

# Promoting Creative Skills through Greek Mythology EFL Online Classroom for English Major Students, Chiang Rai Rajabhat University

การส่งเสริมทักษะความคิดสร้างสรรค์ผ่านห้องเรียนออนไลน์ EFL  
ตำนานเทพปกรณัมกรีก สำหรับนักศึกษาสาขาภาษาอังกฤษ  
มหาวิทยาลัยราชภัฏเชียงราย

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## Abstract

This study aimed to examine the creative abilities of students in the Greek mythology EFL online classroom and investigate the students' attitudes toward the Greek mythology EFL online classroom at Chiang Rai Rajabhat University. Samples were 127 second-year students who enrolled in the Mythological Background in Literature course during the 2<sup>nd</sup> semester of the 2021 academic year. The classroom was instructed through a Microsoft Team online classroom arrangement. A mixed-methods approach with purposive sampling was used in this study. The instruments were lesson plans that integrated an online questionnaire, and observation. Data were analyzed using descriptive analysis with percentage, mean, and standard deviation. The findings showed that participants enjoyed activities such as monster drawing (80.80%), photography (74.3%), and creating story-telling video clips (71.90%), respectively. They agreed that these activities help them expand their creative and innovative thinking skills, with the highest-level mean score of 4.52 (S.D. = 0.8), followed by analytical and critical thinking skills at 4.23 (S.D.= 0.69), collaboration and team work at 4.21 (S.D. = 0.71), and language at 4.14 (S.D. = 0.85)

Regarding attitudes, data revealed that participants were found to hold positive attitudes toward the Greek mythology EFL online classroom. They were very agreeable at the highest score of 4.85 (S.D.= 0.75) that they prepared and did some self-research before studying. However, limitations were observed that they struggled with English speaking anxiety and still performed as passive learners as a result of a lack of confidence, language competency, and inadequate literary background knowledge.

**Key words:** social image, European Society, 17<sup>th</sup> century, La Loubère archives

## บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อศึกษาผลการส่งเสริมทักษะความคิดสร้างสรรค์ผ่านห้องเรียนออนไลน์ ตำนานเทพปกรณัมกรีก และศึกษาทัศนคติของนักศึกษาที่มีต่อห้องเรียนออนไลน์ EFL เทพปกรณัมกรีก ของนักศึกษาระดับปริญญาโท สาขาภาษาอังกฤษ มหาวิทยาลัยราชภัฏเชียงใหม่ ประชากร คือ นักศึกษาชั้นปีที่ 2 จำนวน 127 คน ที่ลงทะเบียนรายวิชาเทปนิยายที่เป็นพื้นฐานวรรณคดี ในภาคเรียนที่ 2 ปีการศึกษา 2564 โดยผ่านการจัดห้องเรียนออนไลน์ไมโครซอฟท์ทีม การศึกษานี้ใช้กระบวนการวิจัยแบบผสมผสาน สุ่มตัวอย่าง แบบเจาะจง เครื่องมือในการเก็บข้อมูล คือ แผนการเรียนที่บูรณาการกิจกรรมเสริมทักษะความคิดสร้างสรรค์ แบบสอบถามออนไลน์ และการสังเกตในชั้นเรียน วิเคราะห์ข้อมูลโดยการวิเคราะห์เชิงพรรณนา ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการศึกษาพบว่า นักศึกษาสนุกกับกิจกรรมการวาดภาพ สัตว์ประหลาด (80.80%) กิจกรรมถ่ายภาพ (74.3%) และกิจกรรมการสร้างคลิปวิดีโอเล่าเรื่อง (71.90%) ตามลำดับ และมีความเห็นพ้องกันว่ากิจกรรมเหล่านี้ช่วยเสริมสร้างทักษะความคิดเชิงสร้างสรรค์และความสร้างสรรค์ของตนเอง โดยปรากฏผลคะแนนในระดับ 4.52 (S.D. = 0.8) ตามด้วยทักษะการคิดวิเคราะห์ ในระดับ 4.23 (S.D. = 0.69) ทักษะการทำงานร่วมกัน ในระดับ 4.21 (S.D. = 0.71) และทักษะทางภาษา ในระดับ 4.14 (S.D. = 0.85)

ในส่วนของทัศนคติ ผลการศึกษาแสดงให้เห็นว่านักศึกษามีทัศนคติเชิงบวกและดีต่อห้องเรียนออนไลน์ EFL เทพปกรณัมกรีก ระดับคะแนน 4.84 (S.D. = 0.75) เห็นด้วยอย่างมากที่สุดกับการเตรียมความพร้อมและศึกษาด้วยตนเองก่อนเข้าชั้นเรียน แต่จากการสังเกตพบว่านักศึกษายังมีข้อจำกัดในการเรียน เนื่องจากความวิตกกังวลในการพูดภาษาอังกฤษ ทำให้ยังคงเป็นผู้เรียนแบบรับข้อมูลด้านเดียว เพราะขาดความมั่นใจ ความสามารถทางภาษา และความรู้พื้นฐานทางวรรณคดีที่ไม่เพียงพอ

