

ENGLISH TEACHERS' EXPERIENCES OF TEACHING CREATIVE WRITING:
A NARRATIVE INQUIRY

Purna Kala Pandey

A Dissertation

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AN ABSTRACT

of the dissertation of *Purna Kala Pandey* for the degree of *Master of Philosophy in English Language Education* presented on *31 July 2024* entitled *English Teachers' Experiences of Teaching Creative Writing: A Narrative Inquiry*.

APPROVED BY

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Prof. Hem Raj Kafle, PhD

Dissertation Supervisor

The study explores the English teachers' experiences and perceptions regarding practicing creative writing to teach the English language. It investigates the significance of creative writing in teaching the English language in Nepal. This study follows an interpretive paradigm with narrative inquiry. It explores the experiences of four English language teachers employing creative writing in teaching the English language effectively. The data were collected from in-depth interviews with experienced teachers who were asked open-ended questions concerning the research objectives and answer the research questions. The collected data were analyzed, interpreted, and presented thematically to meet the goal/ objective of the study.

The study unveils the significance of creative writing in teaching the English language, the challenges faced while employing them by the teachers, the applicability of new language teaching, and how they can make the classroom effective, impressive, and lively. Additionally, it also encompasses the theory of creativity/experiential theory of creativity which relates to the teaching-learning process to make it result-oriented. How creative writings support teaching different language aspects and skills even in this 21st century by making the learners active and engaged in solving problems on their own with the help of creative theory in language learning, how they delve into the ocean of imagination to create or generate new ideas in solving problems, and the choices they make among the alternatives while solving problems.

Shadowing some weaknesses under the circumstances, creative writing is taken as the best tool in teaching new language in general and English language in particular which promotes the learners' interest in further learning by encouraging them to be drawn into the ocean of creativity and become -21st century skills possessing learners in the vast realm of the learning process. Notable strategies include a strong focus on vocabulary development, introducing new words and ensuring students comprehend their meanings through regular practice to enhance language skills. Educators can employ creative writing as a teaching tool in teaching English language as they are engaged all the time in generating new ideas and finding alternatives to solve any problems given in the classrooms. They also become active and innovative learners when they learn by experience in the field and bring them into the classrooms. Learners' potential can be also cultivated while engaging them in any creative tasks and becoming resourceful learners in their learning journey.

This study has two main implications: first, policy makers incorporate creative ideas to devise language learning and teaching techniques in policy which contributes to enhancing language competence and learners' performance. It will remain a new ray introduced in the English department of Kathmandu University by illuminating all the interesting readers regarding creative writings and meet the -21st century skills. Second, the study's findings can arouse great interest in prospective researchers who want to explore the applicability of creative writing in teaching the English language.



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Purna Kala Pandey
Degree Candidate

31 July 2024

शोध सार

अङ्ग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि पूर्णकला पाण्डेय को प्रबन्धको शिर्षक "अङ्ग्रेजी शिक्षकहरूको शिक्षणमा रचनात्मक लेखनको अनुभव : एक संकथन " १६ श्रावन २०८१ मा प्रस्तुत गरियो ।

.....
प्रा. हेमराज काफ्ले, पिप्लडी

शोध निर्देशक

यस अध्ययनले अङ्ग्रेजी भाषा सिकाउनका लागि रचनात्मक लेखनको अभ्यास गर्ने सन्दर्भमा अङ्ग्रेजी शिक्षकहरूको अनुभव र धारणाहरूको अन्वेषण गर्दछ । यसले नेपालमा अङ्ग्रेजी भाषा अध्यापनमा सिर्जनात्मक लेखनको महत्वबारे अनुसन्धान गरेको छ । यस अध्ययनमा माध्यमिक विद्यालयमा अध्यापन गराउनु हुने शिक्षकहरू द्वारा प्राप्त अनुभवहरूलाई सोधपुछ गरि प्राप्त तथ्यांकलाई अथर्पूर्ण तरिकाले ब्याख्या गरी सार निकालिएको छ । यसले अङ्ग्रेजी भाषालाई प्रभावकारी रूपमा सिकाउन रचनात्मक लेखनको प्रयोग गर्नु हुने चार अङ्ग्रेजी भाषा शिक्षकहरूको अनुभवहरूको अन्वेषण गर्दछ । अनुभवी शिक्षकहरूलाई खुला प्रश्नहरू सोधी उहाँहरूबाट संकलन गरिएको तथ्यांकहरूलाई गहन अध्ययन गरि विश्लेषण, व्याख्या, र विषयगत रूपमा प्रस्तुत गर्दछ । यस अध्ययनले अङ्ग्रेजी भाषा सिकाउन रचनात्मक लेखनको महत्व, शिक्षकहरूले उनीहरूलाई कार्य गर्न लगाउँदा सामना गर्नुपरेका चुनौतीहरू, नयाँ भाषा शिक्षणको व्यावहारिकता र कक्षाकोठालाई कसरी प्रभावकारी, प्रभावशाली र जीवन्त बनाउन सकिन्छ भन्ने बारेमा प्रकाश पार्छ । यसको अतिरिक्त, यसले रचनात्मकताको रचनात्मकता / अनुभवात्मक सिद्धान्तको सिद्धान्तलाई पनि समावेश गर्दछ जुन शिक्षण-सिकाइ प्रक्रियासँग सम्बन्धित छ र यसलाई परिणाम-उन्मुख बनाउँदछ । यस २१ औं शताब्दीमा पनि रचनात्मक लेखनले भाषा सिकाइमा सिर्जनशील सिद्धान्तको सहायताले शिक्षार्थीहरूलाई सक्रिय र आफैं समस्या समाधानमा संलग्न गराएर, कसरी उनीहरूलाई कल्पनाको सागरमा गएर समस्या समाधानमा नयाँ विचारहरू सिर्जना गर्न वा उत्पन्न गर्न र समस्याहरू समाधान गर्दा विकल्पहरूबीच उनीहरूले गर्ने छनौटहरू द्वारा विभिन्न भाषा पक्षहरू र सीपहरू सिकाउन कसरी सहयोग पुर्याउँछन् भन्ने विषयमा जानकारी गराउँदछ । केही परिस्थितिवश भएका कमजोरीहरूलाई छायाँमा पार्दै, रचनात्मक लेखनलाई सामान्य रूपमा नयाँ भाषा र विशेष गरी अङ्ग्रेजी भाषा सिकाउने उत्तम उपकरणको रूपमा लिइन्छ जसले शिक्षार्थीहरूलाई रचनात्मकताको सागरमा आकर्षित हुन र सिक्ने प्रक्रियाको विशाल दायरामा शिक्षार्थीहरूलाई राख् -२१ औं शताब्दीको सीपयुक्त जनशक्ति को रूपमा प्रोत्साहित गरेर थप सिक्नमा

रुचि बढाउँछ। यस अध्ययनले शब्दावली विकास मा उल्लेखनीय सुधार ल्याइ सिकाइ मा बलियो आधार तय गर्दै ध्यान केन्द्रित गर्नु, नयाँ शब्दहरू प्रस्तुत गर्नु र विद्यार्थीहरूले भाषा कौशल बढाउन नियमित अभ्यासको माध्यमबाट उनीहरूको अर्थ बुझ्न सुनिश्चित गर्नु पर्ने कुराहरु समेत समावेश गर्दछ। शिक्षकहरूले अङ्ग्रेजी भाषा सिकाउने शिक्षण उपकरणको रूपमा रचनात्मक लेखनलाई प्रयोग गर्न सक्दछन् किनकि उनीहरू कक्षाकोठामा दिइएका कुनै पनि समस्याहरू समाधान गर्न नयाँ विचारहरू सिर्जना गर्न र विकल्पहरू खोज्न सधैं व्यस्त हुन्छन्। तिनीहरू सक्रिय र नवीन ज्ञान खोज अनुसन्धान गर्ने शिक्षार्थीहरू पनि बन्छन् जब उनीहरूले यस क्षेत्रमा अनुभवद्वारा सिक्छन् र सिकेका कुराहरुलाई कक्षाकोठामा ल्याउँछन्। शिक्षार्थीहरूको क्षमतालाई कुनै पनि रचनात्मक कार्यहरूमा संलग्न गर्दा पनि सिकाइ दिर्घकालिन र प्रभावकारी बनाउन सकिन्छ।

यस अध्ययनका दुई मुख्य उपयोगिताहरू छन्: पहिलो, नीति निर्माताहरूले नीतिमा नै भाषा सिकाइ र शिक्षण प्रविधिहरू विकास गर्न रचनात्मक विचारहरू समावेश गर्दछन् जसले भाषा क्षमता र शिक्षार्थीहरूको प्रदर्शन बढाउन योगदान पुर्याउँछ। यो काठमाडौं विश्वविद्यालयको अङ्ग्रेजी विभागमा सिर्जनात्मक लेखन को प्रभावकारीता सम्बन्धी एक नयाँ र रोचक लेखको रूपमा रहनेछ। यो अध्ययन काठमाडौं विश्वविद्यालय को अङ्ग्रेजी शिक्षा विभाग अन्तरगत एक नयाँ किरण को रूपमा प्रवेश गरि एक्काइसौं शताब्दीका का लागि योग्य नागरिक निर्माणमा यो लेखले योगदान पुर्याउनेछ। विद्यार्थी हरूमा नयाँ सीपहरू को सम्प्रेषण तथा सिकाइ रणनीति को जानकारी गराइ नयाँ किरण छर्ने एक निवेश को रूपमा रहनेछ। दोस्रो, यस अध्ययनको निष्कर्षले सम्भावित अनुसन्धानकर्ताहरूमा ठूलो चासो जगाउनु का साथै अङ्ग्रेजी भाषा शिक्षणमा रचनात्मक लेखनको प्रयोज्यता अन्वेषण गर्न चाहने अनुसन्धान कर्ताहरूको लागि ढोका खुल्ला गर्नेछ।



.....
पूर्णकला पाण्डेय
उपाधि उम्मेदवार

१६ श्रावन २०८१

This dissertation entitled *English Teachers' Experiences of Teaching Creative Writing: A Narrative Inquiry* presented by *Purna Kala Pandey* on *31 July 2024*.

APPROVED BY

..... 31 July 2024
Prof. Hem Raj Kafle, PhD
Dissertation Supervisor



..... 31 July 2024
Bal Krishna Sharma, PhD
External Examiner

..... 31 July 2024
Assoc. Prof. Tikaram Poudel, PhD
Head of Department, Language Education

..... 31 July 2024
Prof. Bal Chandra Luitel, PhD
Dean/Chair of Research Committee

I understand that my dissertation will be the part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.



..... 31 July 2024
Purna Kala Pandey
Degree Candidate

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any university.



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Purna Kala Pandey
Degree Candidate

31 July 2024

DEDICATION

This dissertation is dedicated to my husband who, being a member of a Nepali traditional family allowed, supported, and caught my hand all the times when I would almost lose my patients due to some sort of difficult circumstances. It would be nothing without his support.

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Purna Kala Pandey
Degree Candidate

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF ABBREVIATIONS	v
LIST OF FIGURES	vi
CHAPTER I.....	1
INTRODUCTION	1
Preamble	2
My Own Experiences	3
Creative Writing in English Classrooms	5
Rationale of the Study	6
Problem Statement.....	7
Purpose of the Study.....	8
Research Questions	8
Delimitation of the Study	8
Chapter Summary	8
CHAPTER II.....	10
LITERATURE REVIEW	10
Creative Writing	10
Differences between Creative Writing and Expository Writing	12
The Approaches of Teaching Creative Writing.....	13
Creative Writing in Teaching English Language	15
Theoretical Review.....	20
Kolb’s Experiential Learning Theory.....	21
Creative Writing and Experiential Learning Theory	22
Policy Review.....	22
Research Gap.....	24
Outline of the Study.....	25
Chapter Summary	26
CHAPTER III	28
RESEARCH METHODOLOGY.....	28

Philosophical Assumptions	28
Ontology	28
Epistemology	29
Axiology	29
Interpretive Paradigm	30
Research Method: Narrative Inquiry	31
Site and Participants	33
Data Collection Process.....	33
Data Analysis.....	34
Quality Standards	35
Credibility	35
Dependability.....	36
Transferability	36
Confirmability	37
Trustfulness and Authenticity.....	37
Verisimilitude or Truthfulness.....	37
Pedagogical Thoughtfulness.....	38
Ethical Considerations.....	38
Respect Autonomy	39
Informed Consent	39
Risk and Harm.....	39
Chapter Summary	39
CHAPTER IV	41
TEACHERS' PROFILE AND THEIR STORIES.....	41
Chapter Summary	46
CHAPTER FIVE	48
TEACHERS' PRACTICES AND PERCEPTIONS OF CREATIVE WRITING.....	48
Teachers' Perspectives on Creative Writing	49
Creative Writing as a Tool	50
Active Participation of Learners.....	56
Challenges in the Classroom	57
Chapter Summary	62
CHAPTER SIX.....	64
APPLICABILITY OF CREATIVE WRITINGS IN OVERALL ELT PRACTICES	64

Creative Writings and Assimilation of Four Language Skills.....	64
Creative Writings and Language Aspects and Grammar	66
Creative Writing and Collaborative Learning	67
Creative Writing and Problem Solving	69
Chapter Summary	71
CHAPTER SEVEN	72
INSIGHTS, CONCLUSION, IMPLICATIONS, AND REFLECTION	72
Insights and Conclusions	72
Implications	73
My Reflective Research Journey	74
REFERENCES	78
ANNEX I	84
Annex I Interview Guideline	84
ANNEX II.....	86
Sample of Transcribed and Translated Data with Theme Making.....	86

LIST OF ABBREVIATIONS

ADB	Asian Development Bank
EFL	English as a First Language
ESL	English as a Second Language
ICT	Information Communication and Technology
MoEST	Ministry of Education, Science and Technology
NCE	Global Campaign for Education
SDG	Sustainable Development Goal
SEDP	School Sector Development Plan
SESP:	School Education Sector Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SSRP	School Sector Reform Plan
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to speakers of Other Languages
TSC	Teacher Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

LIST OF FIGURE

Figure 1 Conceptual Framework of English Teachers' Experiences of Teaching	
Creative writing	26

CHAPTER I

INTRODUCTION

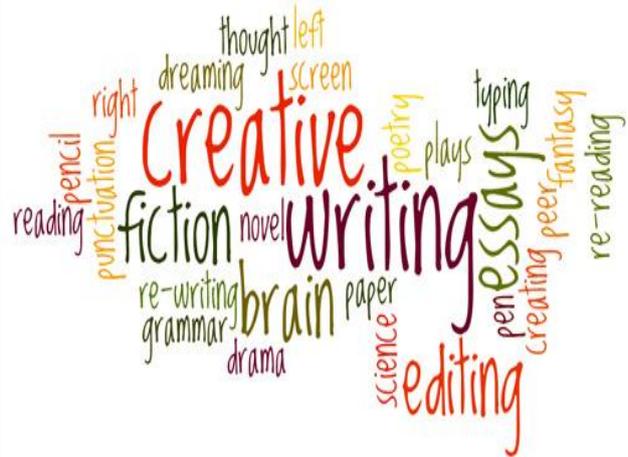
To sustain the development of any nation, we need a highly educated person. The person aware of all kinds of beauties and dangers of the nation is visionary, rational, and critical. Education is the only medium that can yield such kinds of people. The whole education system of any nation aims to prepare the most qualified and well-developed citizens which is only possible when the citizens of the nation are well-equipped with quality education. Qualified teachers are fully responsible for the quality of learners, and the methods and techniques they employ while teaching. It means the quality of education in any nation is largely determined by the quality of teachers and the learners yielded from their social endeavors. Thus, teachers with multiple skills and critical thinking play a vital role to build a modern, well-developed and truly recognized nation. The modern world is not being entangled within the already established and dead methods of teaching and learning process. Through quality teachers and education of the nation only the new generation will be well-equipped with 21st century skills like critical thinking, problem solving, and creative writing to propel a country to development and progress.

Critical thinking, creativity and creative writing techniques are the skills and tools of 21st-century education. Pupils, instead of recitation, memorization, and drill-practice techniques, should be given freedom to read and write on their own. Kucharczyk and Kucharczyk (2021) claim, creative writing techniques support learners in developing the writing skills and knowledge that they need to enhance their language learning, i.e. English Language Learning (p. 210).

This chapter dealt with the definition of creative writing and how it became significant to study and carry out research on creative writing, which aspects of the teaching and learning process triggered me to think about the study. What types of situations motivated me to research this subject. Akin to this, it has demonstrated the problem statement of the research and the main issues or the research problem that I was going to address. Then, the purpose or the objectives of the study, research questions, delimitations, and organization were. Finally, the chapter warmed up with the chapter summary.

Preamble

As Birds freely fly in the sky, fishes swim freely in the water butterflies dance freely in the atmosphere, grasshoppers freely hop and eat in the corn field, plants freely sprout and grow up joyfully dancing in the air, akin to those human beings as the most powerful socially and intellectually, must need freedom in each stage of their lives to live freely either they are in their infancy or the school days.



