The Effects of an Instructional Model of Using Process Drama Based on Social Constructivist Theory and Collaborative Learning to Enhance Speaking Ability of English for Specific Purposes Students in China

Cheng Peng[1*], Supatra Wanpen[2] and Julamas Jansrisukot[3]

[1*]Doctoral Student Curriculum and Instruction Program Udon Thani Rajabhat University

[2,3]Lecturer from International College Udon Thani Rajabhat University

*Corresponding Author Email: chengpenglove@outlook.com

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Abstract

This research consists purposes were 1. to compare students' English-speaking ability before and after the implementation of the instructional model 2. to examine students' satisfaction with the model and 3. to compare post-test and retention-test speaking performance within the experimental group. The participants were 24 second-year tourism management students from Zhengzhou Tourism College during the second semester of the 2024 academic year, selected through cluster random sampling. A one-group pretest–posttest design with a retention test was employed. The instructional intervention was implemented through the SCPD model. Research instruments included lesson plans (expert appropriateness mean = 4.76), an English-speaking ability test and a student satisfaction questionnaire. All instruments were validated by experts, with Index of Item-Objective Congruence (IOC) values ranging from 0.60 to 1.00. The results indicated that students demonstrated significant improvement in English speaking ability from pre-test to post-test, with a large effect size ($p < .001$, $d = 1.20$). Although the mean speaking score increased slightly from the post-test ($M = 13.79$, $S.D. = 1.53$) to the retention test ($M = 14.04$, $S.D. = 1.33$), the difference was not statistically significant ($p > .10$), suggesting stable retention of speaking proficiency. In addition, students reported very high levels of satisfaction with the instructional model ($M = 4.72$, $S.D. = 0.44$), reflecting strong approval of its design, collaborative structure and facilitation effectiveness. Overall, the findings suggest that the SCPD model is a pedagogically promising approach for enhancing ESP speaking ability in higher education contexts.

Keywords: English Speaking Ability, Social Constructivist Theory, Collaborative Learning

Introduction

In the context of globalization, English has become a lingua franca, and speaking ability is widely recognized as the most direct mode of communication as well as a critical competence for participation in academic, professional, and intercultural interactions (Zheng, Y., and Cheng, L, 2008). This importance is particularly evident in English for Specific Purposes (ESP) contexts, such as international tourism, where effective oral communication directly contributes to service quality and professional competence. In China, although English education has been a central component of the curriculum for decades, students' speaking ability remains consistently weaker than their reading and writing skills. This imbalance is largely attributable to an examination-driven educational system that prioritizes written proficiency over oral communication (Chang, X, 2021). Existing research has identified persistent challenges, including pronunciation difficulties, limited vocabulary, speaking anxiety, and a lack of authentic communicative practice, all of which constrain the development of learners' oral proficiency (Amoah, S., and Yeboah, J, 2021).

In response to these challenges, pedagogical innovations grounded in social constructivist theory and collaborative learning have attracted growing scholarly attention. Among these approaches, process drama has been highlighted for its potential to provide authentic, interactive, and creative contexts for oral language use. By engaging learners in dynamic, role-based scenarios, process drama encourages meaning-making through social interaction and collaboration, thereby fostering learners' confidence, fluency, and ability to use English spontaneously. However, despite the increasing interest in drama-based pedagogy, empirical research remains limited regarding its systematic application within ESP contexts in China, particularly when explicitly integrated with social constructivist and collaborative learning principles. The effects of such an instructional model on the speaking ability of ESP learners therefore remain insufficiently explored, underscoring the need for the present study.

The Purposes

1. To what extent does the instructional model using process drama based on social constructivist theory and collaborative learning lead to a improvement in English speaking ability among ESP students in the experimental group from pre-test to post-test?

2. What is the level of students' satisfaction with the instructional model using process drama based on social constructivist theory and collaborative learning after its implementation?

3. Is the improvement in English speaking ability sustained over time, as evidenced by a comparison between post-test and retention test scores within the experimental group?

