

Corderi Novoa, M., & García Mayo, M. del P. (2022). The Impact of Performative Language Teaching on Oral Skills in the Classroom of Chinese as a Foreign Language. *Sinología hispánica. China Studies Review*, 14(1), 79–106. Retrieved from
<https://revpubli.unileon.es/index.php/sinologia/article/view/7381>

Corderi Novoa, M. & De Agreda Coso, E. (2021). ImproELE: propuesta didáctica para mejorar las destrezas orales de alumnos universitarios sinohablantes de nivel B2 utilizando técnicas performativas en el aula de ELE. Trabajo Fin de Máster: Universidad de Nebrija. Madrid. España.
<https://biblioteca.nebrija.es/cgi-bin/repositorio/O8348/ID12427c8e?ACC=161>

Corderi Novoa, Modesto. (2019). Improchinese: Using Improv Theater in a Chinese as a foreign language experimental classroom. *Revista de Artes Performativas, Educación y Sociedad*, 1(1), 147-163.
https://www.apesrevista.com/files/ugd/762f4b_32d4fd50773740998ef5060fd3a36c35.pdf

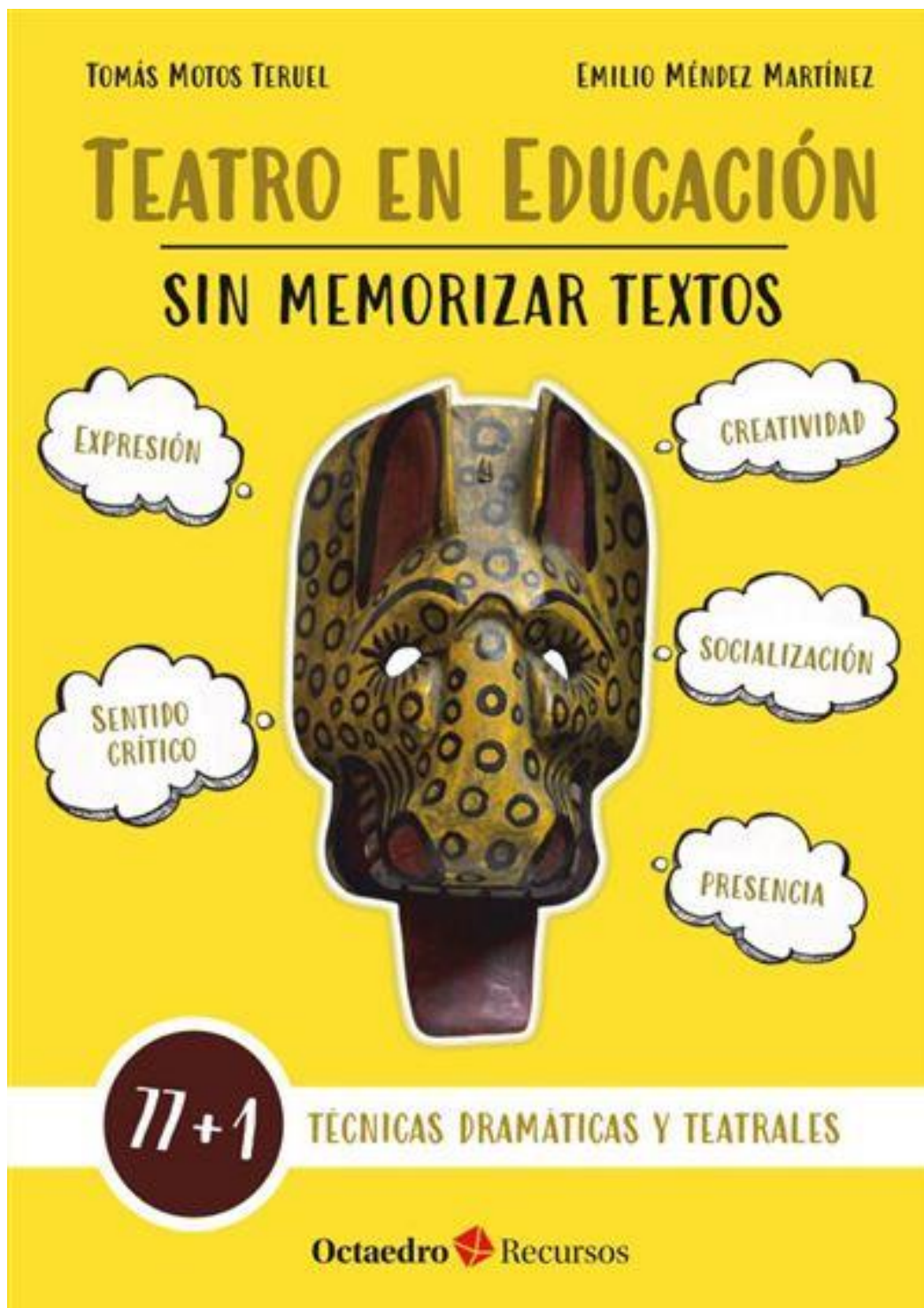
DICE Consortium. (2010). The DICE has been cast. Research findings and recommendations on educational theater and drama. European Union.
www.dramanetwork.eu

