The Effects of Digital Puppetry in Enhancing English Language Skills among Undergraduate Students: A Conceptual Paper

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ABSTRACT

English language proficiency is a key requirement for academic and professional success in Malaysia, especially among undergraduate students navigating an increasingly globalized and digitally connected world. Despite widespread recognition of its importance, many Malaysian undergraduates continue to face challenges in acquiring effective English communication skills, particularly in speaking and listening. Traditional classroom approaches often emphasize grammar and rote learning, resulting in low student engagement, limited oral practice, and language anxiety. These limitations underscore the need for innovative, interactive, and learner-centered approaches to language instruction.

This conceptual paper explores the potential of digital puppetry as a creative educational tool to enhance English language skills among undergraduate students in Malaysia. Digital puppetry combines traditional puppetry with real-time digital animation, allowing students to animate and voice virtual puppets through storytelling and dialogue. Drawing on Second Language Acquisition (SLA) theory, multimedia learning principles, and constructivist pedagogy, this paper proposes a conceptual framework that positions digital puppetry as a technology-enhanced, culturally responsive, and motivational learning approach.

Through a synthesis of current literature and Malaysian educational practices, this paper identifies key benefits of digital puppetry: increased learner motivation, reduced speaking anxiety, improved pronunciation, vocabulary acquisition, and oral fluency. The framework also emphasizes student autonomy, collaboration, and creative expression, all of which align with Malaysia's national education goals for higher-order thinking and digital innovation.

The proposed model has implications for curriculum development, teacher training, and future research in integrating digital tools into English language instruction. Ultimately, digital puppetry offers a promising avenue to bridge the gap between traditional pedagogy and the demands of 21st-century language education.

Keywords: Digital puppetry, English language skills, undergraduate students, language learning innovation, technology-enhanced learning.

INTRODUCTION

Background of the Study

English proficiency is a fundamental component of academic and professional development, especially in multilingual nations such as Malaysia. At the tertiary level, the ability to communicate fluently in English

enables students to access global knowledge, engage in academic discourse, and participate in international opportunities (Chiew et al., 2025). However, despite Malaysia's sustained efforts through programs like the Dual Language Programme (DLP), the English proficiency of many undergraduate students remains below expectations, particularly in speaking skills (Jayes et al., 2022). The challenge is exacerbated by traditional pedagogical approaches that prioritize grammar and written assessments over real-time, interactive communication (Thamesh & Abdul Aziz, 2023).

In response to these challenges, educational researchers have increasingly turned to technology-enhanced learning environments to promote engagement, autonomy, and creative expression. Among emerging tools, digital puppetry; a method that merges traditional puppetry with real-time digital animation that offers unique potential for language learning. Through storytelling, dialogue, and character performance, students engage in immersive communication without the anxiety typically associated with public speaking. This paper explores the potential of digital puppetry as an innovative and culturally adaptive medium to improve speaking fluency, pronunciation, and learner motivation among Malaysian undergraduates.

Problem Statement

Although English is a second language and medium of instruction in many Malaysian universities, a significant number of undergraduates struggle with spoken English due to anxiety, lack of confidence, and limited communicative practice. Traditional classroom models fail to provide an interactive and supportive environment that encourages spontaneous language use. While technology-enhanced methods such as AR and gamification have shown promise in vocabulary development and learner engagement, few studies have investigated their impact on oral fluency at the undergraduate level. More importantly, the application of digital puppetry despite its potential in storytelling and expression, remains largely unexplored in tertiary ESL contexts in Malaysia.

Research Objectives

This conceptual paper aims to:

- Explore the theoretical foundations of using digital puppetry to enhance English language skills among undergraduate students.
- Examine how digital puppetry supports speaking fluency, pronunciation, vocabulary development, and learner motivation.
- Propose a conceptual framework for implementing digital puppetry in English language instruction at the tertiary level in Malaysia.

Research Questions

The study is guided by the following research questions:

1. What are the key pedagogical principles that support the use of digital puppetry in language learning?
2. How can digital puppetry improve speaking-related English skills among undergraduate students?
3. What features should be included in a conceptual framework for integrating digital puppetry in tertiary ESL classrooms?

