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**THE USE OF PUPPETRY AS A TOOL FOR TEACHING
ENGLISH VOCABULARY AND PRONUNCIATION TO ADULT
LEARNERS AT INSTITUTO NACIONAL DE APRENDIZAJE
(INA) DURING THE FIRST QUARTER OF 2025**

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Dedication

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Abstract

This research examined the use of puppetry as an andragogical tool for teaching English vocabulary and pronunciation to adult learners at the Instituto Nacional de Aprendizaje (INA) during the first quarter of 2025. While puppetry is typically associated with children's education, this study focused on its application for adults, specifically looking at how it could help improve language learning. The main goal was to assess how puppetry could enhance vocabulary acquisition among adult students, making the learning process more interactive and engaging, and improving students' pronunciation, especially in areas like intonation, fluency, and word stress.

To conduct this study, both quantitative and qualitative methods were used, including classroom observations and rubric assessments. The effectiveness of puppetry was evaluated by introducing lessons that included puppetry-based activities, which were designed to encourage student participation and deepen their engagement with the language. Pronunciation and vocabulary assessments were also used to track progress, providing insight into how puppetry impacted language development.

The findings of this study highlighted the positive effects of using creative, non-traditional teaching methods in adult language education. The research offers valuable insights for educators, demonstrating how puppetry can be an effective tool for teaching English to adult learners and improving their language skills.

Resumen

Esta investigación examinó el uso de los títeres como una herramienta andragógica para enseñar vocabulario y pronunciación del inglés a estudiantes adultos en el Instituto Nacional de Aprendizaje (INA) durante el primer trimestre de 2025. Aunque los títeres se asocian típicamente con la educación infantil, este estudio se centró en su aplicación en adultos, específicamente observando cómo podría ayudar a mejorar el aprendizaje de un idioma. El objetivo principal fue evaluar cómo los títeres podrían mejorar la adquisición de vocabulario entre los estudiantes adultos, haciendo el proceso de aprendizaje más interactivo y atractivo, y la pronunciación de los estudiantes, especialmente en áreas como la entonación, fluidez y acentuación de las palabras.

Para llevar a cabo este estudio, se utilizaron métodos tanto cuantitativos como cualitativos, incluyendo observaciones en el aula y evaluaciones mediante rúbricas. Se evaluó la efectividad de los títeres mediante la introducción de lecciones que incluían actividades utilizándolos, diseñadas para fomentar la participación de los estudiantes y profundizar su participación con el idioma. También se utilizaron evaluaciones de pronunciación y vocabulario para hacer un seguimiento del progreso, proporcionando información sobre cómo los títeres impactaron en el desarrollo del idioma.

Los resultados de este estudio destacaron los efectos positivos de utilizar métodos de enseñanza creativos y no tradicionales en la educación de idiomas para adultos. La investigación ofrece valiosos conocimientos para los educadores, demostrando cómo los títeres pueden ser una herramienta eficaz para enseñar inglés a los estudiantes adultos y mejorar sus habilidades lingüísticas.

Chapter I

Introductory Framework

English has become a global language, essential for communication across various fields. In fact, proficiency in English is now crucial for getting job opportunities. As a result, many adults attempt to learn the language, but even after completing courses, they often realize they have not acquired the skills needed to communicate effectively. The psychiatrist Zilberman (2019) stated that learning a second language as an adult is more difficult because, as people age, the longer they use their native language, the further it comes to dominating the linguistic map space. Furthermore, when people are children or teenagers their brains have more plasticity than adults do.

Nonetheless, several educators tend to teach heavily on grammar and adopt a formal approach because of their students' age. Teachers often prepare engaging and creative activities for children and teenagers, but mature learners can also benefit from innovative teaching methods. Additionally, it is important to recognize that adults often find it more challenging to modulate pronunciation and frequently struggle with retaining and acquiring new vocabulary. Therefore, implementing more dynamic and creative techniques in adult education could enhance their language learning experience.

As it has been mentioned, the need for innovative teaching strategies in adult education is becoming increasingly important. Educators seek ways to make learning more engaging and interactive for mature students. In this context, puppetry is a creative method that could improve language acquisition. Kroflin (2017) exposed that, “the puppet offers numerous advantages and diverse potentials that can be used in the educational process” (p.47). Puppetry is an ingenious

tool that can be used in teaching a language to motivate students and foster their linguistic abilities. Moreover, Andragogy, or adult learning theory, suggests that adults are motivated by internal factors such as self-improvement, and they benefit from methods that are practical and relatable. Thus, when puppetry is used in adult education, it aligns with these principles by providing a non-threatening, interactive environment where learners feel comfortable practicing new vocabulary and pronunciation.

1.1 Problem Statement

The acquisition of English vocabulary and pronunciation poses significant challenges for adult learners. Despite the growing necessity for English proficiency in various professional fields, traditional teaching methods often focus heavily on grammar and written approaches, which may not engage mature learners adequately. Accordingly, these approaches may not be helpful strategies to improve their ability to pronounce words accurately and retain new vocabulary.

According to Dr. Zilberman (2019), “Adults experience difficulties in learning foreign languages because conventional pedagogies dissect the language into individual components and teach reading, speaking, pronunciation, and grammar separately” (p.1). Additionally, the lack of creative and interactive teaching strategies can lead to a disconnection between learners and the learning material. In this context, the role of puppetry as an innovative educational tool remains advantageous, particularly considering that it allows simultaneous repetition, which improves visualization and the ability to form direct links among symbols or concepts and their descriptors; consequently, benefiting adult language learners' vocabulary retention and pronunciation accuracy.

This study seeks to investigate the effectiveness of puppetry in enhancing English vocabulary and pronunciation among adult learners at INA. By examining how this method influences language acquisition, the research aims to provide insights into the benefits of incorporating dynamic and creative teaching strategies in adult education, eventually contributing to improved learning outcomes for mature students. In the case of this investigation, the question statement that will guide the research process is: What is the impact of puppetry as a tool for teaching English vocabulary and pronunciation to adult learners?

1.2 Investigation objectives

1.21 General Objective

To analyze the impact of puppetry as an andragogical tool for teaching English vocabulary and pronunciation to adult learners at Instituto Nacional de Aprendizaje during the first quarter of 2025

1.2.2 Specific Objectives

- To identify the advantages of using puppetry as a teaching tool in English language learning for adults at INA
- To establish the impact of puppetry on the accuracy of English pronunciation among adult learners
- To assess the effectiveness of puppetry in enhancing vocabulary retention among adult learners at INA

1.3 Justification of the Study

This research is significant as it addresses the need for effective language acquisition strategies for adult learners, particularly in English language education at Instituto Nacional de Aprendizaje (INA). Due to the increasing demand for English proficiency in the professional area, it is crucial to explore innovative teaching methods that can enrich the learning experience and outcomes for adults. By investigating the use of puppetry as an andragogical tool, this study pursues to contribute valuable insights into alternative approaches that can engage and motivate adult learners. Puppetry, often overlooked in children's education, has the potential to create an interactive and active learning environment, facilitating better pronunciation and vocabulary retention. This research is expected to benefit not only the adult learners at INA, but also educators who desire to diversify their teaching methods to help mature students.

Moreover, the findings may provide significant implications for language education programs across various institutions. As educators adopt more dynamic and creative strategies, they can foster a more engaging and effective learning atmosphere that encourages adult learners to overcome challenges related to language acquisition. Finally, this research intends to try a new tool for adults to succeed in their educational and professional activities. In summary, the purpose of this investigation is to analyze puppetry as a teaching method for adult learners to offer practical solutions for the remaining problem of vocabulary and pronunciation acquisition, benefiting learners and educators.

1.4 Antecedents

Lots of people believe that adults cannot learn English or that aging prevents them from reaching their language goals. However, even though adult learners may face challenges, they are certainly capable of acquiring a new language. As Segura (2022) suggested, it is often more difficult for adults to memorize information and recognize speech sounds, which requires them to reflect more on the language they are learning. Nevertheless, adult learners bring valuable strengths to the learning environment. They often put in significant effort because they recognize the importance of the course, share their life experiences, and tend to be more responsible, disciplined, and emotionally self-controlled. Therefore, the educator's role is crucial in motivating them and adapting lessons to incorporate innovative teaching methods that support their learning process.

One effective way to create an innovative class is through the use of puppetry. This educational tool has a rich history, particularly in language-learning contexts. Previous studies have demonstrated the effectiveness of puppetry in engaging learners and enhancing their language skills. For instance, research by Råde (2021) highlighted that puppetry can significantly improve vocabulary retention and pronunciation accuracy among young learners. This study found that the interactive and playful nature of puppetry helps to create a more engaging learning environment, which can lead to better language acquisition outcomes.

In the context of adult education, the application of puppetry has been less explored. However, studies such as those by Hasanah (2021) have begun to investigate its potential benefits. Her research focused on the use of puppetry in adult ESL (English as a Second Language) classes and found that it helped to reduce learners' anxiety and increased their willingness to participate in speaking activities. Additionally, her study on adult learners in a

community college setting reported that puppetry facilitated a more dynamic and interactive classroom atmosphere, which contributed to improved pronunciation and vocabulary retention.

Puppetry in education is primarily classified as a theatrical and interactive teaching method that combines performance, storytelling, and role-play elements. As a form of storytelling rooted in the performing arts, puppetry helps to convey concepts and scenarios in a visually engaging way, making abstract ideas more accessible, especially in language-learning contexts. It is also considered a powerful kinesthetic and visual learning tool, engaging students through hands-on interaction and visual cues that reinforce memory and understanding. Nevertheless, puppetry can be part of different teaching methods depending on how it is applied in the classrooms. For example, while puppets are not typically part of the gamification framework, they can sometimes align with its principles by introducing elements of playfulness, interaction, and even points or challenges. According to Altamirano (2024), “The shift from conventional approaches to gamification reflects a flexible reaction to the evolving nature of education and the search for more efficient, engaging, and pleasurable language learning opportunities” (p.16). Thanks to its versatility, puppetry adapts to different methods, including gamification, to benefit students by making learning more engaging, effective, and enjoyable.

Moreover, being the participants of this study adults, the term andragogy must be explained. As exposed by Casalone, (2023), it is described as the “method and practice of teaching adult learners” (p.26). Considering that mature learners are self-sufficient and autonomous, the teacher in a classroom assumes the position of a facilitator and helper. Besides, grown students do not look up to their teachers as mentors, they have already found their interests and motivations. This difference in their personal development in contrast with young students, aligns with the andragogy educational approach, recognizing that adults bring their life

experiences, goals, and self-direction to the learning process. Consequently, educators are in charge of implementing methods for these unique needs to foster a more engaging and meaningful learning environment for mature students.

1.5 Scope

This research's purpose is to explore the effectiveness of using puppetry as a teaching method for adult learners in English language education. Specifically, this study will focus on adult learners at Instituto Nacional de Aprendizaje (INA) during the first quarter of 2025. The research will examine how puppetry can impact vocabulary retention and pronunciation, two common areas of difficulty for adult learners. By analyzing data from the participants, this study will provide insights into the pertinence of puppetry in adult education, a context that has been less explored in previous research. Furthermore, this research will be limited to English learners at a basic proficiency level and will not extend to other languages or educational settings beyond INA. The findings may offer practical recommendations for educators looking to implement creative teaching techniques in adult language classes.

Chapter II

Theoretical Framework

This chapter provides a deep exploration of the theoretical concepts that form the foundation for using creative and interactive methods like puppetry in adult education. The primary focus will be on the theory of andragogy, which emphasizes the unique learning needs of adults and the importance of self-directed, experiential, and goal-oriented learning. By examining how andragogical principles align with the use of puppetry, this chapter will illustrate how puppetry can foster an engaging and active learning environment. Additionally, the chapter will examine constructivist learning theories, particularly those that emphasize learner engagement and active participation in the construction of knowledge. Furthermore, this chapter explores the role of multi-sensory engagement in language learning, specifically how puppetry's combination of visual, auditory, and kinesthetic elements can enhance vocabulary acquisition and retention in adult learners. Through a comprehensive review of these theories, this chapter aims to establish the foundation for the study and demonstrate the value of incorporating creative methods like puppetry in adult education.

2.1 Literature Review

To provide the foundation for the current research on the use of puppetry as a tool for teaching English vocabulary and pronunciation to adult learners at Instituto Nacional de Aprendizaje during the first Quarter of 2025, the literature review section critically examines and synthesizes existing scholarly works. This thorough analysis explores the theoretical elements of vocabulary and pronunciation acquisition and the advantages of teaching them using puppetry. This review offers a solid theoretical basis by examining different viewpoints on andragogy, constructivism, and multisensory theory. Moreover, the analysis provides ideas of how puppetry

can be applied in real education settings to benefit students, and which types of puppets can adjust to the adult learning experience.

2.1.1 Pronunciation in English Language Learning

Pronunciation is one of the most fundamental aspects of language acquisition, and its importance cannot be overlooked, especially for adult learners of English. Unlike younger learners, adults often face greater challenges in mastering pronunciation due to the influence of their first language, age-related factors, and psychological barriers such as fear of making mistakes. Pronunciation goes beyond the correct articulation of sounds; it also encompasses fluency, intonation, and word stress—key elements for effective communication (Celce-Murcia, 2017).

Adults encounter distinct difficulties in mastering English pronunciation. Many English phonemes, or sounds, may not exist in their native language, leading to errors such as substitutions or omissions. For instance, Derwing (2017) explained that “Spanish speakers often struggle with differentiating between the /b/ and /v/ sounds, while Japanese learners may find it difficult to distinguish between /l/ and /r/” (p.5). Additionally, English relies heavily on stress and intonation to convey meaning. A misplaced stress can alter a word’s meaning entirely, as in the case of "record" used as a noun versus a verb. Without proper training, adults may unintentionally confuse their listeners. Moreover, psychological barriers play a significant role in pronunciation difficulties; fear of making mistakes often discourages adults from practicing, which slows their progress. To address this, creating a supportive and encouraging learning environment is essential. In addition to these challenges, mastering specific elements of pronunciation, such as fluency, can significantly enhance learners' communicative abilities.

Fluency refers to the ability to speak smoothly and without excessive hesitation, which is essential for clear and engaging communication. In other words, as Professor Ho. V (2018) suggested, “the term is defined as the ability to use the language quickly and confidently” (p.2). For adult learners, achieving fluency requires practice in producing connected speech, such as using contractions and linking sounds. Developing this skill allows learners to express themselves more naturally and confidently. Techniques like shadowing, where learners listen to and imitate native speakers, can be highly effective in building fluency.

Additionally, intonation plays a critical role in conveying meaning, emotion, and intent in spoken language. The rise and fall of pitch in a sentence can indicate whether a speaker is asking a question, making a statement, or expressing surprise (Farías, 2013). For example, consider the difference in meaning between “You’re coming?” (a rising intonation) and “You’re coming.” (a falling intonation). For adult learners, understanding and mastering intonation patterns can help to prevent misunderstandings and make their speech more expressive. Exposure to varied listening materials, such as podcasts and dialogues, can help learners to internalize these patterns and use them effectively.

Word stress is another crucial aspect of pronunciation that directly influences clarity. In English, the placement of stress within a word can change its meaning or make it difficult for listeners to understand. For instance, Nguyen (2023) explained that stressing the first syllable in “present” signifies a noun (gift), while stressing the second syllable indicates a verb (to show). For adult learners, practicing stress patterns through targeted exercises and real-life conversations can greatly enhance their ability to be understood.

Therefore, pronunciation is vital in social and professional contexts. Mispronunciations can lead to misunderstandings and potentially harm the speaker's credibility. Pronunciation involves more than just accurate sounds; it includes rhythm, stress, and intonation, all of which contribute to effective communication (Jenkins, 2018). By improving these elements, learners not only enhance their speaking abilities but also improve their listening comprehension. Mastering pronunciation enables adult learners to navigate real-world situations more effectively and with greater confidence.

Several evidence-based methods can help adult learners to improve their pronunciation skills. Phonetic training, including the use of the International Phonetic Alphabet (IPA), provides a systematic approach to understanding and producing sounds. Minimal pair exercises (e.g., distinguishing between "ship" and "sheep") enhance auditory discrimination and production accuracy. Additionally, techniques such as shadowing, role-playing, and engaging in authentic conversations allow learners to apply their skills in meaningful contexts. These strategies not only improve pronunciation but also build learners' confidence and motivation.