LUIS DORREGO FUNES. Universidad de Alcalá de Henares. Juegos teatrales para la enseñanza del español como segunda lengua – Centro Virtual Instituto Cervantes
https://cvc.cervantes.es/ensenanza/biblioteca_ele/carabela/pdf/41/41_091.pdf

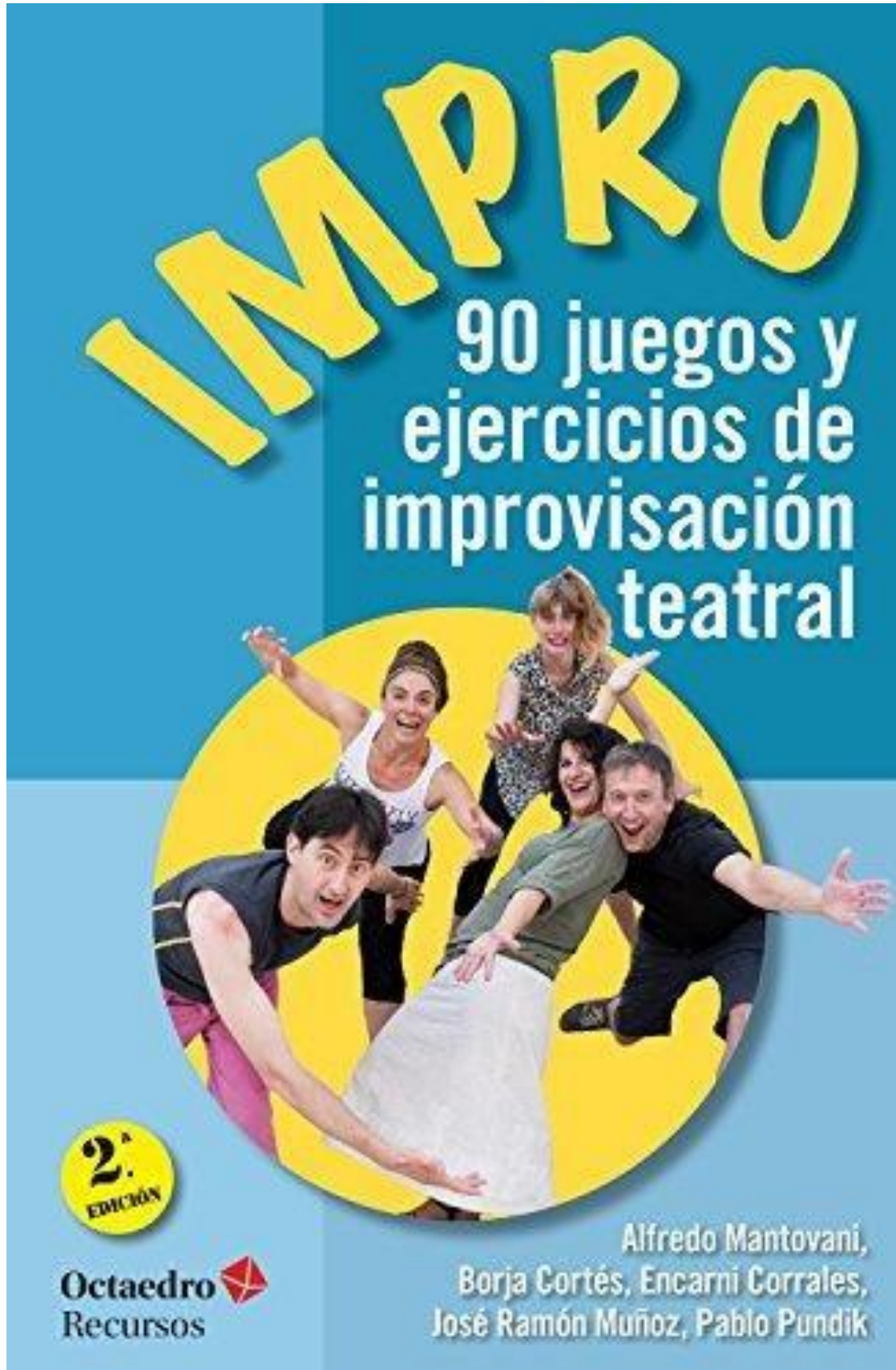
BOOKS

Teatro en educación sin memorizar textos