Scope of the Study

This study focuses on Malaysian undergraduate students enrolled in English language courses. It conceptualizes the integration of digital puppetry within formal higher education settings, particularly in speaking-focused instruction. While the paper draws on relevant research in early childhood and global contexts, its emphasis is on adapting and applying the digital puppetry model for tertiary ESL learners in Malaysia. The study does not include empirical implementation but lays the groundwork for future experimental research.

Summary of the Chapter

This chapter introduced the context and rationale for exploring digital puppetry as an innovative pedagogical tool to enhance English language skills among Malaysian undergraduate students. It began with an overview of the challenges faced in achieving oral English proficiency, especially in traditional instructional settings that often neglect interactive and expressive learning approaches. The problem statement highlighted the gap in current ESL practices, particularly the lack of research on using digital puppetry at the tertiary level.

The chapter outlined the main objectives and research questions that guide this conceptual investigation, emphasizing the need for a learner-centered, technology-enhanced framework to support English language learning. The scope of the study was clearly defined, focusing on Malaysian undergraduates and the conceptual application of digital puppetry in higher education ESL contexts.

By setting the foundation for the study, Chapter 1 provides a clear direction for the subsequent sections, which will delve into existing literature, relevant theories, and the proposed conceptual framework. The chapter concludes by reinforcing the importance of innovative and culturally responsive teaching strategies to improve language outcomes in 21st-century Malaysian classrooms.

LITERATURE REVIEW

English Language Challenges Among Malaysian Undergraduates

Numerous studies have documented ongoing challenges faced by Malaysian undergraduates in acquiring English language proficiency. Despite national policies like the Dual Language Programme (DLP), students continue to struggle with oral communication, particularly in fluency and pronunciation (Thamesh & Abdul Aziz, 2023). This is often attributed to teacher-centered instruction, lack of confidence, and limited opportunities for authentic language use (Jayes et al., 2022). High levels of anxiety and fear of judgment further hinder participation in speaking tasks, especially in formal classroom environments (Hoe et al., 2024).

Technology-Enhanced Language Learning

The integration of digital tools in English language instruction has shown promise in addressing learner engagement and motivation. Augmented reality (AR), mobile applications, and gamified platforms have been shown to increase vocabulary acquisition, retention, and learner autonomy in Malaysian ESL classrooms (Chiew et al., 2025; Selvarajoo & Hashim, 2022). These studies affirm that interactive, multimedia-based environments are more effective than traditional methods in promoting language development.

Puppetry as a Pedagogical Tool

Traditional puppetry, including shadow puppets (e.g., Wayang Kulit), has long been used in Malaysian classrooms to promote engagement and storytelling. Studies involving preschool and primary learners found that puppetry enhances vocabulary development, sentence construction, and oral fluency in a low-anxiety setting (Lau & Aziz, 2025). Puppets act as mediating tools, allowing learners to express ideas indirectly, thus lowering affective filters and encouraging more active participation.

Digital Puppetry in Language Education

Digital puppetry, which merges traditional puppet-based storytelling with real-time animation and voice tracking technology, is an emerging field in educational technology. It allows learners to animate avatars or characters while practicing language use, thus offering anonymity and creative freedom. While global research on digital puppetry is still developing, a 2023 Malaysian study on pre-service teachers using digital puppetry found improvements in pronunciation, confidence, and fluency during English practice (Thamesh & Abdul Aziz, 2023).

Theoretical Underpinnings: SLA and Constructivism

The integration of digital puppetry in ESL instruction draws upon several foundational theories in language education and educational technology. These theoretical frameworks provide a basis for understanding how and why puppetry particularly in its digital form can enhance language learning outcomes, especially in speaking, listening, and engagement.

One of the most relevant is **Krashen's Second Language Acquisition (SLA) theory**, particularly the **Affective Filter Hypothesis**. Krashen (1985) emphasizes that language acquisition is more effective when learners are relaxed, motivated, and free from anxiety. Digital puppetry creates a learning space where students are not performing as themselves, but through avatars or characters. This "masking effect" tends to reduce performance pressure and lowers the affective filter, allowing learners to speak more freely and take risks with language.

In line with SLA, **Vygotsky's Social Constructivist theory** (1978) also supports the use of puppetry in language learning. Vygotsky argues that knowledge is constructed socially through interaction and cultural tools. In this case, the puppet whether physical or digital acts as a **mediating tool** that enables learners to engage in dialogue, co-construct meaning, and participate actively in scaffolded learning experiences. This aligns closely with collaborative puppet performances, where students work in pairs or small groups to develop dialogues and rehearse language structures.