Ultimately, pronunciation is a crucial component of adult English language learning. While learners may face challenges such as first-language interference, psychological barriers, and unfamiliar stress and intonation patterns, targeted strategies can help them to overcome these obstacles. By focusing on fluency, intonation, and word stress, learners can become more effective communicators. As their pronunciation improves, they gain confidence and engage more actively in conversations, easily navigating real-world situations. Furthermore, pronunciation development complements other aspects of language acquisition, such as

vocabulary expansion, ensuring a well-rounded approach to mastering English as a second language.

2.1.2 Vocabulary Acquisition in Adult Language Learning

Vocabulary acquisition is fundamental for effective communication and language proficiency, especially for adult learners who seek to use language for real-world purposes. Vocabulary is the foundation upon which speaking, listening, reading, and writing skills are built. As such, learning vocabulary goes beyond mere memorization of word lists. It is a dynamic process that involves understanding word meanings, proper usage, and the relationships among words in context. For adult learners, especially those with specific professional or personal goals, vocabulary acquisition must be practical and contextual to be effective.

Vocabulary holds both receptive and productive aspects. Receptive vocabulary refers to words that learners can understand when they hear or read them, while productive vocabulary refers to words that learners can use in speaking or writing (Nation, 2013). In the case of adult learners, developing a larger receptive vocabulary is crucial for comprehension, as it allows them to engage with texts, conversations, and media. However, productive vocabulary is equally important, as it facilitates learners to express themselves fluently and accurately. A learner's ability to use vocabulary effectively in conversation, whether in social or professional contexts, is a significant indicator of language proficiency.

Accordingly, adult learners, particularly those in workplace or academic settings, benefit from learning vocabulary that is immediately relevant to their needs. In addition, vocabulary learning should be centered on the learners' immediate contexts, whether it be through conversations, work tasks, or professional environments (McKeown, 2019). This type of focused vocabulary learning ensures that the words and phrases learned are directly applicable to the

learner's daily life, enhancing their engagement and motivation. Learning vocabulary in context helps to reinforce its meaning and provides opportunities for its use in authentic situations.

Furthermore, context is key to understanding and retaining vocabulary. According to Hasyim (2024), “vocabulary acquisition is most effective when words are learned in context, as this helps learners to connect the words to real-life experiences and situations” (p.1). For adult learners, especially those in specific professional or academic fields, acquiring vocabulary through context-rich experiences, such as role-playing, discussions, or reading materials related to their field, enables them to better retain and apply the words. For example, a business professional learning English for the workplace should focus on vocabulary related to meetings, presentations, and negotiations, rather than on abstract or unrelated terms.

Additionally, repetitive exposure to vocabulary in varied contexts is crucial for deepening understanding and setting recall. As learners encounter words repeatedly in different situations, they gain a more comprehensive understanding of how those words can be used, increasing their chances of retention and fluency. This repeated exposure facilitates what is known as depth of vocabulary knowledge, which goes beyond knowing a word’s definition and encompasses understanding its nuances, collocations, and appropriate contexts for use.

Effective vocabulary instruction should incorporate strategies that allow learners to actively engage with unfamiliar words. Techniques such as associating a word with its synonyms, antonyms, and related words can help learners to understand the broader semantic network surrounding a term. Additionally, encouraging learners to use unfamiliar words in sentences or engage in conversations helps to reinforce their practical use. Adult learners, especially those with specific learning goals, benefit from learning vocabulary that is tailored to

their needs, whether that be for professional communication, academic study, or everyday situations.

For instance, task-based language learning, a principle derived from Communicative Language Teaching (CLT), can be highly effective for vocabulary acquisition. By using tasks that require learners to use new vocabulary in context, such as role-playing scenarios, learners are encouraged to use words actively, which enhances retention and fluency. Additionally, providing learners with opportunities for autonomous learning, where they can explore and apply new vocabulary independently, further solidifies their vocabulary knowledge. Encouraging learners to read widely, keep vocabulary notebooks, and engage with language outside the classroom all contribute to a more robust vocabulary base.

In summary, vocabulary acquisition is a crucial aspect of adult language learning that directly impacts communication skills and fluency. For adult learners, effective vocabulary learning should focus on context, relevance, and active engagement with the language. By prioritizing vocabulary that is directly applicable to learners' real-world needs and providing opportunities for repeated, contextual exposure, learners are better equipped to expand both their receptive and productive vocabularies. Through a combination of intentional vocabulary instruction, task-based learning, and autonomous practice, adult learners can develop the vocabulary needed for effective communication and successful language use. These methods align closely with the principles of andragogy, which focuses on the approach of teaching adults. Understanding how adults learn best through relevance, engagement, and practical connection to their lives can further enhance language acquisition.

2.1.3 Explanation of Andragogy

In adult education, the choice of teaching method can determine whether learners feel engaged or disconnected from the learning process. Adults have different life experiences, so they cannot be taught as kids or adolescents. Henschke (2016) explained the term andragogy was first introduced by Alexander Kapp (1833), a German high school teacher who emphasized lifelong learning, self-reflection, and character education. In 1926, Lindeman brought the concept to the U.S., advocating discussion-based learning as ideal for adults.

Simpson (1964) proposed andragogy as a framework for studying adult education, suggesting parallels to child education fields like psychology and methods. Then, Malcolm Knowles (1970) popularized the term in the U.S., defining six assumptions about adult learners, including their self-direction, experience-based learning, and internal motivation. He also developed a process-focused approach involving collaborative planning and learner-centered activities. Clearly, all these experts contribute to establishing a difference between pedagogy and andragogy. In current education, this theory confirms a more self-conducted learning approach, and students bring their previous knowledge to build their learning. Nevertheless, the theory of andragogy supports creative and interactive methods like puppetry, as they align with adult learning principles, including self-directed learning, engagement, and experiential learning.

The andragogy theory exposes principles that help educators to identify and apply helpful strategies to teach adults. For instance, a key principle of andragogy is that adult learners are self-directed and prefer to take control of their learning process (Maestro, 2024). Therefore, adults receive the information and guidance, but they are the ones who take control of their processes. Furthermore, puppetry empowers learners to actively participate by assigning roles and encouraging independent thinking through improvisation or role-play. For example, in

language learning, puppetry can allow adults to create dialogues and practice conversations in a dynamic, learner-centered way. The educator gives students the tool, but they create, and work based on their ideas and objectives. Consequently, using puppets supports the andragogical principle that adults succeed when they take responsibility for their learning, adapting lessons to their personal goals.

Students who want to succeed in their courses find it especially valuable to feel comfortable, engaged, and consequently motivated. When teachers do not prepare their lessons or use a magistral method in every class, learners usually lose interest and find those lessons irrelevant; therefore, they just want to pass the class without worrying about acquiring new information. Pantazopoulos (2024), a Master of Science in education, commented,

Students participate in role-playing activities with puppet assistance, which helps them become proficient in language. Imagine a classroom where students engage in debates, negotiations, or even historical reenactments using puppets as their avatars. This not only injects an element of fun but also allows students to experiment with language in real-world contexts, refining their communicative abilities.

Then, puppetry adds an interactive and fun dimension to language learning, reducing anxiety and encouraging participation. Additionally, this technique can simulate real-world scenarios, making learning relevant and enjoyable for adults, such as acting out a conversation at work or in social settings. Consequently, the andragogical principle that adult learners need to see the relevance of learning to their lives is reinforced through the engaging, real-life applicability of puppetry.

People are surrounded by activities that involve different senses. In the case of learning, several tools can be used to activate sensors in students. The multisensory approach is understood as a practice that incorporates various information channels belonging to different senses such as visual, auditory, and olfactory. According to Fadeev and Milyakina (2020), “using the multiplicity of modalities in representation in learning, helps students to become more involved in the learning process, and aims at overcoming ‘the limited processing capabilities’” (p.3). Puppetry combines visual, auditory, and kinesthetic elements, creating an immersive experience that makes students involve different senses. Thus, the technique supports experiential learning because it is a hands-on technique that benefits students from multisensory approaches, so it improves language and pronunciation retention. Certainly, this approach aligns with andragogical principles, where adults’ real-world sensory experiences and a learning-by-doing approach are key components of effective education.

The andragogy theory emphasizes the importance of creative and interactive teaching methods, such as puppetry, which can engage adult learners. Self-directed learning, engagement, and experiential methods are essential components of andragogy, and puppetry is a powerful tool that fulfills these principles. When teaching adults, educators need to implement multi-sensory strategies to follow one of the most important principles of andragogy. Seeing so, teachers may wonder if multi-sensory engagement through puppetry enhances vocabulary learning and pronunciation awareness in adults.

2.1.4 Multisensory Approach

Learning through multiple senses can significantly improve memory and retention, especially in adults. Silverman (2023) stated that “multisensory learning is an approach to education that leverages the interconnected nature of the human sensory experience” (p.1). As a

result, this method involves visual, auditory tactile, kinesthetic, olfactory, and gustatory senses. Since students are affected by technological overstimulation, adults can find it difficult to concentrate on magistral classes. Multi-sensory engagement through puppetry can enhance adult vocabulary learning by stimulating multiple senses, creating contextual learning, and improving memory retention.

Multi-sensory learning involves engaging in more than one sense, leading to deeper cognitive processing and better learning outcomes. As the andragogical philosophy recognizes, when learners engage in multiple senses simultaneously, they enhance understanding and solidify long-term retention (Silverman, 2023). Seeing that adults can see, hear, and manipulate objects, these actions activate different parts of the brain, which strengthens memory retention. For instance, this method involves visual (watching the puppets), auditory (listening to conversations), and kinesthetic (manipulating the puppets) elements, creating a richer learning environment. Consequently, engaging in multiple senses helps adults to internalize vocabulary faster and more effectively than traditional methods, such as reading or writing alone.

Educators must teach students knowledge applicable to real-life situations because if students do not learn how to apply what they know, their efforts and time invested are useless. For this reason, puppets are a great tool because they can be used to act out real-life situations, and students use them to associate words with actions, expressions, and context, improving their understanding. Accordingly, in a classroom, puppets can be used to simulate conversations in a café, introducing vocabulary like “menu,” “order,” or “waiter” in a practical way. Moreover, puppets can help students develop different personalities to practice self-introductions and spell non-native names. Through the use of puppets, mature students can

connect new vocabulary with real-world experiences, improving their creativity to simulate and adapt their conversations to daily situations.

When students are engaged and participate actively in class, they remember the topics seen easily. Thus, multi-sensory methods enhance long-term memory retention. According to Bullock (2021), “Long-term memory is anything you remember that happened more than a few minutes ago. Long-term memories can last for just a few days or many years” (p.5). Then, long-term memory stores information that we retain for extended periods, and language learning is one of those complex skills that we build over time. Learners store vocabulary, grammar rules, pronunciation patterns, and conversational structures in long-term memory. This process happens through repetition, practice, and meaningful use of the language. However, if students do not find their learning process relevant, it is hard for them to recall new vocabulary. Puppets allow adults to manipulate and perform language tasks, so they engage in their learning process, which improves their ability to recall vocabulary later. As exemplified, role-playing with puppets lets learners repeatedly use newfound words in conversations, reinforcing their memory through practice and repetition. As a result, continued exposure to vocabulary in a multi-sensory activity creates stronger neural connections, helping adults to retain and use contemporary words in real-life scenarios.

Using puppetry as a multi-sensory approach is a great way to improve vocabulary learning in adults. By involving different senses and encouraging active participation, this method creates meaningful and effective learning experiences. This shows how puppetry not only helps with vocabulary but also keeps learners more involved, making it easier to remember unusual words. Additionally, this approach also supports constructivist theories, which emphasize the importance of active participation in the learning process.

2.1.5 Constructivism Theory

Nowadays, various learning theories guide teaching practices, each offering unique perspectives on how students acquire knowledge, and giving specific guidance to teachers. Among these, constructivism excels as an approach, encouraging students to build their understanding through experiences and active reflection. Moreover, this theory emphasizes the learner's role in constructing meaning rather than passively receiving information. One technique that aligns with constructivist principles is the use of puppetry because it fosters contextual learning, enhances mind engagement, and promotes social interaction among adult learners.

Constructivism is based on observation and scientific study about how people learn, so it is not a theory about teaching because it focuses on learning and knowledge. Consequently, this theory represents that learning does not just happen by the traditional methods of a teacher standing in front of the class and writing on the board. Saarsar (2018) explained that constructivism suggests that “people construct their understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Constructivism emphasizes learning in meaningful, real-world contexts, where learners connect new information to their existing knowledge” (p.2). Thus, learning is more effective when it is grounded in real-life scenarios or relatable contexts, as this allows learners to construct their understanding. Nevertheless, adult learners benefit when educational content is directly related to situations they can apply in their daily lives, such as using vocabulary and language structures in social or work settings. Contextual learning aligns with puppetry’s focus on personal relevance and application.

The theory of constructivism supports that learners need to be mentally engaged in their classes. When students simply hear, they usually forget; when they see, they remember, but when they also do, they understand (Saarsar, 2018). The kind of engagement that makes students

focused on the class, can be provided by puppetry because it establishes cognitive action by involving learners in imaginative, hands-on activities that stimulate their mental faculties. Furthermore, manipulating puppets requires learners to actively think, plan, and communicate, keeping their minds engaged in the learning process. For example, while learners use puppets to role-play conversations, they are simultaneously practicing language use, pronunciation, and social prompts. As a result, this kind of engagement directly supports constructivist principles, as learners are actively constructing knowledge rather than receiving information passively.

Social Interaction is a key principle of the theory. According to an article published by Western Governors University (2020), “Knowledge develops from how people interact with each other, their culture, and society at large. Students rely on others to help create their building blocks, and learning from others helps them construct their knowledge and reality” (p.1). Social constructivism focuses on the collaborative nature of the learning process. On the other hand, puppetry encourages learners to interact with one another through group activities. In these situations, students work together to create dialogues and reinforce vocabulary and language, while they are establishing social connections. Additionally, they share their ideas, give each other feedback, and create a “product” considering every person’s knowledge and experiences. Hence, this collaborative approach reinforces the constructivist idea that learning is a social process, where knowledge is constructed through interaction with others.

In summary, puppetry effectively supports the theories of constructivism by allowing contextual learning, expanding mental engagement, and providing social interaction for adult learners. When educators create an appropriate learning context, puppetry keeps students mentally engaged and interested, making it an ideal tool for the constructivist framework of adult education. As educators continue exploring innovative ways to promote adult learning, puppetry

stands out as a valuable tool that aligns with the core concepts of constructivism. This approach naturally connects to the principles of Communicative Language Teaching (CLT), where the focus on real-world communication and active participation further enhances the learning experience. By incorporating puppetry into a communicative context, educators can create an engaging, interactive environment that helps adult learners to develop their language skills while staying motivated and connected to the learning process.

2.1.6 Communicative Language Teaching (CLT) in Adult Education

Over the years, there have been several studies on developing strategies to meet the needs of different learners considering their target languages, geographic regions, and students' backgrounds. However, considering the demands of the job market, students usually need to be able to communicate in a second language. Learning does not only mean training and language skills but also concentrating on the ability to communicate. In other words, as Santos (2020) explained, "the communicative approach is at the core of the teaching process, the process of communication" (p.105). Therefore, communicative Language Teaching is a form of instruction that emphasizes conversation and interactive activities to improve students' language skills. This approach provides a large range of flexibility and opportunities for both teachers and learners to exercise speaking from time to time.

This approach aims to develop English proficiency, which means that students can express their ideas, feelings, and thoughts effectively and appropriately depending on the contexts that require the usage of the language. Kravchenko (2023) exposed that in CLT, students may often be found role-playing various common everyday situations, solving some problems, and asking for information. The methodology proves that it is not enough to know the grammar well or learn the whole wordlist that the teacher has assigned to be a successful

speaker. Consequently, to be a fluent English speaker, it is necessary to have constant practice and that is the purpose of CLT, to allow the students to practice their speaking ability as much as they can.