**คำสำคัญ:** ความคิดสร้างสรรค์, ตำนานเทพเจ้ากรีก, EFL, ห้องเรียนออนไลน์

## Introduction

In the 21st century, workers are expected to demonstrate 21st century skills, requiring a new approach to teaching. Higher education institutions worldwide, including those in Thailand, are adapting their administration and curriculum development to incorporate these skills. They aim to foster creativity as a vital learning and innovation ability (Yalçin, 2018). To prepare students for future success, Thai institutions are integrating 21st century skills and core academic knowledge into the curriculum. In higher education, courses like literature, encompassing various literary works and cultural aspects, have the potential to develop creativity and language skills (Kaowattanakul, 2019). Mythology, as a type of literary work, offers stories with diverse themes that can be easily connected to students' existing knowledge of natural phenomena. It presents tales of Gods and Goddesses from Greek and Roman times, incorporating various folklore to help students grasp the relationship between nature and humanity. Mythology appeals to people of all ages with its universal themes and straightforward narratives. Additionally, it encourages students to engage their ideas and intelligence to analyze the stories and reflect on their personal experiences, emotions, and perspectives. By incorporating myths into English learning, students can enhance their linguistic awareness, vocabulary, narrative skills, and interpretive abilities, ultimately improving their ability to infer meaning. In addition to the language advantages, it also serves an important educational purpose by exciting our students' imaginations, strengthening their critical thinking, and heightening their emotional awareness. Therefore, considering the nature of the content of the course, teaching mythology background in literature can help promote and develop the creativity of the students. However, due to the current situation of the COVID-19 epidemic, teachers were forced to change their teaching into an online class, and students had no alternative but to study online. Since teaching and learning English literature courses still mostly uses an instructor-centered approach where the instructor is the center of everything in the class (Anurit, 2016), it is quite a challenge for teachers to change to a student-centered approach, especially when technology becomes an integral part of teaching management. This study explores how creativity can develop a framework of a creative EFL literature (mythology) classroom. To foster creativity, thus; it is a good to try the instruction which is used for this study. As previously mentioned, this study on "Promoting Creative Skills through Greek Mythology EFL Online Classroom for Thai Undergraduate Students" will be beneficial to teachers in revising and developing appropriate activities for English literature courses. This can also assist English lecturers at the tertiary level in providing a proportion of content and skills in each course that helps strengthen students' creativity abilities in practical practice.

## Objectives

1. To examine the creative abilities through Greek mythology in the EFL online classroom of the English major students, Chiang Rai Rajabhat University.
2. To investigate the attitude toward the Greek mythology EFL online classroom of the English major students, at Chiang Rai Rajabhat University.

## Literature Reviews

Creativity holds significant importance both in everyday life and the educational setting, serving as a fundamental element for a successful classroom (Rahimi & Hematiyam, 2012). Despite its complexity, creativity is often defined in various ways. For instance, Guilford (1956), a pioneer in creativity research, equated convergent thinking with intelligence and divergent thinking with the generation of alternative analyses. The development and promotion of creativity are facilitated by a supportive education system, providing every individual with the opportunity to express their creative potential. Numerous studies have explored the relationship between language classrooms (specifically EFL) and students' creativity. In such settings, teachers strive to foster students' creativity through knowledge, autonomy, personal attributes, and reflection (Meihami, 2022). Its reflection activities did impact students' tendencies to be curious in a classroom setting which is stimulated and enhanced when students can understand how the content is relevant to their learning, and how they can apply and make meaning of it in their lives (Bae, 2018). It is possible to develop a student's creativity along with their language skills by designing a course with content that inserts knowledge about cultural diversity or presents the issues that arise in different parts of the world in terms of folklore, moral, cultural, social, and environmental aspects to create recognition and participation in a sense of understanding each other. One of the courses that has the potential to encourage students to develop those two abilities is the literature course, with the content presenting various types of literary works, such as short stories, novels, and poetry, including mythology (Kaowattanakul, 2019). Literature serves as a valuable resource for second language learning, improving student intrinsic motivation can be a contributing factor in motivating students to learn English, and it makes the learning process an enjoyable and attractive experience (Melver & Young, 2020). It is used to put students in touch with some of the more subtle and varied creative uses of language (Shazu, 2014). Step into mythology, it is a rich source of material that has been endlessly re-used in literature, from traditional to contemporary, with great story telling explaining natural phenomena. Meihami (2022) explored EFL teacher educators' approaches and found that teacher educators draw on teacher content knowledge; knowledge in the creative learning environment, teaching methods, creative evaluation, teacher's

autonomy, creativity-related traits, and reflectivity. It was suggested that teacher should be cognizant of the flexibility and reflection of their prior experiences and conflation of domain-specific and domain-general traits. Albert and Kormos (2011) pointed that creative language practice in task-based instruction or communicative language teaching provides learners with more opportunities to practice and to produce more comprehensible input and output.