As the children become school age, they will have learned more than their teachers taught them to feel cold, hot, joy, gloomy, love, hungry, etc. They even know to ask, share, judge, analyze before being taught. But the teachers make them sit on the benches on the very first day of their school, and prevent them from producing even a single word as if they expose mistakes, if they speak. They are taught to not speak, share any ideas and thoughts that they have inside their mind. They are punished if they try to feel free, and even threatened as if they made a grand mistake which is not excusable.

In the days before school, they thought school is for meeting friends, sharing ideas and thoughts, and playing with them. These teachers are more caring than their mothers, and fathers. There is a big playground to show their talents, a meaningful platform to cultivate their potentialities, to irrigate the barren mind, and to quench their thirst. However, ultimately, the school they imagined, having a dream, turns into a jail to imprison the criminals, and a rehabilitation center to teach them how to remain alive.

The child, with full enthusiasm, is admitted to the school, but his/her real pain and trouble start to hit him/her after that. S/he wears uniform to maintain the school rules, stops to talk to be a disciplined one, doesn't ask any queries to be obedient, bows his/her head all the times to respect their teachers, folds his/her hands to be labeled as a genuine one, and doesn't feel hungry, thirsty, and curious not to disturb their teachers. The child stops to read and write himself/herself to not be too smarter than his/her teachers, cannot shake his/her head though s/he didn't make the mistakes,

nods his/her head all the time to make his/her teachers happy though s/he doesn't feel comfortable with the words of the teachers. S/he kills all the desires and interests to be a good student, holds his/her bio-excretion even if it's natural, and forgets to laugh while playing with his/her friends after that.

My Own Experiences

Creativity is my passion, not only a passion but also inborn. Whether cooking, playing, writing, speaking, or thinking, I always stand distinctively, and creativity is exposed unknowingly.

I started teaching after I completed my School Leaving Certificate (SLC). The way I reflected as a student differed greatly from that of others. Similar to that I was expecting the same from my students, too. I taught every level of the students; Nursery to master's degree. However, during my teaching profession, I witnessed the way of teaching wonderfully different. Sometimes, I was shocked, too. As a teacher and an educated mother of two children, I observed the methods and techniques employed by the teachers in different schools. But, I was unsatisfied.

One day, it was Saturday morning. So, it was holiday. I was cooking in the kitchen. My son, after completing his homework, was watching T.V. with a high volume. I always contemplate, cannot remain silent though I produce no words, think about something, and compose a kind of text inside my mind. My mind never remains blank. Mostly, I monologue, sometimes recalling the past as I had gone through too many panic moments. It haunts me time and again. So, to console myself and to submerge into the ocean of the memories inside me, I stop my son from watching TV. And then, I, as a teacher mother, asked my 3rd grader son to read a lesson and write what you know from that though his teacher had not taught the lesson yet. But my son innocently rejected and poured his painful experiences out that once he was punished for being overly over-talented and over smart before his teacher as he had read the text and done the exercises before his teacher taught. The next day, he was assigned a task. The task was to write an essay titled "My Favorite Teacher." They had already prescribed the favorite teacher for the students about whom to write under this assignment. I suggested him to add some sentences to make his writing a bit reflective and interesting. After school, he came with red eyes and running nose with a pale countenance. I asked about the cause of his gloomy face but he abruptly hurled his bag towards me and cried resentfully

blaming me for adding some words in his write up which was rejected by his teacher for not following her. OMG! When I heard it, I almost became speechless. It is really excruciating.

I also observed the same situation as a teacher in the school where I used to teach. The creativity of the learners was forcefully killed; they were just imposing their (teachers') own ideas, giving them pre-designed tasks, making them read (without understanding), memorize (or say swallow and vomit), and write. There is no space for creativity. If they did something themselves they would be punished. Wasn't it gruesome for those children who have to flourish with lots of ideas and experiences on their own? Only rules and formulas were swallowed and poured out on the paper, even during the examinations. I became restless observing such types of methods and techniques employed in the schools. No one tries to understand the power of creativity in students, no one tries to empower the students' critical thinking; no one pushes them instead pulls back, and their inborn potentialities are killed inside them. All these circumstances triggered me to plan to research to explore teachers' experiences regarding practicing creative writing in ELT (English Language Teaching) classes in schools to learn language easily. Maley (2012) states that reading and writing do not have to be a prison house. Release is possible. And maybe language play can provide the key (p. 5).

His view was clear that teaching-learning doesn't naturally occur in a four-walled, decorated room, making them stay for a long time, like in a prison or in a rehabilitation center not to teach them but to improve their behavior. According to his view, they can also learn in a natural environment too without any extra force. They can play with language themselves while doing a task.

Sellers (2020) states, creative writing is an endeavor that is both fun and challenging, based on: paying close attention to the world, to yourself, and to human experiences; rendering with words and images your observations and experiences in a way that makes them fresh, meaningful, and alive in the reader's mind (p. 5).

Experiences are accumulated in a person's mind while having their lives move on. They become a story of their lives. They are searching for an occasion where to express everything they have inside. A classroom can play a better role in bringing those accumulated experiences out so that the learners in the classrooms feel as free and harmonious as it has to be.

Creative Writing in English Classrooms

The classroom atmosphere for teaching creative writing is significantly different from other formal writing. The mentor of the creative writing should play the vital role in making students creative as the creative writer need a tranquil environment, supportive background, and motivating situation where the thoughts of the learners burst out from the core of the heart, feel easy, and come up with a layout. Regarding creative writing, an American poet (Beck, 2012, p. 37), mentioned below opines that, one must be an inventor to read well: There is then creative reading as well as creative writing. Ralph Waldo Emerson, 'The American Scholar'. With reference to the above-mentioned lines from the poet, it is anticipated that learners need to be provided with enough reading materials in the classroom so that they can invent the things to be written creatively. Reading and re-reading provokes a learner write something, contemplate, and express. A learner needs to read so many resources to synthesize his/her ideas and put them into his/her own words creatively.

Hunt and Sampson (2005) talks about the creative writing classes as it has to be arenas sometimes where the learners' deep feelings and emotions are unearthed and expressed, at the time the teachers and the monitors or any mentor may counsel them for being immersed into the deep ocean of imagination or sometimes the painful experiences they went through without the counselors' appropriate skills of such (p. 11). This view demands a classroom where creative writing taught by creating a lively and motivating environment, the teachers and the leader of the classrooms play a role of counseling so that the learners is inspired to disclose everything from his/her heart. Creating a creative friendly environment for teachers is really a challenging task as the pupil with diverse capability are enrolled and may be interested in spilling out all from their inside.

The classrooms play a vital role in making the student creative and managing creative context where the introvert students too could pour all from inside. Students can be assigned to write about themselves, any experiences they have gone through in their lives, to write any travelogues, memoirs, childhood experiences, the best loved moments of their lives, the worst day they experienced, the guilty desire they had once, the fear they once encountered, and more alike.

Young (2009) in his book presents his views on teaching creative writing that, the learners should be engaged in thinking and the teachers need to know where they pay their attention. Their interests in some tasks should be held, and they should be

suggested to keep in mind the attitude, 'I can do that'. Once they are with their finished product, they become ready for the next step. Students are interested in creative writing, they love it too until it goes well, and however, they just need the right tools with which they can do it. He further suggested all the so-called busy teachers to be more attentive towards them and to their products, read his/her own creative writing with a sense of pleasure and pride so that they will be motivated ever to create something.

Rationale of the Study

Maley (2012) presents, Writing creatively is a joyful component of learning a language in real life. Creativity adds flavor to writing. Therefore, teaching or learning to be creative is the most significant part for all the teachers and students.

The English Language teachers in Nepal are teaching English language by employing varieties of methods and techniques to make their students understand the content of what they have taught. They may employ GT method, Task based learning method, problem solving method, creative writing method. However, it is not compared and studied properly regarding the best method to teach English in our context. No research is carried out yet to find the applicability, utility, and validity of those teaching methods. It is necessary to observe, evaluate, monitor, and collect experiences from the teachers and students to place the value of each attempt.

Teachers are in the field, ready to run and win the match of education, but whether they are well-equipped with the necessary gadgets or not, how are their feelings, are they able to run, will they win, or running to run only? Who knows? How is the practice of teaching ELT in this TESL (Teaching English as a Second Language) situation going on? What are the experiences of teachers in employing different teaching methods, which methods they prefer the best? Do they feel practicable to employ any methods, or willing to employ one but compelled to employ another? Who is responsible for knowing this? Is teaching and learning effective with one of their teaching methods? No one has reached out there to the ELT teachers and asked the applicability of the methods they apply.

So, this study will assist to learn the existing situation of teaching methods employed in my area and find their applicability. Teachers' story of using teaching methods, their experiences and suitability and effectiveness of creative writing practices in teaching English language in Nepal. This also assists in designing curriculum for the new generation who can learn a second or new language easily.

This study also offers a platform for the concerned persons, mostly those teachers or anyone who is trying to develop creative writing capacity in any enthusiastic learners. The study also becomes the most beneficial for those students who are creative and innovative in nature but have not got the platform to pour out their feelings, ideas, and emotions or say their potential who are very enthusiastic. Similarly, this study is more beneficial for any teachers, ELT practitioners, syllabus designers, textbook writers, policy makers, educationists and more alike, who are involved in ELT, directly or indirectly, get benefit from it. Indeed, the English language teachers will be encouraged to implement methods and techniques of teaching creative writing.

Problem Statement

After observing some classes of English teaching in Nepal, it was decided to conduct research with the hypothesis that the learners have multiple intelligences endowed from birth. All we have to do is to bring them out by creating a favorable environment for them. Such an environment could be created by providing them with many problems to solve themselves. Students learn any language when they play with words interestingly and with fun. Anderson (2006) also favors creative writing and puts his words as writing of any sort is hard but rewarding work. You'll gain a huge amount of satisfaction from a finished piece. Being creative can also be difficult and challenging at times, but immensely fun. He means we feel difficulty in writing any kinds of texts, however if we attempt to write, it gives satisfaction as it brings out the thoughts that we have in mind. So, it is believed to teach the students English language pleasingly in assistance of creative writing.

Thus, creative writing is considered as the challenging job as the creative writers more than being experts in one subject need to be an all-rounder. To be a creative writer, a person needs to get mastery over other types of writings.

Prior studies highlight that English language in the ELT classrooms, meaning of creative writing, activities conducted while teaching creative writing, the types of texts that make a learner creative are being the subject of study for a long time. However, the experiences of the teachers engaged in teaching English language, their understanding regarding any teaching methods, how they perceive creative writing in their classroom are not the point to be studied. So, I was eager to explore the experiences of the English language teachers, and how they teach creative writing in the classrooms. Moreover, the deficits, obstacles, way of solutions, conditions, losses, achievements, etc. induced me to inquire with them, and bring out the real situations

of the classrooms so that the existing problems in teaching creatively would be identified and mitigated by the concerned authorities and the stakeholders. I was also curious to know the existing situation of teaching creative writing in secondary level schools of Nepal. The attempts and endeavors from the concerned teachers in teaching creative writing, thus, I decided to study and explore from the responses of the English language teachers of Nepal.

Purpose of the Study

The study explores the experiences of secondary level ELT teachers' practices of teaching creative writings and finds the applicability of employing creative writing in teaching English language with effective methods and techniques to support students' creativity to enhance the whole ELT program.

Research Questions

This research posed the following questions:

1. What are the experiences and perceptions of English teachers regarding creative writing in teaching English language?
2. How does teaching creative writing support the overall ELT practices?

Delimitation of the Study

There are many dimensions of teaching creative writing. But, this study is delimited to the experiences of the ELT teachers or practitioners in employing creative writings and aims to find the effective techniques and methods in teaching creative writing in the ELT classroom. I aim to collect the experiences of the secondary level ELT teachers' experiences of teaching creative writing and applicability of using creative writings in the ELT classroom of Nepal. The findings of this study were based on narrative inquiry that is frequently specific to the individuals and contexts. Thematically, it delimits on collecting the experiences of English teachers in teaching creative writing and methodologically, on narrative inquiry as the predominant research method.

Chapter Summary

This study has been structured into six chapters. In the introductory part, I have mainly discussed why and how I was induced to carry out a research study on teaching creative writing in the ELT classes of different schools in Nepal with an introspection and retrospection of my learning and teaching career. I have posed some problems in the field of education where our EFL learners are entangled in achieving success in English language. I have formulated some objectives of doing research on

the very topic creative writings and its applicability in teaching new or foreign language to the EFL learners in Nepal. Besides this, I have formulated two research questions to guide my study. The research questions will try to capture the hypothesis that I have made and prove it in course of my study. I have also discussed the purpose of my study, the rationale behind the study of this research, and the delimitations.

CHAPTER II

LITERATURE REVIEW

For many years, there has been much debate and discussion regarding the effective way of teaching English language in Nepal. There are many research projects carried out on different topics too. I explored the prior studies conducted on creative writing, its applicability in teaching English language to non-native speakers. However, very few of them are found on usefulness of Creative Writing as a tool to introduce and enhance teaching English language by teachers, and no one in Nepal has explored the experiences of the teachers teaching creative writing. The books, research, articles, journals, research-based articles I collected, read, tried to comprehend, are many here. I went through them, re-read, compared, highlighted, analyzed, organized, and interpreted at the time of preparing this research is listed below: After collecting research questions, the study proceeds toward literature review. Though I found many researches related to other topics have been carried out in the field of ELT, however, I have found very few studies done on creative writing. Under literature review; previous study section, the prior attempts of different Nepali and foreign researchers regarding creative writing are presented as an empirical study. I arranged this chapter into five sections. The first section consists of thematic review where various themes such as approaches and strategies to language teaching, ELT pedagogies and perspectives are discussed. Under the second section, I reviewed previous studies carried out on Creative writings, methods and techniques appropriate to teach creative writings, and teaching strategies. The third section represented the policy review regarding national provisions for teaching creatively, and teaching learning activities prescribed by the authority. In the fourth section, I presented a research gap. Finally, the fifth section framed the concept of the study in chapter two.

Creative Writing

Creative writing has mainly the purposes of expressing feelings, emotions, thoughts, and ideas about something experienced rather than simply disseminating information. Creativity is complex and very hard to define. Creativity is also difficult to measure, so it is under-researched and poorly understood. In English, the verb ‘to

create' simply means 'to bring something into existence'. The word is synonymous with 'make' and 'produce'. Primarily, Creative Writing is for aesthetic function. As Kumar (2020) states,

A close study of Creative Writing and its functions suggests that it is useful in learning sentence structures and exploring innovative ways of self-expression and semantic use. The most striking part of Creative Writing is that it uses feelings and thoughts brilliantly and thus develops learners' language capacities magnificently. (p.7)

In writing creatively, our minds become free, no worries about grammar and others. We pour out what comes spontaneously from our minds, the painful experiences or the cheerful moments, words upon words. Regarding creative writing, Boden (2004) states "Think of friends or relatives: very likely, you can recall creativeness there, too." He further adds that "creativity itself is seemingly mysterious...mysteries are beyond the reach of science (p. 3)." So we can believe that creativity and creative writing are anything that we produce from us. It might help in teaching new language.

Thus, creative writing is not only for learners' pleasure, it also helps in developing linguistics power and flow of writing. Unknowingly we gather information regarding grammaticality and the word structures. Learners learn vocabularies, language skills and aspects and even it helps in developing critical thoughts in them.

In the South Asian countries, traditional teaching methods that rely heavily on memorization and teacher-centered approaches are prevalent in classrooms, limiting students' active participation and critical thinking abilities. Moreover, educational systems in the region still grapple with issues like the use of corporal punishment and discrimination, particularly affecting girls' access to education, notably in Afghanistan and Pakistan (UNICEF, 2018). Additionally, a significant obstacle faced in South Asian countries is the inadequate availability of essential teaching resources such as textbooks, learning materials, and technological tools. The absence of the opportunity for a creative way of teaching may hamper the delivery of effective and interactive instruction, ultimately hindering students' academic achievements and their prospects for meaningful employment. To address these challenges, there is a pressing need to prioritize improvements in teaching quality, learning methodologies, and skill development (UNESCO, 2022). These improvements can play a crucial role in

reducing dropout rates, facilitating smooth transitions from early childhood education to primary and secondary schooling, and adequately preparing students for a successful transition from school to the workforce

Differences between Creative Writing and Expository Writing

Maley (2012) has drawn the differences between expository and creative writing which makes clear regarding the question what creative writing is indeed. The differences between them are as follows:

Expository Writing	Creative Writing
Instrumental	Aesthetic
Facts	Imagination
External control	Internal Discipline
Conventions	Stretching Rules
Logical	Intuitive
Analytical	Associative
Impersonal	Personal
Thinking mode	Feeling mode(plus thinking
Appeal to the intellect	Appeal to the Senses
Avoidance of ambiguity	Creation of multiple meanings

(Maley, 2012, pp. 1-2)

With the help of the table above, we can clearly present the differences between creative writing and other types of writing and how and why creative writing is helpful in developing 21st century skills in the ELT sectors.