Communicative Language Teaching aligns perfectly with adult education principles because the approach allows mature students to learn while keeping their importance and freedom. According to Santos (2020), the “CLT approach tends to be a student-centered concept rather than a teacher-centered concept. The responsibility of the teacher in the classroom is to lead communication between students via the effective learning task” (p. 106). When the lessons are guided by this method, students are allowed to have interpersonal interaction, share and exchange peer examinations, and share contributions among each other. Consequently, the approach supports the andragogical principles, ensuring that adults stay motivated and engaged while enhancing their language skills through interactive, authentic experiences.

Puppetry aligns well with the core principles of Communicative Language Teaching (CLT) by promoting an interactive, learner-centered approach to language learning. One key principle of CLT is active participation, which encourages learners to engage in meaningful communication rather than passive memorization. Puppetry supports this by enabling role-play and dialogue, providing a platform where learners can act out conversations and practice language in context. This fosters engagement and collaboration, making the learning process more dynamic and interactive.

Another important CLT principle is task-based learning, which emphasizes using language in real-life situations. Willis (2021) wrote, "If learners know that in class, they will be expected to make real use of the target language themselves, this leads them to pay more attention to what they hear and read, and to process the input more analytically, noticing useful

features of language” (p.13). Accordingly, Puppetry facilitates this by simulating practical scenarios, such as workplace interactions, customer service dialogues, or social conversations. Through these simulations, adult learners can develop practical communication skills and apply vocabulary and pronunciation in a context that mirrors real-world use. This approach not only enhances language retention, but it also builds learners’ confidence in using English outside the classroom.

Communicative Language Teaching (CLT) is a highly effective approach for improving pronunciation, vocabulary, and speaking skills in learners. By focusing on real-world communication, CLT encourages students to engage in authentic language use, which naturally enhances their pronunciation as they practice speaking in meaningful contexts. For example, using English for business purposes, in the hotel industry or travel. Moreover, the teacher can include ideas of the setting in which the learners will want to use the target language such as in an office, on an airplane, or in a store (Rambe, 2020). Additionally, teachers can design tasks where students work in pairs or small groups, providing opportunities for peer feedback that helps to identify and correct pronunciation errors. Furthermore, CLT’s emphasis on task-based learning encourages vocabulary development in real-life scenarios, which allows students to learn by doing and not just by memorizing a list of words. This contextual practice and focus on fluency help learners to improve both their pronunciation and vocabulary.

In brief, Communicative Language Teaching (CLT) offers a dynamic framework for enhancing pronunciation, vocabulary, and speaking skills by emphasizing real-world communication and interactive learning. Through contextual practice, task-based activities, and peer interactions, students can improve their language proficiency. This approach benefits adult learners in particular, because of the practical application of language in everyday situations,

making it easier for them to retain new vocabulary and communicate effectively. In addition, integrating innovative techniques like puppetry brings an engaging element to the classroom. Although it is often associated with young learners, puppetry can be a valuable tool for adult learners as well, providing opportunities to practice the language. However, with the rise of advanced educational tools and technologies, educators might question whether puppetry is still innovative. Despite these advancements, puppetry offers unique interactive and immersive experiences that can complement modern methods, ensuring that it remains a valuable resource in today's learning environment.

2.1.7 Puppetry as an Innovative Technique

In some cases, the techniques used to teach adults a second language turn out to be traditional and not as effective as required. Conventional teaching methods are considered systematic because they do not include the catching hands-on aspects that various adult learners require for interest and a proper understanding of new concepts in a given language. Seeing so, puppetry has been used as a teaching tool for many years, but it has been adapted over the years to fit the modern classroom and provide an innovative way to teach. Moreover, the art of making and manipulating puppets is a contemporary performance that can be applied to a classroom. Therefore, Puppetry goes beyond traditional teaching tools by providing a dynamic, multi-sensory learning experience that improves English vocabulary and pronunciation for adult learners, with different types of puppets offered to a variety of teaching needs.

Students who learn a second language cannot talk and be self-sufficient if they do not develop enough lexicon. Educators usually use traditional techniques to teach vocabulary; these may include looking for antonyms, hyponyms, definitions, or birth language translation. Furthermore, Yu (2020) explained that other traditional vocabulary teaching techniques are word

lists, pictures, and word formation rules. In contrast, Puppetry offers advantages that traditional tools lack, particularly in engaging adult learners actively. Unlike traditional lecture-based methods, puppetry encourages learners to physically interact with language through role-playing, dialogue, and performance. Moreover, while flashcards or textbooks present vocabulary passively, puppetry employs multiple senses, making language practice more enjoyable. This hands-on, creative approach makes puppetry more effective for adults learning English pronunciation and vocabulary than more conventional methods.

Puppetry is particularly effective in improving pronunciation and vocabulary retention through active engagement and repetition. When learners use puppets to practice dialogues, they participate in repeated language use within a fun, low-pressure environment, which enhances comfort and confidence. Students usually practice with their classmates a conversation several times, the teacher gives feedback, and then they present it to the class. That repetitive process helps students recall the lexicon and the phonetics of a word (Rezk, 2018). Furthermore, the educator can use the puppets to correct pronunciation mistakes by acting that one puppet is not pronouncing a word correctly and the other helps it, or even the puppet can help the teacher. Moreover, one of the positive aspects of using puppetry is that it allows teachers to correct common pronunciation mistakes in an indirect and low-pressure way. Additionally, practicing specific sounds or words with puppets enables adult learners to reinforce correct pronunciation through repetition and corrective feedback, promoting accurate language production. Puppetry employs active participation, supports vocabulary acquisition, and improves pronunciation, making it a more effective alternative to traditional rote learning methods.

Different types of puppets can be used to teach adults, each serving a unique purpose depending on the lesson's objectives. Some teachers use puppets with basic English learners who still do not have enough fluency, so they find it helpful to use visual representations that allow them to imagine beyond words or even develop a character. On the other hand, other instructors have used puppetry in academic English, asking their learners to create a puppet that can relate and defend the author's position and concepts exposed. Then, as a group, they can engage in a debate using their puppets (Murphy, 2018). All puppets are ideal for conversational practice, allowing learners to simulate dialogues and scenarios. They can also be used for storytelling exercises, providing a more visual and imaginative context to practice vocabulary. Nevertheless, some types of puppets can be specially adapted to the classroom setting, such as hand puppets, finger puppets, marionettes, shadow puppets, and even digital puppets. These options offer varying levels of interactivity and can be adapted to different learning scenarios. Consequently, the versatility of different puppets allows educators to adapt their teaching methods to the needs of adult learners, increasing effectiveness in second language acquisition.

Puppetry brings a creative option to traditional language teaching tools by creating a multi-sensory, interactive environment that significantly facilitates the learning of English vocabulary and pronunciation. Unlike conventional methods, puppetry actively engages learners through hands-on interaction, which helps retention and keeps learners involved. Moreover, this technique has a wide range of puppet options, adaptable to various adult learning styles, making it particularly versatile for different preferences and needs. As educators continually seek effective methods for adult language education, puppetry stands out as a creative and highly adaptable approach, especially for learners looking to improve their vocabulary and pronunciation in a way that feels less formal and more enjoyable.

However, considering that puppetry has been used in education for years, some may perceive it as an obsolete tool in comparison to newer, technology-based methods. There is also the false impression that puppetry might appear childish or inefficient for adult learners.

2.1.8 Challenges of Using Puppetry with Adults

As education rapidly evolves alongside new technologies, traditional methods like puppetry can sometimes appear outdated. Digital technologies have brought changes to the nature and scope of education. Versatile and disruptive technological innovations have introduced numerous tools to support students' learning processes, from interactive language apps and virtual reality environments to AI-driven learning platforms (Timotheou, 2022). These tools not only capture attention, but they also create highly customized learning experiences that meet diverse students' needs. Although puppetry has its merits as an interactive and engaging tool, it is increasingly viewed as lacking when compared to these modern, tech-centered methods. Additionally, because puppetry is often associated with children's education, it can seem inadequate or even basic for adult learners.

According to Mhlongo (2023), "As a result of digitalization in education, there have been innovative approaches to teaching and learning" (p.2). Several teachers have brought technological tools to their classes technological tools which are helpful to facilitate learners' processes and give them access to infinite resources. Seeing that puppetry has its roots in traditional education, it is now often viewed as an old-fashioned teaching method. In addition, in modern educational contexts, tools that have been used for some time can be perceived as less innovative or less effective than newer methods. However, puppetry's tangible and face-to-face

action still offers unique benefits, such as building a strong connection between learners and material that more modern methods may do.

Technological advancements provide more efficient and personalized tools for teaching, which can surpass puppetry in terms of flexibility and planning time. For example, interactive apps, AI-driven learning platforms, and virtual reality provide adaptive, real-time feedback and a wide range of learning experiences. Umaña, (2024) exposed that “there are many sources available for everyone to use in digital devices that could serve as a bridge for gaining knowledge on a foreign language; as, mobile applications, videos, podcasts, interactive games, social media posts and with it the so-called “influencers” or digital creators, e-books, journal articles, encyclopedias, dictionaries, infographics, and the list goes on” (p.37). Undoubtedly, technology offers numerous advantages in the classroom; however, without discipline, it can easily become a distraction for students. Furthermore, several adult learners work all day and take language classes in the evening, so prolonged screen exposure during class can become exhausting. In contrast, puppetry depends on physical interaction to be truly successful. Despite this, puppetry engages learners through multiple senses, which have been shown to help with retention and emotional engagement factors that some technological tools may struggle to replicate fully. In addition, puppetry has adapted to technological advancements because abundant platforms offer digital puppets that students can use in virtual classes. Nevertheless, its efficiency is limited by synchronic presential classes where students can use puppetry to work together, or the teacher can do a demonstration to introduce vocabulary or rectify pronunciation.

Even though the efficiency of puppetry has been proven, this technique can be seen as childish. Puppetry is often associated with children's entertainment, which can make adult

learners feel that it is not an appropriate or serious teaching method. Adult learners may view puppetry as a childish or playful activity, causing resistance or disapproval in class.

Consequently, students may feel discomfort or embarrassment, especially if the puppetry exercises require performance or role-playing, which may not appeal to all adults. Nevertheless, teachers like to develop creative and fun activities for students; for example, teaching conversational English gives the opportunity to ask students to act as someone else or pretend they are in different scenarios. Therefore, if students are creative and willing to participate, that makes the class flow well and allows the teacher to develop engaging and interesting activities. Thus, when puppetry is used appropriately, it can break down embarrassment, encourage creativity, and provide a social, low-pressure environment for adults to practice the English language. Moreover, it can help adults to be more creative and adapt different perspectives of characters to extend their oral production.

In brief, the andragogy theory strongly supports using creative and interactive methods like puppetry for adult learners, as it incorporates self-directed learning, engagement, and experiential approaches essential to teaching adult learners. Through multi-sensory engagement, puppetry enhances vocabulary acquisition by activating multiple senses, creating learning based on real-life contexts, and encouraging active participation, making it particularly effective for adult language learning. Furthermore, puppetry aligns with the principles of constructivist theories by fostering contextual learning, promoting mental engagement, and supporting social interaction, which are crucial elements for effective adult education. Additionally, puppetry complements the principles of Communicative Language Teaching (CLT), which focuses on real-world communication, task-based learning, and active student participation. Despite its strengths, puppetry faces challenges in modern adult education, as it may be perceived as old-

fashioned or too child-oriented, especially in comparison to the efficient technological tools used nowadays. Therefore, to maintain its relevance, puppetry must be adapted to adult learning needs, ensuring it continues to stand out as a useful and creative tool for teaching vocabulary and pronunciation in contemporary language learning environments.

Chapter III

Methodological Framework

The theoretical framework has been thoroughly explained in the preceding sections. This chapter focuses on the Methodological Framework, which serves as a structured proposal guiding the planning, execution, and analysis of this research. This framework outlines the strategies, methodologies, and theoretical perspectives used to address the research objectives systematically. Specifically, this chapter details the methods employed to investigate the use of puppetry as a tool for teaching English vocabulary and pronunciation to adult learners at Instituto Nacional de Aprendizaje during the first quarter of 2025. The research explores educational, socio-economic, and cultural factors affecting English acquisition. It describes the criteria for selecting participants, outlines the target population, and presents the data collection instruments. This comprehensive overview provides readers with a clear understanding of how the study's methodologies are practically applied to uncover meaningful insights.

3.1 Research Approach

This section explains the methodological approach selected to address the research questions and achieve the study's goals. It provides an overview of the strategies and viewpoints that guide the research process, including the methods used to gather data. This framework ensures a structured and thorough investigation of the research topic. By clearly outlining the chosen approach, this study aims to generate valuable insights and contribute meaningfully to current knowledge in the field of adult language teaching.

A mixed-methods research methodology has been chosen, combining the strengths of qualitative and quantitative approaches. This approach allows for a deeper understanding of

language learning in creative and interactive settings, such as puppetry-based lessons. The qualitative component focuses on exploring the impacts of puppetry, including learners' pronunciation, vocabulary retention, and engagement. Through methods like observations and oral evaluations, the study will examine learners' attitudes and experiences, providing rich, context-specific insights. This aspect also highlights socio-cultural factors and individual motivations, revealing how these elements influence the success of puppetry in teaching English.

Incorporating quantitative methods adds a layer of measurable analysis, offering objective data to complement qualitative findings. Numerical data from oral evaluations and structured assessments will track learners' progress in vocabulary acquisition and pronunciation. Additionally, assigning numerical values to engagement levels and other qualitative aspects will help identify patterns and correlations, providing a balanced perspective. This integration ensures that the study not only describes but also validates its conclusions.

The mixed-methods approach enables a dynamic and adaptable investigation. Qualitative methods, with their flexibility, allow for the identification of emerging themes and unexpected findings during the research process. Meanwhile, quantitative methods contribute statistical rigor, ensuring reliability and generalizability. Observations will capture real-time interactions and learning outcomes, while thematic analysis will identify recurring patterns and themes. Together, these methods create a cohesive framework for evaluating the effectiveness of puppetry-based lessons.

By combining qualitative and quantitative data, this study offers a complete view of puppetry's impact on adult language learning. The integration of these approaches provides an accurate understanding of the complexities involved while also producing actionable insights

supported by empirical evidence. The quantitative and qualitative approaches integrate the collection and analysis of numerical and qualitative data to obtain a more complete understanding of the phenomenon studied (George, 2021). Consequently, using a mixture of methods offers a broader and deeper perspective by combining different research methods and techniques. Eventually, this research contributes to the advancement of teaching practices and supports the development of innovative, evidence-based strategies in adult language education.

3.2 Research Design

In this section, the researcher outlines the research design, which serves as a plan for conducting the study, providing the structure and methodology required to answer the research questions and achieve the study's objectives. The researcher describes the methodological framework that guides the investigation, including the overall strategy, sampling techniques, data collection methods, and procedures for analyzing the data. McCombes (2021) explained that “A research design delineates the methodology employed to address a research inquiry through the utilization of empirical evidence. It serves as a blueprint that guides the collection, analysis, and interpretation of data to address the research objectives effectively” (p.1). By carefully selecting and implementing a research design, this study aims to ensure the reliability, validity, and credibility of the findings. Through adherence to rigorous methodological principles, the research aims to produce significant and trustworthy results that contribute to the field of study.

3.3 Information Sources

The success of any research study is heavily dependent on the quality and relevance of its information sources. In this study, which investigates the use of puppetry as a tool for teaching English vocabulary and pronunciation to adult learners at Instituto Nacional de Aprendizaje, the primary sources of data will be the adult learners and the teacher directly involved in the language

program. These participants are crucial for understanding the practical implementation and perceived effectiveness of puppetry as a teaching method.

3.3.1 Primary Sources

Primary sources are original materials or firsthand accounts that provide direct information about a topic. They give a clear and immediate understanding of events, research, or situations because they come straight from the people who experienced or observed them. Examples of primary sources include manuscripts, letters, diaries, interviews, photos, artifacts, surveys, experiments, or official documents like government reports or census records. In the digital age, primary sources may also include emails, social media posts, and recordings. Their value lies in their authenticity and immediacy, allowing researchers unfiltered access to the foundational evidence of a particular subject or event. By analyzing primary sources, researchers can construct original interpretations, identify patterns, and gain a deeper understanding of the context, motivations, and implications surrounding the subject.

