USING LITERARY TEXTS FOR CREATIVE WRITING IN EFL CLASSROOMS

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A Dissertation

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AN ABSTRACT OF THE DISSERTATION OF

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Abstract approved ----------

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This study examined various strategies adopted by teachers for learning various literary texts in EFL classrooms with a focus on teachers' perceptions and practices of creative writing activities. It also explored the perceived difficulties of teachers for instruction of literary texts and conduction of creative writing activities in EFL classrooms. This study employed ethnographic methodology that looked into the cultural practice of teaching and learning literary texts in language classrooms. As a qualitative approach and interpretive paradigm, this study adopted in-depth interviews and classroom observations as main research tools to get a holistic and comprehensive views, perceptions, and experiences of the research participants with regard to using literary texts in EFL classrooms for enhancing creative writing skills of learners.

The results of the study revealed that the use of literary texts as substantial pedagogic tool contributed significantly in developing language skills, critical thinking, creative writing, learner autonomy, and creativity of learners. Thus, it urged for the dire need of literature-enriched curriculum in Secondary level EFL classrooms in Lalitpur district. All participants stated that literary texts are useful resource for teaching language content that can help enhance creative writing skill of learners.

This study also indicated the importance of due contextualization of literary texts to be used in language classrooms. As argued by Stoller (2002) and Crandall (2013), the participants also advocated for the need of several kinds of motivational strategies to be adopted by teachers to teach literary texts and conduct creative writing activities to make them independent critical and creative learners and to prepare knowledgeable and global citizens.

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Madhukar K.C.

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DEDICATION

This dissertation is dedicated to my mother, the valiant woman who remained as a beacon of hope, encouragement, and motivation to illuminate me with the light of knowledge despite the sheer darkness of ignorance throughout her life.

DECLARATION

I, hereby, declare that this dissertation bears originality on its own except where otherwise acknowledged. I, therefore, make a substantial assertion that no part of it has been submitted for the candidature of any research degree to any college or university at home and abroad.

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request for academic and scholarly purpose.

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ABBREVIATIONS AND ACRONYMS

CBI	Content-Based Instruction
CDC	Curriculum Development Center
CILL	Content Integrated Language Learning
CLL	Cooperative Language Learning
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
ESL	English as a Second Language
GT	Grammar Translation Method
HOTS	Higher Order Thinking Skill
IATEFL	International Association of Teachers of English as a Foreign Language
ICT	Information Communication Technology
L1	First Language
L2	Second Language
LOTS	Lower Order Thinking Skills
MOE	Ministry of Education
NELTA	Nepal English Language Teachers' Association
PGD	Post Graduate Degree
TBL	Task-based Language Teaching

CHAPTER I

SITUATING THE STUDY

This chapter presents a general background, the context, and the issue statement of this research. This section highlights the main objectives of the study along with research questions relevant to the topic to explore the knowledge in the main areas of interest. It also explores why this study is an important asset for me and others concerned.

Background of the Study

This research helped me retrospect on how I was [de]motivated to learn English language considering it as a difficult foreign language during my primary level study. As my teachers were not very much aware of teaching literary texts in English language classrooms in a very motivating and interesting way then, I developed a belief about a 'myth' that English is very difficult which demands creative faculty of mind and ingeniously inborn genuine students to learn it.

I kept on holding this 'myth-ridden' image of English for years until I completed Master's course in English Language Teaching (ELT) at Kathmandu University (KU). But I had developed a sense of pedagogical frustrations while undertaking Master's course in English literature (English literary studies) at Tribhuvan University (TU) because of its jargon-ridden, theoretical and abstract concepts as an intellectual discipline. This very frustration of learning English language diminished gradually as I conceived some knowledge about the significance of integrating literary texts in English language classrooms through renewed perspectives in teaching and learning strategies out of exposure to academic

development initiatives on account of the inputs I achieved from the graduate coursework 'Teaching Literature [1]in Language Classroom' at KU.

Retrospection: [My] Experience of Learning English

In retrospect, my days of learning English as a foreign/second language formally began from an English medium high school at Ghorahi in Dang district with the zeal and enthusiasm where my teachers taught me in my kindergarten, primary level classes adopting Grammar Translation Method (GT) translating English using mother tongue (Larsen-Freeman, 2004). Despite having had an opportunity to study all subjects in English language, excluding Nepali subject in a private 'English Medium School', I could not excel in English language and develop all four language skills in an integrated way. The reason was my teachers were not much aware of appropriate ELT methods, child-centered teaching methodology, techniques and principles to teach English effectively in real classroom settings as defined by Curriculum Development Center (CDC, 2007).

Though the English textbooks included some genres of literature like short stories, poems and dramas, the teachers could not deal with them properly due to the lack of sufficient skills and strategies which corresponds to the view of Hişmanoğlu (2005) that language teachers, in general, lack the pedagogic knowledge and also training, and lack appropriate materials to use in the EFL/ESL classrooms to teach literary texts in EFL contexts. They could not do justice to the content of literary texts incorporated in ELT textbooks and, thus, had hard times dealing with them. They would just translate texts into Nepali (mother tongue) language using Grammar Translation (GT) method to make us understand the literary texts in native language out of translation while developing reading and writing skills in target language as

[1] Literature here refers to imaginative texts/literary texts i.e., poetry, short story, play and so on.

well. The teachers might have taken it as ‘intellectual’ and very difficult genre to be incorporated in EFL classrooms. Similar attitude prevailed among the students which developed the sense that English language was ‘not-easy-to-learn’ for average level and supposedly ‘not-very-intelligent’ students which, to some extent, played role in demotivating myself as a learner of English. Thus, my English language learning (ELL) situation remained an amalgamation of both fun and anxiety despite my willingness to learn because of linguistic aptitude I possessed as per Gardner’s multiple intelligences (1993).

Although my teachers at Secondary level taught various genres of literary texts incorporated in the textbooks in the language classroom, they adopted traditional teacher-centered GT method where teacher remained the authority (Larsen-Freeman, 2004) that did not involve much pair and group discussion, interaction to help us construct knowledge and understanding of the lesson taught. They would read the entire text for us in each single classroom and dictate even the answers in most of the cases ignoring our comprehensive abilities. We had to rote-learn the whole answers and sometimes long essays to get through exams. We were never encouraged to write, and even if we came up with our own creative responses to the questions, there were lots of changes not only in terms of grammatical correctness and accuracy, but also on the thematic content of the responses. This made me realize the underlying reason behind it as the disbelief of the teachers upon students that they can ever create something of their own as they seemed to be guided by the notion that students are raw in their mind, and thus require creativity. They would think that their role was to help students in every aspect of learning that led us to the unjustifiable dependence upon the tutelage of teachers every single time we would encounter problems related to learning activities and process.

Moreover, the teachers were deeply guided by the notion that acquiring writing skills is what Raimes (2010) asserts as 'very daunting and intimidating task and is really the most difficult skill for L2 learners to master' (p. 303). This legacy of disbelief of the teachers upon students regarding their ability to write prevails more or less until now at the present EFL context of Nepal resulting in rote learning of the texts, notes, and comprehension exercises. Thus, it is believed that such act would neither develop [creative] writing skills nor creative and critical thinking of the students required for language learning activities and processes.

Making a verbatim of what my teacher dictated for the comprehension questions to prepare for my exam by rote learning word by word and sentence by sentence was my learning ritual during my school days. However, no matter how painful it was, I did it. My teacher hardly involved and encouraged us for [creative] writing activities. Thus, my answers for the comprehension questions from the text always resulted with mere photocopy of either teacher's dictated ideas or the whole lot of ideas from the textbook itself which bore no originality. I could not feel 'ownership' of my own writing. I was merely like an imitator of imitators, and interpreter of interpreters as Plato considered rhapsodists to be the interpreter of the poets who are already the interpreters themselves (as cited in Adams, 1992). We were never encouraged to write short poems, short stories, anecdotes, experiences, travelogues, essays by relating them to everyday life experiences as part of creative writing activities. Rather we were taught poems and stories from the textbooks in a traditional lecture-based approach where the teacher remains the authority in the classroom (Larsen-Freeman, 2004) and asked to rote learn the name of the writers, characters, themes, messages and whole lot of comprehension exercises to pass our exam with good marks.

I taught English nearly for a decade at schools in Dang and in Kathmandu although I was not well aware of the various strategies and approaches to teach literary texts in EFL classrooms, Later, I realized the significance of teaching language through literary texts as I found my students becoming much more motivated to learn English. With the experience of teaching, I even realized that the very literary texts could be instrumental in helping students use their creative faculty of mind because of the dialogic nature of literary pieces that encourage learners to respond to a particular piece of literature through language as argued by Hussain (2007) so that they can get involved and motivated in creative writing activities. They can also become creative writers in their future career if teachers use some significant motivational strategies (Dörnyei, 2001) considering their duty to motivate learners for the long-term development in terms of language learning and to help students involve in some creative writing activities in their English language classroom while dealing with various literary texts from the prescribed books.

Problem Statement

English has become an integral part of our life and has occupied greater space in Nepalese EFL curricula as well. As a global or an international language (Crystal, 2003; Crandall, 2013; Phyak, 2011), it occupies a dominant space in education, mass media, information communication technology (ICT) and business due to the widespread influence of globalization through the mass media, trade, communication and technology. Currently, the Ministry of Education (MOE) of Nepal has also introduced English as a mandatory subject from Grade One onwards ‘to cater for the immediate needs of children learning English and building a basic foundation for their further studies in and through English’ (CDC, 2008, as cited in Phyak, 2011).

On a similar note, Eagle (1999, as cited in Phyak, 2011) argues that English has been considered the second most widespread language in Nepal in terms of popularity, education, and use. However, the medium of instruction varies in public and private schools and colleges in Nepal. The national English curriculum designed by CDC (2007) asserts that it gives equal emphasis on all four language skills which contrasts with Rai's views (2008) in that "syllabuses and courses never get tired of praising importance of oral skills viz. listening and speaking, but knowingly and unknowingly tend to forget the two other skills of language" (p. 102). Rai further adds that writing is significantly ignored at the cost of other language skills, which has created serious problem in English language teaching and learning. He opines that the curriculum does not put emphasis on the integration of literary texts as a part of language teaching and learning because of much emphasis on Communicative Language Teaching (CLT) imposed by the CDC at the cost of ignoring the content. Even the Secondary EFL curriculum pays little attention to writing skills in general and creative writing in particular. Rai also argues that the English language teachers are unaware of the importance of literary texts to be incorporated significantly and the strategies to teach them in Secondary Level English language curricula.

As the Secondary Level English textbook gives much emphasis on CLT, it seems to focus less on Content Integrated Language Teaching (CILL). Due to unavailability of literary texts-enriched curriculum that includes various literary texts like stories, poems, plays, dialogue in English language textbooks; learners have not been able to develop their English language proficiency well. Owing to the absence of clear-cut objectives for defining the role of literature in EFL curriculum, some texts that included various literary texts like short stories, poems, and dramas are being taught in ritualistic and traditional techniques of teaching literature using GT Method

which could not help learners develop their linguistic and communicative competence. Thus, it is realized that students are also not much motivated to learn language and develop their creative writing skill using current Secondary Level English textbook and traditional method of teaching literary texts in EFL classrooms.

If we look into English language teaching situations in Nepalese EFL context, students are not much encouraged to get engaged in writing activity in the EFL classrooms. The reason behind that is what Bell (2001) argues, "There remains in circulation a myth that writing can't be taught" (as cited in Rai, 2008, p. 102). Rather students are asked to cram all the dictated comprehension exercises after each lesson. One of the reasons why they do not show their interest in writing skills to produce their own piece of writing i.e., short poems, essays, stories, scripts for the play is said to be due to lack of motivation, no proper strategies to be implemented by the teachers, and less opportunity for students to get involved in creative writing activity. The principal reason is considered to be the teachers' disbelief upon their students' critical thinking and creativity. Even the teachers are unaware of the fact of what Anatole France states, 'Creative writing can be opened and learned, like any craft, like any game of importance. You become a good writer just as you become a good carpenter: by planning down your sentences' (as cited in Morley, 2010, p. 5). The students are not provided ample freedom to exercise their creativity so as to create something of their own out of their original creative ideas. They never get chance for creative writing activity and practice.

At the present context, content is felt as a demanding component to be incorporated in EFL classrooms. Thus, it is felt essential to integrate literary texts in ESL curricula and language classroom to help students develop creative writing skills and for the supplement of great deal of content to be taught in EFL classroom. If

literary texts are not incorporated in EFL classroom, students would not be getting an opportunity to develop their language skills, critical thinking, and creative writing skills. Thus, would it be appropriate to teach language without the inclusion of literary texts in an EFL classroom? Would it not be difficult to help learners develop creative writing skills without using literary texts in an EFL classroom?

Purpose of the Study

The main purpose of the study was to foreshadow the significance of incorporating literary texts i.e. poems and short stories in EFL classrooms. The purpose of this study was also to look into the various strategies, approaches employed by EFL teachers to teach literary texts and to help develop creative writing skills of learner in Secondary Level EFL classrooms. It also highlighted on how EFL teachers would perceive and implement creative writing activities in their classrooms. A final purpose of this study was to discuss the challenges encountered by EFL teachers while teaching literary texts and conducting creative writing activities.

The Research Questions

The principal research question was as follows:

What strategies and practices do EFL teachers implement to teach literary texts i.e. poems and short stories in Secondary Level EFL/ESL classrooms in Nepal to motivate students for the enhancement of creative writing skills?

The relevant subsidiary questions were as follows:

1. How do the teachers express their understanding and experience about the significance of teaching literary texts in EFL classrooms?
2. How do the teachers perceive creative writing in EFL classroom?
3. What strategies and approaches do teachers employ for teaching various literary texts in EFL classrooms effectively?

4. What difficulties and challenges do teachers confront while dealing with literary texts and while conducting creative writing activities in EFL classrooms?

Significance of the Study

Here, I discuss the significance of the study with reference to research, pedagogical/professional, and policy issues.

Research Significance

This study has its significance for research purpose. In this regard, McDonough and McDonough (1997) argue that "….. research is not something that is done 'on' or 'to' teachers, but is also an undertaking in which they can themselves be actively involved to have greater 'ownership' of their own professional development" (p. 21). Firstly, this research will seek to view the situation regarding how the teachers of English perceive their practice of teaching and learning English from the viewpoint of teaching various literary texts in language classrooms. It also helps develop interpretive perspective to look at my own and my research participants (English language teachers) cultural practice of teaching and learning literary texts to develop creative writing skills among the learners. It will also help researcher develop his/her wider perspective to interpret the cultural practice of teaching and learning English being participant observer.

Secondly, it helps novice researcher by providing with the knowledge of conducting a rigorous study i.e., taking field notes, observing lessons, interviewing teachers, developing good relationship with the research participants focusing particularly on how the teachers develop their relationship with the students through motivational orientations. It provides insights to other researchers to look into the

ways to conduct a related research on using teaching literary texts in EFL classrooms and how they can motivate students to develop their creative writing skills.

Professional/Pedagogical Significance

It is equally significant for the teachers who are guided by the notion of rigidity, disbelief upon their own learners, and who require knowledge of significance of incorporating literary texts for the linguistic and communicative development of the learners and who are not much aware of the value of creative writing in EFL classrooms. Though the teachers are aware of the fact that most of the classes are similar in many significant ways, there are some special characteristics that need the recognition of uniqueness in terms of professionalism which is possible through research (McDonough & McDonough, 1997).

It is insightful and encouraging for the potential writers who would want to foster their creative-self and establish themselves as creative writers, textbook writers and designers in their future endeavors. It is also equally important for the syllabus and curriculum designers to figure out the significance of the literary texts in EFL classroom to develop creative writing skill of the learners. The study also aims to deal with the situation regarding how the English teachers might face the challenges after the integration of literary texts in English language teaching syllabus and curriculum. It would serve as a pathway for my professional development and growth and helps foster the horizon of my knowledge as well.

Policy Significance

I envisage that this research work might contribute for revising the current curriculum and syllabus of secondary level as designed as per the educational policy of Ministry of Education (MOE) by National Curriculum and Education Development Center (NCED) in Bhaktapur that is chiefly based on the CLT methodology. But the

content of literary texts seems to be inadequate in the Secondary Level EFL textbooks. Thus, this research is significant to reform the existing educational policy according to which curriculum and syllabus designed pays very little attention to the significance of integrating various literary texts and enhancement of creative writing skills.

Furthermore, I hope that this research offers an avenue and new insights into remarkable changes in the curriculum and syllabus so that it offers opportunities and motivational orientations for the English language teachers to teach literary texts in language classrooms effectively for the enhancement of creative writing skills. It helps to figure out some more eclectic approaches, methods and techniques to teach literary texts for the development of creative writing skills. This research, I believe, provides a spur for reform in terms of professional development of teachers and pedagogical implications in the field of ELT.

Delimitations of the Study

I based my research mainly on finding the understanding, practices, and motivational approaches of the EFL teachers to teach various literary texts in language classroom to encourage students for the development of their creative writing skills due to time constraint. Since this research is confined to a very small number of participants, it is, therefore, not justifiable to generalize its context-specific findings to other schools and teachers in different contextual settings.

Besides, it is focused on the information garnered from my research participants through limited scheduled observations of real classroom practices, reflective experiences about the realization of teaching literary texts and creative writing activities. It also emphasizes on pedagogical strategies, practices and processes and the relevant literature that correspond to my research endeavor. Thus,

the limitation of this study can be attributed to the subjectivity of the teachers' perceptions and practices as the teachers may have been subjective in their responses. The analysis of the data was limited as the students' perceptions towards teaching and learning literary texts and conducting creative writing activities are not incorporated in the study. I have emphasized on the use of literary texts like teaching short stories and poems in Secondary EFL classrooms of schools in Lalitpur districts due to time constraint. I did not incorporate whole lot of literary genres in my research to make sure that the research would not go haphazard. The prescribed textbooks in Secondary schools I selected for the research site through purposive sampling also mostly included short stories and poems.

Organization of the Study

This study comprises five chapters. The introductory chapter incorporates various significant issues ranging from background setting, research problem, research questions to be addressed to purpose, significance of the study whereas the following chapter reviews pertinent literature and previous research works related to my research issues as well. Chapter III concentrates on the methodological approach adopted in the study. Chapter IV incorporates the presentation and interpretation of data drawn from research participants from natural setting of the research site based on the use of qualitative research techniques. Chapter V highlights a summary of key findings along with the analysis of the data. Chapter VI includes discussion of the findings, pedagogical implications, recommendations for future research area and studies.

Chapter Summary

This introductory chapter presents a brief introduction of the study along with research issues. Furthermore, it presents the purpose statement, significance of the research along with research questions relevant to the topic to be addressed to explore the knowledge and real scenario, and the delimitation of the study in terms of resources, study area, informants, duration and tools used in data collection being discussed.

CHAPTER II

LITERATURE REVIEW

Chapter Overview

This chapter discusses the thematic and theoretical aspects of the research by indentifying the related literature that describe the basic concept of teaching literary texts and their significance in EFL classroom with reference to creative writing, and teaching and learning strategies in the light of various prominent ELT methods and theories. It also presents the policy review that defines the curriculum of secondary level schools in terms of teaching and learning English language. Eventually, it ends up with the review of related research studies and the research gap that aims at justifying the purpose of advancing the research reasonably.

Reviewing Pertinent Literature

Literature review has immense significance in any kind of social and educational research. Nunan (2010) says that the function of literature review is to provide background information on the research question, and to identify what others have said, or discovered about the question. For reviewing the literature, I gathered various types of data from various reliable resources i.e., some related research projects, ELT related books and journal articles by prominent scholars and ardent researchers to set framework for my own research project and also make a link, comparison between my research project with others project and findings available at the library of KU, TU, and Nepal English Language Teachers' Association (NELTA). I even reviewed related research studies available too found on the web.

This section emphasizes more on literature review pertinent to the various topics like importance of teaching literary texts in language classrooms, strategies to teach literary texts like poetry, short stories in language classrooms, classroom activities for conducting creative writing skill, and the policy review of the Secondary level English curriculum to figure out the gap and to find the context of my research. Thus, I put my efforts to explore the existing gap between my research study and other researches being conducted so far on the similar areas so that I could unhesitatingly prompt my research study with justifiable relevance.

Thematic Review

I reviewed few books, journals, and research-based scholarly articles that deal with more or less similar ideas, concepts, perspectives, findings related to my research problems, questions and issues to explore the themes of my research emerged in detail.

Literary Texts in EFL Classrooms

Scholars argue for using literary texts in EFL classrooms with regard to their importance. In this regard, Collie and Slater (1987) present four main reasons of using literary texts in the language classrooms. They are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Similarly, Lazar (1993) examines some reasons for using literature in language classrooms. They are; motivating material, access to cultural background, encouraging language acquisition, expanding students' language awareness, developing students' interpretative abilities, and educating the whole persons. Furthermore, some scholars (Lazar, 1993; Collie & Slater, 1994; Ur, 1996; Carter & Long, 1996; Pison, 2000; Duff &Maley, 2001, as cited in Tanseen, 2010) have discussed the various benefits of using literary texts as

language teaching resources. They are linguistic reason, methodological reason, and motivation reason which correspond to the aforementioned viewpoints.

Literary texts as authentic and motivational materials. The use of literary texts in EFL classrooms motivates students towards learning English as a foreign language. With regard to it, Collie and Slater (1987) argue that literature is 'authentic material' as it transcends time, space and culture to interact directly with the wider number of audience in other countries in different periods of history as it deals with universal subject matter. With the widespread use of English in almost all the developed countries these days, it also helps learners deepen their understanding with the lives of people whose language is being learnt and spoken, their social customs and traditions, norms and values, and cultural aspects. Lazar (1993) agrees with the view that the literature is motivating material as it incorporates wide array of subject matter and issues which stimulates zeal and enthusiasm in learners for motivation that helps in language learning process since the use of literary texts in the language classroom makes the classroom situations "lively and motivating as they are rich sources of classroom activities for learners" (Hussain, 2007, p. 115). Students are exposed to real, authentic usage of language in literary texts; these texts show them a variety of styles, registers and language learning materials at several stages of difficulty.

As literary texts are the products of the writers' particular feeling about certain aspects of life, this 'genuine feel' motivates the learners a lot that stimulates them to express their opinion, to relate the topics and the characters in the literary texts to their own life. They get easily motivated to know about the writer's lives; about the feelings, attitude and the perspectives towards their lives and they can put forth their own opinion while having interactive discussion in the class for interpretation.

Literary texts for language enrichment and linguistic competence. The role of literary texts in EFL classroom is for improving learners' ability to use English language with ease. Collie and Slater (1987) argue that literature also develops 'language enrichment' as it helps learners develop their vocabulary power. Similarly, Povey (1972, p. 187, as cited in McKay, 1982) concluded that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (pp. 529-530).

Furthermore, Sidhu (2003) and Savvidou (2004) add that the study of literature unconsciously enhances students' overall linguistic competency including their knowledge of syntax, morphology, semantics and phonetics which is similar to the view of Van (2007, as cited in Sartor & Sapargul, 2010) who argues that literary texts effectively promote all four skills through interaction, collaboration, peer teaching, and student independence. In a similar vein, Lazar (1993) substantially advocates that literature encourages language acquisition which contrasts with Krashen's acquisition hypothesis model that suggests that second language acquisition is never ever possible for non-native speakers. But Lazar believes that the learners being exposed to literature through various literary texts would move towards journey of English language acquisition having the knowledge of vocabulary, grammar and other subject matter from literature developing language awareness.

In a similar vein, Widdowson (1985, as cited in Sidhu, 2010) argues that "Literature is said to be fundamentally a study of language and literature is language in use and cannot be separated from language" (p. 54) which means that the existence of literature and literary world is not possible without language. Literature uses real and authentic use of language in various literary texts though some critics

idiosyncratically comment on the usage of the language in literature with a doubtful eye. However, the rich context, variety and styles of language motivate learners by exposing them with varieties of style, registers and language learning wide resources which overlook the difficulty level of the languages (Collie & Slater, 1987).

Literary texts for cultural enrichment and tolerance. It is argued that literary texts give wider knowledge about the culture of target language. On a similar note, Collie and Slater (1987) point out that literature promotes 'cultural enrichment' as the learners get to know about the culture and cultural lives of the native English speaking countries people like England, United States., Australia and Canada. In a similar vein, McKay (1982) assumes that "literature may work to promote a greater tolerance for cultural differences for both the teacher and the student" (p. 531). Thus, Northrop Frye (1964, p. 77 as cited in McKay, 1982, p. 531) summarizes the benefit of literature as "the encouragement of tolerance of cultural differences the learners might encounter while reading literary texts" that aligns with Ghosn's (2002) views that literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence (p. 172).

Since literature is the composition of various cultural aspects of the people living in other various parts of the world where the language is spoken as native language, it renders easy access to those learners who want to get acquainted with various cultural backgrounds (Lazar, 1993). By reading literary texts, learners can get discerning glimpses of a range of cultures and other useful insights that can help broaden one's worldview' (Sidhu, 2003, as cited in Sidhu, 2010). In a similar tone, Bretz, (1990) states that the use of literary texts in language classrooms can create an "awareness in students on the culture and society of the relevant country" (as cited in,

Premawardhena, 2007, p. 93). In a similar vein, Padmini (2009) argues that dealing with the knowledge of cultural backgrounds of the literary work would broaden the horizon of students on other cultures by "stirring up reflection, inducing feeling, and stimulating action that eventually helps learners in gaining not only communicative but also creative competence" (p. 42).

Literary texts for personal involvement. It is believed that literary texts are instrumental in engaging readers wholly. Collie and Slater (1987) also mention that literature also demands the involvement of the whole person. It helps learners to learn English language as they personally involve in to the world of imagination that is the world of literature. The readers or the learners attempt to share their emotions, feelings with the characters they prefer which can, after all, be effective in whole language learning process. Similarly, Thi Thom Thom (2008) also highlights on the personal involvement of the readers' which means to have close contact with the characters or the engagement in the event of the story, the sharing of emotions and feelings between readers and characters, between readers and the author, and among readers themselves. Regarding the significance of using literary texts, Thi Thom Thom (2008) argues that 'students would have a chance to learn through literary texts in the classroom and then improve their language awareness and cultural understanding' (p. 121).

Literary texts for analytical and interpretive ability. The use of literary texts develops analytical and interpretive ability of learners. Lazar (1993) mentions that the use of literary texts in language classrooms helps develop analytical capability of the learners to respond to them with their own interpretations by examining the linguistic evidence in the text. Thi My Van (2009) substantially underlines of the use of literary texts in English classroom mentioning "teaching literature also appeals to

their (learners) imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters" (p. 2). He further adds that activities while dealing with literary texts can easily conform to the student-centered and interactive tenets of Communicative Language Teaching (CLT) (p. 2).

Duff and Maley (1990, as cited in Sell, 2005) further argues that since "literature is open to interpretation; it can serve as a basis for 'genuine interaction' between learners" (p. 87) which means that literature provides ample opportunities for interpretations to the learners as the literary texts are always open-ended where multiple interpretations are possible for interactive environment in the classroom situations. Lazar (1993) is of the opinion that if the students involve in prolonged interactive discussion with their friends in pairs/groups, they will develop their interpretative abilities by using their critical and creative faculty of mind and enhance their English language learning without any kind of boredom, but rather with immense zeal and enthusiasm. In tune with what Lazar says, Hussain (2007) argues that the integration of literary texts in language class makes classroom interactive which leads to the development of communicative competence of the learners having a prolonged impact on their mind. In a similar theme, Langer (1997) states that literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (as cited in Hussain, 2007, p. 115).

Literary texts for grammar knowledge and vocabulary building. Scholars assert that literary texts are useful for developing grammar and vocabulary knowledge of learners. Regarding this, Lazar (1993) says that the use of literary texts in the EFL classrooms may provide opportunities to have an exposure to have knowledge of grammar and vocabulary enrichment in the new context which eventually helps learners improve their knowledge of the language. To support this view, Sidhu and

Fook (2010) argue that a 'literature-enriched curriculum' does not only help learners enhance the learners' reading and writing skills but also contribute to the internalization of grammar and vocabulary to a greater extent. They believe that if students begin to use literary vocabulary items in their communication and if they begin to appreciate the richness and variety of the language they are going to learn, then they will be oriented towards productivity, creativity, and the adventurous life of knowledge. Highlighting the significance of literary texts, Thi My Van (2009) suggests that "the study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters" (p. 2). He further adds the reading of literature introduces a profound range of vocabulary, dialogues, and prose. In a more comprehensive way, Burke and Brumfit (1986, as cited in Sell, 2005) state that;

> Literature promotes literacy and oracy, critical and analytical ability, social skills and the use of the imagination; encourages liberal, ethical and humanitarian attitudes, respect for the imagination, respect for literacy and cultural tradition; and provides information about literature, literary traditions and language. (pp. 87-88)

With much emphasis on the belief of successful English language teaching with the integration of literary texts in EFL classroom, Chowdhury (2001, as cited in Hussain, 2007, p. 114) substantially advocated in 'Rethinking the Two Englishes' as "to try to teach language without the help of literature is doomed to be ineffective" because the role of literature turns out to be one of the foremost among various language teaching methods. Thi Thom Thom (2008, p. 120) is of the opinion that "literature can be useful in developing linguistic knowledge both on a usage and use level." He further adds that it may increase learners' motivation to interact with a text

which eventually increases their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their own creation of imaginative works.

I discussed the advantages of using literary texts in EFL classrooms in general with relevant literature. What follows is a review about the usefulness of using poetry and short stories in EFL classrooms.

Poetry in EFL/ESL Classrooms

Poetry is a useful genre to be used in EFL classroom for learners to develop their language skills, vocabulary, and grammar knowledge. Sapiro (2004) says that poetry is characterized by the controlled language practice as the typical features of it: repetition of single word, line or group of lines; patterns of sound, spelling and structure; and length of the poem. She argues that good poets consider these qualities to create beautiful poetry and asserts that the length of poetry does not guarantee the quality.

Regarding the importance of poetry in EFL classrooms, the researchers argue that incorporating poetry-based activities in the EFL classroom is beneficial (Hanauer 2001; Maley & Duff 1989, as cited in Kellem, 2009). Likewise, with much emphasis, Kellem (2009) says "poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress" (p. 12). He makes a strong assertion that poetry provides rich content of reading material that enhances the vocabulary power of EFL students while being aware of syntax, grammar, pronunciation, rhythm, tone, intonation and stress which are the significant properties of any language.

