

University Academic Curriculum Vitae

Simona Floare Bora

Free University of Bozen
Faculty of Education
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University of Essex
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Research Interests

Drama and Theatre in Language Teaching and Learning, Second Language Acquisition, Literature in Language Learning and Teaching, English for Specific Purposes, English for Academic Purposes, Academic Writing, Foreign/Second Language Learning and Teaching

Education

University of Essex (UK)

PhD in English Language Teaching (12.02.2018)

Title of thesis: Beyond the mere word: Exploring the language of drama through text-based and performance-based approaches for developing L2 oral skills

Supervisor: Dr Julian Good

Research advisers: Prof Florence Myles and Prof Monika Schmid

University of Trento (Italy)

MA in Euro-American Languages and Literature (2010) - with Teaching Practice (obtained Foreign Language teaching qualification - English and Spanish), (awarded CUM LAUDE)

Title of dissertation: “Fair land! Thee all men greet with joy!”: Italy through English romantic eyes

Supervisors: Prof Serena Cenni and Francesca di Blasio

BA (Hons) in Modern Languages and Literature (2007), (awarded First Class).

Title of dissertation: La figura del moro sentimental desde “El Abbenceraje” a “El remedio en la desdicha” por Lope de Vega

Supervisor: Prof Pietro Taravacci

Pedagogical College for Primary School Teachers (Romania)

1990 – 1995

A-level: Fully Qualified primary school teacher

Modules included: Teaching Practice, Pedagogy, Child Psychology, and General Didactics

Teaching and Research Experience

Lecturer (Faculty of Education – Free University of Bolzano)

19012 ·L-LIN/12 · Writing Skills for University

2022 - present

19013· L-LIN/12 · How to Write a Thesis

19000 ·L-LIN/12 - Introduction to Academic Writing

19006 ·L-LIN/12 - Advanced Academic Writing

English Language Teacher (High school level, Trentino - Alto-Adige)

2010 - present

General English

English for Specific Purposes

English Literature and History

Preparation courses for Cambridge B2 and C1 examinations

2024 - present

Module leader: EAP/Academic skills lecturer (Essex Pathways, University of Essex)

IA 197 “Research and academic skills for law” (in-sessional)

2019 - 2020

EAP/Academic skills tutor (<i>Essex Pathways, University of Essex</i>)	2017 – 2018
PAALS (pre-sessional)	
IA 195 “Academic skills for social sciences” (in-sessional)	Spring-Summer 2018
TEFL Lecturer (<i>Language and Linguistics, University of Essex</i>)	
LG 636 “Teaching and Learning Grammar”	Spring 2018
LG 478 “Foundations of CALL”	
LG 490 “Teaching English through Literature and Drama” (invited sessional lecturer)	2015 - 2018
Assistant Lecturer (<i>Language and Linguistics, University of Essex</i>)	
LG112 “Foundations of TEFL I”	2015 - 2017
LG118 “Foundations of TEFL II”	
LG102 “Language in Use”	
Italian assistant lecturer (<i>Language and Linguistics, University of Essex</i>)	2018 - 2022
Italian lecturer	Spring-Summer 2019
LA042 Language expert	
LA621 Intensive Italian Initial 1	
LA622 Intensive Italian Initial 2	
LA630 Higher Intermediate Italian	
LA640 Advanced Italian	
LA650 Proficiency Level Italian	
Research assistant (<i>Language and Linguistics, University of Essex</i>)	2016 - 2018
Primary School Teacher (<i>Romania</i>)	1995 - 2000
Other work experience	
Invigilator, Senior Invigilator (<i>Academic Section – University of Essex, UK</i>)	2014 - present
Course developer (on-line module): Research and Academic Skills (<i>Essaify Academy, Colchester</i>)	2021 -2023
Linguistics mediator and translator (AMIC and Citta’ Aperta member): hospital, AD PERSONAM offices, police headquarters, Questura, Schools, Council Social Services, Youth Court (<i>Trentino Province, Italy</i>)	2004 - 2011
Conference presentations	
Invited speaker:	
Using drama in the language classroom: quantitative and qualitative evidence from an experimental study. <i>Teachers’ conference, University of Essex, UK (July 2022)</i>	
Speaker:	
Daring to set the stage in the high-school compulsory curriculum: the highs and lows of implementing a theatre project in a L2 classroom. <i>DiE Days, Drama in Education Days Conference, Uppsala, Sweden (2023)</i>	
Interactive didactics: enhancing L2 speaking complexity and accuracy through a blended drama approach, <i>EuroSla, Birmingham, UK (2023)</i>	
Capturing fluency and lexical diversity in L2 learners’ oral performance through drama pedagogy. <i>EuroSla, Fribourg, Switzerland (2022)</i>	
Exploring L2 spontaneous and authentic speaking opportunities through play-scripts and drama-based approaches. <i>DiE Days. Drama in Education conference, University of Zug, Switzerland (2019).</i>	
The Drama Method: Developing L2 Learners’ Speaking Complexity, Pronunciation and Fluency through Authentic plays. <i>2nd International conference on Language Education and Culture, Istanbul Medipol Univeristy, Turkey (2019)</i>	

Collaborative reflective writing: Experience of native and non-native speakers on an academic skills module in the UK. *EAP/ESP Symposium, Free University of Bozen, Italy (2018).*

