



ผลของการสอนการเขียนเชิงสร้างสรรค์โดยใช้เทคนิคการแสดงละครที่มีต่อความสามารถในการเขียน
ภาษาอังกฤษเชิงสร้างสรรค์ของนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย

Effects of Creative Writing Instruction Using Drama Techniques on English Creative
Writing Ability of Upper Secondary School Students

นางสาววิภาดา สุทธิโรจน์ *

Wipada Sutthiroj

อาจารย์ ดร.ปรานณา โหมตหิรัญ **

Prannapha Modehiran, Ph.D.

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลที่เกิดขึ้นจากการสอนการเขียนเชิงสร้างสรรค์โดยใช้เทคนิคการแสดงละครที่มีต่อความสามารถในการเขียนภาษาอังกฤษเชิงสร้างสรรค์ของนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย และ 2) เพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการสอนการเขียนเชิงสร้างสรรค์โดยใช้เทคนิคการแสดงละคร กลุ่มตัวอย่างประกอบด้วยนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย ที่เป็นสมาชิกชมรมภาษาอังกฤษของโรงเรียนเตรียมอุดมศึกษาภาคการศึกษาต้น ปีการศึกษา 2558 จำนวน 20 คน เครื่องมือที่ใช้ได้แก่ แบบทดสอบความสามารถในการเขียนภาษาอังกฤษเชิงสร้างสรรค์ก่อนและหลังเรียน แผนการสอนการเขียนเชิงสร้างสรรค์โดยใช้เทคนิคการแสดงละคร และการสัมภาษณ์ด้วยวิธีการสัมภาษณ์กลุ่มแบบกึ่งโครงสร้าง สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ สถิติเชิงพรรณนา ได้แก่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบความสามารถในการเขียนภาษาอังกฤษเชิงสร้างสรรค์หลังทดลองของนักเรียนระดับชั้นมัธยมศึกษาตอนปลายสูงกว่าก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) ผลจากการสัมภาษณ์กลุ่มแบบกึ่งโครงสร้างแสดงให้เห็นว่า นักเรียนมีความคิดเห็นในเชิงบวกต่อการสอนการเขียนเชิงสร้างสรรค์โดยใช้เทคนิคการแสดงละคร

คำสำคัญ: การเขียนเชิงสร้างสรรค์ / เทคนิคการแสดงละคร

* Master's degree student in Teaching English as a Foreign Language

Faculty of Education, Chulalongkorn University, Bangkok, Thailand

E-mail Address: wipada.sutthiroj@yahoo.com

** Adviser and Lecturer, Division of Foreign Language Teaching, Department of Curriculum and Instruction

Faculty of Education, Chulalongkorn University, Bangkok Thailand

E-mail Address: praneemod@gmail.com

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Abstract

The objectives of this study were 1) to study the effects of Creative Writing Instruction Using Drama Techniques on English creative writing ability of upper secondary school students and 2) to explore upper secondary school students' opinions towards learning English through Creative Writing Instruction Using Drama Techniques. The sample included 20 upper secondary school students who were members of English Club of Triam Udom Suksa School in the first semester academic year 2015. The instruments were a pre-test prior to using the Creative Writing Instruction Using Drama-Techniques, a lesson plan, and a post-test after using the instruction, as well as a semi-structured focus group interview. The statistics used for analysis were descriptive statistics: mean scores, S.D., and dependent t-test were used to analyze students' English creative writing ability. Interview questions were analyzed by using content analysis. The findings of the study revealed that; 1) English creative writing ability posttest mean scores of the students were higher than the pretest mean scores at the significant level of .05. and 2) students had positive opinions towards Creative Writing Instruction Using Drama Techniques.

KEYWORDS: CREATIVE WRITING / DRAMA TECHNIQUE

Introduction

Thai students are expected to be able to use English as a tool for communication. According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), English is the only foreign language that is prescribed for the entire basic education core curriculum. Basic Core Curriculum has focused on the use of English as an important tool for communication, education, seeking knowledge, livelihood, and creating understanding of cultures and visions of the world community. It promotes learners to have an ability to use English as a tool for communication as stated in the first strand – language for communication (Ministry of Education, 2008). However, for Thai students, English seems to be a foreign language used only in the classroom; therefore, their exposure to the authentic input can be limited.

