

## FOREWORD

### *Foreword*

Dear SCENARIO Readers,

Our new issue starts off with the article *Creative Writing and Performance in EFL Teacher Training: A Preliminary Case Study*. **John Crutchfield** (Freie Universität Berlin, Germany) reflects on his own teaching practices as a pilot study for a larger project in the English Department at the Freie Universität Berlin. This project examines the processes that student teachers of English as a Foreign Language undergo when they become ‘performers’ in theatrical plays.

In her contribution *Improving Learners’ Oral Skills Through Two Types of Role-Play*, **Bokja Cho** (University of Essex, England) describes a research project at Anyang University in Korea. She provides evidence for definite oral improvement through role plays in students who study English for tourism.

**Martina Turecek** (Pädagogische Hochschule Vienna, Austria) explores the topic of migration pedagogy in her article *Die ‘Anderen’ im Klassenzimmer: Othering im Kontext von DaZ in der Lehrer/innenbildung*. She shows how an autobiographical narrative can be used as a starting and reference point in the drama-based work with novice teachers. She describes how the students viscerally experience problematic instances of *othering* and how this results in heightened awareness of social marginalisation.

Our *Window of Practice* contains two contributions:

**Philip Botes** (Roma Tre University, Italy) considers the role of music in foreign language education. His article *Sounds in the Foreign Language Classroom* demonstrates a concrete classroom example: a ‘performative weather forecast.’

In his contribution *Es war 4 mal – Érase 4 veces: Ein Theaterprojekt im DaF-Unterricht der deutschen Schule Valdivia*, **Daniel Berghoff** (Deutsche Schule Valdivia, Chile) describes the adaption of the Grimm Brothers’ fairy tale *Snow White* with 12-year old pupils. The successful design and development of four different versions has resulted in theatre now being a fixed component in the school curriculum for German as a Foreign Language.

The following four articles in this issue refer back to the 2014 conference [Performative Teaching, Learning and Research](#) at University College Cork, Ireland, and complement the conference contributions of [Issue 2/2014](#), featuring articles from diverse disciplines beyond foreign language education.

In their contribution *The Bullying Prevention Pack: Fostering Vocabulary and Knowledge on the Topic of Bullying and Prevention using Role-Play and Discussion to Reduce Primary School Bullying*, **Peadar Donohue and Carmel O’Sullivan** (Trinity College Dublin, Ireland) demonstrate how, in educational

contexts, performative approaches can effectively be implemented against mobbing.

**Hanne Seitz** (Potsdam University of Applied Sciences, Germany) refers to an innovative project with adolescents in Berlin. Her article *Producing Knowledge in Self-Organized Artistic Settings through Performative Research and Artistic Intervention* describes a concrete example of performative research in a context in which young adults become culturally and socially engaged.

The post-dramatic theatre collective *Gob Squad* is the topic of **Kristin Westphal's** (Universität Koblenz-Landau, Germany) article *Theatre as a Place of Self-Empowerment. The Example of Gob Squad: Before your very Eyes*. In their performance project, *Gob Squad* experimented with the reversal of roles: Rather than adults performing theatre for children, the children themselves explain their perspectives on the world to the adults through play.

In his contribution *Theatre and Obstinacy – A Friend's Perspective*, **Manfred Schewe** (University College Cork) honours Peter Jankowsky – pedagogue, author, translator, and actor. Jankowsky's striking solo performance *Life and/or Death: A Classic Case* was a memorable part of the conference in Cork.

We would also like to inform our readers about two new publications:

**Sabine Dengscherz** (University of Vienna, Austria) reviews the anthology *Ästhetisches Lernen im DaF-/DaZ-Unterricht. Literatur-Theater-Bildende Kunst-Musik-Film* (edited by N. Bernstein and C. Lerchner, 2014), while **Stefanie Beckmann** (Ricarda-Huch-Gymnasium Gelsenkirchen, Germany) appraises J. Passon's (2014) book publication *Shakespeare in der Realschule inszenieren. Theatre Education zur Förderung von kommunikativer und performativer Fremdsprachenkompetenz*.

Finally, we would like to direct attention to two symposia: the 2<sup>nd</sup> SCENARIO FORUM SYMPOSIUM *Towards a Performative Teaching and Learning Culture* at University College Cork on September 25, 2015, and the 3<sup>rd</sup> SCENARIO FORUM SYMPOSIUM *Performative Pedagogy* at Indiana University in Bloomington (USA). For more information click [here](#).

With our best wishes from Ireland and the United States,  
*Manfred Schewe & Susanne Even*