When we write creative texts it brings some words from the writers' mental dictionary. It means some words are created in the mind of the writers. However, the expository writing texts are instrumental. We just express the ideas, facts, opinions based on some evidence. Thus, what we perceive regarding Expository writing is that it is totally based on already established rules, and conventions imposed on us, and are bound within grammaticality along with its accuracy and appropriacy being genre specific. Mostly, expository writing aims to be impersonal, consistent and also logical, and inform the readers about the main contents without any ambiguity.

For Taylor (2021), Creative writing, "is aesthetically motivated. It deals less in facts than in the imaginative representation of emotions, events, characters and

experience. Contrary to what many believe, creative writing is not about license. It is a highly disciplined activity. But the discipline is self-imposed: ‘the fascination of what’s difficult’.” In the above statement, creative writing and expository writing are stood in contrast. Creative writing doesn’t mean to proceed often by stretching the language rules to breaking point; it just tests the range of innovation as how a learner in the process of learning creative writing can create new words or say vocabularies and become innovative. Creative writing is a matter of feelings rather than any highly disciplined and personal activity; it involves feelings of the person who generate ideas while writing. This doesn’t mean that there will be the absence of thought– or thought process is far from it or it is expressed in an emotive mood. The inventiveness of a plot of the story or the raveled structures of any poems are the products of a thoughtful mind: creative writing as we know requires a typical combination of feelings, thought, and emotions, i.e. part of what Graves (1994) calls in his work ‘articulate energy.’ However, Creative writing can evoke sensations in the writers in different ways. Unlike expository writing, this kinds of writings can be studied and openly interpreted in a multiple way on many different levels.

The Approaches of Teaching Creative Writing

There are a number of points of implementing the activities of creative writing in a successful way. Maley (2012) favors creative writing and advocates as, “Writing creatively is a joyful component of learning a language in real life.” Most importantly, in the context of English as a Second Language and English as a Foreign Language, though academic writing has a paramount importance in ELT and EFL context, or it is highly valued. For all academic purposes, effective writing skills are integral as they, Kumar (2020) claims, “are important in all stages of life from early education to future employment”). However, ESL and EFL students are very poor in writing. So, they should be assigned with writing tasks. Learning is to know how to write, indeed. Creative writing not only develops linguistic skills, rather communicative skills as it provides enough space to pour all the feelings and experiences that a learner has without any hesitation. The learner talks with his/her own ideas and emotions that he/she had inside him. For example, by writing a short story of his/her own, or created, or other genres like poetry can be created, play, memoirs, travelogues, etc. to be an active writer.

Similarly, Taylor (2014) assumes creative writing as “one of the most enjoyable types of writing for students. Not only does it allow students to explore

their imaginations, but it helps them to structure their ideas and produce writing that they can be proud of (p.5).” Creative writing, however, offers more challenges to teach for both new or inexperienced teachers and seasoned teachers alike as it is a relatively difficult type of writing.

The writing approaches are three types. They are product oriented writing, process oriented writing, and genre writing approach. However, Creative writing remained the most dominant approach among those three types of writings for almost decades in the language learning period. Creative writing activities include writing stories, composing poetry, writing plays, writing auto/biography that facilitate self-discover learning successfully. Creative writing therefore, is the most powerful and influential writing which promotes both critical and analytical power in the learners unknowingly.

Best (2020) with his poetic lines emphasizes the significance of creative writing as:

I don't have any ideas!

I can't think of anything!

He further clarifies regarding the lines above as creative writing offers a world of imagination which is limitless. Our students often see an overwhelming desert of “no idea.” But after teaching creative writing effectively, we shall notice that every student, who is input with the ideas of creativity, is brimming over with ideas that are just brought out from the heart of imagination. So, teaching creative writing effectively looks like swimming in the water, showering while bathing, gathering the leaves of trees when it falls in the winter, everything it is joyful.

Creative writing is considered as a way of writing the thoughts of the learners independently. In this kind of writing, the writer becomes free to think, dive into the ocean of imagination, and are engaged in creating his/her own thoughts and feelings about something. It is a kind of conceptual activity; like creating fictional texts, games, and composing different types of poetry. Usually, creative writing techniques determine the creation of such texts that possess an accurate event rather than only academic, functional, and any writing with practical purpose.

As other creative writing favorites, Harmer (2007) also claims, creative writing includes “imaginative tasks, such as writing poetry, stories, and plays.” Therefore, mostly, the creative writing is used for aesthetic purposes or to beautify

rather than disseminating knowledge, information, or the realistic task as it is written and read for pleasure.

Similarly, Hyland (2002) defines creative writing as “any writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories, and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative nonfiction such as personal and journalistic essays (p. 229).”

This view of creative writing from Hyland presents different ideas regarding what creativity is. It views creative writing as fictional as well as non-fictional writing.

Morley (2007) defines, creative writing is the art of defamiliarization: an act of stripping familiarity from the world about us, allowing us to see what custom has blinded us to. It is no less than an act of revivification (p. 9).

He believes creative writing as an art of attention-seeking. It opens the eyes of us as how we are blinded by the customs. He means there are no rules of expression as it comes spontaneously from us. Different kinds of creative writing are blogs; describing one's own creation, personal essays, journal entries, writing letters, and travelogues through which we reflect our thoughts. Moreover, such type of writing has its own style of writing, perception, and subjectivity without any hard rules of writing. This view makes it easy to teach creative writing to the learners so that they don't need to worry about the customs of writing.

Creative Writing in Teaching English Language

Maley (2012) has compared and contrasted creative writing and expository writing with the characteristics of each in his articles, “creative writing for students and teachers” as he has believed these two styles of writing as opposite to one another. As he assumes creative writing on one hand is personal, imaginary, intuitive, and associative whereas academic writing on the other hand is impersonal, factual, logical and analytical.

He further reports expository writing, as it rests on a framework of externally imposed rules and conventions. This range is from grammatical and lexical accuracy to specific genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the reader. However, according to Henry (as cited in Heather,2012), Creative Writing often

proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation(p. 19). Thus, Creative Writing is found aesthetic rather than argumentative.it is primarily meant for pleasure function. It helps to burst out the suppressed emotions residing in our unconscious too. Creative writing is not only useful in learning structures of sentences as the functions of creative writing proposes and exploring innovative ways of self-expression and semantic use but also creating new schema in the minds of the learners and establishing his/her own world of diction. Creative Writing, most importantly, assists in building learners' language capacities by using their thoughts and feelings in a magnificent way.

Supporting the view regarding the usefulness of teaching creative writing, Bellamy (2022) presents, creative writing can help children explore and learn about their feelings, and it can be very helpful in expressing them. Writing gives children a safe place to explore and can be a very useful tool for expressing their feelings. Creative writing is concerned with the focusing on students' self-expression rather than teaching them to create any works by employing already established rules and conventions of grammar, lexicon, and proper pronunciation. Creative writing practitioners believe that creative writing techniques involve careful study of literary terminologies which can sharpen students' ability to express themselves clearly, and also promote themselves in writing skills.

According to Morley (2007), the purpose of creative writing as a discipline is to develop the talent and techniques of new writers...teachers of writing, who are usually practitioners, then build on this potential. They teach them how not to write and students learn how they might write (p. 42). The new writers, according to him, are those who write without knowing any rules of grammar and others. They are not given to write on their own by their teachers thinking that they may yield incorrect results. However, he claims that the students are talented who are not imposed any rules though they are considered empty by their teachers.

Creative writing helps students in developing language skills and aspects in each area, like lexicon, grammar, and in speaking. It also creates a favorable environment for them which helps in discovering new language and experiencing it without any fear of making mistakes. It is believed that the right hemisphere of the human brain is the store of emotions and imagination that offers new and innovative ideas of language learning if it is manipulated or stirred up. It also motivates and

builds confidence in learners to write on their own effectively. Creative writing is mostly stimulated by imagination, and provokes the learners to be expressive about them.

Beck (2012) in his book claims that teaching creative writing helps students in developing language skills, as well as students learn about larger cultural contexts (p. 35). So, creative writing practice is proved as a very significant in developing all-round knowledge in learners.

Feldman (2011) states, we play with lots of members of the environment. We sense the varieties of stimuli after the birth, our sense organs observe the stimuli, send to the brain through nerve pathways in the form of electric impulses, and then our brain receives the messages, manipulates them, selects, organizes, and interprets them. In this way, we receive and perceive lots of information from the environment which are our experiences. If the experiences are expressed we feel relaxed. Otherwise they are suppressed in our unconscious. As Freud (as cited in Feldman, 2011) claims, the unconscious is the storehouse of the unconscious, the suppressed experiences are exposed if the students are given the platform. The platform becomes the ELT classrooms if they are assigned the creative writing tasks.

Karn (2012) had an interview with a prominent Nepali creative writer Dr. Rai, and brought a positive idea on the importance of Creative Writing in which guru Rai has presented his views in favor of creative writing as creative writing helps students to equip them with the literary devices to make their language more beautiful and appreciable (p. 3). With the help of this idea from Rai, too, it can be claimed that creative writing helps in teaching English language or any linguistic skills and aspects properly.

Creative writing is a writing technique in which a learner is given freedom to think and pour as the thoughts or any experiences come in their minds. They are not tied within the rules of grammar and are freed to express as it is inside their mind. The freedom allowed them to escape from all kinds of fears and pressure. As a result their creativity is loaded with literary words and phrases.

Action research was carried out on “Enhancing Students’ Creative Writing Skills” by Nasir et al. (2013). It was a quantitative research method. The quantitative data of the research carried out on 39 sample students showed the students’ improvement in the writing skills as they had used pre intervention tests and later

intervention writing skills. The comparison of both tests showed a positive result. So, this study also helps to prove the importance of creative writing in teaching language.

Similarly, Karki (2013) wrote a research-based article in which he proved that young minds have an ocean of creative ideas, they create more and learn language along with the worlds easily, but the most important thing the teacher has to do is encouraging and providing them a platform. He, through this article, also suggests that the teachers complain about the issues on time management but if they have the spirit to do something, nothing is impossible, we can make students creative and make them write creative writing

Neupane (2014) wrote an article on, “Issues and challenges in teaching creative writing” in which he has presented his views on the issues that exist in teaching creative writing and the challenges that the teachers face while teaching creative writing through this article. The issues and challenges he has mentioned are lack of knowledge in literary genre, Individual differences in managing time for teaching creatively, by focusing surface errors means grammar, spelling, pronunciation, etc. in the writing process. And he has also proposed some ideas on preventing such challenges and issues which helps us that learners can be taught creatively by mitigating and overcoming the issues and challenges.

Similarly, Tok and Kandemir (2015) conducted an experimental research on “Effects of Creative Writing Activities on Students’ Achievement in Writing, Writing Dispositions and Attitudes to English” in 7th grade. The results of this study also show that use of creative writing exercises affects positively on writing achievement and on writing disposition though it was done in 7th grade English language classes in elementary schools. This study also proves that teaching creative writing activities and practicing such exercises can help students in learning language.

Parida et al. (2017) jointly carried out research, and the purpose of the study was to improve the writing skills of the seventh grade students creatively in an elementary school. The study was done on 15 students. They were taken from the same school and same grade. Before intervention, the researchers assessed the baseline to explore the writing skill that the samples possess before intervention. Later, they carried out an intervention and writing skill support strategies and in the end, a post test was done. As a result, the finding of the study suggested a satisfactory increment in the students’ writing skill. Moreover, the creativity in their writing was also noticeably increased.

Bean (2018) in her article, “How Creative Writing can Increase student’s Resilience” states that students out of their hardship and struggling life can be enhanced in their academic life through creative writing if they are shown the other more struggling survival and portray an image of their own struggle in their writing. In the same way, Pokhrel (2018) carried out a research-based article on “Boosting Students Creativity in the ESL Class Through Higher Order Thinking Activities” in which she experimented her ideas on Grade Five students by applying Bloom's Taxonomy, through which she came to a conclusion that if the students are given tasks to think freely and write, they really learn some ideas on some subjects as the students are endowed with varied skills. She had assigned the students to think and write about Wright Brothers, and they seemed so inventive that they imagined inventing new and new things which could help to facilitate their daily tasks. With the help of this research-based article, we can say that students are creative beings and inventors if they are given free tasks or creative writing tasks they can create and learn new things too.

Likewise, Kumar (2020) has carried out a research on “Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners,” and came to the conclusion that if the proper and positive environment is created for the students and given the free writing tasks, they enjoy writing creatively and learn new language very well and also their writing capacity will be built and developed. Thus, with the help of the above-mentioned research studies carried out by different scholars on different topics regarding the importance of creative writing, we can bring a common assumption and built a strong theory that students can learn new language (or say English language in our context) easily with the help of creative writing activities in a pleasurable environments without panic, by playing with their own experiences and memories, with their stories and feelings, ideas, thoughts and emotions. Creative writing is a plausible way of teaching English in a favorable environment in the context of Nepal.

Most of the people think that just after reading books with stories, they become able to write on. Watts (as cited in Hale, 2008) writes:

There is common belief that because most of us are literate and fluent, there is no need to serve an apprenticeship if we want to become a successful wordsmith...that’s what I thought until I tried to write my first novel. I soon learnt that a novel, like a piece of furniture, has its own set of requirements,

laws of construction that have to be learnt. Just because I have read plenty of novels doesn't mean I could write one, any more than I could make a chair because I had sat enough of them. (p. 1)

Therefore, a teacher who reads lots of books written by other writers cannot become a writer. To be a writer he must write and make their students write. To be a writer, we need to read lots of great inspiring books with autobiographies, memoirs, personal essays, stories of others, etc. Reading and writing go simultaneously. Just as we have sat in a chair for a long time it doesn't mean that we can make a chair. We must know the crafts.

Vass (2002) conducted research on “Friendship and Collaborative Creative Writing in the Primary Classroom. The study aimed at finding out the effect of friendship pairing and the computer’s role in developing creative writing skills on four 8-year-old girls. Moreover, this study had a purpose to find out how friendship and collaborative writing help in solving any problems by being engaged in writing tasks. The findings of this study proved that if the children are paired with their friends while they are given problems and solve together being involved in meta-cognitive tasks, like creative writing they are benefitted.

These researchers tried to find out the applicability of creative writing in teaching English language, role of teaching creative writing in making understanding the learners to their English learning path, interrelation between creative writing and English language. Although all of these above-mentioned researches are related to the practicality of creative writing in teaching English language, none of them tried to understand about the experiences of the English language teachers regarding teaching creative writing, its effectiveness in teaching English from ELT teachers’ perspectives. Therefore, the researcher pursued this topic in her study.

Theoretical Review

This section delves into the theoretical foundations, emphasizing the significance of the experiential learning theory and Socio-cultural Theory in framing the narrative exploration. The amalgamation of these theories serves as a robust lens through which to understand the intricacies of teaching English without learners’ creativity and their experiences. The Experiential Learning Theory brings attention to the unique challenges posed by classroom settings, while Socio-cultural Theory provides insights into the cultural and social dimensions influencing English language instruction. This theoretical framework guides the examination of narratives, offering

a broad approach to unveil the challenges felt by teachers while teaching English language to the non-native speakers in Nepal.

Kolb's Experiential Learning Theory

David Kolb is best known for his work on the experiential learning theory or ELT. Kolb published this model in 1984, getting his influence from other great theorists including John Dewey, Kurt Lewin, and Jean Piaget. The experiential learning theory works in four stages—concrete learning, reflective observation, abstract conceptualization, and active experimentation. The first two stages of the cycle involve grasping an experience, the second two focus on transforming an experience. Kolb (1984) argues that effective learning is seen as the learner goes through the cycle, and that they can enter into the cycle at any time.

Concrete learning is when a learner gets a new experience, or interprets a past experience in a new way. Reflective observation comes next, where the learner reflects on their experience personally. They use the lens of their experience and understanding to reflect on what this experience means. Abstract conceptualization happens as the learner forms new ideas or adjusts their thinking based on the experience and their reflection about it. Active experimentation is where the learner applies the new ideas to the world around them, to see if there are any modifications to be made. This process can happen over a short period of time, or over a long span of time.

Kolb (1984) went on to explain that learners will have their own preferences for how they enter the cycle of experiential learning, and that these preferences boil down to a learning cycle. The experiential learning cycle that Kolb specified is Diverging: The diverging learning style is full of learners who look at things with a unique perspective. They want to watch instead of do, and they also have a strong capacity to imagine. These learners usually prefer to work in groups, have broad interests in cultures and people, and more. They usually focus on concrete learning and reflective observation, wanting to observe and see the situation before diving in.

Assimilating: This learning style involves learners getting clear information. These learners prefer concepts and abstracts to people and explore using analytic models. These learners focus on abstract conceptualization and reflective observation in the experiential learning style. Converging: Converging learners solve problems. They apply what they've learned to practical issues, and prefer technical tasks. They

are also known to experiment with new ideas, and their learning focuses on abstract conceptualization and active experimentation.