Given the COVID-19 situation, online lessons have become crucial and are likely to continue being utilized for direct and indirect instruction. Students have no choice but to study online, although many have previously been hesitant due to limited opportunities (Amerirattri & Kuriawan, 2020). Therefore, interactive activities are considered one of the most effective methods to enhance student learning experiences. The online platform has emerged as an alternative to traditional learning during this pandemic, and online student engagement is a key predictor of perceived learning outcomes due to the absence of physical socialization (Baber, 2020).

## Methodology

### 1. Research Design

A mixed-methods research was used in this study. Data were analyzed using descriptive analysis with percentage, mean and standard deviation. This classroom research was carried out during the COVID-19 pandemic (October 2021–March 2022) through an online learning arrangement using the Microsoft Team platform.

### 2. Research Content

The content of this research focused on the study of Greek and Roman mythology based on the course objective of studying general knowledge about Greek and Roman mythology that enhanced creative abilities of the learners and their attitude toward the Greek mythology EFL online English classroom.

### 3. Participants

The research population included 144 students, and the sample comprised 127 second-year students who fully participated in all activities. Most of the student participants, 71.65 percent, were female (91 students), whereas the rest of them, 28.34 percent, were male (36 students) at the average age of 18-19 years old. All of them have been studying English since their primary educational level, and their English proficiency was equivalent to CEFR at level A2.

#### 4. Research Instrument

##### 4.1 Assignment from the thirteen-week lesson plan

In terms of gathering data for this study, the researcher adapted and implemented activities to enhance student creativity as well as the language abilities related to the course objective of studying general knowledge about Greek and Roman mythology that is relevant and influencing English literature. It covered 13 weeks' lesson plan, 2.30 hours per week through the Microsoft Team platform, using English with some code-switching, questions and responses, and classroom discussion. Data were collected from student assignments based on the topic assigned. Implementing activities were added to the lesson plan, as shown in table 1 below.

**Table 1** Classroom practices through assignments

Activities	Creativity Skills Practice	Language Skill Practice
God Family Infographic (Individual Work)	Putting ideas together to form a new God family tree through the use of technology and applications to create infographics from their own perspective. Be able to explain the relationship between God and Goddess.	Reading Writing Speaking
Monster drawing (Individual Work)	Putting ideas together to form a new monster and creating an English name for their own monster through the use of technologies and applications. They must be able to explain the original concept of their innovative idea.	Reading Writing Speaking
Photography (Individual Work)	Using the learned knowledge and putting the ideas together to take a photograph that links the knowledge of God and Goddess with everyday life. They must be able to explain the original concept that appeared in their original photo.	Reading Writing
Video clip (Group Work)	Using the learned knowledge, research, and putting the ideas together to make a video that links the knowledge of heroes' stories in the form of story-telling. They must be able to explain the original concept that appeared in their original video.	Speaking Listening Writing (Sub-title) Thai-English Translation

#### 4.2 God Family Infographic

An infographic is a collection of imagery and data visualization that gives an easy way to understand the message. It is another valuable tool for language teachers to check students understanding through visual communication. It helps students understand and remember the relationship between the God family, and it helps them transmit that knowledge into the infographic so they can share their work with the class. This activity also allows students to use their critical thinking and creativity. Students were assigned to work on individual infographic poster presentations based on stories learned from the lesson. Students were recommended to use Canva (a free-to-use online graphic design tool), and Pinterest that allows students to use their ideas choose their own template and design.

#### 4.3 Monster Drawing

Drawing is the transmission of creative ideas into concrete and can convey meaning that can be used to measure the creativity skills of the students. In this activity, students were assigned to create their own mythical monsters by brainstorming the animals they wanted to make a part of their creatures, including the head, the body, and the special power. Because mythical creatures includes all kinds of fantastic beasts, some with three heads, some with many arms, which are often strange combinations of different beasts, for example, the Sphinx, Typhon, Chimera, or Minotaur. After getting some inspiration, the students worked on their drawing part, which is a form of virtual art from the student's imagination. Students were allowed to use different tools, such as digital drawing tools, pens, pencils, colored pencils, and so on. This activity was an in-class activity (2.30 hours). Then, students had to create their monster's name with a combination of their names and animals. For example, the created creature had three heads: one was a fox's head, one was a shark's head, and another was a lion's head; with a human body and a long snake's tail. Therefore, the monster's name could be 'Preeyaphawolfsharklionpersonsnake' or they could shorten the name by deleting some letters from 'Preeyaphawolfsharklionpersonsnake', so the name can be 'Pryaphawolharklioersonake'. Then, students took pictures of their work and submit them through the Microsoft team assignment channel. The teacher showed their work to the class and asked some questions about their creatures and their inspiration.

