

Foreword

The Editors

To reach the widest possible readership, SCENARIO publishes articles primarily in English as an international lingua franca. However, authors are also given the opportunity to submit contributions in other languages, currently including German, Italian and French. This second issue of 2025 contains contributions in English, French and German. Two articles continue discussions from Issue 1, Volume 19, focusing on projects in a Francophone research context.

Contents:

1. Foreword
2. [Drama as Art, Pedagogy and Practice: A Practice Based Framework for Primary Teachers by Laura McEntee \(English - Article\)](#)
3. [Embodied Spaces in Performative Language Learning by Sandrine Eschenauer & Jane Rony \(English - Article\)](#)
4. [Brecht in der Ferne: Transkulturelle Resonanzen im theaterpädagogischen DaF-Unterricht Senegals by Joerg Hartmann \(German – Article\)](#)
5. [Embodied pedagogy in language acquisition: Integrating ballet movement to teach French grammar to adult beginner learners by Pu WANG \(English – Window of Practice\(WOP\)\)](#)
6. [Commedia dell’arte et enseignement-apprentissage des langues: Des idées reçues au potentiel pédagogique et performatif by Filippo Fonio \(French – WOP\)](#)
7. [Identity and Vulnerability: Autobiographical Storytelling in a Fourth Grade Classroom by Steven Totland \(English – WOP\)](#)
8. [A note on \(dis\)appearances: Authorial presence and reflexivity in Scenario research articles 2014-2023 by Silja Weber \(English – WOP\)](#)
9. [Review of Berti, F. & Seitz, S. \(2025\). The Primary School as a Playful Space. Theories and Practices in an International Perspective by Anne Clerc-Georgy \(English- Review\)](#)
10. [Texts Around Theatre - Gedichte auswendig lernen und rezitieren - Eine literarische Perspektive by Urs Widmer \(German & English – Texts Around Theatre\)](#)