

Designing Pathway Accelerator (PX) Framework for Professional English Development of Thai University Students: Co-operative Education toward Global Work Readiness

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Abstract

Thai universities are increasingly utilizing co-operative education programs to bridge academic learning with employment. However, many students enter the workforce lacking confidence in professional English, intercultural communication, or readiness for international work. This research aims to: design a pathway accelerator (PX) framework for developing professional English in co-operative education programs at Thai universities; and compare two implementation approaches to propose an integrated strategic approach. A conceptual design methodology was employed in three steps: problem identification, target literature research and synthesis, and framework design. Literature synthesis drew on research related to graduate employment, work-integrated learning, competency mapping, language as a career asset, personalized learning, and responsible AI governance. The resulting PX framework comprises five interconnected layers: input diagnosis, blended matching, developmental intervention, experience placement, and outcome launch and management. Furthermore, its implementation is organized through two complementary approaches. The first enhances professional English and job readiness after domestic co-operative education, while the second provides deeper development through international work and study experiences. The comparison shows that domestic programs are more feasible and scalable, while international programs offer greater opportunities for cultural exposure and stronger global career opportunities. The research concludes that the two programs should not be considered competing. Since both programs utilize shared diagnostic criteria, language for competency assessment, oversight, and outcome monitoring, they can be combined into a cohesive university pathway for the long-term development of professional English, employment, and international career mobility.

Keywords: PX Framework, Language Development, Cooperative Education, Employability, Global Work Readiness

Introduction

Higher education is increasingly expected. That graduates will be prepared not only to get their first job, But it must also confidently participate in the changing workplace through international cooperation. moving and rapid technological change, graduate readiness is related to more than just degree attainment. Wahab et al. (2025) show that employability is related to general skills. Job-related training, employer participation, and adjusting the curriculum to be in line with labor market expectations. Cooperative education is therefore important during this transition period. Because it provides students with systematic opportunities to connect academic learning with professional practice, Jackson and Meek (2021) argue that work-integrated learning should be intentionally embedded in the university system. Rather than being treated as a separate internship activity, Twyford and Dean (2024) also showed that industry-led experiences can strengthen communication skills. Teamwork and practical readiness. Overall, these studies suggest that the value of co-op education does not depend solely on where students are placed. But it also depends on how the university prepares, supports, and monitors their development before and after their workplace experiences.

For Thai universities, the challenge is especially evident in professional English. Sa-idi and Pittphan (2024) found that Thai interns need both English communication skills and international cultural competence when working in real-world work environments. Sonjit and Wongsirikajorn (2024) also reported a relationship between English proficiency and graduate employability. These findings suggest that English should not be viewed only as an academic requirement or a separate language subject. But it is also a practical resource to use in interviews, meetings, presentations, and email communications. Teamwork and interactions with international co-workers and customers. Bhar and Chua (2025) support this view by explaining that language is professional capital in multilingual organizations. Their analysis shows that language proficiency can influence career mobility. access to opportunities and participation in corporate life. In this sense, professional English can support the transition from university learning to employment. And later, to wider career mobility.

However, the literature often addresses these issues in separate streams. Employment studies describe the skills and experiences that employers value. Research on work-integrated learning focuses on gaining real-world workplace experience. Professional English research addresses communication needs, and research into AI-backed learning offers new methods. In developing oneself to suit each individual, what remains unclear is how to organize these elements into a concrete path of action for Thai university students. Therefore, it is necessary to have a framework that starts with student needs. Linking language development with cooperative education. Distinguish between domestic and international development options. and track results beyond the training period. This research therefore aims to address this gap by designing a Pathway Accelerator (PX) framework that looks at professional English. Work experience, ability to work, and global workforce readiness are interconnected parts of the same development path.