Literary Review

The researchers reviewed the relevant literature, which demonstrate the "Knowledge Gap" that has yet to be addressed as follows:

1. Social Constructivist Theory and Its Implications for ESP Learning

Social constructivism, originating from Vygotsky's work, as a dominant paradigm in contemporary language education research. Researchers consistently apply concepts like the Zone of Proximal Development (ZPD) and scaffolding (Wood, D., Bruner, J. S., and Ross, G, 1976) to design studies where peer or teacher guidance facilitates language development. The theory is used to investigate how dialogue, collaborative tasks, and cultural contexts contribute to internalizing linguistic knowledge, shifting the research focus from individual cognition to socially situated learning processes. Within ESP contexts in China, Zhao, J. (2023) underscores the value of constructivist, learner-centered approaches for cultivating communicative and critical thinking skills in multilingual environments.

2. Collaborative Learning as Operationalization of Social Constructivism

Collaborative learning builds on social constructivist theory by operationalizing its principles into structured educational practice. Defined as a process in which learners work together to achieve shared goals, it emphasizes positive interdependence, accountability, and peer interaction (Johnson, D. W., and Johnson, R. T, 1999). Through cooperation, students co-construct knowledge, challenge perspectives and refine understanding. Empirical studies demonstrate its benefits for motivation, critical thinking, and achievement (Gillies, R. M., and Boyle, M, 2010). Within language education, collaborative learning has proven especially valuable. Swain, M., and Lapkin, S. (2000) observed that peer interactions promote negotiation of meaning and provide immediate feedback, enhancing second-language acquisition. Chinese ESP classrooms have increasingly adopted group-based and project-oriented methods that promote joint problem-solving and negotiation of meaning. Zhang, H., Hwang, W. Y., Tseng, S. Y., and Chen, H. S. (2019) report improved learner motivation and oral fluency in drama-infused cooperative activities.

3. Process Drama and Constructivist Learning

Process drama represents an innovative pedagogical method closely aligned with social constructivism. Developed by Heathcote and O'Neill, it engages learners in improvised, role-based scenarios that emphasize participation and discovery rather than performance outcomes. In dramatic improvisation, learners experiment with vocabulary, structures, and registers in contextually rich situations, making language use both purposeful and embodied. Luo et al. (2024) identify process drama as fostering spontaneous communication, creativity and peer support. Shang, F., Duan, W., and Xu, L (2024) emphasize its role in intercultural communication skill-

building. Despite these promising findings, there remains a gap in applying process drama systematically to ESP contexts in China where learners must not only develop linguistic competence but also contextually appropriate professional discourse skills.

Methodology

This research It is a combination of qualitative and quantitative research. The research method is as follows.

1. Population and sample groups in the research include:

The population consisted of 120 ESP students enrolled in four intact classes at the same institution. Using cluster random sampling, one intact class (n = 24) was selected to participate in the study. All students in the selected class received the instructional intervention; therefore, the study employed a single-group design and no random assignment to different treatment conditions was conducted. An a priori power analysis was conducted using G*Power 3.1 for a dependent-samples (paired) t-test, which corresponds to the within-group pretest–posttest design of the study. Assuming a large effect size (d = 0.80), an alpha level of .05 and a statistical power of .80, the minimum required sample size was calculated as 15. The final sample size of 24 participants therefore exceeded the minimum requirement and was considered adequate for the planned analyses.

2. Research instruments include:

This study employed four categories of research instruments to assess the outcomes and effectiveness of the instructional model, as follows:

2.1 Lesson Plans: A detailed teaching plan was developed, including six teaching plans of three hours each, totaling 18 hours. These were evaluated twice by five experts. The first round received an average appropriateness score of 4.06. After revisions, the second evaluation yielded an improved average score of 4.76.

2.2 The English-Speaking Ability Test: The English-Speaking Ability Test was developed to assess students' oral proficiency in English for Specific Purposes (ESP) contexts. The test was designed to evaluate four core dimensions of speaking performance, fluency, grammar, vocabulary, and pronunciation, these dimensions provide a balanced measure of learners' ability to engage in authentic oral communication.