Similarly, Khansir (2012) argues that poetry can be instrumental in helping to teach structure, grammar and vocabulary thereby promoting creativity in a more pleasing and non-threatening environment. In a similar tone, Kırkgöz (2008) argues that the use of poems can be significant tool in English language classes as it can help reinforce students' knowledge of the English language: vocabulary and grammar; and enhance their creative writing skill in a tangible manner. Montero (2005) further emphasizes on the use of poems in EEL classrooms as;

> The use of poem in EFL classrooms encourages EFL learners for collaborative writing which provides not only a highly motivating learning experience for EFL/ESL students but also a creative pedagogical tool for teachers which eventually yield multiple positive results, including peer cooperation and increased motivation. (pp. 36-38)

Furthermore, Montero argues that collaboration in a poetry-based activity classroom promotes individual participation, increases self-confidence, and encourages productivity— teamwork enables students to learn from each other and stimulate each others' sense of creativity; the activity can be fun, which should always be a goal of instruction.

Regarding the advantages of using poems in language, Tomlinson (1986) has mentioned that the contribution of using poetry is oriented towards the development of language skills in real contexts than "a total concentration on the presentation and the practice of language items" (as cited in Kırkgöz, 2008, p. 95). McKay (1982) argues that the advantage of using poems in EFL/ESL (L2) classroom is to stimulate creativity in students as they get chance to get rid of regular classroom routines. Similarly, Maher (1986, as cited in Kırkgöz, 2008) argues in a similar fashion that poems are like stimuli that provide good model for creative writing where students get

ample opportunities to create poems of their own, thereby promoting creativity and originality in their writing.

From the adequate literature by prominent scholars on using poetry in EFL classroom, it can be inferred that the use of poetry helps learners develop their language skills in pleasant learning environment; enrich their vocabulary in content and learn grammar; learn language with increased motivation; promote creative writing skills along with creativity and critical thinking.

Short Stories in EFL Classrooms

Short stories are very popular genre of literature and are widely used in EFL classrooms. Abrams (2005) defines short story as a brief work of prose fiction. Collie and Slater (2000) state, "Short stories are often ideal ways of introducing students to literature in the foreign language classroom" (p. 196). Thus, it can be inferred that short story is a brief piece of prose fiction, narrative in form, may be written in the mode of fantasy or realism that focuses on one incident and has a single plot, a single setting and small number of characters.

Dealing with why stories in EFL/ESL classrooms, Wright and Maley (1995) argue that stories are rich resources that offer huge and constant source of language learning experience for learners. They offer a lot of advantages of using stories in EFL/ESL classroom settings arguing that the stories are instrumental in motivating students to develop their fluency in receptive skills- reading and listening; productive skills- speaking and writing, and develop language awareness. Krashen (1982, as cited in Temu & Mixon, 2006) argues that using stories in language classroom reduces the young learner's anxiety, thereby making foreign language learning easier and fun.

Likewise, Wajnryb (2005, as cited in Silva, 2009) proposes the significance of dealing with stories in language classrooms for exposure, motivation and use of

language which means that the use of stories in the language classroom offers ample opportunities to students to get exposed to 'comprehensible input' of the language that encourages language acquisition as students do not only get knowledge of grammar and vocabulary but also the opportunities to expose themselves by sharing their feelings, emotions and experiences.

With regard to the benefits of using short stories in EFL/ESL classrooms, Erkaya (2005) argues that students get ample opportunities to enhance their four language skills- listening, speaking, reading and writing in an integrated way and more effectively owing to the inherent motivational orientations in the stories. She further adds that the use of short stories in the EFL/ESL classrooms incorporates not only motivational, literary, cultural things but also higher-order thinking skills. She further advocates that stories can help develop students' vocabulary and reading which was substantiated by the study conducted by Lao and Krashen (2000) who ended up with the findings of the group who read literary text significantly improved their vocabulary and reading skill compared to those who read non-literary texts.

Young (1996, as cited in Erkaya, 2005) discusses the significance of using children's stories to introduce critical thinking to college students. In a similar vein, Howie (1993, as cited in Erkaya, 2005) mentions that the use of stories in the language classroom is beneficial to teach critical thinking where the teachers are liable to help students develop cognitive skills for the development of higher-order thinking skills (HOTS). According to Bloom's Taxonomy of the Cognitive Domain analyzing, evaluating, and creating are three higher-order thinking skills.

In a nutshell, it can be argued that the use of stories in the language classroom motivate learners to enhance their language and cultural awareness making them more sensitive towards the use of the works and the cultural issues embedded within the

texts; develop all four language skills an integrated way. The use of language within the story encourages students to develop their interpretative and critical abilities through active participation in discussion of the texts having multiple levels of meaning. As I discussed the significance of using poetry and short story in EFL classroom in a comprehensive way, I, now, present other more thematic issues that deal with the strategies and techniques to teach literary texts.

Various Classroom Activities while Dealing Literary Texts in EFL Classroom

While dealing with various literary texts in EFL/ESL classrooms, EFL teachers need to conduct various classroom activities to make language learning experience easier, comfortable and interesting. The various activities discussed below are helpful in teaching literary texts (poems, short stories).

Brainstorming. It is an activity where teachers involve students to generate ideas on the given topic in a limited period of time by listing whatever crops up in their mind in a spontaneous manner (Miller & Webb, 1992). This activity helps teachers to involve students in eliciting ideas the learners have come up with out of their rigorous thinking activity individually and sometimes in pair or group work. During brainstorming activity, Klippel (2010, as cited in Budha, 2011) says that the students have to collect the various ideas in the first stage; put them in order and evaluate in the second stage. However, learners should not be criticized, threatened for the ideas they tend to generate during the activity of brainstorming that refrains learners from taking active participation for sharing their new ideas on the topic in the activity afterwards.

Scene setting. Setting the scene prior to teaching texts is a useful activity. Nunan (1999) argues that background knowledge of the past experiences creates mental frameworks to build on new experiences. This scene setting activity orients

students towards the texts by activating pre-existing knowledge (background knowledge) to build new knowledge on the content of the topic to be discussed in the classroom. Bernhardt (as cited in Urquhart & Weir, 1998) states that "background knowledge may include subject specific pre-knowledge, cultural knowledge and information supplied to the readers shortly before reading" (p. 69).

A teacher can conduct scene setting activity prior to delving deeper into the text by telling a story, anecdote, his/her own experience; by asking some simple thought-provoking questions that would elicit response from learners to give them some ideas related to the thematic content of the text to be taught.

Question and answer technique. To make classroom more interactive and communicative, an EFL teacher can use question and answer technique in the classrooms using elicitation strategy that aims at drawing out something, provoking response, ideas, opinions from the learners through their imagination and involvement (Rosenberg, 2009). For questioning strategy, a teacher can ask lot of questions before starting a lesson about a poem or a short story during brainstorming activity, scene setting or in the middle part of the discussion of the lesson. It fosters critical and creative thinking of the students and sense of inquiry that makes learners more self-reliant (Ngeow & Kong, 2003, as cited in Rosenberg, 2009) if appropriately used in the classroom from the beginning of the lesson to the ending of the lesson during discussion of comprehension exercise while teaching literary texts.

Pair and group work. In pair work, learners get opportunities to work, discuss, share their ideas, study a text, research language, and take part in information-gap activities with other while practicing language together (Harmer, 2007, p. 165). He further adds that it promotes learner independence by allowing them to work and interact with each other in pair independently. It makes classroom lively,

more relaxed and friendly; promotes co-operative learning; helps give corrective feedback from their peers to avoid teacher-centered correction, where the teacher works as a facilitator (Harmer, 2007; Westbrook, 2011).

Group work activity is essential with the big class size with big number of students to do range of tasks which are not possible through mere pair work activity (Harmer, 2007). In group work, learners get better opportunities to put forth their ideas, experiences compared to pair work activity. This activity reduces the anxiety of learners to share their ideas by managing non-threatening conducive environment (Harmer, 2007; Brown, 1994, as cited in Lytovchenko, 2009). Furthermore, Lytovchenko (2009; Harmer, 2007) argues that pair and group work are very significant for task-based teaching and learning that promotes collaborative activity. As an EFL teacher, he/she can conduct pair and group work that involve learners in tasks and discussion to share on theme, plot, characters, and settings of short story or poem dealt in the classroom.

Discussion and debate. An EFL teacher can conduct discussion and debate in classrooms to provide opportunities to students to come up with their own ideas, arguments. It also promotes learner autonomy through active participation of every single student in the interactive discussion as they need not depend upon teacher's lecture or dictated answers, ideas and arguments every single time in the classrooms. It leads to Harmer (2007) says, "When students suddenly want to talk about something in a lesson and discussion occurs spontaneously, the results are often highly gratifying" (p. 128). If students take part in debate for discussion on controversial issues, then such activity promotes the learners' critical thinking and quick decision making; and the learners learn how to express and justify themselves in a proper manner while agreeing and disagreeing with others views (Budha, 2011).

However, it is always important to select topics that have supportable positions to argue on either side to put forth their views while speaking for or against the motion of the debatable topic (Iberri-Shea, 2009).

Role play. An EFL teacher can involve students in role play activity whenever they deal with literary texts like plays, poems and short story where they are asked to perform some specific roles of the characters portrayed by pretending temporarily so as “to practice communicating in different social contexts and in different social roles” (Larsen-Freeman, 2004, p. 134). The teacher can provide information to learners such as, who they are and what they think or feel to perform some certain roles. In this regard, Ur (1996) says that learners are provided with a situation plus problem or a task with individual roles on cards like, Role Card A: "You are a customer in a cake shop. You want a birthday cake for a friend …" (p. 132). Conducting role play activities in EFL classrooms by assigning roles of characters deployed in the literary texts motivate them more towards learning a language and encourages them for personal involvement in the texts.

Simulation. Simulations are very much similar to role plays. Unlike role plays, simulations are more elaborate than role plays where learners can bring different items to the class to create a realistic environment for learning and practising language (Budha, 2011). In simulation activity, participants speak and react themselves, but the role, task and situation given to participants (learners) are imaginary ones (Ur, 1996, p. 132). Both simulation and role plays are significant activities since they motivate learners as Harmer (1984) also suggests that these activities reduce hesitation and build up the confidence among learners. Simulation activities also can be very useful while dealing with literary texts in language classrooms.

Vocabulary activities. Since literary texts (poems and short stories) are rich resources of vocabulary items, an EFL teacher should take this opportunity to involve students in activities that would enrich their vocabulary through vocabulary games, gap filling activity, and vocabulary prediction activity for meaning of particular words or phrases. The teacher can use flash cards with words on one side and meaning on the other to involve learners to learn the words and their meanings by raising awareness. During this activity, learners are encouraged to predict the possible meanings of the words or phrases and are often asked to use the words and phrases in their own original sentences. Schindler (2006) argues that one of the significant parts of language development is vocabulary development, and thus fun vocabulary activities can be used to develop positive affect in the learners in EFL classrooms.

Project work. Project works are motivating activities for learners. Chlopek (2008) says, "Project work develops student's language skills, problem solving skills, creativity, imagination, research skills and team work skills" (p. 17). While going through project work, students have to make different sorts of research, explore the different areas for information, communication, and discussion, presentation in the real life situation to learn with fun in a team or a group being self-motivated and develop language proficiency.

Chlopek (2008) further says, "In addition, project work can allow students to learn in an autonomous way" (p. 17). However, teacher's scaffolding is very much essential in order to support them in their work. Similarly, Stoller, Hauschild and Poltavtchenko (2012) say that listening and speaking project may involve students in debating on the topic and giving persuasive presentation that encourage classmates in more earth-friendly habits, and engaging in role plays. Thus, project work can be used in the classroom to enhance students' writing skill as they prepare report, write-up for

assigned project work i.e., writing critical analysis of poems, stories, writing stories and poems, reviews of book and movie etc individually or in a group and also develop speaking skill while they eventually present their work in the classroom.

Drama activities. Drama conducted in EFL classroom can encourage students to perform drama with some specific roles. As language teaching is not just teaching words, structures and idioms, but it is a lively, dramatic and versatile means of communication, Case and Wilson (2003) say, "learning and teaching can and should be pleasurable. Similarly, Zalta (2006) adds that drama offers and excellent opportunity for students to develop fluency in English" (as cited in Zalta, 2006, p. 24). Drama is concerned with both the product (the performance) and the process of language learning. Using drama activity in class, students get actively involved in a text which makes language learning more meaningful, and memorable than drilling or mechanical type of repetition. It brings fun and pleasure in the classrooms with high level of motivation towards successful learning.

Collaborative writing. Writing activity in EFL classroom helps develop writing skill as students get ample opportunity to put forth their views, ideas on the topic. Moreover, collaborative writing is more significant while teaching literary texts in EFL classroom as students work on a writing task collaboratively as per the maxim 'Two heads are better than one'. Montero (2005) argues that collaborative writing is a creative pedagogical tool for teachers where he/she engages students in a pair or group to go through whole lot of writing process until they end up with the final product which helps foster interpersonal skills among the students as they effectively work in pair or in group. It helps students to be creative, confident while writing collaboratively.

Students' presentation. Any task where a student presents his/her view orally on a topic of essay, debate, and question is what we call students' presentation. Iberri (2009) argues that students' presentation may incorporate individual or group presentations depending upon the class lesson dealt or the project work assigned to develop students' communicative competence; foster presentation skill; and develop personality and confidence by reducing hesitation and performance anxiety. It is very significant during discussion and debate in the classroom to help students enhance all four language skills; develop critical thinking skills; and improve overall learning. While some students present, other students listen actively to do peer evaluation and provide peer feedback.

An EFL teacher can provide various topics related to the lesson taught; provide critical questions to discuss in pair or group for them to work on; and get ready for presentation afterwards individually or in pair/group. This kind of activity also promotes learners' autonomy.

Contextualization of Literary Texts in EFL Classrooms

Although there is a growing demand of the integration of literary texts in EFL/ESL classroom for a number of reasons, the context, however, should be taken into account while selecting literary texts as the ELT pedagogy emphasizes on the context of language teaching since "context gives meaning to content" (Johnson, 2002, p. 3). Johnson further adds that the broader context helps learners to make connections for meaning making process to get mastery of knowledge and skills eventually. Crandall (2013) also advocates that content brings 'real world into the class; provides a means for developing more advanced language proficiency, thereby transferring these to the academic contexts'.

Brumfit and Carter (1986, p. 20) warn us arguing that the use of English literary texts in EFL/ESL classroom could be dangerous without "due contextualization to social, historical, biographical and political background to text study" since English literature has been used in Indian subcontinent like Nepal without assessing a lot in terms of socio-politico-cultural-economic background and mindset of our learners. Thus, contextual teaching and learning should be of prime focus while dealing literary texts in EFL/ESL classrooms as it encourages and inspires learners to make connection of academic content to their context in real-life situations with their own lives and experiences (Johnson, 2002) which, after all, enhances language learning process through teaching literary texts in EFL/ESL classrooms. Furthermore, Johnson (2002) argues that contextual teaching and learning teaches learners the process "to use in critical and creative thinking and also provides real-world opportunities to practice higher-order thinking" (p. 100). The language learning process would become more interesting if the teachers attempt to contextualize the literary texts where "learners eventually find their own voice in the foreign language and culture as literary texts can offer them models of particularity and opportunities for the dialogic negotiation of meaning" (Kramsch, 1993, p. 131).

But surprisingly, learners have improved significantly in terms of language learning over the years by learning English literary texts written by native speakers of English in their own settings. Nonetheless, Kachru (1986, p. 140) substantially argues that the literary texts to be used in EFL/ESL classroom has to be "contextually appropriate and linguistically graded" as the learners feel motivated to respond to the texts actively in a spontaneous manner only when the learners feel the texts are contextual. If literary texts are selected properly and reasonably, then they become the

matter of delight and motivate the learners eventually towards the process of language teaching and learning.

Peterson and Coltrane (2003, as cited in Fleet, 2006) put forth their ideas on the contextualization saying that the "language learning experience becomes more real, more purposeful and more authentic for learners when they are taught the cultural contexts of the language itself " (p. 9). The language learning experience would become even more interesting and purposeful when the language teachers select contextually appropriate (Kachru, 1986, as cited in Hussain, 2007) texts and contextualize within the culture of the second language learners where learners get motivated to personally involve in the text to read, interpret and analyze by themselves while getting acquainted with various cultural backgrounds (Lazar, 1993).

Literature and Motivation

Motivation plays a significant role in helping second language learners to learn target language in EFL/ESL settings with ease. Regarding it, Ellis (1997) argues that motivation influences the degree of efforts the learners invest to learn a second language. He further adds that motivation incorporates attitudes and affective states which come into play in the process of language learning that determines how much motivated the learners are towards their actions of language learning. Agreeing on the issue of motivation and the act of motivating learners, Dörnyei (2001) says that the teachers who look for the long-term development of his/her students consider their duty to motivate their learners where the teachers attempt to use a lot of motivational strategies to make language learning an enjoyable and interesting experience to maintain learner's motivation. For motivation, Harmer (2007) claims that the teacher's role is very crucial as an organizer, observer, feedback giver, promoter,

sometimes as a tutor and the most importantly being a role model for the students (pp. 284-286).

In a more comprehensive manner, Dörnyei and Ottó (1998, p. 65) define motivation in second language (L2) learning as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised and (successfully or unsuccessfully) acted out" which attempts to incorporate various influential factors that enhances learners' desire or arousal to acquire English as a foreign or second language.

Regarding the relation between literature and motivation, Lazar (1993) argues that literary texts are the sources of motivation for the language learners that make counterarguments to the ones who consider literature as an inappropriate subject matter, difficult and intellectual discipline who have been having some problems within the area of teaching English as a foreign and second language through literature due to various reasons like, lack of preparation in the area of teaching literature in EFL/ESL contexts , lack of comprehensive objectives defining the role of literature in EFL/ESL contexts, lack of knowledge and training regarding the teaching of literature in EFL/ESL contexts and lack of appropriate materials designed to meet the objectives as per the curriculum and pedagogy of literature teaching in EFL/ESL classrooms settings (Hişmanoğlu, 2005)

Literature and Critical Thinking

It is believed that literature is useful for developing critical thinking of learners. Regarding it, Oster (1989, as cited in Sartor & Sapargul, 2010) argues that the use of literature in EFL classroom is a way that leads to the improvement of critical thinking skills in the learners. Regarding how integrating literary texts in the

EFL classroom help develop critical thinking in the learners, Premawardhena (2007) argues that literature in FLT in its present context tends to emphasize its role in improving communicative competence and providing "a springboard for the development of critical thinking and aesthetic appreciation" (p. 93). In the similar vein, Hussain (2007) argues that literature opens a new world to the students which cultivates the critical abilities of the students.

Similarly, Langer (1997, p. 607, as cited in Hussain, 2007, p. 115) argues that literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore" which promotes critical thinking that "enables learners to formulate and evaluate their own beliefs and claims in a clear, systematic and organized way for problem solving, decision-making, persuading, analyzing assumptions" and creative thinking that "nurtures originality and insight" of the learners eventually (Johnson, 2002, pp. 100-101). Enhancement of critical thinking skill is necessary while dealing with literary texts in EFL/ESL classrooms since it is the ability to interpret, analyze, evaluate ideas and make own arguments for the learners (Fisher, 2001).

The need of using literary texts in EFL/ESL classroom contexts has increased for a number of reasons. The act of learning a second language becomes meaningful when it aims at developing four language skills including critical thinking skill simultaneously. Thus, the use of literary texts in EFL/ESL classrooms seems significant in the promotion of critical and creative thinking in the learners.

Literature and Creative Writing

Scholars argue that literature and creative writing are interrelated. To show the relationship between literature and creative writing, various opinions of scholars are taken into consideration. Harmer (2007) refers creative writing (CW) to imaginative

tasks as writing poetry, stories, and plays (p. 328). Ur (1996) says that writers feel sense of achievement in their work of writing which Harmer considers it as creative writing. Harmer (2007) says that in creative writing a teacher can assign students a lot of imaginative tasks where the students get motivated and engaged with narrating some of their experiences to construct poems and stories. During such creative writing activities, the students get ample freedom to select suitable vocabulary items, have an opportunity for free expression, and exercise their imaginative faculty of mind to foster their creativity and critical thinking skill. Gaffield-Vile (1998, p. 169, as cited in Harmer, 2007) points out that creative writing is 'journey of self-discovery and self-discovery promotes effective learning.' While being engaged in creative writing activity, students get an opportunity to explore their inner potentiality through self-discovery.

Furthermore, Maley (2013) argues that creative writing is a platform for the possibility of multiple interpretations where learners get better motivated. According to his opinion, creative writing promotes self-motivation and makes language teaching and learning effortless. He further states that CW promotes language development at all levels ranging from grammar, vocabulary, and phonology to discourse, sensitivity to rhythm, rhyme, stress and intonation. He elaborates that learners play with the language in interesting and demanding ways to get engaged with the language at a deeper level.

However, Harmer (2007) warns teachers arguing that creative writing as 'an imaginative task might be difficult, painful and demotivating experience filled with sense of frustration and failure' at times. Thus, it is huge responsibilities of a teacher to encourage students towards creative writing activity and practice using various motivational strategies, techniques and approaches in the classroom.

Spiro (2004) argues that creative writing help students to write well. For example,. writing a poem includes exchanging ideas, writing, then editing, asking friends to read and respond, and rewriting which gives real and meaningful practice in all the skills of writing. Spiro further argues that creative writing helps students to read well because when students write more confidently, they read more confidently too. The writing activities develop an appreciation of the sounds, rhythms of language, sentence patterns, the shape and meaning of words, how words and sentences are connected to create various texts. By understanding better what it feels like to be a writer, students will also be more active and confident in their enjoyment of reading. Furthermore, Gwin (1990, p.10 as cited in Sidhu & Fook, 2010) pointed out that it is only through literature that learners are exposed to the "subtle elements that go into the creation of what is called good writing". Similarly, Chin (1991, as cited in Sidhu & Fook, 2010) elaborated that since literature exposes learners to a variety of writing styles, it would unconsciously help learners to improve their own writing style which leads them to the stage of creative writing.

Creative writing enhances creativity which is an ability of every individual. In this regard, Carter defines creativity as 'an all-pervasive feature of everyday language. He further adds that linguistic creativity is not simply a property of exceptional people but an exceptional property of all people" (Carter 2004, p. 13, as cited in Szerencsi, 2010, p. 287). This statement refers to the existence of creativity in each individual as exceptional property. The only thing is how the individuals explore it to enhance their language learning experience. It also depends largely upon how the EFL/ESL teachers maintain their responsibility to stimulate students' dormant creativity to make them feel that they are creative individuals in their own way. On the similar theme, *In The Artist's Way*, Julia Cameron (1992) mentions,

> Creativity is our true nature…. a process at once as normal and as miraculous as the blossoming of a flower at the end of a slender green stem……
>
> Creativity is like your blood. Just as blood is a fact of your physical body and nothing you invented, creativity is a fact of your spiritual [self]…….. and nothing that you must invent. "Creativity is the natural order of life….. We are, ourselves, creations. And we, in turn, are meant to continue creativity by being creative ourselves. (as cited in Johnson, 2002, p. 117)

The aforementioned text substantially argues that creativity is naturally inherent in every single person which EFL/ESL teachers must be aware of and consider students accordingly. Regarding the creativity with reference to creative writing, Wright (1997) discusses on the importance of creativity in language teaching about the development of the whole person and says that creativity is a natural a process of child's development which is significant for the individual and society. Wright further argues that children develop their creativity by engaging themselves in creative writing activities while using language to make their own to come up with creative piece of writing.

Theoretical Approaches of Dealing Literary Texts in EFL Classrooms

Carter and Long (1991) present the cultural, language, and the personal growth models as the theoretical models of teaching literature which can be enumerated as below;

The cultural model. This model views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. Carter and Long (1991) argue that 'cultural model' is teacher-centered where the teacher transmits knowledge and information to the students. This model is a traditional method where the teacher remains the composer of knowledge of all the social,

cultural, norms and values of the people in the earlier centuries. This method regards literature as mere study of the information of the society, tradition, culture of the people living in various periods of history. Students read various literary texts to get knowledge and information of all those socio-politico-cultural and historical aspects. Moreover they get information from the teachers who are supposed to be the pundits of cultural information.

The language model. This model seeks a closer integration between language and literature. Carter and Long (1991) argue that 'Language model' as a learner-centered approach bridges the gap between language and literature as it tries to integrate literature into language classrooms. This method allows learners to develop language awareness by making them aware of vocabulary and grammar being used in the literary language. The students develop their vocabulary power by reading literary texts like poetry, drama, and novel which they have never heard before. They can also develop their language proficiency by using literature in language classroom.

The personal growth model. This model seeks the opportunity for learners to relate and respond to the themes and issues by making a connection to their personal lives. The 'personal growth model' proposed by Carter and Long (1991) is a process-based approach and is more learner-centered approach. It demands interaction of the learners with the texts which encourages students to 'make the texts their own'. The students will be able to relate their own experiences, feelings and opinions with that of the texts. The students eventually develop their linguistic aptitude, emotions, feelings and their character development.

Stylistic approach. This approach to teaching and reading literature that emerged in 1970s analyzes the features of literary language to develop students' sensitivity to literature esp. while reading poetry that includes language in a non-

grammatical and loose manner (Van, 2009, p. 4). This approach motivates learners to use their linguistic knowledge to make 'aesthetic judgments and interpretations of the literary texts' (ibid.). In a similar vein, Rodger (1983, as cited in Van, 2009) also emphasizes on the role of language form and its features in understanding significance of literary texts in language classroom. Van (2009) argues that this approach is relevant as it highlights the "aesthetic value of literary texts and provides access to the meaning by exploring the language and form of the literary texts with a focus on meaning" (p. 5) as the language used in genres like poems, stories, drama are motivating because of attractive features while dealing with various literary texts in language classroom to motivate them towards creative writing skill enhancement activities and practices.

Reader-response approach. Van (2009) analyzes the reader-response theory as a significant approach to teaching literature that incorporates attention to the role of the reader as a process-oriented approach to reading literature. According to him, this approach motivates students to use their personal experiences, opinions, and feelings while analyzing and interpreting literary texts. Dias and Hayhoe (1988, as cited in Van, 2009) argue that the role of the reader in the act of reading has not been properly and sufficiently addressed and acknowledged which is then addressed by the reader-response approach that makes the learners "active participant(s) in their own leaning process" (Davies & Stratton, 1984, as cited in Van, 2009, p. 5) which emphasizes on the two –way relationship of readers and texts. This approach of reading literary texts moves from the emphasis of reading from the author and text to the reader to encourage students to read literary texts relating with their personal experiences, opinions, and feelings to motivate them to become autonomous learners.

Task-based approach. Khatib, Derakhshan and Rezaei (2011) came up with the new task based approach to teaching literature that defines task as "a piece of language that linguistically, physically, emotionally, intellectually, socially, critically, meaningfully, creatively, consciously or subconsciously, aesthetically, spontaneously, motivationally, and experientially involves learners in the process of learning which they term it as '*Whole Literary Engagement*' WLE" (p. 216) according to which the learners get ample opportunities to get wholly engaged in the literary texts for analysis and interpretation to get the meaning out of the texts they read.

This task-based approach can be justifiably used to cope up with difficulties, challenges, and confusions in EFL learners while reading, analyzing and interpreting, with it so as to encourage and motivate the learners towards reading literary texts. For this, the teachers can design various reading, writing and speaking tasks after each lesson taught. For example: discussion and debate, role play, public speaking through students' presentation for speaking activity tasks, reflective writing, summary writing, free writing, and some creative writing activities of creating short poems and stories for the enhancement of writing as a productive language skill.

Formeaning response approach. Van (2009) coined the term formeaning adding form and meaning to analyze literary texts. This is an integrated approach to teaching and reading literary texts as it represents stylistics: the language centered approach and meaning focused reader-response approach to give emphasis on meaning of the literary texts as it values both form and meaning of any literary texts as inseparable aspects. While reading literary texts, the linguistic features of the language used in the literary texts are given prime importance to develop linguistic and communicative competence of the learners. But the addition of discussions on the meaning of the texts to understand through analysis and interpretation is also equally

important which is possible through this formeaning approach to deal with literary texts.

After the discussion of various themes that address the research topic, I move on to theoretical review to show how the research topic is linked with the various theories to teach literary texts in EFL classrooms.

Theoretical Review

Here, I discuss the theoretical aspects of language teaching and some of the theories pertinent to my research to show a link with my research of teaching literary texts in language classrooms for the enhancement of creative writing skills.

Content-Based Instruction

Over the years, there have been significant changes in terms of the development of methodologies in English language teaching. Communicative Language Teaching (CLT) emerged aggressively and substantiated its powerful stance as one of the significant ELT methodologies that aimed at developing communicative competence by enabling students to communicate in the target language (Larsen-Freeman, 2004) mainly in the 70s, 80s and 90s. However, CLT underwent vehement criticism and gradually lost its grip from ELT academia as it lacked content of the subject to be taught. Meanwhile, Content-based Instruction (CBI) came into prominence to rigorously integrate content knowledge in English language teaching and learning though CBI also emerged on the principles of CLT, but with a notion that language can best be taught and learnt integrating content of the subject from outside the domain of language (Richards & Rodgers, 1986). Richards and Rodgers argue that CBI as a methodology views language not just as the medium of communication but as a tool to be used for various specific purposes that emphasizes on the need to integrate all language skills at a time while leaning a

language which also aims to put together knowledge (content), language and [critical] thinking skill. According to CBI, communicative competence is not merely using language in conversation, but an ability to read, discuss, and write about content from other fields (Larsen-Freeman, 2004, p. 141).

Stoller (2004) and Crandall (1994) (as cited in Crandall, 2013) note that CBI aims at fulfilling the language and content objectives that provides an opportunity for English Language Learners to continue their academic and cognitive development while acquiring academic language proficiency. Similarly, Stoller (2002) argues that CBI approach to language teaching helps promote meaningful student engagement with language and content learning where students get ample opportunities to develop language skills in an integrated way and "become more knowledgeable citizens of the world" (p. 107). As a supplement of content to this CBI approach, she highlights the significance of incorporating project work into the content-based instruction classrooms.

Furthermore, she adds that project work as good content supplement helps create lively learning ambience for active involvement of learners, works as a catalyst of developing higher-order/level thinking skills; and thereby making students responsible for their own learning being self-directed or an independent learners. Grabe and Stoller (1997, as cited in Stoller, 2002) also argue that "CBI incorporates explicit language instruction (for example, grammar, conversational gambits, functions, notions and skills)" (p. 108) in addition to content which substantiates the language and content learning needs of students in contexts. Stoller emphasizes on the dire need of "CBI in EFL/ESL contexts as it incorporates lots of language teaching practices like, integration of project work, scaffolding, strategy training, integrated skills instruction, alternative means of assessment and so on" (p. 109). This

methodology or instruction is aligned with other significant approaches like task-based language teaching (TBL), cooperative language learning (CLL) and participatory approach to language teaching and learning.