As mentioned above, English for Thai students seems to be a foreign language used only in the classroom; therefore, their exposure to the authentic input can be limited. Thai teachers tend to focus more on teaching grammar or when dealing with the writing, some low-level writing activities such as making lists, copying instructions, and taking notes are assigned in classroom. These activities could not help enhancing or motivating students to write in English (Mackenzie, 2002; Pochanapan, 2007). A reason that may also explain why Thai students have low-level writing skills is that writing are considered the most complex along with challenging for most people, both for the first language and also the second language learners (Al-Buainain, 2009; Byrne, 1988; Harmer, 2004; Nunan, 1991). Unlike spoken

language, writing is permanent and can be reread, it requires the reader to interpret and understand what has been written. Students should expose to the target language enough to acquire how language is used and to discover the language in order to produce the writing creatively.

Promoting creativity in classroom using creative writing instruction can enhance the ability to write as Grainger Grainger, Gooouch, and Lambirth (2005) stated that, using language creatively is the key to the development of writing skill. When students are asked to write creative writing, they tend to have more chances to response to their own imagination and express it in their writing (Chaiyaphan, 2008). Creative writing can influence students to express their imagination and inspire them to write pleausurably and be willing to display their work – to show off (Harmer, 2004; Ostrom, 2012).

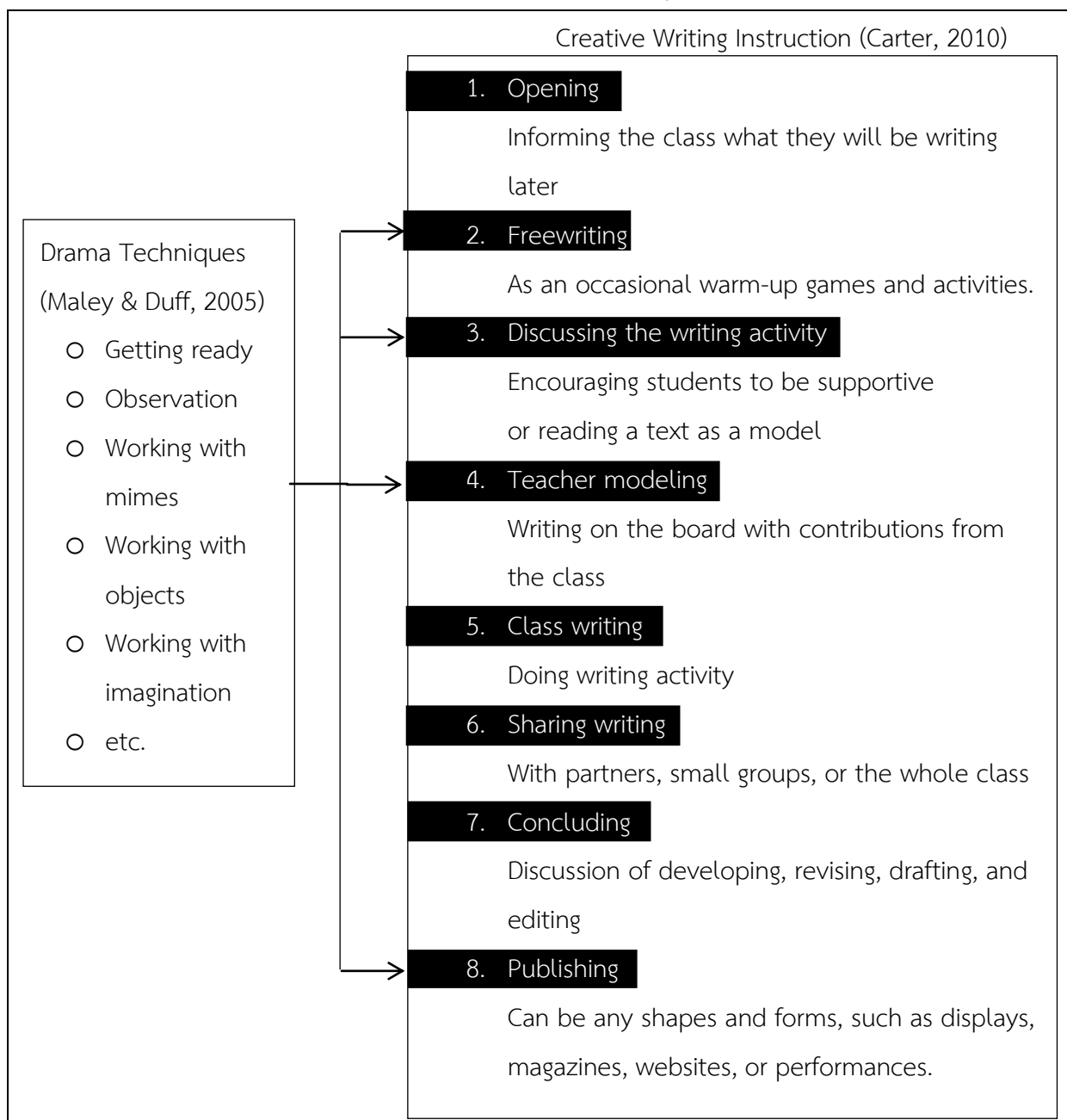
However, in Thailand, creative writing in English seems to be ignored according to the obstacles such as: lacking of authentic materials and exposure to the language, students lack of motivation to write, and teachers prefer teacher-centered approach (Chaiyaphan, 2008). Chanmon (1992; as cited in Cox, 2004) stated that most of Thai teachers have not enough knowledge in teaching creative writing. They tend to emphasized intellect not creativity, so they do not see the important of developing or supporting creative writing teaching. In addition, it is also important to concern the activities that provoke students to arm with creativity, ideas and, willingness to write. Some games and activities which do not directly relate to the use of language in real life can provide the opportunity to practice using the language and motivate the students to use language creatively (Willis & Willis, 2007).