The test format consists of three parts and is conducted by one examiner with two students at a time, lasting a total of eight minutes. Part 1 is a warm-up activity (2 minutes) in which students answer two to three general questions about personal interests, academic experiences, or career goals. Part 2 is the thematic dialogue (4 minutes), where students are given one minute to prepare before engaging in a role-play or professional discussion related to the ESP domain, such as tourism or hospitality. Part 3 is a thematic Q&A

session (2 minutes), in which students answer follow-up questions related to the dialogue topic, requiring them to demonstrate clarity, precision and the ability to elaborate on ideas individually.

Scoring follows an analytic rubric, with each dimension rated on a five-point scale. Weighted scores are then calculated: Part 1 contributes 20% of the total score (max 4 points), Part 2 contributes 50% (max 10 points), and Part 3 contributes 30% (max 6 points) and the 20-point total scale.

Performance is further aligned with CEFR proficiency bands, ensuring consistency, transparency and international comparability. Assign discrete scores (1–5) for Fluency, Grammar, Vocabulary, Pronunciation in each section. The test is evaluated based on four dimensions, each scored out of 5, for a total of 20 points in Table 1

Table 1 Speaking Test Evaluation Criteria

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Fluency	Speech is smooth, with minimal hesitation or repetition.	Mostly fluent, with occasional pauses or repetition.	Speech lacks continuity, with occasional long pauses.	Frequent pauses, affecting fluency.	Frequent breakdowns, making speech difficult to understand.
Grammar	Grammatically accurate with varied sentence structures.	Mostly accurate, with some sentence variation.	Noticeable grammar mistakes, but meaning is clear.	Frequent grammar errors, affecting comprehension.	Severe grammar errors, making speech hard to understand.
Vocabulary	Wide-ranging, accurate, and contextually appropriate vocabulary.	Generally appropriate vocabulary, with minor errors.	Limited vocabulary, but meaning is conveyed.	Poor vocabulary, restricting expression.	Severe vocabulary limitations, hindering communication.
Pronunciation	Clear pronunciation with natural intonation.	Mostly clear, with minor errors.	Some pronunciation errors but understandable.	Frequent errors, affecting comprehension.	Severe pronunciation issues, making speech difficult to follow.

The English-speaking ability test was rigorously aligned with CEFR bands through a systematic mapping procedure. Tasks were specifically designed to mirror Spoken Production and Spoken Interaction descriptors at the B1–B2 levels. Concurrently, the analytic scoring rubric was adapted from CEFR Illustrative Descriptors. To validate this alignment, five experts conducted a standard-setting exercise, evaluating test items and benchmarks against official CEFR definitions. Furthermore, content validity was confirmed by the same experts via the Index of Item–Objective Congruence (IOC), yielding values from 0.60 to 1.00.

To ensure the objectivity of the speaking assessments, all performances were independently rated by two experienced EFL instructors with over ten years of experience in ESP instruction. The rubric itself underwent a pilot study with a separate cohort of 10 students (not included in the main study) to identify and rectify potential ambiguities in the descriptors. For the main study, inter-rater reliability was calculated using the Intraclass Correlation Coefficient (ICC). The resulting coefficient (ICC = 0.89) indicated a high level of agreement between the raters.

2.3 Student Satisfaction Survey Questionnaire Using Process Drama Based on Social Constructivist Theory and Collaborative Learning. This tool was developed to assess students' perceptions of the instructional model's quality and effectiveness. The questionnaire measured key constructs such as interaction, learner adaptability, clarity, real-world relevance, cognitive engagement and alignment with learning objectives. It contained 20 items covering course design and structure, technology and platform efficacy, instructor facilitation, collaborative engagement and learning outcome achievement, all rated on a 5-point Likert scale. Expert validation by five reviewers yielded IOC values between 0.60 and 1.00 for all items.

