

Enhancing Inner Speech through Puppet Dialogue: Exploring Self-Dialogue and Emotional Expression in Language Learning

Yuko Miyazaki

Showa University of Music

Abstract

This study explored the role of "Dialogue with the Self" in enhancing inner speech using puppet video projects in an introductory German conversation class at a music university. Students created puppets representing themselves and produced video-recorded projects focusing on self-dialogue. However, some videos exhibited objective narratives rather than expressive emotional engagement. This research investigated the differences between objective descriptions and emotional self-expression, aiming to understand how "Dialogue with the Self" influences inner speech and its transformation into overt speech. The study examined emotional depictions using inner speech theory, contrasted objective self-presentation with expressive inner dialogue, and evaluated the self-dialogue dimension. Analysis of student projects revealed varying degrees of emotional engagement. One student used origami puppets to emotionally portray childhood piano experiences symbolically, creatively depicting fictional conversations between finger puppets. However, another student depicted a factual travel scenario without an emotional narrative, focusing on geographical routes. The findings suggest that the puppet dialogue facilitates embodied cognition, metacognition, and self-reflection, supporting experiential learning. The project demonstrates that "Dialogue with the Self" is a powerful pedagogical tool for transitioning inner speech into overt expression, promoting deeper emotional engagement and self-awareness in language learning. This study contributes to understanding the cognitive and emotional dimensions of self-dialogue in educational contexts, highlighting the potential of creative media in language pedagogy.

Keywords: embodied cognition; experiential learning; metacognition; self-reflection