Accommodating: These learners prefer practicality. They enjoy new challenges and use intuition to help solve problems. These learners utilize concrete learning and active experimentation when they learn.

Creative Writing and Experiential Learning Theory

Learning by doing is the basis for the experiential learning theory. Experiential learning emphasizes on the idea that a learner learns only by doing himself/herself or experiences the task oneself. Learning things becomes meaningful by having experiences. Those experiences then stick out in our mind and help us retain information and remember facts.

For teachers, the key of creating opportunities for students to have experiences based on the things they are learning about. Teachers can help create learning and experiencing environments where the students can learn and have experiences simultaneously.

Teachers who understand learning theories can better optimize their classroom and help more students learn in ways that work for them. Additionally, it's key to understand how different students learn and understand how different learning theories impact education. Being a successful teacher means focusing on how best to help students succeed. A teacher can support students by creating a favorable situation to learn a new language. For example, he/she can ask to observe a zoo and write about the habitat, food, babies, everything about an animal without asking others. Similarly, they can be asked to narrate the dream they saw at night while they were falling asleep. Mostly people are interested in explaining about their dream they saw in their sleep, and it becomes funny too for the students. When they indulged into narrating the dream they can learn target language, i.e. English language easily.

Policy Review

The SSDP (School Sector Development Plan, 2016–2023) of Nepal, has its own policy and provision regarding teaching languages as a subject. The inputs used in teaching must also better reflect the requirements and learning preferences of the students in order to become more child-centered. A balance must be struck between the demands for teaching English, the national language, and the children's mother tongues. In community schools, many teachers need to improve their subject expertise, particularly those who teach science, math, and English. Few schools, even

those that use English as their primary instruction language, have teachers who are experts in the language, and many teachers in community schools lack the skills necessary to teach English as a subject. The policy in SSDP (2016-2023) tells us to continue redeploying instructors to meet the needs of every school, and take special steps to hire promising recent graduates as teachers of priority disciplines like science, math, and English (Ministry of Education [MoE], 2016). Within the first year the SSDP claims that a framework for the languages of education will be completed and approved to improve the linguistic skills of the students throughout the period in their native tongue, as well as in Nepali language and English language. The strategic intervention will help to apply these talents for their educational, societal, and financial growth and for developing a socially and economically active community.

Similarly, children who do not speak Nepali as their first language will receive assistance in learning to participate fully in the national educational system. The intervention will help equip pupils to use English as a second or third language and an intercontinental language for their future advancement from a social and economic perspective. Furthermore, both SSDP (2016-2023) and National Curriculum Framework for School Education (2020) have their own ICT in education strategy and provision. It strives to make ICT a tech-friendly, useful, and product-oriented component of the teaching process and learning process (Ministry of Education, Science and Technology [MoEST], 2020). The enhancements when teaching English as a subject, there will be made possible by special initiatives, including the broad utilization of multimedia tools, the development of engaging and user-friendly educational materials, the recruitment of highly skilled English-speaking instructors, and the use of contemporary technologies and multimedia resources in the professional development of English teachers (MoE, 2016). The School Sector Development Plan (SSDP) was created for a period of seven years, from 2016 to 2021, with a specific budget for the first five years.

However, significant changes in the education system due to the federal transition prompted the development of a new plan called the School Education Sector Plan (SESP). The fiscal year 2021/22 was a transition period to wrap up the SSDP and lay the groundwork for the SESP (MoEST, 2022). The School Education Sector Plan (SESP) for Nepal, covering the period from 2022/23 to 2031/32, aims to fulfill the government's commitments. These commitments encompass the assurance of mandatory and cost-free education at the elementary level, along with tuition-free

education at the secondary level, as stipulated in Nepal's Constitution. Furthermore, the strategy strives to put into action the 2019 National Education Policy and work towards attaining the fourth objective of the Sustainable Development Goals (SDGs). This particular goal centers on ensuring inclusive access to high-quality education and lifelong learning by 2030, aligning with the worldwide community's collective aspirations. In line with the goals of the School Education Sector Plan (SESP), the focus remains on ensuring quality education by addressing teacher shortages in science, mathematics, and English subjects across the basic and secondary levels. The plan involves the identification of schools facing these shortages, followed by the allocation of additional teacher positions to bridge the existing gaps. Notably, exceptional consideration will be prearranged to the circulation of teachers, particularly in subjects like science, mathematics, and English.

This targeted approach aims to ensure adequate staffing in these critical subjects throughout the education system. Additionally, the SESP aims to enhance the fundamental skills in reading and mathematics for students in grades 1 to 3, aimed to supply extra learning materials, instructional guides for teachers, and specialized teacher training to successfully introduce a new curriculum (MoEST, 2022)

The government of Nepal has formulated a code of conduct and various documents on policy of teaching-learning activities in Nepal. Like SSRP, SSDP, Education Act, Teacher service commission rules, NCE, etc. When I started review the policy, I read and found from these documents as they do have some set of policies related to its characteristics like creativity, learner-centered and interactive pedagogy, active learning, interaction, quality, cognition (critical thinking and creativity), holistic and other language skills development, experiential learning and so on. For example, SSRP, (2009-2015) aimed to foster all-round development of learners laying a firm foundation for basic education. Likewise, SSDP (2016-2023) also aims, 'to maintain high morale and motivation for teaching and learning among teachers and students' which expects the children should be taught freely and creatively without imposing any rules. Under the fundamental rights of the children also, it is mentioned that the students will have no force, they will be given freedom to choose the subjects of their interests and have to be taught accordingly.

Research Gap

Miles (2017) defines research gap as “a question or a problem that has not been answered by any of the existing studies or research within the field of the study.”

The unanswered and unsaid idea that has to be explored through a rigorous study is known as research gap.

Jacobs (2013) identified six kinds of research problems. Their framework of research gaps consisted of six gaps: i) Contradictory Evidence Gap, ii) Knowledge Void Gap; iii) Action-Knowledge- Conflict Gap; iv) Methodological Gap; v) Evaluation Void Gap; and vi) Theory Application Void Gap. The two types of research gap; theoretical and empirical, are found after reviewing the literature

Although, existing literature acknowledges importance of socio-linguistic factors but lacks insight into Nepal's distinct educational landscape. There are lots of studies, as mentioned in the previous study section above, have been carried out on other types of writings and its process. However, I couldn't find the study done to explore the experiences of ELT teachers in teaching creative writings. Very few books and articles have been written about creative writing, moreover, not at all on exploring the experiences of teachers of teaching creative writing. Here, in this study, I explored the practices of creative writing in teaching English language in secondary level schools of Nepal. What is the situation of creative writing teaching, whether they are interested in teaching and learning creative writing, how are these activities practiced, and the experiences of the ELT teachers in teaching creative writing were the main issues or the gap of this study.

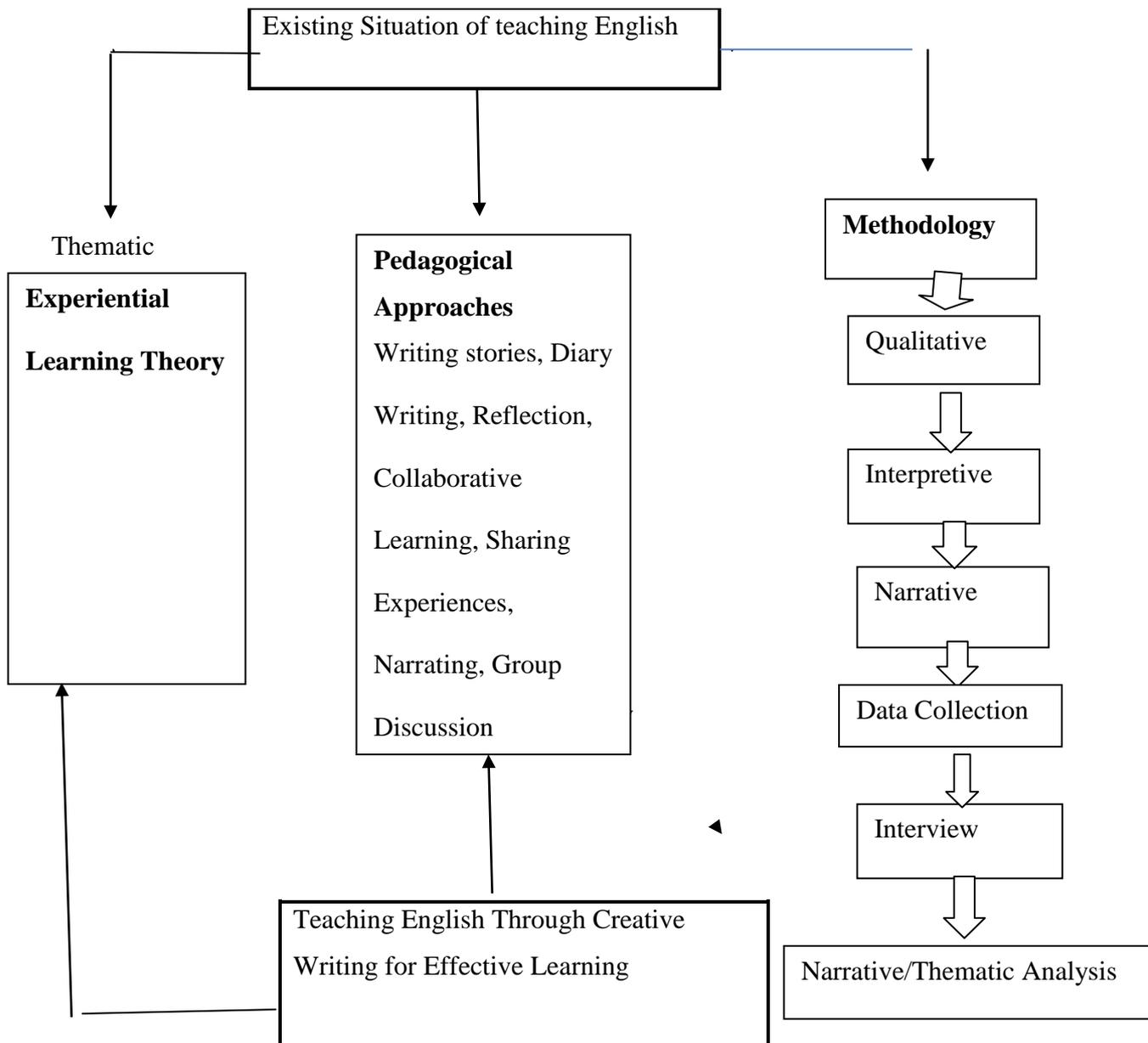
People's minds are not empty. It is filled with some sort of imagination all the time, though, formally, scholars started to study about teaching creative writing in the 1960s. However, we start to imagine and think from birth as the different psychologists claim. When I was interested in the topic of creative writing, I started to search for the studies done on it. I couldn't find much on teaching creative writing and the experiences of the English teachers are unexplored as well. So I decided to study it and my study addresses this gap through an in-depth exploration of the concepts of the teachers regarding the applicability of teaching English language with creative tasks and real life experiences.

Outline of the Study

The outline of the study sketches the ideas and concepts borrowed and framed while preparing my research study. It portrays the overall planning and systematic presentation of the study. The outline supports readers to understand this research from a bird's eyes viewpoint.

Figure 1

Conceptual Framework of English Teachers' Experiences of Teaching Creative writing



The chapter two began with the meaning of literature review, the different types of reviews, the approaches and methods of creative writing, definitions and ideas of different authors regarding creative writing, study of different research articles written by different personalities interested in writing in general and in creative writing in particular. Discussion on the findings of those empirical studies after digging deep into the problems the researchers created, and brought out the gaps the previous studies created.

Furthermore, this chapter emphasized the essential of experiential learning theories and their applicability in teaching English language. The significance of social instruction, direct involvement in the learning process, learning by doing, and learning through experience. Experiential learning theory leverages collaborative processes and scaffolding to support students' language learning process. By synthesizing the conclusions from the study of theoretical and empirical reviews, I identified the research gaps that I had to fill up, and concluded the chapter

CHAPTER III

RESEARCH METHODOLOGY

This chapter started with the discussion of the research paradigm selected for my research work. It consists of the philosophical considerations and research method followed by various stages I went through such as planning, selection of research participants or sampling, process of information collection, transcribing and information analysis. I concluded the chapter with the quality standards and the ethical considerations of this study.

Philosophical Assumptions

Research is based on some underlying philosophical assumptions, i.e. the theoretical framework; to make the study 'valid' and to know the appropriate research method(s) is/are suitable for the development of knowledge in a given study. Philosophical assumption is the belief of the researcher as something is true without any concrete evidence. In this section, I have described philosophical consideration i.e., ontological, epistemological, and axiological consideration in relation to teachers' experiences in teaching creative writings. Under this topic, I presented the real situation of ELT regarding Creative writing; try to mirror the level of students in creativity, their potentiality, and critical thoughts. I also presented my understanding after exploring the experiences of the participants regarding creative writing, reading much Empirical evidence, and after finding the effective tools, methods and techniques of creative writing from the narration of my research subjects.

Ontology

The word 'ontology' refers to reality. Here, in this study, the reality means that I presented all the different real data and the participants involved in the study. I didn't include my personal view on participants, no prejudices and no editing, mixing, and diverting of the narratives and findings will be done. As Grix (2004) opines that epistemology of interpretivism is relative and subjective based on the phenomenon of the real world without our knowledge the world seems to be out of existence.

Nguyen (2019) defines, "Ontology is concerned with the assumptions researchers make in order to conceptualize the form and nature of reality, and what

they believe can be known about that reality (p. 2).” The ontological assumptions are the sets of assumptions which deal with the nature of existence (Cohen et al., 2011). The ontological premises of this research study are to explore the nature of the existing realities which is related to the creative writings, its real practices, and experiences they (the English Language teachers of Bardaghat municipality) have earned while teaching.

Epistemology

Epistemology, in simple terms, is known as the ‘theory of knowledge,’ and it also deals with how the knowledge of this study is collected and the knowledge is gathered from where and which sources. Knowledge can be found empirically or intuitively. As Brown (2006) states, “Empirical knowledge is related to anything that can be objectively described and proven.”

There are several approaches and branches within epistemology. Positivism and interpretivism are the two approaches. Positivism believes in the scientific outlook on knowledge of the universe. The underlying principle for positivism is the fact. In this research, the scientifically proven knowledge of different scholars, researchers, academicians will be studied and related. The epistemological assumptions of the study will be the attitudes of the perception of the English language teachers towards creative writing, and use of techniques and methods related to English Language skills that could be empirically observed and measured. As the epistemological assumption of this study, the perspectives of English Language teachers towards creative writing and the appropriate techniques to teach creatively were recorded and empirically observed, interviewed, and the findings or the result was revealed.

Axiology

Axiology refers to the value. All the research is value laden as these are done under vigorous efforts and endeavors. In my research process, all my participants, their responses, the time and efforts they provided me are valued. Most significantly the experiences they shared with me eloquently regarding creative writing and its applicability are the points to be considered value-laden than anything else. I hold participants' insights, understandings, and experiences in high regard, recognizing their pivotal role in shaping study outcomes. There were varieties of participants having different values and assumptions that were also valued. The books, journals,

articles, thoughts, ideologies, and anything else that I borrowed or brought to help my research carry out are also valued.

Additionally, axiology in research also involves the researcher's own values and viewpoints, which can influence how knowledge is generated (Creswell, 2009). In a society where many different viewpoints exist, I embrace and respect the diverse perspectives that emerge in this study. As the research unfolds, both my values as a researcher and the values of the participants are influenced by our interactions and contributions. I hold each participant's insights in great esteem, seeing them as valuable sources of new knowledge. Their ideas are treated with genuine respect, reflecting my commitment to understanding and honoring their unique perspectives.

Interpretive Paradigm

Research paradigm is a collection of beliefs, which guides any researcher to decide what needs to be studied when we carry out research, and how the findings of the study should be interpreted. Nguyen (2019) states, a paradigm reflects the shared assumptions and principles that frame how a researcher sees the world, interprets and acts within that world. Through this conceptual lens, the researcher examines the methodological aspects of their research project to determine the research methods that will be used, and how the data will be analyzed (p. 2).

Interpretive paradigm adopts an objective approach to study things. It believes that human beings socially construct reality and knowledge. It studies about the human brain and the knowledge it obtains from the world. Qadir (2022) states that “knowledge relies on the interpretations of the meaning humans attach to their actions (p. 4).” Objective knowledge is not discovered but interpreted by understanding the phenomenon in a particular context.