3.3.2 Secondary Sources

Understanding and effectively utilizing information sources are essential skills for navigating the vast amount of information available in today's interconnected world. As Ashikuzzaman (2018) stated, "Information sources refer to the diverse range of materials and outlets from which individuals gather data, facts, or knowledge to support their understanding, research, decision-making, or entertainment needs" (p.1). Among these, secondary sources play a critical role because they interpret, analyze, or evaluate primary sources, offering commentary, context, or deeper insight into the original data or events. Rather than presenting firsthand

information, they explain or summarize primary sources, often providing critical perspectives or historical background.

Examples of secondary sources include textbooks, scholarly articles, biographies, documentaries, and news reports. While they are not original records, secondary sources are highly valuable because they connect and analyze information, helping readers to understand the significance, context, or implications of primary data. By synthesizing ideas and offering interpretations, secondary sources play an essential role in research, supporting broader understanding and discussion. In this study, theoretical sources are particularly important for framing the findings and comparing them with existing research on the use of puppetry in language learning (Simón & García, 2023). Reviewing studies on similar teaching methods provides the necessary context for interpreting results and understanding how they align with broader educational research trends.

3.3.3 Tertiary Sources

Tertiary sources gather and condense information from primary and secondary sources, presenting it in an accessible way for a wider audience. For instance, they offer summaries, overviews, or data collections on a particular topic. Typically designed for quick reference, these sources provide general background knowledge. Examples include encyclopedias, dictionaries, handbooks, textbooks, bibliographies, and directories. They are convenient for getting a broad overview of a subject, understanding key concepts, or finding additional resources for deeper research. Then, when conducting research, it is important to recognize the strengths and weaknesses of each type of source. Combining primary, secondary, and tertiary sources ensures a complete understanding of the topic. Carefully evaluating the credibility, reliability, and

relevance of each source helps to guarantee that the information used in academic work or scholarly inquiry is accurate and trustworthy.

3.4 Analysis Categories

Analysis categories are the specific criteria or frameworks researchers use to assess and interpret data, information, or phenomena in a study. These categories help to structure the analysis process, making it easier to identify patterns, trends, relationships, or themes within the collected data. Examples include qualitative coding systems, quantitative variables, thematic analysis frameworks, and theoretical models. By applying these categories systematically, researchers can organize their data effectively, leading to meaningful insights and well-supported conclusions.

3.4.1 Pronunciation

Pronunciation is how a word or a language is spoken, encompassing the production of sounds, intonation, stress, and rhythm. However, pronunciation is usually learned by listening and repeating, but it also involves understanding language rules and patterns, like vocabulary (Hancock 2018). In addition, mastering pronunciation is essential for effective communication, as it allows speakers to convey their messages clearly and be understood by their listeners. For instance, students can improve their pronunciation by listening to English language podcasts, engaging in life conversation practice regularly, recording themselves speaking and comparing it, and trying some tongue twisters. Nevertheless, variations in pronunciation can arise due to regional accents, individual speech patterns, and the influence of other languages. Tools like phonetic transcription, audio recordings, and pronunciation guides can help learners to develop accurate pronunciation skills, ultimately enhancing their overall language proficiency and confidence when speaking. To assess pronunciation, both a pre-test and a post-test will be

administered within a puppetry-based learning framework, using a scale of one to four, where four indicates “excellent” and one denotes “needs improvement.” This evaluation aims to measure the improvement in students' pronunciation as they engage in puppet activities, allowing educators to assess the effectiveness of puppetry as a teaching tool and identify areas that may need additional support.

3.4.2 Vocabulary acquisition

Vocabulary acquisition refers to learning and internalizing new words and their meanings, including understanding their correct usage in different contexts. It typically involves recognizing, memorizing, and applying words through listening, reading, and speaking (I. S. P. Nation, 2022). While vocabulary can be developed through reading and exposure to language, it is often reinforced by engaging in activities like conversation practice, storytelling, and interactive exercises. For example, students can enhance their vocabulary by participating in real-life-based conversations, keeping vocabulary journals, and using flashcards to review new words. Additionally, mastering vocabulary is crucial for effective communication, as it enables learners to express their ideas clearly and understand others better. Engaging in activities like puppetry can make learning new vocabulary more enjoyable and memorable by providing visual and contextual cues. For instance, using puppets to act out scenarios helps students to connect words to real-life situations, making retention easier and more natural.

To assess vocabulary acquisition, both a pre-test and a post-test will be administered within a puppetry-based learning framework, using a scale of one to four, where four indicates “excellent” and one denotes “needs improvement.” This evaluation aims to measure students' progress in understanding and using new vocabulary as they engage in puppet activities.

Furthermore, personalized vocabulary assessments will be conducted, where students create short dialogues or stories using the new words they have learned, which they will perform using puppets. This personalized evaluation approach allows educators to assess not only word retention but also contextual usage, creativity, and comprehension. By observing these performances, educators can provide individualized feedback, identify specific areas for improvement, and tailor future lessons to address each student's unique needs.

3.5 Data Collection Instruments

The objective of this research was to propose a contextualized approach to improve the English vocabulary and pronunciation skills of adult learners at Instituto Nacional de Aprendizaje during the first quarter of 2025, using puppetry as an instructional tool. To achieve this goal, various methods and instruments were employed to collect and analyze learners' perceptions of the effectiveness of puppetry-based lessons and their impact on language acquisition. These tools enabled the researcher to examine the teaching strategies applied, as well as the learners' engagement and participation during puppet-based activities. This comprehensive evaluation provided valuable insights into the potential of puppetry to enhance vocabulary retention and pronunciation accuracy in adult learners.

3.5.1 Class Observation Checklist

Observation is a key tool for teachers to understand how different techniques impact students' comprehension of a second language, engagement levels, and overall classroom dynamics. This process allows the researcher to identify effective strategies, potential areas for improvement, and innovative activities that can enhance vocabulary retention and pronunciation. Moreover, the observation checklist focuses on critical factors such as student behavior, participation, and learning progress. Key indicators assessed include motivation, self-confidence,

vocabulary acquisition, pronunciation accuracy, and fluency. Student motivation and enthusiasm during the class are observed to determine engagement levels. Confidence is measured by their willingness to participate in discussions and respond to questions. Therefore, observation allows the researcher to analyze the student's performance in general and their ability to apply accurate vocabulary and pronunciation in class.

3.5.2 Pre-test

Pretests cover topics that the instructor has not yet presented and that students are not expected to know. For these cases, a rubric is a useful option to apply because it assesses and provides feedback on academic work. It consists of evaluative criteria, quality definitions, and standards of performance, presented in a table format (Frawley, 2023). In this study, the rubric serves as an instrument for assessing the impact of puppetry on enhancing adult learners' English vocabulary and pronunciation skills at Instituto Nacional de Aprendizaje. Additionally, this rubric enables the measurement of learners' progress before, during, and after engaging in puppet-based learning activities. Using a consistent rubric throughout the study allows the investigator to follow the analysis over time, providing valuable insights into the effectiveness of puppetry as a teaching tool.

Since the evaluation process follows standardized criteria, it ensures objectivity in assessing improvements in vocabulary acquisition and pronunciation. Hence, this tool generates comprehensive data on how puppetry influences language learning outcomes in adult education. Personal data is collected solely to track participants' progress, and all observations remain confidential, with no individual data revealed. Through this structured and objective evaluation, the research aims to determine the effectiveness of puppetry as an engaging method for enhancing English proficiency among adult learners.

As part of the pre-test for pronunciation and vocabulary skills, several activities will be conducted to assess students' current abilities, excluding the use of puppets. For pronunciation, the Shadowing Activity involves listening to an audio source and repeating the speaker's words shortly after hearing them, focusing on fluency, intonation, and word stress. The Repeat After Me - Chain Drill requires students to repeat words or phrases modeled by the teacher, gradually progressing to longer sentences while emphasizing accurate syllable stress. For vocabulary, the Adopt a Word Activity encourages students to select a word, research its meaning and part of speech, create an example sentence, and present it to the class to demonstrate comprehension and usage. Additionally, the Role-Playing Activity (Without Puppets) has students act out real-life scenarios, such as ordering food or asking for directions, while using a specific set of vocabulary words relevant to the situation. Together, these activities provide a comprehensive evaluation of students' pronunciation and vocabulary skills before further instruction. Therefore, the pre-test will also serve as a baseline to identify individual strengths and areas for improvement, providing a foundation for measuring progress throughout the puppetry-based learning sessions.

3.5.3 Post-test

A post-test is an assessment administered to students after they have completed a specific instructional program or learning segment (Press, 2016). It is typically paired with a pre-test to measure learning outcomes and evaluate the effectiveness of the educational approach. This tool is vital in determining students' progress, understanding, and mastery of the material. It provides valuable feedback, allowing educators to assess the impact of their teaching methods, pinpoint areas that may need improvement, and adjust future instruction to better cater to students' needs.

The post-test activities for pronunciation skills will focus on enhancing fluency, word stress, sentence stress, and pacing through interactive and engaging methods. In the Shadowing Activity with Puppets, students will listen to an audio source with a slow or medium-paced speaker and then use puppets to "speak" by repeating the words shortly after hearing them. The puppet used will be the same character from the video, adding an element of continuity and engagement. Students will mimic the speaker's tone, rhythm, and stress, adjusting their puppet's tone and gestures to match the dialogue. Additionally, the Repeat After Me Chain Drill with Puppets Variation will involve the teacher selecting specific words or sentences, and the puppet will help students to identify the correct stress and intonation by using gestures such as raising their eyebrows or tapping their heads. Students will then repeat the words or sentences, following the stress patterns demonstrated by the puppet. Both activities aim to improve students' pronunciation in a fun and engaging way, ensuring they understand and apply correct stress and intonation patterns.

The post-test activities for vocabulary aim to assess students' ability to apply new words in real-life contexts and demonstrate their understanding of meaning, pronunciation, and usage. One activity is Adopt a Word with Puppets variation, where students choose a word, research its meaning, part of speech, and use it in a sentence. They then present the word using a puppet, which helps to demonstrate the word's meaning and pronunciation. This interactive approach allows students to engage with vocabulary. Additionally, the Role-Playing with Puppets activity allows students to use target vocabulary in realistic scenarios, such as ordering food or asking for directions. Using puppets in these activities adds creativity and encourages students to practice vocabulary in context, reinforcing their learning and boosting their confidence in using new words. The post-test primary objective is to assess how effectively these activities enhanced

students' English vocabulary and pronunciation. By comparing pre-test and post-test results, an evaluation of the progress can be made to determine if puppetry contributed to language development. This comparison will offer insights into the effectiveness of using puppetry as a teaching tool, helping to identify strengths and areas that may require further reinforcement.

3.6 Collection Data Process and Data Analysis

The data collection process involves classroom observations and pre-test and post-test assessments to evaluate the effectiveness of puppetry-based activities on vocabulary acquisition and pronunciation. Initial classroom observations establish a baseline by examining students' motivation, participation, and language proficiency before the intervention. Using a detailed checklist, the researcher monitors indicators such as student engagement, willingness to participate, and use of vocabulary. These observations provide qualitative data on classroom dynamics and allow the identification of areas needing improvement. During the intervention, further observations assess changes in behavior and language use, allowing a comparison with the pre-intervention data to measure the impact of the instructional methods.

The pre-test and post-test assessments offer data to support the qualitative findings from the observations. The pre-test evaluates students' initial vocabulary and pronunciation skills, establishing a benchmark for comparison. After the intervention, the post-test assesses the same criteria, and the results are analyzed to determine any improvements. Both tests are scored on a scale from 1 (Needs Improvement) to 4 (Excellent), focusing on the accuracy of vocabulary use and pronunciation. By comparing the results, the researcher can analyze the effectiveness of the puppetry activities in enhancing language skills. Comparing pre-test and post-test results reveals progress in language acquisition and pronunciation accuracy, providing concrete evidence of the

effectiveness of the puppetry-based approach. Thus, classroom observations and test results offer a comprehensive analysis of student performance, highlighting successful strategies and areas requiring additional support.

Chapter IV

Data Analysis

The Data Analysis chapter is crucial as it transforms-collected data into meaningful insights. This section is essential for identifying patterns, trends, and relationships within the data, enabling well-founded conclusions and recommendations. The chapter systematically applies statistical and logical methods to summarize, interpret, and assess the information. Through descriptive and inferential analysis, it seeks to provide a valuable understanding of satisfaction levels, learning outcomes, and other relevant factors in English language education. As the analytical strength of the thesis, this chapter plays a fundamental role in shaping interpretations and advancing the field.

4.1 Analysis and Interpretation of the Results

This section represents a critical step in extracting meaningful insights from the gathered data. It involves a detailed analysis of the performance of experienced English language lessons enhanced by the use of puppets as teaching tools. The analysis aims to identify patterns, trends, and relationships within the data, particularly focusing on the impact of puppets on improving pronunciation and vocabulary acquisition. By carefully interpreting the findings, this section transforms data into actionable information, directly addressing the research questions and objectives. The conclusions obtained from this analysis will not only guide practical recommendations for integrating puppets into adult English language education but also contribute to the broader discourse on diverse teaching methodologies.

4.1.1 Pre-Speaking Activities

4.1.1.1 Observation Checklist

This class observation was conducted over two 3-hour English lessons with a basic level at Centro de Formación Zetillal, Instituto Nacional de Aprendizaje, for a total of 6 hours. The group consisted of 18 students, aged between 16 and 40. Despite being at a basic level, some students demonstrated the ability to communicate in the language.

Table 1: Class Observation Pre-puppetry Activities Checklist Results

Indicator	Yes	No
The students use English to respond to instructions and questions.	X	
The students actively participate in class activities.	X	
The students can pronounce most of the words accurately.		X
The students demonstrate appropriate intonation, fluency, and word stress when speaking.		X
The students engage with and use new vocabulary during the lesson.	X	
The students use a variety of words and avoid repeating the same vocabulary during the class.		X

Table 1 illustrates the checklist results during the group observation. Source: Researcher's creation

Table 1 During the lessons, students responded to instructions and questions in English and actively participated in class activities. However, some students had difficulty pronouncing many of the words correctly, particularly when dealing with word stress, intonation, and fluency. Additionally, the students tended to use a limited range of vocabulary, often repeating the same words throughout the lesson instead of incorporating various terms.

4.1.2 Pre-test Vocabulary and Pronunciation Activities

4.1.2.1 Vocabulary Activities

In the “Adopt a Word” activity, students were asked to select a word they did not understand and research it. Using a provided template, they filled out information about the word, including its meaning, part of speech, and an example of its usage. They then presented their word in a short dialogue, practicing research and presentation skills. On the other hand, the Role-play activity consisted of students engaged in a role-playing activity where they pretended to be someone else while sharing personal information. They created fictional identities, including details like name, age, nationality, and hobbies, and practiced introducing themselves as their character. This activity helped to improve their speaking skills and familiarity with common personal information vocabulary.

Table 2: Pre-Test Adopt A Word Results

	Excellent	Good	Satisfactory	Need improvement
Word Retention	11	6	1	
Pronunciation	8	7	3	
Word Usage in Context	9	7	2	
Engagement and Retention	9	8	1	

*Table 2 illustrates the results obtained in the pre-test activity "Adopt a Word".
Source: Researcher's creation*

Table 2 summarizes students' performance in four areas: Word Retention, Pronunciation, Word Usage in Context, and Engagement and Retention, using the ratings Excellent, Good, Satisfactory, and Needs Improvement. In Word Retention, 11 students excelled, 6 performed well, and 1 was satisfactory. For Pronunciation, 8 students achieved excellent results, 7 were good, and 3 were satisfactory. In Word Usage in Context, 9 students demonstrated excellent understanding, 7 performed well, and 2 were satisfactory. Lastly, in Engagement and Retention, 9 students were highly engaged, 8 were good, and 1 showed satisfactory participation. Notably, any of the students fell into the "Needs Improvement" category, reflecting a generally strong performance in all areas.