#### 4.4 Creative Photography

Creative photography is a technique that enables the transmission of creative ideas into concrete and is able to convey meaning that can be used to measure the creativity skills of the students. It is a unique way of seeing things and creating an innovative image through the use of a camera, attaching meaning to a photograph and

connecting with the feeling it gives to the audience (Agypong, 2019). This assignment was designed to allow students to tell stories about myths from their own perspectives using photographs, as well as to assess students' understanding and knowledge of Greek and Roman Gods from their surroundings. This encourages students to have imagination and creativity, and also develop their creative writing skills. Students had two weeks to work on this assignment individually. They were allowed to use a digital camera, a smart phone, or a proto creator application, and their photo must be an original work. They could take pictures of scenery, natural phenomena, the sky, clouds, the sun, the moon, the mountains, trees, flowers, animals, etc. that they can connect with the mythological stories without containing obscene content, presentation of violence, or commercial purpose. Students will had to write English photo captions and describe the photograph's connection to Greek and Roman Mythology (not more than 50 English words). A clear rubric score was explained in order to guide them through the assignment expectations. Their work was collected and displayed on the Western Languages Program's Facebook closed group where all teachers and students can see their work.

#### 4.5 Video Clip

This assignment aimed to give the students the opportunity to practice their English story-telling skills and English sub-title writing skills about their favorite legends, along with teamwork, cooperating, and problem-solving skills. Students were assigned to work in a group of 3-5 students to create a 5-7-minute-long video presentation based on one of their favorite stories from the lesson, such as the stories of Hercules, Perseus, Oedipus, Jason and the Argonaut, or the Trojan War. However, since the students had limitations in language proficiency, the teacher allowed them to use the Thai language if they felt comfortable and to decrease their language anxiety. Students were allowed to use editing techniques and applications of their own choice. However, in order to avoid the spread of COVID-19, students had to work together online. This assignment took 4 weeks, allowing them to work on this project. In the last week, every group presented their video to the classroom online. Also, those had to write an English summary of list of problems found and explain how to solve the problems. A clear rubric score was explained in order to guide them through the assignment expectations. Their work will be collected and displayed on the Western Languages Program's Facebook closed group where all teachers and students can see their work.

#### 4.6 Online questionnaire

The questionnaire was adapted from Ahmed (2015) and Kassem (2020) and examined by three of English lecturers from the Western Languages Program, CRRU for validation. The questionnaire was done in English and translated in to Thai language as well to ensure the students understanding and avoid confusion that students might have.

#### 4.7 Observation

Classroom observation was carried out in the classroom in the second semester of the academic year 2022 (October 2021–March 2022), in 3 different classes, 2.30 hours per class per week. The aim was to document the students' class participation and interaction during the classroom discussion and investigate to what extent the activities seemed to promote students' creativity, English skills, and attitudes. The observation focuses on the teaching methods, activities in class, use of questions and responses, students' participation, and the general classroom environment. The researcher recorded a note on the observation form at the end of the class.

#### Data Collection Procedure

The data collection and investigation were conducted during the thirteen-week lesson plans from October, 2021, to March, 2022. In the first week of their lesson, all students were informed and asked for consent that they would be a part of this research, which would not affect their overall grade and would not include their name in any document. Also the task-based assignment was posted on the Microsoft team assignment in English. The classroom was recorded while conducting the lesson.

#### Data analysis

The study used a mixed-method design. For quantitative data, descriptive statistics were calculated with a computer program for percentage, mean, and standard deviation. The qualitative data was gathered through the online classroom observation, then summarized, interpreted, and coded for synthesized and analyzed data in both descriptive and tabular presentation.

#### Results

The overall research results were shown and justified in terms of the underlying research objectives, which were to examine creative abilities through Greek mythology online learning and to investigate attitudes toward the literary EFL online classroom.