As the main emphasis of CBI is on content knowledge and language at a time in language teaching and learning, Lazar (1993), in a similar view, argues that literature is also content in itself which includes subject matter from different areas and disciplines ranging from socio-politico-cultural, history to philosophy, environment, and science etc. As Stoller (2002) asserts that a project work as an integrated language and content learning vehicle that helps develop higher-order thinking skills, create learner-centered motivational environment making learners independent learners, teaching literary texts in language classroom also contributes significantly by providing content in the language classroom since literature as a content also develops higher-order thinking (critical thinking skill) skills, motivates learners to learn a language through social, cultural content, theme mentioned in the various genres of literary texts (Lazar, 1993; Collie & Slater, 2009; Mckay, 1982).

Krashen (1985, as cited in Liaw, 2007) says that content-based language instruction is an approach that is based on 'comprehensible input hypothesis theory' that offers multiple opportunities to the learners to understand and use the target language while learning a content at the same time. Krashen argues that 'comprehensible input' promotes language learning. Similarly, Lazar (1993) says that literature is authentic material that incorporates not just language items but thematic content on various subject matters to provide ample opportunities to the learners not just to learn a language but gain a lot of thematic content knowledge through the use of target language.

Crandall (2013) also offers comprehensive meaning of the significance of CBI in EFL contexts as it provides meaningful content and context for focus on issues that 21st century students are facing or will face in their work, their lives, their nations, and the world *(Critical thinking and Problem-solving*); offers opportunities to negotiate meaning and communicate in relevant and authentic ways using a range of media *(Communication)*; and engages learners in working together using variety of resources & texts, including internet to develop knowledge and skills *(Collaboration)*

Schema Theory

Schema theory deals with how learners form new knowledge and experiences with the help of background information and knowledge as argued by Nunan (1999, as cited in Bhusal, 2011). It means that the previously acquired, developed or formed past experiences help connect to the new knowledge as the schema gets activated which is full of knowledge of events, situations, objects. Shen (2008) mentions that the previously acquired knowledge is called the reader's background knowledge and the previously acquired knowledge structures are what we call Schema Theory. According to this theory, background knowledge plays a vital role in helping reader get information in learning process because of which the significant role of background knowledge in language comprehension has been formalized as the Schema theory.

Urquhart and Weir (1998) call it background knowledge which is a part of this theory of comprehension associated with the notion of schemata that a text is never complete and that the reader must supply additional material derived from their existing knowledge of the world (p. 63). Carrell (as cited in Urquhart & Weir, 1998) discusses two types of schemata: content schemata that is the knowledge about the subject matter of a text; and formal or textual schemata that is the knowledge about

the structure of a text. These both schemata, content or textual enables readers to predict events so as to construct meaning from a wider context. Regarding the importance of schemata, Harmer (1991, as cited in Bhusal, 2011) states that schema which is defined as background knowledge works as a bridge to connect already existing knowledge in the mind with the new knowledge to be formed later. Background knowledge enables the readers to make prediction for more successful interactions and then make connection with the new knowledge later while constructing meaning out of the text read, knowledge stored, organized and processed.

Urquhart and Weir (1998) argue that the role of the teacher is significant to activate and build schemata where the first task of a teacher is to choose meaningful [literary] texts pertinent to the students' needs, preferences, individual differences, and cultures to activate already existing schemata so as to help form new schemata. Shen (2008) argues that schema theory asserts that understanding a text is an interactive process between the reader's background knowledge and the text. Shen further says that the meaning is constructed or reconstructed through the interaction of text and the reader's background knowledge. Thus while teaching various literary texts (for e.g. stories, poems or dramas), EFL teacher should try to encourage learners to connect their background knowledge with the text as understanding of the text demands the ability to relate the textual material or content to one's own previously acquired knowledge.

Vygotsky's Theory of Creativity

Lindqvist (2010) discusses the issue of creativity referring to Vygotsky's idea from his published book titled *Imagination and Creativity in Childhood* (1995) where he substantially advanced his view on the "creative consciousness process, the relation between emotion and thought, and the role of imagination" thereby

highlighting the issue of (re)production and creativity (production) (p. 248). Unlike many other theories on creativity, Vygotsky proclaimed that "all human beings, even small children, are creative and that creativity is the foundation for art as well as for science and technology: the creative ability which Vygotsky called *imagination* as the basis of every creative action" (p. 248.).

The creativity issue discussed the fact that every child is endowed with creativity as an underlying ability which is in line with Carter's (2004) idea that "[linguistic] creativity is not simply a property of exceptional people but an exceptional property of all people" (p. 13). Szerencsi (2010) also argues that "linguistic creativity and language teaching should not be separated in L2 classroom discourse" (pp. 286-298) which emphasizes the need of stimulating creativity in language classroom discourse and further states that "creativity not only contributes to increasing students' motivation but also promotes problem solving, a higher order thinking skill" (ibid.) which is aligned with the idea that using literature in language classroom helps foster higher order thinking skill (Lazar, 1993). Vygotsky's theory of creativity has its relevance with the issue of dealing with literary texts in the language classroom to motivate them for some creative writing enhancement activities.

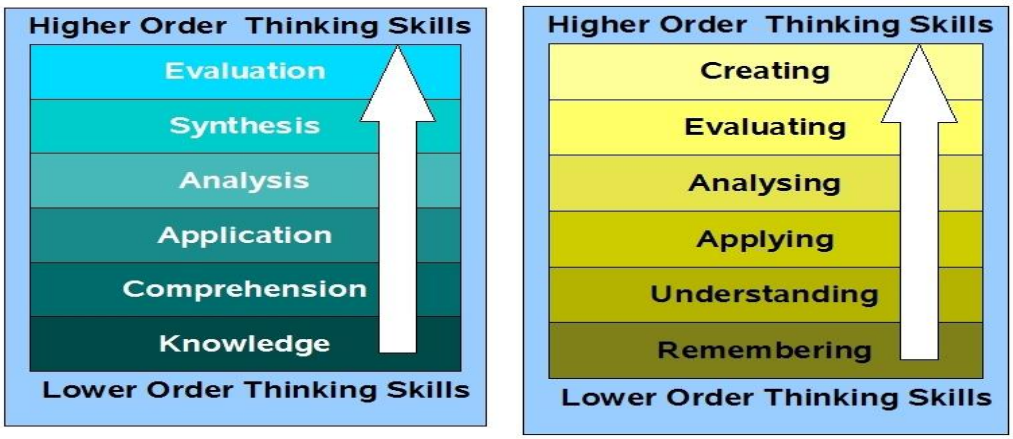
Bloom's Taxonomy

Benjamin Bloom, an educational psychologist developed his taxonomy of Educational Objectives in 1956 which later became a "key tool in structuring and understanding the learning process that examines the cognitive domain of learning" (as cited in Churches, 2009, p. 4). Bloom's original taxonomy was later transformed into revised version by his former student, Lorin Anderson with David Krathwohl in the 1990' and published Bloom's Revised Taxonomy in 2001 (p. 4.). Bloom's taxonomy substantially emphasizes on cognitive domain and thinking process which

is a “continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS)” (as cited in Churches, 2009, p. 4).

Bloom’s taxonomy of learning and educational objectives can be instrumental in dealing with literary texts while students develop their critical thinking and creativity involving higher order thinking skills (HOTS) like analyzing and evaluating the characters, settings, plot and the context mentioned in the text, and eventually making them able to create something of their own in the form of writing or speech response. Lazar (1993) also asserts that using literary texts in the language classroom also helps to foster thinking skill making the learners critical and creative. The figures below exemplify the original Bloom’s Taxonomy and Bloom’s Revised Taxonomy.

Fig. 1. Bloom’s Taxonomy



Bloom’s Original Taxonomy Bloom’s Revised Taxonomy

Source: Churches (2009, p. 5): Bloom’s Digital Taxonomy

Policy Review

I reviewed the curriculum of the Secondary Level to look into the general and specific objectives in line with national goal of Ministry of Education (MOE), Nepal and as defined by CDC. According to MOE, the national policy and goals of education are;

> English is the appropriate international language for Nepal, and a vital tool for all students to become successful in local, national and international communication. Undoubtedly English is the means of communication globally and is also the major world language. English language is taught as a foreign language in all the schools of Nepal starting from Grade 1 and up to Grade 12. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country. (CDC, 2000)

The MOE has introduced English as a mandatory subject from Grade 1 "to cater to the immediate needs of children learning English and building a basic foundation for their further studies in and through English" (CDC, 2008, p. 154). The CDC has also stated the general and specific objectives of teaching English at Secondary Level. General objectives are: to develop an understanding of and competence in spoken English; communicate fluently and accurately with other English speakers; develop competence in understanding a variety of reading texts; gain the skills necessary to write appropriate and effective English; develop an ability to use simple reference materials; read, appreciate and enjoy literary texts; and develop an awareness of contemporary social values and norms relevant to Nepal

CDC (2000) states the specific objectives that at the end of Grade 9 and 10 students will be able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing). The emphasis seems to be on the development of four language skills and communicative competence although clause 6 gives emphasis on reading, appreciating of the literary texts. The textbook, however, seems to fail to incorporate sufficient and appropriate literary texts for students. CDC also defines the two main purposes of English curriculum for Grades Nine and Ten: One is to enable students to exchange ideas with people of any nationality who speak

or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English.

If we look into the specific objective with reference to writing skill, it is evident that the curriculum emphasizes on the development of writing skill. They are: to express ideas in clear and grammatically correct English; using appropriate punctuation; plan, organize and develop paragraph/s and essays; narrate a sequence of events or process; use appropriate format and layout to produce a variety of texts; transfer information from tables, charts and diagrams to prose and vice-versa; produce a variety of authentic text types (For example, Personal, official and business letters, job application, CVs/bio data, news stories and articles, rules regulations, advertisements notices such as: condolence, congratulation, invitation, greeting); make notes on a variety of texts; write about personal experiences and opinions creatively; and compose dialogues.

But the textbook does not seem to incorporate sufficient literary texts to give learners exposure to foster their creative writing skill by getting ideas out of reading, interpreting literary texts. Even the CDC (2007) has not clearly mentioned anywhere about creative writing in general and specific objectives though clause 8 corresponds to some extent to the idea of creative writing. Practically, the textbook, classroom teaching and learning situations all seem to be focusing on linguistic and communicative competence of students. Students are very less encouraged to write. Moreover, they are asked to rote learn vocabulary items, comprehension question-answers, and sometimes long paragraphs/essays which eventually kills the creativity of learners.

The CDC also states about teaching methods, techniques, and activities to be followed; (a) Demonstration and dramatization, (b) question and answer, (c) guessing

the meanings of new words from their context, (d) role play and simulation, (e) group and pair work (information-gap activities), (f) silent reading preceded by pre-questions and use of picture cues, and (g) inquiry and discovery. The teaching methods and techniques mentioned in the curriculum look appropriate. This research, however, attempts to look into the strategies, methods and practices implemented by teachers to teach literary texts for the development of creative writing skills in the context of Secondary level EFL classrooms.

Review of Previous Research Studies

I attempted to explore various research studies that have been carried out so far to explore the meaning of the issues related to literature teaching in English language classrooms to frame my research project, thereby establishing a link with other 'already' conducted research works. I thoroughly reviewed all the dissertations submitted to Kathmandu University, School of Education and few other research journal articles o the internet to compare my research with other research works.

Adhikari (2009) conducted his research entitled "Teaching of Drama in Nepal: Communicative or Traditional". In his dissertation, he has discussed on the use of 'drama' as a significant literary genre in English language classroom. But after his rigorous academic research, he found out that drama class was conducted in rather traditional ways. Adhikari used data from the questionnaire, interviews and classroom observation data collection techniques which eventually showed that the traditional approach is mainly used in most of the English language classroom and the communicative approach (CLT) is not a common approach to teach drama.

Manandhar (2008) did action research on 'Teaching Poetry in EFL Classrooms'. She has discussed on the teaching techniques of poetry in EFL settings in Nepal. She has also discussed on the significance and ways of teaching poetry in

EFL classroom. For her research work, she did action research and reached to the findings that poetry teaching is beneficial for students as the students will be able to understand poetry with ease, be able to develop their vocabulary power and their interpretative ability.

Neupane (2008) conducted a research work on 'A Study on Teacher's Strategies on Teaching Short Stories at Secondary Level' where he discusses on how the teacher can deal with short stories at secondary level class students. It also discusses on the importance of teaching short stories in English language classroom. It discusses on some of the strategies the teachers might use while teaching short stories in language classroom.

Montero (2005) in her research article entitled 'What a Feeling! Motivating EFL Students through Collaborative Writing with Poem' discusses on the significance for collaborative writing which is not only motivating learning experience for EFL/ESL students but also a creative pedagogical tool for teachers. She highlighted on the benefits of collaborative writing in language teaching as it fosters individual participation, increases self-confidence, and encourages productivity. She substantially argued that this activity stimulates sense of creativity among students as they work collaboratively. She also made strong assertion that this activity is pretty interesting with lot of fun in it.

Tseng (2010) conducted research on 'Introducing Literature to an EFL Classroom: Teacher's Presentations and Students' Perceptions' which documents a teacher-researcher's presentations of 24 literary works to a class of 28 Taiwanese EFL senior high school students during a fourteen-week experiment, and reports on those students' perceptions of the texts introduced and their attitudes towards literature in general. The results of participants' responses to a 50-item questionnaire

showed that most of the students like the presented novels most, followed by plays, short stories, and then poems. Furthermore, about half of the students like to read literary works and also like to be introduced to literature. Specifically, students like to read contemporary literature rather than classic literature, and such works as movie novels, realistic fiction, fantasies, and mysteries are their favorites.

Neupane (2008) in his thesis 'Strategies for Teaching Writing' discusses on the various strategies for teaching writing skills of the students in EFL classrooms adopted by the English language teachers. Realizing the significance of teaching writing skill in EFL classroom, the researcher has emphasized on the various steps and stages of writing like pre-writing, while writing and re-writing; parallel writing, guided writing and free writing respectively with reference to how the teachers deal with those steps and strategies to teach writing skills to the students. The research also aimed at exploring the strategies, techniques followed by the problems and challenges faced by the teachers while teaching writing skills to the students of secondary level students. The researcher also has touched upon the role of the teachers and students in the class while teaching and practicing three different stages of writing like, parallel, guided and free writing.

Research Gap

I reviewed various previous research studies, research journal articles related to the theme, concepts and ideas of my research. Most of the journal articles, books and research studies have touched upon the issue regarding the use, significance of literature in language classroom. Some have discussed the significance of teaching poetry in language classroom, teaching drama in language classroom. One research emphasized on the strategy of teaching short stories for secondary level students whereas another article outlined the significance of collaborative writing using poem

as a significant genre of literature in language classroom. I agree with the ideas, concepts and themes regarding the advantages of using literary texts in English language classrooms mentioned in the literature by prominent scholars and the researchers' findings of the research.

However, I found a gap on those various researches which prompted me to instigate a new research on the field of teaching literary texts in language classroom for the enhancement of creative writing activities, processes, and practices. I would not make strong assertion that my research is purely an innovative one. Nonetheless, I can diligently say that I have attempted to touch upon the issue which other researches could not incorporate in their research studies. Other researchers have tried to discuss the significance of teaching literature in general though in particular context and setting. However, I have tried to conduct research on Using literary texts for creative writing in EFL setting in Secondary Level School highlighting the significance of literature for English language enhancement, motivational orientations and creativity so that the students will exercise their potential creativity and critical thinking as well. Thus, I would like to make a proposition that 'literature' should be integrated into language teaching curricula but not segregated from it that will help motivate students towards creative writing activities.

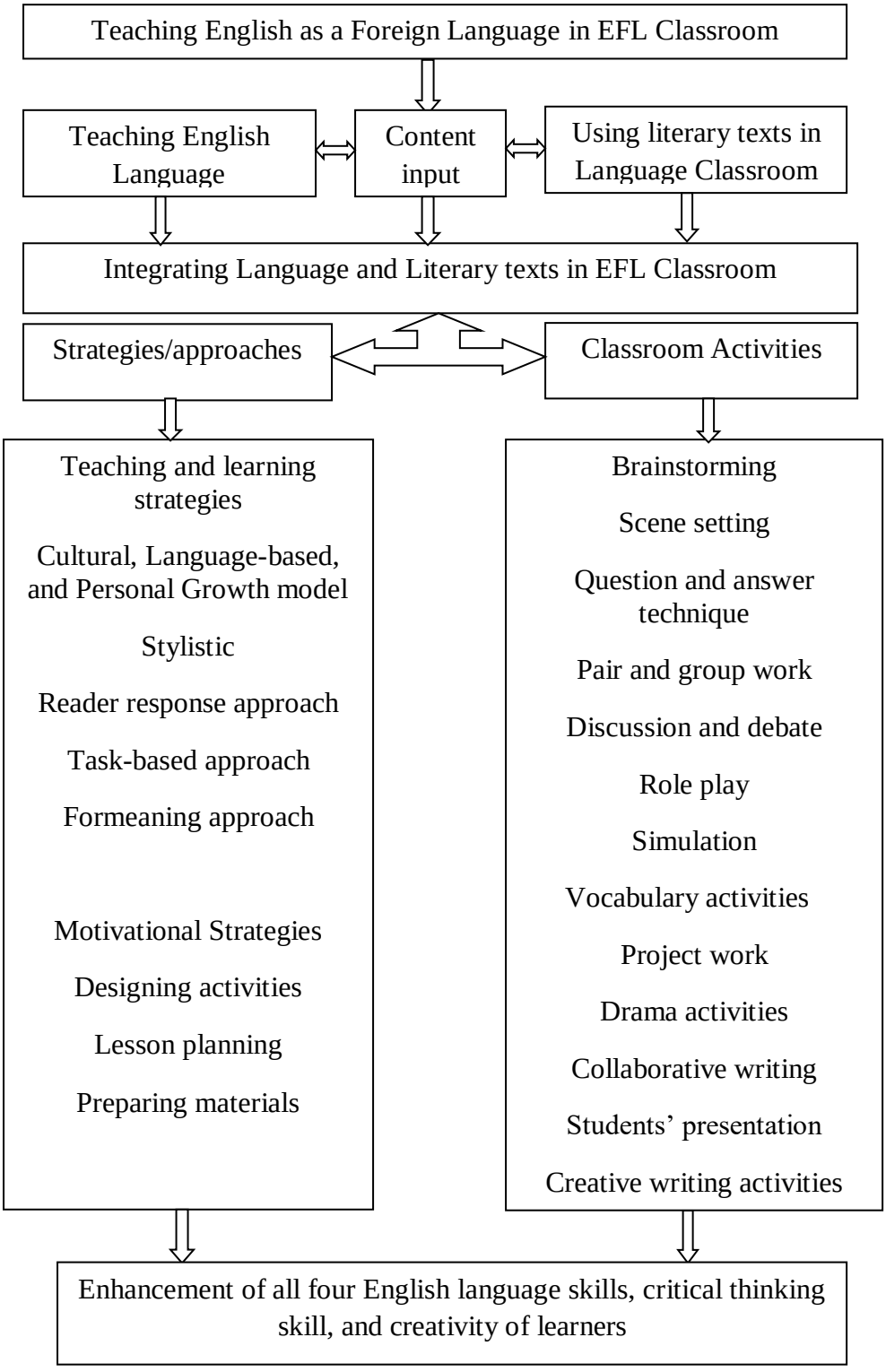
There are various approaches to deal with teaching literary texts in language classrooms as mentioned in above models and approaches by various scholars and researchers. However, the approaches to deal with literature in language classrooms have to be contextual so that the English language learning will be better. Otherwise the approaches may not be fruitful for learners in learning English if they are not contextual and understandable. Thus, my research has attempted to explore the EFL teachers' understanding about the inclusion of literary texts in language classroom.

This study differs from other research works in that it is comprehensive to look into the strategies adopted by them to teach literary texts for the development of creative writing skills in the learners through regular practices and writing activities in the classrooms.

Conceptual Framework

The conceptual framework of my research study provides readers an opportunity to conceptualize the whole idea of research study. Thus, it encompasses the perceptions, experiences, and practices of teachers to teach various literary texts in EFL classrooms. It also incorporates specific approaches and strategies adopted by EFL teachers to teach various literary texts, motivational strategies used along with various classroom activities, methods and techniques implemented. The conceptual framework below is based on the review of available literature. The diagram below shows how Secondary Level EFL teachers can teach literary texts using various strategies and methodologies to motivate students to develop their creative writing skills, develop all language skills in an integrated way, and enhance the creativity of learners.

Fig 2. Conceptual Framework



Chapter Summary

This chapter presents the literature review pertinent to the main area of interest to shape the framework of this research. Thus, it has covered various thematic issues pertinent to my research, prominent theories of language learning related to my research topic and problem, and policy review beneficial for policy making and reform. It also has dealt with various theoretical approaches of teaching literary texts in language classroom. It has reviewed the previous related researches conducted so far to figure out the research gap that substantiates the need to prompt this research project further. It also presents the conceptual framework of this research.

CHAPTER: III

METHODOLOGY

This chapter discusses the methodological issues of this research with reference to research paradigm. Besides, it presents the philosophical considerations in terms of ontological, epistemological and axiological assumptions and paradigmatic stance to look into, explore, and interpret the socio-cultural and professional world of teaching and learning of English language. It includes specific methods and techniques employed for data collection. In addition to that, this section also shades light upon the issues of quality standards and ethical considerations taken into consideration while conducting the research.

Philosophical Considerations

Since my research study is set forth in qualitative research design with interpretive paradigm being guided by subjective approach of educational and social science research, I discuss the philosophical considerations to determine my ontological, epistemological and axiological standpoint as a researcher and philosophical dimensions of my research study. It helps to explain why I as a researcher chose 'qualitative and mixed method design for [my] research' (Creswell, 2009, pp. 5-6) on the basis of philosophical ideas inherent within.

Ontological Stance

Ontology deals with the nature of reality or socio-cultural world (Creswell, 2007). Ontology, in general, refers to the ways of being and becoming that deals with reality or truth determined by the ontological position as Willis (2007) says that "ontology is concerned with the nature of reality and various ontological positions

reflect different prescriptions of what can be the real and what cannot be" (p. 9). Similarl,y Opie (2004, as cited in Bhusal, 2011) also argues that "ontological assumption determines whether a person sees social reality or aspect of the social world as external, independent, given and objectively real or instead as a socially constructed and subjectively experienced" (p. 53).

As a qualitative inquirer/researcher, I assume that realities are multiple and are always in the flux, with no fixed and absolute reality and truth which means that realities/truth depend upon the time, socio-cultural contexts and vary from person to person and context to context. Thus, I have used the concept of subjectivity and relativity rather than objectivity in line with qualitative design and interpretive paradigm.

The findings of this study would be based on subjectivism and constructivism as there is no absolute and universal truth and fixed reality; subjectivism that values subjective knowledge, interpretation, experience and understanding of teaching literary texts in a motivational way for creative writing of my research informants according to their cultural practice of teaching and learning classroom context; constructivism that values how individuals construct subjective meaning of their educational experiences, knowledge and understandings, practices depending upon their interaction with the environment, their contexts, varied strategies implemented which are always dynamic, multiple, personal and unique (Richards, 2003; Cohen, Manion and Morrison, 2000).

Epistemological Stance

Richards (2003) argues that "Epistemology, the science or study of knowledge, refers to views about the nature of knowledge and the relationship between knower and the known" (p. 35) which implies that the epistemology depends

upon the nature of knowledge and the link between the knowledge and the individuals who know it. It also deals with various ways of knowing like probing, constructing and interpreting the knowledge without taking knowledge for granted. Thus in this research study, the epistemological standpoint I uphold is what Richards (2003) asserts as the interpretation and the exploration of the social relationship and interaction of the individuals with the socio-cultural world/environment enables us to understand, interpret the ways in which the social world is interpreted and common understandings are constructed out of the multiple interpretations and multiple realities depending upon the time and context. Thus, the individuals construct meanings as they involve themselves with the social world they understand, experience, and interpret as per their socio -cultural context.

Since Cohen et al. (2000) says that "knowledge is softer, more subjective, and spiritual or even transcendental kind, based on experience and insight of a unique and personal nature" (p. 49), I also believe that the knowledge is constructed out of the interaction, subjective interpretation, shared experiences and understanding of the individuals. Thus as a researcher, I substantially believe that there is no fixed, universal strategy of dealing of literary texts in EFL for motivating students for creative writing and I would attempt to figure out how and what different strategies the secondary level teachers use for teaching literary texts and creative writing out of their different experiences, understanding, and multiple perspectives according to their own socio-cultural, geographical situatedness. As a researcher, I would construct the meanings depending upon the discussions, events and interactions with my research informants which exhibit multiple realities of their cultural practice of teaching and learning in their own context.

Axiological Stance

Axiology, a branch of philosophy, deals with the value of knowing; deals with values and ethics of knowledge generated out of our research. Anything is to be made value free or value laden depends upon an axiology as Richards (2003) argues that "axiology is concerned with truth or worth" (p. 36). Some English language teachers may say that integration of literary texts in English language classroom is of no value and significance for creative writing in EFL classrooms and may argue that it has nothing to do with English language teaching whereas other might see the sheer significance of it. Thus, the act of valuing also depends upon professional context we are engaged in and is affected by our varied perceptions.

Axiology of the research also depends on the fairness maintained while conducting the research considering how much value it does have to the society, the researcher and the research participants. The interpretation differs if we consider any knowledge constructed through interaction, interpretation and through any research work to be value free or value laden. The individuals are all guided by their own notion of values which affect their understanding, interpretation of the socio-cultural world and their construction of knowledge as well. In this regard, Richard (2003) says that "all truths, like all investigations and understandings, are value-laden" (p. 36) which means that the truths, knowledge and the meanings that the individuals construct out of their understandings, interpretation in their socio-cultural context are unique on their own and are guided by some values. Thus, I as a researcher would value my research participants' interpretation, understanding and the construction of socio-cultural reality of teaching and learning and the construction of their knowledge as per their own different values depending upon their socio-cultural context.

With due respect to every research participant teacher's strategies of dealing with literary texts and motivating the learners towards creative writing activities and skill enhancement without imposing my own values and prejudices of any kind, I put my hard endeavor to come up with research findings eventually by bringing intact their values, socio-cultural context for analysis and interpretation in line with already established/proven value, theories, knowledge available in the studies of ELT (Bhusal, 2011).

Methodological Considerations

The major task of the methodology is to help us understand, in the broadest possible terms, not the products of scientific inquiry but the process of itself; to describe approaches to, kinds and paradigms of research (1973, as cited in Cohen, Manion, & Morrison, 2007, p. 47). The proposed inquiry of my research follows qualitative research design that is a 'means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem' (Creswell, 2007, p. 4). The kind of methodology which I as a researcher adopted to further my research in a rigorous manner depends upon the basic epistemological, ontological and axiological assumptions I uphold.

Methodology refers to the entire framework of the research that provides the rationale behind selecting one research design, paradigm, approach, strategy and the method over the other with reference to philosophical orientation of the research. The methodology of my research gives an overview of the research design, paradigm, approaches and method I have used to address my research problem or issue, questions and purpose of the study with substantial rationale.

Qualitative Research Design

Dawson (2002) states that qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants (p. 14). Regarding qualitative approach, Richards (2003) suggests;

> Qualitative research is designed to explore the complexities and conundrums of the immensely complicated social world that we inhabit where qualitative approach offers the best source of illumination even in more narrowly defined circumstance. Richards further states that the growth of the qualitative research is that the scholars have become attracted to the idea of getting close to practice, to getting a first hand-sense of what actually goes on in classrooms, schools, hospitals and communities and it is above all else a person-centered enterprise and therefore particularly appropriate to our work in the field of language teaching. (pp. 8-9)

In a similar vein, Denzin and Lincoln (as cited in Richards, 2003) also state that qualitative as a multi-method involves an interpretive, naturalistic approach where researchers conduct their research study in their natural settings thereby trying to interpret the phenomena according to the meanings the informants provide to them. Lincoln and Guba (1985) also regard this research approach as naturalistic inquiry that uses interpretive techniques in a more natural approach than the tests and surveys in quantitative approach.

It involves the studied use and collection of a variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts- that describe routine and problematic moments and meanings in individual's lives where qualitative researches deploy a

wide range of unconnected methods, hoping always to get a better fix on the subject matter at hand (Denzin & Lincoln, 1994, as cited in Richards, 2003, p. 11).

In this research, I have used interpretive paradigm that attempted to investigate, understand and analyze existing socio-cultural world of teaching and learning English language in EFL classroom settings and also the professional world of teachers, students, and teacher educators through subjective perceptions. Willis (2007) argues that paradigm is 'a comprehensive belief system, world view, or framework that guides research and practice in a field'. Similarly, Guba and Lincoln (1994, as cited in Richards, 2003) argue that 'a paradigm as asset of beliefs that deals with ultimates or first principles represents a world view that defines, for its holder, the nature of the 'world', the individual's place in it, and the range of possible relationships to that world and is parts' (p. 33). Therefore, this research has qualitatively attempted to understand and explain research topic 'Using Literary Texts (literature) for Creative Writing in EFL Classrooms'. I substantially attempted to see how this qualitative research could be implemented and become an aid to English language enhancement, motivational orientations and creativity, thereby fostering creative writing skill of the learners.

This research is a qualitative study with ethnography as a methodology, where I as a researcher would seek to study, understand and interpret cultural practice of teaching and learning English adopted by teachers in a natural setting over a prolonged period of time by analyzing observable and interview data sources being participant observant as argued by Creswell (2009). Adopting the research methodology of ethnography, I focused on the methods of fieldwork which is central to all ethnography where I as a researcher acted as a participant observer, collected

main sources of data from field notes and in-depth interviews and through recording documents. I spent about two months on the research site to collect data.

As a qualitative researcher, I believe on the existence of multiple realities, multiple truths and perspectives constructed according to the context and time as perceived by my informants and prioritize their subjective interpretation, understanding of the socio-cultural world. Thus, I have endeavored to understand, analyze and interpret the participants' subjective experiences, actions, understanding, meaning, interpretations and perceptions about teachers' strategies of teaching literary texts for creative writing skill enhancement depending upon their experiences of teaching and learning as per their socio-cultural world and professional context in a natural setting. I have looked into the situation regarding how English language teachers perceive; experience their professional world of teaching and learning while dealing with various literary texts in EFL/ESL classrooms to motivate students for creative writing activities and practices.