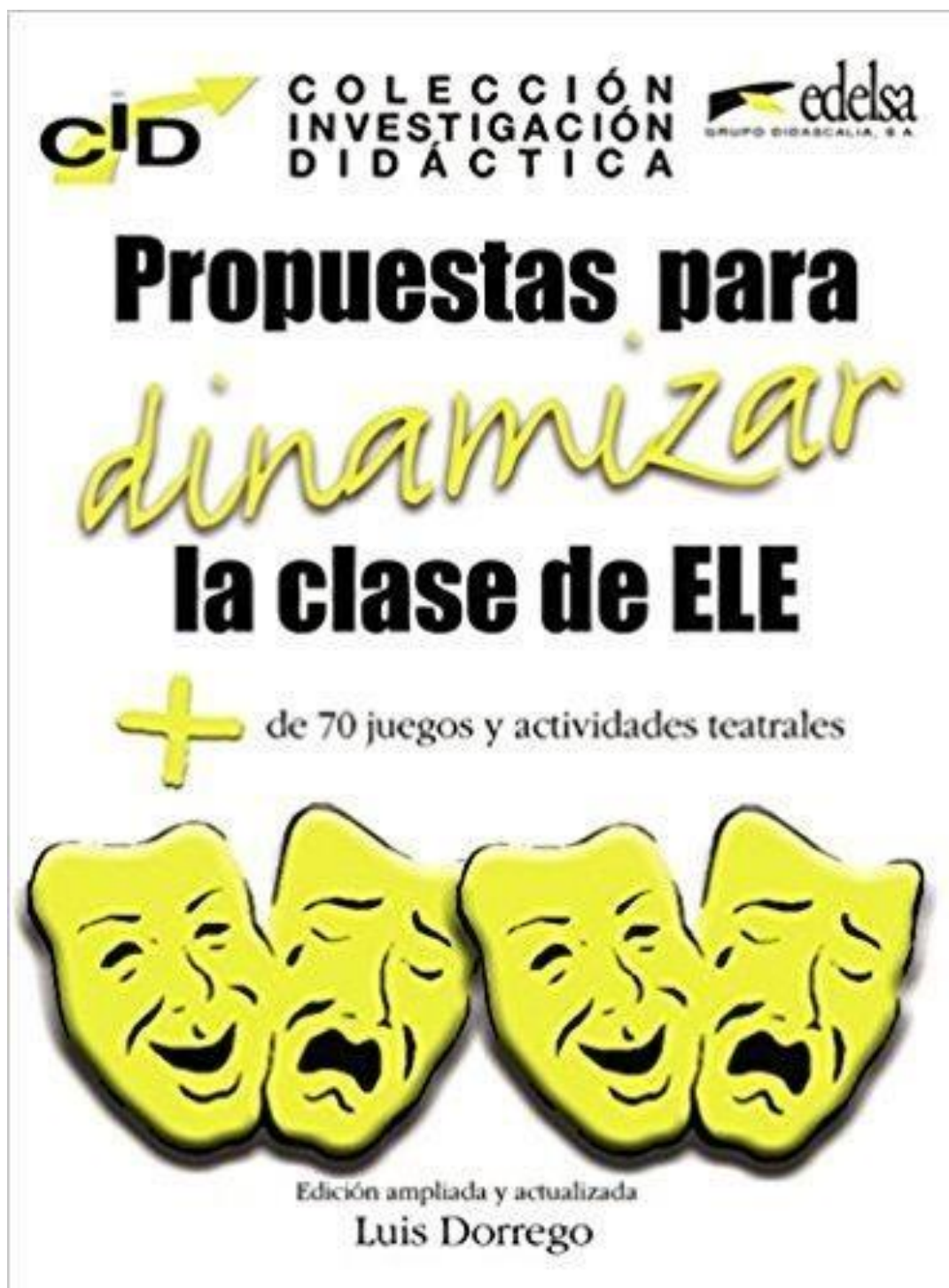
<https://www.fnac.es/a10006104/Emilio-Mendez-Martinez-Teatro-en-educacion-sin-memorizar-textos>



Impro: 90 juegos y ejercicios de improvisación teatral
<https://www.amazon.es/Impro-ejercicios-improvisaci%C3%B3n-teatral-Recursos-ebook/dp/B06XJP3QW6>