Furthermore, **Mayer's Multimedia Learning Theory** (2009) explains how the combination of visual and auditory input enhances memory and understanding. By blending character animation, voice input, and movement, digital puppetry engages **dual processing channels**, which can increase retention and comprehension—particularly in listening and pronunciation tasks.

Lastly, the **Technological Pedagogical Content Knowledge (TPACK) framework** (Mishra & Koehler, 2006) justifies the pedagogical integration of digital tools like puppetry. TPACK emphasizes that technology must not stand alone but should be meaningfully aligned with content goals and sound teaching strategies. Digital puppetry embodies this principle by combining English language content (vocabulary, dialogue, intonation), effective pedagogy (role-play, peer feedback), and accessible technology (apps, devices, animation platforms).

Taken together, these theoretical underpinnings support the use of digital puppetry as a student-centered, engaging, and cognitively sound method for language instruction. More importantly, they help contextualize the proposed framework within existing, research-based approaches to language learning.

Challenges in Implementing Digital Puppetry in Higher Education

While digital puppetry holds considerable promise in ESL instruction, its actual implementation in higher education is not without complications. Drawing from observed practices and local context, several key challenges can be anticipated.

Firstly, **technological accessibility** can be a major limiting factor. Not all students have personal access to devices or stable internet connections, especially in rural or underfunded institutions. Some digital puppetry platforms may require updated hardware or specific operating systems, which can be a barrier in public university settings where resources vary widely.

Secondly, there is the matter of **instructor readiness**. Many educators may not feel confident using unfamiliar digital tools, particularly those who are accustomed to more traditional teaching methods. Without proper training or hands-on exposure, teachers may struggle to see the pedagogical value of digital puppetry and may be reluctant to integrate it into their practice. This hesitation is understandable, especially when institutional support is limited or when expectations for exam-oriented outcomes are high.

Another issue is **student resistance** to unconventional classroom methods. While digital natives are generally open to technology, not all students immediately embrace performance-based tasks like puppetry. Some may

perceive it as childish or awkward, particularly in more formal academic environments. From experience, it often takes clear explanation of purpose and thoughtful scaffolding to help students move past initial discomfort.

Finally, **digital literacy gaps** can affect both teachers and students. Being comfortable with smartphones does not always translate to being proficient with creative tools like animation software or voice-syncing apps. Even with interest, the learning curve can be discouraging without step-by-step guidance or peer support.

In short, although digital puppetry is a creative and engaging approach, its success depends heavily on **training, support systems, and gradual integration**. Institutions that wish to adopt this method should not only invest in the technology but also prepare both instructors and students to use it meaningfully and confidently.

Comparing Digital Puppetry with Other Speaking Tools

To critically assess the value of digital puppetry in ESL instruction, it is essential to compare it with other emerging tools such as virtual reality (VR) roleplay and AI chatbots.

Tool	Advantages	Limitations
Digital Puppetry	Encourages creativity, reduces speaking anxiety, fosters peer collaboration, and is culturally adaptable (e.g., Wayang Kulit influence).	Requires moderate technical training for both students and teachers; limited awareness among instructors.
VR Roleplay	Provides immersive, context-rich simulations that closely mimic real-life speaking scenarios.	High cost, hardware-dependent, potential discomfort (e.g., motion sickness); less scalable in public universities.
AI Chatbots	Offers repetitive, on-demand speaking practice and instant language feedback; useful for vocabulary and grammar.	Conversations can feel unnatural; limited emotional engagement and contextual variation.

While VR provides deep immersion, it may not be practical for large-scale classroom deployment due to cost and equipment constraints. AI chatbots offer valuable grammar and vocabulary practice but fall short in developing emotional expression or collaborative storytelling. In contrast, digital puppetry strikes a balance between engagement, accessibility, and cultural relevance especially in Malaysian classrooms where storytelling traditions like Wayang Kulit provide a meaningful connection to the medium.

Despite its pedagogical advantages, digital puppetry presents several challenges that educators must consider. First, technological accessibility remains a concern, especially in under-resourced institutions or rural areas where students may lack personal devices or reliable internet access. This digital divide can hinder consistent participation and widen existing learning inequalities.

Secondly, instructor readiness can be a barrier to adoption. Some educators may resist integrating new technologies due to unfamiliarity, perceived complexity, or lack of institutional support. Without adequate training and technical assistance, the effectiveness of the puppetry-based model may be compromised.