Table 3: Pre-test Role Play Activity Results

	Excellent	Good	Satisfactory	Need improvement
Vocabulary Usage	3	9	6	
Fluency	3	6	6	3
Creativity	6	6	5	1
Pronunciation	7	4	5	2

*Table 3 illustrates the results obtained in the pre-test activity "Role Play".
Source: Researcher's creation*

Table 3 evaluates students' performance in four areas: Vocabulary Usage, Fluency, Creativity, and Pronunciation, using the ratings Excellent, Good, Satisfactory, and Needs Improvement. For Vocabulary Usage, 3 students excelled, 9 performed well, 6 were satisfactory, and none needed improvement. In Fluency, 3 students were excellent, 6 were good, 6 satisfactory, and 3 needed improvement. For Creativity, 6 students achieved excellent results, 6 were good, 5 satisfactory, and 1 needed improvement. Lastly, in Pronunciation, 7 students excelled, 4 performed well, 5 were satisfactory, and 2 needed improvement. Overall, the results show varied performance, with notable areas for improvement in fluency and pronunciation.

4.1.2.2 Pronunciation Activities

The "Shadowing" activity and the "Repeat After Me" chain drill were implemented as techniques to improve students' pronunciation skills, focusing on intonation, fluency, and word stress. In the shadowing activity, students listened to a short audio clip about introducing other people and repeated what they heard almost immediately, mimicking the speaker's tone, pronunciation, and rhythm. This helped them to enhance their fluency and listening comprehension. For the chain drill activity, the researcher started by saying short words or

phrases and gradually progressed to longer sentences. Students repeated each word or sentence after her, focusing on accuracy and proper pronunciation. These activities provided structured practice to build confidence and refine their pronunciation abilities.

Table 4: Pre-Test Shadowing Activity Results

	Excellent	Good	Satisfactory	Need improvement
Intonation	6	10	2	
Fluency	8	9	1	
Word stress	6	10	2	
Overall Accuracy	10	8		

*Table 4 illustrates the results obtained in the pre-test activity "Shadowing".
Source: Researcher's creation*

Table 4 presents the results of the shadowing activity focusing on pronunciation. In terms of Intonation, 6 students performed excellently, 10 were good, and 1 was satisfactory. Any of the students needed improvement. For Fluency, 8 students excelled, 9 performed well, and 2 were satisfactory. Moreover, any of the students fell into the "Needs Improvement" category. Word Stress showed 6 students at an excellent level, 10 at good, and 2 at satisfactory. Finally, for Overall Accuracy, 10 students were rated excellent and 8 were good. These results indicate strong performance across the board, with most students achieving good or excellent levels in intonation, fluency, word stress, and overall accuracy, while-only a few students showed areas for improvement.

Table 5: Pre-Test “Repeat After Me” Chain Drill Activity Results

	Excellent	Good	Satisfactory	Need improvement
Intonation	7	10	4	
Fluency	3	9	6	
Word stress	2	6	10	
Overall Accuracy	4	6	8	

*Table 5 illustrates the results obtained in the pre-test activity “Repeat after me”.
Source: Researcher’s creation*

Table 5 presents the results of the pre-test for the "Repeat After Me" chain drill activity, which focused on key aspects of pronunciation. In Intonation, 7 students performed excellently, 10 were rated good, and 4 were satisfactory, showing a solid understanding but with room for improvement in this area. For Fluency, 3 students excelled, 9 were good, and 6 were satisfactory, suggesting that while many students had a decent level of fluency, several struggled with smooth and natural speech. In Word Stress, 2 students demonstrated excellent control, 6 were good, and 10 were satisfactory, indicating that word stress was a challenge for most students. Finally, for Overall Accuracy, 4 students were excellent, 6 were good, and 8 were satisfactory, highlighting that while some students performed well overall, accuracy still needed improvement for a significant portion of the class.

4.1.3 Post-test Vocabulary and Pronunciation Activities

In the post-activities, puppets were used as a tool to improve pronunciation and vocabulary retention. By incorporating puppets into the exercises, students were encouraged to practice correct pronunciation in a fun and engaging way. The use of puppets also helped to reinforce vocabulary retention, as students actively engaged in conversations and repeated words

while interacting with the puppets. This creative approach provided a more interactive learning experience.

4.1.3.1 Vocabulary Activities

In the vocabulary activities, a puppet variation was introduced to make learning more interactive and engaging. For the "Adopt a Word" activity, students selected a word they wanted to "adopt" and researched its meaning, part of speech, and an example of usage using a provided template. They then presented their word in a short dialogue, but with a twist—students used a puppet to create and perform the dialogue, which helped them to practice the pronunciation and use of the word in a fun, low-pressure setting. This encouraged creativity and reinforced the retention of vocabulary.

Similarly, for Role-Playing, students were given real-life scenarios, such as introducing themselves, where they needed to incorporate specific vocabulary. In the Role-Playing with Puppets variation, students used popsicle stick puppets to act out these scenarios. The popsicle stick puppets added an element of fun and creativity, allowing students to talk as their character using language in context while improving their speaking skills and vocabulary usage. Puppet-based role-playing helped them to internalize vocabulary in practical, real-world situations, making it easier to remember and use in future conversations.

Table 6: Post-Test Adopt A Word With Puppets Results

	Excellent	Good	Satisfactory	Need improvement
Word Retention	5	9	4	
Puppet Interaction	5	9	4	
Pronunciation and Word Stress	5	6	5	
Engagement and Retention	5	10	3	

*Table 6 illustrates the results obtained in the post-test activity "Adopt a word with puppets".
Source: Researcher's creation*

Table 6 presents the results of the post-test for the "Adopt a Word with Puppets" activity. In terms of Word Retention, 5 students demonstrated excellent retention, 9 were good, and 4 were satisfactory. For Puppet Interaction, 5 students interacted excellently with their puppets, 9 were good, and 4 were satisfactory. In Pronunciation and Word Stress, 5 students excelled, 6 performed well, and 5 were satisfactory. Finally, in Engagement and Retention, 5 students were highly engaged, 10 were good, and 3 were satisfactory. Overall, the results show a strong performance in word retention, puppet interaction, and engagement, with most students achieving good or excellent ratings.

Table 7 Post-Test Role-Play With Puppets Results

	Excellent	Good	Satisfactory	Need improvement
Vocabulary Usage	9	8	1	
Fluency	8	8	2	
Puppet Interaction	10	8		
Pronunciation	8	9	1	
Creativity	9	7	2	

*Table 7 illustrates the results of the post-test activity “Role-play with Puppets”.
Source: Researcher’s creation*

Table 7 presents the results of the Post-Test Role-play with Puppets activity, which evaluated various aspects of students' performance. In terms of Vocabulary Usage, 9 students performed excellently, 8 were good, and 1 was satisfactory, indicating strong vocabulary retention and usage. For Fluency, 8 students excelled, 8 were good, and 2 were satisfactory, showing that most students were able to speak smoothly and naturally; though, some struggled with fluency. In Puppet Interaction, 10 students were highly engaged with their puppets, while 8 were rated good, demonstrating active participation and creativity in using the puppets for role-playing. For Pronunciation, 8 students performed excellently, 9 were good, and 1 was satisfactory, suggesting a strong command of correct pronunciation across most students. Finally, in Creativity, 9 students showcased excellent creativity, 7 were good, and 2 were satisfactory, highlighting the imaginative approach to role-playing with puppets. In summary, the results indicate a high level of engagement and effectiveness in using puppets for role-playing, with most students excelling in vocabulary usage, fluency, and creativity.

4.1.3.2 Pronunciation Activities

In the activities, Shadowing and Repeat After Me - Chain Drill were implemented with puppet variations to enhance students' pronunciation. In the Shadowing activity, students worked in groups and shadowed a conversation among three speakers, each using a puppet to represent one of the speakers. This technique allowed students to practice mimicking pacing, word stress, and sentence stress while engaging with the content interactively. The use of puppets encouraged students to focus on listening and speaking skills more dynamically and visually.

Additionally, in the “Repeat After Me” - Chain Drill activity, students began repeating short phrases or words and gradually progressed to longer sentences. In the puppet variation, specific words were selected by the teacher, and the puppet helped students to identify word stress and intonation patterns. The puppet’s mouth opened wider to emphasize the word stress, providing a visual cue to guide students in replicating the correct pronunciation.

Table 8: Post-Test Shadowing Puppets Results

	Excellent	Good	Satisfactory	Need improvement
Intonation	9	7	2	
Fluency	9	7	2	
Word Stress	12	4	2	
Engagement (Puppets Activity)	11	7		
Overall Accuracy	11	5	2	

Table 8 illustrates the results of the post-test activity “Shadowing with Puppets”.

Source: Researcher’s creation

Table 8 presents the results of the Post-Test Shadowing Puppets activity, which assessed various aspects of students' pronunciation and engagement. For Intonation, 9 students performed excellently, 7 were rated as good, and 2 were satisfactory. In terms of Fluency, 9 students excelled, 7 were good, and 2 were satisfactory, showing strong performance in speaking smoothly and naturally. Word Stress saw the highest number of excellent ratings, as 12 students performed excellently, 4 rated as good, and 2 satisfactory. This suggests that most students were able to emphasize words correctly. For the Engagement with the puppet activity, 11 students were highly engaged, and 7 showed good involvement, highlighting the interactive and enjoyable aspect of the activity. Finally, in terms of Overall Accuracy, 11 students excelled, 5 were good, and 2 were satisfactory, reflecting a high level of accuracy in pronunciation and usage of the language. Overall, the results demonstrate significant improvement in intonation, fluency, word stress, and accuracy, with students showing high engagement in the puppet-based shadowing activity.

Table 9 Post-Test Puppets variation, Repeat After Me Chain Drill Results

	Excellent	Good	Satisfactory	Need improvement
Word Stress	8	8	2	
Puppet Interaction & Engagement	11	7		
Fluency	9	9		
Pronunciation and intonation	10	8		

*Table 9 illustrates the results of the post-test activity “Repeat After Me with Puppets”.
Source: Researcher’s creation*

Table 9 presents the results of the Post-Test Puppets Variation Repeat After Me Chain Drill activity, which evaluated different aspects of students' performance. For Word Stress, 8

students excelled, 8 were rated as good, and 2 were satisfactory, indicating that most students effectively identified and applied word stress patterns. In terms of Puppet Interaction & Engagement, 9 students were highly engaged with the puppets, and 6 were rated good, showing that the use of puppets helped to maintain students' interest and participation. For Fluency, 9 students excelled, and 9 were rated as good, reflecting strong performance in speaking smoothly and naturally. Finally, in Pronunciation, 10 students performed excellently, and 8 were rated as good, demonstrating a high level of accuracy in pronunciation. Overall, the results indicate a positive impact of the puppet variation on word stress, fluency, pronunciation, and engagement.

4.1.4 Comparison of Pre-Test and Post-Test Results

The comparison between the pre-test and post-test results across all activities highlights the significant impact of using puppets as a teaching tool for language learning. In each activity, including Shadowing, Role-Playing, and Repeat After Me - Chain Drill, there is a clear improvement in pronunciation, fluency, word stress, and overall accuracy, with more participants reaching the "Good" and "Excellent" categories in the post-tests. The integration of puppets not only enhanced engagement but it also encouraged active participation, making learning more interactive and enjoyable. This improvement highlights the importance of incorporating dynamic and creative teaching strategies, such as puppetry, to reinforce speech patterns, boost confidence, and foster a more immersive learning experience.

Figure 1: Pre-test Adopt a word activity in contrast to Post-test Adopt a word Activity with Puppets

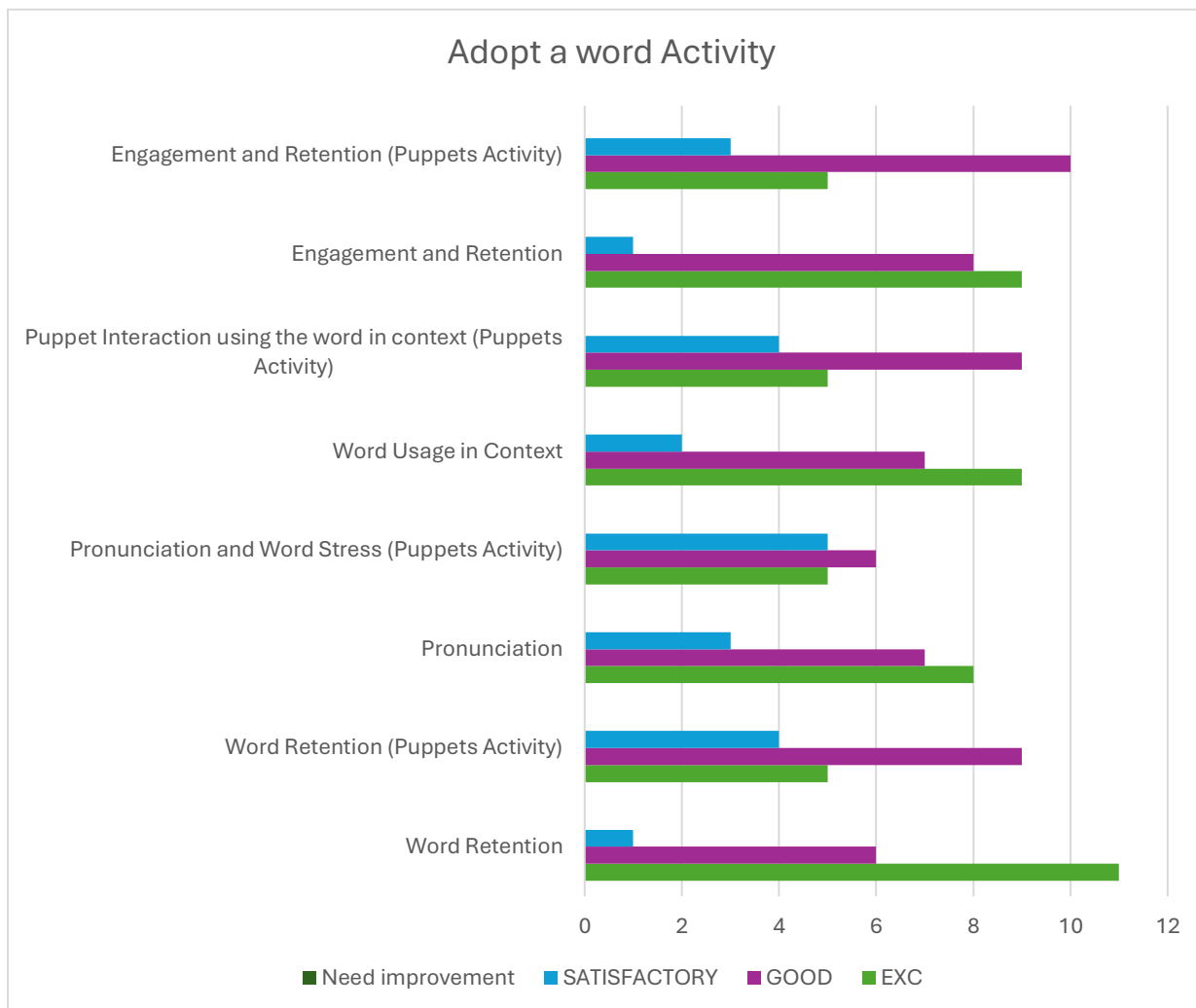


Figure 1 illustrates the results obtained in the Pre-test Adopt a word activity in contrast to the Post-test Adopt a word Activity with Puppets. Source: Researcher's creation

Figure 1 indicates that incorporating puppets into the "Adopt a Word" activity enhanced participants' engagement, retention, pronunciation, and word usage. Compared to the pre-test, the post-test results show a notable shift from the "Need Improvement" and "Satisfactory" categories to "Good" and "Excellent," particularly in word retention and pronunciation. The interactive nature of puppetry helped to reinforce learning by making the process more engaging and

enjoyable. However, the effectiveness of puppets was not uniform across all areas. In some aspects, such as word usage in context and engagement without puppets, the improvements were less pronounced. This suggests that while puppets are a valuable tool for language learning, instructors need to carefully design activities that integrate puppets with other teaching strategies. By carefully combining different methods, educators can take advantage of the effectiveness of puppetry and ensure a more comprehensive approach to vocabulary acquisition.