Selection of Research Site and Participants

This study was carried out among five EFL teachers of Lalitpur district. I selected my research participants and schools as research site on the basis of purposive sampling that involves searching for cases or individuals who meet a certain criterion (Cohen et al. 2000). I purposefully selected sites and participants for my proposed study that helped me understand the problem and research questions to be addressed considering the setting (research place), the events (situation, actions to be observed), the actors (research participants) and the process (happenings within the settings) of the research (Miles & Huberman, 1994, as cited in Creswell, 2009). In this regard, I wanted to explore perceptions of English language teachers within Lalitpur where there are significant numbers of private, trust-aided missionary and

government-aided schools which have good reputation in terms of teaching and learning environment. I have selected schools of Lalitpur district which are situated in the periphery of the institution, Kathmandu University.

I opted to conduct research in this specific area to investigate the cultural practice, strategies of teaching and learning adopted by the teachers with reference to teaching literary texts in language classroom so as to encourage students for creative writing activities and see what motivational strategies the teachers have been implying towards the development of creative writing skill. The research site was appropriate as I could meet all research participants easily whenever required so as to gather required relevant data more effectively to save my time and energy to obtain consistent qualitative data unless required data was obtained.

Research Participants' Profile

Here, I briefly discuss the teachers' profile keeping in mind the confidentiality of the research participant's identity to get rid of any possible harm. However, I have presented their professional and educational background with their permission.

Participant 1: P1, 26 years male is a university graduate with an M.Ed. in English Education. He has been in the teaching profession for the last ten years and has completed an online course on 'Building Skills through Interactive Web' from an American university too under E-teacher scholarship program. As a Roster Member of Translator Society of Nepal and also an active Life member/volunteer of NELTA, he has attended several trainings, workshops, and conferences organized by NELTA.

Participant 2: P2, a young and energetic male of 28, with an M.Ed. in English Education from a university in Nepal has been teaching in various private schools in Kathmandu Valley for the last six years. As a Life Member of NELTA, he has been attending trainings, workshops, and conferences organized by it. He has published

few articles on The National Dailies like The Kathmandu Post, The Himalayan Times related to English language teaching and learning. With his keen interest on creative writing, he has recently developed a website to encourage students to unleash their creativity through creative writing skill.

Participant 3: P3, 37 years male with an M.A. in English literature and B.Ed. in English from a university in Nepal has been teaching in public and private schools for the last 17 years. As an active Life Member of NELTA, he has attended various trainings, workshops, and conferences conducted by it. He is a Master trainer of Student Quality Circle (SQC). He often publishes articles on school magazines, newspaper and teacher journal.

Participant 4: P4, a 33 years female with an M.A. in English Literature and B.Ed. from an Indian university has almost eight years experience of teaching in private schools in Kathmandu and India from primary to higher secondary. As a Life Member of NELTA, she regularly attends workshops, trainings, and conferences organized by NELTA at different times. Currently, she is pursuing M.Ed. in English Education from a university in Nepal.

Participant 5: P5, 50 years old female is a life member of NELTA and International Association of Teachers of English as a Foreign Language (IATEFL) with 17 years of teaching experience. She is a core member of Asian English Teachers' Creative Writing Group. She has an M.A. in Sociology and a Post Graduate Degree (PGD) from two universities in Nepal and often conducts various trainings, teacher training, workshops through NELTA. She has published articles, creative writings in national dailies The Kathmandu Post, The Himalayan Times, and in the journal of NELTA.

Data Generation Techniques and Tools

Since my qualitative research project is oriented towards ethnography, I focused on various techniques to gather data incorporating EFL teachers as my research participants. To generate data, I observed the classroom sessions, lectures and tutorials of English language teachers and conducted interviews for data generation for further analysis and interpretation under some specific themes that emerge in the meantime.

Classroom Observation

For my research project, I used observation as a significant tool to generate 'live' data from naturally occurring social situations i.e., classroom settings and also to gain insights about them (Cohen et al., 2007) where the English language teachers practice their English language teaching in their real classroom settings. Hopkins (1993, as cited in McDonough & McDonough, 1997) considers language classroom observation as "a pivotal activity with a crucial role to play in classroom research, teachers' personal-professional growth, and school development as a whole" (p. 101). Maintaining authentic relationship with English language teachers as my research participants, I observed their real classroom situations where they practiced their teaching and learning English.

I chiefly followed unstructured observation procedure and also semi-structured classroom observation for qualitative data generation. I used running notes/commentary for data about some classroom activities that the teachers employed in the class and I also audio recorded the classroom to make sure that I would not miss what the teacher instructed and what the students did thereafter to enhance their [creative] writing skill. Before observation, I asked for general permission (Richards, 2003) from the school authority as well as the research

participants. I engaged myself in the extended observation immersing into participant observation maintaining ethical codes of observation as required with the aim of producing 'thick' rather than 'thin' data further analysis and interpretation (Geertz, 1973, as cited in McDonough & McDonough, 1997).

Interviews

Interview is one of the prominent tools to gather data for my research project as it is also a "flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (Cohen et al., 2007, p. 350). It is not simply an ordinary everyday conversation. Rather it is question- based where the interviewer asks series of questions to the interviewee so as to gain insight, gather required information for the research project. I tried to maintain trust, curiosity and naturalness (Cohen et al., p. 350.) for my research project being an ethnographer as interviewer. Similarly, I used semi-structured interview to have 'richer interactions' and more personalized responses from my research participants regarding their classroom teaching and I also used unstructured interview using "short list of issue-oriented questions' not to get yes and no answers but the descriptions of an episode, a linkage, and explanation from the research participants" (Stake, 1995, as cited in McDonough & McDonough 1997).

The interview helped my research project to add data required to complete research during observation. The techniques I followed to conduct interview helped me determine authentic relationship between I as a researcher cum interviewer and research participants. To discuss the lived experience of the teacher and the students as my research participants, I also conducted in-depth interviews with them using open-ended questions. I maintained ethical codes of interviews like informed consent, confidentiality and the consequences of the interviews (Cohen et al., 2007) to gather

data by encouraging my research participants to share their experiences of teaching literary texts in EFL classrooms. Once I collected data out of interviewing my research participants, I transcribed them so that I could analyze and interpret them inductively in an interpretive and reflexive manner under some themes that directly or indirectly respond to research questions to be addressed.

Recording Data

While conducting research, I adopted various methods to record data during the data collection procedure. I gathered qualitative data through observations, interviews, and transcripts of interaction sessions. Keeping ethical issues in mind, I tried my best endeavors to conduct interview sessions followed by classroom observations of the research participants to draw out the information required to investigate regarding the strategies, practices of using literary texts and conducting creative writing that the teachers employ in their real classroom situations.

To conduct unstructured and in-depth interviews with the research participants, I prepared an outline framework of questions to be asked to the research participants that would draw the responses required by the research questions. I audio recorded the interview sessions. Then I developed a framework of classroom observation which was not a structured observation checklist to look into the real classroom teaching and learning situations regarding the use of literary texts in EFL classroom and some creative writing activities. As I did not prepare the checklist, I made a running commentary of the classroom observations of how and what the teachers did in the classroom and transcribed the interview and observation data each day.

Sources of Data

Generally, research incorporates data from two different sources. They are primary and secondary sources. I have used primary sources in my research where I gathered data "through firsthand observation and investigation" (Gibaldi, 2004, p. 3) from my research participant for analysis and interpretation. Mainly, I adopted two methods for data collection: interview and observation. I took the in-depth interviews with the participants to derive their real experiences, practices of teaching and learning in their real classroom settings which were later followed by four unstructured classroom observations.

Quality Standards

It is always mandatory to maintain quality standards while conducting educational research. Thus I as a researcher tried to formulate quality standards of my research project letting others to judge the quality of my work on the basis of it. This section of my research attempts to address the quality standards depending upon the research design, research questions and problems.

Trustworthiness

How trustworthy are we and our research depends on the quality standards that we maintain in our research. The more we become trustworthy the more valid our research will be, though we do not look for validity and reliability as such in interpretive paradigm of research. If we become trustworthy, then only we can maintain good relationship with our research participants. To maintain trustworthiness on my research work, I have deeply immersed into my research project with a prolonged engagement for more than a month or so. Being trustworthy, I was skeptical at the same time regarding my research work without simply taking anything for granted. I tried to maintain what Regmi (2012) calls a threefold path of awareness

of the issues, opinion of the participants on the research questions, and the real practices implemented by the participants in their classroom teaching and learning situations regarding the use of literary texts in EFL classrooms.

Authenticity

Research has to maintain authenticity so as to be judged as quality work by the wider community of research which is judged by the quality standards the researcher maintains. If the research work is being conducted by any researcher, that is to be authentic in its nature in relation to its research problem, questions and its finding out of data collection and its analysis and interpretation done towards the ending of the research work. The research problem, question need to be as authentic and as genuine as possible that calls for a need to conduct research. To maintain ample authenticity in my research work, I have tried to emphasize on ethic of care where I remained as polite as possible with my research participants so that they would be motivated to be a member of the research work. I focused equally on how my research work would be instrumental in empowering me myself along with my research participants. After all, the research has to bring some changes and positive impact upon the attitudes, experiences of the researcher, research participants and others who are in the field of research work. I also tried to maintain self respect and respect for others to make my research authentic.

Ethical Considerations

Ethical issues are inextricably interwoven in much of the qualitative or interpretative research (Cohen et al., 2007). Thus, any researcher needs to anticipate the ethical issues during their research study in addition to conceptualizing the writing process of a proposal (Hesse-Bieber & Leavey, 2006, as cited in Creswell, 2009). As a researcher, I aimed at finding the truth, authenticity maintaining fairness and justice

for my and others benefit who have been engaged in the field of English language teaching.

The researchers need to safeguard the rights and welfare of the research participants involved in research, develop a trust with them, promote the integrity of research, guard against misconduct and impropriety and cope with the new, challenging problems (Isreal & Hay, 2006 as cited in Creswell, 2009). In this regard, Creswell (2009) argues that ethical issues apply from early selection of research problem to research purpose and question, data collection, data analysis and interpretation to writing and disseminating the research. Being a conscious researcher, I ensured that my research would not in any case do harm to the research participants and others for which I got informed consent from the research participants. Thus, I tried my best endeavor to promote accuracy, honesty, and truthfulness in my research and research findings later on.

I tried to maintain sanctity of my research with deep respect towards the integrity, dignity, and rights of the research participants as different individuals to anonymity or confidentiality considering the rights and welfare of the persons living in the community of the research being conducted. It was made clear to the participants that they would not have any sort of physical, psychological, social, or legal risks in this study (Ozsevik, 2010). I maintained to respect individual, societal, cultural, and all other possible differences based on race, gender, identity, language, religion, sex etc while working with my research participants.

While conducting interviews and classroom observation as participant observation, I tried to develop a good and authentic relationship with them gaining informed consent, maintained as fairness as possible to avoid any kind of possible biases. I assured that I would maintain the code of ethics for this research from the

ethical issues in the research problem, purpose and questions, data collection, data analysis and interpretation to maintaining ethical issues in writing and disseminating the research towards the completion of the research writing project (Creswell, 2009). Finally, I assured them that their decision whether or not to participate would not affect their future relations with Kathmandu University, or with the investigators, or with me as a researcher.

Reflection of the Study

Indeed, writing a thesis as a partial fulfillment for the Master's course is a painstaking one. However, I was determined to undergo the unprecedented situations during the journey of conducting a rigorous research study, but with little apprehension at the beginning. Owing to my decade-long experience of teaching and learning English from Kindergarten to Higher Secondary Level students, I did not encounter any problematic situation while conducting the rigorous study for this research project though. Due to my interest in language and literature, I had selected the topic myself for which I wanted to make an in-depth study. The idea about the research issue was already propagated during my third semester at KU while taking course on research method. Thus, the journey ahead on the research work was quite a motivating one for me to work on the very research issue.

After my proposal was accepted during the fourth semester by the research committee, I got well prepared armored with research tools to visit the research site, get informed consent from the research participants to help me providing the data required for the research. During the course of research, I had an exhilarating experience of frequently visiting the research site for one and a half month as a researcher to schedule interview sessions and classroom observations to obtain data. However, I sometimes had hard times to exhort my participants for interaction and

observations. I sometimes had to get back home with disappointment staying long hours at the school without being able to meet my research participants. They often came with pretensions of their busy classroom schedules, unprecedented meeting attendance. However, I kept on contacting them with politeness and repeated pleas to help me with the research work that would not harm them at all in any case. I talked to them about its significance, shared my experience of teaching for a decade, and provided them some invaluable documents for the enhancement of their knowledge, skills, and attitudes towards teaching and learning. Anyway, I am greatly indebted to my participants for their consent to take part in the study and helped me with the necessary information.

Since my literature review section was not rich enough to make a connection with the data gathered, I had to work hard on finding out pertinent literature. It also consumed a lot of time sitting for hours at the library of KU and NELTA. It helped me gain theoretical knowledge from the literature available while making a thematic, theoretical and policy review. In the meantime, I also transcribed the interview data and observation data required for data analysis and interpretation later. I also encountered unthinkable challenges while working on data analysis and interpretation.

The first and the foremost challenge was to come up with the pertinent themes to be discussed, analyzed, and interpreted with reference to research questions to be answered, available literature, previous research, and theory. This took unspeakably longer time than expected to complete this academic endeavor. However, I did an intensive study browsing different websites on the internet and read extensively the recent academic and research articles such as, English Teaching Forum. Eventually, I could bring some reforms as to how to begin writing analyzing and interpreting the

data under respective themes generated linking with literature, previous research study, and theory.

During the interview session, some of my participants requested me if I could provide them questions in advance so that they would feel comfortable to respond to my questions. Rather I asked them to provide them their real knowledge. I also made them realize the ethos of research to provide real data for the study. I also told them that they could also change their description and explanation if they wanted, but that should be their own knowledge and understanding as the outcome of their teaching and learning experience. Being convinced, they all provided me their answers that worked as real data for my research.

The act of transcribing the tape-recorded data was rather a painstaking event as it took me more than 5 hours to transcribe only one interview data. After transcribing the data, I categorized the data under thematic headings to be discussed, analyzed, and interpreted. Meanwhile, I also found out that all data received from the interview was not pertinent to my research topic and research questions to be addressed. Thus, I had to invest a lot of time for data transcription, data categorization for the analysis and interpretation. During observation, I developed running notes for unstructured observation. I recorded each and every activities conducted by my participants while teaching literary texts in their classrooms. I got insights about the ways interview sessions and classroom observations are conducted during the research study.

I realized that I could gain invaluable information, ideas, opinions, and experiences in the form of knowledge from my participants from the planning stage of the study to the completion of it. Moreover, I got insights into how research work on teaching strategies of literary texts by EFL teachers for creative writing could be

carried out and how to motivate learners towards learning literary texts and practice creative writing in the classroom. I was amazed with the rich ideas and knowledge that my participants provided that enriched my knowledge and understanding too. I was impressed by the way they maintained their professional demeanor throughout. The notable information I got from two participants was about their development of websites, blogs to motivate their students for creative writings. This motivated me a lot to be brought into my own classroom context while encouraging my students for creative writing to make them critical and creative independent learners. I substantially believe that my participants also got some insights from me as a researcher. I opine that all other ELT professionals would be benefitted from this in-depth study by obtaining invaluable ideas for teaching literary texts and conducting creative writing activities in their classrooms.

Chapter Summary

In this chapter, I have discussed the philosophical viewpoint, methodological stand point and assumptions. This chapter has clearly stated about the qualitative approach, interpretive paradigm employed by the researcher with a focus on ethnography adopted in an attempt to explore the actual understanding and practice about teaching literary texts in EFL classrooms by interpreting the understandings, values, experiences, opinions and behaviors of my research participants. It also stated about the data collection tools and procedures adopted with reference to data analysis and interpretation procedures taking into account the quality standards and ethical considerations of this research.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

In this chapter, I present and interpret the data that I collected from the field incorporating information of teaching learning experiences in real classroom settings from my research participants (P1, P2,... P5). It also incorporates the discussion and interpretation of the collected data to generate the themes in response to the principal and subsidiary research questions in the previous chapter. The themes generated out of the collected information are pertinent to the strategies, and practices implemented by teachers to deal with literary texts in Secondary Level EFL classrooms to motivate students for the enhancement of creative writing skills.

With a view to finding answers, I formulated research questions and I interviewed five English language teachers of Secondary Level which was followed by classroom observations. For this, I frequently visited the sites, managed time schedule with my research participants. I recorded the interviews with a voice recorder and wrote running commentary of the classroom observations. Later, I transcribed the audio recordings of the interviews and classroom observations. While organizing the transcripts from in-depth interviews with each of my research participant, a clear image cropped up with regard to their understanding on the topic. Still, in order to confirm their understanding, I managed to observe their implementation in the real classroom situation.

Then, I observed lessons which helped me to find similarities and differences between the data collected from interviews and the data collected from classroom observation. The data were further examined that strengthened my understanding of

the topic while going through the further interviews and classroom observations. While going through the collected information, I came to draw five major themes which I have presented and interpreted below. The prominent data have also been highlighted with the italic font size and discussed more in depth.

Theme: 1. Benefits of Using Literary Texts in EFL Classrooms: Teachers' Perceptions

Secondary Level EFL teachers use literary texts incorporated in the textbook while teaching students in Nepalese EFL classrooms contexts. This theme, therefore, is a generalization of what my participants expressed as their understanding and experiences about the significance of using literary texts viz. stories and poems, in Nepalese EFL classroom context. Responding to my question, all five participants P1, P2, P3, P4, P5 provided me their varied experiences of teaching English language at the Secondary level for a number of years. With regards to the benefits of using literary texts in EFL classrooms, P1 expressed his views that '*using literary text is a means of language teaching that can motivate students in the process of language learning*.' He further elaborated,

> *I believe literature as a means for language teaching as students can learn figures of speech and so on and the students can develop their own creation. As a teacher of language and literature too, I believe strongly that literature as a means of language teaching and then I try to acculturate them with English culture so that they will be learning language.*

In addition, P1 was also of the opinion that '*literary texts are the source of content'* and he substantially stated that '*literature can be the best source of teaching in EFL classroom'*.

The response of P1 indicated that literary texts are a good source of content for language teaching. Likewise, P2 also shared his understanding that the literary texts are also the source of content in EFL classroom stating that *'by means of using different types of literary texts, different types of discourses and texts in the language class, we also can deliver content to the children.'* He argued that '*this way we can balance both and we can present content from different variety of fields and at the same time, we can teach language also*.' These ideas of P1 and P2 are in line with Lazar's (1993) view that literature is also content in itself which includes subject matter from different areas and disciplines ranging from socio-politico-cultural, history to philosophy, environment, and science etc. In this regard, P3, P4, and P5 put forth their views that content is also necessary in addition to CLT methodology of language teaching as the textbook is based on CLT approach. But they did not directly mention that literary texts are the source of teaching content and language. This shows that they were unaware of the significance of CBI methodology which asserts that communicative competence is not merely using language in conversation but an ability to read, discuss, and write about content from other fields (Larsen-Freeman, 2004, p. 141). On the contrary, P1 and P2 seemed to be aware of the fact, as argued by Richards and Rogers (1986) that language can best be taught and learnt integrating content of the subject from the outside domain of language.

P1 provided a vague response that learners can learn figures of speech to develop their own creation which is not very clear without any example to support his ideas. However, I understood that his emphasis was substantial on relational balance between language and literature in English language teaching as he highlighted that literature is a means of language teaching. It seemed to me that he was pretty much aware of the benefits and also the needs of the literary texts to be used in EFL

classrooms. He furthered his views saying that learners try to acculturate in English culture while learning language which is similar to the opinions expressed by P2 who is of the notion that *'learners get an incredible opportunity to learn the culture of particular society while learning a language.* In a similar connection, Collie and Slater (1987) point out that literature promotes 'cultural enrichment' as the learners get to know about the culture and cultural lives of the people of native English speaking countries i.e., England, United States, Australia, and Canada.

However, it is understood from the above discussion that it's not merely about learning of the culture in a particular society. It's much more than what P1 and P2 could not anticipate as argued by McKay (1982) who assumed that "literature may work to promote a greater tolerance for cultural differences for both the teacher and the student" (p. 531). On a similar note, Northrop Frye (1964, p. 77 as cited in McKay, 1982, p. 531) argues that "the encouragement of tolerance of cultural differences the learners might encounter while reading literary texts" that aligns with Ghosn's (2002) views that literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence (p.172). Since it is evident that language carries culture along with it, P1 and P2 seemed to emphasize on the cultural knowledge and understanding of target (foreign) language. However, they (P1 and P2) did not state that the use of literary texts can help develop intercultural awareness, tolerance. It shows that they might not have considered that issue which is also a relevant issue to be taken into account while incorporating texts that deal with foreign culture, traditions and customs.

Furthermore, P2 expressed that literary text is '*a kind of bridge, in fact, a bridge between language and literature'*. In this regard, Widdowson (1985, as cited in

Sidhu, 2010) argues that "Literature is said to be fundamentally a study of language and literature is language in use and cannot be separated from language" (p. 54) which means that the existence of literature and literary world is not possible without language and vice versa. In a similar vein as expressed by P1, P2 also stated that by the help of literature, we try to teach language to our students. His metaphor of 'bridge' to refer to literary text to show the relationship between language and literature sounds very much relevant and substantial. Both P1 and P2 seem to have strong belief that using literature in EFL classroom is for language teaching that is necessary for language development which is very much similar to the idea of Collie and Slater (1987) who argue that literature also develops 'language enrichment' as it helps learners develop their vocabulary power. P2 further enthused about the benefits of using literary texts in his own words;

> *Use of the literary texts makes the classroom atmosphere interesting. While learning those kinds of literature like poems, songs, stories and all, these kinds of things arouse the interest of the students.*

Here, P2 brought the issue of classroom environment for teaching and learning which is very significant. What I realized is that he seemed to anticipate the mutual relationship between literary texts and classroom environment and vice versa as he made a strong point that classroom teaching and learning environment becomes exciting and interesting if the literary texts are used in EFL classrooms. From his response, I could assume that he has a strong conviction that various genres of literary texts like poems, songs, stories are such learning materials that would spark the interest of the students towards learning English language with zeal and enthusiasm.

He further added that '*learners learn language consciously or unconsciously while learning literature'*. To substantiate that, he elaborated his ideas that the use of

literary texts is *'beneficial for teaching grammar, vocabulary and all these language items that come together'.* This view corresponds to the argument of Lazar (1993), who believes that the learners being exposed to literature through various literary texts would move towards journey of English language acquisition having the knowledge of vocabulary, grammar and other subject matter from literature developing language awareness. His (P2) responses also indicate that the use of literary texts has multiple purposes as teachers can teach grammatical items, vocabulary items to the students so that they learn language in a better manner.

During observations, I found him focusing on grammar-based tasks in the class where he asked students to explore prepositions and encircle them from the paragraphs of the story taught. He also emphasized on vocabulary activities. For this, he explained some of the difficult words and the sentence structure to ease their understanding of the story. He was of the opinion that even learners do not realize that they are learning language while studying various literary texts. According to him, we can make the classroom teaching and learning environment interesting and can motivate learners by arousing their interests towards learning. On a similar theme, Lazar (1993) outlines that the literature is motivating material as it incorporates wide array of subject matter and issues which stimulates zeal and enthusiasm in learners. Furthermore, Lazar argued that motivation helps in language learning process which aligns with Hussain's views (2007, P. 115) that literary texts are "lively and motivating" as they are rich sources of classroom activities for learners.

Regarding the advantages of using literary texts, P3 conveyed his opinion that '*literature cannot be denied as it is always there everywhere*'. He mentioned that '*the only thing is it depends on what kind of literary texts you take for children in your class for language teaching'*. He further elaborated mentioning the benefits of using

literary texts in a little different view than what P1, P2, P4, and P5 expressed about their views, opinions and understandings.

> *When the students have good exposure to literature, they can express themselves very well at this level across the audience to get the message across. That's what is all about literature. As children get exposure to read the genres of literatures like essays, poems, stories and dramas as well, then at times they get encouraged and they would like to produce similar piece of literary texts and these are very important things in language teaching.*

P3 put forth his view that literature is always evident everywhere in EFL teaching and learning context which has come out of his experience of teaching language and literature for significant years. Furthermore, he said that the type of literary texts teacher uses while teaching also has to do with language teaching and learning. Perhaps, he meant to say that the teacher has to be aware of the texts to be used in the EFL classroom taking into account whether they could arouse the interest of the students or not. Otherwise, there is no point using the literary texts if students do not show their interest towards learning a language through them.

Furthermore, the views expressed by P3 meant that 'exposure' is very important in EFL/ESL learning. In this regard, Harmer (2007, as cited in Giri, 2012) says that 'plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students' development of knowledge and skill' (p. 91). According to his opinion, learners get ample exposure to literary a text, which is very important, as that helps students express themselves to get the message across the audience. His response indicated that students could develop their productive skills-speaking and writing skill which I inferred from the word 'expression' as they get input of ideas from the various genres of literary texts being used in the classroom.

According to him, literary texts are the source of motivation and encouragement and learners get motivated and encouraged when they are exposed to various genres of literary texts. What I deduce from his response is that learners would develop their creative writing skills as they would like to produce similar piece of literary texts like short stories and poems because of encouragement they get from reading different genres of literary texts as Lazar says (1993) that the literature is motivating material.

Here P1 and P2 agree on the idea that literary texts are good source of motivation and encouragement for language learning and for enhancement of some specific skills i.e., speaking and writing. This view also corresponds to the opinions of Gwin (1990) who pointed out that it is only through literature that learners are exposed to the "subtle elements that go into the creation of what is called good writing" (as cited in Sidhu & Fook, 2010, p. 55). Similarly, Chin (1991, as cited in Sidhu & Fook, 2010) also elaborated in a similar connection that since literature exposes learners to a variety of writing styles, it would unconsciously help learners to develop their own writing style which leads them to the stage of creative writing.

The idea of P3 that learners could produce similar piece of literary texts after learning them is also substantiated by Bloom's revised taxonomy of Higher Order Thinking Skills (HOTS) like analyzing and evaluating the characters, settings, plot and the context mentioned in the text, and eventually making them able to create something of their own in the form of writing or speech response. With reference to the development of writing skill, it is evident in the specific objectives of the Secondary curriculum of English defined by CDC (2007) where it is clearly stated that students will be able to produce a variety of authentic text types (for example, personal, official and business letters, job application, CVs/bio data, news stories and articles, rules regulations, advertisements notices such as: condolence, congratulation,

invitation, greeting), make notes on a variety of texts, write about personal experiences and opinions creatively, and compose dialogues. However, CDC (2007) has failed to state about creative writing as such so that teachers would realize its significance in language learning and emphasize on the enhancement of creative writing skill of the learners by using literary texts in the class.

Responding to my question on the benefits of using literary texts in EFL classroom, P4 voiced that '*the textbooks prescribed for language and literature have great importance'* while teaching English language in class. She stated,

> '*If I take the passage from Compulsory English for Grade 9 and 10, we focus on grammar, antonym, synonym, and vocabulary. But when it comes to literature, we mainly focus on concept. And literature has a humanistic aspect where language is just our necessity'*.

The response of P4 indicates that she gives preference to the textbooks used in language classroom. With an emphasis, she stated that textbooks that incorporate both language and literature have much value in EFL/ESL teaching and learning context. In her opinion, using literary texts in language classroom has to do much more than learning grammar, antonym, synonym and vocabulary. Since she has been teaching Optional English- a literature-enriched textbook in addition to teaching CDC prescribed textbook that is mainly based on CLT approach, she added that literature in EFL helps to develop concept rather than mere language use. Her idea on 'concept' seems a little vague as she did not give any examples to relate it with specific evidences and examples. However, I deduced that perhaps she wanted to mention that language is a necessary tool for classroom instruction and for communication whereas literature is based on humanistic aspect of learning. But she did not clarify how teaching literary texts can be linked with humanistic aspect of learning. Though her

opinions seem little deviated from the direct response regarding the benefits of using literary texts, they are, however, emphasized on the necessity of the usage of literary texts in one way or the other.

P5 believed that the use of literary texts has its own benefits. Since she has been using literary texts like poems and short stories incorporated in the CDC prescribed textbooks for Secondary level, she makes a substantial emphasis which is somehow similar to the views of P1 and P2, but is much more elaborated.

> *In my point of view, literature is the thing that gives the real picture of the English society. If you go through any literary text, it gives the flavor of literature. It gives you the idea how people deal with the socio-cultural situations which are very different from ours in Nepal of which the students are not familiar with in Nepalese contexts. Apart from only communicative things, there are so many other things that are useful for them in their higher studies as they will be familiar with the socio-cultural context of the English speaking countries' society.*

The response of P5 indicates that learners, after getting exposed to literary texts, will have the opportunity to have the glimpse of the real picture of English society, which is different from Nepalese contexts. According to her, learners will be able to have knowledge and understanding about the socio-politico-cultural contexts of the foreign countries, especially of English speaking society through the socio-cultural setting discussed in the texts. This view of P5 is in tune with what Collie and Slater (1987) point out that literature promotes 'cultural enrichment' as learners get to know about the culture and cultural lives of the native English speaking countries people like England, United States., Australia and Canada. In this regard, Bretz, (1990) states that the use of literary texts in language classrooms can create an

awareness in students on the culture and society of the relevant country that would help broaden the horizon of students in other cultures by "stirring up reflection, inducing feeling, and stimulating action that eventually helps learners in gaining not only communicative but also creative competence" (as cited in Padmini, 2009, p. 42). P5 seemed to make a point that learners in the Nepalese contexts will be benefitted to broaden their horizon by familiarizing themselves with foreign socio-cultural contexts while learning language through the literary texts. In her opinion, conducting communicative activities using CLT approach in EFL classroom only will not be sufficient for learners to increase their knowledge and understanding of English language and skills alone. In addition to that, she argued that learners will gain deep knowledge and understanding of socio-cultural contexts of English speaking countries, which may be beneficial for students for their higher studies as they read, analyze and interpret various literary texts like poems and short stories.

From her response, what I infer is that she was aware of the socio-politico-cultural understanding and knowledge of English speaking countries, but she has failed to realize the contextualization of the foreign socio-cultural contexts in Nepalese EFL contexts while teaching literary texts which Brumfit and Carter (1986, p. 20) warn us arguing that the use of English literary texts in EFL/ESL classroom could be dangerous without "due contextualization to social, historical, biographical and political background to text study" that is related to socio-politico-cultural-economic background and mindset of our learners. In this regard, Kachru's (1986, p. 140) substantially argues that the literary texts to be used in EFL/ESL classroom has to be 'contextually appropriate and linguistically graded' as the learners feel motivated to respond to the texts actively in a spontaneous manner only when the learners feel the texts are contextual. From the above analysis and discussion, it was

realized that using literary texts in EFL classroom is beneficial, but it has to be contextually appropriate in the context of Nepalese EFL classroom situations.