Additionally, student resistance to non-traditional or performance-based learning methods is a potential issue. University students, especially in conservative or exam-oriented academic cultures, may view puppetry as childish or irrelevant to serious language learning. Overcoming this resistance requires careful scaffolding, clear learning objectives, and culturally appropriate framing of puppetry as a communication tool rather than entertainment.

Lastly, digital literacy gaps among both students and teachers can affect the smooth operation of digital puppetry tasks. Training programs and guided rehearsal sessions can help address these gaps but may require significant initial investment of time and effort.

Digital puppetry aligns with key principles of Second Language Acquisition (SLA), especially Krashen's Affective Filter Hypothesis, which states that low anxiety and high motivation facilitate language acquisition.

In addition, it fits well with Vygotsky's Social Constructivist theory, which emphasizes learning through social interaction and mediated tools. By engaging learners in peer dialogue, collaborative storytelling, and real-time voice interaction, digital puppetry facilitates authentic and meaningful communication.

METHODOLOGY

Introduction

This chapter outlines the methodology adopted in developing the conceptual framework for integrating digital puppetry into English language instruction among Malaysian undergraduate students. As this study is conceptual in nature, it does not involve direct empirical testing but instead draws upon theoretical, pedagogical, and technological literature to formulate a practical model for future application.

Research Design

The study employs a qualitative conceptual research design, focusing on synthesizing theories, existing practices, and documented benefits of digital puppetry and educational technology. This design is appropriate for exploring emerging pedagogical tools and proposing innovative frameworks for language instruction. Conceptual research allows for critical analysis and integration of multiple data sources to generate a coherent and contextually relevant model for implementation in Malaysian higher education.

Research Approach

The study adopts a theory-driven and design-based approach, combining elements from Second Language Acquisition (SLA) theory, Social Constructivism, Multimedia Learning Theory, and Technological Pedagogical Content Knowledge (TPACK). These frameworks inform the development of a digital puppetry model that supports English speaking, listening, and vocabulary acquisition. Relevant Malaysian and international studies were reviewed to ensure cultural alignment and contextual applicability.

Sources of Data

As this is a conceptual study, secondary data sources were utilized. These include:

- Peer-reviewed journal articles and conference papers (2018–2025)
- Case studies and reports on digital puppetry and ESL innovation
- Malaysian educational policies (e.g., CEFR-aligned curriculum, DLP)
- Theoretical literature on language learning, digital storytelling, and learner engagement

Framework Development Process

The conceptual framework was developed through a three-phase process:

- Literature Synthesis: Identification of gaps, opportunities, and key themes in the literature related to digital puppetry and language education.
- Theoretical Mapping: Integration of SLA principles, TPACK, and constructivist learning theories to establish pedagogical coherence.
- Model Formulation: Design of a proposed framework detailing components such as learning environment, digital tools, learner roles, and expected outcomes.

Trustworthiness and Validity

To ensure academic rigor and credibility, triangulation of literature from multiple disciplines was performed. Peer-reviewed, high-impact sources were prioritized, and only studies from the past five years were selected to maintain relevance. The conceptual framework was also compared against existing instructional models to validate its logic and applicability.

Ethical Considerations

As this paper does not involve human participants or primary data collection, ethical approval was not required. However, proper academic integrity was maintained through accurate citation, responsible synthesis of ideas, and acknowledgment of all sources.

Summary of the Chapter

This chapter explained the research design, approach, and process used in constructing the conceptual framework for implementing digital puppetry in ESL instruction among undergraduates. Drawing on a synthesis of theory and practice, the model developed in this study offers a strategic foundation for future empirical exploration, curriculum development, and instructional innovation.

Conceptual Framework

Introduction

This chapter presents the conceptual framework developed to guide the integration of digital puppetry into English language instruction for Malaysian undergraduate students. The framework is constructed based on a synthesis of theoretical models, literature on technology-enhanced language learning, and pedagogical principles grounded in local cultural and educational contexts. It outlines the key components, processes, and expected outcomes of a digital puppetry-based learning model aimed at enhancing speaking, listening, pronunciation, and vocabulary acquisition in English as a Second Language (ESL) classrooms.

