

TABLE OF CONTENTS

	Page
ABSTRACT (THAI).....	I
ABSTRACT (ENGLISH).....	III
ACKNOWLEDGEMENTS.....	V
TABLE OF CONTENTS.....	VI
LIST OF TABLES.....	VIII
LIST OF FIGURES.....	IX
LIST OF ABBREVIATIONS	X
 CHAPTER	
1 INTRODUCTION.....	1
1.1 Study background.....	1
1.2 Research questions.....	4
1.3 Research objectives.....	4
1.4 Research hypotheses.....	4
1.5 Scope of the study.....	5
1.6 Definitions of terms.....	5
1.7 Significance of the study.....	9
2 LITERATURE REVIEW.....	10
2.1 Social Development Theory by Lev Vygotsky.....	10
2.2 Co-operative education.....	16
2.3 Eastern economic corridor.....	18
2.4 English competency.....	19
2.5 Conceptual framework of the research.....	45
3 RESEARCH METHODOLOGY.....	46
3.1 Research design.....	49
3.2 Population and participants.....	50

TABLE OF CONTENTS (CONTINUED)

3.3 Study context.....	53
3.4 Variables and instruments.....	55
3.5 Data collection procedure.....	61
3.6 Data analysis.....	62
4 RESULTS.....	64
4.1 Desired English competency of Thai students.....	64
4.2 English competency before and after participating in co-op education.....	79
4.3 Effects of the socio-demographic background, educational institution, and workplace environments.....	89
4.4 Opinions on the role of workplaces.....	101
5 SUMMARY OF RESULTS, DISCUSSION, AND RECOMMENDATIONS.....	110
5.1 Summary of the results.....	113
5.2 Discussion of the results.....	118
5.3 Recommendation for future studies and application.....	121
5.4 Research limitations.....	123
REFERENCES.....	125
APPENDIX.....	149
APPENDIX A: QUESTIONNAIRE FOR WORKPLACES	
APPENDIX B: QUESTIONNAIRE FOR STUDENTS	
APPENDIX C: CERTIFICATE OF APPROVAL	
APPENDIX D: CERTIFICATE OF EDITING (ENAGO)	
APPENDIX E: CURRICULUM VITAE	

LIST OF TABLES

Table	Page
2.1 Summary of studies focusing on the socio-demographic background.....	23
2.2 Summary of psychological factors.....	25
2.3 Summary of educational institution variables.....	26
2.4 Summary of educational institution variables.....	27
2.5 Summary of ICT and social networking community.....	31
3.1 Item summary of the workplace English competency needs questionnaire..	55
3.2 Item summaries of the pre-post English competency, academic institute information, and opinions questionnaire.....	57
4.1 General information on mentors and supervisors in workplaces (n = 1,085)..	64
4.2 Descriptive statistics of satisfaction and expectation of English competency (n = 1,085)	68
4.3 Mean scores comparison of satisfaction and expectation.....	73
4.4 Requirements for desired English competency.....	77
4.5 The background of Thai co-op students.....	79
4.6 Results of English proficiency before and after co-op education (n = 2,115)..	84
4.7 The mean scores, SD, and % of improvement of 30 items before and after co-op.....	86
4.8 Descriptive analysis of the socio-demographic background, educational institution factors, and workplace environments (n = 2,115).....	91
4.9 ANOVA test result of MLR.....	93
4.10 Coefficients analysis of MLR.....	93
4.11 Model summary of MLR.....	99
4.12 Evaluating the conformity of the confirmatory component.....	101
4.13 Evaluation of the conformity of the confirmatory component model.....	104
4.13 Evaluation of the conformity of the confirmatory component model.....	105

LIST OF FIGURES

Figure	Page
2.1 Social development theory of Vygotsky (1978)	12
2.2 Social and cultural interaction theory of Vygotsky (1978)	13
2.3 Zone of the proximal development of Vygotsky (1978)	14
2.4 Eastern Economic Corridor of Thailand of DSAARR (2018).....	18
2.5 Conceptual framework of the research.....	45
3.1 Flow chart of the research procedure.....	49
3.2 Summary of the number of EEC workplaces of SSO (2018)	52
3.3 The process of testing the questionnaire's quality.....	60
4.1 Comparison of the satisfaction and expectation of English competency...	76
4.2 Mean score comparison of English before and after co-op.....	85
4.3 Mean score of English skills before and after the co-op.....	88
4.4 Percentage of English skills improvement after the co-op.....	89
4.5 Framework of competency development using for MLR.....	90
4.6 Structure and variables of English language skills of Thai co-students.....	102
4.7 Structure and variables of English language skills of Thai co-students.....	108

LIST OF ABBREVIATIONS

AVE	=	Average Variance Extracted
CA	=	Cronbach's Alpha
Co-op	=	Cooperative Education
CFA	=	Confirmatory Factor Analysis
CR	=	Composite Reliability
<i>df</i>	=	degree of freedom
<i>DE</i>	=	direct effect
ED	=	Education
EFA	=	Exploratory Factor Analysis
ICT	=	Information Communication Technology
IE	=	Indirect Effect
IOC	=	Item-Objective Congruence
KU	=	Kurtosis
LIS	=	Listening
M	=	Mean
Max	=	Maximum
Min	=	Minimum
MLR	=	Multiple Linear Regression
<i>p</i>	=	level of statistical significance
<i>r</i>	=	Correlation coefficient
RED	=	Reading
SE	=	Standard error
SD	=	Standard Deviation
SD^2	=	Variance
SK	=	Skewness
SPK	=	Speaking
SO	=	Socio-demographic
t	=	The population mean used for the t-test.

LIST OF ABBREVIATIONS (CONTINUED)

TE	=	Total effect
WP	=	Work Place
WRT	=	Writing
χ^2		Chi-square