Research Objectives

This research has two objectives. Firstly, to design a pathway accelerator (PX) framework for developing professional English language skills among Thai university students participating in co-operative education programs, in preparation for

international employment. This aligns with the need for more structured work skills development at the higher education level, particularly where workplace skills are linked to broader career outcomes (Wahab et al., 2025). The components of this framework are derived from a synthesis of research on work-integrated learning and professional communication, emphasizing authentic learning and development relevant to workplace roles (Jackson & Meek, 2021). Secondly, to compare two approaches to student development and propose an integrated institutional strategic approach that Thai universities can concretely implement and scale up this framework.

Literature Review

Graduate employability is the first foundation of the PX framework. It is now increasingly understood that employability is a multidimensional outcome rather than a direct result of graduation. Wahab et al. (2025) identified a recurring theme. Regarding work ability, including general skills, employer participation, job-related training, and curriculum design, their findings suggest that universities cannot rely on academic knowledge alone to prepare students for the workforce. Students also need opportunities to practice communication, problem-solving, and understanding workplace expectations. Linking what is learned with real career contexts. Work-integrated learning is one mechanism for making this connection. Jackson and Meek (2021) describe a variety of work-integrated learning approaches. They argue that such learning should be embedded in the educational design process. Twyford and Dean (2024) add that industry-led experiences can improve students' perceptions of communication, teamwork and readiness in practice. These studies support the view that co-op education works best when it is part of a broader development process rather than just a one-off internship activity.

The second line of research involves mapping competencies and readiness for the modern workplace. Bhardwaj and Agarwal (2026) state that technical competencies include knowledge, understanding, behavior, ethics, adaptability, and abilities related to the industry. It is an important dimension of work ability. This is beneficial to the present study. This is because students may have different strengths and weaknesses. Even if they are enrolled in the same course. Therefore, path models require diagnostic steps that can identify what each student already has. And what still needs development? Wong et al. (2025) similarly report that employers value digital skills and industry-specific knowledge in the context of the Fourth Industrial Revolution. Their findings suggest that professional communication should not be developed in isolation. But it should be coupled with digital capabilities. Job-specific knowledge, adaptability, and other abilities determine how graduates will perform in the actual workplace.

Professional English and intercultural communication form the third foundation. Bhar and Chua (2025) conceptualized language as a career asset and demonstrated that linguistic proficiency can impact the mobility and opportunities of employees in multilingual organizations. This perspective places language development beyond classroom achievement and within the broader career system. Evidence from Thailand points in a similar direction. Sa-idi and Pittphan (2024) found that Thai interns at the airport required both English communication skills and cultural competence to interact in real-world workplace settings. Sonjit and Wongsirikajorn (2024) also found that English proficiency correlated with workability among

university students. These findings are particularly relevant to co-operative education, as students are expected to use language for practical purposes such as professional self-introduction, responding to supervisors, discussing work, presenting work, problem-solving, and communicating with people from diverse cultural backgrounds. Therefore, the development of professional English needs to be role-specific, experience-based, and linked to students' intended career paths.

The fourth trend involves personalized support and the use of AI. Pelánek et al. (2024) showed that interpretive recommendation systems can personalize learning activities by incorporating learner data. Performance data, contextual information, and clear decision-making rules are useful design principles for matching learners to developmental activities without compromising the transparency of the recommendation process. At the same time, the use of AI in higher education requires clear institutional safeguards. Jha et al. (2026) emphasize accountability, transparency, compliance, and governance when constructively implementing AI in higher education systems. For the PX framework, these findings support an approach where humans are involved in the AI process. AI can help organize data, identify gaps, or suggest appropriate development options, but faculty, career advisors, and industry partners should remain responsible for decisions that impact student opportunities.

Overall, the literature reveals practical knowledge gaps. Existing studies provide clear descriptions of employment, work-integrated learning, competency mapping, professional English, career capital, and AI-supported learning, but these components are typically examined separately. Career interventions can enhance early employment outcomes, as Setor and Joseph (2021) demonstrated, but such interventions alone do not provide an integrated pathway starting from diagnosis and continuing through language development, workplace experience, and career initiation. Similarly, professional English studies identify student needs but do not fully describe how universities can provide differentiated support for students entering domestic employment and those seeking deeper international experience. The gap identified in this research is not a shortage of individual programs, but rather a lack of a coherent institutional design that links these programs together. The PX framework is proposed to fill this gap by linking student needs, professional English, co-operative education, personalized support, two developmental streams, and measurable career outcomes within a single university pathway.