Theoretical Foundation

The conceptual framework is underpinned by several educational theories:

- Second Language Acquisition (SLA) Theory: Particularly Krashen's Affective Filter Hypothesis, which asserts that a low-stress, engaging learning environment facilitates language acquisition (Krashen, 1985).
- Social Constructivism: Vygotsky (1978) emphasizes the role of social interaction, scaffolding, and mediated tools like puppetry as facilitators of language learning.
- Multimedia Learning Theory: Mayer (2009) highlights how dual-channel input (verbal + visual) enhances cognitive processing, a principle relevant to digital puppetry which combines speech, animation, and interaction.
- TPACK Framework: The Technological Pedagogical Content Knowledge model (Mishra & Koehler, 2006) justifies the alignment of technology with pedagogy and language content.

Key Components of the Framework

The proposed digital puppetry framework comprises the following core components:

A. Learner Engagement Environment

A digital classroom setting where students use puppetry software and devices (e.g., tablets, webcams, or puppetry apps) to create and control animated characters that interact in scripted or improvisational dialogue.

B. Pedagogical Elements

- Role-play and Storytelling: Students perform dialogues using digital avatars in real-time, promoting fluency and pronunciation.
- Peer Collaboration: Group work encourages social interaction and co-construction of language.
- Feedback Mechanisms: Built-in speech recognition or peer evaluation to support reflection and improvement.

C. Technological Tools

- Voice-modulated digital puppetry apps
- Simple video editing or live puppetry platforms (e.g., PuppetMaster, Sock Puppet)
- Learning Management System (LMS) integration for submission and review

D. Language Skills Targeted

- Speaking Fluency: Through regular performance tasks and collaborative storytelling
- Pronunciation and Intonation: Through repetition and real-time avatar dialogue
- Listening Comprehension: Engaging in peer narratives and audio-based puppet tasks
- Vocabulary Acquisition: Embedding targeted word sets in performance themes

Framework Process Model

The digital puppetry instructional process can be divided into five stages:

1. Introduction and Preparation

– Introduce vocabulary and grammar patterns related to a theme.

– Demonstrate use of digital puppetry software.

2. Planning and Scripting

– Students create dialogue scripts using the target language.

3. Performance and Interaction

– Students present their scripts using digital puppets in pairs/groups.

– Real-time improvisation may be encouraged.

4. Feedback and Reflection

– Teacher or peer feedback provided through rubrics

– Students reflect on their language use

5. Repetition and Expansion

– Students revise scripts or perform again with expanded vocabulary

Anticipated Outcomes

- The implementation of this framework is expected to produce the following outcomes:
- Increased student confidence and reduced anxiety during oral tasks
- Improved fluency and clarity in speaking
- Greater vocabulary usage and recall
- More active participation and enjoyment in language learning

Relevance to Malaysian Context

This framework aligns with Malaysia's CEFR-aligned curriculum goals and the Ministry of Higher Education's emphasis on digital integration and 21st-century skills. Additionally, digital puppetry connects with Malaysia's cultural heritage of storytelling and shadow puppetry (Wayang Kulit), offering a modern reinterpretation of traditional practices in language education.

Summary of the Chapter

This chapter has outlined the proposed conceptual framework for integrating digital puppetry into ESL instruction at the tertiary level. The framework draws upon established educational theories, including Second Language Acquisition (SLA), Social Constructivism, and Multimedia Learning, to justify the pedagogical effectiveness of digital puppetry in enhancing learners' speaking proficiency, motivation, and engagement.

Each component of the framework from language input and script development to animated performance and feedback was designed to support a learner-centered and technology-enhanced classroom. Emphasis was placed on performance-based tasks, collaborative learning, and reduced affective barriers, all of which align with the communicative goals of the CEFR-aligned curriculum.

The proposed framework also highlights the cyclical nature of learning with digital puppetry, wherein learners plan, perform, receive feedback, and refine their language use through iterative engagement. This process not only fosters fluency but also builds learner confidence and creativity in a low-anxiety environment.

While the theoretical foundations are robust, successful classroom implementation depends on a number of practical considerations. These include access to appropriate tools, teacher training, institutional support, and student readiness all of which are discussed in the following section.

Technical Implementation and Scalability Considerations

For successful deployment of digital puppetry in ESL classrooms, careful attention must be given to the technical and pedagogical infrastructure. Educators can adopt accessible digital puppetry platforms such as Sock Puppets, Toontastic, PuppetMaster, or Plotagon, which allow students to animate characters using real-time voice input. These tools can be installed on smartphones, tablets, or computers with built-in microphones and webcams.