From learners' interviews: Investigating attitudes towards dramatic approaches within L2 compulsory curriculum. Drama in Education conference, *University of Konstanz of Applied Science, Germany (2017)*

The play way: Exploring learners' attitudes towards drama-based approaches. *The 49th BAAL Conference at Anglian Ruskin University, Cambridge, UK (2016).*

Drama as Interaction: effects on the complexity, accuracy and fluency of oral L2 productions. *LaDeLi Workshop, University of Essex, UK (2016).*

Towards Drama as a Method for Enhancing L2 Learners' Complexity, Accuracy and Fluency. *The 48th BAAL Conference at Aston University, Birmingham, UK (2015).*

Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency, the 25th *EUROSLA conference, Aix-en-Provence, France (2015)*

Drama pedagogy: speaking accuracy, complexity and fluency through play-texts and/or performance in second language learning. *The 1st Drama and Theatre in Foreign and Second Language Teaching Conference, Reutlingen, Germany (2015)*

The development of L2 oral accuracy and complexity through drama-based approaches, *LALA workshop, University of Cambridge, UK (2015)*

Curtain up! Do theatre texts and full-scale performance enhance L2 learners' fluency? *LangUE, University of Essex, Colchester, UK (2014)*

Beyond the mere word. A contemporary approach to Drama for developing students' L2 oral skills. *The 1st International Conference on Drama: Performative Teaching, Learning and Research, University of Cork, Ireland (2014)*

Authentic contemporary drama: Texts or/and Performance in English Language Classroom? *LangUE, University of Essex, Colchester, UK (2013)*

Publications

Bora, S. F. (forthcoming). Daring to set the stage in the compulsory curriculum: the highs and lows of implementing a theatre project in a L2 language classroom, *Conference Proceedings DiE Days, Drama in Education Days, Uppsala, Sweden, 2023*.

Bora, S. F. (2022). Drama Pedagogy: Speaking Accuracy and Complexity through Contemporary Theatrical Texts and Performance in Foreign Language Learning. *Research in drama Education: The Journal of Applied Theatre and Performance*

Bora, S. F. (2021). Taking Literature off Page! The effectiveness of Blended Dramatic approaches for Enhancing L2 Oral Accuracy, Pronunciation and Complexity. *Language Teaching Research*

Alhassan, A, Bora, S. F., Abdalla, YA (2021) Collaboration with EAP teachers in English-medium instruction contexts in higher education, *TESOL Journal*

Bora, S. F. (2020). Curtain up! Enhancing L2 spontaneous and authentic speaking opportunities through play scripts and drama-based approaches *RELC journal*

Bora, S. F. (2020). Performative didactics: Tapping into learners' attitudes towards text- and performance-based approaches in foreign language learning. *Innovation in Language Learning and Teaching* DOI 10.1080/17501229.2018.1538225

Bora, S. F. (2019). Exploring learners' perceptions towards collaborative work through drama in foreign language learning: A view from a mandatory Italian high school curriculum. *Scenario: A Journal for Performative Teaching, learning, Research*, 171-186

Bora, S. F. (2019) *"Thee All men greet with joy". Italy through English Romantic Eyes*. Lambert Academic Publication.

Bora, S. F. and Alhassan, A, (2018). Collaborative academic writing: Experience of native and non-native speakers on an academic skills module in the UK. In: E. Bonetto, MJ Ennis, D Unterkofler, *Teaching Languages for Specific and Academic Purposes in Higher Education*, Bozen University Press.

Bora, S. F (2018). Beyond the mere word. Exploring the language of Drama through text- and performance-based approaches for developing L2 oral skills. Unpublished PhD thesis, University of Essex (UK)

Memberships

ITEFL; BAAL (British Association for Applied Linguistics); EuroSLA (European Second Language Acquisition); Scenario (Drama in Language Teaching); TESOL Italy – Val d’Adige; AMIC and CITTA’ APERTA (organizations for linguistic mediation and promotion of the native language and interculturality)

Grants/funding awards

- BAAL (British Association for Applied Linguistics) grant for conference presentation, 2016
- PhD scholarship qualification, Province of Trento, 2012 - 2016
- Awarded Cassa Rurale di Aldeno e Cadine (Italy) grant for excellent results (CUM LAUDE) in MA programme, 2010
- Departmental grant for Research Abroad period in the UK, from University of Trento (Italy), 2009
- Postgraduate scholarship for MA degree, 2007 - 2010
- Undergraduate scholarship for BA (Hons) degree, 2003 - 2007

Personal Development (Skills)

Data analysis Software: PRAAT, SPSS, AUDACITY, ELAN, CHILDES, N-VIVO
European driving computer license (ECDL) course (100 in-class lessons), Trento, (Italy)

Professional Development

2016 **Associate Fellow** of the Higher Education Academy accreditation (UK) – **AFHEA**
2014 Introduction to statistics for Survey Data Analyses (35 hours course), *University of Essex* (UK)
Jan - Dec 2003 Formative course for Linguistic mediators, Trento (Italy)

Other academic responsibilities

Reviewer for the following journals:

- Language Teaching Research
- Studies in Second Language Learning and Teaching
- RELC journal
- Innovation in Language Learning and Teaching
- Cogent Arts & Humanities
- Research in Drama Education: The Journal of Applied Theatre and Performance
- Open Education Studies
- Cogent Education

Language Knowledge

- Romanian (native)
- Italian (C2)
- English (C2)
- Spanish (C2)
- Russian (B2)