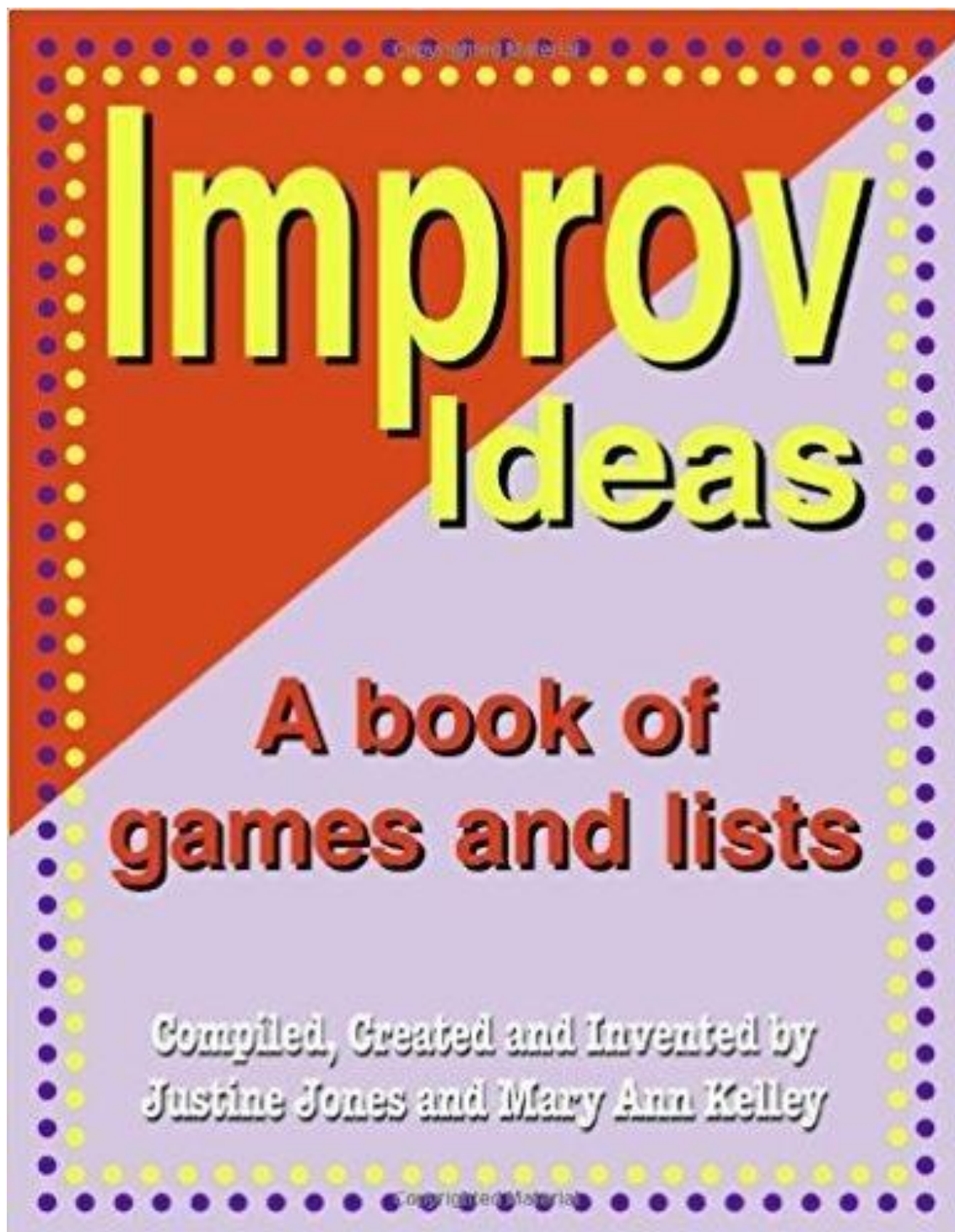


C.I.D. Propuestas para dinamizar la clase de ELE (Didáctica - Jóvenes Y Adultos - Colección De Investigación Didáctica)
https://www.amazon.es/C-I-D-Propuestas-para-dinamizar-Did%C3%A1ctica/dp/8477116369/ref=sr_1_fkmr0_1?s=digital-text&ie=UTF8&qid=1525685199&sr=8-1-fkmr0&keywords=propuestas+para+dinamizar+la+clase

