Simona Floare Bora – Academic Curriculum Vitae

Free University of Bolzano
Faculty of Education
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Research Interests

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

Education

University of Essex (UK)
***PhD in ELT* (awarded 12.02.2018)**
Thesis: "Beyond the mere word: Exploring the language of Drama through text- 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 experience at tertiary level

Module leader: EAP/Academic skills lecturer *(Essex Pathways, University of Essex)*
IA 197 "Research and academic skills for law" (in-sessional) Spring- Summer 2020

EAP/Academic skills lecturer *(Essex Pathways, University of Essex)*
PAALS (pre-sessional) 2016 - 2018
IA 195 "Academic skills for social sciences" (in-sessional) Spring-Summer 2018

Lecturer in TEFL *(Language and Linguistics, University of Essex)*
LG 636 "Teaching and Learning Grammar" Spring 2018
LG 478 "Foundations of CALL" Spring 2018
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-present

Lecturer in Italian (*Language and Linguistics, University of Essex)* 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

Teaching experience at secondary and primary school level

English Language Teacher (*Trentino – Alto-Adige)* 2010 - present
General English (primary school, secondary school, high school)
English, History and Literature
English for Specific Purposes (high school)

Primary School Teacher *(Romania)* 1995 - 2000

Publications

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 a blended dramatic approach 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 and 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)*

Bora, S. F. (in prep). Exploring L2 oral accuracy, complexity and fluency on narrative tasks through drama pedagogy. *Modern Language Journal*.
Bora. S. F. (in prep). Do theatre texts and full-scale performance enhance L2 learners' fluency? *Tesol Quarterly*
Bora, S. F. (in prep). The mandatory performance-based approach in the EFL classroom: Challenges and opportunities from learners' interviews. *Studies in Second Language Learning and Teaching.*
Bora, S. F. (in prep). Set the stage! Engaging all learners through self-standing play theatre texts and drama. *Research in drama Education: The Journal of Applied Theatre and Performance*
Bora, S. F. (in prep). Transforming the course book into a theatre stage: Teaching Language through scenarios. *RELC journal*

Reviewer activity

Language Teaching Research, Research in Drama Education, RELC journal, ESTRO

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:

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)*

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, Italy	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	2008-2010
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)
Moodle platform

Professional Development

2016	**Associate Fellow of the Higher Education Academy (FHEA)** accreditation (UK)
Jan - Dec 2003	Formative course for Linguistic mediators, Trento (Italy)

Language Knowledge

Romanian (native); Italian (native-like speaker); English (C2); Spanish (C1-Proficient); Russian (intermediate proficiency)