Interpretive paradigm examines a phenomenon through the eyes of the people who experience it. Interpretation is understood as the specifying of the meanings of the language by analyzing the words usage, interpretation of them and commenting over them. Strauss & Corbin, (1990) claims, “It often focuses on obscure, ambiguous or figurative passages.” So, interpreting means to make clear of something and giving objective meaning on the basis of the social context. This paradigm aligns well with the objectives of my study that explores the lived experiences, stories, and narratives of English subject teachers’ perceptions on the applicability of creative writing in teaching English language effectively and meaningfully. In my dissertation, I have interpreted the perspectives and experiences of different ELT teachers in teaching

creative writing as it assumes that different people generally have different perspectives, and perceptions as there exists multiple realities in the world. In this study, I analyzed and documented teachers' experiences, perceptions, stories, and interpretations concerning the applicability of creative writing in teaching English language in Nepal.

The social construction of realities is the basis for the interpretive paradigm. Schwandt (2007) states that - interpretive research is basically related to meaning and it seeks to understand social members' perspectives of a situation. So, the interpretive paradigm is contextual in the sense that people generate realities on the basis of the social setting and context. The assumption is that knowledge is socially constructed so are the values. People's perception and interaction with society create realities.

Research Method: Narrative Inquiry

This research method was used to study the narratives (chronologically connected spoken utterances or written texts of an event/action) of an individual or a small number of individual in it, a researcher systematically gathers, organizes, analyzes, and represents stories of people as they tell, where the traditionalist and modernist views of reality, truth, knowledge, and personhood is challenged. In this study too, I systematically collected the experiences (stories) of my participants who are practicing in teaching creative writing at school considering supportive techniques to teach English language.

Bell (2002) claims, "Narratives allow researchers to present experience holistically in all its complexity and richness. They are, therefore, powerful constructions, which can function as instruments of social control as well as valuable teaching tools. (p. 209)." The Narratives of the participants let the researchers be informed about the people who are not much familiar earlier. The deeply hidden assumptions of the people will be surfaced when we analyze the stories of the interviewed people which is the most remarkable part of the narrative.

According to Clandinin and Connelly (2000), "narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context." They further claim that "It brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings." The stories narrated by the participants help the researcher gather and organize information to interpret events, values, beliefs and experiences of the people

and how they value them. Besides this, their stories also expose their hopes, in Qualitative Research Approach.

Creswell (2007) states that “qualitative research explores the meaning of individuals or groups' attributes to a social or human problem.” So, the use of an interpretive research paradigm will help me to collect data from an individual level on the basis of their subjective reality and level of understanding. This study will focus on exploring the meaning of some subjective reality on the basis of in-depth study, where I will rely on the participants' nature of understating in the use of creative writing techniques used in ELT classroom.

Webster and Mertova (2007) proposes “Narrative inquiry is set in human stories. It provides researchers with a rich framework through which they can investigate the ways humans experience the world depicted through their stories (p. 3)”

Being based on qualitative research and subjective inquiry I used narrative Inquiry for my research where the stories and narrations of the participants worked as sources of data collections and plans for the future. Interpretive paradigm believes in multiple meanings and multiple realities. As Sartre (1964, as cited in Webster & Mertova, 2007, p. 1) states:

*People are always tellers of tales.
They live surrounded by their stories and
The stories of others; they see everything
That happens to them through those stories
And they try to live their lives as.*

By the aforementioned quotation, it is clear that all the teachers and learners have various tales to tell or share. Besides this, I selected interpretive research as it generates the people's thoughts, beliefs, and values based on context, and also associated social actions with the belief that time and context free generalization is not always possible. The lines of the poem below portray the truths of the narration:

*Telling the tales to the listeners,
Mailing the mails to the readers!
Reduces stress and activate the mind,
Induces the tellers and senders of any kind!!*

Likewise, Pavlenko (2002) posits regarding narrative as narratives have gained increasing stature outside the fields of literature and folklore, becoming both a focus

of research and a rich source of data in several areas of linguistics (p. 213). Nowadays, the qualitative research method has highlighted the significance of narrative inquiry where a narrator can express his/her inner thoughts and stories in the form of narration.

According to Barkhuizen (2011), Narrative, in the various forms of social interaction, functions as meditational tools for narrative knowledge, it entails a significant measure of reflection on either an event or an experience, a significant portion of a life, or the whole of it (p. 401).

Using this method, I found out the reality in multiple ways. People as a society are interested in sharing and feeling one another. A student who can't learn and understand English well in ELT classes in Nepal can be suggested to start from the very beginning as they may be asked to tell their own story based on some sort of a tragic moment or the best pleasure moment. Learners are always curious to share their feelings, they enjoy sharing their experiences either these are romantic, pleasing, or painful. They only need is the platform to share and an inspirer or a mentor to encourage.

Site and Participants

I collected my research data from the four English teachers of two schools of Nawalparasi west district, Bardaghat Municipality. The participants for the sampling frame of the study were the secondary level English teachers. I purposefully selected the research participants who were engaged in teaching English in secondary level for more than five years in Nepal. Among them, I selected the participants who were practicing teaching creative writing and collected experiences on it.

Their experiences, narration, ideas, and thoughts were the plausible source of my data collection. I collected data from them by following some techniques like interview, observation, and narration.

Data Collection Process

After planning Research design and research questions, data were collected from the primary and secondary sources on the basis of research questions. The primary sources for collecting data were the research participants, their responses in the interview, their tales of experiences, and their reflections in their narratives. Likewise, secondary sources of my data collection were the different Data and Researches by different researchers, Reports and government records, Histories, Websites, etc.

The main techniques of data collection were interviews. I also did observation of their teaching classes; I heard the narration and reflection from them. Likewise, tools of data collection were notebook, pen and papers, mobile recording, some questions, etc. As Gill et.al (2008) states, “Interviews can be used to explore the views, experiences, beliefs and motivations of individual participants (p. 1).” I limited my study on exploring the participants’ views and experiences on teaching creative writing to teaching English language. The data was collected using the in-depth interview guidelines with open-ended questions that meet the objective of my study. Interviews were taken separately with all the participants face to face. English teachers' narratives as the data were used to generate information in this study. The interview technique was used to gather and produce data. For this study, I had spoken with English teachers and asked them questions about a phenomenon to discover their perspectives on the challenges of teaching English subjects. Pilot testing was done by taking interviews first and recording what they have to say. Then, to grasp the data, I had carefully reviewed them. Then I altered my methods for gathering the participants' stories. I was able to record their true stories from the past to the present during the second round of in depth interviews. I gave them enough room to share their tales, reflect on their past, and express their opinions. With their permission, I recorded all of the information on my smartphone

Data Analysis

All the collected data obtained from the primary sources, i.e. observation, interview, and note-taking were selected, organized, integrated, and interpreted by employing the thematic and content analysis approach. As Dye (2022) defines, qualitative data analysis is a process of gathering, structuring and interpreting qualitative data to understand what it represents. Qualitative data is non-numerical and unstructured (P. 4). He further states, Qualitative data generally refers to text, such as open-ended responses to survey questions or user interviews, but also includes audio, photos and video.

Chandra and Shang (2019) states, qualitative data is often subjective, rich, and consists of in-depth information normally presented in the form of words. Analysis of the qualitative data involves the reading and looking for similarities and differences of the large amount of transcripts and finding the theme and developing categories in a sequence.

Similarly, Wong (2008) clarifies, qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires (on which participants write descriptively), focus groups, participant-observation, recordings made in natural settings, documents, case studies, and artifacts (p. 1).

The data obtained from the primary sources mentioned above were analyzed by applying the appropriate data analysis methods such as content analysis and thematic analysis. As Saldana (2013) suggests the researchers analyze the data by using the appropriate methods of data analysis by considering the research questions in mind. While analyzing the collected data and to decide the proper form of data analysis, I considered the rules of 'fitness for purpose and legitimacy.'

Qualitative data are analyzed by employing content and thematic analysis. As the interviews and narration are the main source of data collection, here, content and thematic analysis best fit for the purpose of this study.

After collecting the data from the primary sources of data collection methods and techniques, they will be analyzed and coded. As Saldana (2013) states, the codes or quotes may even be so provocative that they become part of the title, organizational framework, or through-line of the report (p. 8). Coding of the interviewed data is done on the basis of the research questions. After collecting data by employing different techniques and tools, I analyzed the data according to the methods of research and the research questions.

Quality Standards

Taylor and Medina (2013) claim- maintaining quality and standards of any field is mandatory. The interpretive paradigm demands to adopt trustworthiness criteria. In doing so, I maintained credibility, dependability, transferability and confirmability for enhancing the trustworthiness in qualitative research. Additionally, I also used verisimilitude (truthfulness) and reflexivity as a quality standard in this study. Lincoln and Guba (1985) suggest and believe that the readers authenticate the believability, credibility and coherence of literature, and then replace accuracy as a warrant for validity. Basically, the quality standard is based on generalizability and validity of the researchers.

Credibility

In qualitative research, credibility is similar to internal validity of quantitative research in which the researchers ensure whether the intended matters are actually measured or not. Merriam (1998) defines credibility in qualitative research and deals

with a question on how congruent the findings are with reality. Considering Shenton's (2004) credibility provisions, I adopted narrative inquiry as a well-established research method, random sampling for participant selection to serve the information, information triangulation using participant interviews, observation and my personal experiences, frequent debriefing session with my supervisors and colleagues about the information collected from the participants and interpretation of the information. Moreover, in order to maintain credibility in the research, I was immersed in the field for days collecting the information. After collecting the information, I interpreted them. Then, I checked my interpretation with my participants that helped me to display how they use the creative writing techniques in learning English language in secondary level school of Nepal. More particularly, it assisted me to learn the practices of creative writing by the students of secondary school level in Nepal. To sum up, the credibility of my research is consolidated by the prolonged engagement with the participants, reflective analytical field notes, and member checks.

Dependability

Dependability is parallel to reliability in quantitative research. Bitsch (2005) opines as ...refers to the stability of findings over time. To interpret it, the research result would be the same if the study were replicated with the same or similar participants in similar context.

Lincoln and Guba (1985) have reported that there is a close relationship between dependability and credibility. In my methodology section, I have described how the participants were selected, how the information collected, analyzed and meanings generated out of the information collected from the participants. Employing the overlapping method of information collection, one can confirm the findings generated in my study.

Transferability

Lincoln and Guba (1985) defines "transferability" as the degree to which the result of qualitative research can be transferred to other contexts with other respondents. According to him, to ensure transferability in research, the researcher needs to provide thick description of the entire research process. According to Lincoln & Guba (1985), Transferability is a 'thick description' that describes a phenomenon in sufficient details in which a researcher can begin to evaluate the extent to which the conclusion drawn are transferable to other times, settings, situations and people. I provided with a detailed description of all the processes of

research from information collection, analysis, interpretation of findings to production of the final report as well. It might help other researchers to transfer the findings to other contexts.

Confirmability

According to Lincoln and Guba (as cited in Korstjens and Moser, 2017), confirmability refers to the degree to which the result of an inquiry could be confirmed or corroborated by other researchers. To elaborate the idea, the conclusion drawn from the research is not the illusion of the imagination of the researcher. But it is the product clearly derived from the information generated through the research process. Different studies have suggested that confirmability in qualitative research is obtained through information triangulation, reflexive journal, audit trial, etc. However, in the study, I collected the information both from interview and observation to confirm the information of my participants. It was maintained by emphasizing recorded data and following proper citation style. I also wrote a reflexive journal after each interview taken to my participants to ensure it.

Trustfulness and Authenticity

Under this quality, a research's norms expect no fake data, what participants responded, what actual result came after interview and observation, what was the total no. of the participants, and their narratives, etc. are plausible, and authentic. The responses from the interview were coded on the basis of the content words highlighted. I collected the information honestly adopting the principles of trustworthiness. While presenting the information, I had ensured to my participants that I won't use the research information other than the study.

Verisimilitude or Truthfulness

Creswell (2007) states that verisimilitude, in the research literature, is defined as a criterion for a good literary study, in which the writing seems 'real' and 'alive', transporting the reader directly into the world of the study (p.250). Therefore, by considering this quality, all the planning, processes, and products of the research were real, and lively. Verisimilitude is a quality of being very similar. The research and reporting of the stories and their critical events should echo i.e., be very similar with the experience of the researcher, (Webster & Mertova, 2007).

This principle requires the researchers are always fair to the participants in their research. In my research process, I met this criterion by not discriminating them and giving equal respects and emphasis to their tasks given to perform. There was no

any discrimination on the basis of their gender, ethnicity, religion, qualification, and experiences. At the same time, I equally prioritized all the research participants and their voices presented in my research.

Pedagogical Thoughtfulness

According to Taylor and Settelmeyer (2003), pedagogical thoughtfulness refers to engagement of the readers with the way anything is written expecting it to be written in an engaging way that draws the readers into reflecting critically on their own pedagogical values.

As Van Manen (1991) states, Pedagogical reflection is the endeavor of the teachers to influence the good effect on children; pedagogical thoughtfulness is the way that educators grow, change, and deepen their sense of self as the result of reflecting on living with children. Similarly, pedagogical tactfulness is the educators' increased sensitivity which is demonstrated by them while treating the students in their every teaching day in the classroom. As to maintain this standard, I valued each individual and their sensitivity.

Ethical Considerations

As Cohen et.al (2018) opines, the fundamental purpose of research is the production of valid, relevant, worthwhile and significant knowledge (p. 121). Ethics is a moral principle that controls a person's behaviour. Though organizations, institutions, and different agencies have ethical codes, ethics is up to the person and their characters most of the time.

From Isreal & Hay (as cited in Creswell, 2009), it is understood that the research, whatever types, does have ethics and the researcher should make ethical consideration. In other words, s/he needs to be abided by the ethical codes or generously be moral enough for the common good in different issues regarding the research. Ethical research opens up collaborative and respectful dialogue between the researcher and his or her participants. Ethical questions should always be kept in mind. These are very sensitive matters. While maintaining ethics, the researchers need to think about personal disclosure and authenticity. Likewise, the research report should be credible, the researcher's role in cross-cultural contexts, and privacy issues of person, institution, group, ethnicity, religion, etc. should be considered while collecting data.

Ethical issues can be sometimes very dangerous in the field of research. I was aware of them and followed the code of conduct. The ethics that must be considered are:

Confidentiality and anonymity: Privacy was maintained, pseudonyms of the participants are put.

Respect Autonomy

The will of the participants were prioritized, no forcefulness. They had their own autonomy. It is injustice and unethical to collect data from the participants without their consent. Their willingness, whether to participate or not, was respected. They were not forced to remain till the end of my tasks if they were not interested in the middle of my work. As we know, everyone is autonomous.

Informed Consent

Research Participants were informed about research, and their choices were given to participate or not. They were not obliged and no force was put on them. I informed my participants about the nature, purpose, method of information collection, and extent of the research before the inception of information collection. Only after their agreement, I started to do my work.

Risk and Harm

Cohen et.al. (2011) states on the risk and harm, I have to manage a harmless and risk free environment for the participants. So, I did. Basically, I ensured non-maleficence, beneficence and human dignity of my participants and won't harm them. For that I avoided harming my participant of the studies maintaining anonymity. Secondly, I produced positive and beneficial results to my participants and society rather than just only completing my degree on value. Thirdly, I didn't degenerate respect for my participant due to being just a participant in my study.

Thus, I here want to claim that the proposal is qualitative, adopting the interpretive paradigm, narrative inquiry as a data collection method, collection of the data through semi-structured interview using the tools like recorder, pen and paper, note-taking, smartphone, etc. by maintaining all the quality standards and ethics of the research, it was completed according to the timeline presented under the timeline section.

Chapter Summary

This chapter provided an in-depth exploration of the pathway and boundary of this research. At the beginning of the chapter, I outlined the philosophical

considerations that underpinned my research, focusing on ontology, epistemology, and axiology. I adopted a relativist ontological stance, recognizing the multifaceted and constructed nature of realities. My epistemological stance was subjective, acknowledging the unique knowledge construction process of individuals through their experiences and stories. I also recognized the value-laden nature of participants' perspectives and realizations, emphasizing the impact of individual perceptions on truth. Based on these philosophical considerations, I employed an interpretive research paradigm to investigate the perceptions of English teachers regarding the applicability of teaching creative writing in teaching English language by English subject teachers in secondary schools of Nepal.

This paradigm aligned with the goals of my research, as it emphasized the importance of subjective experiences and multiple perspectives. Through this chapter, I provided a rationale for employing narrative inquiry as a research method to delve into the personal narratives of the participants. I also established myself as a narrative inquirer and delineated the specific context in which I collected experiences and stories. Additionally, I integrated seven key criteria, namely credibility, dependability, transferability, truthfulness, authenticity, and meaningfulness to ensure the quality standards of my study. Lastly, ethical considerations were thoroughly discussed in this chapter.

CHAPTER IV

TEACHERS' PROFILE AND THEIR STORIES

My research participants are from different familial, cultural, religious, social, economic backgrounds. Their reflections elicit the effect of their prior knowledge they are pre-occupied. As they were grown up and taught and the environment they were provided influenced their perceptions undoubtedly. Therefore, here are the participants' backgrounds that vary their thought and perceptions regarding teaching English in general and creative writing particularly. The original name of the participants are hidden and the pseudonyms are kept to maintain the ethics.