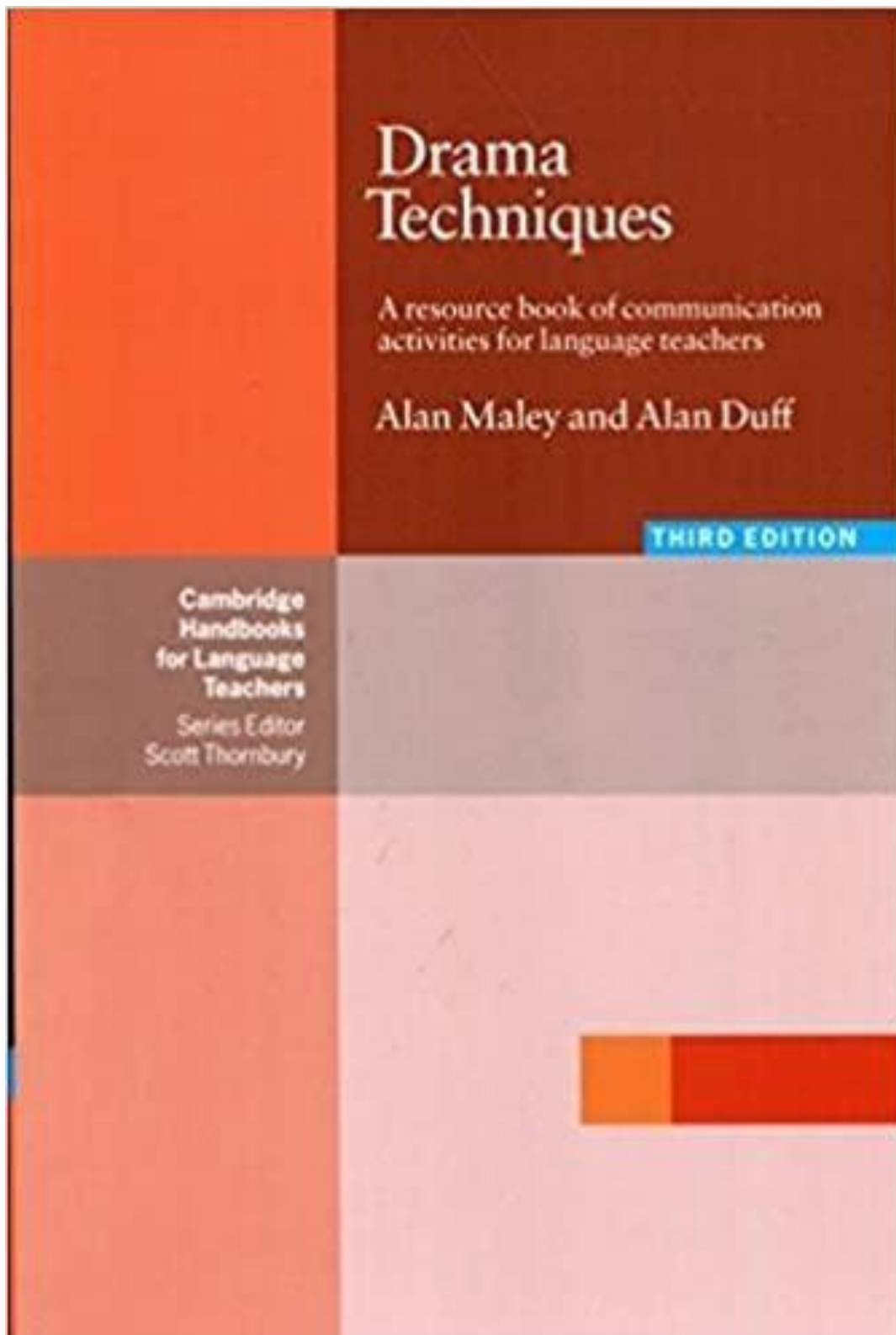


Improv Ideas: A Book of Games and Lists

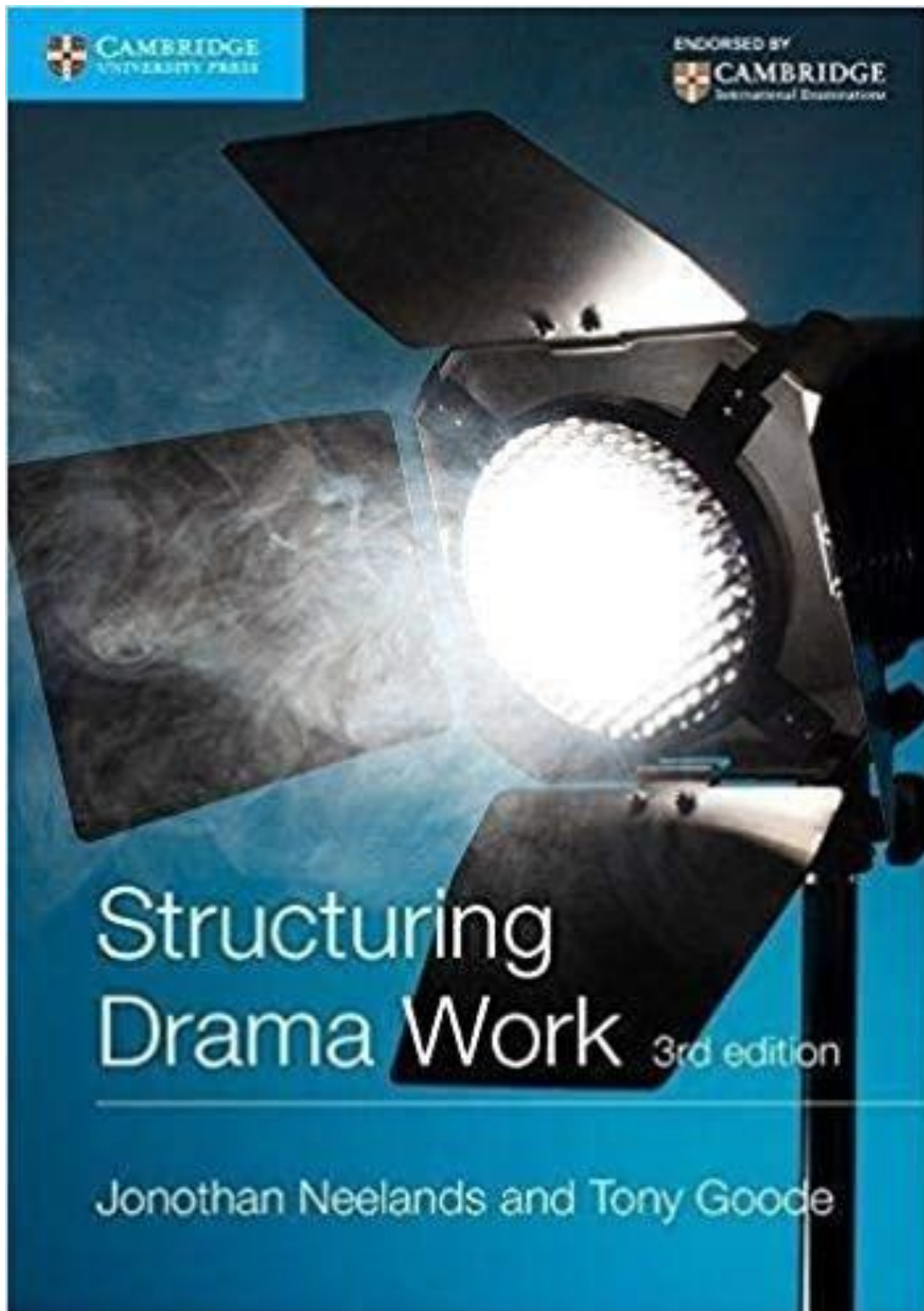
https://www.amazon.es/Improv-Ideas-Book-Games-Lists/dp/1566081130/ref=sr_1_cc_1?s=aps&ie=UTF8&qid=1525685280&sr=1-1-catcorr&keywords=Improv+ideas