Conceptual Framework

The conceptual framework was intentionally simplified to distinguish the starting logic of the study from the finalized PX Framework presented later in the findings. The study begins with two practical inputs: the needs of students and the expectations of workplaces. These inputs include English proficiency, communication confidence, career goals, role-specific skill requirements, and the demands of co-operative education placements. Research on employability shows that work readiness emerges from a combination of skills, training, employer engagement, and curriculum alignment rather than from academic achievement alone (Wahab et al., 2025). Work-integrated learning adds the need for authentic experience and reflection (Jackson & Meek, 2021), while language-as-career-capital research highlights the importance of

communication for mobility and opportunity (Bhar & Chua, 2025). These ideas form the broad conceptual lenses used in this study.

As illustrated in Figure 1, the conceptual flow moves from student and workplace needs to the combined development of professional English and co-operative education, then to PX pathway design, and finally to global work readiness. The figure does not represent the completed framework. Instead, it shows the few constructs that guided later operationalization. In practical terms, the model assumes that students first need to understand the gap between their current capability and workplace expectations. Development should then connect language practice with authentic work contexts. The PX pathway is the institutional mechanism that organizes this movement, while global work readiness is the intended outcome. Intercultural competence is included within professional English development because Thai trainees may need both forms of capability in real workplace communication (Sa-idi & Pittphan, 2024). The detailed five-layer structure, two operational streams, AI-supported matching, and outcome management are therefore treated as research findings rather than as assumptions built into the initial conceptual framework.

SIMPLIFIED CONCEPTUAL FRAMEWORK OF THE STUDY

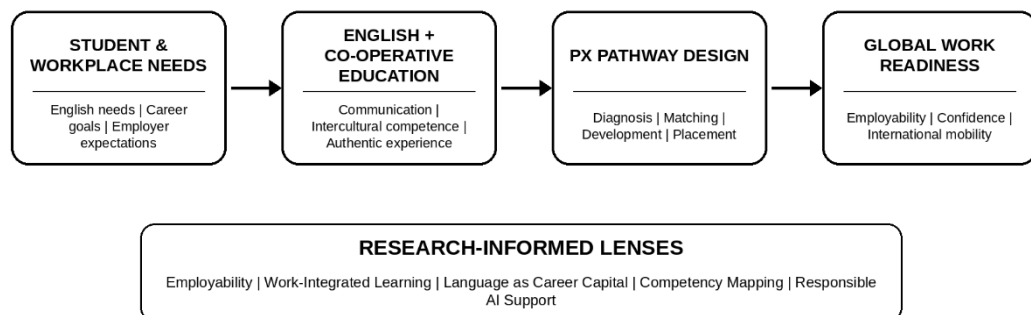


Figure 1. Simplified conceptual framework of the study.

Research Method and Design

This research employs a conceptual design approach to develop a research-based process, rather than testing a completed intervention, as shown in Figure 2. This approach comprises three steps: problem identification, literature review and synthesis, and framework design. This approach is appropriate because graduates' job performance and readiness are multidimensional issues involving learning, workplace experience, language, skills, and institutional support, rather than a single measurable factor (Wahab et al., 2025). The three-step process is used to ensure design traceability; that is, the problem identified in step 1 guides the literature review in step 2, and topics synthesized from that literature are used to design the framework in step 3.

