

## ABSTRACT

This qualitative research study documents the observed and reported experiences of incorporating **drama-in-education** strategies into the study of short stories in a ninth-grade applied English classroom. Using noted experts, including **Neelands and Goode** (2003), **Swartz** (1995), and **Perry** (2005), the study defines drama-in-education as the experience of behaving as though one is other than himself or herself, in another place and time. Students are led through an **improvisational** learning experience through play, with the teacher acting as both facilitator and participant. Over the course of the study students explored five short stories, including "The Lady, or the Tiger?" by Frank **R. Stockton**, "The Most Dangerous Game," by Richard **Connell**, "Rules of the Game" by Amy Tan, "The Cask of **Amontillado**" by Edgar Allan **Poe**, and "The Scarlet Ibis" by James Hurst. The teacher-researcher incorporated varied drama-in-education strategies into the study of each short story, experimenting with **roleplay**, writing in role, tableaux, and writing and performing in dramatic form. The author suggests that the utilization of various drama-in-education strategies, not only in applied, or average, English classes but also in any learning environment, may improve engagement, creativity, reading skills, a sense of community, motivation and enthusiasm, and frequency of independent reading. The author finishes with contemplating the possibilities of incorporating drama-in-education with other ability levels, subjects, and grade levels.