Fun and interesting activities used to support writing instruction can include drama techniques. Drama techniques can provide students an active role and make them eager to participate in the lesson (Wessels, 1987). Drama techniques show itself through many pieces of research in second language learning as an effective technique in learning any skills of the language. Several studies reported that creative drama techniques improve students' writing skills and their attitudes towards writing (Erdogan, 2013). According to Crumpler and Schneider (2002), drama was viewed as a tool that can help children's writing to have more depth and detail. The understanding of how the writing should be written can be enriched by the use of drama techniques which provide students some chances to expose to creativity. Moreover, drama techniques can encourage students to express themselves and let their imagination run freely through writing task. Furthermore, the students will be able

to practice and use the language to respond to their own needs while teacher acts as an adviser to support and give students' feedbacks.

Therefore, the present study investigates how creative writing instruction with drama techniques effects students' English creative writing ability.

Figure 1: Creative Writing Instruction Using Drama Techniques



The instruction includes: opening, freewriting, discussing, teacher modeling, class writing, sharing writing, concluding, and publishing. The figure is also demonstrated where

drama techniques will be used in Creative Writing Instruction to create an instruction that can improve students' English creative writing ability. Drama techniques will be used in these stages to activate and stimulate students to arm with ideas, creativities and enough exposure. Furthermore, the activity in class writing will be designed based on drama techniques that relevant to the lesson to keep consistency of students' writing process. Students will share or present their writing through drama activities. Details are as follows.

1) Opening

The first step is to inform the class about what is going to be written in today class. The topic of writing will be broad and open to provide chances for the students to come up with their own ideas. It also includes greetings and holding a small talk with the class.

2) Freewriting

In this stage, students will do drama activities differently in each lesson according to the topics. They will allow students' ideas to start flowing. Students can write anything down on papers. With no pressure, it will help loosen up the students and allows their ideas to flow (May, 2014)

3) Discussing the writing activity

In this stage, teacher will hold a discussion about the previous drama activities then introduces students to the next activities.

4) Teacher modeling

Drama activities provide students pretexts, contexts, content, purposes and reasons for writing (Baldwin & John, 2012). Drama activities in this stage will enhance students' confidence, inspiration, creativity and ideas such as, working with objects and working with visuals techniques. Students will be provided with lots of exposures based on drama activities which also include reading others writing as a model, pictures and movies. The whole class can read a sample text as a model of writing.