**Table 2** Monster Drawing Creativity Analysis (N=35)

Animal (82.85%)	Mythical animal/creator (40%)	Example of Monster's Name	Special Character
1. Snake (6)	1. Unicorn (5)	Chaterdeoxe,	1. Immortal
2. Spider (6)	2. Dragon (4)	Chaleonsour,	2. Bloodsucker
3. Hourse (6)	3. Dinosaur (2)	Cynuclosat, Chaligonpeacen,	3. Poisonous fangs
4. lion (6)	4. Phoenix (2)	Chanakepionspider,	4. Flying
5. Butterfly (6)	5. Cyclops (1)	Chaquidragon,	5. A fish tail
6. Bird (4)	6. Devil (1)	Jiraeager,	6. A knife hands
7. Bat (3)	7. Alien (1)	Jucornixlio,	7. Tree heads
8. Crocodile (3)	8. Minotaur (1)	Kathipopusnakeon,	8. Two heads
9. Tiger (3)	9. Centaur (1)	Kritorsemazardat,	9. Can disappear
10. Eagle (3)	10. Oregon (1)	Kanicatnabi,	10. Eat bad people
11. Scorpion (3)	11. Mermaid (1)	Kithakalmitaurhor,	11. Eat fire
12. Peacock (3)	12. Giant (1)	Nattagonbuttersnake,	12. Sharp claws
13. Deer (2)	13. Ghost (1)	Nawasnakegerli,	13. Can jump very high
14. Bear (2)	14. Pikachu (1)	Natriknixgonbear,	
15. Fish (2)		Nisharkhika,	
16. Shark (2)		Nonhornatigonmaid	
17. Cat (2)		Orawanphoeconnakehor	
18. Octopus (1)		Pabutternake,	
19. Goat (1)		Patinalicorn,	
20. Human (1)		Phoecorn,	
21. Lizard (1)		Pitchnakeder,	
22. Fox (1)		Somonskeyter,	
23. Zebra (1)		Thagintdilecolin,	
24. Hawk (1)		Teycado,	
25. Pig (1)		Wenakepion,	
26. Cow (1)		Waritrapekepider,	
27. Whale (1)			
28. Monkey (1)			
29. Dog (1)			

Drawing is the transmission of creative ideas into concrete and is able to convey meaning that can be used to measure creativity skills. As shown in the table, it shows the information students gather from their interests and imagination to create their

own monsters. The finding found 29 animals were used and appeared in the monster's name (=85.85%). snake (6), spider (6), hourse (6), lion (6), and butterfly (6) were the most commonly used, followed by bird (4); then bat (4); crocodile (3), tiger (3), eagle (3), scorpion (3), peacock (3); dear (2), bear (2), fish (2), shark (2), and cat (2); and the rest were octopus, goat, human, lizard, fox, zebra, hawk, pig, cow, whale, monkey, and dog. There were 14 mythical animals or creators that were used in the names. The most common were unicorn (5), dragon (4), dinosaur (2), phoenix (2), and cyclopes, devil, alien, minotaur, centaur, oregon, mermaid, giant, ghost, and pikachu. As for the special characteristics added to the monsters, they were found to be immortal, bloodsuckers, have poisonous fangs, can fly, have a fish tale, knife sharp hands, three heads, two heads, can disappear, eat bad people, eat fire, have sharp claws, and can jump very high.

From the findings, it shows that creativity was practiced following the six creative processes. 1) interest, 2) collecting information, 3) considering the plan, layout, and form; 4) imagination, 5) making imagination a reality, and 6) collecting and presenting ideas. Students were interested in the ideas and fully participated in the assignment within 2.30 hours. When showing their monster to the class and teacher, the students were enthusiastic about expressing their original idea. With that, the students laughed and waited for the teacher to ask. They were not afraid to respond to the teacher's question. Thus, these activities can promote students creativity and are also effective for classroom interaction and the learning environment.

**Table 3** Photography's creativity Analysis (N=35)

Photo of...	God and Goddess/ others	Picture Title
1. Scenery (tea plantation, pond, rice field, mountains, road) (9)	1. Apollo (10)	1. Death (1 word)
	2. Dimeter (5)	2. Tryonkona (1 word)
2. The sky (6)	3. Clytie (3)	3. Darkness (1 word)
3. Objects (Music Instrument, Clock, lamp, Pot of plants) (4)	4. Aphrodite (2)	4. Sunflower (1 word)
	5. Artemis (2)	5. Cupid God (2 words)
4. The sun (3)	6. Cupid/Eros (2)	6. Evening sky (2 words)
5. Flower (Sunflowers) (2)	7. Hades (2)	7. Reflex angle (2 words)
6. People/Human being (2)	8. Uranus (2)	8. Perfect time (2 words)
7. The mirror/reflection (2)	9. Golden apple (2)	9. Mirror reflection (2 words)
8. Animal (Roster) (1)	10. Ares(1)	10. Nattanon & Nattaya (Proper Noun)
9. Funeral (1)	11. Alectryon (1)	11. For legend to music (Phrase)
	12. Cronus	12. The arrival of Thanatos (Phrase)
	13. Eris (1)	13. Golden apple of cleavage (Phrase)

**Table 3** Photography's creativity Analysis (N=35)

Photo of...	God and Goddess/ others	Picture Title
	14. Keres (1)	14. The start of nutrition (Phrase)
	15. Perseus (1)	15. The light of lives (Phrase)
	16. Meduza (1)	16. The legend of Demeter (Phrase)
	17. Mors (1)	17. The god for my plants (Phrase)
	18. Nacissus (1)	18. The sun in the clear sky (Phrase)
	19. Nyx (1)	19. The beauty of nature hides fear (Sentence)
	20. Phoenix (1)	20. A new life is beginning (Sentence)
	21. Zeus (1)	21. Apollo is the light of the sky (Sentence)
	22. Prince Paris (1)	22. Love cannot exist (Sentence)