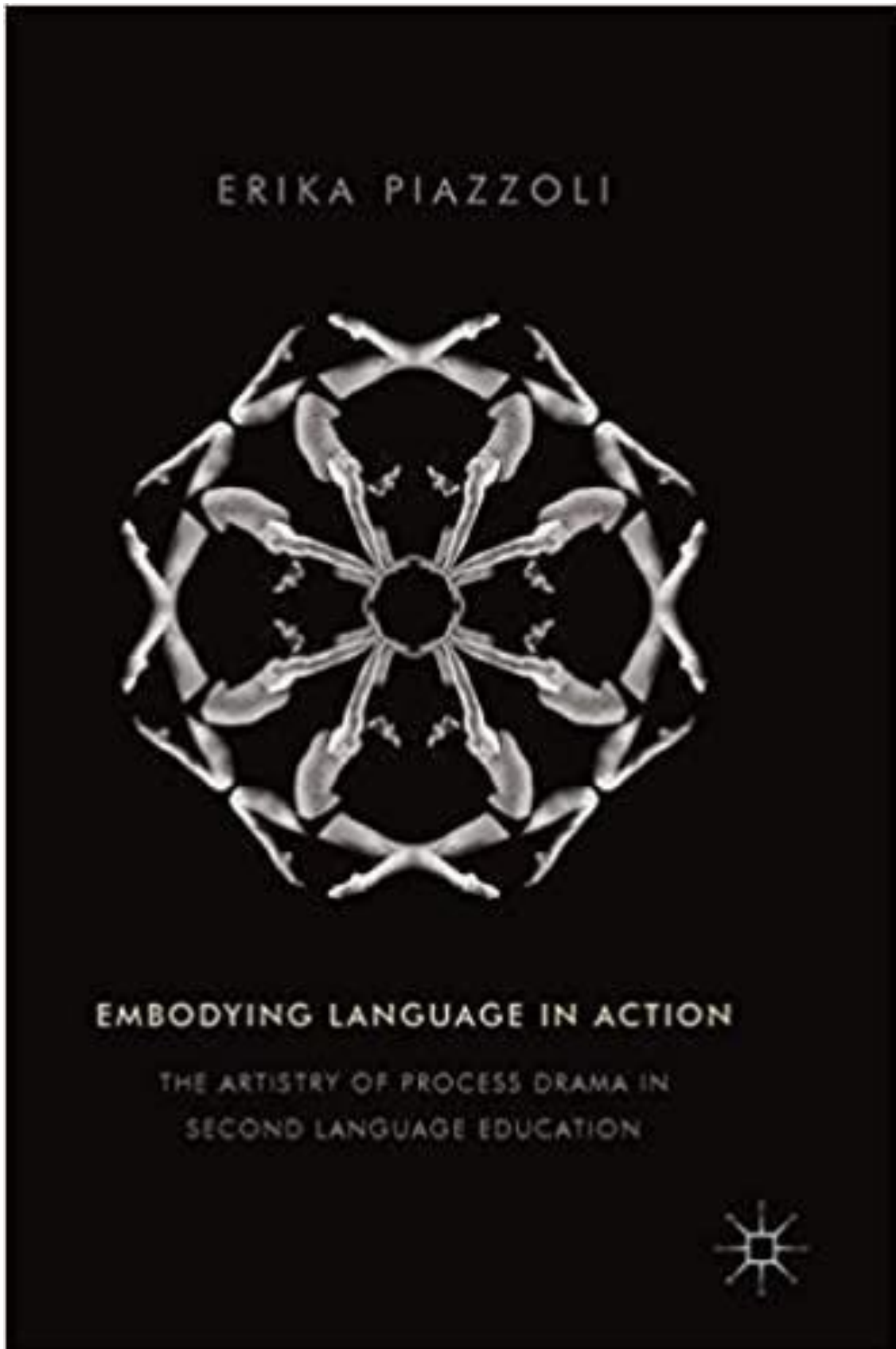
https://www.amazon.es/Drama-Techniques-Communication-Activities-Cambridge/dp/0521601193/ref=sr_1_1?mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&keywords=drama+techniques&qid=1638275363&sr=8-1