5) Class writing

The writing product in this stage will come from the drama activities in the previous stages. Students will start writing by making a contribution from what they have discovered from doing drama activities.

6) Sharing writing

Students share their writing with partners, small groups or the whole class.

7) Concluding

After sharing their writing, students will hold a discussion of developing, revising, drafting and editing. They can help each other improve their writing or help develop the best writing piece of the group to be the representative.

8) Publishing

This stage gives writing a sense of purpose. Publishing can be any shapes and forms, such as: displays magazines websites, performances. Drama techniques will be considered as a tool for presenting their writing in this stage such as, working from scenarios and scripts or into performance techniques.

Research Objectives

1. To study the effects of Creative Writing Instruction Using Drama Techniques on English creative writing ability of upper secondary school students.
2. To explore upper secondary school students' opinions towards learning English through Creative Writing Instruction Using Drama Techniques.

Population and Participants

The population in this study were the upper secondary school students of Triam Udom Suksa School, Bangkok. The participants of this study were 20 upper secondary school students who were a member of English Club in the first semester of academic year 2015.

Research Instruments

Three instruments were included in this study which were 1) lesson plans in teaching English creative writing through Creative Writing Instruction Using Drama Techniques 2) English Creative Writing Ability Test 3) Interview questions.

1) Lesson Plans

Lesson plans were developed based on Creative Writing Instruction Using Drama Techniques. Each lesson plan comprised 8 teaching-steps based on the instruction; opening, freewriting, discussing the writing activity, teacher modeling, class writing, sharing writing, concluding, and publishing. Drama techniques used in the lesson plans included 10 types of drama activities: getting ready, observation, working with mime, working with voice, working with objects, working with visuals, working with imagination, working from/into words phrases and sentences, working from/into texts, working from/into scenarios and scripts, and into

performance. Lesson plan for 6 topics: script and speech, article and review, voice-over, short story, non-fiction prose and narrative or story writing were constructed to teach in 10 weeks: 6 weeks for the instruction and 4 weeks for introduction, pre-posttest and semi-structured focus group interview. Each week had 2 periods and each period had 50 minutes, which mean, students received 100 minutes of instruction for each topic.

2) English Creative Writing Ability Test

The researcher adapted the creative writing test from GCSE test (AQA, 2012) in Unit 3, part B - Producing creative texts (creative writing). Students were given 3 writing prompts adapted from GCSE assessment bank, past exam papers and example exam papers. Students were allowed to choose 1 topic provided by the researcher in advanced. The test were scored by two raters following the criteria which adapted from GCSE criteria. Three traits used in assessing the test included: communicating with imagination, organization of information and idea, and accuracy of sentence structure. The first trait, communicating with imagination, had 4 dimensions: concerning about the readers, depth and detail of ideas, artful use of language, and the appropriate use of form. The second trait, organization of information and idea, had 3 dimensions: text coherence, organizational devices, and cohesive features. The last trait, accuracy of sentence structure, had 3 dimensions: use of sentence structure, use of punctuation marks, and spelling.

3) Interview Questions

Interview questions were designed to explore students' opinion toward the use of Creative Writing Instruction Using Drama Techniques. A semi-structured focus group interview was conducted at the end of the course. For interview, six students were interviewed on record for thirty minutes. The interviewees were selected from 2 students from M.4, 2 students from M.5 and 2 students from M.6, which obtaining the highest and the lowest scores from English Creative Writing Ability Test. The questions used in the interview mainly focused on the improvement of students' creative writing ability, their opinion towards the lessons and their limitation. The interview was all conducted in Thai.

These instruments were validated by using the index of item-objective congruence (IOC). These instruments were validated by three experts who were experienced teachers of EFL writing.

The IOC results were as follows:

1. Lesson plan = 0.67

2. English Creative Writing Ability Test = 0.56

3. Interview Question = 0.86

Based on the formula used in the calculation of the IOC value: the IOC value higher than 0.50 means that these three research instruments are accepted. These instruments were revised according to the experts' comment and were piloted before the main data collection phase began. After piloting, the instruments were revised again as some exercises could be shortened due to time limit.