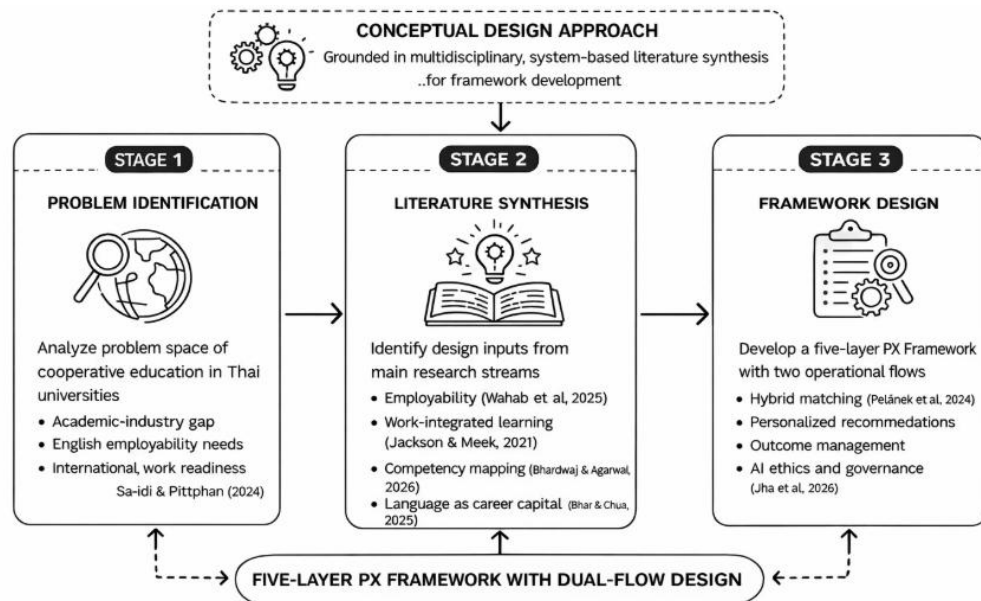


Figure 2. Three-stage research method and design.

For clarity, four terms will be used consistently in this study. Co-operative education refers to a structured, integrated work-based learning model where academic studies are linked to supervised workplace experience. The Pathway Accelerator (PX) refers to an institutional pathway proposed to help students progress from diagnostic and developmental stages to work experience and career outcomes. The five-tier PX framework refers to five interconnected components constructed through a conceptual design process: input diagnosis, blending matching, developmental intervention, experience placement, and outcome launch and management. The two-stream model refers to two action options within the same framework: in-country self-development after co-operative education and work and study abroad. The two streams differ in intensity and context but share similar diagnostic and outcome structures.

Step 1: Identifying the Problem

The first step defined the practical problem to be solved. The analysis focused on the transition between university studies, co-operative education, and employment in an environment where professional English and intercultural communication are critical. Three related gaps were identified. The first problem is the language and communication gap: students may complete their academic studies but still struggle to use English confidently in interviews, meetings, presentations, emails, and workplace interactions. The second problem is the skills gap: language proficiency alone does not guarantee employment, as graduates also need specialized skills, digital skills, interpersonal skills, and adaptability. The third problem is the pathway gap: language courses, co-operative education, career services, and international opportunities are often treated as separate activities. Evidence from Thailand supports the importance of the first gap. Sa-idi and Pittphan (2024) report workplace demands for both English communication and international cultural competence, while Sonjit and Wongsirikajorn (2024) link English language proficiency to employment. These

problems are used to define design requirements for pathways that can link development activities together, rather than simply adding another separate language course.

Step 2: Literature Search and Synthesis

A targeted and unsystematic literature search was conducted to identify research that could directly inform the design. The search utilized Google Scholar, ThaiJO, and publisher or journal interfaces that use DOI. The keyword mix included “graduate employability,” “work-based blended learning,” “cooperative learning,” “professional English,” “English for Specific Purposes,” “intercultural competence,” “language as an occupational capital,” “capability maps,” “personalized learning guidance,” and “AI governance in higher education.” Priority was given to recent peer-reviewed studies addressing higher education, workplace preparation, professional communication, or institutional support, while studies only indirectly relevant to the design problem were not used as primary sources. As the objective was to develop a conceptual framework rather than a systematic review or meta-analysis, studies were selected for conceptual relevance and their ability to inform specific design decisions. The retained literature was synthesized into five themes: employability and work-based blended learning; 4IR competence and readiness; professional English and intercultural communication; language as occupational capital. And in supporting personalized and ethical AI, Jackson and Meek (2021) provide insight into blended learning logic, Bhardwaj and Agarwal (2026) on competency mapping, Bhar and Chua (2025) on career funding perspectives, and Pelánek et al. (2024) on designing interpretable recommendations based on data and details.