Figure 2: Pre-test Role play activity in contrast to Post-test Role play Activity with Puppets

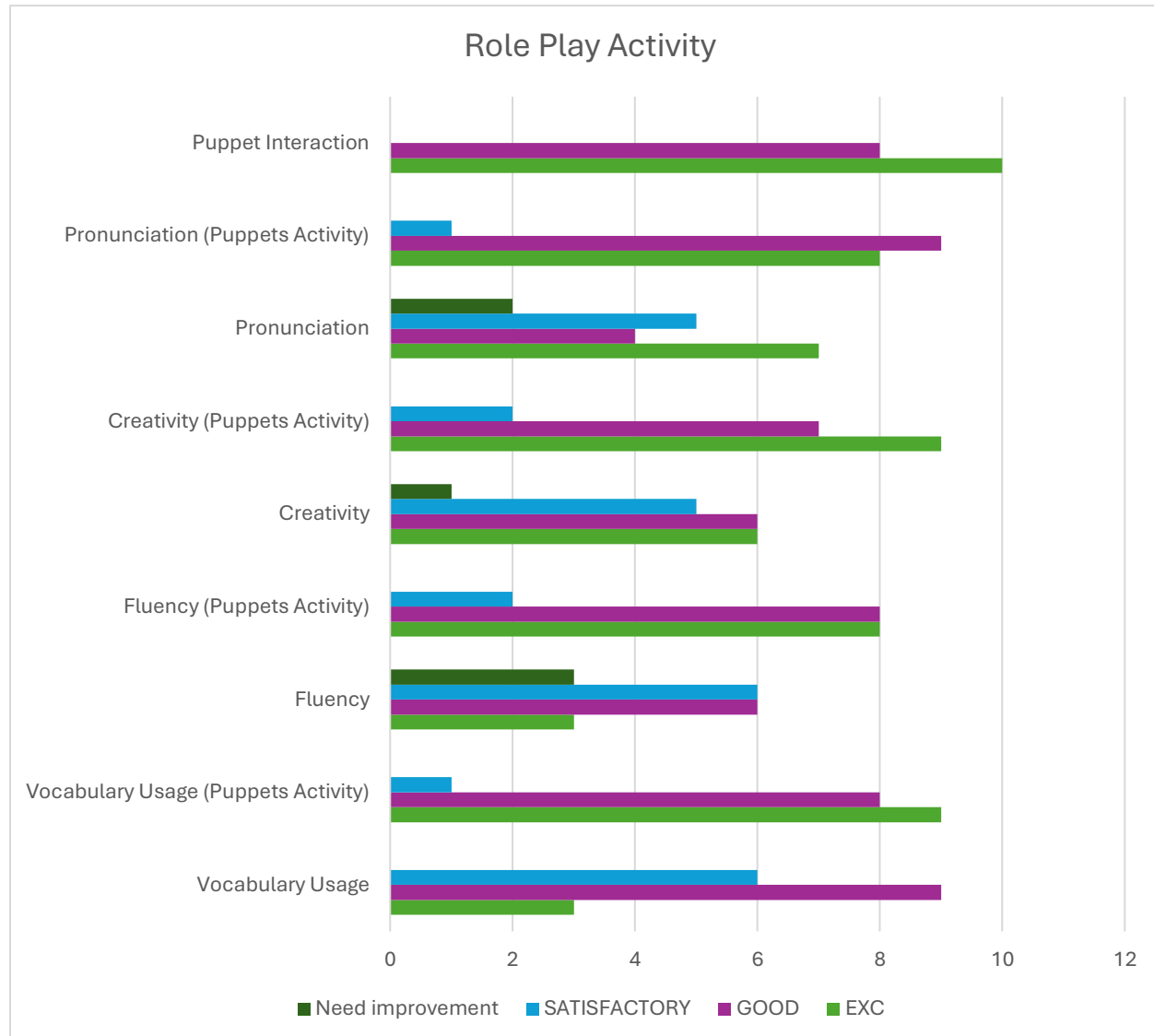


Figure 2 illustrates the results of the Pre-test role-play activity in contrast to the Post-test role-play. Source: Researcher's creation

Figure 2 shows the results of the investigation, indicating that the incorporation of puppets into role-play activities significantly improved students' pronunciation, creativity, and engagement, as reflected in the post-test results, where more participants moved into the "Good" and "Excellent" categories. The interactive nature of puppetry helped learners to become more

expressive and confident in their pronunciation and creative expression. Additionally, the use of puppets fostered a more engaging and dynamic learning environment, encouraging students to participate actively and retain information more effectively.

Figure 3: Pre-test Shadowing in contrast to Post-test Shadowing Activity with Puppets

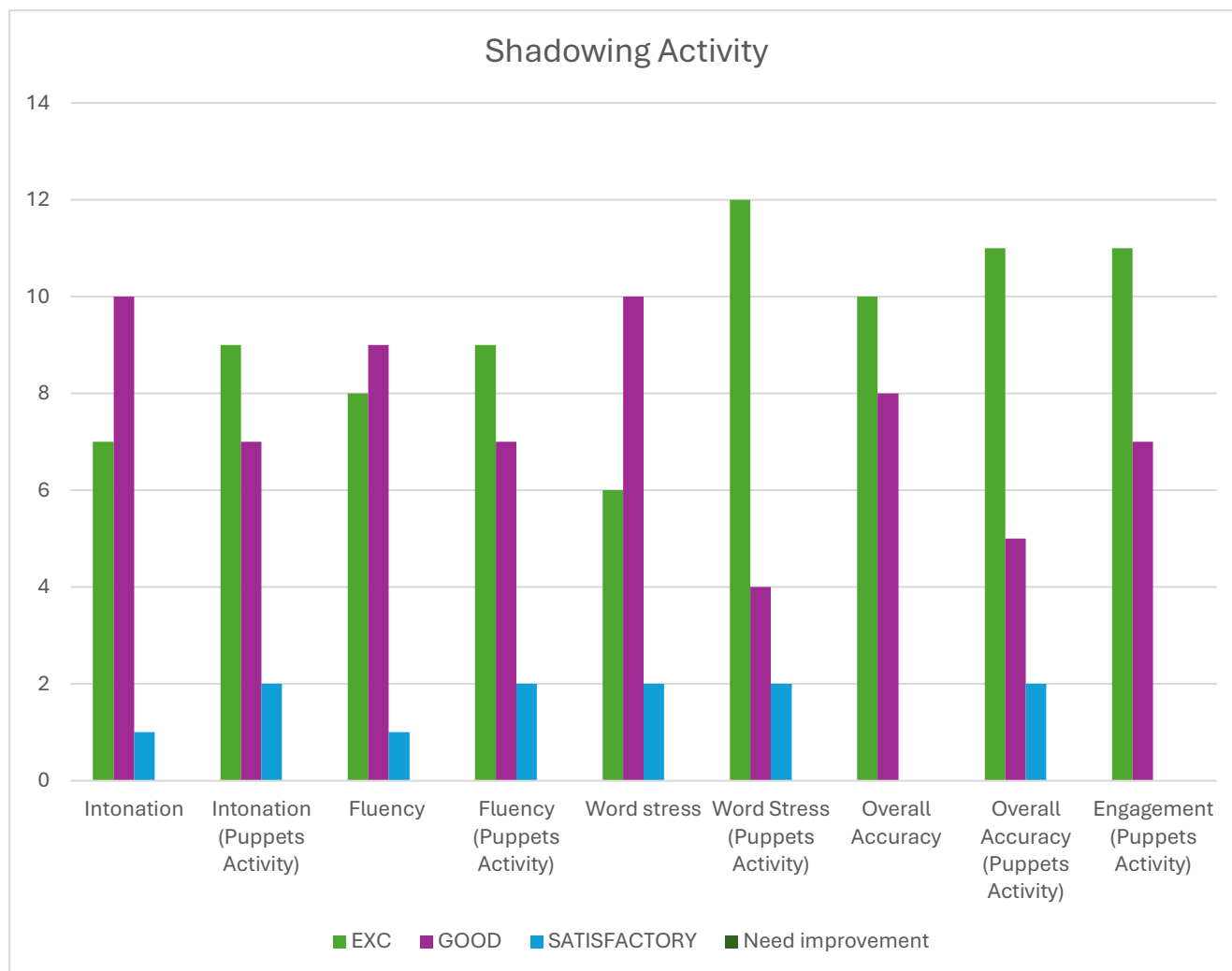


Figure 3 illustrates the results of the Pre-test Shadowing in contrast to the Post-test Shadowing activity. Source: Researcher's creation

Figure 3 demonstrates a significant improvement in various language skills when puppets were incorporated into the post-test. The comparison between the pre-test and post-test

results shows a notable increase in participants reaching the "Excellent" and "Good" categories, particularly in intonation, fluency, word stress, and overall accuracy. The use of puppets appears to have enhanced engagement, leading to better participation and more confident speech delivery. The data suggests that incorporating puppetry into shadowing activities not only improved pronunciation features like intonation and word stress, but it also contributed to overall accuracy in speech. These findings reinforce the effectiveness of puppetry as a dynamic and interactive learning tool that supports oral language development and student engagement.

Figure 4: Pre-test Repeat After Me Chain Drill in contrast to Post-test Repeat After Me Chain Drill Activity with Puppets

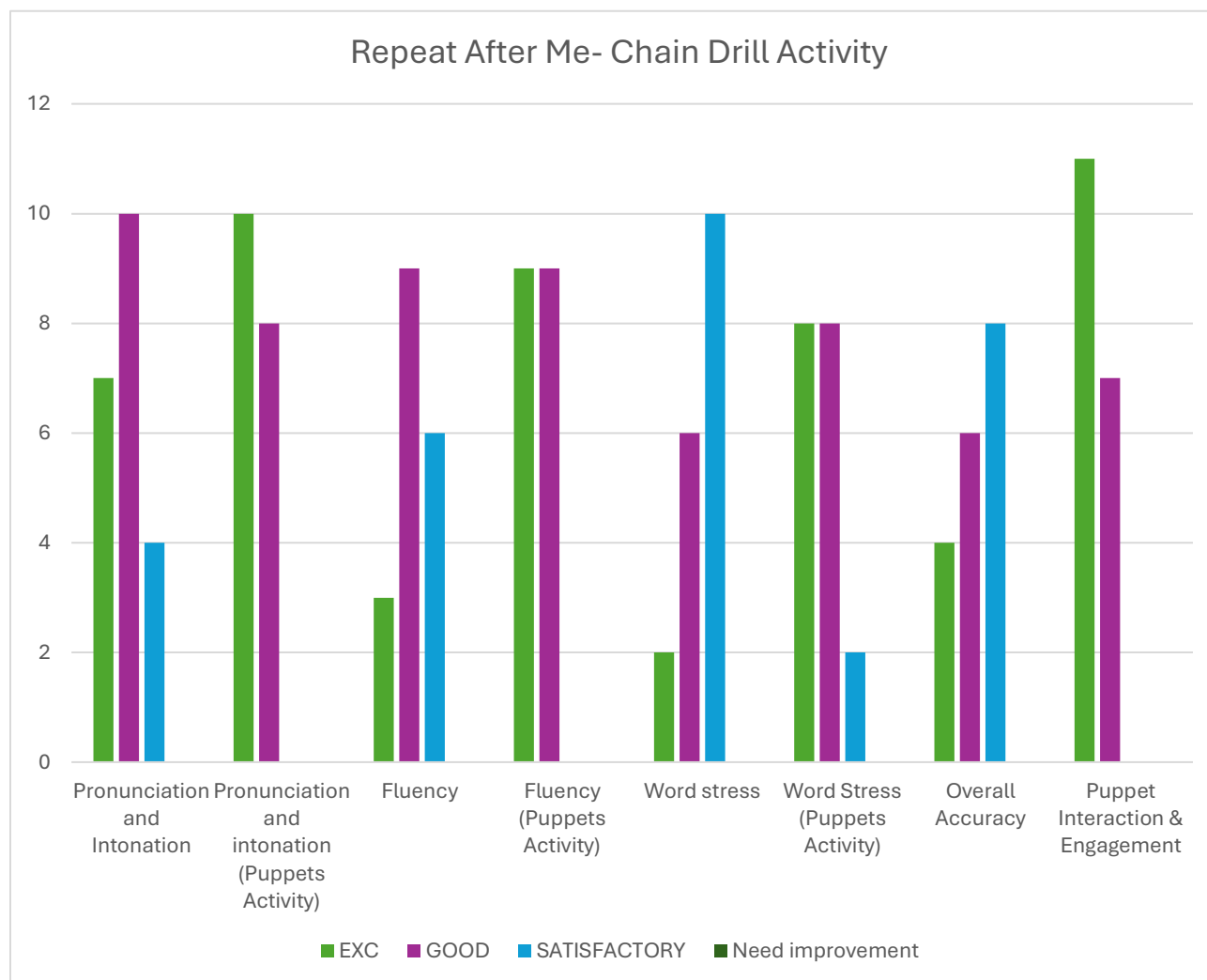


Figure 4 illustrates the results of the Pre-test Repeat After Me in contrast to the Post-test Repeat After Me Activity with Puppets. Source: Researcher's creation

Figure 4 shows a clear improvement in pronunciation, fluency, word stress, and overall accuracy when puppets were introduced in the post-test. The number of participants in the "Excellent" and "Good" categories increased, particularly in pronunciation and intonation, fluency, and word stress, demonstrating that the use of puppets helped to reinforce correct

pronunciation patterns and speech rhythm. Additionally, puppet interaction and engagement showed strong results, suggesting that students responded positively to this interactive method. The findings indicate that incorporating puppetry into chain drill exercises fosters a more engaging and effective learning environment, enhancing students' confidence and speaking abilities.

Figure 5: Percentage of Vocabulary Improvement Between Pre-Test and Post-Test Results

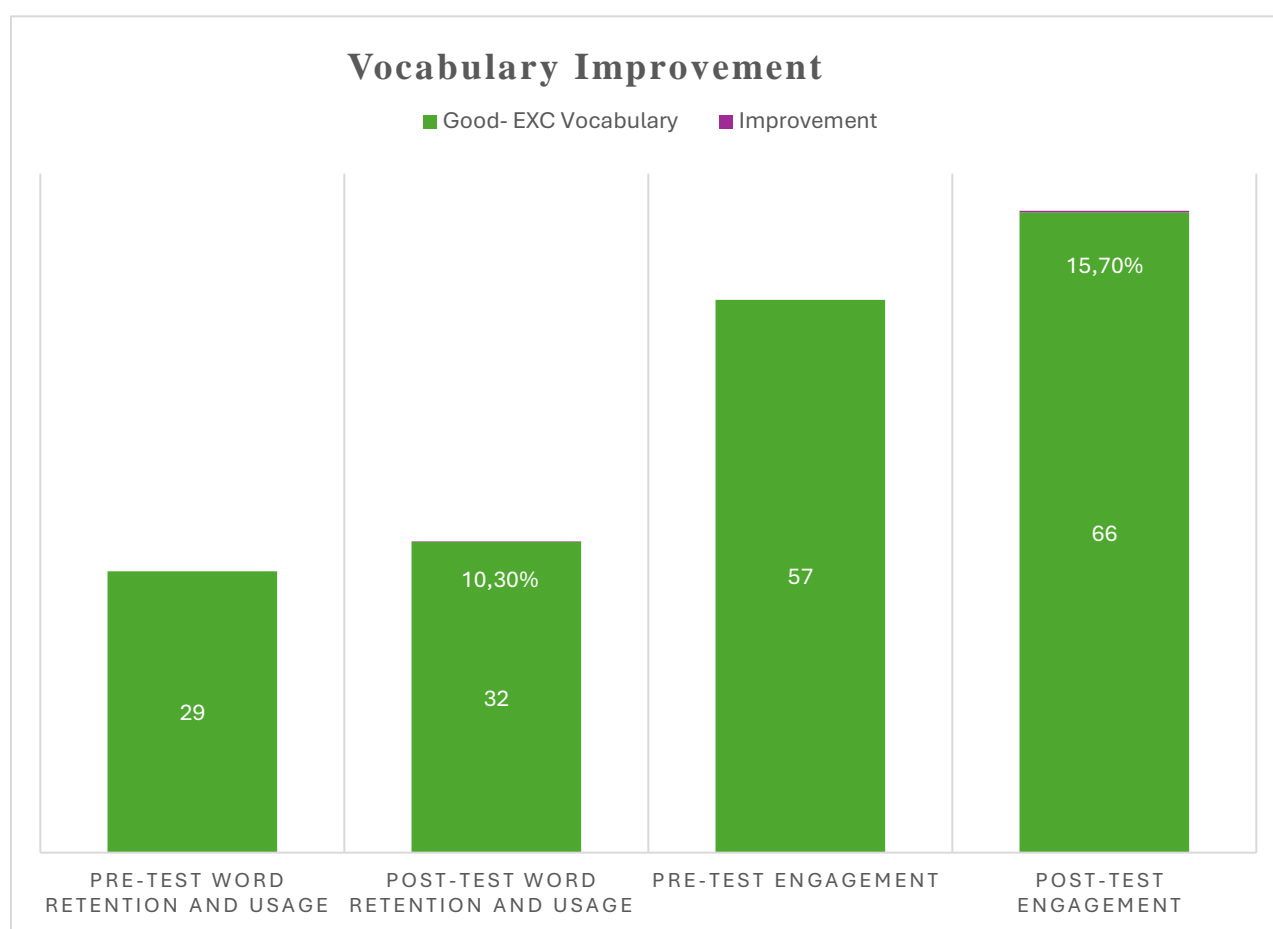


Figure 5 illustrates the percentage of vocabulary improvement in the indicators “Excellent” and “Good” between the Pre-Test and Post-Test results. Source: Researcher’s creation.