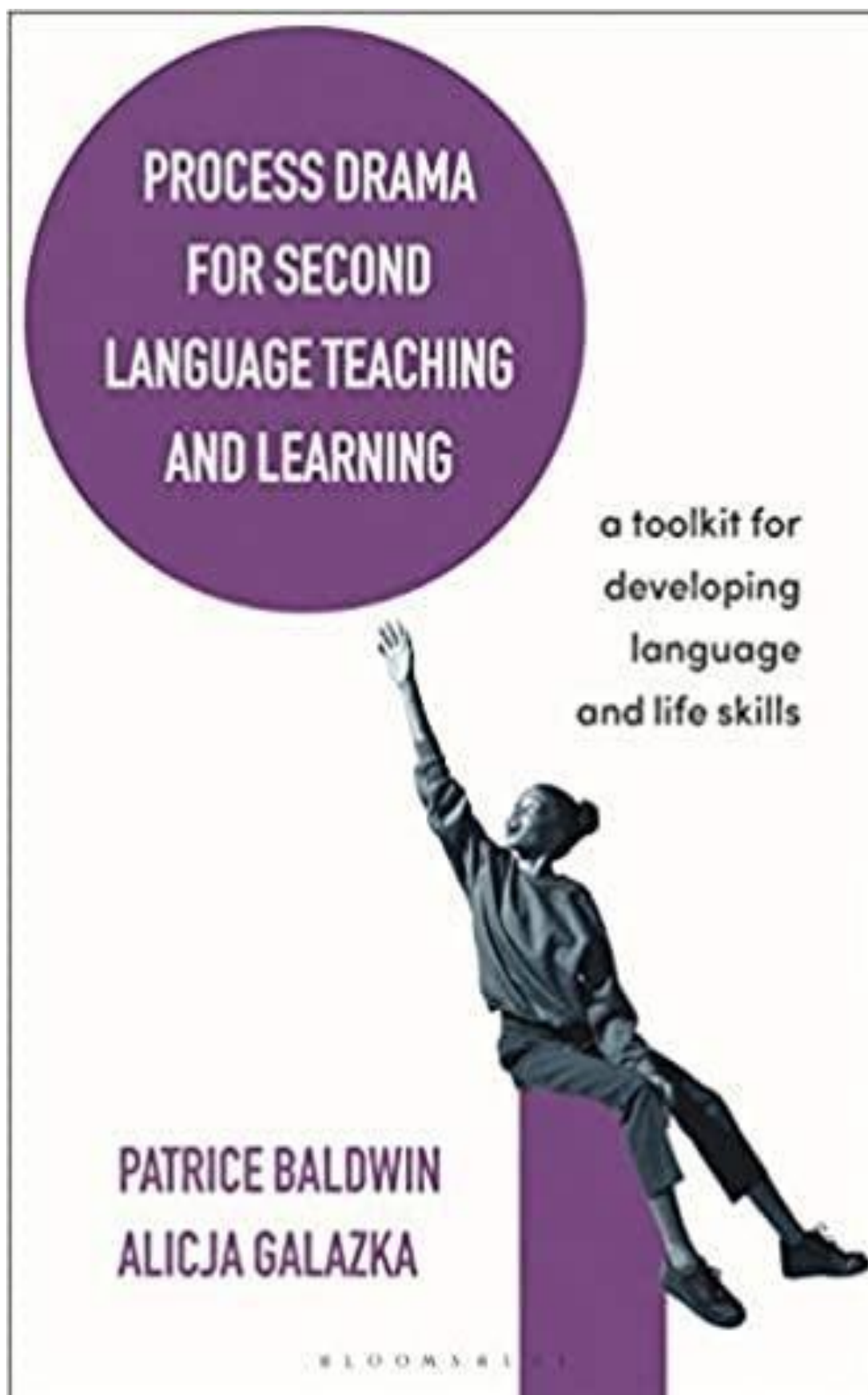
https://www.amazon.es/gp/product/1107530164/ref=ppx_yo_dt_b_asin_image_o04_s00?ie=UTF8&psc=1



https://www.amazon.es/Embodying-Language-Action-Artistry-Education/dp/3319779613/ref=sr_1_1?mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&keywords=embodying+language+in+action&qid=1638275508&sr=8-1



https://www.amazon.es/Process-Second-Language-Teaching-Learning/dp/1350164747/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1638275570&sr=8-1



REFERENCES

Catterall, J. S. (2002). Research on drama and theater in education. In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Academic and Social Development* (pp. 58 – 64). Arts Education Partnership.