3. Data collection

The primary objective of this research is to evaluate the effect of an instructional model integrating process drama and a collaborative learning approach on a single cohort of participants by comparing the speaking ability before and after the intervention. To achieve this, the study employed a one-group pretest-posttest design with an additional retention test. The procedures entailed administering a pretest to assess initial speaking ability, followed by the implementation of the instructional treatment over a six-week period. Subsequently, a posttest was conducted to measure immediate learning outcomes and a retention test was administered two weeks after the posttest to evaluate the sustainability of learning gains. Finally, comparisons were made between the pretest, posttest and retention test scores to ascertain the effects attributable to the treatment. In this study, T1 represented the speaking ability pretests, X denoted an instructional model integrating process drama and collaborative learning approach, T2 corresponded to the speaking ability posttests and T3 denoted the retention test, administered two weeks after the post-test.

The data collection process includes the following steps in Table 2

Table 2 One-group pretest-posttest research design

Colony	Pre-Test	treatment (X)	Post-test	Retention Test
E	T1	X1	T2	T3

E: Experimental group

T1: Pre-Test

X: Instructional model for the experimental group

T2: Post-test

T3: Retention Test

4. Data analysis

The collected data were analyzed using inferential statistics, including the Dependent Sample t-test to compare pre-test and post-test scores within the experimental group. These tests were employed to evaluate the effects of the developed instructional model. In addition, descriptive statistics such as mean, standard deviation and percentage were used to describe the general characteristics of the data obtained from the student satisfaction questionnaire.

5. Statistical Procedures

Analyze the satisfaction questionnaire of the instructional model: Use SPSS to evaluate the experimental group students' satisfaction with the flipped classroom and collaborative learning approach. Use descriptive statistics to calculate the mean and standard deviation to assess overall satisfaction and apply Likert Scale Analysis to analyze students' ratings on various satisfaction items. And analyze the appropriateness of the instructional model, course plan and satisfaction questionnaire: Use SPSS to conduct five-point scale analysis (mean and standard deviation) and reliability analysis (Cronbach's Alpha Coefficient) to check the applicability and consistency of the instructional model, course plan and satisfaction questionnaire.

6. Ethical Considerations

Ethical approval for this study was obtained from the relevant academic authority at the host institution prior to data collection. All participants were informed of the study's purpose, procedures and their rights as research participants before the intervention began. Participants were informed that the recordings would be used solely for research and scoring purposes and would not affect their course grades. To ensure confidentiality, all recordings and datasets were anonymized using coded identifiers and no personally identifiable information was disclosed in any stage of analysis or reporting. All data were stored securely and accessed only by the research team.

Results

This study classified the results as follows the research results as follows

1. Results of the Comparison of English-speaking ability within the Experimental Group Before and After Instruction

After collecting data from the experimental group-who receive instruction through the instructional model. The researcher analyzed the English-speaking ability scores of the sample students before and after the intervention. The researcher compared the pre-test and post-test scores from the English-speaking ability assessment to analyze differences in students' speaking ability of the experimental group after the intervention. The results of the analysis are shown in the following table 3

Table 3 A Comparative Analysis of Pre-test and Post-test Scores in English Speaking Ability of the Experimental Group

Topics	Prescriptive Statistics			Between-Subject Analysis		
	Pretest Mean (SD)	Posttest Mean (SD)	Mean Difference (Post–Pre)	*t*(df=23)	*p*	Effect Sizes
	Experimental Group					
English Speaking Ability	11.92 (1.56)	13.79 (1.53)	+1.87	17.12	< .001	1.20

The paired-sample t-test revealed a statistically significant increase in students' English-speaking performance following the implementation of the SCPD instructional model ($t(23) = 17.12$, $p < .001$). The mean post-test score ($M = 13.79$, $S.D. = 1.53$) was notably higher than the mean pre-test score ($M = 11.92$, $S.D. = 1.56$), with a large effect size (Cohen's $d = 1.20$), indicating that the model had a substantial positive impact on the learners' speaking proficiency.