Photography is also the transmission of creative ideas into concrete and is able to convey meaning that can be used to measure creativity skills as well. Students can link their knowledge with the things around them and use the camera to record and transmit their ideas and imagination about God and natural phenomena by linking the course content of Greek and Roman mythology. It was discovered that 9 categories of their photos were discovered. Students took photos of scenery (i.e., tea plantations, rice fields, mountains, roads, etc.) the most (30%) because the place where they live is surrounded by that scenery. Secondly, a photo of the sky (20%), then objects (13.33%), the sun (10%), flowers, people, mirrors, animals, and the funeral. It indicated that students tried to link everything in their daily lives with the God story they learned. This proved that they used their imagination and turned it into something creative, as shown in the photo with their perspective.



**Figure 1** Photo taken by Ms. Kanyarat Suwanthai Shot by VIVO V20 SE on 17 January 2022 at Ban Mae Sad

Moreover, the finding also shows the god and goddess, whose mythical character names appear in the photo title and their descriptive writing explains the photo and their idea. There were 22 names, apparently. It seemed the god Apollo was the most mentioned and popular among the students, the Dimeter was second, and Clytie (Sunflower) was third. The rest were Aphrodite, Artemis, Cupid/Eros, Hades, Uranus, Golden Apple, Ares, Alectryon, Cronus, Eris, Keres, Perseus, Medusa, Mors, Narcissus, Nyx, Phoenix, Zeus, and Prince Paris of the Trojans.

In terms of creativity, students were assigned to create the title for their photos. There were 22 picture titles from the finding. There were 4 titles that consisted of one word (Death, Tryonkona, Darkness, and Sunflower); 5 titles consisted of two words (Cupid God, Evening Sky, Reflex Angle, Perfect Time, Mirror Reflection); 1 title consisted of a proper noun (as in Nattanon & Nattaya); 10 titles appeared in noun phrases (i.e. For legend to music, The arrival of Thanatos, Golden Apple of Cleavage, The start of nutrition, The light of lives, The legend of Dimeter, The god for my plans, The sun in the clear sky); and 4 titles were shown in a sentence (i.e., The beauty of nature hides fear, A new life is beginning, Apollo is the light of the sky, and Love cannot exist). This shows that students worked on their vocabulary and word choices for their photo titles.

**Table 4** Video Clips creativity analysis (36 Groups)

Legendary Heroes' stories	Groups	Percentage
Perseus	12	33 %
Trojan War	12	33 %
Oedipus	6	17 %
Hercules	4	11 %
Jason and the Argonauts	2	6 %

From the above list, there were 36 video clips from students group work. The lists show that the story of Perseus (33%) and Trojan War (33%) were the most equally selected to create the video, followed by Oedipus (17%), Hercules (11%) and Jason and the Argonauts (6%), respectively. Students explained that they remembered Medusa and the Trojan Horse story from movies which helped them remember the plot of the story and be able to tell the story. Most of them admitted that they watched the example from YouTube to get some ideas, and adjust their videos.

According to the problem issue the students found while working on the project, it can be seen in the below table.

**Table 5** Problems found.

Problems	How students solve the problems
<p><b>Lack of experience</b> Some of the students have never worked on the video recording before, so they don't know how to create the video clip.</p>	<p>Self-learning from YouTube Videos Using the video creator application from their mobile phone.</p>
<p><b>Translation limitation issue</b> Students translate from Thai to English</p>	<p>Using Quibot / Google translation</p>
<p><b>Voice reading sub-title issue</b> Students have problems with the surrounding background noise, and sometimes need to practice reading</p>	<p>Finding a quiet place and practice reading before recording</p>
<p><b>Time management issue</b> As the result of Covid-19 situation, they have to work together online, time management is one of the problems that most frequently occurred.</p>	<p>Talk to their peers, set up the meeting time, and clarify the work and responsibility</p>
<p><b>Communication Issue</b> Since they have never met each other in person before and they have to work together online, the communication and confusion arise especially when working in groups.</p>	<p>Talk with their peers, set up the meeting time, and clarify the work and responsibility</p>
<p><b>Many sources</b> Students choose information from many sources which causes the inaccuracy and confusion</p>	<p>Talk to teachers and ask for some recommendation.</p>

**Table 6** Students' attitude toward the literary EFL online classroom

This section reports the research results from the online questionnaire (Microsoft Form) used to investigate the students' attitudes. There were 84 anonymous responses, at an average time to complete the response of 3.38 minutes.

