Abstract

This qualitative research study examined the observed and reported effects of using drama in education practices with ELLs. For a three month period during ESOL content instruction time, drama in education practices were used to teach content, grammar, and language to ELLs. These practices included but were not limited to mime, choral dramatization, story dramatization, role-play, improvisation, and tableaux. The seven students were monitored and tracked during this three-month period. This study discusses the progress of these students in the areas of content knowledge, grammar skills, and acquiring English language. Their progress was monitored based on observations, student work, and assessments.