Figure 5 titled "Vocabulary Improvement," illustrates the progress in students' vocabulary retention, usage, and engagement between the pre-test and post-test. The data was derived by averaging the scores from the "Good" and "Excellent" performance levels and analyzing the number of students who reached these levels during related activities. In the pre-test, 29 percent of students demonstrated "Good-Excellent" vocabulary usage, which increased to 32 percent of students in the post-test, reflecting a 10.30% improvement. Similarly, engagement levels rose from 57 percent of students in the pre-test to 66 percent in the post-test, indicating a 15.70% improvement. These results underscore the teaching strategies' effectiveness, as they significantly enhanced students' vocabulary retention and engagement.

Figure 6: Percentage of Pronunciation Improvement Between Pre-Test and Post-Test Results

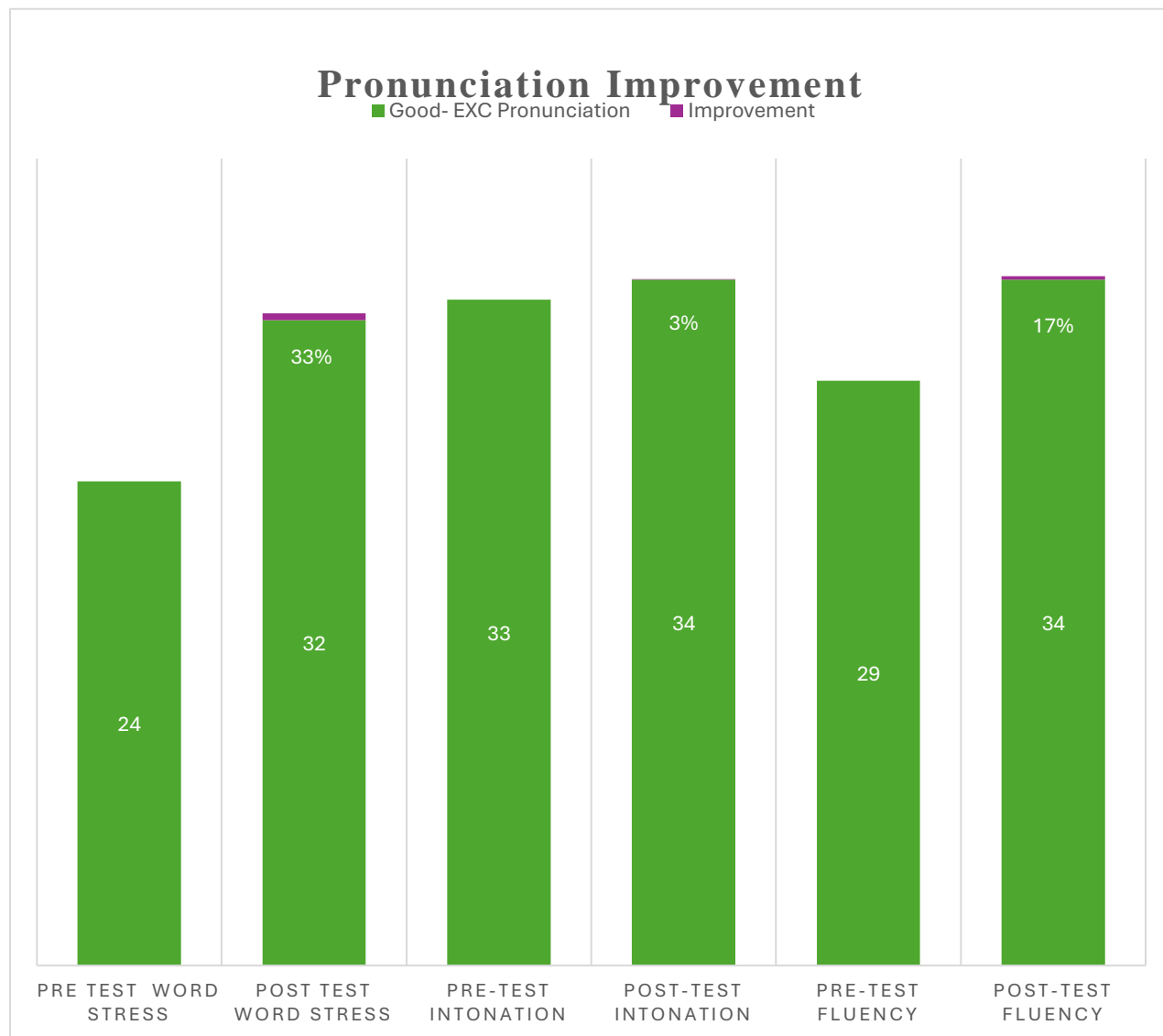


Figure 6 illustrates the percentage of Pronunciation Improvement Between Pre-Test and Post-Test Results. Source: Researcher's creation.

Figure 6 demonstrates the progress in students' pronunciation skills across three key areas: word stress, intonation, and fluency. The data, calculated by averaging the "Good" and "Excellent" performance levels, shows notable improvements after the intervention. In the case of word stress, the number of students achieving "Good-Excellent" levels increased from 24 in the pre-test to 32 in the post-test, reflecting a 33% improvement. In terms of intonation, the scores rose slightly, with a 3% improvement, increasing from 33 to 34 percent of students. However, this minimal change in intonation may be attributed to the effectiveness of the pre-test activity itself, which likely provided students with a strong foundation in this area. Fluency showed significant progress, with the percentage of students improving from 29 to 34, marking a 17% increase. These results highlight the effectiveness of the strategies to enhance students' pronunciation abilities during the activities.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

The conclusions of this study aim to provide a comprehensive summary of the main findings and results while drawing clear connections to the initial research question. This section highlights the core contributions of the study, emphasizing how the findings align with and address the research objectives. Consequently, it reinforces the relevance and value of the study in advancing the understanding of the topic within the field. Moreover, the conclusions go beyond summarizing the findings by exploring their broader significance. They reflect on how the research contributes to the existing body of knowledge, offering theoretical insights and practical applications that can inform future studies or practices. This discussion is critical in demonstrating the study's impact on the field and its potential to influence further developments.

To adopt a reflective and analytical stance, this section also identifies and discusses the limitations of the study. By acknowledging areas where the research faced challenges, the conclusions provide a balanced perspective, helping readers to understand the findings within an appropriate context. Addressing these limitations not only demonstrates a critical approach but it also lays the groundwork for future research, offering directions for improvement and further exploration. In conclusion, this section is designed to remind the reader of the study's primary contributions, to illustrate its relevance to the research field, and to foster a deeper understanding of its theoretical and practical implications, while maintaining a thoughtful acknowledgment of its limitations.

5.2 Conclusions

5.2.1 Class Observation: Student Use of English in Class Activities

The information obtained during the class observation provided critical insights into the students' use of English during lessons and highlighted key areas requiring improvement. While the students demonstrated the ability to respond to instructions and questions in English and actively participated in class activities, they struggled with accurate pronunciation, proper word stress, intonation, and fluency. Furthermore, their vocabulary usage was limited, as they tended to repeat the same words rather than to incorporate a broader range of terms.

This data was crucial because it showed the need to focus on improving students' pronunciation and vocabulary skills. These areas were essential for clear communication, building confidence, and overall language development. Identifying these difficulties guided the study and supported the need for strategies to address these gaps. By targeting these issues, the study aimed to help students improve their English skills and achieve better results in pronunciation and vocabulary retention.

5.2.2 To Analyze the Impact of Puppetry as an Andragogical Tool for Teaching English Vocabulary and Pronunciation

The post-test results showed a remarkable improvement in vocabulary engagement, word stress, intonation, and fluency, highlighting the effectiveness of puppetry as an andragogical tool. Compared to the pre-test, learners demonstrated greater confidence and accuracy in word stress and pronunciation, particularly in the Shadowing and Repeat-After-Me activities, where "good" and "excellent" ratings significantly increased. Intonation also showed strong advancement, with more learners achieving higher scores post-test, reflecting their ability to use natural rhythm and

stress patterns. Fluency improvements were evident in Role Play and Shadowing activities, where participants transitioned from hesitant speech to smoother, more confident delivery.

The quantitative data further supports this progress. Vocabulary retention and usage improved by 10.3%, and engagement increased by 15.7%, indicating a stronger connection with new words. Pronunciation saw a 33% improvement in word stress, reinforcing the impact of puppetry on learners' ability to apply correct stress patterns. Intonation, already strong in the pre-test, remained steady with a 3% enhancement, while fluency grew by 17%, showing a clear increase in speech fluidity.

Additionally, all students were actively engaged when using puppets, demonstrating that this strategy fosters participation and motivation. The use of puppetry in English language learning at INA proved to be highly advantageous, as all students actively engaged in the activities. This approach created a safe and playful learning environment, reducing anxiety and encouraging participation. One key advantage is that puppets provided a barrier against self-consciousness, allowing learners to express themselves freely and practice pronunciation, word stress, and vocabulary without fear of judgment. Additionally, the results confirm that puppetry is a powerful andragogical strategy, making language learning more interactive, contextualized, and engaging. Given these advantages and the significant improvements observed, puppetry should be recognized as an essential tool in adult language instruction. Notably, no student was placed in the "Need Improvement" category in activities using puppets, proving that puppetry is a highly effective tool for enhancing language acquisition. These positive outcomes confirm that puppetry not only strengthens learning but it also creates a dynamic and interactive environment, making it an excellent strategy for developing essential language skills.

5.2.3 To identify the advantages of using puppetry as a teaching tool in English language learning for adults at INA

The primary advantage of using puppetry as a teaching tool at INA was its ability to significantly enhance student engagement in language learning activities. Engagement excellent and good levels rose from 57% in the pre-test to 66% in the post-test, indicating a 15.70% improvement. Furthermore, during activities involving puppets, engagement levels were consistently rated at "good" or "excellent", highlighting the effectiveness of this strategy in capturing and maintaining learners' interest.

Additionally, students reported enjoying the activities, often smiling and laughing as they practiced pronunciation, word stress, and vocabulary. This positive emotional response fostered a more relaxed and motivating learning environment, reducing the anxiety often associated with adult language acquisition. The playful nature of puppetry allowed learners to feel comfortable experimenting with language, enhancing their participation and confidence.

Overall, the increased engagement and enjoyment demonstrated that puppetry is not only an effective teaching tool but also an invaluable resource for creating an interactive and supportive environment. These advantages position puppetry as a powerful andragogical strategy for adult English language education.

5.2.4 To establish the impact of puppetry on the accuracy of English pronunciation among adult learners.

The use of puppetry had a significant positive impact on the accuracy of English pronunciation among adult learners at INA. Post-test results revealed notable improvements in key pronunciation aspects, such as word stress, intonation, and overall fluency. Specifically, learners demonstrated a 33% improvement in word stress, highlighting their ability to apply

accurate stress patterns in words. This progress was particularly evident in activities such as Shadowing and Repeat-After-Me, where ratings in the "good" and "excellent" categories increased substantially.

Intonation also progressed, with a 3% improvement from the pre-test, reflecting the learners' enhanced ability to use natural rhythm and stress patterns. Fluency saw a remarkable 17% growth, especially during Shadowing activities, as participants transitioned from hesitant speech to smoother and more confident delivery.

One of the key advantages of puppetry was its capacity to create a low-stress environment, encouraging learners to practice pronunciation without fear of judgment. This interactive and dynamic approach allowed students to overcome self-consciousness, further supporting their progress in pronunciation accuracy. These results affirm that puppetry is a highly effective tool for enhancing English pronunciation, offering a creative and engaging method to address challenges in adult language learning.

5.2.5 To assess the effectiveness of puppetry in enhancing vocabulary retention among adult learners at INA

The implementation of puppetry proved to be a highly effective strategy for enhancing vocabulary retention among adult learners. Post-test results revealed a significant 10.3% improvement in vocabulary retention and usage compared to the pre-test. This growth demonstrates that puppetry-based activities provided learners with a memorable and engaging way to internalize unfamiliar words.

In the "Adopt a Word" post-test activity, the majority of students achieved an "Excellent" rating in word retention, highlighting the success of puppetry in solidifying vocabulary

knowledge. Additionally, in the "Role Play" activity, the pre-test results showed that six students were evaluated as "Satisfactory." However, in the post-test, only one student remained in the "Satisfactory" category, while nine students improved to "Excellent" and eight students were rated as "Good." These outcomes underscore the considerable progress learners made in retaining and using vocabulary effectively.

The creative experience of using puppets in the classroom made vocabulary more memorable for learners. By associating innovative words with the playful and interactive environment created by puppetry, students were more likely to remember and use the vocabulary effectively. Puppetry encouraged learners to engage in their creativity, which helped embed vocabulary through storytelling, role-playing, and puppet dialogues. This approach ensured that words were not only memorized but also applied in meaningful and dynamic contexts, enhancing retention and recall.

5.3 Restatement of the Research Question

What is the impact of puppetry as a tool for teaching English vocabulary and pronunciation to adult learners?

The findings of this research demonstrate that puppetry has a highly positive impact on teaching English vocabulary and pronunciation to adult learners. The data shows notable improvements in word retention, engagement, pronunciation (word stress), intonation, and fluency after implementing puppetry-based activities. All students actively participated, indicating that puppetry fosters a comfortable and motivating learning environment that reduces anxiety and encourages expression. Additionally, any of the students was placed in the "Need Improvement" category, further proving its effectiveness as a teaching tool. The ability of

puppets to create a non-threatening and interactive space allowed learners to practice pronunciation and vocabulary more confidently. These results confirm that puppetry is a highly advantageous andragogical strategy, making language learning more engaging, contextualized, and effective for adult learners.

5.4 Unexpected Results

5.4.1 Intonation minor improvement

In the case of pronunciation results, specifically focusing on intonation, an unexpected finding was the minor improvement observed. This outcome may be attributed to the effectiveness of each strategy on its own, meaning that while puppetry contributed to the learning process, it did not produce a significant shift in this particular area. However, it is important to note that puppetry did not impact negatively intonation development; rather, it maintained the progress made through other methods. This suggests that while puppetry is highly effective for engagement, pronunciation, and vocabulary, its influence on intonation may be complementary rather than transformative.

5.4.2 Higher Engagement Than Anticipated

An unexpected result of using puppetry in English language learning was the significantly higher engagement observed during pronunciation activities. In particular, the "Repeat after me" exercise, which can sometimes feel mechanical or tedious, became an enjoyable and dynamic experience. Students laughed upon seeing the puppet and had fun using it to learn, making the activity more engaging and memorable. The playful nature of the puppet created a fun and stress-free learning environment, encouraging students to participate more actively. This unexpected increase in enthusiasm suggests that puppetry not only captures attention but it also fosters a sense of play, making students more willing to practice pronunciation without fear of making

mistakes. The combination of humor, interaction, and emotional connection proved to be a powerful motivator, reinforcing the effectiveness of puppetry as a teaching tool.