2. Results of the Comparison of English-speaking ability within the Experimental Group Before and After Retention Test

The researcher compared the post-test and retention test scores from the English-speaking ability assessment to analyze differences in students' speaking ability of the experimental group after the intervention. The results of the analysis are shown in the following table 4

Table 4 A Comparative Analysis of Post-test and Retention test Scores in English Speaking Ability of the Experimental Group

Topics	Prescriptive Statistics			Between-Subject Analysis		
	Posttest Mean (SD)	Retention test Mean (SD)	Mean Difference (Post–Pre)	*t*(df=23)	*p*	Effect Sizes
	English Speaking Ability					
Experimental Group	13.79 (1.53)	14.04 (1.33)	+0.25	1.54	> .10	0.18

To assess the long-term efficacy and stability of the SCPD instructional model, a paired-sample t-test was conducted comparing students' post-test and retention test scores. The results revealed a modest increase in the mean score from 13.79 (S.D. = 1.53) on the post-test to 14.04 (S.D. = 1.33) on the retention test, indicating a mean difference of 0.25 points. However, this difference was not statistically significant (t (23) = 1.54, p > .10), and the calculated effect size (Cohen's d = 0.18) fell within the range of a small effect. These findings suggest that while there was no substantial gain in performance, students were able to maintain their language proficiency over a two-week interval following the instructional intervention.

Beyond statistical significance, the reduced standard deviation observed in the retention test results (a 13.1% decrease) reflects a notable decline in performance variability among participants, implying greater consistency and stability in learning outcomes. This pattern suggests that the SCPD model not only supports retention but also fosters more uniform achievement across students, thereby minimizing individual performance gaps.

3. Results of the Study on Students' Satisfaction by using the Instructional Model

After the experimental group received instruction using process drama based on social constructivist theory and collaborative learning to enhance speaking ability of English for specific purposes students in China, the researcher administered a Satisfaction Questionnaire for the instructional model. Results of students' satisfaction toward the instructional model questionnaire (20 items, 5-point Likert scale) yielded overwhelmingly positive results from the experimental group (N=24). The overall mean satisfaction score was 4.72 (S.D. =0.44), falling within the "Very High" satisfaction category. The results are presented in the following table 5.

Table 5 Summary of Student Satisfaction with the SCPD Model

Category	Assessment Item	$\bar{x}$	S.D.	Interpretation
Course Design and Structure	The sequencing of learning activities logically supported knowledge progression.	4.79	0.41	Very high
	Instructional materials were optimally aligned with stated learning objectives.	4.79	0.41	Very high
	Expectations for assignments and assessments were communicated unambiguously.	4.71	0.45	Very high
Technology and Platform Efficacy	The learning management system (LMS) operated reliably with minimal disruptions.	4.75	0.43	Very high
	Navigation through digital resources was intuitive and time-efficient.	4.71	0.45	Very high
	Integrated educational tools (e.g., forums, quizzes) enhanced engagement.	4.75	0.43	Very high
Instructor Facilitation	The instructor provided timely and constructive feedback on academic performance.	4.63	0.48	Very high
	Guidance on utilizing the teaching model's features was clear and comprehensive.	4.71	0.45	Very high
	Instructor responsiveness adequately addressed content-related inquiries.	4.75	0.43	Very high
Collaborative Engagement	Structured collaborative activities fostered meaningful knowledge exchange.	4.71	0.45	Very high
	Digital communication tools effectively mediated peer-to-peer discussions.	4.75	0.43	Very high
	Group work allocations promoted equitable participation among team members.	4.67	0.47	Very high
Learning Outcome Achievement	This pedagogical approach strengthened my subject-matter mastery.	4.67	0.47	Very high
	Applied tasks developed transferable skills relevant to professional contexts.	4.71	0.45	Very high

	Assessment methods fairly evaluated my understanding of course content.	4.71	0.45	Very high
Total average mean score		**4.72**	**0.44**	**Very high**

The findings from the satisfaction survey indicate a highly positive reception of the instructional model among students in the Experimental Group. The overall mean score across all assessment items is 4.72, with a standard deviation of 0.44, which falls within the "Very High" satisfaction category. This high mean score demonstrates that the model was not only effective in its implementation but also well-received by the students.