From the above accounts, I understood that all my research participants possess a good understanding of the benefits of teaching literary texts in EFL classrooms even though they expressed views in different ways. All of my research participants used literary texts like poems and short stories in their classrooms. From their classroom observations, I realized that they teach literary texts like poems and short stories in their EFL classrooms because they are incorporated within the Secondary Level textbook prescribed by CDC. Furthermore, P1, P2, and P4 used additional Optional English textbook prescribed by the administration of their school that incorporated more literary texts. This gave me the impression that their school administration might have realized the inadequacy of literary texts being incorporated in the CDC prescribed textbooks. It was anticipated that the administration might have been aware of the benefits of using literary texts in EFL classrooms for English language enhancement.

To get more elaborated responses about the significance and benefits of using literary texts in EFL classroom with reference to the development of language skills, I asked all the participants about their emphasis on skills while teaching literary texts. Regarding this, P1 stated that his focus, in general, as a language teacher is *on 'integrated teaching because it focuses on all the skills equally.'* But he further explained, *'In our classroom context basically where there is no practice of listening and speaking compared to reading and writing, we focus mainly on listening and speaking rather than reading and writing'*. But when asked about which skill he focuses while teaching literary texts in language classroom, he mentioned that his emphasis would be on *'reading and writing skill'* as he believed that *'reading leads*

them to get good chunk of language which means to get knowledge over writing skill. Writing and reading are primary while focusing on literature'.

His response indicates that he had good understanding of all four language skills when he used the term 'integrated teaching' using all four languages equally. But he argued that he focused primarily on speaking and listening in his own classroom context in comparison to reading and writing which gives us the impression that his students need high level attention on these two language skills- listening and speaking. Though he mentioned that he focuses on integrated skill, but his responses showed the shift from the emphasis on skill from listening and speaking skills in language classroom to the emphasis on reading and writing skills when it comes to teaching literary texts in the EFL classroom. During observations, I found him involving students in writing activities where he instructed students to write a short and beautiful poem about any dangerous animal as they read a poem about crocodile. He used question and answer technique to elicit various responses from the students. However, he was not found to emphasize much on reading skill in the class though he mentioned it during the interview session.

P1 further mentioned learners will develop their knowledge on *'vocabulary and grammar'.* His opinions about the vocabulary and grammar knowledge through literary texts is supported by the ideas of Sindhu and Fook (2010) who argue that a 'literature-enriched curriculum' does not only help learners enhance the learners' reading and writing skills but also contribute to the internationalization of grammar and vocabulary to a greater extent. The data shows he was of the opinion that literary texts are also good resources for vocabulary learning, and learners will have opportunity to enhance their grammatical knowledge. For this, P1 emphasized the vocabulary items like carefulness, precaution, prevent from, acquainted used in the

poem they have read during the classroom observation. Furthermore, he argued that in the poetry writing *'the rule of grammar is deviated and deviating grammar itself means again knowing the rules of grammar'*. Giving emphasis on the knowledge of grammar through the use of literary texts, he added his opinions.

> *'If they have sound knowledge of grammar, then only they can deviate. Otherwise simply without knowing the rules of grammar if they try to deviate, it so happens that it is simply like mismatching. They too unconsciously could have mastery of grammatical knowledge'.*

The above description shows his focus on grammatical aspect through literary texts. He opined that the knowledge about the deviation of grammar rules in poems is helpful for knowing the rules of grammar itself. Similarly, he also mentioned that vocabulary is the prime concern for him while teaching literary texts like short stories and poems in the class. However, classroom observation showed that he did not focus on grammar while teaching poems and short stories. But I found him focusing on vocabulary activities. Thus, his ideas clearly showed that his emphasis on skills and aspects of language teaching while teaching literary texts and teaching language items differs accordingly.

The views of P1 on the issue of grammar and vocabulary learning through poetry texts correspond partly to the idea of Kellem (2009) who argues "poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress" (p. 12) which means that poetry provides rich content to reading, which enhances the vocabulary power of EFL students while being aware of syntax, grammar, pronunciation, rhythm, tone, intonation and stress which are the significant properties of any language. Similarly, Khansir (2012) and Kırkgöz

(2008) argue that poetry can be instrumental in helping to teach structure, grammar and vocabulary, develop creative writing skill in a tangible manner, thereby promoting creativity and more pleasing and non-threatening environment.

P1 also agreed that the use of literary texts encourages students to develop their creative writing skill as argued by Kırkgöz (2008) that the use of poetry as a model in an EFL curriculum is to improve students' grammatical and lexical knowledge, and promote their creative writing skills thereby fostering their creativity and critical thinking skill. He (P1) also agreed that the use of literary texts in EFL classroom motivates students towards creative writing as well. From his response, I infer that his emphasis is on the role of motivation which is very much required to enhance students' creative writing skill.

On the similar note, he gave an example, '*while teaching language and literature and the content, the students get highly motivated like while reading poems'*. He argued that '*whenever they come across poems, they try to create poems of their own as well'*. His ideas indicate that by reading poems learners can put their endeavors to write a similar kind of poem of their own which is part of creative writing. In this regard, Harmer (2007) says that in creative writing a teacher can assign students a lot of imaginative tasks where the students get motivated and engaged with narrating some of their experiences to construct poems and stories of their own. From the ideas of P1 and Harmer, it is deduced that the role of a teacher is paramount to assign some tasks to encourage learners towards creative writing. He added more saying *'they do learn some figures of speech like simile, metaphor and oxymoron and they will try to implement these in their own creation and they get highly motivated.'* P1 also opined that learners get to learn some literary devices like

simile, metaphor and oxymoron which might be helpful for them to use in their writings.

Responding to the question regarding the skill enhancement by the use of literary texts in EFL class, P2 mentioned that *it depends according to the genre of literary texts used.* He further elaborated;

> *If you are using play (let's say drama), it will help children develop their speaking skill because that is interactive in nature. If you are using a story, that also varies as the learner encounters words, phrases and idioms that will develop their vocabulary. At the same time also, they will develop their reading comprehension as they read and understand something; develop their critical analysis, critical thinking also. Reading and critical thinking and putting their views, opinions and judgment and so many other things come along with that. That will also develop their interpretive skills. After all, it will help them develop their critical thinking part also.*

From the response of P2, it can be inferred that the use of literary texts improves speaking and reading skills of learners. He also advocated that it depends upon the genre of texts dealt for the specific skill enhancement. He brought an issue here that literary texts also will support learners to develop their analytical power and interpretive skill what we call critical thinking which resembles the idea of Premawardhena (2007) who argues that literature in FLT in its present context tends to emphasize its role in improving communicative competence and providing "a springboard for the development of critical thinking and aesthetic appreciation" (p. 93). In the similar vein, Hussain (2007) argues that literature opens a new world to the students which cultivates the critical abilities of the students.

During observations, I found him using question and answer technique where he asked theme related questions from the text 'What Men Live By?' by Tolstoy like 'What are the three truths Michael found in the story? Do you agree with them? Why? How does this statement relate to the character noble gentleman? He instructed students to work in group according to the row of the students to discuss the answers and then present. He also told students to write the character sketch of the character like Simon. I found some speaking activities like individual presentation being conducted as students shared their understanding of the story after they finished their discussion in their group. I found him conducting some vocabulary related activities as he wrote some words like plunge, frown, lilac and uproar on the board. Then he asked them to find those words in the texts, underline them and find out their meanings through prediction or by using a dictionary. As I observed his classroom teaching, I found him using various tasks for vocabulary activities and even for writing also. I observed him instructing his students to write a couple of paragraphs about their friends including the points like appearance, clothing, habits, and characteristics. He also instructed them to use simile and metaphor in their paragraphs. However, I did not see students being involved in reading activities as he mentioned about reading comprehension during interview session.

P3 stated his opinion regarding his emphasis on skills, *'Basically we have got communicative English, so we have to focus on all those four language skills listening, speaking, reading and writing. Thus, as a language teacher we have to do that because our purpose is to develop communicative skills in the students.* But when asked about which skills he emphasizes while using literary texts in his class, he mentioned *'Particularly when you are teaching literary text you are focusing on reading. Children must be learning reading through the use of different vocabulary*

and expressions. Particularly literature modulates students better in reading skill.' He added that students will develop their listening as *'the teacher is just kind of interpreter then there is the involvement of listening skill as well and the children must be listening and they must be noting down the important points.'* Furthermore, he argued that *'children might develop their writing skill if they write certain text similar to the texts they are taught in class.'*

Analyzing the views of P3, what I deduce is that he seemed to put much emphasis on receptive skills, reading and listening skills of students while using literary texts in his class. Having said this, he did not seem to ignore writing and speaking skills. He seemed to be much aware of the development of all four language skills while teaching literary texts like poems and stories in the classroom. However, his emphasis was merely on reading and listening. He also argued that students might be able to develop their creative writing if they practice writing the similar kinds of texts they read.

On the contrary, I did not find P3 involving students in reading activities while teaching stories and poems as per his emphasis on reading skill though he asked students to do a silent reading of the story for 10 minutes while he wrote some questions on the board for class work activities for students. It could be inferred that it was not a good reading skill practice. While I observed his classroom on poetry teaching, I found him reading out the lines of the poem 'Where the Mind is Without Fear' himself instead. At times, he kept on explaining the running lines without a pause. He also used question and answer technique to elicit responses from learners too. In addition, I also found him conducting some vocabulary activities. For this, he assigned students to find out words and phrases from the poem that are similar in meaning to the given words like devoid of, unrestricted, split, bits and pieces, fright,

progressive, enlighten etc. Eventually, he assigned students to write a couple of paragraphs on 'Patriotism' from the textbook.

During the follow-up classroom observation, I found him instructing learners to use graphic organizers like mind-mapping, brainstorming, fish bone diagram to write a couple of paragraphs on the topic of 'Patriotism'. Towards the end of the class, few students presented their write-ups to the entire class. To encourage students to come up ideas and organize them with examples in their paragraphs, he asked questions like, 'Why should people be patriots? Where and when can you show your patriotism? What happens when people are not patriots? What happens when people work for their vested interest? Can these people be called as patriots? etc so that they will be able to write well in an organized way on the given topic.

Regarding the skill to be focused in language classroom, P4 said that all four language skills are important, but she would give much priority to speaking skill. To support her idea, she mentioned that *'speaking skill is somehow avoided and the students are not very confident in that'*. But when I asked about the skill she focuses on while teaching literary texts, her ideas contradicted a little in that she emphasized on reading skill. Regarding this, she stated interestingly arguing *'reading is very important skill because they (learners) have to read first to feed their mind'.* She furthered her views saying *'we had been focusing on speaking, listening and writing, but what is lacking is reading and we are not reading good books'*. She was also of the opinion that literary texts will build up their critical thinking skill. Regarding this, she mentioned that '*by introducing the author's critical views on political ideology and society of the time learners learn how to think critically and analytically'.* She also said that it is the role of teacher to *'motivate them to think critically and creatively'*.

From her views, it could be deduced that she was well aware of all four language skills. But there were contradictory views on her emphasis on skills in usual language classroom while teaching literary texts like poems and short stories. At first, she mentioned that speaking is what she had been emphasizing in her language classroom. But she again told that she focused much on reading skill when it comes to teaching literary texts. However, her classroom observation showed that she did not involve students much in reading activities as what she advocated. After the model reading of the stanzas of the poem 'The Railway Junction' by herself, she asked students according to the rows to recite the subsequent stanzas of the poems. But I found her asking questions to students according to their roll number in class to elicit their responses and develop their speaking skill. She asked some open-ended questions as given below;

> *Share your experience/moment when you had to take important decision in your life, Share your experience of regrets of doing bad in your earlier days or vey recently, Share your two good things you have done or you still want to do to help others.*

The use of questioning technique could be inferred as her ideas of developing critical thinking of students which is necessary ability to interpret, analyze, evaluate ideas to make own arguments for learners as argued by Fisher (2001). Though she did not mention about vocabulary learning in her interview, I also found her focusing on vocabulary activity while teaching poem entitled 'The Railway Junction' and a short story entitled 'The Gift of Magi' by bringing some difficult words and phrases like directly veiled, longings, fate, widow, bow-legged man, evening growing late, dilemma, cascade, possession, gorgeous etc. She was found asking students to make a prediction regarding their meanings rather than simply giving them the meanings by

herself. When students had difficulty in getting the meanings of few vocabulary items, then she helped them by providing the meanings later.

P5 mentioned that her focus was *on developing on all four language skills in her EFL classroom*. But when asked about her emphasis on specific skill while teaching literary texts, she opined that she focuses on productive skills- speaking and writing skills. For reading skill, she told that she *made her students read articles and some other texts from newspaper*. This idea was little deviated, but she seemed to be aware of reading skill too. During her classroom observation, I found her conducting student presentation on particular topic before the beginning of the class. Students were also asked to do the presentation after the completion of each classroom task. I could see students' level of confidence as they developed their speaking skill through regular presentation practice in the class. I also observed her classroom where I found her conducting some creative writing activities. After teaching poem and short story, I found her instructing students to write similar kind of poems, short stories as a part of creative writing. But I did not see reading and listening related activities conducted in the classroom so far.

Analysis of the interviews' transcripts and the classroom observations of all the research participants (P1, P2, P3, P4, P5) reveals their awareness of the benefits of using various types of literary texts in EFL classroom. In this regard, all of them expressed their views in different ways. P1 considered literary texts as the 'means of language teaching' and the 'best source of content' that maintain relational balance between language and literature, whereas P2 used a metaphor of 'bridge' to refer to literary texts that function as a bridge between language and literature as he expressed his views about the mutual 'relationship between literary texts and classroom environment' to make language learning interesting. P1 and P2 also had a similar idea

that literary texts are beneficial for teaching vocabulary and grammar in EFL classrooms. But P3 used the term ‘exposure’ to talk about the benefits of literary texts which, according to him, is important for learners to express themselves and to produce similar piece of literary texts whereas P4’s emphasis was on ‘concept’ and ‘humanistic aspect’ of language teaching through the use of literary texts. Likewise, P5 believed that learners will be familiar with ‘socio-cultural context’ of the English speaking countries’ society. However, none of the participants talked about the contextualization of literary texts in Nepalese EFL classrooms.

With regard to language skill, the participants offered differing views. P1 stated that literary texts promote reading and writing skill of learners whereas P2 emphasized on speaking and reading. In addition to that, his idea that literary texts also strengthen critical thinking of learners is notable. P3 said that he emphasizes on reading, listening and writing skill while teaching literary texts, whereas P4 argued for the reading skill. Likewise, P5 mentioned that her focus is usually on productive skills- speaking and writing. From their responses, it could be deduced that they all seemed to have adequate knowledge and understanding of all four language skills to be taken into account in EFL classroom as well which is evident from their emphasis on skills while teaching literary texts during interview sessions.

However, their emphasis on skill while teaching literary texts in EFL classroom differed in their understanding and practice. The responses of P1, P2, P3, P4, except P5 indicated that they had a similar conviction that literary texts help learner develop their reading skill and their emphasis is on this skill. However, I did not see much reading activities being conducted in the classroom while observing their classroom teaching. When asked, almost all the participants agreed that literary texts help develop creative writing skills of learners. But, I observed some creative

writing activities conducted by P1 and P5 in their classroom after they finished teaching poems and short stories. Moreover, I observed little gap between the information collected from interview of P2, P3, P4 and their classroom practices during observation. This gave me the impression that classroom pedagogy, instruction and practice in real classroom situations do not go hand in hand with what participants mention during interview sessions and in actual classroom practices.

Theme: 2. Strategies for Motivating Learners to Learn Language through Literary Texts in EFL Classroom

Scholars argue that motivation plays a vital role in second or foreign language learning. On the similar issue, Harmer (2007) asserts that the teacher's role is very crucial as an organizer, observer, feedback giver, promoter, sometimes as a tutor and the most importantly being a role model for the students (pp. 284-286). But, none of the participants mentioned their role as a teacher in their classroom as Harmer suggested. Rather, they concentrated on their own strategies to motivate their students towards learning English as a second or foreign language through literary texts. The interview data show that all of my participants (P1, P2, P3, P4, P5) had a unanimous belief that motivation is 'very important' in second language learning. However, they expressed their opinions about motivation, the role of motivation and their motivational strategies used in learning/teaching language in various ways. P1 put forth his views regarding motivation and the motivational strategies he had been using in his real classroom teaching context. He said,

> *'Regarding motivation, verbal phrasing is always there. Besides it, whenever I make my students recite poetry they have read or created on their own in their class, I appreciate them and sometimes I reward them with some sort of gifts like Laughing Buddha to motivate them. Their creation is even posted on the*

blog I have created for each separate class, where all other students can once again read, comment and again get motivated to create their own later on.'

This expression shows he motivates his students by appreciating his students whenever they recite the poems from the book or the poems they have written on their own. He also mentioned that he often gives rewards to his students to encourage them more towards studying poems, reading and writing poems in their classroom. Since he seemed to emphasize much on writing, he stated that he encourages and motivates his students towards writing by getting their writings published on the blog he has created for each separate class. It can be implied from the above description that the students get much motivated towards developing their writing when they see their writings being published on the blog where their own classmates read, analyze and comment. P1 further expressed that to motivate his students, the administration has started the culture of publishing newsletter and wall magazine too though, according to him, wall magazine is only for inter-house (internal) competition and there is not much space for all the students. However, he also mentioned that in, newsletter, only well written poems, short stories, essay or short play or any other types of creative writings publish are published.

Regarding his own ways of motivating his students, P1 also mentioned about the merit card system that is prevalent in his school. Considering this he said,

Merit cards are provided to students who have done something good in their studies like creating something of their own. Merit cards means the students get five points for house which they belong to and these cards have great value as well and if they get three merit cards, they will be given token of love for further motivation.

His description about merit card is very relevant here. This substantiates that he motivates his students by providing merit cards to students who do good and the rest students also get motivated to improve themselves better while learning language and developing their language skills. He even mentioned that three merit cards would result in a token of love which further motivates the students. This account shows the fact that he is well aware of how a teacher should motivate his students. For this, he provided his varied opinions of publishing students' creation on the blog, wall magazines and school newsletter which are the motivational strategies he uses to motivate his students.

During classroom observation, he was encouraging his students to engage them in writing short poems similar to the poems they read from the textbook. For example, he asked his students to create similar one or two stanzas about any dangerous animal they like to write about after reading a poem entitled 'Crocodile'. While students were busy writing, he moved around to facilitate the students rather than directly dictating them. After students finished writing their poems of their own, he also asked them to read their poems in front of the class which stimulated students' interest towards literary texts and writing. P1 also responded that *'he also motivates his students to read extra novels by contemporary writers as well'.* He further stated,

> *Short stories are of great concern for my students as they feel a sort of difficulty about the poems because of the poetic license the poets have because of which they make some sort of distortion in language use mainly on the structure of the sentences which makes students feel difficult to understand. But as the students happen to understand the meaning, theme of the poems, then of course they again get motivated.*

The response of P1 implies that students show their interest to read short stories compared to reading poems as they feel some sort of difficulty due to the distorted language. However, they get motivated to read poems once they understand the meaning and the themes of the poems which is very close to the idea of Lazar (1996) who says that poetry-based activities in EFL/ESL classrooms can undoubtedly motivate language learners through emotional reactions and responses. His ideas are very much similar to the ideas of P2 who argues that '*stories are more interesting to read, analyze and interpret them than others texts because sometimes poems can be little indirect and it can be little difficult for them to understand the meaning, theme of the poem dealt in the classroom.'* From this account of P2, I came to know that his students are more interested to read stories rather than poems in his classroom as they find stories easier to read, analyze and interpret which is similar to the opinion of Arıoğul (2001) who opined that stories makes the students' reading task easier as they are simple, short and are authentic material compared to the other literary genres.

P2 stated that *'motivation is very important'*. He told that he always begins his class by making all students mentally prepared for study; otherwise they would not get what we (teachers) try to teach them. He further said,

> *In case of teaching different literary texts also, motivation is very important because they would feel that there is something that they have to learn. So firstly I pick up the important issues from that topic and I ask them related questions from the very beginning of the class.*

This account reveals that P2 has his own strategies to motivate his students. For this, he mentioned that he brings significant issues, topics in the classroom for discussion and ask them some pertinent questions to set the scene. Considering it, he provided more practical response of how he motivates his students.

Let me relate you towards one of the short stories, 'The Message from Another Planet' which is all about the message from another planet. So there is the talk of the UFO (An Unidentified Object or something like that), an alien from another planet. So before I open the book, I go in class and ask with them whether there is life in other planets or not. Beginning that way, I engage them some time for discussion. In the meantime of discussion, some students go for the topic and some go against the topic. After the discussion only, I tell them that there is a text like this. They will read this and try to find answer for the comprehension questions that follow after the end of each lesson. If I do that, then they will think on that issue and take that in the text. After that, they will find out what they used to believe and what the reality is or what is given in the story. That's how I try to motivate them.

This response of P2 reveals that he engages his students on discussion by asking them some questions related to the theme of the stories to be dealt. Then he asks them to read and find the similar issue in the story as they start to read the text. He also opined that *'motivation depends on the context of the text regarding the kind of text you are dealing with'.* He added that he would *pick up themes of the story in advance for the discussion and set some questions* related to the theme of the story to check their existing knowledge which is very much similar to what Nunan's (1999, as cited in Bhusal, 2011) schema theory attempts to emphasize on the previously acquired knowledge, experiences that lead to the formation of new knowledge and experiences. Here, asking questions and engaging students for a short discussion are his motivational strategies to encourage them towards reading a short story.

The response of P2 indicated his emphasis on teaching literary texts to motivate them towards learning language. He was of the thought that literary texts are

also the source of content to be delivered and are also the motivational sources for students to encourage them towards learning literary texts in the EFL classroom. His responses correspond to the idea of Lazar (1993) who agrees with the view that the literature is motivating material as it incorporates wide array of subject matter and issues which stimulates zeal and enthusiasm in learners that helps in language learning process since the use of literary texts in the language classroom makes the classroom situations "lively and motivating as they are rich sources of classroom activities for learners" (Hussain, 2007, p. 115).

Regarding strategies to motivate students towards learning short stories, P3 mentioned that he would orient his students about the purpose of reading a story beforehand. Regarding this, he mentioned;

> *When I teach short stories, I ask children why we learn stories. Stories are not just stories told, heard and learnt. They are the means to further tell your stories to other people and make them understand what is what. Also I tell them little nuances of language what you call them micro level. I ask my children to read texts at macro level as well, and not just explaining punctuation, spelling and internal use of types of language, but also organization and the content. At the same time, I ask them about critical reading of the text. At the end of each paragraph, we analyze the text critically how the author has used the sentences and what he could or he should be wanting to express.*

This example indicates that P3 orients his students while teaching short stories by telling them the purpose of reading stories, asking them to read, analyze the texts at micro and macro level considering the nuances of language and structure used in the texts that would allow students to read the text critically. What I inferred from the

response of P3 is that he uses his own strategy to motivate his students by encouraging them to read the texts taking into account how the author has used the sentences and underlying theme, lesson s/he wanted to express in the story. This view is in line with what Nuttall (1996, as cited in Bhusal, 2011) argues about the best ways to develop language skill is by reading extensively. He was of the opinion that students get motivated to learn language if they are aware of the nuances of language.

His concentration was also on critical reading of the text for better knowledge and understanding rather than just reading stories for pleasure. He also stated that he emphasizes on 'role play' that allows children to play the roles of the characters deployed in the story or in the play. He opined that students get 'extra-autonomy' in the class which would definitely inspire them to learn themselves and they could also learn even during the absence of a teacher. Regarding autonomy, Dörnyei (2001) noted that motivation is the highest when students are competent, have sufficient autonomy, set worthwhile goals, get feedback, and are affirmed by others (p. 48). Unraveling his other more strategies, he advocated *'while dealing with stories, I hardly tell the stories to the children. Rather I allow them to tell the stories by themselves'.* He also quoted that he would ask them to go through the stories at home and they would retell the stories in their own way in a kind of paraphrasing or summary telling manner the next day by adding some new ideas. According to him, this activity motivates students a lot. He seemed to have a strong belief that students would get more motivated to read further genres of literature as Lazar (1993) argues that literary texts are the sources of motivation for the language learners.

In addition to it, he also cited that he *'relates the subject matter of the stories with the happenings and incidents of our society'* of what we call contextualization *that further reinforces the idea of their comprehension'.* This idea aligns with Kachru

(1986, as cited in Hussain, 2007) who argues that the language learning experience would become even more interesting and purposeful when the language teachers select "contextually appropriate" texts and contextualize within the culture of the second language learners where learners get motivated to personally involve in the text to read, interpret and analyze by themselves while getting acquainted with various cultural backgrounds (Lazar, 1993). From the above account, we can assume that P3 seemed to be well aware of the contextualization of the subject matter of the stories with the happenings of our society. While dealing with poems, he mentioned that he gives students some of the issues related to the poem where they get the content in the poem and ask them to develop a paragraph or an essay of their own. He also said that he usually asks them to write very short poems in the class. From his responses, I understood that he would motivate his students towards literary texts in various ways.

P4 mentioned that she motivates her students in various ways. To substantiate this, she advocated;

> *We give them project works to read and do the book-review of what they read. Some of them like group discussion in the class. We manage to give the topics to the students. I suggest them to listen to, talk to native speakers. I also tell them to watch TV programs for exposure to English language.*

According to her description, it is clear that she engages her students in project works i.e., writing a book review, reading project by providing some topics in advance, which is similar to the idea of Stoller (2002) who argues for a supplement of content through project work as good content supplement helps create lively learning ambience for active involvement of learners, works as a catalyst of developing higher-order/level thinking skills; and thereby making students responsible for their own

learning being self-directed or an independent learners. She also expressed that she motivates her students by advising them to watch various TV programs in English to get exposure to English language and also suggests them to converse with native speakers as they meet them. It is understood that P4 had a strong belief that students would not only learn English from classroom instructions alone. Thus, to motivate them towards learning English language and develop their language skills, she encourages her students to listen to, watch English programs on radio and TV. She also had a substantial belief that getting an opportunity to converse with native speakers would be an added advantage to English language learners.

While teaching literary texts, she expressed that she motivates her students. For this, she mentioned;

> *I give them the examples of Hollywood and Bollywood movies because movie is like a kind of literature- a drama where we can see the blend of tragedy, happiness and all these things and they can easily understand the portrayal of the character through movie.*

From the above accounts, it can be inferred that she motivates her students towards literary texts by providing them the examples of the Hollywood and Bollywood movies to show the link between movie and the literary texts they read because she thinks that teens are interested in movies. She also mentioned that she would motivate them by giving examples from real life contexts also like human feelings that interest them to understand the poetry, short stories and dramas. This shows that she is well aware of the contextualization of the literary texts with the real life scenario as it would encourage and inspire learners to make connection of academic content to their context in real-life situations with their own lives and experiences (Johnson, 2002).

During the observation, she used the contextualization activity while teaching the poem and the short stories by asking her students to write a paragraph by sharing their real life experience of giving a gift to someone similar to the one they read in the story entitled 'The Gift of Magi'. When asked about how she motivates her students to read literary texts with the complex vocabulary, deviated structure, complex themes of the poems and some short stories, she mentioned that she would make her students realize that literary texts are not as difficult as they consider. She also said that she would rather give the introduction of the poet, social and historical background of the poem with reference to the historical time period, socio-politico-cultural of the poems which arouse the interests of the students to study poems, thereby making the thematic content of the poems easier to the students.

Regarding her motivational strategies, P5 expressed that in her words.

> *I motivate my students to write for newspaper articles and school magazines. For this, she also gave examples that some of the articles of her students were published in local national dailies and even in foreign magazine as well. We teachers are only the motivators. So because of the motivation, some of the students write very well and they are highly appreciated*.

It is evident from the above quote that her emphasis is on motivating students toward writing skill. Perhaps it is because she has been working as a core member of an International English Teachers' Creative Writing Group. She also mentioned that she would emphasize on writing activity what she called it 'creative writing' after teaching each poem and short story in the class. During the observation too, I found her encouraging, facilitating her students to write a review of book they read. I found her collecting some book reviews of students to get them published in the national dailies like The Kathmandu Post and The Himalayan Times. In this regard, she also

argued that her students had been motivated themselves to write as they would see some writings of their colleagues being published. I also saw her inspiring students to write a similar poem and story they read from the textbook as well.

Furthermore, she mentioned that she would also motivate her students by giving them assignments every week which is not completely based on the book. She clarified that she would ask them to do the assignment of writing based on the context of the theme, but they need to contextualize it based on their context. She also said that she would encourage her students to write a response of any article they read in the national dailies. During the observation, she also showed me the cut-out of the response essay of her student published in one of the national dailies, The Kathmandu Post. She told that it really encouraged her students as some of them had written very good responses on their own and were published too. From her above description, it is clear that she was well aware of creative writing skill of the students to develop their writing skill and enhance their critical thinking and creativity which resembles the Vygotsky's theory of creativity (1995). The idea of P5 to encourage her students towards creative writing also supports the idea of higher order thinking skills (HOTS) according to Blooms taxonomy of learning which emphasizes on creating as the highest order in thinking skill.

I found P5 using short video clip muting the sound. She asked her students to watch the video clip carefully to understand for further analysis. She told me that she often brings such video clip while teaching students short stories or poems in the class. She explained the reason that it would motivate the students more than just reading a short story or poem from the textbook. She also argued that it would enhance the speaking skill of students and by and large critical thinking skill as they interpret and analyze the video clip as per their understanding. She was found playing

the role a motivator and facilitator in her class. She also encouraged students to do presentations to develop their public speaking skill and develop critical thinking skill and to improve overall learning (Iberri, 2009).

On the basis of above discussion and analysis, it can be inferred that all the participants had a clear understanding about the usefulness of motivation while teaching English as a foreign or second language. From their expressions, we can assume that they were aware of the issues of motivation when it comes to teaching various literary texts in language classroom and making students do creative writing. As language teachers, they were aware of it, but used their own motivational strategies to teach literary texts and encourage them towards creative writing activities.