Procedures

All instruments which consisted of; English creative writing lessons, Creative Writing Ability Test and interview questions, were developed. The 10-week experiment included teaching students to write; voice-over, articles and reviews, scripts and speeches, short stories, non-fiction prose, and narrative story telling. Before the experiment, students were asked to do the Creative Writing Ability Pretest. During the experiment, appropriate drama techniques were selected to integrate into each lesson. After the experiment, students took a Creative Writing Ability Posttest and were interviewed by the researcher.

Data Analysis

The data analysis involved both quantitative and qualitative data analysis. The pretest-posttest scores were analyzed by mean scores, S.D., and a paired sample t-test to prove the hypothesis whether the score difference was statistically significant at a level of 0.5. Both pretest and posttest were scored by two raters following the criteria on the creative writing scoring rubric adapted from GCSE criteria. Pearson correlation coefficient was used to measure the suitable levels of inter-rater reliability. For interview, the data were analyzed by using content analysis. The researcher transcribed the conversations and categorized the information from the interview into 2 categories: advantages and limitations.

Findings

This part presented the research findings from the study of the effects of Creative Writing Instruction Using Drama Techniques on English creative writing ability of upper secondary school students. To probe the research question 1: "1. To what extent can Creative Writing Instruction Using Drama Techniques improve English creative writing ability of upper secondary school students?", pre-post writing tests were used to measure

students' creative writing ability. The table 1 shows the comparison of mean scores between before and after treatment.

Table 1: Comparison of creative writing ability pretest and posttest scores of the students (score of 30)

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Differences</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
Pretest	20	10	23.5	16.45	3.990	3.15	7.891	.000*
Posttest	20	12	27	19.60	4.576			

* $p < .05$

From table 1, the students' pretest mean score was 16.45 (SD =3.990), with the lowest score of 10 and the highest score of 23.5. Whereas, the posttest mean score was 19.60 (SD =4.576), with the lowest score of 12 and the highest score of 27. The mean difference was 3.15, and the t-value was 7.891. It showed that the posttest scores are significantly different at 0.05 level ($p < 0.05$). In conclusion, students' creative writing ability after receiving the treatment of Creative Writing Instruction Using Drama Techniques.

When look into creative writing criteria, Table 2 shows the comparison between the pretest and posttest mean scores divided according to creative writing scoring rubric.

Table 2: Comparison of creative writing ability pretest and posttest scores of the students (score of 30, divided according to creative writing criteria)

<i>Creative Writing Criteria</i>	<i>Test</i>	<i>N</i>	<i>Mean</i>	<i>Mean Differences</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
Communicating	Pretest	20	5.38	1.45	1.761	6.250	.000*
	Posttest	20	6.83		1.498		
Organization	Pretest	20	5.53	1.03	1.230	5.832	.000*
	Posttest	20	6.56		1.538		
Sentence Structure	Pretest	20	5.58	0.65	1.270	4.100	.001*
	Posttest	20	6.23		1.626		

* $p < .05$

Table 2 illustrates that the difference between the pretest and posttest mean scores which ranging from: communication with imagination (1.45), organization of information and idea (1.03), and accuracy of sentence structure (0.65).

In addition, Cohen's d was used to calculate the effect size of Creative Writing Instruction Using Drama Techniques. Cohen (1988) defined effect sizes as "small, $d = .2$," "medium, $d = .5$," and "large, $d = .8$ ". In this study, The Cohen's d value was 0.73 which indicated that it had a medium effect.

To answer the research question 2: "What are upper secondary school students' opinions towards learning English through Creative Writing Instruction Using Drama Techniques?", the instruments employed to investigate student's opinions towards learning English through Creative Writing Instruction Using Drama Techniques were the semi-structured focus group interview.

The semi-structured focus group interview was employed after the treatment to investigate how Creative Writing Instruction Using Drama Techniques benefited students' creative writing ability. The table 3 shows the results from the students' answers from the interview.

Table 3: *Students' Opinions towards learning English through Creative Writing Instruction Using Drama Techniques*

<i>Students' Opinions</i>	<i>Frequencies of keywords / key phrases in the answer</i>
Advantages	
1. enhancing creativity	15
2. providing more opportunities to express/exchange ideas and opinions	14
3. creating engaging and positive learning environment	13
4. increasing self-confidence	8
5. improving creative writing ability	7
6. increasing motivation in writing	3
Limitations	

<i>Students' Opinions</i>	<i>Frequencies of keywords / key phrases in the answer</i>
1. not enough time in each stages of instruction	4
2. anxiety about correct grammar	2

Note: The total frequencies of keywords / key phrases in the answer were 66.