	1	2	3	4	5	X	S.D.
<b>Activities satisfaction</b>							
God family infographic		3.6%	36.9%	<b>42.9%</b>	16.7%	3.72	0.7
Monster drawing		3.6%	17.9%	29.8%	<b>48.8%</b>	4.23	0.8
Photography		3.6%	32.1%	<b>35.7%</b>	28.6%	3.89	0.8
Legendary Heroes Video	1.2%	4.8%	32.1%	<b>40.5%</b>	21.4%	3.76	0.8
<b>Language Skills</b>							
Listening skill (Through lecturing and watching videos)			<b>40.5%</b>	39.3%	20.20%	3.79	0.7
Speaking skills (Questions and Responses, presentations, story-telling)		2.4%	20.85%	<b>39.3%</b>	16.70%	3.70	0.7
Reading skills		2.4%	39.3%	<b>47.6%</b>	10.7%	3.66	0.6
Writing skills (English video scripts)		3.6%	25%	<b>32.1%</b>	14.3%	3.57	0.7
<b>21st Century Skills</b>							
Information technologies (Computer, applications, video creator)		7.1%	13.7%	<b>34.5%</b>	31%	3.89	0.9
Analytical and problem solving skills		1.2%	16.05%	<b>39.3%</b>	27.4%	3.92	0.7
Cooperation and teamwork		3.6%	13.7%	36.9%	<b>31.2%</b>	3.97	0.8
<b>Creative and Innovation*</b>		1.2%	20.2%	<b>39.3%</b>	<b>39.3%</b>	4.16	0.7
Research and Self-learning		1.2%	25%	34.5%	<b>38.1%</b>	4.07	0.8
<b>Learning Behavior</b>							
In class, I focus on subject content, take note, and concentrate throughout the lesson hours		3.6%	<b>36.9%</b>	35.7%	23.8%	3.79	0.8
I am very determined on this subject, and prepare before attending the class		4.8%	<b>27.4%</b>	<b>27.4%</b>	13.1%	3.48	0.7
I work on and submit assignments punctually and study this course the fullest extent.		1.2%	8.95%	38.1%	<b>42.9%</b>	4.22	0.7
I'm consistently searching for information to prepare for my study.	2.4%	9.5%	25.6%	<b>28.6%</b>	8.3%	3.30	0.8
I researched, carefully prepared for presentation, and deliberately searched for information suggested by the teacher.			28.6%	<b>47.6%</b>	23.8%	3.95	0.7
I like to watch movies and video clips about legends and practice English language from various media.		1.2%	<b>39.3%</b>	27.4%	21.4%	3.57	0.9
I regularly answer questions and participate in class activities	1.2%	10.7%	17.85%	<b>33.3%</b>	19%	3.58	0.9
I always attend class regularly. I am punctual and don't miss the class if not necessary.		3.6%	5.35%	22.6%	<b>63.1%</b>	4.45	0.8
I ask my teacher when I have questions, or I don't understand.	6%	6%	35.7%	<b>36.9%</b>	15.5%	3.5	1

As shown in Table 6, the overall average level was  $\bar{X}$  3.78 (S.D. = 0.8). Regarding the activity's satisfaction, the finding revealed that participants were most satisfied with the monster drawing activity at an average level of  $\bar{X}$  4.23 (S.D. = 0.8), followed by photography at an average level of  $\bar{X}$  3.89 (S.D. = 0.8), Legendary Heroes Video at an average level of  $\bar{X}$  3.78 (S.D. = 0.8), and God Family Infographic at an average level of  $\bar{X}$  3.72 (S.D. = 0.7), respectively.

The findings for the language skills practice revealed that participants agreed at an average level of  $\bar{X}$  3.66 (S.D. = 0.67). Listening skills were practiced the most at an average level of  $\bar{X}$  3.79 (S.D. = 0.7), followed by speaking skills at an average level of  $\bar{X}$  3.70 (S.D. = 0.7), reading skills at an average of  $\bar{X}$  3.66 (S.D. = 0.6), and writing skills at an average of  $\bar{X}$  3.57 (S.D. = 0.6), respectively.

The finding for the 21st Century skills practice revealed that participants all very agreed at an average level of  $\bar{X}$  4.002 (S.D. = 0.7). Creative and innovation were practiced the most at an average of  $\bar{X}$  4.16 (S.D. = 0.7), followed by research and self-learning at an average of  $\bar{X}$  4.07 (S.D. = 0.8), then cooperative and teamwork at an average of  $\bar{X}$  3.97 (S.D. = 0.8), analytical and problem solving at an average of  $\bar{X}$  3.92 (S.D. = 0.7), and lastly, information technologies at an average of  $\bar{X}$  3.89 (S.D. = 0.9).

