

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

Foreign/Second Language Learning and Teaching, Drama and Theatre in Language Teaching and Learning, Second Language Acquisition, TEFL/TESOL, Literature in Language Teaching, EAP/ESP, Academic Skills

Education

University of Essex (UK)

PhD in ELT- English Language Teaching (awarded 12.02.2018)

Thesis title: “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)

2003 - 2010

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

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

Supervisor: Prof Serena Cenni and Francesca di Blasio

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

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

English Language Teacher – Secondary school (Trentino – Alto-Adige)

2010 - present

General English

English for Specific Purposes

English Literature and History

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

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 (Essex Pathways, University of Essex)

PAALS (pre-sessional)

2017 – 2018

IA 195 “Academic skills for social sciences” (in-sessional)

Spring-Summer 2018

TEFL Lecturer (*Language and Linguistics, University of Essex*)
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

Graduate Teaching Assistant (*Language and Linguistics, University of Essex*)
LG112 “Foundations of TEFL I” 2015 - 2017
LG118 “Foundations of TEFL II”
LG102 “Language in Use”

Italian language assistant (*Language and Linguistics, University of Essex*) 2018-2021

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 (*Language and Linguistics, University of Essex*) 2016 - 2018

Primary School Teacher (*Romania*) 1995 - 2000

Other work experience

Linguistics mediator and translator (AMIC and Citta’ Aperta member): hospital, AD PERSONAM offices, police headquarters, Questura, Schools, Council Social Services, Youth Court (*Trentino – Italy*) 2004 - 2011

Invigilator, Senior Invigilator (*Academic Section – University of Essex –UK*) 2014 - present
Course developer: module Research and Academic Skills (*Essaify – Colchester, on-line teaching platform*)
2021- 2023

Conference presentations

Invited speaker:

Using drama in the language classroom: quantitative and qualitative evidence from an experimental study.
Teachers’ conference, University of Essex, UK (July 2022)

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. *DiE Days, Drama in Education Days Conference, Uppsala, Sweden (2023)*
Interactive didactics: enhancing L2 speaking complexity and accuracy through a blended drama approach, *EuroSla, Birmingham, UK (2023)*
Capturing fluency and lexical diversity in L2 learners’ oral performance through drama pedagogy. *EuroSla, Fribourg, Switzerland (2022)*
Exploring L2 spontaneous and authentic speaking opportunities through play-scripts and drama-based approaches. *DiE Days. Drama in Education conference, University of Zug, Switzerland (2019)*.
The Drama Method: Developing L2 Learners’ Speaking Complexity, Pronunciation and Fluency through Authentic plays. *2nd International conference on Language Education and Culture, Istanbul Medipol Univeristy, Turkey (2019)*
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; 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 award 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**

Jan - Dec 2003 Formative course for Linguistic mediators, Trento (Italy)

Language Knowledge

Romanian (native)

Italian (C2)

English (C2)

Spanish (C1)

Russian (B1)