The Table 3 reported the summary of students' opinions towards learning English through Creative Writing Instruction Using Drama Techniques. In terms of positive aspects, "enhancing creativity" was mentioned the most ($f = 15$) among the six advantages followed by "providing more opportunities to express/exchange ideas and opinions" ($f = 14$), "creating engaging and positive learning environment" ($f = 13$), and "increasing self-confidence" ($f = 8$). Besides advantages, there were only a few students mentioned that having not enough time in each stage of the instruction was the limitation ($f = 4$). Another challenge that was mentioned by some students was their anxiety about correct grammar ($f = 2$).

Discussion

The discussion was based on the findings which showed that the Creative Writing Instruction Using Drama Techniques enhanced students' creative writing ability and students had positive opinions towards the instruction. Furthermore, when investigating students' creative writing ability towards each creative writing criteria, the results showed that the instruction effected students' way of communicating the most.

The findings were discussed in two main perspectives according to the two research questions: effects of the Creative Writing Instruction Using Drama Techniques on English creative writing ability and students' opinions towards the instruction.

1. Effects of the Creative Writing Instruction Using Drama Techniques on English creative writing ability

It could be claimed from the findings that the Creative Writing Instruction Using Drama Techniques effectively enhanced students' English creative writing ability. That is, the measurement of English creative writing ability after the treatment revealed their statistically significant improvement. This result confirms the finding of previous studies conducted by Rahimipoor (2013), Erdogan (2013), Bayraktar and Okvuran (2012), and Cremin (2006). When

look into creative writing criteria used in this research, students' way of communicating was improved the most among three traits which were: communicating with imagination, organization of information and idea, and accuracy of sentence structure. This can confirm educational value of drama in McCaslin (2006) which stated that drama, as an educational tool, can be a stimulus to creative writing by providing a new way to motivate writing, engaging children with a variety of learning styles in a collaborative environment, enhancing confidence and challenging children to think and write creatively.

2. Students' opinions towards Creative Writing Instruction Using Drama Techniques

According to the semi-structured focus group interview, students expressed positive attitudes towards the instruction. That is, according to the interview, students' creativity, chances to express/exchange ideas and also self-confidence in writing increased. Furthermore, the results of interview also reflected that the instruction offered engaging and positive learning environment.

Enhancing creativity was found benefit for the students most. This could also be seen from students' pretest and posttest. According to creative writing ability rubric scoring, students' posttest were written with artful use of language and were found more delightful with more depth and details compared to their pretest. This results confirms the finding of previous study conducted by Khan (2011) which concluded that creative writing can enhancing students' creativity in writing.

Moreover, it provided more opportunities to express/exchange ideas and opinions, and also created engaging and positive learning environment. Drama activities employed in each steps of the instruction allowed students to participate and express themselves more. In addition when students were asked to write creative writing, they tend to enjoyed the assignments and felt excited with the lessons which was confirmed by Chaiyaphan (2008).

Self-confidence was also increased according to the instruction. Self-confidence mentioned in the study included self-confidence in: writing, expressing and sharing ideas, and participating class activities. The results supported by Baldwin and John (2012) which stated that drama activity can help promote self-expression, build self-confidence, encourage cooperation and enhance creativity.

Recommendations for further research

The recommendations for the future research are as follows:

1. Since the current study investigated on students' creative writing ability and their opinion towards the instruction, it would be interesting to investigate deep in how creative writing and drama techniques effects students' motivation in learning writing.

2. Classroom observation and student logs could be used as qualitative instrument to investigate students' performance and opinion in more detail. Hence, the video recording for observing students' behaviors should be set up to gather as much response as possible.

3. The level of participants can be lower or higher than the sample in this study which are upper secondary school students. The students in the elementary schools or undergraduate students might be chosen as participants to be investigated in the future study.

4. As mentioned in the current study that both creative writing and drama techniques can improve students' creativity and self-confidence, it would be interesting to integrated drama techniques or creative writing with other skills such as oral communication skill.

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