Chérrez Sacoto, A. B. (2017). *The use of drama-oriented activities to improve oral fluency in an EFL classroom at Politécnica Salesiana University* (Unpublished master's thesis). Universidad de Cuenca. Cuenca: Ecuador.

Corderi Novoa, M., & García Mayo, M. del P. (2022). The Impact of Performative Language Teaching on Oral Skills in the Classroom of Chinese as a Foreign Language. *Sinología hispánica. China Studies Review*, 14(1), 79–106. Retrieved from <https://revpubli.unileon.es/index.php/sinologia/article/view/7381>

Corderi Novoa, M. & De Agreda Coso, E. (2021). ImproELE: propuesta didáctica para mejorar las destrezas orales de alumnos universitarios sinohablantes de nivel B2 utilizando técnicas performativas en el aula de ELE. Trabajo Fin de Máster: Universidad de Nebrija. Madrid. España.
<https://biblioteca.nebrija.es/cgi-bin/repositorio/O8348/ID12427c8e?ACC=161>

Corderi Novoa, M. (2020). *The impact of performative language teaching on oral skills in a Chinese as a foreign language classroom*. (Unpublished doctoral dissertation). The University of the Basque Country UPV EHU. <http://hdl.handle.net/10810/50388>

Corderi Novoa, Modesto. (2019). Improchinese: Using Improv Theater in a Chinese as a foreign language experimental classroom. *Revista de Artes Performativas, Educación y Sociedad*, 1(1), 147-163.
https://www.apesrevista.com/files/ugd/762f4b_32d4fd50773740998ef5060fd3a36c35.pdf

Corderi Novoa, M. (2015). *Research study about the use of drama and improvisational theater games to teach Chinese as a second language* (Unpublished master's thesis). Beijing Language and Culture University. Beijing: China.

Dougill, J. (1987). *Drama Activities for Language Learning*. London: Macmillan.

Fleming, M. (2016). Exploring the concept of performative teaching and learning. In S. Even & M. Schewe (Eds.), *Performative Teaching, Learning, Research—Performatives Lehren, Lernen, Forschen* (pp. 189–205). Berlin: Schibri Verlag.

Galante, A., & Thomson, R. I. (2017). The effectiveness of drama as an instructional approach for the development of second language oral fluency, comprehensibility, and accentedness. *TESOL QUARTERLY* Vol. 51, No. 1, 115-142.
<https://doi.org/10.1002/tesq.290>

Hui, A., He, M., & Ye, S. (2015). Arts education and creativity enhancement in young children in Hong Kong. *Educational Psychology* 35(3), 315-327.

Kao, S. (1994). *Classroom interaction in a drama-oriented English conversation class of first-year college students in Taiwan: A teacher-researcher study*. (Doctoral dissertation). Ohio-State University, Columbus, OH, USA.

- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Oxford University Press.
- Long, M.H. (1985a). Input and second language acquisition theory. In S. Gass & C. Madden (Eds.), *Input and Second Language Acquisition* (pp. 377-393). Rowley, Mass.: Newbury House.
- Long, M.H. (1985b). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition* (pp. 77 – 99). Clevedon: Multilingual Matters.
- Long, M.H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Language Acquisition: Vol. 2. Second Language Acquisition* (pp. 413-468). New York: Academic Press.
- Maley, A., & Duff, A. (2005). *Drama Techniques. A Resource Book of Communication Activities for Language Teachers*. Cambridge: Cambridge University Press.
- Phillips, S. (2003). *Drama with Children*. Oxford: Oxford University Press.
- Piazzoli, E. (2018). *Embodying Language in Action: The Artistry of Process Drama in Second Language Education*. Palgrave Macmillan. Dublin: Ireland.
- Schewe, M. (2013). Taking stock and looking ahead: Drama pedagogy as a gateway to a performative teaching and learning culture. *Scenario: Journal for Performative Teaching, Learning and Research*, 8 (1), 5–23.
- Stern, S. (1980). Drama in second language learning from a psycholinguistic perspective. *Language Learning*, 30, 77–100. doi:10.1111/j.1467-1770.1980.tb00152.x
- Stinson, M., & Freebody, K. (2006). The DOL project: The contributions of process drama to improved results in English oral communication. *Youth Theater Journal*, 20, 27–41. doi:10.1080/08929092.2006.10012585
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S.M. Gass & CG Madden (Eds.), *Input in Second Language Acquisition* (pp. 235-53). Rowley, MA: Newbury House.
- Swain, M. (2000). The Output Hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.
- Torico, F. (2015). *Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom* (Unpublished master's thesis). Universidad Complutense de Madrid. Madrid: Spain.
- Ulas, A. H. (2008). Effects of creative, educational drama activities on developing oral skills in primary school children. *American Journal of Applied Sciences*, 5 (7), 876-880.
- Vygotsky, L. S. (1930/1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.