5.4.3 A Teacher's Reluctance Toward Puppetry in Adult Education

The lack of interest from the teacher of the group in using puppetry as a teaching tool was an unexpected outcome. Initially, he perceived it as an old-fashioned technique unsuitable for adult learners, believing that technology-based methods were more effective. However, it is important to note that puppetry is not meant to replace technology, but rather to serve as an additional multisensory approach that enhances language learning. Despite his reservations, the post-test results demonstrated the effectiveness of puppetry in improving engagement, pronunciation, and vocabulary retention. While the teacher acknowledged these positive outcomes, he remained firm in his decision not to incorporate puppetry into his teaching practice, highlighting the ongoing debate between traditional and modern teaching strategies in adult education.

5.5 Recommendations

Future studies on puppetry's impact on language learning must consider several important factors. First, to successfully integrate puppetry into adult English language learning, educators must assess their students' needs, preferences, and comfort levels. Not all adult learners may initially feel at ease using puppets, so understanding their background and attitudes toward this method is essential. Conducting informal discussions, observations, or even brief surveys can help to determine whether puppetry aligns with their learning styles and how it can be best introduced. By taking this step, instructors can ensure that puppetry enhances rather than holds back engagement.

Once the students' learning needs are identified, carefully planning the activities becomes a key factor in ensuring effectiveness. Puppets should not be used as simple entertainment, but as a tool that actively supports language acquisition. Activities must be well-structured, interactive, and clearly aligned with learning objectives. Educators should ask themselves whether puppetry genuinely contributes to improving vocabulary retention and pronunciation rather than using it simply for novelty. A thoughtful approach will increase student participation and reinforce key language skills.

In addition, another important consideration is that teachers must have a clear understanding of the topic before incorporating puppets. The design of the puppets should align with the subject matter, and the characters should be engaging and relevant to the lesson. If puppets are well-designed, they can facilitate storytelling, role-playing, and conversation practice in a way that feels natural and enjoyable for adult learners. Teachers should take the time to create or select puppets that complement the lesson, making the experience more immersive and beneficial.

Moreover, not all puppets are suitable for adult learners, and choosing the right type is essential for success. While puppetry is often associated with children's learning, its effectiveness in adult education depends on how it is adapted to the audience. Excessively childish or exaggerated characters may not always be well received and could reduce the strategy's impact. Instead, educators should select professional, culturally appropriate, or neutral puppets that maintain a balance between engagement and credibility. By selecting the right characters and contexts, puppetry can be a powerful multisensory tool that fosters confidence, motivation, and meaningful language practice.

Above all, teachers must trust the techniques they are using and demonstrate confidence in their approach. If instructors hesitate or appear unsure, students may not take the activity seriously or feel motivated to engage. Believing in the effectiveness of puppetry and presenting it with assurance will encourage students to participate more willingly. Additionally, educators should be open to doing creative and dynamic activities, as teaching adults does not mean they must always be serious or rely solely on traditional lecture-based methods. Incorporating interactive and playful techniques like puppetry can make learning more engaging and effective, fostering a comfortable and stimulating environment where students feel safe, supported, and inspired to improve their language skills.

Appendix

Table 1: Class Observation Pre-puppetry Activities Checklist

Indicator	Yes	No
The students use English to respond to instructions and questions.		
The students actively participate in class activities.		
The students can pronounce most of the words accurately.		
The students demonstrate appropriate intonation, fluency, and word stress when speaking.		
The students engage with and use new vocabulary during the lesson.		
The students use a variety of words and avoid repeating the same vocabulary during the class.		

Table 1 illustrates the checklist that will be used during the group observation. Researcher's creation

Table 2: Pre-Test Evaluation Rubric for Shadowing Activity

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Intonation	Natural and consistent intonation throughout, with no more than 1-2 errors in tone or emphasis.	Mostly accurate intonation with 3-4 errors in tone or emphasis; meaning is clear.	Intonation shows noticeable issues, with 5-6 errors; meaning is sometimes unclear.	Intonation is inconsistent or monotone, with 7 or more errors; speech is difficult to follow.
Fluency	Smooth delivery with no more than 1 hesitation or pause; matches the audio pace seamlessly.	Occasional pauses, with 2-3 hesitations; generally, maintains a smooth flow.	Frequent pauses or hesitations, with 4-5 instances; flow is interrupted.	Speech is halting or fragmented, with 6 or more pauses; significantly disrupts fluency.
Word Stress	Accurately reproduces stress on words, with no more than 1-2 errors; stress enhances clarity and comprehension.	Mostly accurate word stress, with 3-4 errors; minor impact on comprehension.	Inconsistent word stress, with 5-6 errors; comprehension is occasionally affected.	Incorrect or absent word stress, with 7 or more errors; speech lacks clarity and emphasis.
Overall Accuracy	Accurately mirrors the vocabulary, phrasing, and sentence structure of the audio, with no more than 1-2 errors.	Mirrors the audio with 3-4 errors; minor issues in vocabulary, phrasing, or structure.	Frequent errors, with 5-6 mistakes in vocabulary, phrasing, or structure.	Many errors (7 or more) in vocabulary, phrasing, or structure; understanding is hindered.

Table 2 illustrates the evaluation rubric that will be used to evaluate the pre-test shadowing activity. Researcher's creation

Table 3: Pre-Test Evaluation Rubric for "Repeat After Me - Chain Drill"

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Word Stress	No errors in word stress (0 mistakes).	1–2 minor mistakes in word stress, but no impact on overall communication.	3–4 errors in word stress, which slightly affect the clarity and natural flow.	5+ errors in word stress, affecting the clarity and flow of speech significantly.
Fluency	No pauses or hesitation (0 mistakes).	1–2 brief pauses or hesitations, but fluency is maintained overall.	3–4 pauses or hesitations that slightly disrupt the flow.	5+ pauses or hesitations that interrupt the flow and make speech hard to follow.
Pronunciation	No pronunciation errors (0 mistakes).	1–2 minor pronunciation errors with little impact on understanding.	3–4 pronunciation errors, occasionally affecting comprehension.	5+ pronunciation errors, making it difficult to understand the SS.
Engagement	Actively participates with enthusiasm and focus (0 mistakes).	Participates well, occasionally distracted (1–2 small lapses).	Some disengagement, and occasional lack of focus (3–4 lapses in participation).	Lack of participation or frequent disengagement (5+ lapses).

Table 3 illustrates the evaluation rubric that will be used to evaluate the pre-test repeating chain drill activity. Researcher's creation

Table 4: Pre-test Evaluation Rubric for "Adopt a Word" Activity

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Word Retention	The student accurately recalls and uses the word and its meaning in context with no mistakes. (0 mistakes)	The student recalls and uses the word but with minor errors in its meaning or context. (1 mistake)	The student recalls the word but has difficulty using it correctly in context or with some inaccuracies. (2 mistakes)	The student struggles to recall the word or uses it incorrectly in context. (3+ mistakes)
Pronunciation	The student pronounces the word correctly with clear stress and intonation. (0 mistakes)	The student pronounces the word with minor errors in stress or intonation. (1–2 mistakes)	The student mispronounces the word but it's still somewhat understandable. (3–4 mistakes)	The student consistently mispronounces the word, affecting clarity. (5+ mistakes)
Word Usage in Context	The student uses the word naturally and appropriately in a sentence or dialogue with no mistakes. (0 mistakes)	The student uses the word in a sentence but with minor errors in context or grammar. (1 mistake)	The student struggles to use the word correctly in context, leading to awkward or incorrect usage. (2 mistakes)	The student fails to use the word correctly in context. (3+ mistakes)
Engagement and Retention	The student actively engages with the word and demonstrates strong retention in the presentation. (0 mistakes)	The student engages well but shows minor lapses in retention. (1 mistake)	The student is somewhat engaged but shows signs of weak retention or understanding. (2 mistakes)	The student seems disengaged or struggles to retain and apply the word. (3+ mistakes)

Table 4 illustrates the evaluation rubric used to evaluate the pre-test adopt a word activity. Researcher's creation

Table 5: Pre-test Evaluation Rubric for Role-Playing Activity

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Vocabulary Usage	Uses all assigned vocabulary words accurately (0–1 mistakes).	Uses most vocabulary words accurately (2–3 mistakes).	Limited or inaccurate vocabulary usage (4–5 mistakes).	Fails to use assigned vocabulary or has more than 5 mistakes.
Fluency	Speaks smoothly with minimal hesitations (0–2 errors).	Speaks with occasional hesitations (3–4 errors).	Frequent hesitations disrupt flow (5–6 errors).	Speech is choppy and hard to follow (more than 6 errors).
Creativity	Creates a fully engaging and realistic dialogue.	Demonstrates moderate creativity and engagement.	Dialogue is basic with limited creativity.	Lacks effort or creativity in the dialogue.
Pronunciation	Pronounces all words clearly and correctly (0–1 mistakes).	Pronunciation is mostly accurate, with minor errors (2–3 mistakes).	Pronunciation errors occasionally affect meaning (4–5 mistakes).	Frequent pronunciation errors hinder understanding (more than 5 mistakes).

*Table 5 illustrates the evaluation rubric used to evaluate the pre-test role-play activity.
Researcher's creation*

Table 6: Post-Test Evaluation Rubric to Evaluate Shadowing with Puppets

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Intonation	Natural and consistent intonation throughout, with no more than 1-2 errors in tone or emphasis.	Mostly accurate intonation with 3-4 errors in tone or emphasis; meaning is clear.	Intonation shows noticeable issues, with 5-6 errors; meaning is sometimes unclear.	Intonation is inconsistent or monotone, with 7 or more errors; speech is difficult to follow.
Fluency	Smooth delivery with no more than 1 hesitation or pause; matches the audio pace seamlessly.	Occasional pauses, with 2-3 hesitations; generally, maintains a smooth flow.	Frequent pauses or hesitations, with 4-5 instances; flow is interrupted.	Speech is halting or fragmented, with 6 or more pauses; significantly disrupts fluency.
Word Stress	Accurately reproduces stress on words, with no more than 1-2 errors; stress enhances clarity and comprehension.	Mostly accurate word stress, with 3-4 errors; minor impact on comprehension.	Inconsistent word stress, with 5-6 errors; comprehension is occasionally affected.	Incorrect or absent word stress, with 7 or more errors; speech lacks clarity and emphasis.
Engagement (Puppets Activity)	Actively uses the puppet to enhance delivery, with expressive gestures, tone, and creativity that support speech.	Uses the puppet appropriately, with some gestures and tone variation that add interest.	Minimal use of the puppet; gestures and tone do not consistently align with speech.	Limited or no use of the puppet; lacks effort or creativity, making the activity less engaging.
Overall Accuracy	Accurately mirrors the vocabulary, phrasing, and sentence structure of the audio, with no more than 1-2 errors.	Mirrors the audio with 3-4 errors; minor issues in vocabulary, phrasing, or structure.	Frequent errors, with 5-6 mistakes in vocabulary, phrasing, or structure.	Many errors (7 or more) in vocabulary, phrasing, or structure; understanding is hindered.

Table 6 illustrates the evaluation rubric that will be used to evaluate the post-test Shadowing with Puppets activity. Researcher's creation

Table 7: Evaluation Rubric for "Puppets Variation: Repeating chain drill Word Stress"

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Word Stress	No errors in word stress (0 mistakes).	1–2 minor mistakes in word stress, but the stress patterns are mostly correct.	3–4 errors in word stress, causing slight misunderstanding or unnatural flow.	5+ errors in word stress, making speech unclear or difficult to follow.
Puppet Interaction & Engagement	The SS actively engages with the puppet, using it effectively to recall word stress or mimic pronunciation. The puppet's cues (e.g., gestures, sounds) are followed accurately, demonstrating full involvement (0 mistakes).	The SS engage with the puppet to recall or mimic pronunciation with some minor lapses in following the puppet's cues (1–2 mistakes).	The SS shows limited engagement with the puppet, with occasional lapses in following cues or using the puppet to recall pronunciation (3–4 mistakes).	The SS do not engage effectively with the puppet, rarely following its cues or using it to recall pronunciation or word stress (5+ mistakes).
Fluency	No pauses or hesitations; smooth delivery (0 mistakes).	1–2 brief pauses or hesitations that don't disrupt the flow.	3–4 pauses or hesitations that slightly disrupt fluency.	5+ pauses or hesitations that make the speech hard to follow and interrupt fluency.
Pronunciation	No pronunciation errors; clear and accurate sound production (0 mistakes).	1–2 minor pronunciation errors that do not affect clarity or understanding (1–2 mistakes).	3–4 pronunciation errors that make speech harder to understand but still somewhat comprehensible (3–4 mistakes).	5+ pronunciation errors that make speech difficult to understand or unclear (5+ mistakes).

Table 7 illustrates the evaluation rubric that will be used to evaluate the post-test Repeating chain drill Word Stress with Puppets activity. Researcher's creation

Table 8: Post-Test Evaluation Rubric to Evaluate "Adopt a Word" with Puppets Activity

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Word Retention	The student accurately recalls and uses the word and its meaning with the puppet in context. (0 mistakes)	The student recalls the word with minor errors in meaning or context using the puppet. (1 mistake)	The student recalls the word but has difficulty using it correctly in context with the puppet. (2 mistakes)	The student struggles to recall or use the word correctly in context with the puppet. (3+ mistakes)
Puppet Interaction	The student uses the puppet to effectively reinforce word meaning, pronunciation, and usage with no errors. (0 mistakes)	The student uses the puppet with minor lapses in interaction but still demonstrates good understanding. (1 mistake)	The student uses the puppet, but the interaction is unclear or lacks accuracy in pronunciation and word stress. (2 mistakes)	The student does not use the puppet effectively for vocabulary retention. (3+ mistakes)
Pronunciation and Word Stress	The student uses the correct pronunciation and word stress, clearly modeled by the puppet (0 mistakes)	The student uses mostly correct pronunciation and stress, with minor errors (1–2 mistakes)	The student struggles with pronunciation and stress but can still be understood (3–4 mistakes)	The student consistently mispronounces the word, making it difficult to understand (5+ mistakes)
Engagement and Retention	The student engages with the puppet and shows strong retention of the word in the context of the activity. (0 mistakes)	The student engages well, but with slight lapses in retention. (1 mistake)	The student shows weak engagement or has difficulty retaining the word during the activity. (2 mistakes)	The student shows minimal engagement or struggles to retain the word. (3+ mistakes)

Table 8 illustrates the evaluation rubric that will be used to evaluate the post-test Adopt a Word" with Puppets Activity. Researcher's creation

Table 9: Post-Test Evaluation Rubric to Evaluate Role-Playing with Puppets Activity

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Vocabulary Usage	Uses all assigned vocabulary words accurately (0–1 mistakes).	Uses most vocabulary words accurately (2–3 mistakes).	Limited or inaccurate vocabulary usage (4–5 mistakes).	Fails to use assigned vocabulary or has more than 5 mistakes.
Fluency	Puppet dialogue flows smoothly with minimal hesitations (0–2 errors).	Puppet dialogue flows with occasional hesitations (3–4 errors).	Frequent hesitations disrupt flow (5–6 errors).	Speech is choppy and hard to follow (more than 6 errors).
Puppet Interaction	Effectively uses the puppet to convey vocabulary and meaning.	Engages with the puppet but inconsistently conveys meaning.	Minimal or ineffective interaction with the puppet.	Puppet use is disengaged or unrelated to the task.
Pronunciation	Pronounces all words clearly and correctly (0–1 mistakes).	Pronunciation is mostly accurate, with minor errors (2–3 mistakes).	Pronunciation errors occasionally affect meaning (4–5 mistakes).	Frequent pronunciation errors hinder understanding (more than 5 mistakes).
Creativity	Creates an engaging and imaginative puppet dialogue that matches the scenario.	Shows moderate creativity and engagement in puppet dialogue.	Demonstrates minimal creativity in the puppet interaction.	Lacks creativity or effort in the puppet dialogue.

Table 9 illustrates the evaluation rubric that will be used to evaluate the post-test Role-Playing with Puppets Activity. Researcher's creation

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