Step 3: Framework Design

In the final step, the synthesized topics are translated into a sequence of actions that the university can implement. The design begins by asking what data is needed before development recommendations can be made, leading to input diagnosis. The next question concerns how students can connect with appropriate options, leading to blended matching that combines data-supported recommendations with human judgment. Professional English language development and workplace competencies are thus presented as targeted interventions rather than routine training. These interventions are linked to real-world experiences through experience placement and followed by the launch and management of outcomes so that pathways can continue in job matching, proof of readiness, and career tracking. Two operational approaches are then identified to reflect different learner needs: a domestic improvement approach and an international work and study approach. AI is viewed as a decision-making facilitator rather than an automated decision-maker. This design choice aligns with Pelánek et al. (2024), which emphasizes interpretation in learning instructions, and Jha et al. (2026), which emphasizes institutional responsibility and governance in the implementation of AI at the higher education level.

Research Finding

The PX Framework with Key Components

The design process generated a comprehensive Pathway Accelerator (PX) framework that links professional English language development with co-operative

education and career preparation. A key finding was that these areas are more beneficial when integrated into a connected pathway than when offered separately. Therefore, the framework integrates student diagnosis, personalized matching, targeted development, practical work experience, and career outcomes in a logical sequence. Furthermore, it recognizes that students do not necessarily need to receive the same level of international experience across all programs. The resulting structure comprises five key components and two operational flows, as shown in Figure 3.