Moving to the students' behavior level of agreement, the results from the questionnaire responses showed the students' positive attitude towards the overall online literary EFL arrangement. The overall agreement was agreed at  $\bar{X}$  3.76 (S.D. = 0.81). The first three points students paid attention to the most were class attendance and punctuality at  $\bar{X}$  4.45 (S.D. = 0.8), their assignment submission and study to the fullest extent at  $\bar{X}$  4.23 (S.D. = 0.7), and their research and preparation for the assignment at  $\bar{X}$  3.95 (S.D. = 0.7). However, students still struggled with the confidence to ask the teacher, as shown by the average of  $\bar{X}$  3.5 (S.D. = 1), which indicates that students still hesitate not to speak. This was related to the classroom observation that most students were quiet and avoided asking the teacher when they didn't understand. They prefer to wait for someone from the class to ask, then they just listen quietly. Some students prefer to send messages through Facebook Chat after class instead of asking questions in class.

In addition, student comments reveal positive attitudes toward the literary EFL online learning. Examples of findings are manifested in the following excerpts.

**Student B :** *Studying with the teacher is a lot of fun. I admit that it's a subject that I was not interested in before because I didn't know why we had to study it. But*

*after learning, it is fun and I gain knowledge about things that I never knew. There are a few things that I know, besides what the teacher taught. Some of the stories I only know because of this class. Thank you for making this course not boring. The teacher is very cute and teaches well.*

However, there is also negative feedback, which the researcher considers as a positive impact for the future development and improvement of teaching and learning in the future. Examples of findings are manifested in the following excerpts.

**Student C :** *The teacher speaks very quickly. I asked the teacher to speak more slowly. But it seems like the teacher probably didn't realize that she started speaking too fast again. The students were unable to listen. Some things can't be heard. I want the teacher to speak a little slower.*

## Conclusion and Discussion

The results show that implementing creativity activities into the literature class that use mythological content-based EFL online can promote student creativity and at the same time improve language skills. The results are somewhat compatible with the study of Byeon Cheon (2013), which indicated that the curriculum is taught by teachers in language classrooms, and the teacher's understanding of the concept of creativity has a large influence on the development of students' creativity and successful language learning; those eight suggestions were pointed out, including employing various creative teaching methods. Also, they are consistent with Alhabi et al. (2021), using electronic platforms provides multiple capacities in various forms (videos, PowerPoint, links, pictures, movies). The results from the questionnaire responses showed the students' positive attitude at a very high level. That can be explained by the fact that the online platform provided a variety of activities and tools that the teacher could use, which allowed the opportunity for students to practice soft-skills along with language skills. However, it seems that speaking anxiety of students should take a closer attention. To guide language learners down the path of creativity requires time-consuming efforts from language instructors. They must be provided the time and opportunity to include online and offline creative activities in the classroom, related to Cheon's (2013) recommendation that the teacher's understanding of the concept of creativity has a large influence on the development of students' creativity. Speaking more may have helped students employ a broader variety of vocabulary, grammatical structures, and become more verbally proficient. In light of the findings of this study, further research can be recommended to focus on more language aspect, or measure the online classroom interaction, or conduct research

on Greek and Roman mythology story-based instruction to enhance English vocabulary learning for further study.

In terms of facilitating students' creativity, the major finding from the study is that using mythology would provide learners with opportunities to develop all aspects, especially creativity and language skills. The monster drawing is one of the most effective activities that resulted from this discovery. The teacher doesn't have any a problem encouraging students to respond in class because they have the motivation to express their ideas and present their work to the class, even if it was arranged online, with the feeling of having ownership of their original work. They seemed to be enjoyable, with better performance in classroom assignments. However, it was found that the students struggled with English speaking anxiety because of lack of confidence, language competency, and inadequate literary background knowledge. For the speaking issue, it needs to be improved. The students need to speak in English more, so the teacher should not allow them to speak Thai if possible. The recommendations given in this paper for integrating creativity activities can serve as guidelines for teachers who needs to enhance students' creativity and the development of communicative skills in an EFL context to use and adapt to their classroom. Also, teachers and students feel less stress and create a more friendly classroom atmosphere. Moreover, teachers should not put high expectations on students' work because they have different abilities, especially when it comes to their individual creativity. Even if a student makes some mistakes, providing impactful teacher feedback is highly recommended. Try not to criticize the students' work and correct their mistakes; this can cause a negative attitude toward learning and influence the students' fear of speaking English. Although communication occurs quickly in a face-to-face format, making it simple for students to get answers and clarify areas of concern, communication in an e-learning environment is often asynchronous, indicating there is a time lag between the instructor and the learners. In these gaps, it is easy for people to misunderstand each other, which can lead to a situation getting worse before it can be fixed. Therefore, the teacher should provide more oral activities to create a more communicative environment, even if it is arranged in an online environment, with lively, interactive, and fun for the students to feel comfortable joining the class rather than listening quietly.

Due to the time constraints and because it's the first-time teaching in this subject area, the proportion of the subject content is excessive, so the teacher has to delete some parts. Also, students do not try to speak English, so it's very difficult to measure their English ability.

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