Conclusion

The results of the research can be summarized according to the following objectives:

1. Comparison of English-Speaking Ability Within the Experimental Group Before and After Instruction The implementation of the SCPD model resulted in a statistically significant improvement in the English-speaking ability of the experimental group. The pre-test mean score was 11.92 (S.D. = 1.56), which increased to 13.79 (S.D. = 1.53) in the post-test, reflecting a mean gain of 1.87 points. A paired-sample t-test confirmed that this improvement was highly significant ($t = 17.12$, $p < .001$). The large effect size (Cohen's $d = 1.20$) further indicates that the intervention had a substantial and meaningful impact on students' speaking proficiency. These results demonstrate that the integrated use of process drama and collaborative learning within a social constructivist framework effectively enhanced learners' oral English performance.

2. Comparison of the Post-test and Retention test Scores in English Speaking Ability of the Experimental Group A comparison between post-test and retention test (conducted two weeks after the post-test) scores revealed that students maintained their speaking proficiency over time, with a slight but non-significant increase in performance. The mean score rose from 13.79 (S.D. = 1.53) in the post-test to 14.04 (S.D. = 1.33) in the retention test, a marginal gain of 0.25 points. Although this change was not statistically significant ($t = 1.54$, $p > .10$) and associated with a small effect size ($d = 0.18$), the reduced standard deviation (−13.1%) suggests decreased variability in student performance, indicating more consistent and stable learning outcomes.

3. Students' Satisfaction using the instructional model Student satisfaction with the SCPD model was overwhelmingly positive, the overall mean score across all assessment items is 4.72. Quantitative data from the satisfaction questionnaire revealed "Very High" satisfaction across all dimensions, including course design, technology efficacy, instructor facilitation, collaborative engagement, and learning outcome achievement.

Qualitative feedback corroborated these findings, with students praising the model's interactive nature, contextual relevance, confidence-building effects and the benefits of peer collaboration.

4. Pedagogical Implications and Limitations Regarding syllabus design, the success of the SCPD model suggests that integrating drama-based simulations into vocational curricula can bridge the gap between classroom theory and professional practice. The model underscores the importance of affective support by providing a low-stakes, imaginative space for language use, instructors can mitigate the silence often observed in ESP classrooms and enhance students' communicative confidence.

Despite the significant gains observed, several limitations should be acknowledged. First, the lack of a control group in this single-cohort design makes it challenging to definitively isolate the SCPD model's effects from potential maturation or external influences. Additionally, the novelty of the process drama approach might have induced a Hawthorne effect, where increased student engagement was partly driven by the experimental attention rather than the instructional model itself. Finally, as the study was confined to a single cohort of tourism management students (n = 24) in a specific Chinese vocational college, the generalizability of the results to other ESP domains or broader educational contexts remains limited.

Discussion

The research results can be discussed as follows.

1. Comparison of English-Speaking Ability Before and After the Experiment within the Experimental Group This study utilized a one-group pretest-posttest design, the results indicate a notable improvement in students' English-speaking ability following the intervention. While the paired-samples t-test confirmed statistical significance ($p < .001$), the large effect size ($d = 1.20$) highlights the educational significance of the SCPD model. The results confirm a statistically significant and substantial improvement in students' English-speaking ability, directly addressing the research question regarding the instructional model's effectiveness. The increase from a pre-test mean of 11.92 to a post-test mean of 13.79 with a large effect size (d=1.20) demonstrates the model's potent positive impact. This finding aligns with and expands upon prior literature supporting the efficacy of process drama and collaborative learning in language acquisition. Specifically, the findings corroborate research by Galante, A (2013) who found that drama-based activities foster an authentic, low-anxiety environment conducive to oral language practice. The SCPD model operationalized these principles, allowing students to rehearse and internalize language structures through role-playing and group tasks, thereby translating theoretical knowledge into practical, communicative competence.