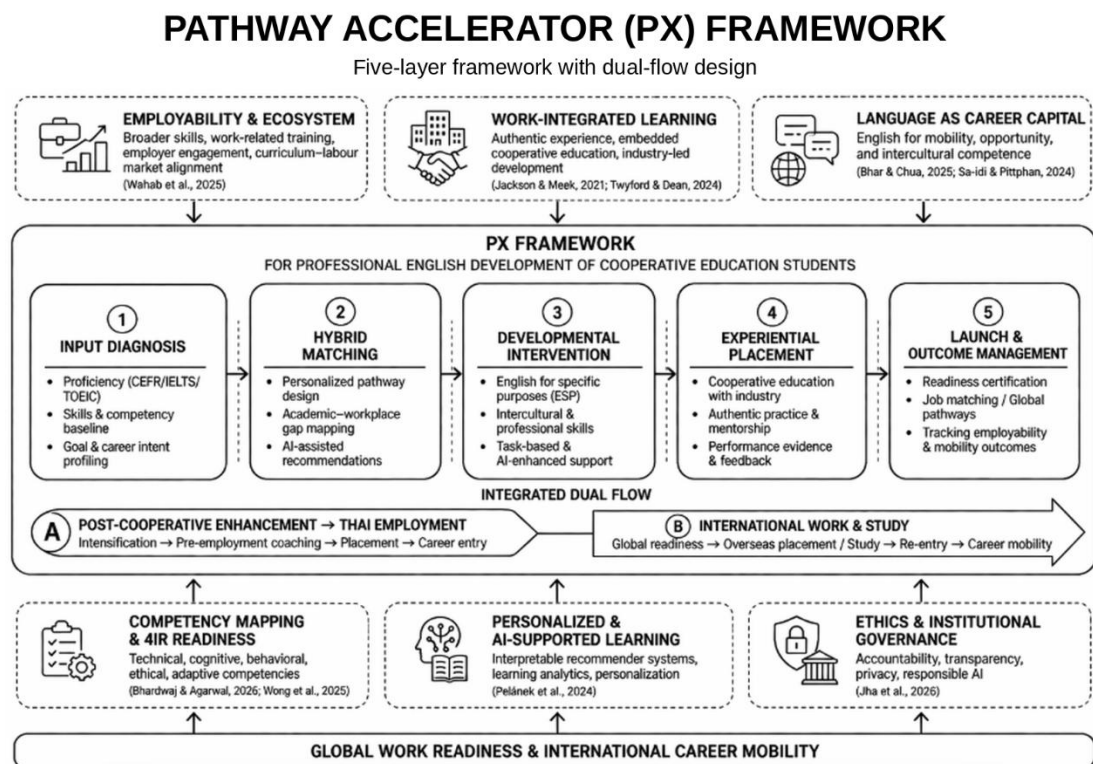


Figure 3. Finalized Pathway Accelerator (PX) Framework with key components.

Layer 1: Initial Diagnosis. The pathway begins by creating a broad student profile that goes beyond language scores alone. The diagnosis might include English language proficiency, confidence in communication, career aspirations, internship experience with companies, digital and job-specific skills, and evidence from a portfolio or supervisory feedback. This aligns with employment research showing that readiness depends on multiple competencies (Wahab et al., 2025). Competency mapping is particularly useful at this stage, as Bhardwaj and Agarwal (2026) identify technical, cognitive, behavioral, ethical, and adaptive dimensions that can impact employability. The purpose of the diagnosis is not to label a student as ready or unready, but to identify the most appropriate next steps for each learner.

Layer 2: Blended Matching. The second level links the diagnostic profile with appropriate development options. Matching might involve language modules, coaching, role-specific work, preparation for domestic employment, international

experiences, or a combination of these activities. AI can support this process by organizing data and suggesting options. However, the guidance must remain understandable and verifiable. Pelánek et al. (2024) demonstrated the value of interpretable guidance approaches in individualized learning. In the PX framework, human advisors remain responsible for high-impact decisions, making the matching process more feasible for universities while avoiding the assumption that algorithms should dictate students' career paths.

Layer 3: Developmental Interventions. This third layer addresses the gaps identified during diagnosis. Professional English is developed through work-like tasks such as interviews, presentations, meetings, emails, client interaction, problem-solving, and communication with supervisors. Intercultural communication and professional behavior are developed alongside language, as workplace communication is social and context-dependent. Sa-idi and Pittphan (2024) showed that Thai trainees require both English communication and intercultural competence in real-world work environments; therefore, interventions can be modular. One student might need intensive interview training, while another might need presentation skills, workplace writing, or industry-specific terminology. This minimizes unnecessary training and aligns development with the student's intended role.

Layer 4: Experiential Internships. This fourth layer is an environment where students can apply their development. Co-operative education remains a key bridge. However, this framework also allows for project-based industry work, mentoring, short-term international experiences, virtual collaboration, or partner-sponsored internships. Jackson and Meek (2021) emphasize the importance of integrated learning with intentionally embedded work, while Twyford and Dean (2024) demonstrate that industry-led experiences can enhance communication skills and practical readiness. A key requirement is that the experience should produce evidence; feedback from supervisors, completed work, reflections, presentations, or other tangible results can be incorporated into the student's profile and used as a guide for subsequent steps.

Layer 5: Outcome Launch and Outcome Management. This final Layer goes beyond completing training and focuses on the career transition. Students can gain readiness certification, job matching support, interview preparation, portfolio improvement, or guidance on international opportunities. Outcomes can be tracked in employment rates, length of employment, employer feedback, workplace English proficiency, transition from internship to employment, and future career mobility. This Layer is important because career support is more beneficial when universities can link development activities to what happens after graduation. Setor and Joseph (2021) showed that college-level career interventions can support early employment and career retention. Within the PX, outcome data also creates a feedback loop: universities can see which development activities are more relevant to a stronger transition and improve pathways for future student groups.