Teachers require basic training on the selected platform, including how to set up characters, assign voice input, and guide performance tasks. To reduce the learning curve, lesson templates and sample scripts can be provided during initial training sessions. Institutions may designate a digital learning support team to assist with classroom troubleshooting, particularly in the early stages of implementation.

To ensure scalability, integration with Learning Management Systems (LMS) such as Moodle or Google Classroom is recommended. This allows students to submit recordings, receive rubric-based feedback, and engage in asynchronous peer evaluations. Larger classes may benefit from rotating performance schedules or group-based submissions to maximize engagement while managing time constraints.

This chapter has presented a comprehensive conceptual framework for using digital puppetry to enhance English language skills among Malaysian undergraduates. Grounded in SLA, constructivism, and multimedia learning theories, the framework outlines an engaging, low-anxiety, and interactive instructional model. It serves as a foundation for future empirical testing, curriculum design, and instructional innovation in higher education ESL contexts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The potential of digital puppetry as a cutting-edge teaching tool to improve undergraduate English language proficiency in Malaysia was investigated in this conceptual paper. With limited interactive practice and performance anxiety, many undergraduates still struggle with English speaking proficiency despite Malaysia's persistent efforts to improve the curriculum through CEFR-aligned reforms and initiatives like the Dual Language Programme (Ministry of Education Malaysia, 2020) (Jayes et al., 2022; Thamesh & Abdul Aziz, 2023). To show how digital puppetry can be an effective tool for improving language instruction, the study put forth a framework based on well-known pedagogical theories, such as Second Language Acquisition (Krashen, 1985), Social Constructivism (Vygotsky, 1978), Multimedia Learning Theory (Mayer, 2009), and the TPACK

model (Mishra & Koehler, 2006). By allowing learners to speak through avatars, digital puppetry offers a low-anxiety environment where learners can engage in authentic, expressive communication (Razali et al., 2021).

The framework supports not only language outcomes such as fluency, vocabulary, and pronunciation, but also fosters collaboration, creativity, and learner autonomy, aligning with Malaysia's aspirations for 21st-century education (MOE, 2015). The incorporation of cultural storytelling and character-driven expression further enhances learner engagement, especially among digital-native undergraduates (Kamarulzaman et al., 2023).

Recommendations

For Educators

- Integrate digital puppetry into speaking-focused ESL instruction to reduce students' speaking anxiety, a well-documented barrier to oral proficiency (Tan et al., 2020).
- Use performance-based storytelling and character role-play to facilitate context-rich, real-world language use (Chiew et al., 2025).
- Encourage peer collaboration in scriptwriting, puppetry performance, and feedback to build confidence and communicative competence.

For Curriculum Designers

Design ESL modules that embed digital puppetry as part of formative assessment tasks aligned with CEFR speaking descriptors (Kementerian Pendidikan Malaysia, 2020).

Partner with instructional designers and software developers to create user-friendly puppetry platforms that suit Malaysian classroom settings.

Develop training resources and activity templates that enable teachers to implement digital puppetry with minimal technical barriers.

For Policymakers and Institutions

- Provide funding for pilot projects that integrate digital puppetry in selected public universities as part of innovation in English language pedagogy (MOHE, 2022).
- Support digital content creation that aligns traditional storytelling methods (e.g., Wayang Kulit) with modern language education strategies (Zainal et al., 2021).
- Incorporate digital puppetry into the national English language enhancement roadmap and professional development programs.

Suggestions for Future Research

As this is a conceptual study, further empirical research is required to assess the framework's effectiveness in practice. Suggested directions include:

- Quantitative studies measuring speaking fluency gains among students using digital puppetry versus traditional methods.
- Qualitative case studies exploring students' emotional and motivational responses during puppetry-based lessons (Lim & Tee, 2023).
- Action research by ESL instructors testing iterative lesson designs using puppetry in real classroom contexts.

Summary

To sum up, digital puppetry offers Malaysian undergraduates a singular and culturally significant chance to revolutionize their English language education. It follows to pedagogical best practices and technological trends while addressing some of the main drawbacks of traditional teaching. When used carefully, it can

improve communicative competence, enhance the learning experience for students, and maintain interest in learning English outside of the classroom.

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