Theme: 3. Creative Writing Skill in EFL Classroom: Teachers' Understanding and Practices

Teaching writing to second language learners is one of the major challenges for teachers in EFL classrooms (Soltero, 2009). Second language researchers and educators, however, suggest that 'EFL/ESL writing pedagogy should incorporate a large amount of writing practice' (Grabe & Kaplan, 1996 as cited in Boas, 2011, p. 27). When asked participants about teaching creative writing skill particularly in Secondary level EFL classrooms, they expressed their varied views. Responding to my question, all five participants P1, P2, P3, P4 and P5 expressed more or less similar views about their understanding of creative writing. Regarding this, P1 said, '*To me, creative writing is the original writing of students which is created critically and creatively by them'.* Expressing a similar view, P2 stated his general view that *'writing is very important part of teaching learning activities'.* He elaborated his ideas arguing;

> *Creative writing means presenting ideas uniquely. It's not that students have to write poems and stories only. There can be any kind of issue. For instance, Disabled people cannot do anything. They are the boredom of society. Do you agree or disagree? This can be a good topic and you can make your students do creative writing.*

Both P1 and P2 had an identical kind of views about creative writing. For both of them, creative writing means any sort of writing that is original which presents unique ideas. They were of the opinions that creative writing does not confine within the boundary of poems and stories. According to them, teachers can bring some issues in the classroom to make their students do some creative writing. What I deduce from their opinions is that originality and uniqueness are required for creative writing. Similarly, P5 expressed in a similar tone and theme. But she added a little into that.

> *Creative writing in my opinion is writing something which is original and not copied from any other resources as it is. Students think, imagine and create very original and imaginative things which are beyond our imaginations sometimes'.*

Here, P5 also gives preference to originality of ideas which is not derived and copied from any other resources. She also expressed her belief that students are themselves creative as they do think, imagine and can come up with some original and imaginative things. This indicates that P5 had a substantial belief on students that they could produce something creative of their own. This idea is supported by what Carter (2004, as cited in Szerencsi, 2010) says about linguistic creativity that every student is bestowed with creativity as an exceptional property.

Responding to the same question, P4 expressed her views with some examples. She expressed,

> *'I think expressing our own original idea in a different form using the correct words and the sentences is creative writing. For me, this could be essay, poetry, drama, short story. But I do not think it is only bounded with fiction writing'.*

From the above description, it is evident that she outlines original idea too as that of P1, P2, and P5. She added that creative writing is not confined to writing poetry, a drama, and a short story but could be writing an essay too. Likewise, P3 expressed his views on creative writing in a more comprehensive manner. He delineated precisely,

> *I feel creative writing is not to meet the objectives of anybody else. It is only to amuse yourself, to entertain yourself and if you are satisfied doing something and if you feel it's nice and if you feel it is presentable where you write your emotions, personal feelings and experiences or your observations, then that is what I consider as creative writing.*

The above response of P3 indicates that creative writing is all about expressing emotions, personal feelings and experiences as argued by Harmer (2007). He also mentioned that creative writing is to amuse you as a writer and also to the reader. He urged that it does not have any such specific objective to meet. While analyzing the responses of all of my participants, I came to know that 'originality' is the common point which they agreed upon. According to their opinions, creative writing is related to originality and uniqueness of ideas, emotions and experiences. They also believed that creative writing activities can be conducted in EFL classrooms which are not confined to writing merely stories and poems as Harmer (2007) argued. It's much more than that.

All five participants (P1, P2, P3, P4, and P5) expressed their identical views that creative writing can be conducted and practised in EFL classrooms. Furthermore, P1 was of the opinion that literary texts are also useful to motivate students for creative writing. P2 and P4 were also of the notion that literary texts in EFL classroom help students develop their creative writing. In this regard, P2 expressed;

> *When we expose students with artistic ways of expression of literature, it will help them to think and reflect themselves. Stepping into literature, you can help students develop their creative writing. Since literature is itself creative writing and after reading that creative writing, they will be obviously be able to develop their creative writing.*

In this regard, Chin (1991, as cited in Sidhu & Fook, 2010) elaborated that since literature exposes learners to a variety of writing styles, it would unconsciously help learners develop their own writing style which leads them to the stage of creative writing. He also stated that students will get some literary and artistic ideas to produce similar kind of texts they read. Here, the responses of P1, P2, and P4 indicated that they strongly believed that using literary texts would help students develop their creative writing skill. According to them, students get motivated to read literary texts like poem and short stories and use the ideas they learnt from them to produce similar texts like poems and short stories of their own later. P2 stated that exposure to literary texts encourage students to develop their creative writing skill. P2's view corresponds with Gwin (1990) who pointed out that it is only through literature that learners are exposed to the "subtle elements that go into the creation of what is called good writing" (as cited in Sidhu & Fook, 2010, p. 55).

P1 mentioned that he would make his students write their own stories and poems whenever he taught them short stories and poems. Furthermore, he elaborated

that students would choose their own topic of their poems and stories. He also mentioned that he would give them some topics on which they could write on their own. After the students were finished, they would present their write-up so that other students would know how interestingly they had written about their own stories. During the classroom observation, it was evident that he asked his students to write short poems and stories in the class. On the similar theme, Maher (1986, as cited in Kırkgöz, 2008) argues that poems are like stimuli that provide good model for creative writing where students get ample opportunities to create poems of their own, thereby promoting creativity and originality in their writing. I also found his students making presentations of their poems and short stories in front of the class. (Refer to Appendix section)

However, he did not ask his students to write a poem after teaching every poem or short story as he mentioned in the interview session. But what I found during the classroom observation was that he assigned the task of writing a couple of paragraphs by paraphrasing the poem 'The Crocodile' in their own words by giving their own topic later. In his opinion, it was also a part of creative writing. I found students being encouraged to write with zeal during the observation. Later, they presented their write-ups in the class.

> During observation, P1 asked his students to do summary writing. For this, *He divided students into A to F groups and he also divided the story into two halves. Then, he assigned A, B, and C groups to summarize the first half of the story and asked D, E, and F groups to summarize the second half of the story allocating 15-20 minutes for the tasks. He asked them to work in groups and come up with their summary through discussion. Then, he asked them to*

present their summary write-ups in the class. He asked other students to figure out the loopholes in the presentations.

P1 opined that creative writing activities in EFL classrooms motivate students a lot. In this regard, Harmer (2007) says that in creative writing students get motivated and engaged with narrating some of their experiences to construct poems and stories. He also expressed that literary text, as the rich resource of classroom activities, makes the classroom lively and motivating as expressed by Hussain (2007). He added that during such creative writing activities, the students would get ample freedom to select suitable vocabulary items, have an opportunity for free expression, and exercise their imaginative faculty of mind to foster their creativity and critical thinking skill. He also opined that there would be good control of the classroom if teacher assigned students some creative writing activities. Moreover, he believed that students would develop their own confidence and creativity as they do creative writing. On the similar note, Wright (1991) argues that children develop their creativity by engaging themselves in creative writing activities while using language to make their own to come up with creative piece of writing. He argued that students will not be worried about rote learning up during the exam as they developed their own type of creative answers. He also mentioned that students would feel that they could write answers from different angles and perspectives, thereby realizing themselves that it would not always be good to copy and write down teacher's answers.

To motivate students to write and enhance their creative writing skill, Maley (2013) states that EFL teacher needs to ensure that the students' work is 'published' in some way. This could be by simply keeping a large notice-board for displaying the students' work. Other ways would include giving students a project for publishing work in a simple ring binder, or as part of a class magazine. Almost certainly, there

will be students able and willing to set up a class website where work can be published. The another significant way of making public what students have done is through performances, where students read or perform their work for other classes or even the whole school.

On the similar note, P1 said that he would ask his students to write poems, short stories, essays and do some other artistic works to display them on 'House wall magazines' and 'Classroom board'. He also mentioned that he would ask his students to write some creative piece of writing to get them published in school newsletter that is entirely devoted for literary/creative writing where students work themselves as editors and sub-editors. According to him, he also had created blog sites for his students to use websites as good platform like www.classproject.wordpress.com, www.junal.com to develop their creative writing skill as he would give them some projects for writing. He stated that he appointed his students to be editor and sub-editors to encourage them more towards creative writing. According to him, students also got opportunities to read and comment on their colleagues' creative writings on the blogs, websites.

Regarding the use of blogs, Richardson (2006, as cited in Wood, 2008) argues that it engages learners as readers with ideas, questions and links in the interaction. Goettsch (20001, as cited in Denne-Bolton, 2013) mentions that students can make them ready for academic group work where they could provide and obtain thoughtful feedback while responding to their peers' writings. He (P1) also said that he would sometimes ask for the support of administration to invite good writers from the local and the national dailies like, *The Kathmandu Post* and *The Himalayan Times* to conduct writing workshops and trainings for teachers and students, to have good interaction with students to dislodge the writer's block (Denne-Bolton, 2013), and

motivate them towards creative writing and make them creative writers by making them realize that writer's block is with everyone and make them feel that they could also write like other writers.

Similarly, P2 also informed that he prepared a separate website www.merocreation.com with a motto of 'Energizing and Encouraging the Young Creative' for his creative young minds to publish their creative writings on it. He also stated that he designed the website to provide a good platform for creative writing for his students. This shows that he had the belief that all students have got lot of potentials and are creative as argued by Carter (2004, as cited in Szerencsi, 2010). He also opined that students get chance for publication using the very website. Here, P1 and P2's expression about the use of internet platform to encourage students' towards creative writing is worth appreciating. This exemplifies their knowledge about internet-integrated classroom and their innovative ways of teaching creative writing to the students providing blogs, internet resources as platforms and creative space for his students as argued by Boas (2011) that internet technology promotes writing tasks in EFL/ESL classrooms. In addition, Boas, however, mentioned that such internet platform would be useful in the process approach to writing than the product approach in particular.

On the basis of the above discussion, it can be inferred that both P1 and P2 might be using such platform to render their students a safer platform for fostering their creative writing skills where they get released from teacher-student confrontation. It seemed to me that they might want their students 'to provide the sense of authorship with the opportunities to write outside of class' (Boas, 2011). P2 opined that students get much involved being motivated in writing using internet as a platform. He also expressed that using literary texts would expose students to the

artistic expression of language that would help them develop their creative writing skill. In this regard, Maley (2013) also argues that teachers need to create 'a relaxed, non-judgmental atmosphere', where students feel confident without being worried of errors and let them use the various platform for developing their writings. Denne-Bolton (2013) also argues that students will only enjoy writing when it is devoid of censorship and critique, and when they know that their writing will not be corrected or graded.

Furthermore, P2 argued that *children do not like writing as they would take it as a kind of phobia and also feel like staying in a pain of writing activity*. Thus, he opined that students should be motivated towards writing activity rather than making writing as a punishment activity. On a similar note, P3 also expressed, *'When it comes to writing, it's obvious and kind of open secret that in most of the cases children get daunted. They get scared of writing and they do not want to produce any piece of writing'.* Furthermore, P2 mentioned that teachers should make students clear about the purpose and advantages of writing in EFL classroom. P3 also expressed the identical view that *teacher needs to inform students about the objectives and functions of their writing and inform them about the genres they are going to write*. According to P2, it is also the duty of teachers to appreciate students' writings, allow students to do peer evaluation of students' writings, and help them get their write-up published in the newspaper, school magazine and on the website. In addition, he was of the opinion that students would get encouraged to write once they see their writings being published on the website, newspaper, school magazine or simply pasted in the school notice board.

During the interview sessions, he also expressed his interest of compiling the creative writings of his students with an aim of publishing a magazine or booklet

annually towards the end of the academic session. He also stated that he has been conducting creative writing activities i.e., writing poem, short story, travelogue, book review, and movie review. In contrast, I did not find him doing all such writing activities in his classroom. His classrooms were basically concentrated on speaking activities, vocabulary activities and some grammar-related activities. For writing, he was found assigning his students to write a sequence of events of the story entitled 'The Romance of a Busy Broker' and asked them to present it in the class later. During the class observation, he was teaching a poem 'Where the Mind is Without Fear'. I found him asking students to write a paragraph about their understanding of the poem. Furthermore, he provided two topics: Child labor and Corruption to the students according to their roll number. But, he did not seem to be aware whether his students liked the topics provided to write on or not. However, he encouraged his students towards writing activity; provided them some ideas as to how to start with and what to include in their write-ups, and later to share in the class.

From the above discussion, it was noted that P2 assigned fewer writing tasks to his students than what he claimed in the interaction session. However, it seemed to me that he had substantial awareness about the possibility of conducting creative writing activities in EFL classroom. Though he expressed that he had been using the website for publishing students' writings, he did not seem to engage his students in creative writing activity as a regular classroom activity in the class. With regard to it, he stated some of his challenges regarding it.

P3 argued that the use of literary texts in EFL would help students develop their creative writing skills too. During the interview session, he also said that he would ask his students to write a poem, transform the poem into essay and prose through paragraph writing activity using the same content. He said that he would ask

his students to write free verse poems as many students would feel difficult with the rhyme and metrical patterns. He also provided few instances of creative writing activities he conducted in his classroom. For example: writing about hometown, writing about their hobbies, writing about different activities they do everyday like diary writing etc. It shows that students feel comfortable to write on simple topics about their own context. However, Denne-Bolton (2013) suggests that teacher might suggest students to come up with their own topics to write on rather than simply providing the topic of their choices to the students. Furthermore, P3 opined that teachers need to take account the choices and the interest of the learners for writing, otherwise they will not be motivated to write at all. To substantiate it, he stated that students would not write if teacher simply asks to write an essay on 'Global Warming' which is not of students' interest. Here, Vanette and Jurich (1990, as cited in Denne-Bolton, 2013) mention that the topics assigned by the teacher must be relevant to learners. Thus, he (P3) seemed to have a notion that students should be encouraged to write on subject matter that motivates or interests them to write.

On a similar fashion, Denne-Bolton (2013) points out that students develop "a sense of agency and identity" (pp. 2-11) , thereby gaining their level of confidence as a writer to make themselves better learners if they are provided with an opportunity to write about their lives and about themselves on which they have authority. P3 also opined that students should not be depreciated and their writings must not be overcorrected by the teachers as that might demotivate students towards writing as argued by Maley (2013). Thus, he argued that we need to 'establish a relaxed, non-judgmental atmosphere' to make students feel confident and not worried about their errors. P3 mentioned the problem of over Grammar correction, proof reading more than looking for the appropriacy of the content in the writings that often deprives the

students from writing activities. It shows that the evaluation and assessment of writing should be reconfigured in EFL classroom.

Regarding the motivation, P3 mentioned that teachers need to develop the habit of appreciating children's creative writing works. He also said that we should make them *'understand why they must write for whom they are writing and then only they would definitely go for writing activities and get involved in it'*. Maley (2013) argued that such creative writing activities should be done regularly in order to get the best effects. He said that once a week is a sensible frequency. Here, P3 stated the similar view that he would do creative writing activity once or twice a week. He also mentioned, in particular, that he would make students do short piece of writing like paragraph writing and short story writing twice a week while he would do long writing activity once a week in a regular manner. To verify what he expressed in the interaction session, I observed his classroom to find out if he focused on creative writing in his classroom. He was teaching a poem entitled 'Where the Mind is Without Fear' from Our English textbook of grade10. I found him emphasizing more on question-answer technique, scene setting, and vocabulary activities.

I also found his classroom instruction based on lecture as he interpreted the poem line by line without giving students the opportunity to express their understanding of the poem itself. As a part of writing activity, he asked his students to write a couple of paragraphs on 'Patriotism' at home. However, the other day during a follow-up of observation, I found him providing some strategies to write an essay by using brainstorming/mind-mapping, Wh-question prompts, fish bone diagram, techniques of writing an essay like three parts of essay- introduction, body, and conclusion, provided some connective words/phrases, and transitional phrases like 'not only… but also, although, however, similarly, in spite of, moreover, besides, in

addition to, apart from'. Then, he allocated 20 minutes to write on the topic and present it in the class. While teaching a short story also, he was not found asking students to do creative writing as he expressed in his interview session. Rather, he concentrated on speaking activities, vocabulary activities, and reading comprehension activities.

It was realized that even though P3 advocated that he would conduct creative writing in his classroom during the interview session, the classroom observation revealed that most of the writing activities were conducted not as a regular teaching learning activity, rather they were just a part of home assignment. This clearly indicated that teaching writing or making students do creative writing in EFL classroom is not very easy as expressed. However, it can be assumed that he was well aware of the fact that creative writing can also be conducted if teacher makes a plan accordingly motivating students.

During the interview session, P4 stated that she has been encouraging her students to do creative writing while teaching literary texts i.e. poems and stories in EFL class. She gave some examples of creative writing i.e. book review, film review, writing biographies, writing autobiographies. According to her opinion, teacher has to provide the learners topics to write on, or they will not write at all on their own. She opined that *teacher needs to be able to encourage their learners to write creatively*. She also mentioned that she would ask her students to *keep a diary to record daily happenings, events day by day* to enhance their writing skill. Her views correspond to Denne-Bolton (2013) who states that developing a daily habit of writing and finding writing as 'easy as speaking' helps learners become more comfortable with the activity/skill of writing. Furthermore, she shared her classroom teaching experience of conducting creative writing activities. According to her, she would provide samples of

a two-line poem of her own and later ask them to add some more lines with two or three stanzas. For writing a story, she stated that she would provide some clues/hints and ask them to elaborate them. Another important part of creative writing in her classroom is about paragraph writing, for which she would provide them one line statement i.e. 'Where there is a way, there is a will' and asking them to elaborate it. For motivation and encouragement, she said that she would sometimes write the sentences written by the students on the board so that everyone would see what their friends had written.

When I observed her classroom teaching, she was teaching a poem entitled 'The Railway Junction'. She used various techniques i.e. warmer activity, brainstorming, questioning strategies to teach the very poem. She was also found using lecture-method to teach it. In addition, she used vocabulary activities picking up some words and phrases related to the characters deployed in the poem i.e. the bow-legged groom, the person in black, the sailor, the gamekeeper etc. The other day, I did a follow-up observation in which I found her conducting a kind of writing activity. At first, she provided clear instruction to the students to draw a picture relating it to the theme of the stanza of the poem on the left side and then write about it on the right side by paraphrasing it. She also provided a model as to how to start with. I could observe the students being busy drawing and then interpreting it by relating it to the theme of each stanza. Meanwhile, she also encouraged them to imagine, think critically to come up with their own understanding. It seemed to me that P4 had a belief to engage students in writing by making them draw art and then interpret it. She also had a belief that teacher needs to provide constant encouragement and motivation to engage students in writing activities, or they will not get engaged in them.

During the third classroom observation, I found her teaching a story 'The Gift of the Magi'. She used the similar strategies as used while teaching a poem i.e. scene setting, brainstorming, question and answer strategy, discussion on characters, interpretation of the story, vocabulary activities. She used critical thinking (CT) strategy by asking some critical questions for discussion beyond the text. She did not focus on writing at all during this observation. However, she was found conducting writing class in a follow-up observation. On that day, she assigned her students some writing tasks as the text related activity. For instance, (1) Write about an incident when you have given gift to someone in your life time in a paragraph. (2) What does story say about love? Write you own concept of love in about two paragraphs using your imagination, feelings, experience. While students started to write, P4 was simply facilitating her students towards writing activity. This indicates that teacher's motivation is vital in helping students to develop their creative writing skill. As she asked students to write contextualizing the theme, the students were found intrinsically motivated to write. Towards the end of the classroom, she also assigned them one more assignment of writing a summary of the story at home. As I observed the classroom, what I found is that conducting [creative] writing is possible in EFL classroom. But it's not an easy job due to various constraints, problems, and difficulties which all my participants expressed during the interaction session too.

Likewise, P5 also expressed her views that literary texts help students develop their creative writing skill in EFL classroom. She uttered, *'After teaching poem, my focus is always to make them write a poem'*. It is evident from her response that creative writing activity can be conducted in the class. Furthermore, she said that she would provide some framework and the techniques for writing. She provided some examples of creative writing which she has been using for the last 15 years. Another

example of the technique to write a story by using diary writing everyday is notable. She substantiated it, *'They wrote diary at least for one month. Every day they had noted down different thing, happenings, and events and they compiled those things to create a nice story. By diary writing, they had constructed good stories.'* She also provided other more examples of creative writing activities i.e. writing a short story, writing an essay, writing a drama script, dialogue, a response write-up for newspaper essays and articles, slam poetry, writing a fifty-word story called mini saga. She offered her views that she would not follow traditional techniques of teaching literary texts; rather she would help her learners enhance their writing skills to develop their creativity.

That said, she seemed to be aware of the Carter's definition of creativity. Her emphasis on creative writing skill also supports the idea of Bloom's taxonomy of higher order thinking skills (HOTS). Her view about diary writing to improve writing skill is identical to what Denne-Bolton (2013) discusses on dialog journal in her scholarly article *'The Dialogue Journal: A Tool for Building Better Writers'*. What I concluded from the interview data is that P5 has been conducting various sorts of creative writing activities in her classroom. According to her opinion, it's possible to conduct in EFL classroom. It could also be inferred from her response that every teacher teaching literary texts in EFL classroom should focus on creative writing but not just on teaching them with traditional lecture-based method interpreting the themes of the texts.

During the classroom observation, I found P5 using a movie clip with no sound. Then she gave clear instructions to the students to watch it carefully and get ready for the response. After watching the movie, she asked a lot of questions to elicit responses about the setting, actions, character, climax, and the theme of the movie

from them. Then, she assigned a writing task. For example,. Think of a story like in the movie. Think of a mysterious, funny, imaginative or suspense type of theme. Then she showed some realia like bottle, bell, hat, piggy bank and asked them to choose one object by themselves to write a story about it working collaboratively in a group of five for 10-15 minutes. In this regard, Montero (2005) argues that collaborative writing is a creative pedagogical tool for teachers where he/she engages students in a pair or group to go through whole lot of writing process until they end up with the final product which helps foster interpersonal skills among the students as they effectively work in pair or in group. It helps students to be creative and confident while writing collaboratively. As instructed by P5, I observed all students being busy in group discussion while brainstorming ideas about the setting, characters, climax, theme, and the moral of the story.

During the follow-up observation, I found her assigning students the role of editors. She also provided some guidelines to edit the stories in groups and mark them too with certain time allotment. I saw students discussing in groups using the guidelines to edit the stories written by other groups, which then was followed by group presentation. I also observed students' group presentations which were also judged by the panel of students as judges to provide points for each group. There was a short reflection activity about the presentation too. I could see a lot of motivational strategies deployed by the teacher to motivate students for various activities like writing a story, editing the story, and group presentation and evaluation. She was also found using task-based approach to teaching literary texts in which Khatib et al. (2011) argue that learners get wholly engaged in the literary texts through this approach.

During the 3rd classroom observation and the follow-up of it, she was teaching a poem ‘Where the Mind is Without Fear’. After teaching the poem, she assigned creative writing tasks in her class. The first task was to write an adjective poem. For e.g. Task A: Think of an adjective that starts with the first letter of your name. Then, she allocated few minutes for the activities. Some examples provided by the students: Strong Sarita, Handsome Hem, Brave Bikram etc. The second task was to write an adverb poem. For e.g. Sleep noisily, run slowly, speak softly etc. Then she asked students to find out connective words related to ‘Peace’. In task C, she asked them to write a poem using abstract noun related to ‘Peace’ using connective words. Furthermore, she allowed students to discuss in pair/group. To motivate them, she read out a sample poem of her to them. Please refer to appendix section.

After writing poems, each student presented on behalf of their group in turn whereas rest evaluated and gave marks. Here, I found students being motivated with their writing activity followed by a presentation and peer evaluation. From the above observation data, it is crystal clear that teaching creative writing in EFL classroom is possible.

From the above discussion, it can be inferred that though all the participants advocated with confidence that creative writing can be conducted in the class and help them enhance their creativity, the classroom observed revealed that almost all the participants were not properly emphasizing on it. Rather, I found them focusing on other activities related to reading, presentation, speaking, vocabulary activities and so on while dealing with literary texts. However, it was found, according to the responses of P1 and P2, that students were motivated towards creative writing through the use of blogs, website to get their write-up published rather than writing in a regular classroom activity.

Theme: 4. Teaching Strategies and Classroom Activities for Teaching Literary Texts in EFL Classrooms

Teaching strategy refers to the process of teaching where a teacher uses various approaches, methods and techniques to make his/her teaching and learning context interesting. It also refers to the various activities, teaching materials, and the classroom dynamics that a teacher maintains for good learning environment and classroom instructions as the effectiveness of the teaching depends on how well a teacher uses the strategies into practice. Thus, we can assume that teacher's teaching strategies play a very significant role in enhancing the knowledge and language skills in the learners while teaching various poems or short stories in EFL classrooms. Based on their theoretical understanding, I asked my research participants about their strategies they apply for teaching various literary texts in EFL classrooms. They provided varied responses. Regarding the teaching strategies, P1 responded,

> *What I do beforehand is I separate the texts into three different stages: Pre-reading, While-reading and Post reading stage. And I design some activities. If I am teaching a poem, I will have follow-up stage which I learnt through communicative strategies as well. On pre-reading stage, I sometimes use good questions from the textbook itself and discuss them. If not, I create myself for discussion for warm-up activities. On while-reading stage, I make them interpret the poem. For this, I divide the poem into different stanzas and also divide the class into different groups as per the no of stanzas for interaction, group discussion. I make them read by themselves about the poem for ten minutes and I make them summarize the poem in their own words. And for post-reading stage, after summary the students will try to paraphrase the*

poem in their own words which is exactly like in a summary manner. And now on follow-up activities, they will try to create similar poetry of their own.

The response of P1 indicates that he had good understanding of the Pre-reading, While-reading and Post-reading stages according to which he divided each literary text be it a poem or a story. He mentioned that while teaching literary texts incorporated in the prescribed textbooks, he would use those three stages. He substantiated saying that he would '*ask sign post questions basically to know about their knowledge about the author, author's biographical detail, cultural background of the poem'* in pre-teaching activity. During the while-teaching stage, he said that he would '*make his students read the stanzas of the poems on their own and then paraphrase it'.* Finally, during post-teaching stage, he mentioned that he would '*ask his students to change the entire content of the poem into prose form so as to develop that poem into a good story*' which is part of creative writing.

But, regarding the story, he mentioned that he instead of asking his students to paraphrase, his emphasis would be on some '*important words and phrases'* as argued by Schindler (2006) that one of the significant parts of language development is through vocabulary activities and he would also focus on some figures of speech. In this regard, P3 and P5 also expressed that they would use the similar strategies as that of P1. P3 further mentioned that *he would sometimes show movies or audio-visual items to his students related to subject matter, issue of the texts they were taught which would further guide them to produce similar texts of their own*. But P5 mentioned that she would rather *concentrate on writing activities in post-teaching stage where students practice writing a poem or a short story* which exemplify that her emphasis was on creative writing skill. However, while I observed their classroom

teaching, I did not see them following the three strategies exactly the way they expressed during the interview sessions.

The response of P1 also indicated that he would use 'Question and answer technique' to ask questions from the textbook and also prepare some questions on his own, if needed, to create discussion for warm-up activity. While I observed the classroom, I found him asking questions for warm-up activity and to set the scene. As he was teaching a poem entitled 'A Crocodile' during my first observation, I found him starting his class with questions.

> *How many of you have seen a crocodile? Can you talk something about crocodile? When the students responded, he wrote them on the board. Later he asked one of his students to recite the short poem beautifully and also asked them to figure out rhyming words in the poem. He also asked them to think of animals that are equally dangerous for human beings like snake as the author of the poem is afraid of crocodile.*

The above data clearly indicated that he would practice what he advocated during the interview session in his classroom teaching. On a similar note, P2, P5 also stated that they would start their class with warm-up kind of activity by asking text related questions to test their existing knowledge as argued by Nunan (1999, as cited in Bhusal, 2011). He emphasizes on the previously acquired knowledge, experiences that lead to the formation of new knowledge and experiences and arise their attention too. During the classroom observation, I found P2 asking questions while he was trying to recap the story 'What Men Live By'.

> *How does this statement relate with the character noble gentlemen? He added other questions from the text. For example, What are the three truths Michael found in the story? Do you agree with them? Why? Then, he provided some*

related themes to the students i.e., Irresponsibility leads to penalty, As you sow, so you reap. Then he divided the students according to row and asked them some creative questions to engage them in discussion.

But P5 argued that she would also use brain teaser activities and language games during warm-up session. During the classroom observation, I found her using tongue twister i.e., *'Red lorry, yellow lorry'* and made her students say it aloud repeatedly. She also showed a short video clip using a multi-media projector with no sound. She asked students to watch it carefully to understand and analyze it. Afterwards, she asked simple questions to them. She also focused on various stages of stories ranging from setting, character, climax to the theme of the short movie clip.

Who is seen in the movie? What did you see in the movie? What is he doing? Where is he? How is he feeling? Why did he go inside? What do you call a man in the story? What kind of story is this? Finally, she asked this question: Is there anybody who has not understood the movie?

Since asking questions was significant strategies of P5, she used a lot of questions in her class. In this connection, Rosenberg (2009) argues that question and answer technique allows teachers to elicit students' responses through their imagination and involvement. P1, P2 and P5 seemed to be aware that asking questions is necessary to orient students towards the text to be read and set the scene of the text. Though P3 and P4 did not mention that they would use question and answer technique, I found them asking questions during warm-up session for poetry and short story instruction. During observation, P3 was found using brainstorming activity to collect ideas while teaching a poem entitled 'Patriotism'. As he had already finished teaching that poem, he was asking students to write an essay on patriotism to enhance

their [creative] writing skill. He even provided them a fish bone diagram regarding the techniques of writing an essay.

Similarly, P5 also used brainstorming technique while teaching a poem entitled *Patriotism* to involve students to generate ideas on the given topic in a limited period of time in a spontaneous manner (Miller & Webb, 1992). Though she did not mention about brainstorming technique in the interview session, I found her using this technique to teach poems. She gave two related vocabulary items with the title of the poem i.e., 'Peace and War' and asked students to brainstorm to come up with similar words. Students came up with a list of words i.e., unity, security, love, justice, non-violence, happiness, mutual understanding, satisfaction, freedom, help, co-operation, friendship, quality life, religious tolerance, motivation, quality education etc for the word 'Peace'. Students also mentioned vocabulary items like disturbance, fear, hatred, destruction, fight, injustice, violence, conflict for the word 'War'. It was not only a good brainstorming activity but also a good vocabulary learning activity as argued by Schindler (2006). P3 and P5 used the brainstorming technique to help students generate ideas on the given topic by listing whatever cropped up in their mind in a spontaneous manner as argued by Miller and Webb (1992).