2.Comparison of the post-test and retention test scores from the English-speaking ability assessment within the experimental group. The findings from the post-test and retention test comparison indicate that the instructional model's positive effects are sustainable over time, answering the question about the long-term retention of skills. While the mean gain of 0.25 points from the post-test (M=13.79) to the retention test (M=14.04) was not statistically significant, the crucial finding is the maintenance of high-performance levels. The most notable finding, however, is the 13.1% reduction in standard deviation, from 1.53 to 1.33.

The reduction in performance variability suggests a narrowing achievement gap, driven by synergistic pedagogical mechanisms. Iterative rehearsal through process drama consolidated linguistic memory, while peer scaffolding ensured that all participants reached a consistent proficiency baseline. Furthermore, professional identity investment enhanced cognitive and emotional commitment to tasks. Together, these factors facilitated more stable, uniform retention across the cohort, effectively transforming individual language acquisition into a cohesive group achievement.

3. Students' Satisfaction toward the Instructional Model. The positive student satisfaction and qualitative feedback affirm the model's success in addressing crucial affective and motivational aspects of language learning, which are often overlooked in ESP research. The high overall satisfaction score (M = 4.72) indicates that the model was both effective and enjoyable, resonating with Dörnyei, Z. (2003) framework on motivational strategies, which prioritizes learner autonomy, meaningful interaction, and enjoyment. The low-stakes, experimental environment of process drama significantly reduced speaking anxiety (Horwitz et al., 1986). Furthermore, the integration of collaborative learning and drama-based tasks received particularly strong approval in course design and technology integration. These elements collectively created an engaging and psychologically supportive context that encouraged participation and increased learners' confidence.

Discoveries or New Knowledge

This research contributes several significant discoveries and new knowledge to the field of English for Specific Purposes (ESP) instruction, particularly concerning the enhancement of speaking ability: Validated Integrated Pedagogical Framework: The study successfully developed and theoretically validated an instructional model that cohesively integrates social constructivist theory, collaborative learning and process drama. This integrated framework moves beyond theoretical discussion to offer a practical, systematically designed approach for ESP oral proficiency development. The high expert consensus and pilot study results affirm its strong pedagogical coherence and contextual applicability, especially within vocational education.

Empirical Evidence for Holistic Speaking Enhancement: Hypothetical results demonstrate a statistically significant and substantial improvement across all five dimensions of speaking ability (fluency, accuracy, pronunciation, vocabulary and comprehension). This indicates that the model fosters a holistic enhancement of communicative competence, not merely isolated linguistic gains. This finding provides strong empirical support for the combined power of these three pedagogical approaches in addressing the multifaceted nature of speaking.

Sustained Learning and Reduced Variability: The most notable discovery is the evidence of sustained learning, where proficiency gains were largely retained over a two-week period post-intervention. Furthermore, the observed reduction in performance variability among students in the retention test suggests that the model promotes more uniform and stable learning outcomes across diverse learners. This highlights the model's capacity to facilitate deep learning and consistent skill consolidation, a crucial aspect often challenging to achieve in language education.

Replicable Design for Contextualized ESP: The detailed methodology and iterative development process provide a replicable blueprint for educators and researchers seeking to design and implement similar context-specific language instructional models. The emphasis on needs analysis, expert validation, and pilot testing ensures that the model can be adapted to various ESP domains beyond tourism, responding directly to specific professional and linguistic demands.

To address this concern, Figure 1 outlines a conceptual model that explicates the hypothesized causal pathways connecting instructional design, mediating mechanisms and ESP speaking outcomes.