My first participant whom I met more than five times to be well-acquainted and have an in-depth talk is Biraj Sir (pseudonym) who was so much worthy as well as difficult to find. He was born in hilly region, migrated in Terai but after he passed TSC examination, was again posted to the hilly region. He jokingly shared his painful struggle to be shifted to Terai. He anticipated that I knew everything about the process though I had no idea. He elaborated everything about how difficult it was to shift to the Terai. Later, when he read me thirsty to know about his interest towards teaching English and more specifically creative writing, he widely opened his eyes, wrinkled his forehead and enthusiastically shared as: he was very much curious to listen to someone telling stories, cracking jokes, and making fun at the place where he would be. He was raised by his grandparents who were tuned story tellers, could spellbind anyone with their way of telling stories and histories who are familiar to them. His grandfather was familiar in his village as katha baje (story teller). He shared as:

I grew up noticing how influential his nature was. Despite their age, level, and background people would be plunged into his words and overwhelmed by his sense of humor. Later, when I became an English teacher, I traced his ideas of making pupils enticed and spellbound towards active listening to the subject matters. I, soon, began to provoke my secondary level to remember the dreams they saw last night and share as if it is a story. As dreams too have the sequence of events, and movement from exposition to climax, and sometimes resolution to. I associated the dreams tracing activities into the classrooms to

teach short stories, drama, and even novels. It became very effective in the classrooms.

I also found his grandfathering voice in his activeness. He really made me indulge into his spellbound words to provoke my mind to think how fruitful and fructifying the teaching is with such creative teachers. Creative writings and creativity are both complementary to one another. In absence of one, another can never be achieved.

The next (**second**) participant is Deepak Sir (pseudonym). He was found to be an investigative type of teacher when I asked something about himself. He also grew up in a hilly region. But, later, I migrated to Terai. He studied in a government aided school.

As he introduced himself and started to tell about his history and story of being a teacher, I was astonished. He said that he wanted to be in the Indian army, tried many times but became distressed. Without any interest he joined the teaching profession at first in boarding school. As he joined and started to teach then he became frustrated. The teaching methods employed in the schools were boring not only for him but for students too. The most bizarre thing was how a person interested in the Indian army can become an English language teacher now.

A frustrated and uninterested person in the education field is being an appreciative one. As he further moved towards the turning point of his teaching career, the same was an influential lesson for the learners to be a creative teacher to teach creatively in the classrooms. He recalls the days he was struggling to teach English, he remembers and shares one incident he started to teach and more specifically the magic of creative writing in teaching English.

Once a student asked with him about his journey of teaching. He sincerely exposed every details to the students about his desire to serve in Indian armed force, and his failure then returned him to the teaching career. Students further asked with him why he didn't like teaching, he responded as it is a low-esteemed and dominating job. He remembers the day when he was narrating all the events and students were writing every moments of his life in short, and then some of them showed as they have created a story from his narration regarding the journey from the desire to be an Indian army to the school teacher. He shares his emotional story as follow:

When one of the students provided me with such a valuable elicitation of my own life journey, it was the most wonderfully honored moment in my life ever.

I found the teaching job most appreciative, worthy, and unachievable for those who are unlucky. I sensed the power of written words and the creativity a learner can have. From that particular day onwards, I felt myself the luckiest person in the world who is with such brilliant students who can portray the inner thought of their teachers so creatively. Then I was sure that I was in the right place and another most significant thing I learned is the value of creative writing in teaching English due to the performance of students in the classrooms.

Now, he is found as the most preferable teacher among the students. The reason behind this was his way of teaching by associating each and every topic of English text to the real life events and making a story to make them comprehend clearly. He seemed to be very enthusiastic and had no sign of regret for being engaged in this teaching career, instead, could be seen immersed entirely into the vast ocean of creative treasures.

Likewise, another (third) research participant was Sagar Sir (pseudonym). As name suggests he was wonderfully endowed with an ocean of creative knowledge. As I just entered his school after I informed him about my arrival, he was very engaged with his students to make them burst into laughter with his body twisting jokes. He was twisting and squeezing his body organs, cracking jokes and making students burst into laughter. When I approached the window of his classroom, he noticed my arrival, provided the learners with some tasks, and he came to me. I started with the context of jokes he was cracking in the classroom. I appreciated him regarding the classroom environment he had created and also added that the learners can learn with less effort if we can create such a joyful classroom environment.

As he progressed to address my queries, I shared one context of himself being such a skillful comic teacher as his own teacher. He remembered his teacher 'Nimananda (Nim Sir, in short)' in his childhood school in his birthplace who would make his classroom funny all the time when he would enter any classroom. Other teachers' class would be boring but when Nim sir would enter the classroom the students couldn't even guess the time was almost finished. Each of the students would feel magic as they found a 45 minute class as equal to five minutes. He exposed to us as:

I was fantastically influenced by my Guru Nim, and had already decided to be his disciple and follow his route. As my vow to my Guru, just after I completed

my SLC in first division, I started my teaching career from boarding school at first and later in 2070, I passed the TSC exam and started to teach in government school in secondary level thereafter. As an English as a Foreign Language teacher, I didn't struggle much to learn the best teaching method. Along with my teaching journey in private school, I joined I.ed, B.ed., and M. Ed., and completed with good division, too. As my teaching career was already successful, I did pass the TSC exam and became the life time teacher as I had already vowed.

His countenance was so glittering while he was narrating every detail of the cause of his interest to be such a wonderful teacher. He was influenced by his own Guru and was following the same track to teach his students as his own experiences had already assured him to be a good creative teacher in his days to come. He easily accepted the value of creative tasks in students' learning life as it could even emit oxytocin hormones (hormones produced in our body when we are very much attached with something) in their mind to be attached in the teaching and learning process in the classrooms. Language learning was really a funny task for 'Sagar Sir' himself and his students due to creative writing tasks and creative environment in the classrooms. His experiences of teaching English through creativity was so overwhelming. The results of the students were transparently echoing the value of creative writing and creative teachers to learn any language.

The fourth participant, the most influential among others, was Ms. Madam (pseudonym). She was simple indeed as her name implies. She was engaged with students' queries all the time about the tasks she would provide them every week. When I met her in her work place she found the same.

After I reached her school, I requested the school guard of school to send the message about my arrival to Ms. Sarala. As her name suggests, she was so simple and sweet to talk to. Without any delay, she came near me with a smiling face. I asked about her originality. She responded quite politely and eloquently, which made it easy to reach out her interest and the entry gate in English education. I asked her why she was in this profession. I asked her to recall the very first day of her life when she thought herself to be engaged in such a profession, why did she choose a teaching career though there are so many other professions where she could obtain excellency and satisfaction other than in the teaching field. Though, my intention was not to humiliate such a wonderful profession to which I, myself, is solely devoted for a long

time and also wanted to remain until the last step of life. She without hesitation responded me that:

The most prestigious, responsible, challenging, and good platform to give birth to a worthy citizen for the country is the teaching profession. How could I avoid it? It's in my flesh and blood attached. Though I don't have any idea regarding the exact day when I thought to be a teacher, I was making plans from my school days to be a teacher. My father was a teacher himself. I could see his life engaging with chalk and duster, and his students' reverence towards him. I would sometimes ask him regarding his choice in the teaching field.

She remembered her father and with lots of reverence, she expressed every detail of her father's interest in teaching. As she had already planned to be a good teacher as her father was, from the depth of her heart. She further says:

He would abruptly respond that it is not such a job that can be easily achieved but needs to be earned which can never equal any job in this country. We teachers are not only the parents of two/four children. We have provided parental love and raised the responsibility of thousands of children for their future life, and also giving birth to the pillar of the nation, or say, we are disseminating our knowledge to be accountable citizens for the nation. To be a guardian of thousands of pupils is not a joke. It's our ability and proficiency. Which would really induce my mind and provoke me to be a good teacher, and I am here.

She further adds that the joy she finds with her teaching and sharing with her students can be achieved from nowhere from nobody. Regarding teaching creative writing, she favored it. She claimed that learners can't learn all the time within a four walled decorated room only, instead they need to be taken out to the public places so that they receive the real world through their senses and can reflect in the classrooms about the external world and the human beings and animals around. They can create a story from there, can associate with any stories of their textbook and can write critique, find the expressions, people use, and the behavior they showed. They can recite poems, write any type of essay, roleplay as the outsiders demonstrated, and make a story including the stages of the short story. She was going on adding her ideas and interest in teaching creative writing and making her students creative and critics.

She further insists on the significance of creative writing by giving examples of language aspects and skills. Creative writing of creative texts can provide them not only to be well-acquainted with the art of living, but also teach them to talk about the past, present, and future. They write, speak out while reflecting, listen to someone having interviewed with them, and even read lots of creative texts and respond or reflect.

She remembers one event when she was taking all the students to the nearest hatbazar (weekly market). They were all engaged in asking the rate of goods in the market, I had told them to note every detail of their visits. As per my assignment they did their job. Later, they themselves were divided into seven groups and then presented one by one with photos of the shopkeepers in the market. They reported the language they spoke, the rate of the same goods varied according to the shopkeepers, and then the speaking style of the shopkeepers with them. Which was beyond my expectations. The program was really fruitful and impactful. Even the administrators were astonished watching the performance of my secondary level students. It was the most effective proof for the teachers and other stakeholders regarding how creative tasks support in fostering learners' learning. They were learning by experiencing the real world outside not the pretended world inside in microcosm and eliciting beyond expectations of their own teachers, too.

The story of my participants itself was overwhelming for a creative and curious researcher like me. As I was very in favor of creative writing, I found enough supporting details from the participant teachers' narration about their professional experiences and interests in teaching English using creative writings and teaching creative texts. My teacher participants' profile and the story regarding their teaching profession was a wonderful initiative for my further study.

Chapter Summary

This chapter entirely focused on the historical and educational background of my research participants; Biraj Sir, Sagar Sir, Deepak Sir, and Ms. Sarala. Teachers in Nepal are from diverse backgrounds involved in the teaching learning process today. Some of them are very much enthusiastic about teaching and the learning process from the very beginning of their lives. Unlike them, some are compelled to be a teacher out of their interests and attempts. Their historical, familial, and educational background has unveiled much regarding ELT teachers' truthfulness for entering this field.

I have collected much data from my participants by asking the relevant questions related to their interests and attempts to be enrolled in such a profession, the cause behind this, and the causing factors that motivated them intrinsically or extrinsically to be indulged. As elicited from them is directly put on here without any modification or any changes to show the real image of ELTians in the education field. Among my research participants, only one participant is found teaching without any interest and motto at the beginning stage of his teaching career. Later, he found himself blessed in the field. I have mentioned all of them and their reflections and stories in the form of participants' profiles with whom I asked the reason behind being ELT teachers in Nepal.

CHAPTER FIVE

TEACHERS' PRACTICES AND PERCEPTIONS OF CREATIVE WRITING

This chapter mainly begins with the practical involvement of my research participants in teaching English creatively, and their perceptions poured out while I was posing some questions regarding their comprehension of teaching creative writing. I was posing this question by being based on my first research question. My first research question was: what is the perception of English teachers regarding creative writing in teaching English language? Each participant seemed overwhelmed to share their feelings and the experiences associated with their perceptions built after being involved in teaching English language in the classrooms since their teaching career. They claimed that creative writing no doubt enhances students' learning with joy. They feel enjoyed and freed with their teachers to share and the sharing makes them eloquent and fluent in developing their speaking skills too. Therefore, after getting known about their practices and experiences of teaching creative writings in the classrooms, their perceptions are critically evaluated, categorized, and thematically described here.

Teaching English to the non-native speakers like Nepali students is really a challenging job. Our teachers are engaged in research from their teaching career to find the best methods or ways of teaching English in the classrooms in Nepali schools. Novel teaching methods are introduced into the classrooms regularly to find the best among all. However, no teaching method is found to be one of the best in all. It is a matter of comparison for the ELT teachers to choose the best one in our teaching context. When I asked my teacher participants, they found the best creative writings, though this too, is not out of controversy. The demand for English language education has brought forth various difficulties, not only in Nepal but also worldwide (Bhattarai, 2017). Educators encounter numerous obstacles while striving to effectively teach English to students from diverse backgrounds, underscoring the importance of addressing these challenges and devising suitable coping strategies.

All the research participants in this study, who have extensive experience in teaching English, shared their insights on the applicability of creative writing in teaching English and the current state of English education in their respective schools.

These educators recounted their personal experiences accumulated over the years, which were then analyzed, coded, and categorized. From this analysis, distinct themes emerged, and I subsequently provided explanations for each theme as a response to the initial research question. Additionally, I critically examined and analyzed each theme. Under specific subheadings, I outlined the various experiences shared by the teachers concerning teaching of English.

After the close conversation and interview with them regarding the experiences of teaching creative writing to teach English language, the researcher came to identify some issues related to teaching creative writing. The findings of the interview is analyzed under the following themes:

Teachers' Perspectives on Creative Writing

This theme attempts to examine the perspective of teachers regarding creative writing as it is the best technique and supportive tool to enhance the learners' understanding of the English language. The data collected from the four teacher participants provided insights with their attitudes towards creative writing in teaching English language. The participants disclosed their opinion regarding the significance of creative writing in teaching English language.

Biraj Sir is very much positive in teaching and learning creative writings. He mentioned,

I assigned my students many times to write on different topics like "The First Day of Your School", "The Most Terrible Moment of Your Life", The Happiest Day Of Your Life", etc. They also write as they know the topics. I found the free writing technique most influential with or without providing topics. They write freely without concerning any grammaticality and other errors at first. The more they practice free writing they are found confident in generating written texts themselves. So, creative writing practices foster language learning journeys.

I just asked him to share his attitude regarding the effectiveness of creative writing techniques to teach the English language. Through his responses, I found the technique very much useful and effective. He is also found very much positive towards employing creative writing tasks to teach language.

Likewise, next participant Deepak Sir expressed the similar ideas and perceptions as Biraj Sir disclosed. However, Deepak Sir had some different ideas that creative writing technique as:

It is not helpful to teach to all the students. Those who are mostly extroverted, want to share their feelings, ideas and experiences, and those who are curious to share their feelings and know about others are very much forward in learning language. More than other methods like GT method, AL method, and also communicative method, reflecting one's experiences in front of others help in learning a new language.

Sagar Sir discussed the significance of creative writing practices in the classroom to teach English language learners. He favored creative writing practices to enhance learners' free thought without being worried about any mistakes if they are starting to learn any new language like English for Nepali students. He believes in creative writing practices in learning the English language.

Creative writings could significantly contribute to effective language teaching and learning by providing opportunities for interaction, autonomy, and creativity promoting student-centered approaches. Ms. Sarala enthusiastically stated,

As an ELT educator, I wholeheartedly embrace creative writings in my teaching practice. I firmly believe that creative writing practices have the power to enhance the learning experience and equip students with essential skills to learn the English language. Students are more engaged and motivated towards learning if they play with words, encouraged to explore language concepts through reading, writing, and listening to creative texts.

The data collected from the four English language teachers recognized the significance of creative writing in teaching English and how much positive or negative they are towards practicing creative writing. They emphasized that creative writing practices create a lively environment in the classrooms to promote learning. It creates an engaging and interactive classroom environment and provides students with comprehensive learning experience. They are found positive towards practicing creative writing in teaching English language.

Creative Writing as a Tool

They (the teacher participants of my study) narrated the stories of their teaching career. They have accumulated the experience of teaching English for more than 15 years. They have taught their students the English language using creative writings. They said that they found the way of teaching very fun and productive. Students were getting in touch emotionally with them. They would narrate everything about what weird and fabulous things happened to them. There would be the flow of

expression. They learn the language nicely and effectively. All the research participants in this study shared that creative writing is extensively beneficial to teach English. In this regard, one of my research participants Biraj Sir (pseudonym) is very much clear. He shared his interesting story of teaching English with creative writing,

I once explained the dream that I saw among students. I was narrating the plot of the dream story which was framed in the stages of the fiction. There was exposition, rising action, climax, following action, and even denouement too. Then, I assigned my students to remember the dream the next time they will see it when they are asleep. All the students were excited, some of them who were a bit introverted type also seemed inclined towards writing their dream. I named the assignment as 'Tracing the Dream'. They all had to tell their dream when they wrote on the paper. This technique was really amazing and productive. Most of the students had narrated the story of their dream in a proper order. It was wonderful.

He shouted with his open eyes and emotions while sharing his ideas in front of me. It seemed that he was fully satisfied with his teaching technique using creative writings.

The story that Biraj Sir shared was vividly an evidence to claim the applicability of creative writings in the English classrooms. The bond between the teachers and students seems to be strong while sharing the ideas and feelings of each in the classrooms. Learning flourishes and fructifies in such a fertile teaching context. His narrative apparently showcases the interplay of temporality and dependability. Even the environment of credibility seems to be created autonomic in relation to the sharing concepts emerged there. Biraj Sir's narration additionally highlights the justification of using creative writings employed as a pedagogical tool in teaching English.