Budha (2012) argued that if the teachers are successful to create learning environment using various activities, the learners would certainly develop their confidence and enhance their language skills better. Here, P1 also mentioned that he would attempt his endeavors to make his classroom interactive even while teaching literary texts too by using various classroom activities and strategies. He further substantiated it saying that he would not interpret the poem by himself. Rather, he would allow his students to interpret the poem they read by having pair/group discussion in their respective pair/group divided according to different stanzas of the

poem which would make the classroom more lively, more relaxed and friendly and also promotes co-operative learning (Harmer, 2007; Westbrook, 2011). Similarly, P2 also expressed that he would use pair/group work while teaching poems and stories. He mentioned that he would jumble the lines from the poems and ask them to put in order as they work in pair and sometimes in group. He also stated that he would focus on the main issues of the poem or story and also encourage his students to come up with their analysis from different perspectives. P4 also mentioned that she would sometimes employ pair/group work activity for group discussion and ask them to present their group work. P5 also expressed her view, *'Every time we have pair/group work and the students represent one leader in the group and do the presentation'*.

The responses of P1, P2, P4 and P5 indicated that they do not simply lecture in the classroom. Rather, they allow their students to discuss in pair/group so they can interpret the texts they read, which enhances learner autonomy, critical thinking and creativity of the students. Their responses correspond to the view of McCombs (1997) and Wagner and McCombs (1998) who suggest that learner-directedness fosters opportunities for the learners to draw on their own experiences and interpretation (as cited in Budha, 2012) which would enhance autonomy in the learners.

However, P4 stated, during the interview, that she would sometimes use lecture-method to provide information to students about the texts. She mentioned further, *'To give information, I distribute hand-outs sometimes about the historical background of the poem and poet, interpretation of the poem as well'*. She also stated that she would explain while teaching stories only when students did not understand the themes. In a similar tone, P2 also expressed that he would only explain by summarizing the theme of the poem or short story if students had problem in understanding them. But the classroom observation showed that P2, P3 also used

lecture-method while teaching literary texts which was evident in the classroom observation. P4 even advocated she would sometimes use Grammar Translation method (GT) to teach literary texts when students did not understand the content and the theme of the texts at all.

In addition to it, it was noted that explanation by teachers sometimes through lecture-method using GT method also might be useful as argued by P4 to teach some complex words and phrases, ideas and themes in poems or short stories. In this regard, Amengual-Pizarro et al. (2007, as cited in Sartor & Sapargul, 2010) argue that Asian students and nonnative EFL instructors sometimes prefer GT method as it fits into their classroom contexts because CLT methods are sometimes difficult to use in certain teaching and learning contexts outside of Western world. The data showed that P1, P2, P4, and P5 were well aware of pair/group work activity in the classroom to release them from the guardianship of their teachers and make them independent learners whereas P3 did not mention anything about pair/group work. His classroom observation also clearly showed that he preferred individual work to pair/group work for students. It may be because he had some apprehension of possible noise created by students while working in pair or group for discussion.

Furthermore, P1 stated that he would emphasize on students' presentation as his classroom strategy while teaching literary texts. He provided an example that his students would sometimes do a power point presentation. In this regard, Iberri (2009) argues such [student] presentation would enhance all four language skills, develop critical thinking skill and improve overall learning. P5 also told that she would make her students do presentation in the class. To substantiate, she stated, *'Last time, I asked students to present about grammatical structure in the class and they had explored grammatical rules working in group while other students provided feedback*

later.' She also mentioned that she was amazed by the presentation skills of her students. I also observed her students doing presentation individually and in group during the classroom observation.

As an EFL teacher, she seemed to be aware of the necessity of the students' presentation in the classroom to develop their speaking skill, public-speaking skill, confidence and creativity as argued by Iberri (2009). I also found that she began the class with students' presentation as they presented their ideas, opinion on 'Thought for a day' activity. In this activity, students were given opportunities to think of topics of their choice and present on them. Similarly, P4 mentioned that she would also use strategies of dividing the students into several groups and making them do presentations in the classroom. But, I did not see her students doing presentation in the classroom as she expressed in the interview.

Exploring his various strategies for teaching literary texts, P1 delineated that he would give project works to his students especially about writing projects which would elaborate the entire content of a story or poem they read during vacation which would keep them engaged and help 'develop students' language skills, problem solving skills, and also allow students to learn in an autonomous way' (Chlopek, 2008, p. 17). Stoller et al. (2012) also argue that listening and speaking projects also involve students in debating on the topic and giving persuasive presentations that encourage their classmates in more earth-friendly habits and engaging in role plays.

Similarly, P5 cited she would assign her students two writing assignments in a month, which are based on creative writing activities. For instance, writing an essay, a couple paragraph about their feelings and experience of any event in their lives, response essay for the articles published in the national dailies that they did in the class. P2 also expressed the similar views on project work as that of P5. He mentioned

that he would give some writing projects based on some kind of [creative] writing i.e., poem writing and short story writing. However, P5 did not mention that she would ask her students to do some project works. Other participants P3 and P4 did not mention anything about project work. Thus, it can be analyzed that they were not aware of the importance of project works in EFL classroom. The reason could be that they lacked knowledge of project works.

P4 while stating her classroom strategies to teach various literary texts mentioned that she would follow her own methods rather than global methods imported from foreign setting. Regarding it, she expressed,

> *I believe that all those prominent methods may not fit for our classroom teaching and learning culture and context. Thus, I follow my own method. If I teach the poem or story in my class, I provide appropriate examples which I think are very much suitable for their situation. For e.g. If I teach a poem, 'Road Not Taken' by Robert Frost, I give them suitable examples with more options and choices than just 'Two Roads' mentioned by the poet in the poem".*

The above description exemplifies that she would follow her own eclectic method to teach literary texts because she did not believe in the relevance of the imported global methods in the Nepalese EFL settings. She further said that if there was any issue from the Western country, she would try to contextualize through pictures, videos (if available), examples, and through explanations. She also stated that she would use 'graphic organizers' like using a flow chart, fish bone diagram and other relevant diagrams to teach poems and stories, and also encouraged her students to use their own diagrams for their presentations. However, she did not use graphic organizers in the class while teaching poems and stories as she advocated in the

interview session during the observation. Rather, she used other techniques like question and answer, vocabulary activities and some writing activities during my observation of her class.

P2 and P3 mentioned that they would use role play technique while teaching poems and stories. P2 expressed that *if the text is suitable enough for role play, then he asks his students to do role play*. His response indicated that he was aware of the fact that engaging students in role plays would motivate them towards learning a language and encourage them for personal involvement in the texts while practicing to communicate in different social contexts and in different roles as mentioned by Larsen-Freeman (2004). P3 expressed that he often makes his students play the roles of a father, a mother and a daughter depending upon the cultural issue of Nepal where the daughter has recently passed her School Leaving Certificate (S.L.C.) and her parents think that she is supposed to get married instead of continuing her study. But, the daughter does not want to get married; rather she wants to pursue her nursing study. Based on this context, he would ask his students to do role plays. He further said,

> *When I allowed children to play the roles of those three characters, everyone was very much engrossed as other students would be watching the role players very carefully. They were also focusing on the way they were expressing themselves through body language, the stress, tones, and the movement. I feel that the students get extra autonomy in the class which should definitely inspire them to learn themselves even in the absence of teachers*.

The above description revealed P3 used role plays in his classrooms with a belief that role plays allow students to be independent learners as they get an opportunity to practice language in carefree environment. The learners get motivated

and inspired to learn themselves even in the absence of teachers. Rest of the students also gets an opportunity to watch the performance and learn from them as they listen to the language used in the dialogues. P3 also expressed that he would sometimes use simulation activity by asking students to presume themselves to be in the18th and the 19th Century by imagining the similar situation in their own settings, thereby creating a realistic environment for learning and practising language (Budha, 2011). He opined that these role plays and simulation activity are significant classroom techniques to teach literary texts in EFL classroom.

P1 even phrased that he would encourage students to write a similar kind of poem or short story during a follow-up stage as a part of creative writing which is in line with the Bloom's taxonomy of learning by involving for creating as higher order thinking skill (HOTS). On a similar note, P5 also mentioned that she would give her students some creative writing activities in the post-teaching stage. She expressed her views, *'If I am teaching poem, the students practice writing poem. If I teach them other literary texts, I prepare the lesson plan accordingly'.* Her views can be inferred that she would give preference to writing skill of students in general and creative writing in particular.

During her classroom observation, I found her engaging students in creative writing after showing her students a short story from a movie-clip. By using movie-clip in EFL classroom, she, perhaps, wanted to break the monotony of studying from the textbooks only. It can be assumed that this type of activity can arouse students' motivation in the classroom. Furthermore, she asked her students to write a short story like that of a movie by thinking of a mysterious, funny, imagination, suspense plot of a story. Students worked individually and wrote a story. Later, they presented their story in front of the class while other students listened to and provided their feedback.

In this regard, Harmer (2007) says that an EFL teacher can assign students a lot of imaginative tasks where the students get motivated and engaged with narrating some of their experiences to construct poems and stories. During observation, he was motivating students to write a poem about a dangerous animal. For that, he provided clear instruction and inspired students to write by reading out his own poem about 'Tiger' which motivated students to compose poems of their own.

Later, he asked his students to recite their poems aloud. It was evident that he would use creative writing activity after teaching poems. But for the short story, he would ask his students to write the summary in their own words. He also focused on vocabulary activities while teaching a short story entitled *The Night We Won the Buick*. Mainly, he focused on task-based model (Skehan, 1996) of teaching literary texts. He also instructed students to do the task of paraphrasing the poem in to prose form using their own language providing their own creative topic giving guidelines as to how to start. For e.g. The poem is about…… . It talks about…….. . Later, he asked them to read out their paragraph about the paraphrasing of the poem. He also gave another task to draw a picture of an animal they are afraid of and write a poem about it. While teaching short story, he divided students from 'A' to 'F' group and asked them to discuss in groups and summarize the story they were taught. He allocated 10-15 minutes time for the task and asked them to present their summary in front of all in the classroom. He provided his comments and asked other students to provide their feedback too. Though P1 did not mention any theoretical model and approach of teaching literary texts during the interaction session, he was found following language model, personal growth model (Carter & Long, 1991); reader-response model (Van, 2009), and task-based model (Skehan, 1996).

P2 also said that he would ask his students to do some writing projects like some kind of creative writing- poems and short stories too. But his classroom observation showed that he used various tasks to teach literary texts, but they were much focused on warmer activities, scene setting, question and answer technique, vocabulary activities, grammar activities, pair/group discussion, explanation activities, etc. However, he was found asking his students to write a sequence of events in the story in their own language. Thus, it can be analyzed that P2 also engaged his students in some kind of [creative] writing to enhance their critical thinking skill, language development and creativity as argued by Wright (1997). He also seemed to be aware of that 'linguistic creativity is not simply a property of exceptional people but an exceptional property of all people' (Carter, 2004, as cited in Szerencsi, 2010).

Similarly, P3 also voiced he would ask his students to produce a text similar to the texts they were taught in class. However, I did not find what he advocated in the interview session. But, I found him engaging students to write an essay creatively on *Patriotism*. He also argued that if students write an essay using their own ideas, then it is also part of creative writing. His view about creative writing contradicts with Harmer (2007) who refers creative writing to imaginative tasks as writing poetry, stories, and plays (p. 328). But some scholars like (2013) argues that any piece of writing that involves imagination, feelings, and emotions and experience that is written creatively and is aesthetically motivated can be deemed as creative writing. Hence, P3 provided some instructions and general techniques of writing an essay in the classroom. Upon completion, students shared their short paragraph of their essay in the class. He seemed to have a belief that if students come up with creative ideas of

their own while writing a paragraph, essay, anecdote, then it is also part of creative writing.

It was evident, from the above discussion and analysis, that all participants (P1, P2, P3, P4, P5) used various classroom activities i.e., warm-up, brainstorming, questioning, pair/group work, students' presentation, project work, role play and simulation, vocabulary activities, creative writing while teaching literary texts in their classrooms. It was inferred from the interview session and the observation that P1, P3, and P5 preferred using Pre, While and Post teaching stages to teach literary texts where P1, P2 and P5 mentioned that they would use question and answer technique, warm-up sessions and scene setting. But it was found that P3 and P4 also used scene setting activity. P5 was found using brainteaser activity as a part of the warm-up session.

During the observation, P3 and P5 used brainstorming activity though they did not mention it in the interview session. P1, P2, P4, P5 mentioned that they would mostly use pair/group work in the class whereas P1, P4 and P5 stated they would assign some project works to their students. But, P4 expressed that graphic organizer would be a good classroom technique to use while teaching literary texts. Regarding other strategies, P2 and P3 advocated that they would use role play activities in their classroom whereas P3 preferred using simulation activity in his classroom. Similarly, P1, P2, P3 and P5 also stated that they would engage their students towards creative writing while teaching or after finished teaching literary texts in their classroom.

However, none of the participants seemed to have theoretical knowledge and understanding of models and approaches of teaching literary texts. But the classroom observation showed that all five participants (P1, P2, P3, P4, P5) used 'The Language Model' (Carter & Long, 1991) that aims to integrate literature and language into

language classroom. They were also found using task-based approach to teaching literary texts where the learners get ample opportunities to get wholly engaged in the literary texts for analysis and interpretation to get the meaning out of the texts they read while engaged in tasks assigned in the class Khatib et al. (2011). Similarly, P1, P5 were found using 'The Personal Growth Model' (Carter & Long, 1991) that demands interaction of the learners with the texts which encourages students to 'make the texts their own'. Though all the five participants expressed their views about their own strategies to teach literary texts, it was evident from their expressions that various classroom activities could possibly be implemented to teach literary texts depending upon the texts, teachers' understanding and knowledge of various strategies and techniques and the learners' motivation.

Theme: 5. Perceived Difficulties and Challenges for EFL Teachers

During interview sessions, all the five participants advocated the challenges that they encountered while teaching literary texts and making students do creative writing in their EFL classroom. On the similar theme, Giri (2012) argued that "the learning of English language in EFL classrooms is really challenging because the process of learning English as second language (L2) or foreign language is quite different from the process of learning first language (L1)" (p. 115). Their responses also indicated that teaching and learning activities do not take place in accordance with the plans prepared by them. Majority of my participants anticipated their problems like, time constraints for the course completion, textbook length and content, lack of contextual text and contextualization, lack of support from school administration and colleagues, problem with the number of students, problem with students' aptitude level. Stating his problem, P1 said,

Since we have been focusing at most with the literary texts and creative writing, other teachers may not support us as they feel like literature is tedious. Why don't you work with your own job rather than making them much involved in writing?

The response of P1 indicated that he often faced challenges while teaching literary texts and making students do creative writing in his classroom as he would not get support even from his colleagues at the school. His expression also indicated that other colleagues at his school also had a belief that teaching literary texts was just an extra burden to them. They also had a notion that teachers need to focus on specific thing like teaching what is there in the book rather than giving much emphasis on writing skill and so. This also indicated that perhaps they were not aware of the benefits of using literary texts in EFL classroom.

Mentioning the difficulties and challenges, P2 diplomatically expressed that teachers need to take into account the unprecedented challenges faced while teaching literary texts in EFL classroom. He stated the problem of contextualization as one of his challenges. To substantiate it, he provided an instance;

Sometimes may be the context where the literary items are created, that may have different meaning you know. And that may create problem as to what the poet, author is trying to say. There is a poem in Grade 10 'Where the Rainbow Ends'. It has got such kind of ambiguous meaning.

The response of P2 indicated that he had a problem with contextualization of the literary texts in his EFL classroom context as they are created in different context. He also pointed out this different context might sometimes pose a challenge of ambiguity in meaning created in poem due to the complexity of vocabulary and the thematic issues. On the similar theme, P1 also expressed that the verbosity of

language with the maximum use of complex words beyond the level of student in literary texts is also the challenge. He also stated further,

> *It basically happens with the poetry as it is written in compressed form and there is the usage of complex words. And there comes the trouble for the teachers to make them understand and also the trouble for understanding the texts by the teachers themselves.*

His response uncovered that the complex and compressed form of language creates problem for understanding the poem which poses a challenge for teachers to teach them to students in EFL classroom. He also proclaimed that students might not understand and they also might not try to understand such complex vocabulary items. And if they do not attempt to cope up with the text, they cannot have proper understanding. As a result, this might create a problem for teachers to deal with literary texts. Furthermore, he also suggested that EFL teachers need to be flexible for various interpretations that students might come up with, or that will create a problem for them.

Regarding the issue of contextualization of literary texts in Nepalese EFL settings, P1 also stated that the context is a primary challenge for him. He provided an example of a novel, Romeo and Juliet by Shakespeare which is archaic and obsolete. He also expressed that students do not want to read because of archaic use of language. Thus, he urged the need of local contexts to be incorporated which have been translated in English so far, if possible by the Nepalese writers writing in English. He also expressed that *context has to be brought and materialized so that the students love their own context much rather than talking about the then Romeo and Juliet which is archaic enough*. His response indicated that he seemed to be much aware of contextualization issue. He seemed to have a strong notion that students

would learn better if their local context was brought in EFL classroom while teaching literary texts.

Similarly, P5 also declared that bringing texts by foreign writers directly into the EFL classroom is a challenge as they are not contextual to the local context and local language. She mentioned that selection of texts is also problematic as the writers or teachers do select the texts randomly. Thus, she seemed to emphasize on the selection of the texts based on the context of the learners at the local context. She seemed to be much aware of the contextualization of the texts to be used in EFL classrooms. She seemed to be aware of what Brumfit and Carter (1986, p. 20) warn us arguing that the use of English literary texts in EFL/ESL classroom could be dangerous without "due contextualization to social, historical, biographical and political background to text study". However, P5 also expressed that students should also get exposure of global issues *if we are talking about globalization.* She also said that *if students will be confined to localization only, then I don't think they will get exposure. If we try to just localize the global thing, it will not match and it simply contradicts with each other.* This response of P5 reminds us of a popular saying, 'Think globally, Act Locally'.

P3 pronounced his challenge to *identify the level of intelligence among the children.* This indicated that he was well aware of Garderner's Multiple Intelligence. He said that most of the children have their own multiple intelligences. Regarding this, he said that it would be hard to teach literary texts and conduct some creative writing activities as some students feel it very nice while some others do not feel it the same way. He also mentioned that it would be hard to conduct group work activity if multiple intelligence of student is not taken into consideration. He also said that some people argue that they must not be *segregated in terms of their intelligence. There is*

no scope of learning different things. They will be learning the same thing. He also agreed that students should not be separated in terms of their multiple intelligence level if they are learning the same literary texts, but he was of the notion that learners should be provided the different topics like music and sports and other genres of texts like stories and poetry while motivating them to write depending upon the interests of students and their intelligence as well.

P4 announced her feelings that '*challenge is always there'* in teaching profession. Her response indicated that teachers would face challenges each day in class if they go without good preparation. She also advocated that conducting creative activities and teaching them creatively is one of her challenges. This indicated that it is not always students to be creative in the class, but teachers also need to be equally creative to bring in creative activities for students in EFL classroom. On the similar theme, P5 also expressed that if the teacher is capable of exploring and having innovative ideas regarding how to teach those passages is very interesting for the teachers and the students also. Furthermore, she said that instead of teaching in traditional way using question answer techniques only, it is interesting for the students if they are asked to explore more by themselves.

While teaching any literary texts, P4 told that she had to look for materials on the internet i.e., analysis and criticism explained from various perspectives and interpretation, some vocabulary items related with that text and some word-puzzle activity to do in the class creatively. Furthermore, she said,

> *First of all, my homework is so much for doing that. If I want to do power-point presentation, I have to download so many pictures and some content part too which I want to use. It's a challenge really because I have to do a lot of assignments to get prepared for teaching to make my students creative.*

The above response of P4 indicates how she has to get prepared for every challenge she would encounter in her class. It also shows her dedication towards her profession despite challenges. She also expressed that making students creative and teaching them accordingly was one of the challenges that she would encounter each day in her class. For that, she told that she had to prepare power-point presentation, download pictures, content related to the text. This indicates that she would use technology in her class. However, I did not find her using any technological equipment i.e., laptop, camera, recorder, internet, and power-point projector in her class while teaching short stories and poems during classroom observation. But, her response indicated her awareness of using technology in EFL classroom which is appreciable.

Similarly, P5 talked about her challenges of making students do creative writing. In this regard, she expressed;

> *Why it is a challenge is because creative writing is not the part of our curriculum. So as a teacher to make the students become creative writers, it is a big challenge because it is not included in the course.*

P5 response indicated that she would encounter challenge while making students do creative writing. She stated that since creative writing has not been included as a part of the curriculum, it has become a challenge for her and other teachers in her school. It can be inferred from her response that she was interested in conducting creative writing activities. However, she encounters the challenge of it as it has not been incorporated in the Secondary level English curriculum. On the issue of creative writing, P2 also expressed about his challenge that students might not enjoy or may not feel like doing writing, or say creative writing since it requires imagination. But P5 told that she would often face the difficulties and challenges

when she would not be able to finish the course on time while giving much emphasis on creative writing activities in her classroom. She provided one instance of creating a passage about 'Culture Shock' by herself for her students. She told that she would ask her students to explore on the topic and present that in the class though it was not in the book.

What I found from her response is that, P5 would make her students do various things like making them do creative writing, asking them to explore more on the related topic even if it was not included in the textbook, because of which she would have to face a lot of challenges. But she also expressed that while preparing lesson plan, teachers have to be smart in order to include creative writing in the curriculum. She also said that depends upon the teacher how he/she manipulates this creative writing in the lesson plan.

P3 stated that the number of students in a class is also a challenge for teachers. He substantiated it arguing that an EFL *teacher may not have the sufficient time to appreciate and go for the feedback of the pair work, individual work or group work.* In this regard, Monk and Schmidt (2010, as cited in Regmi, 2012), argued in their research that "both class size and the total number of students … have a negative impact" (p. 15). It was evident in the class during the classroom observation as I did not find teachers using pair/group work discussion as expressed in the interview sessions. It could be because he was not aware of how to handle the big no. of students for pair/group work activities. On the similar issue, P5 expressed that the number of students in class also could be a challenge for teachers. She stated that she would teach 45 students in her class because of which she would face the challenge of correction of the assignments.

Regarding the number of students, P1 said that it was not a grave challenge for him. But he would feel some sort of challenge while dividing students in groups and making them do presentation. He stated that it was because some students remained so passive while other active members would always complain about their passive roles. He expressed that the no of students was 40 altogether in his class and he needed to divide at least into 7-8 groups for discussion and presentation later. Thus, it can be assumed that the challenge was also of the number of students too for him. Regarding the no of students, Leahy's (2006) research concluded that large class sizes are difficult to control and generally the students perform poorly in such a class (Regmi, 2012, p. 86).

P3 shared his difficulties due to management policy of his school. He expressed that even though language involves a lot of media, communication and multi-media, the management seems unaware of all these things. Rather they would take it as negative. Hence, they would not allow him to use a mobile in the classroom. He expressed that he would not be allowed to take children to the audio-visual room frequently. He also mentioned that there are no sufficient means like computer, printer, projector in the class because of which students and teachers are getting bored losing their interest in teaching and learning activities. He also expressed that he would like to use the resources browsing the internet about some excerpts of different stories. However, without access to internet facility and other equipments like printer, power-point projector, he had been having difficulties in his class. He also stated that there would be direct interference from the administration side also which is obvious from his response.

> *They simply come in your way and they simply tell you why you are doing this way and why you are doing that way. So these are the things which are quite*

general problems and the challenges and they are everywhere. However, teachers must be able to convince the management. On the veracity of tools and techniques, they might have to use them in the classroom.

The response of P3 indicated that he would often face direct interference from the administration. Since he was aware of such general problems that teachers would face, he expressed that teachers, however, should have skills to persuade the administration. When asked, P2 mentioned that he did not have any challenge from administration. He expressed that whatever stationery items he required were easily available from administration of his school. He also told that that the economic condition of the children in his school was good because of which he did not have to face any problem as they would come up with the materials advised by him to bring in the classroom. It showed that school administration's support and the economic status of students affect in teaching and learning environment. On the contrary, P1 mentioned about the challenge he had been facing from administration of the school. He expressed that administration would not support him to invite writers from the national dailies and some creative writers. He told that administration might respond arguing not to spend much time and money inviting people. He expressed that they might ask questions like, why to deal much with literature? What can literature yield later? Such responses of P1 indicate that administration seems to be against using literary texts and conducting creative writing activities in EFL classroom.

Regarding the challenges, P4 also stated that she was not getting direct support from the administration. She expressed that she requested the administration to prescribe the Optional English to teach literary texts. She also mentioned that she tried to draw the attention of the concerned authorities at the administration about the textbook content of Grade 9 and 10 which, according to her, were not appropriate to

the level of students at her school. She communicated with the administration that the texts were not very appropriate to the context and the level of her students. However, her voices are often unheard by the administration, which is also one of the challenges for EFL teachers. In contrast, P5 expressed that she did not have any challenges with regards to her voices to be heard from the school management. She elaborated it further,

> *Whatever I do they appreciate it. My colleagues at school are also very supportive and they also appreciate what I do. But still I am the only teacher (and few colleagues) who focuses more on creative writing. And very few teachers practice it as it is not in the curriculum and it is just an extra work for the teacher.*

The above response substantiated that P5 had supportive administration in her school and her instructional techniques would be appreciated by the administration. She was the one to focus more on creative writing though it was not as a part of curriculum and received adequate support and encouragement from her school administration. Thus, it can be interpreted that teaching and learning would not be effective without the full and direct support from the administration.

In addition, P5 spoke about the challenges of textbook context. She stated that '*the government prescribed textbook, Compulsory English does not have adequate literary texts, because of which the students are not getting exposure of foreign writers and Nepali writers both*.' She told that the textbook comprises a couple of good poems, but not the texts like stories, passages and essays which are also essential for students to read. She, however, expressed her views that it is not a big challenge as teachers nowadays could explore more on the internet and discover more texts to be dealt in the class. Though she confidently argued that it was not a challenge for her, it

might appear as a challenge if teachers lack knowledge and skill of surfing the internet to find out the authentic texts on the internet. Though P5 did not bring in the issue of contextualization explicitly during the interview session, she seemed to be much worried about the issue that the exercises incorporated in the textbook are not contextual. She also provided an example of letter writing making an envelope which is obsolete. Rather she urged that textbook should incorporate the exercises of writing an email.

Furthermore, she advocated that there are very few chapters to be taught in each term for Optional English. She also expressed that government textbook is too much simplified incorporating dominantly repeated activities and is based on theoretical aspect. Thus, she advocated for the inclusion of some other activities like listening resources recited by the native speakers so that students would develop their listening skill as well. She also urged that the government textbook should be updated by incorporating more poems, short stories, and passages.

On the similar theme, P3 putting forth his differing views proclaimed that though the texts incorporate different cultures and traditions of different societies, teachers need to be very much aware of their context. He also urged that they should be very selective about the texts to be used in the EFL classroom. He said that he would discriminate the resources from the internet, but he would modify them by *putting them into the local contextual characters.* However, he was equally aware of whether students always liked the local cultures being incorporated in learning English. Thus, he urged that teachers should bring in the texts and create discussion in the class for which they need to be careful again in doing so. He also expressed that while discussing on the texts teachers should not ask any question that might be offensive which *might touch upon learner's personal and cultural issues.*

P1 and P2 brought in the issue of time constraint as the other challenge for them. On the similar issue, P4 also opined that the number of period allocated for literary texts from the course book was not enough. Thus, she urged that she would rather need more periods to be allocated for her. Likewise, P2 disclosed that he would not teach literary texts only in his class, and he would not only advise students to do creative writing. His views indicated that he had to deal with other many aspects like academic writing, grammar and language issue which would require managing time and annual plan. He was of the opinion that teachers need to take into account what is possible and what is not and should incorporate the things to be dealt accordingly. Otherwise, teachers might encounter much more challenges ahead. Similarly, P1 expressed about the challenge of time. He elaborated it in a comprehensive way.

> *Sometimes we just prepare like 7-8 groups and whenever we ask each group to present and it may take nearly about 4-5 periods to present. Each period consists of 40-45 minutes. We need near about 150 minutes just for the presentations by whole students in groups. What about doing exercises? What about making them go for the creativity? These all take nearly about 4-5 periods and these many periods to be used for the presentation is nearly about a month. It takes too much time to complete one particular lesson. We may not finish with in the stipulated time. Time is the major challenge which is bound with pair/group work dealing more creatively.*

The above response of P1 explicitly indicated that due to time constraint he was not able to make students do presentation, finish course on time, craft any creative activities in the class, and conduct pair/group work for interaction in the class.

Regarding pair/group work discussion, P4 brought in the issue of classroom dynamics. She expressed that she had problem in conducting the group discussion due to the problem of sitting arrangement which is apparent in her response.

> *We want to do the group discussion, but there is the problem of seating arrangement. The benches are too long and the sitting arrangement is not very proper. Thus, the desk should be individual so that we can make them sit round for discussion. We can make big or small circle so that we can carry on our activity.*

During the interview session, P4 told that she would conduct group discussion after each class. Though Doff (1988, p. 140, as cited in Regmi, 2012) expressed about the disadvantages of group work like noise level, students making mistakes and classes becoming difficult to control, P4 expressed the contradictory views. She did not mention that group work would create problem of controlling students in her class. But she mentioned that it was quite challenging for her due to the problem of classroom management. Due to the long benches and the desks, she said that she had been facing difficulties in conducting group discussion in a big or small circle while carrying on some activities. P4's response indicated that seating arrangement also affects the teaching and learning environment in the class. In this regard, Wood (2008) argues that successful classroom management is essential for organizing the physical environment of the classroom that has a positive impact on learning and behavior of learners. It could be analyzed that good classroom management also contributes to successful conduction of various classroom activities i.e., pair or group work, discussion and debate activities, individual and group presentations on some thematic issues while teaching stories or poems in EFL classrooms.

P4 only believed that students' aptitude is also a challenge for a teacher. But she did not mention anything about students' attitude towards learning literary texts and developing creative writing. Thus, it can be assumed that her students had positive feelings and were motivated towards learning. Though Verma (2008, as cited in Regmi, 2012) expressed that students' attitude can result in 'instrumentally motivated' learners, P4 believed that her students were intrinsically motivated to read literary texts. Furthermore, she informed that her school has a system of categorization of students into A, B, C, D where students in section A are very good, students in B are moderate, and students in C and D are of low levels. She expressed that she would face a challenge if she got very low level students as she had to labor hard to teach them. She further told that those students would not understand much because of which she had to look for the various strategies, methodologies to teach such students.

To analyze the views of P4, it is argued that the categorization of students according to their marks, intelligence seems unjustifiable. Her response apparently indicated how teachers tend to be unduly biased creatures. This also indicates that teachers seem to ignore Vygotsky's theory of Creativity (1995). She also seemed to be unaware of what Carter defines, "Linguistic creativity is not simply a property of exceptional people, but an exceptional property of all people" (Carter 2004, p. 13, as cited in Szerencsi, 2010, p. 287).