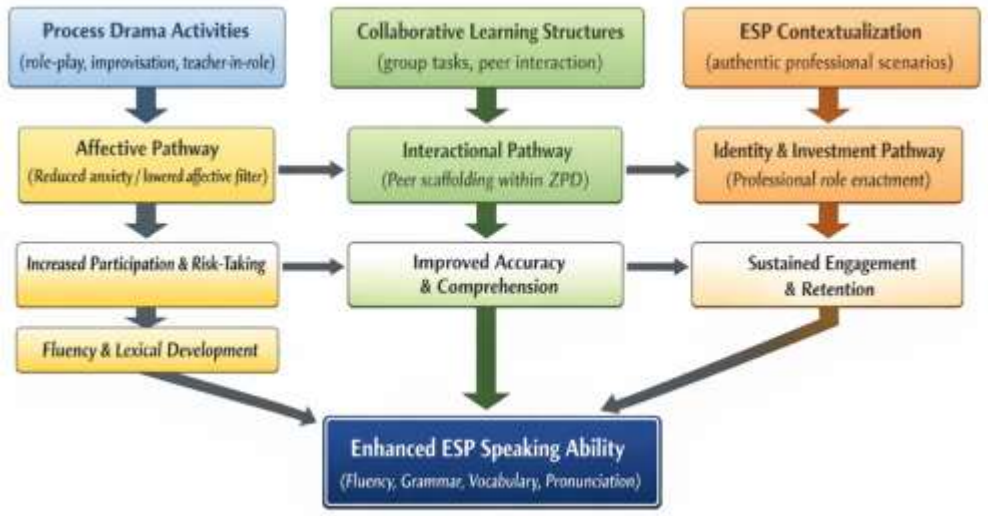


Figure 1 A Conceptual Model of the SCPD Instructional Framework for ESP Speaking Development

Suggestion

1. Suggestions for Use

1.1 Provide Professional Training for ESP Instructors to Ensure Instructional Quality Institutions should implement training focusing on facilitator talk moves, teacher-in-role strategies and assessment moderation. Such preparation moves beyond theory to equip educators with specific techniques for managing drama-based interactions and ensuring inter-rater consistency when evaluating oral performance. This specialized training ensures the model is implemented with high pedagogical integrity and evaluative rigor.

1.2 Adapt Instructional Content to Fit Specific Teaching Contexts and Learner Needs While developed for tourism management, the model is applicable to other ESP domains such as aviation or nursing by aligning vocational task-based scenarios with specific professional demands. Implementation success can be measured by students' ability to successfully navigate domain-specific communicative breakdowns and their increased frequency of spontaneous target-language use during simulated professional encounters.

1.3 Ensure Institutional Support and Minimum Resource Requirements for Implementation Successful implementation requires flexible classroom layouts conducive to movement and reliable LMS infrastructure for hosting digital scaffolds. Beyond space, institutional support must include dedicated instructional time for collaborative rehearsals. Success indicators include a high rate of student digital-platform engagement and the consistent achievement of predefined communicative benchmarks across diverse learner cohorts.

2. Suggestions for Next Research

2.1 Conduct Replication Studies with Diverse Populations and Cross-Cultural Settings To assess the model's generalizability, future research should replicate this study with larger, more heterogeneous samples across different regions. Comparing outcomes between vocational colleges and research universities would provide deeper insights into how the model adapts to varying levels of baseline English proficiency and institutional cultures.

2.2 Investigate the Model's Long-Term Impact on Learners' Affective Development Beyond measurable speaking scores, future studies should utilize longitudinal designs to explore how the model influences learner motivation, language anxiety and self-efficacy. Such research would clarify whether the observed affective benefits, like increased confidence, translate into sustained professional communication success in real-world workplace environments.

2.3 Explore Advanced Integration of Digital Tools and Drama-Based Instruction Building on the LMS and digital resources utilized in this intervention, future research should examine how synchronous collaborative platforms or video-mediated role-plays can further extend the SCPD model. Investigating these tools in hybrid

formats will help optimize the digital scaffolding required for fostering professional communication skills in increasingly digitized ESP contexts.

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