

Looking into Learners' Minds through Interviews: Multilingual Puppeteering

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This presentation will report on how EFL learners perceived their learning experiences through puppet-making and performance. 21 Japanese and four Taiwanese university students participated a three-day English drama camp held in Summer 2019. The goals of this camp were to improve fluency in English and motivation to use English, negotiate and achieve the goal as a group through creativity and performance.

During the camp, the group participated in various activities for example, getting to know each other, sharing personal experiences on the given theme, creating a story and making puppets, learning how to perform puppets, rehearsals, and showcases supervised by a professional puppeteer from a well-known puppet theatre. They also spent time together after the workshops, having dinner, as well as face-to-face and online chat.

Although English was a major medium between Japanese and Taiwanese students, Japanese was also used as an instruction language because the workshop facilitator was monolingual. Due to this condition, the students had to interpret Japanese to English or vice versa to the instructor or Taiwanese students. Some of them were bilingual or trilingual at certain levels. As a result, a multilingual community was generated voluntarily, and they appreciated the use of different languages for their moment-to-moment needs. The synergetic effects of the mix use of multiple languages were observed on the spot and also in the pre- and post-questionnaire results. In this report, presenters will focus on how the students went through their multi-cultural experiences by interview analysis and discuss the optimal possibility of translanguaging based on the positive outcomes.