Considering the responses of the participants, it is assumed that all of them encountered certain challenges and difficulties while teaching literary texts and making students do creative writing. It is also realized that challenges prevail despite the knowledge and skill of the teachers due to various reasons. All participants stated that time constraint for the course completion, textbook length and content, lack of

contextual text and contextualization, lack of support from school administration and colleagues, problem with the number of students, problem with students' aptitude level, problem of classroom management related to seating arrangement were the major hindering factors for teachers for teaching literary texts and conducting creative writing activities in EFL classrooms.

Chapter Summary

In this chapter, I presented and interpreted the data collected from research sites in consultation with my research participants through interviews and classroom observations. It includes discussion and interpretation of the themes generated with reference to the research questions and issues in the previous chapter. The following chapter presents the analysis of the data, finding, and the conclusion of the study.

CHAPTER V

ANALYSIS OF DATA, FINDINGS AND CONCLUSIONS OF THE STUDY

In this final chapter of my research, I present the key findings along with the analysis of the data obtained from both the interview sessions and classroom observations. The findings have been presented by answering each of the research questions briefly. It also includes the generalized conclusions drawn from the findings.

Answering Research Question 1

Considering the various opinions of the majority of the respondents, due considerations are given to the benefits of using literary texts in EFL classrooms as a means of language teaching and a good source of content for language teaching. In this regard, Widdowson (1985, as cited in Sidhu, 2010) argues that "Literature is said to be fundamentally a study of language and literature is language in use and cannot be separated from language" (p. 54) which means that the existence of literature and literary world is not possible without language. Their responses also indicated that literary texts can arouse the interest of learners providing exposure to them so that they would get encouraged to produce similar kind of texts as a part of creative writing. On the similar vein, Hussain (2007) argued that the use of literary texts in the language classroom makes the classroom situations "lively and motivating as they are rich sources of classroom activities for learners" (p. 115). Importantly, the response of one of the participants revealed that literary texts help learners get knowledge about the socio-politico-cultural contexts of the English speaking societies and help them develop awareness and appreciation about them. The reason behind this might be that

most of the texts incorporated in the curriculum deal with foreign society, politics, and culture that provide ample knowledge about the socio-politico-cultural contexts of the English speaking societies. This can be substantiated by Collie and Slater's view (1987) that literature promotes 'cultural enrichment' as the learners get to know about the culture and cultural lives of the native English speaking countries people like England, U.S., Australia and Canada.

Furthermore, despite the fact that the responses vary from respondent to respondent with regards to the development of language skills through the use of literary texts, the classroom observation of the majority of the participants revealed that reading skill was not much emphasized compared to other language skills as stated in the interview sessions. This may be because teachers were not well aware of the strategies for motivating students to read the texts by themselves. It could be that students did not have good reading culture because of which they depended upon their teachers to read texts for them. Although all of the participants agreed unanimously that literary texts are useful for developing creative writing skills of learners, the observation, however, revealed that only a few participants conducted some creative writing activities after teaching poems and short stories in their classrooms i.e., writing a short story, writing an essay, writing a drama script, dialogue, a response write-up for newspaper essays and articles, slam poetry, writing a fifty-word story called mini saga etc.

In addition, all the participants agreed that the role of motivation is very much crucial in second or foreign language learning (Ellis, 1997; Dörnyei, 2001). In this regard, they all expressed their own motivational strategies they have been implementing in their classroom. Some motivational strategies revealed were about merit card system to reward some sorts of gifts to encourage them more towards

reading and writing poems; the use of blogs, websites to motivate students for creative writing skill enhancement; assigning some project works; using Hollywood and Bollywood movies, some movie clips; encouraging students to do a presentation to develop their four language skills, develop their critical thinking skill and improve their overall learning. On the whole, the responses and the classroom observations of all five participants revealed that using literary texts in EFL classroom is beneficial for the development of language skill (Sidhu, 2003; Savvidou, 2004; Van 2007, as cited in Sartor & Sapargul, 2010); creative writing skill (Harmer, 2007; Maley, 2013); critical thinking skill (Lazar, 1993; Premawardhena, 2007; Hussain, 2007; Thi My Van, 2009); and teaching vocabulary and grammar (Sidhu & Fook, 2010). It was deduced from the responses of the majority of the participants that that they had a clear understanding about the benefits of using various motivational strategies while teaching various literary texts and conducting creative writing activities.

Answering Research Question 2

With regards to creative writing in EFL classroom, all of the five participants' expressions revealed their varied opinions about their understanding of creative writing in EFL classrooms. According to their opinions, creative writing is related to originality and uniqueness of ideas, emotions and experiences as argued by Maley (2013). The majority of the participants' opinions revealed that creative writing activities can be conducted and practised in EFL classrooms which are not confined to writing merely stories and poems. Some of the common examples of creative writing they had been making students do were short story, poem, travelogue, book review, movie review, biography, autobiography, writing a response for articles in the newspapers and magazines etc. This indicates their understanding that writing anything creatively could be considered as creative writing. Their responses indicated

their strong belief that using literary texts would help students develop their creative writing skill through the exposure of a good model of writing from the text. On the similar vein, Maher (1986, as cited in Kırkgöz, 2008) argues that poems are like stimuli that provide good model of creative writing where students get ample opportunities to create poems of their own, thereby promoting creativity and originality in their writing.

Furthermore, the responses of some of the participants indicated that the teacher's role is crucial to appreciate students' writings, allow students to do peer evaluation of students' writings, and help them get their write-up published in the newspaper, school magazine and on the website which would encourage them much more to see their writings being published on the website, newspaper, school magazine, house wall magazines, or simply being pasted on the school notice board or classroom board. Denne-Bolton (2013) opines that these activities are essential to dislodge the block for writing and encourage learners more towards writing activities. This may be because blogs and internet sources serve as platforms and creative space for students in EFL classrooms. In this regard, Boas (2011) argues that internet technology helps promote writing tasks in EFL/ESL classrooms. Another substantial reason was that they wanted to bring innovative ways in their teaching and learning activities in their classrooms. Their responses also revealed that even shy, low level students were motivated to writing on the blogs, websites commenting on their colleagues' writings. Their responses indicated that students were encouraged to work as editors, sub-editors, writers being responsible of their own writing and evaluation. It was also found out that inviting good writers from the local and the national dailies like, The Kathmandu Post, The Himalayan Times to conduct a writing workshop and training for teachers and students, to have good interaction with students might be

good steps to motivate them towards creative writing. It was also revealed that a teacher should assign students to write on the topics that motivates or interests them for creative writing practice.

The response of the few participants underscored that students might be demotivated towards writing if they are depreciated and their writings are overcorrected in terms of grammar, proof reading ignoring the appropriacy of the content of students' writing. Thus, it was also deduced that students should be provided a relaxed, non-judgmental atmosphere to make them feel confident without being worried about their errors in their writings (Maley, 2013; Denne-Bolton, 2013). This urged the need for the reconfiguration of evaluation and assessment in EFL teaching and learning context.

With regards to motivating learners towards creative writing, the classroom observation revealed that using movie clip, using various realia i.e. bottle, camera, hat, bell, piggy bank, laptop etc were good motivational strategies used by some participants to involve students for writing a story about the object working collaboratively within a group as a part of creative writing activity. Montero (2005) also expressed that the use of literary text i.e., poems in EFL classrooms encourage EFL learners for collaborative writing activity. It was also inferred that some of the participants used diary writing activity as one of the good examples of creative writing implemented in EFL classrooms. The response of majority of participants indicated that they were well aware of creative writing and its significance in EFL classroom to enhance the creativity of the learners. The examples of creative writing are: writing a short story, writing an essay and article for newspaper, slam poetry, writing a drama script, writing a fifty-word story named mini saga, writing a response of the newspaper articles etc. Though all the five participants seemed to be well aware

of creative writing activities and their significance, the classroom observation data revealed that they did not conduct creative writing activities as regular classroom teaching and learning activities. It was also revealed that students were assigned creative writing activities in the form of home assignments and sometimes during the publication of school magazines or sometimes during the writing competitions. The reasons might be that they had other constraints that kept them from giving much emphasis on creative writing activities in their classrooms.

Answering Research Question 3

Regarding the strategies, approaches, and the various classroom activities to teach literary texts in their classrooms, the responses of the majority of participants indicated that they would use similar strategies of dividing each literary text be it a poem or a story into three stages; Pre-reading, While-reading and Post-reading stages as mentioned by Lazar (1993). The responses and the observation data revealed that a majority of the participants used warm-up activity, brainstorming activity, question and answer technique, scene setting etc relating to the topic of the texts to be taught. It was also found that some of the participants used a typical strategy of using brain teaser activities and some language games during warm-up session which is notable one to motivate students towards the texts to be read. Some of the participants' response revealed that they used in pair/group work to develop learner autonomy, critical thinking, and creativity of the students.

However, some participants' response and classroom observation clearly showed that lecture-method and GT method might sometimes be useful to provide information to students about the texts in case of difficulty in understanding the complex words and phrases, ideas and themes in poems or short stories. In this regard, Amengual-Pizarro et al. (2007, as cited in Sartor & Sapargul, 2010) argue that Asian

students and nonnative EFL instructors sometimes prefer GT method as it fits into their classroom contexts because CLT methods are sometimes difficult to use in certain teaching and learning contexts outside of Western world. It was also revealed that some participants emphasized much on some project works as their strategies. The data also revealed that some of the participants used role play and simulation activities in their classrooms. Similarly, the response of the majority of the participants showed that they would engage their students towards creative writing while teaching or after finished teaching literary texts in their classroom which indicated their awareness towards creative writing while teaching literary texts. However, none of the participants seemed to have theoretical knowledge and understanding of models and approaches i.e., 'Language Model', the Personal Growth Model, and task-based approach, the reader-response approach of teaching literary texts.

Answering Research Question 4

The responses of all of the five participants explored that teaching and learning literary texts in EFL classrooms and conducting creative writing activities are not without difficulties and challenges. The most common difficulties and challenges expressed by majority of the participants stated were i.e., time constraints for the course completion, textbook length and content, lack of contextual text and contextualization, lack of support from school administration and colleagues, problem with the number of students, problem with students' aptitude level.

The response and classroom observation revealed that the participants experienced challenge due to the large class size with big number of students in a classroom. This may be because it is difficult for them to provide individual care, conduct pair/group work and discussion to provide feedback to the individual work,

pair/group work, and do the correction of the assignments. To some extent, some of the participants shared their difficulties and challenges from the management and administration of their schools. It was understood that they faced various problems. For instances: lack of technological resources i.e. computer, printer resource, LCD projector, and internet in the class which compounded the difficulty of managing technology integrated classrooms. It was also found out that administration would not support to invite writers from the national dailies and some creative writers to help students with creative writing activities. It could be analyzed from their responses would be directly affected without the support and admiration from the administration. The data also revealed that some of the participants faced challenges of textbook context of the government prescribed textbook, Compulsory English for Secondary level that lacks adequate literary texts. It could be interpreted that sometimes texts are not contextual too. Kachru (1986, as cited in Hussain, 2007) argues that the language learning experience would become even more interesting and purposeful when the language teachers select "contextually appropriate texts and contextualize within the culture of the second language learners where learners get motivated to personally involve in the text to read, interpret and analyze by themselves while getting acquainted with various cultural backgrounds (Lazar, 1993).

It could be analyzed that such textbooks deprive learners from getting exposure of foreign writers and even Nepali writers writing English texts. Some of the participants' response indicated conducting creative writing in their classrooms is also a challenge since it has not been included as a part of the curriculum. In this regard, Grabe and Kaplan (1996, as cited in Boas, 2011) suggest that 'EFL/ESL writing pedagogy should incorporate a large amount of writing practice' to enhance creative writing skill of the learners.

Considering the issue of time constraint, it was deduced that some of the participants had difficulty in completing all the texts from the textbook on time. They also experienced the time constraints other various activities i.e., students' presentation, creative writing activities, conduct pair/group work activities for interaction and discussion. Meanwhile, it was also inferred from the response of some of the participants that classroom management due to the problem of sitting arrangement to conduct group discussion is also one of the challenges. This indicated that seating arrangement is crucial for making teaching and learning environment in the class effective. In this regard, Wood (2008) argues that successful classroom management is essential for organizing the physical environment of the classroom that has a positive impact on learning and behavior of learners.

Conclusion of the Study

In this qualitative study, all of the five participants expressed variant perspectives, and carried out varied classroom practices, I have come to the conclusions that all of the participants advocated for the benefits of using literary texts in EFL classroom for the development of language skill, creative thinking skill, creative writing skill, vocabulary and grammar. Almost all the participants argue literary texts are good sources of content and language teaching resources. Their responses reveal that they have good awareness about the understanding of language skill development with regard to teaching literary texts. It could also be concluded that teachers can conduct communicative activities by using literary texts in EFL classrooms. Their responses also indicate that motivation plays a crucial role in class for teaching literary texts and conducting creative writing activities. They emphasize the various motivational strategies like using merit card system to reward some sorts of gifts to encourage them more towards reading and writing poems to publishing

students' writings on the blog, websites, school magazines, and newsletter. It is interesting to note that bringing in significant relevant issues, topics in the classroom for discussion and asking them some pertinent questions for setting the scene is also good motivational strategy. Another strategy is to tell about the purposes of reading stories beforehand. Similarly, role play activity is also motivating for students to develop learner autonomy in the class.

The findings from the study show that all of the five participants are well aware of creative writing and its significance in EFL classroom to enhance the creativity of learners. They believe in the notion that creative writing activities can be conducted in EFL classrooms effectively. The most common creative writing activities they expressed are short story, poem, travelogue, book review, movie review, biography, autobiography, writing a response for articles in the newspapers and magazines. The responses of participants conclude that students feel safe to do creative writing on the blog, website, and they are motivated to write more, read, and make comments on their colleagues' writings. They also advocate that teachers' role is crucial in this regard too. However, they do not conduct creative writing activities as regular classroom teaching and learning activities as expressed in their responses.

The findings of the study regarding the various strategies indicate that they are aware of them and thus use various strategies while teaching literary texts and conducting creative writing activities. The responses and the observation data reveal that a majority of the participants use warm-up activity, brainstorming activity, question and answer technique, scene setting etc relating to the topic of the texts to be taught. Furthermore, pair/group work activities for discussion, project works, and role play activities, simulation activity, and graphic organizer as a good classroom technique are other various classroom activities advocated by all of the five

participants. It is also evident that Grammar Translation (GT) method might sometimes be used to teach literary texts when students do not understand the content and theme of the texts at all. However, none of the participants seem to have total theoretical understanding of models and approaches of teaching literary texts though their classroom teachings were oriented towards the 'Language Model', task-based approach, and the Personal Growth Model' without having much theoretical knowledge and understanding of them.

The findings of the study also show that EFL teachers face different challenges while teaching literary texts and conducting creative writing activities. The most common difficulties and challenges advocated by majority of the participants are i.e., time constraints for the course completion, textbook length and content, lack of contextual text and contextualization, lack of support from school administration and colleagues, problem with the number of students, problem with students' aptitude level, and the problem of classroom management for creating pair/group work for discussion activity.

CHAPTER VI

DISCUSSION OF THE FINDINGS, IMPLICATIONS OF THE STUDY, RECOMMENDATIONS FOR FURTHER RESEARCH

Chapter Overview

This chapter presents the discussions of the findings with reference to the existing literature, previous research, and the theory. It incorporates the pedagogical implications of the study for ELT teachers and other stakeholders with some recommendations for further research.

Discussion of the Findings

The data garnered through the research tools used in the study answered the research questions satisfactorily. There are some consistencies and contradicting findings with reference to existing literature, previous research reviewed and theory which I would like to discuss here. The findings of the study confirmed that all of the five teachers considered literary texts as the good source of teaching language and content which make the classroom atmosphere interesting and provide exposure to students to produce similar piece of texts to enhance their creative writing skill which is consistent with Lazar's view (1993).

The data collected from the responses and the classroom observation of all five participants revealed that using literary texts in Nepalese EFL classrooms is beneficial for the development of language skills, creative writing skill, critical thinking skill, and teaching vocabulary and grammar etc. This is consistent with what Ur (1996) discusses the advantages of using literary texts in EFL/ESL classroom that they provide ample interesting texts for learners to read and develop their reading

skills; help develop their writing skills by providing various samples of texts, various authentic uses of the language; helps develop vocabulary; encourages creative and critical thinking of the learners etc. In addition, participants agreed unanimously about the crucial role of motivation and stated their various motivational strategies implemented by them in EFL classrooms while teaching literary texts and conducting creative writing activities as expressed by Dörnyei (2001) who argues that teachers need to use motivational strategies to make language learning an enjoyable and interesting experience, and to maintain learner's motivation.

The findings of the study also confirmed the participants' belief in creative writing activities that it can be conducted and practiced in EFL classrooms and are not limited to writing merely stories and poems. The participants provided examples of creative writing i.e., short story, poem, travelogue, book review, movie review, writing an essay and article for newspaper, slam poetry, diary writing, writing a drama script, writing a fifty-word story named mini saga, biography, autobiography, writing a response for articles in the newspapers and magazines etc. Unlike other research studies, this research study interestingly found out that students felt comfortable and got motivated to get their writings published on the blog, websites, school magazines, and newsletter than doing creative writing as a regular classroom activity. This is consistent with what Boas (2011) argues that internet technology helps promote writing tasks in EFL/ESL classrooms in her article. It was also found out that that the teacher's role is crucial to appreciate students' writings, allow students to do peer evaluation of students' writings, and help them get their write-up published to dislodge their block for writing (Denne-Bolton, 2013) and encourage them much more to see their writings being published on the website, newspaper, school magazine, house wall magazines, or simply being pasted on the school notice board or

classroom board. The finding claimed that students feel motivated to do creative writing on the blog, website i.e., www.classproject.wordpress.com, www.junal.com, www.merocreation.com which provides incredible platform and creative space for them to enhance their creative writing skills through blogs, internet sources. It was also confirmed that overcorrection by teachers would demotivate students towards writing activity. Thus, it was suggested that there should be the provision of a relaxed, non-judgmental atmosphere (Maley, 2013) to make them feel confident without being worried about their errors in their writings (Denne-Bolton, 2013).

The study revealed that participants used their own strategies and approaches and the various classroom activities for teaching various literary texts in their classrooms. The responses indicated that the most common strategies and classroom activities practiced are warm-up activity, brainstorming activity, question and answer technique, scene setting relating to the topic of the texts to be taught with the existing knowledge of the learners. It was also found out that some of them would go through Pre-reading, While-reading and Post-reading stages. They used pair/group to engage students that would enhance learner autonomy, critical thinking and creativity of the students through discussion and debate activities. Interestingly, it was also found out that lecture-method and GT method might sometimes work as viable methods to teaching literary texts in case of confusion and misunderstanding among students. Some other strategies used by some participants were project work, role play and simulation activity, using graphic organizer etc. However, they did not seem to have theoretical knowledge and understanding of various approaches proposed by Carter and Long (1991) about the cultural, language, and the personal growth model, stylistic and reader-response approaches (Van, 2009), and task-based approach (Khatib et al.,

2011). It was understood that they needed knowledge about these approaches so that they could use them and bring innovation in teaching literary texts in EFL classrooms.

The participants advocated their perceived challenges and difficulties of teaching various literary texts and conducting creative writing in EFL classrooms. They reported their most common difficulties and challenges i.e., time constraints for the course completion, textbook length and content, lack of contextual text and contextualization, lack of support from school administration and colleagues, problem with the number of students, problem with students' aptitude level, and the problem of classroom management for creating pair/group work for discussion activity. This showed that they had been teaching literary texts despite challenges over the years. This study is different from previous researches conducted by Neupane (2008) on 'A study on teacher's strategies on teaching short stories at secondary level' , Manandhar (2008) action research on 'Teaching Poetry in EFL classrooms', Adhikari (2009) on "Teaching of Drama in Nepal: Communicative or Traditional", and Neupane (2008) in his thesis 'Strategies for Teaching Writing' as they did not emphasize much on the strategies adopted by teachers to teach literary texts to motivate them for creative writing activities.

Implications of the Study

There are certain implications of the study derived from the findings of the study. I believe that this study has implications in syllabus design and materials development, teaching methodologies, teacher training, and classroom pedagogy. These implications would give other teachers an impetus for a better understanding of how and why literary texts should be used in EFL classrooms in other contexts too.

Implications for Syllabus Design and Materials Development

This study explored the understanding and perceptions of research participants about the benefits of using literary texts in EFL classroom. However, the curriculum is not devised according to it. Thus, the first and the foremost implication of the study is that CDC needs to reexamine the curriculum and syllabus of Secondary level and revise it with the sufficient inclusion of various literary texts that would motivate students towards it for developing four language skills, develop creative writing skills, and critical thinking of the learners. It suggests that curriculum and syllabus designer needs to think over it and give emphasis on literary texts in accordance with the CBI approach of language teaching. There is a dire need of the reconfiguration of the curriculum which is based on CLT approach which seems obsolete in the present context.

The study also found out that some of my participants used texts from the internet resources. Thus, the study would be imperative to develop materials for learners according to their interest, aptitude level, need analysis, and the context because the materials written by foreign writers in foreign settings might not be appropriate in Nepalese EFL context. To meet the contextual needs of the Nepalese classrooms and the learners for teaching and learning various literary texts, material writers need to be tactful about how appropriate materials motivate students learning language through the use of literary texts in EFL classrooms. It urges that the Secondary level curriculum and syllabus should give priority of creative writing to develop their writing skills and make them better learners and writers. The materials need to emphasize much on creative writing activities too.

Implications for Teaching Methodologies and Classroom Pedagogy

It was evident from the findings of the study that all of the five participants used their own strategies and practices of teaching various literary texts. Since they all seemed to be unaware of theoretical approaches of teaching literary texts, it has implication in teaching methodologies as well. Depending upon the texts they teach in their classroom, the teachers need to use specific strategies, methodologies proposed by Carter and Long (1991), Van (2009), and Khatib et al. (2011). It demands EFL teachers to have knowledge of various theoretical approaches and follow the eclectic approaches to use them in their teaching and learning contexts. To enhance creative writing skill of learners, the teachers need to use various strategies to conduct creative writing activities as a regular classroom activity. It would be better if teachers form Creative Writing Group or Creative Writers' Club to motivate students towards creative writing activities. The teacher also can form Literary Circles/Clubs or Reading Circles/Clubs to motivate students towards reading literary texts for the development of their language skills, critical thinking, and creativity.

As teachers seem to be unaware of the CBI approach of teaching English language, they need to read various books, journal, and articles regarding it. It is recommended for them to take teacher training about CBI approach so that they could bring in innovative techniques in their pedagogical skills to teach effectively to students. It also suggests that there is a need to train the learners with necessary skills of reading literary texts and developing creative writing skills. This study also indicates that teacher's role is very crucial to create stress-free environment for bringing positive change to enhance students' learning. Furthermore, it is advised that teachers need to attend various trainings, workshops, seminars, and conferences to get

innovative ideas for classroom pedagogy maintaining students-centered methodology of teaching while dealing with various literary texts in EFL classrooms.

Implications for Teacher Training

Since all the five participants advocated their challenges and difficulties of teaching literary texts and conducting creative writing activities in EFL classrooms, it has obvious implications on teacher training too. The teachers need to be aware of the strategies to teach various literary texts according to the interest of the learners, their learning styles and strategies, for which they shall be rendered rigorous training for making them aware of the knowledge about the various appropriate and contextual strategies to be used while teaching literary texts. They have to be encouraged to be more reflective of their instructional practices. The trainings can include creative and innovative teaching technique that is both learner-centered and task-centered. After getting knowledge from trainings, the teachers need to materialize their knowledge in teaching literary texts in EFL classrooms which would motivate students more towards learning language through the inclusion of various literary texts.

Most of the EFL teachers in Nepal seem to emphasize less on writing skill of the learners; it suggests that they need to be imparted trainings that concentrate on the procedures and practices of teaching creative writing in EFL classrooms. As they advocated other more challenges about the time management, classroom management, teaching in under resourced conditions, they need to be provided trainings to address their challenges to help them with possible solutions too. They shall be provided teaching and learning resources along with the trainings to use them appropriately as and when required. The training has to focus on careful planning of a lesson with appropriate pedagogical approaches, learning and teaching strategies and techniques, and conditions for learning with reference to classroom management. It

would be better idea to make a follow-up to ensure that the strategies that they learnt in the training are properly used in their classroom contexts.

Recommendations for Further Research

This study highlighted on the EFL teachers' understanding and perceptions of teaching literary texts with reference to the development of creative writing skills of the learners. It also looked into the various strategies and approaches implemented by them to teach literary texts and the challenges and difficulties encountered by them. However, this study confirmed that there are significant other issues, concerns, questions pertaining to teaching literary texts in EFL contexts which are not adequately addressed in this study and the existing literatures. During the course of the research study, it became evident that there were many pertinent questions that remained unanswered, which could be recommended as research questions for future research studies. Hence, I would like to provide some pertinent questions as recommendations for further research areas and studies:

1. How do students express their understanding, views on using various literary texts in EFL classrooms? The answer to this question depends on the understanding, perceptions, needs and interests of learners so that it would offer significant information for teachers, educators, and pedagogues so that they could make informed decisions in designing literature-enriched curriculum for Secondary Level students.
2. What are the characteristics and learning styles of Nepalese students in Secondary Level in reading and understanding various literary texts in their contexts? Studying these aspects might help teachers to develop their teaching methods, strategies, and classroom activities while dealing with various

literary texts in EFL classrooms with reference to various learning strategies of learners, thereby focusing on learner-centered classroom.

3. How can EFL teachers teach literary texts communicatively? Can they balance between CLT approach and CBI approach to teach literary texts in EFL classrooms? Since there seems to be a wide ranging debate as to which approach to be emphasized in Nepalese classrooms, the answers to this research question might be relevant and crucial to look into the comparative study of both the approaches.
4. How do learners perceive practicing writing in general and creative writing in particular in EFL classrooms? What learning styles and strategies do learners use to practice and develop their creative writing skills? This question will attempt to look into learners views on writing and suggest a clear understanding of the perceptions of creative writing and suggest learners' styles and strategies to practice it.
5. What approaches of assessment and evaluation do teachers implement to assess the learners' understanding of literary texts in EFL classrooms? The answer to this question is worthwhile to look into the various approaches of assessment and evaluation that EFL teachers implement.
6. How do teachers assess students' creative writing in EFL classrooms? This question is also very crucial to investigate ways that EFL teachers use to assess students' writing and motivate them more towards it.
7. What kinds of literary texts do teachers and learners prefer to use in EFL classrooms? How do teachers contextualize literary texts about foreign setting in local contextual situations? These questions suggest a potential research studies to look into the comparative study of the preferences of the literary

texts to be used by teachers and learners. It might as well suggest a good fertile area as to how EFL teachers attempt to contextualize the various literary texts set in foreign settings, and written by foreign textbook writers in the local context of Nepalese EFL classrooms.

8. What are the teachers' and learners' perceptions of using literary texts at the tertiary level? This question can suggest a comparative study of using literary texts at the tertiary level and EFL teaching at the secondary level.
9. How do demographic factors (i.e., age, gender, years of experience), as well as school settings (i.e., public vs. private, urban vs. rural) affect teachers' perceptions and practices of using various literary texts in EFL classrooms? Since this research did not extend its limitations to the analysis of how much demographic factors and school settings affect teachers' understanding and experiences of teaching various literary texts in the Nepalese EFL context, this question might be worthwhile to investigate to find answer to it.

Chapter Summary

This chapter emphasized the discussion of the findings followed by the implications of the study with reference to syllabus design and materials development; teaching methodologies and classroom pedagogy; and teacher training. Towards the end, it also explored some more pertinent research areas with some recommendations for future research and studies.

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APPENDIX 1

A sample poem by S1

Do you like snake?

If you should meet a snake

Run away, don't be late

Or else you will be his bait

Do breathe fast

As it may be your last

Don't try to kill it with your knife

If you love your life

Please don't fall

Or it will eat you all

A sample poem by S2

Bear- A dangerous creature

If you meet a bear

Don't think he's is your dear

Don't run if you see a bear

It will chase you down

The color of bear is brown

Don't disturb whenever it is at sleep

Because if it wakes up, you will be ripped

A sample paraphrase write-up by S3

If Someone was to meet a Crocodile

The poet has warned us and has given us some information about crocodiles. If we were to meet a crocodile, we should not take a stick and poke him. He will swallow us entirely if we do so. When a crocodile smiles which means that it opens its mouth, we should not get interested and go near, but we should fear it. We should not stroke him while sleeping as it is not actually sleeping but waiting for dinner. He sleeps near the Nile and waits. And when we meet a crocodile, he gets ready for dinner.

A sample poem by T5

The Moon

Bright silver

In the sky

The moon

Spinning through space

Silently, slowly

In the night sky

Bright, silver

Shining, lost

The moon

APPENDIX 2

Interview Guidelines

a. How long have you been in this teaching profession?
b. What skills do you mostly emphasize while teaching English in the classroom? (i.e. listening, speaking, reading and writing etc)
c. What is your focus/emphasis while teaching English as a foreign language in your classroom? Is it the content or mere language skills to be emphasized?
d. Do you often use various literary texts in your English language classroom? What kinds of literary texts do you mostly deal with in your language classrooms?
e. How do you define literary texts in your own words?
f. Do you agree that literary texts are also the source of teaching content in EFL classroom?
g. Why should we use literary texts in language classroom? What are the advantages/benefits of using them?
h. What strategies/methods/approaches do you use to deal with literary texts in the class?
i. What motivational strategies do you imply to encourage students to read, analyze various literary texts in your classroom settings?
j. How often do you involve students in writing activities? Do you ever encourage your students for creative writing activities/practices?
k. What, in your opinion, is creative writing? How do you define it?
l. Do you think creative writing can be practiced in language classroom? Do you think creative writing activity/practice will benefit your students?

m. Do you agree that use of literary texts will help students to develop and also motivate them for creative writing skills? If yes, how?

n. What are your views and perceptions on using literary texts and creative writing in the language classroom? Share your feelings, experiences and perceptions.

o. What kinds of classroom activities/practices do you implement while dealing with literary texts in language classrooms? Give some examples.

p. What kinds of classroom activities/practices do you implement for creative writing skill in the language classroom? Give some examples.

q. What sort of responsibility (your role for motivation) do you perform to encourage, motivate students for the development of creative writing skill by making them involved in writing activity/practice in the EFL classroom?

r. What are the difficulties and the challenges that English language teachers encounter while dealing with literary texts and conducting creative writing activities/practices in EFL classrooms?