Across all five Layers, professional English is treated more as a form of career capital than as a separate academic subject. Bhar and Chua (2025) showed that language can impact mobility and access to opportunities in multilingual organizations. This

perspective explains why language development appears throughout the framework, rather than being confined to Layer 3 alone. English-language proficiency affects diagnosis, matching, workplace performance, and career initiation. The framework also includes digital and industry-specific competencies. As employers place increasing emphasis on these competencies alongside communication (Wong et al., 2025), AI support ultimately comes under institutional oversight. Jha et al. (2026) highlight the need for accountability and transparency in AI within higher education. Therefore, the PX model requires the use of clear data, descriptive guidance, human validation, and accountability for decisions. These elements shift the framework from a sequence of training activities to an institutional pathway that can be continuously monitored and improved.

Comparison of Two-Stream Models and Strategies

The second finding concerns how the framework is applied to students with different readiness profiles. The comparison identifies two complementary streams rather than a single identical program. Stream 1, the post-internship domestic empowerment program, is designed for students who already have domestic work experience and require specific development prior to employment. Program 2, the international work-study program, is designed for students who want or are ready to learn a language in greater depth, experience diverse cultures, and prepare for an international career. As summarized in Table 1, the two programs differ in intensity, cost, complexity, scalability, and strategic value, but utilize the same overall PX logic.

Table 1. Comparative Analysis of the Two Flows.

Dimension	Flow 1: Post-Co-operative Domestic Enhancement	Flow 2: International Work-and-Study
Primary learner profile	Students after domestic co-operative education	Students needing deeper international development
Main purpose	Accelerated upgrading in professional English and employment readiness	Deeper transformation toward global work readiness
Language model	Focused professional English enhancement	Intensive and immersive English development
Experience model	Builds on domestic co-operative education	Builds through international and partner-supported exposure
Complexity	Moderate	High
Cost intensity	Lower	Higher
Early-stage scalability	Higher	Lower

Dimension	Flow 1: Post-Co-operative Domestic Enhancement	Flow 2: International Work-and-Study
Strategic value	Faster employability conversion	Stronger international differentiation

Flow 1: Developing In-Home Capabilities After Co-operative Education Internships. This Flow is a more scalable option for early institutional implementation, building upon students' existing co-operative education internship experiences and using those experiences to identify practical communication gaps. Development can focus on professional English, workplace communication, interview readiness, role-specific terminology, and short career counseling sessions before job placement. This Flow is easier to manage as it doesn't require overseas travel, extensive partnership coordination, or significant travel funding, thus allowing it to serve a larger proportion of students. Its strategic value lies in transforming existing co-operative education internship experiences into stronger employment outcomes. This direction aligns with Setor and Joseph (2021), who found value in in-college career interventions that support early employment and retention.

Flow 2: Working and Studying Abroad. This Flow is for students seeking deeper transformation through continued use of English and exposure to unfamiliar cultural and professional environments. It may include intensive language studies, overseas internships, short-term studies, joint projects with partner universities, or work-study programs. The main advantage is depth: students need ongoing communication, adaptation, problem-solving, and confidence-building in English-speaking and international cultural contexts. The downside is that this program requires more funding, selection, risk management, partnership coordination, and student preparation. Bhar and Chua (2025) help explain the strategic value of this program, as language proficiency and mobility can work together as career capital. Therefore, this program is better positioned as a selective or primary pathway rather than as a single format offered to all students.

Integrated Institutional Strategy: The comparison shows that Thai universities do not need to choose between two programs. A stronger strategy is to place both under the same PX infrastructure. Students can enroll through the same diagnostic process, use common competency terminology, receive recommendations through the same hybrid matching logic, and be tracked through shared outcome indicators. Students can also move between programs. For example, students who start with domestic skills development and later achieve a higher level of readiness may be recommended to participate in international programs. Students returning from overseas experience can re-enter the same system to start their careers and be matched with employers. This centralized structure reduces redundancy while maintaining differentiated levels of service. It also allows universities to start with a domestic process that is more easily scalable and expand to an international process as collaboration, funding, and institutional capacity grow.