Understanding the themes of experiential learning, learners are curious as they are encouraged to learn anything by experiencing themselves or delving them into the social setting, collect knowledge by observing their surroundings and experience them. It supports that the teachers have positive perceptions towards using creative writings in the English classrooms.

Similarly, the next research participant in my study, Deepak Sir (pseudonym) disclosed his experiences regarding teaching English with creative writings as follow:

I have been teaching here for more than 10 years. I am totally satisfied with my teaching strategies. I employ different teaching methods while teaching English. I have used sharing in pair methods, learning by doing method, teaching in a social setting, teaching with experiences, etc. As I know all these methods are directly associated with creative writings. I teach creative texts from the book and let them create the next similar text by employing the free writing method.

Deepak Sir was totally satisfied with the method he employed in the classrooms to teach English language. He further adds:

Sometimes, I assigned them to assimilate the context of the creative texts with their lives too. I am an interesting person with lots of experiences in creative writing. I not only concentrate on my students' accomplishments but also become a member of the jury committee if any creative writing competition is organized by any school or institution.

This narrative from Deepak Sir also favors the applicability of creative writing in English classrooms. Students are readily engaged in generating new ideas, sharing them with classmates and teachers. Students can create and generate new texts on the basis of the text they have read or are taught. This helps them to develop their reading and writing skills too. While reading the text from books and generating new text themselves, they learn vocabulary in a large quantity. They uplift their level of knowledge in vocabulary. They can even learn grammar gradually when they are frequently asked to generate new text on the basis of their readings. The theory of experiential learning also favors creativity based learning to promote learners' understanding. As Kolb (1984) asserts that teachers who understand learning theories can better optimize their classroom and help more students learn in ways that work for them. Being a successful teacher means focusing on how best to help students succeed.

In the similar way, Sagar sir's (pseudonym), another participant in my study, experiences of teaching English with creative writings also supports that learning happens if we only create opportunities for our learners to experience something new. Those experiences then stick out in their mind and help them retain information and remember facts. He narrated as:

As an English teacher at this school, I wanted to share my experiences of teaching English since I started my teaching career. When I came here the

students were categorized as English medium and Nepali medium. At first I couldn't understand why this category is. Later, when I started teaching them, I found Nepali medium students more creative and powerful in generating ideas on their own. I found the reason behind this was that they were from a farmer background. They have actually lots of experiences, packed with stories upon stories of their lives.

This narration from Sagar Sir suggests that learners perform well in the classrooms if they are well-experienced as the students from the farmer background were experienced and could generate ideas immediately whenever they are assigned. He further adds:

The first day of class, without teaching anything I assigned them to write the most painful day they experienced in their lives. Each was asked to make a story of their real life events. Later, when I collected their writings, I almost got surprised reading their stories as it was poured out from the core of their heart as they experienced in their social context. Some of them had disclosed the day when they were cutting grass with their empty abdomen and got faint, after a long they awoke with so many insects covering their body organs, and some were sharing lively events they fought for watering their crops in the paddy fields and got injured with spades. It was really emotional and the eloquence of their experiences.

He became emotional while he was narrating the real story of his classrooms. He meant that learners learn readily if they are practically involved in different activities. He compares the real experienced learners and others and insists that,

In comparison, the experience-based learning was far richer for the Nepali medium students than of those students who never experienced such heart twisting events in their real lives. To imagine and to experience in a real setting is different to disclose. Learners learn by doing or having indulged into the events directly.

Sagar Sir's emotional narration gave me goosebumps. I couldn't speak out for a while. His story of his first day teaching was vividly claiming the significance of teaching a new language on the basis of experiential learning. He could compare the outcome of the students by categorizing them on the basis of experienced and non-experienced students to clearly showcase the significance of creative writings to teach English language. The situation of being talented the Nepali medium students was

evidence of the applicability of creative writing in teaching English. English language learning is effective and meaningful if we create opportunities for our students to learn in an open environment. Concrete learning is when a learner gets a new experience, or interprets a past experience in a new way. Reflective observation comes next, where the learner reflects on their experience personally. They use the lens of their experience and understanding to reflect on what this experience means, Kolb (1984). Sagar Sir's account of reflection also shared the norms of temporality, spatiality, chronology. His story of his teaching experiences even shares the norms of Experiential learning theory as a whole.

The fourth participant of my study, Ms. Sarala's (pseudonym) experiences also echoed with the stories of my prior research participants and affirmed that experience based learning apparently supports teaching English in the classrooms. She also very enthusiastically narrated her teaching experiences and perception of creative writing in teaching English in the following way:

In this school, I have been teaching English for more than seven years. Students are learning happily and readily with the help of creative writings. At first, creative writings of their textbooks are categorized in different genres. I teach them all and let them generate new ideas with assimilation of the creative writing text in their textbook, I take them outside the classrooms. Sometimes, I take them to the nearest bazaar(market), let them freely wander in the bazaar(market) and assign them pick up some events they find, and go home write reflections on them and come up with their text as they generate.

Her way of teaching the same text book was also different. She didn't only limit her students within the classrooms. She explicitly supported the significance of creative tasks to teach students. She further adds:

At first students would feel awkward, they would have hesitation to go outside, watch the events, and reflect them in the textual form. But I encouraged them frequently. Now, they are engaged in such learning by doing tasks. They reflect eloquently and generate the ideas of writing different creative writing texts themselves. They are very much curious to learn new things and events in the social setting, observe them and reflect orally and in a written form in the classrooms.

She found to be satisfied with her teaching methods employing creative writings. Learners may not be ready at first but they can easily adopt the methods if they are continuously encouraged and inspired.

I have found significant change and improvement in their English language learning. Sometimes, they accumulate so many new vocabularies in their note copy which are new, unheard and passively used in our daily writing.

Sometimes I assigned them to write their daily routines too, and check their writing. I found drastic changes in their vocabulary learning, speaking and writing skills, critical thinking, and reading texts.

Ms. Sarala's perception of using creative writings as a language learning tool indicates that learners learn new languages easily and interactively if they are left free to experience and reflect. Such a method provides the conducive environment for the learners to learn effectively and effortlessly. Learners are curious, they always desire to find new spices which give different tastes to their taste buds so that they feel refreshed and vibrant in the way of their learning process. She also perceived creative writings as facilitating tools to enhance teaching English in the classrooms.

Additionally, Sarala finds English classrooms more effective and productive if she employs creative writings as a tool to teach. Learners' hearts flit and flutter with joy and jolly to step further in English learning.

The findings of these narratives align closely with the experiential learning theory, which focuses on the experience based learning. English is learned by engaging students in the social setting and fostering an interactive and reflective environment. It can be also mastered if the learners are given more creative writing texts to read, assimilate, and reflect, Kolb (1984). The experiences of the teachers who are engaged for a long time in the same school to teach the same language and the perceptions they have made towards particular teaching methods is really evidence to substantiate the applicability of the method. Therefore, the experiences of these teacher participants and their perceptions towards the applicability of creative writings in teaching English has created credibility upon prospective methods, i.e. creative writings.

Socio-cultural theory, proposed by Lev Vygotsky, emphasizes the role of social interaction and cultural context in cognitive development (Lantolf & Thorne, 2007). According to this theory, language is not simply an individual acquisition process but is deeply embedded in social and cultural practices. Language learning

occurs through interactions with others, and students acquire language skills by participating in meaningful social activities within their cultural context (Sun & Zhang, 2021). Students' language development is influenced by their social interactions and cultural surroundings. The idea of cultural context also reflects the idea of Kolb's experiential learning theory.

Active Participation of Learners

This theme examines how educators can engage learners actively in learning the English language employing different creative writing practices in the classroom. How they can create opportunities for students to engage actively in the educational journey along with extensive growth in critical thinking and problem-solving abilities. The data obtained from the four teacher participants of this research spotted various strategies to engage the students in English language learning using creative writings which can navigate the learners to be independent, self-directed, and motivated towards learning.

Biraj Sir's (the first participants of my study) idea of tracing the students' dream of their night in the classrooms, and reflecting it in a way of storytelling with its climax, demonstrates the active participation of learners in sharing their stories among others. Night dreams are such stories where we have characters either the dreamer him/herself or the other characters teach a kind of lesson. Biraj Sir chose this technique to know how difficult or easy feeling is shown in the eyes of learners to create a story. He found most of the learners engaged actively in sharing their night dreams in a narrative way.

Deepak Sir (second participant of my study) highlighted the significance of creative writing in making students actively engaged in learning the English language. He encouraged his students to be indulged into creative writing texts, read many times and create similar texts as it is in the textbook. This also encourages learners to learn by being actively engaged in the language learning process. Learners can learn the English language if they are invigorated in capturing information from the book and are assigned to create similar texts.

Sagar Sir (the third teacher participant) believed highly in creative writing tasks in teaching English. He assigned his students to write about the most painful day they never want to recall. When they were assigned, the performance was out of expectation as they had written the disheartening plot of their own life very effectively. They made me almost cry. So, if learners are asked to recall the days they

went through very critically, they become active as we believe that we can write spontaneously when we are emotionally attached or detached to the situation. He further insists:

Humans are reflective in nature. If they are assigned to recall any memory of their terrible beat with positive or negative, they are boosted up and start to unfold the tied heart and disclose everything just after they get a favorable environment. As I assigned the students to recall any painful moment and write, their skin started to goose bump and there was an overflow of words in the writing.

Ms. Sarala's narration emphasized the significance of creative writing in making students actively engage in English language learning. She also assigned students to read the creative texts inside the book and generate new texts based on them, and sometimes took them outside the classrooms and let them engage in learning in an external environment. Her notion of taking students into the bazaar, and asking them to prepare some questionnaires, ask and discuss with the shopkeepers and report the field visit in the classrooms, has vividly showcased the active engagement of learners in learning using creative writing activities, and fostering learning in general.

The collective ideas of the four teacher participants spotlighted the significance of creative writing in teaching English language as the learners were active in every teachers' classroom while they were assigned any creative tasks to generate.

The findings from the narration of all participants highlight the significance of creative writings in empowering learners to express their ideas creatively, develop writing knowledge, and stimulate collaborative learning, etc. by providing students enough creative tasks to make them actively participate in the classroom activities and learn English language.

By assigning enough creative writing tasks and making them practice in the internal and external world of language acquisition can foster overall ELT practices.

Challenges in the Classroom

Nothing is out of challenge as teaching English to non-native students is challenging. So many challenges there are even at the time teaching English in Nepal. For example, weak English proficiency of the students, unwillingness to be engaged in any outdoor activities, hesitation in reflecting the real story, unable to assimilate the

event of the text with their life event, reluctance in sharing with others, introverted students, lack of time to spend in outdoor activity, insufficient teaching tools relevant to the teaching topics, obligation of course completion, etc. As though they wanted to employ creative writing techniques in the ELT classroom, the load of courses, and the limited time periods, negligence of the students, etc. affect negatively. In this context, the teacher Biraj Sir's experiences are as follow:

I, as an English teacher, have gone through many hurdles and challenges while being engaged in employing creative writing methods in teaching English in my classrooms. Students come from different familial, cultural, academic, religious, geographical, political, and socio-economic backgrounds. They are struck with proper language, pronunciation, tone, intonation, etc. as English is very different from Nepali language.

Biraj Sir confessed that challenges were not only faced by the students while applying creative writing techniques in their learning process rather himself was a victim of this. As he proceeds,

Not only had my students but me too sometimes got entangled within these problems. In public schools, there are so many students in the classrooms. Language and other problems vary according to these large variations. To ask individually with each student, listen to their feelings and emotions, and deal with them separately and engage them in creative tasks is very challenging. Understanding their level of knowledge, knowing their background, and dealing with individually to a larger classroom of students is a great challenge.

Biraj Sir's experiences regarding the challenges that he has to face in the larger classrooms, signify that creative writing is demanding and a must way to teach English. However, the crowded settlement of the students, and the variation in their language, religion, culture, and other background hinders in teaching in an effective way. After a long experience of teaching in schools and colleges, I also believe that struggling with variation is a matter of challenge for the teachers in the working places. As a teacher he believes that even if the creative writings are more beneficial tools to teach English in the classrooms, sometimes, he needs to navigate his teaching devaluing the valuable things.

Experiential learning theory and Vygotsky's social learning theory believe that language learning is productive in diversified settings (Vygotsky, 1991). It means the

more variety in the classroom settings the more productive language learning becomes. With this notion, it becomes imperative to consider the value of diversity in the classrooms.

In the similar way, Deepak Sir, the next participant, is found to be experiencing many other challenges in the classrooms to implement creative writings as a tool to teach English. The challenges in his own words are:

As an English teacher of this institution for a long time, I have found creative writings very justified teaching tools to enhance students' English learning. I used to adopt this method very often when I failed to make my students understand English. However, nowadays, I have missed it so much that I am ordered to complete the lesson on time and acquire high numbers and grades in the accomplishment certificate to show others as pride of the institution. It doesn't matter whether the students achieving high grades have good performance or not. They need to be taught indeed not for their betterment but to build a bigger image of the school among other schools. Due to such unhealthy competition in the academic institution, we are obliged to finish the course and make our students seemingly obtain a good GPA than to make them independently capable.

The story from Deepak Sir disheartens every stakeholder who is concerned and worried for the nation's overall educational enhancement. It seems a big issue in the field of education as the people who are directly closer and responsible for the outcome of academic aspects are cheating the nation. Though it is not so much an unresolvable issue for the scholars, even a small negligence in this field becomes a flame to burn the overall school reform plan. His narration indicates that creativity is killed though it is powerful to win the language learning game of the learners. He seems to perceive creative writings as inevitable tools to teach new language to the learners to uplift their learning. Understanding the unique talents of the students, a teacher must assist him/her to flourish his/her life in a creative way.

Language learning is a spontaneous process. Learners learn language if they are left in an open place where they observe everything with their eyewitness, if they experience the natural and social phenomenon with their naked eyes. They wide open their mind to examine and analyze critically the external events and stimuli and make meaning of them on their own. They can search for new knowledge and ideas in a fearless environment, their learning becomes innovative and meaningful if they are

not imposed with hard and fast rules and let them free in the natural setting to learn something. So, English is learned in an open and creative setting.

Sagar Sir's (third participant of my study) perceptions regarding the challenges in employing creative writing in the English classrooms is found distinctive than that of others. He is not worried about the numbers and background variations of the students. His experiences are as follow:

I never find challenges in the classroom management process and course completion problems. I actually know how to complete the course on time and manage the large classrooms. The problem with me is building rapport with the SMC (school management Committee). Sometimes, I want to take my students to the public places or in the organic villages so that they witness the real world closely and pick up some stories from there. Share them in the classrooms and learn to share with care in pairs.

He complained regarding the roles of SMC members in coordination, and also insisted that they must be positive and show readiness in solving problems of the teachers as the teachers are the sole source of upliftment of any academic institution. He further claims,

However, the SMC never has a separate budget and even thinks it is useless to spare for such activities. They never understand experience-based learning. Instead they blame us as we are just passing time and ignoring the classroom activities. I mostly find the SMC meaningless and hurdles in progress.

This distinctive type of experience from my third participant, Sagar sir, led me to the thoughtful situation. I pondered for a while what the problem is with that SMC. Later, considered the significance of training classes even for the SMC team to inform them about the creative way of learning in this era. People still have the perception of the teaching learning process as within the four walls decorated with a board, marker, teacher at the front, and imposing as s/he wants to coach the students. Sagar sir is worried regarding this matter and considers the challenge to awaken concerned authorities soon.

He remembered the interactive program conducted among the teachers and members of the SMC and criticized the notion the members have built in their mind regarding learning in a natural setting. However, his perception regarding creative writings and any creative tasks is positively formed and very much enthusiastic to employ creative writings as a means to teach English.

Likewise, the next participant, Sarala, faced similar problems in her school. Regarding some challenges that can be faced while employing creative writings to teach English, She narrated her live experiences as that:

I am not only a teacher but also a poet and story writer. I sometimes write and recite among the students. Moreover, I mostly teach language or any new thing in a rhymed pattern. I, sometimes, express my life stories and the struggles I went through while I was in search of acquiring academic qualification. Then my students also become reflective. They also start to share their struggles and their friends', mothers' or someone else' story along with me.

She prefers creative writing. Her emphasis in teaching creative writing is clear in her words. But, the challenges follow her. Without tackling the problems on the way to learn, no one learns. She inserts the story with bitter experiences:

However, when I sometimes assign them to write the story of their family members or they have known closely in their neighborhood, I struggle to manage time to check their writings. I can't sit and check their copy for the whole period. In the classrooms, I need to teach them, I need to make them complete their exercise from the book, check them and give feedback, teach grammar, pronunciation, vocabulary, tenses, punctuation, and others more than making them engaged in the creative writings. So, sometimes, knowingly I ignore the applicability of creative writings in the classrooms. Unnecessary course completion loads, six-seven periods in a day, loose monitoring system, nepotism than nutrition in promotion process sometimes make me exhausted and give up to teach creatively.

