

About the Authors – Über die Autorinnen und Autoren

Francesco Bonelli is graduate Student in Italian Studies at University of Grenoble, where he is preparing a PhD thesis on the literary and political movement of “Scapigliatura”. Since 2016, he is also *lecteur d’italien* at Lyon 3 University Jean Moulin. His research and teaching interests include literary exchanges between Italy and France in the 19th century, the rhetoric of contemporary political discourse and the use of drama in Italian language learning. In 2015 and 2016 he co-animated in Grenoble a workshop of translation from French to Italian and of public reading of two plays by Villiers de l’Isle-Adam (*La révolte, Elèn*). In 2017 he attended the Summer School “The role of drama in higher and adult language education: from theory to practice” co-organized by the University of Padova and the University of Grenoble (Padova, 28 August – 1 September).

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Petra Bosenius, is a Lecturer at the English Department II of Cologne University, Germany. Her teaching and fields of research involve English Language Teaching Methodology, Content and Language Integrated Learning as well as Assessment and Evaluation in English Language Teaching with a particular focus on alternative assessment as shown in her recent publication: Bosenius, Petra (2016): Alternative Assessment in the EFL-Classroom: Self-Assessment in a Bilingual Programme of a German Grammar School. In: Tinnefeld, Thomas (ed.): *Fremdsprachenvermittlung zwischen Anspruch und Wirklichkeit: Ansätze – Methoden – Ziele*. Saarbrücken: Hochschule für Technik und Wirtschaft, 439-458.

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Mandy Collins is an English language teacher and Applied Linguist. She has taught in Kenya, UK, France, Peru, Hong Kong, Sri Lanka, Dublin and Cork and is now delighted to be one of the team at the Asana School of English, Cahersiveen, County Kerry, Ireland. Influenced by humanistic language teaching and Dogme, she aspires to facilitate holistic, needs-led, performative learning. Her research explores the suitability of this approach to teaching and learning within the challenging learning environment of post-primary classrooms of all subjects, focusing on the linguistic aspect of learning and highlighting the academic English (English for academic purposes (EAP)/advanced literacy) of second level education. Affirming academic English as a social justice issue, her work demonstrates the need for greater linguistic awareness at all levels of the education system in Ireland, (see <http://hdl.handle.net/10468/3849>). To this end, she is a founder member of "EAP in Ireland".

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Eucharía Donnery is a lecturer of intercultural communication studies in Japanese and performance studies in English at the Department of Applied Computer Sciences, Shonan Institute of Technology, Japan. Her main research and supervisory areas are intercultural communicative competence, drama in SLA, and Computer Assisted Language Learning (CALL). From 2008 until 2010, she conducted process drama projects thematically centered on the social issues of bullying, emigration and homelessness with students of the School of Human Welfare Studies at Kwansai Gakuin University, which became the data for her doctoral studies at University College Cork.

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Dragan Miladinović is the current Austrian Exchange Service-Lecturer in the Department of German, University College Cork. He has taught German since 2011 in different settings and at different levels. His research interests lie in performative language teaching, critical applied linguistics and teacher training. Dragan is currently conducting a PhD-research project on performative language teaching at University College Cork under the supervision of Prof Manfred Schewe and Dr. Susanne Even.

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Serafina Morrín is a lecturer at the Alice Salomon University of Applied Sciences Berlin, Germany. A trained actress and drama educationalist, she works in the field of language acquisition. Her research concentrates on intercultural education and language. In her dissertation work she focuses on tacit knowledge and is interested in using performativity as research methods.

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Yasuko Shiozawa is a professor of English at Bunkyo University in Japan. Since obtaining an MA in English at Washington State University, she has been working at colleges for about 30 years. She is in charge of a variety of English classes, teacher training courses and intercultural communication. Her current interest lies in integrating DiE in English to holistic education. She has been on a government-subsidized project on developing social skills as well as language proficiency through drama techniques. She has conducted intensive drama workshop camps for college students for three years.

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Anne Smith is an applied theatre practitioner and researcher with 25 years of

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Gustave J Weltsek, Assistant Professor, Arts Education at Indiana University, School of Education, Department of Curriculum and Instruction. Graduate teaching includes; imaginative and performative pedagogies, and inquiry and undergraduate courses in drama/theater education. His research examines how critical performative pedagogy (Weltsek and Medina, Pineau) may function as a space for social change and equity. Achievements include; publications in; *Youth Theatre Journal*, *Arts Education Policy Review*, *Language Arts*, and the *Journal of Adolescent and Adult Literacy*, the 2013 recipient of the AATE research award and services as one the writers of the United States Standards for Theatre and Drama Education.

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Fionn Woodhouse is a lecturer in the Theatre Department, University College Cork. He is an active director, producer and facilitator of drama/theatre with particular interest in youth participation and learning through practice.

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