Conclusion and Discussion

The research findings support a broader perspective on the development of professional English at the tertiary level. Instead of viewing English as an add-on service offered after academic learning, the PX framework views English as part of a systematic transition from university to work. This aligns with the research of Wahab et al. (2025), which showed that workability reflects a combination of skills, training, employer involvement, and curriculum alignment. This framework extends this perspective by demonstrating how these components can be organized along each student's individual pathway. The framework does not assume that all students have the same gaps or should receive the same assistance; therefore, diagnosis and matching are implemented before development, while outcome management continues after experiential learning.

The role assigned to co-operative education is also consistent with previous research, but the PX framework takes this concept further. Jackson and Meek (2021) argue that work-integrated learning should be more intentionally embedded at the tertiary level. Twyford and Dean (2024) showed that industry-led experiences can enhance communication skills, teamwork, and practical readiness. PX agrees with these findings but does not view workplace experience as the final stage of development. However, feedback from that experience will be used as evidence for language development, matching, and subsequent career initiation. In this way, co-operative education serves as the infrastructure of the pathway rather than a one-time internship.

The linguistic component also builds on existing research. Bhar and Chua (2025) view language as a career capital that can shape professional mobility and opportunities. Sa-idi and Pittphan (2024) demonstrate the practical necessity of English language and international cultural competence among Thai interns, while Sonjit and Wongsirikajorn (2024) link English language proficiency to employment. The PX framework integrates these findings by placing professional English in diagnosis, targeted interventions, experiential learning, and career mobility, thus translating the concept of career capital into a sequence that universities can manage. This framework also adds a layer of responsible technology. Pelánek et al. (2024) advocate for interpretable individualization, while Jha et al. (2026) emphasize accountability and governance. PX integrates these concepts through hybrid matching, where AI assists, but does not replace, expert decision-making.

As for the first objective... The study established a five-tiered Pathway Accelerator Framework comprising input diagnosis, hybrid matching, developmental interventions, experience placement, and outcome launch and management. These tiers provide a coherent structure for linking professional English language development with co-operative education and employment. In terms of the second objective, a comparison showed that in-country development and work and study abroad cater to different student readiness profiles. In-country development is more feasible and scalable, while work and study abroad provide deeper cultural and international development. Therefore, the study concludes that the most beneficial institutional strategy is not to select one pathway over the other, but to integrate both within a shared diagnostic, competency standards, oversight, and outcome monitoring system. As a conceptual study, this framework still requires empirical testing, but it provides a solid basis for future piloting and evaluation in Thai universities.

Suggestions

Thai universities should start with controlled pilot projects rather than attempting immediate broad implementation. Pilot projects could test diagnostic profiles, matching processes, professional English modules, employer involvement, and outcome indicators with manageable groups of interns. Initial implementation should encompass more than one discipline so universities can observe whether the same pathway logic works in different professional contexts. Pilot projects should also collect feedback from both students and employers, as this framework aims to address both learner needs and workplace expectations.

Professional English development should be integrated into internships and career preparation rather than offered as a separate general language course. Activities should utilize realistic or closely simulated workplace tasks, including interviews, presentations, meetings, emails, role-specific terminology, intercultural interaction, and problem-solving. This aligns with workplace needs identified by Sa-idi and Pittphan (2024). Universities should use evidence from internships, such as supervisor feedback and student portfolios, to determine which communication skills require further development after the internship.

AI-supported recommendations should be implemented gradually and with clear oversight. Universities should clearly identify what student data is used, who has access to that data, how recommendations are generated, and when human review is necessary. Students should be able to understand and question recommendations that impact their self-development choices. This aligns with the emphasis on transparency and accountability stated by Jha et al. (2026). Finally, future research should empirically evaluate the PX framework by examining student readiness before and after participation, employer perceptions, differences between the two approaches, and long-term outcomes such as employment, workplace English proficiency, and career advancement. Such evaluation will help refine the conceptual model proposed here into an evidence-based institutional system.

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