation Process**

Step 1: Evaluate from the academic achievement of research methodologies and relevant courses.

Step 2: Evaluate from research conceptual framework, research design, data collection, application of statistics for data analysis, results and discussion.

Step 3: Evaluate from the presentation and dissemination of students' research outcomes.

## **Criteria for Student Evaluation**

### **1. Regulations or Criteria of Grading**

Conforming to Burapha University Regulation Regarding Graduate Studies of B.E. 2552, Item No. 17.

1.1 The grading system with the following letter grades A, B<sup>+</sup>, B, C<sup>+</sup>, C, D<sup>+</sup>, D and F, and their arithmetic equivalents as 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0 and 0, respectively.

1.2 The grading system with symbol having no arithmetic equivalent, namely S (Satisfactory) passing according to the criterion; and U (Unsatisfactory) not passing according to criterion in some certain courses.

### **2. Process of Students' Verification of Standards**

2.1 Instructors responsible for the curriculum evaluate the test paper of each course to see whether or not it is congruent with the objective and expected learning outcome of the curriculum.

2.2 The curriculum committee checks the students' academic assessment result of each course.

2.3 The IG-HRD Center checks the students' academic assessment result of each course.

2.4 The Committee of the Faculty of Education checks the students' academic assessment result of each course.

### **3. Criteria for Graduation**

The criteria of graduation are in accordance with Burapha University Regulations Regarding Graduate Studies of B.E. 2552, Item No. 30.2 as follows

#### **3.1 Plan A Scheme A1**

1) Passing the oral examination of a major thesis.

2) The research works must be accepted to be published in an academic journal with external peer review before publishing.

#### **3.2 Plan A Scheme A2**

1) Successfully completing the credits earned as required in the curriculum of the study program with cumulative grade point average of coursework numerically not lower than 3.00.

2) Passing the oral examination of a minor thesis.

3) The research works must be accepted to be published in an academic journal with external peer review before publishing.

4) Passing Teaching Practicum courses for students who require Teaching License

#### **3.3 Plan B**

1) Successfully completing the credits earned as required in the curriculum of the study program with cumulative grade point average of coursework numerically not lower than 3.00.

2) Passing the comprehensive examination.

3) Passing the oral examination of an independent study