Ms. Sarala's narration also indicates that creative writings promote language learning. Learners are joyfully engaged in the learning process while they are assigned creative tasks. If they are taken into a natural environment and let them immersed into the depth of natural beauty. They are enthusiastic and hungry to learn the real world outside. Their hearts flutter and souls fly in the sky with happiness when they are released from a confined environment and let them experience the external events near them. However, she finds the teaching and learning process very unnatural, rule-governed than situational/contextual, and traditional than modern. So, she identifies the sole source of such complications as a lack of conscience in designing English courses, improper way of teaching methods, communication gap

among the English teachers, negligence of the stakeholders which adversely affects in learning English language.

She acknowledges that they are facing a tough spot and believes that as educators, they must find ways to support and motivate the students to enhance their English skills. In line with the concept of socio-cultural theory, educators play a pivotal role as facilitators in the process of English language acquisition, aiding learners in assimilating and internalizing the guidance provided by the teacher. However, language acquisition hinges on interactions with others, with students acquiring skills through meaningful social activities in their cultural milieu, thus shaping their language development (Sun & Zhang, 2021).

According to the socio-cultural theory by Vygotsky, language is not simply an individual acquisition process but is deeply embedded in social and cultural practices. Language learning occurs through interactions with others, and students acquire language skills by participating in meaningful social activities within their cultural context (Sun & Zhang, 2021). Students' language development is influenced by their social interactions and cultural surroundings. Mastery of the English language is pivotal for comprehending intricate subjects and excelling academically. Limited English skill proficiency can limit students' understanding of complex topics and hinder their active participation in class discussions, ultimately affecting their overall academic performance. To address this challenge, collaborative learning activities that encourage peer interaction can play a vital role in providing valuable language practice and fostering language development.

Chapter Summary

This chapter sheds light on the practical experiences of my research participants in teaching English language by employing creative writings in the classrooms. All my four participants Biraj Sir, Sagar Sir, Deepak Sir, and Ms. Sarala eloquently narrated the story of their teaching experiences using creative writings as a tool. The narratives regarding the practical experiences of using creative writings in teaching English highlighted the issues and obstacles and even solution to get rid from any problems in the way of teaching and learning process. The teacher participants disclosed their perspectives regarding creative writings at first. For example, whether creative writings are applicable in teaching English language in the classrooms, along with their practical experiences as they employed in their teaching learning process.

Likewise, they also claimed creative writings as an inevitable tool or plausible means of teaching English language. They also discussed about the active participation of learners in creative writing activities while learning English in the classrooms. Furthermore, they didn't hide the difficulties they went through while employing creative writings in the classrooms and the measures they adopted to sort out such problems along with some recommendations for the further improvements. Overall, the chapter integrated the wholesome ideas and experiences of teacher participants in employing creative writings to teach English language.

CHAPTER SIX

APPLICABILITY OF CREATIVE WRITINGS IN OVERALL ELT PRACTICES

With reference to the responses from them I came to the conclusion that creative writing techniques like story writing, essay writing, free writing composition, article writing, etc. are the best way of teaching which helps the students learn the English Language effectively. However, concerning more on grammar rules, overpopulated classrooms, short time periods, unnecessary subjects, overloaded class periods, no training, no proper evaluation and monitoring system have hindered the teaching-learning activities to be effective and the language learning is very poor.

The teachers felt the difficulties in teaching creative writing due to the overloaded number of the students, various backgrounds of the students, lack of teaching time periods, and loads of subjects they have to teach within a day. Similarly, the teachers responded that the force given to the teachers to teach many subject matters, competition with the neighboring schools in the result percentage, and the obligation of making the students memorize the readymade lines given by the teachers and pour them in examination, memorization of the grammar rules, ignorance of translanguaging, or lack of respect of multilingual repertoires of students, etc. made them difficult to teach creative writing. However, when they assigned the students with creative writing tasks such as to tell their own past stories, writing articles, descriptive writings, essay writings, they did very well when they were given freedom to express their own ideas without considering any grammar rules.

Creative Writings and Assimilation of Four Language Skills

With reference to the responses provided by all four ELT teachers of secondary level, I came to find that teaching creative writing to teach English language is really meaningful and fruitful. Most of the learners enjoy sharing with others. They love to speak out except for some introverts. Those who are extroverted speak out their experiences and those who are introverted write on the papers. Which can be clarified with an exemplary response from Biraj Sir:

Once, I assigned all the students to tell the true stories of their own which are limited within you but you want to share in front of others and want to be freed

from some unsaid burdens, then the extrovert types of students poured their feelings out in a flawless way. There were very few mistakes while speaking, however some introverts couldn't share, then, I assigned them to write on and bring them the next day. When I checked their writings thoroughly the next day, it was wonderful and unexpected, the content was super and the way of writing was amazing!

Instead of teaching deductively, making them memorize the traditional rules, teaching English through creative writing is best because it is an inductive way of teaching and also the flow of expression automatically leads them towards mastery over language rules too unknowingly and effortlessly. Another example he provided that:

Once I assigned my students to create a readable story, I chose 4,5 excellent students who could do this, then suggested that they write any story they have read, heard, and experienced. I gave them one week to complete this task. After the 5th day of assignment, they all individually created a story. Then I divided the class into seven groups. Each group is asked to listen to the story by each creator. And then I assigned each individual group to retell the story by the creators. One group was assigned to listen to one story creator, another group to another creator. Likewise, I assigned all seven groups to listen to creators and replicate them orally. This method has wonderfully worked to enhance learners' speaking and listening skills.

Biraj Sir's idea of teaching English language skills with the help of creative writing was excellent. He was assuring me that creative writing no doubt can proliferate English language learning of the learners beyond our imagination and expectation.

Biraj Sir's ideas of teaching language skills echoed with the notion of Sagar Sir, the next participant who also was experiencing the same. His perception suggests strongly to employ creative writings in teaching English as it fosters four language skills. A learner can read so many literary texts, make others listen to when he reflects his understanding, and then they retell or write and rewrite. In this way, they can get mastery over four language skills of English. To support his claim, he presents himself one context of his classroom activity,

Once I taught them the poem, "The Little i" by e.e cummings. I interpreted the poem by associating my own childhood experiences as I used to watch from

the window peeping the natural beauty outside like; the chirping sounds of the birds, the 'cricket call sound!' of summer insect, and the setting sun going downwards through the trees seen from my small window. After teaching the poem with apt association, I recited it among them, later as an assignment, I asked them to remember the special day so that they can assimilate with the poet's poem. Most of them were beautiful creations, though some of them just submitted, and didn't recite. Most of them recited in the classroom which could echo the classroom next to us, and later, they were appreciating the creation by my students.

This kind of perseverance of my teacher participants was crystallizing the significance of creative writings in teaching language skills too along with the collaborative learning and its impacts on learning language. Creative writing is not for teaching language skills, the art of living, it can uplift the existing vocabulary power of learners to the optimum state. Creative writings are perceived very positively by all my teacher participants and claimed that it can leave an indelible imprint in the mind of learners for better performance in their later life.

Creative Writings and Language Aspects and Grammar

This theme examines how learners learn language aspects and grammar through creative writing. The data collected from the four teacher participants explicitly shed light on the significance of creative writing in developing the knowledge of language aspects and grammar in learners. They all emphasized the provision of using creative writings in teaching English language to the EFL students.

Biraj Sir insisted in teaching creative writing to enhance learners' knowledge in aspects and grammar. He further repeats that providing the learners enough reading texts, assigning them to create similar texts, write themselves freely on a particular topic or the topic they choose, support learners to develop vocabulary power, build learners' diction, proper use of word/word selection, syntax and semanticity. They also know about the use of past tense in story writing, use of passive voice in reporting events, use of simple present tense in writing daily routines, etc.

Similarly, Deepak Sir emphasizes the significance of creative writing in learning language aspects and grammar. He describes,

I frequently provide them with writing tasks. Sometimes, I assign them to create a conversation among the friends about any issue so that their talks go for a long time. They preferably accept the task and while creating

conversation they are found maintaining cohesion, proper use of tone, setting the context and choosing vocabulary accordingly. For example, once I ask them to prepare a conversation among the students who are going to give a twelve class examination. They were creating such mind blowing settings and the use of words in the context was amazing.

His narration here supported whether students learn language aspects and grammar along with creative writing teaching. He found students engaged with their friends in talking about the future plan. He also says:

They were setting the scene of 12 grade students, very near their examination. More than their 12th grade examination they are found to be worried about whether they will pass IELTS, and visa granted. It was truly lively and practical. They were talking about the past, present situation and worried about the future too. Students were found maintaining language aspects and vocabulary in most of the texts, though in some places, I corrected.

Sagar Sir was also emphasizing the significance of teaching creative writing to support and enhance language aspects and grammar. He, with enough evidence, insisted about teaching creative writing to make learners better in language aspects and grammar. He further added that learners are more flexible and expressive if they are taught creative texts and assigned to create texts themselves which ultimately foster proper use of meaningful words, pronunciation, tenses, speech, voice, and concord, etc.

Through the collective ideas of each teacher, participants it is not difficult to anticipate and claim the significance of creative writing in teaching and enhancing the learners' pace of learning language aspects and grammar.

Creative Writing and Collaborative Learning

The collaborative learning examines how teachers can create opportunities for learners to work together and gain knowledge from one another while improving their abilities to think critically and solve problems. The data collected from the four English language teachers highlights their tasks division to enable cooperative learning among their students. They utilize online different creative activities, share relevant materials, discuss, reflect, provide feedback, and support learners in their collaborative work.

Biraj Sir mentioned encouraging learners to participate in group discussion on a particular topic provided by teachers or selecting from the texts, listening to one

another's ideas in a group and tell, retell, share in groups and reflect. He steadfastly expressed,

I always encourage learners to participate in group discussion. Sometimes, I divide them into groups and provide the project work to complete with collaboration and on other days, they make groups and divide the tasks for each group themselves. I mostly assign them to work in collaboration and present their tasks to a group leader so that they can understand each other and enrich knowledge among all.

Deepak Sir's ideas regarding collaborative learning and creative writing reflect the explanation of Biraj Sir. He also shared that,

Learners are imperative to learn in groups. They are curious to know each other's ideas and also wanted to be heard by others about their creation. Once they are assigned to create similar text as in a text book or provide a topic to write, they do it first and expect to be evaluated in a group. Sometimes, they prefer to be rewarded if their creation is evaluated best among the groups.

Sagar Sir also favored group work, pair work, and sharing. He also assigns group work he has mentioned in the former narration that he takes students to the field outside, let them observe the society members, their behaviors and relationship, and assign them some project work to complete and submit. Sometimes he assigns them to prepare a report in group and present in the front too. This also enriches collaboration in learners due to creative writing tasks.

Ms. Sarala also utilized collaborative learning methods to teach creative writing in the classroom. She believes that creative writing tasks support collaboration and collaborative learning assists in creating new and unique text and present in the classrooms. She claims that creative writing and collaborative learning are complementary to one another. For example, when she assigns learners to read and re-read a creative text from the book, divide the classroom into groups, and ask them to rewrite. Which group rewrite best is evaluated and marked. Those who are poor in performance are again joined with the topper and learn. This also helps in understanding the meaning of collaborative learning. Similarly, if they are divided into groups, assigned to reflect the experiences they had, and shared in groups which support creative writing through collaboration.

The reflection from four teacher participants emphasized the significance of creative writing and Collaborative learning in learning and enhancing English

language learning in the classrooms. By using creative writing, educators can establish an engaging and interactive educational environment that fosters learners' engagement, develop effective communication, and enrich collaborative skills through creative writings.

The findings, as a whole, underscore the significance of creative writing and collaborative learning in teaching English language. Learners can participate in problem solving, critical thinking, reasoning and creative writing if they are encouraged and energized to learn in groups by being engaged in supporting each other. Creative writings, as teacher participants' experiences, play a vital role in fostering learners' English language learning process.

Creative Writing and Problem Solving

This theme of creative writing and problem-solving explores how learners use creative writings to identify and solve complex language problems. The data collected from the four English teacher participants of the research highlights developing problem-solving skills in learners. They discussed that the learners learn the English language if they are provided with problems, and wander in search of solutions. They also emphasized creating an environment where students are encouraged to explore, involve in risk-taking activities, and creativity to develop. Learners learn language by being engaged in applying the world of fiction and imagination in their real world.

Biraj Sir highlighted the potential of problem solving knowledge the learners have. Creative writings enhance the ideas of problem solving skills in students. He aimed to create a conducive environment for students to take risks and encouraged them to try new knowledge to create. He believes that when a learner finds difficulty to reach a goal, s/he becomes goal-oriented and creates new rules and skills and achieves his/her goals. So, the learners need to be provided with problems or questions/assignments so that they can create new rules and skills to solve the problems and achieve the goals. He mentioned,

I mostly assign them free writings like writing about the terrible moment they went through once or the happiest moment instead. Sometimes, I assign them to write about their future plan, past experiences, and their daily routines so that they, themselves find the text in full form from their fullest struggle and create the rules of present, past, and future tense.

Deepak Sir acknowledged the significance of creative writing in developing the problem-solving skills in learners. He shared his experiences of teaching creative writings and the students' readiness in learning,

Sagar Sir strongly supported the extensive use of creative writings in developing problem-solving skills in learners. He highlighted the evidence of some classroom activities which encourage learners to learn the English language effectively. He acknowledged and emphasized that,

Creativity itself is a kind of problem-solving in which we can find the combination of knowledge and thoughts of different fields. Learners' creativity can be furnished and fructified by the use of brainstorming strategies. So, creativity and problem-solving are complementary to each other.

Ms. Sarala provided resources and support to help learners develop problem-solving skills, particularly free writing to enhance learning. Her idea of teaching creative writing to develop problem-solving skills was astonishing. In favor of creative writings to develop problem-solving skills in learners, she disclosed the specific teaching methods she employed in the classrooms and emphasized in teaching creative writing in enhancing problem-solving skills.

The data collected from those four participants showcased the significance of creative writings in developing problem-solving skills. When the learners are oriented towards such tasks they learn the English language effortlessly and effectively. Biraj Sir and Deepak Sir emphasized on free writing assignments in developing such skills. Sagar Sir's notion of brainstorming strategy also highlights the significance of creative writings in developing problem solving skills in learners though Sarala didn't clearly mention the strategy she follows to enhance problem-solving skills in learners, she also focused on free writing.

These kinds of discussions among experienced English teachers regarding creative writing and teaching English language clarify the potential of creativity to enhance problem-solving skills and learning new language. This approach fosters a growth mindset and empowers learners to employ their knowledge and create an environment that encourages exploration and risk-taking.

The discussions regarding applicability of creative writings in overall ELT practices has provided a comprehensive insight into the experiences and perceptions of English language teachers concerning the practices of creative writing in teaching English language. Additionally, it explored the implications of creative writings on

their professional practices. The findings have shed light on various aspects of English language teachers' attitudes and perceptions towards creative writings, revealing an overall outlook and recognition of the numerous benefits it brings to the field. By incorporating all the strategies mentioned by my research participants, all the English language teachers can begin to bring new effective trends in teaching learning process in general and in ELT field in particular.

Chapter Summary

Chapter six highlighted the responses of teacher participants regarding the second research questions of my study as how creative writings support overall ELT practices in Nepal. Based on the questions, the teacher participants' narration highlighted the significance of creative writings to support overall ELT practices in Nepal. Their responses based on four different themes were analyzed and interpreted as helping or supporting positively in enriching the knowledge of learners in learning the English language. For example, the themes elicited from their narration were that creative writings can assimilate the four language skills in learners. More specifically, creative writings are supported in teaching four language skills to the learners, creative writings can develop listening, speaking, reading, and writing skills in learners.

Similarly, creative writings assisted learners in enhancing the knowledge of language aspects and grammar, too. It also supported the developing ideas of learners to learn in collaboration. Creative writings supported learning in group, sharing and caring for each other in team work, project work also. Furthermore, creative writings were proved as powerful tools in developing knowledge of problem-solving and critical thinking skills in learners. This chapter emphasized the significance of creative writings in supporting overall ELT practices.

CHAPTER SEVEN

INSIGHTS, CONCLUSION, IMPLICATIONS, AND REFLECTION

This chapter discusses the insightful knowledge obtained from the study, and the conclusion drawn upon from the narration and analysis of data collected from research participants through interviews, narratives, and themes. It also discusses the applicability of the study in the field of English language learning process. Similarly, this chapter brings out the struggles and experiences, ups and downs I went through while conducting this research, and bringing this frame of study at the end.

This study also investigated the powerful tool to teach English language effectively and the challenges the teachers faced while employing the method as a teaching tool. It also gathered information regarding the usefulness of creative writings in teaching English language and how it supports the overall ELT practices of Nepal.

Insights and Conclusions

Any method or technique that supports or facilitates the teaching of the English language is an inevitable part in the teaching and learning process. Creative writing is proved as such a tool which supports teaching all language skills, aspects, grammar in English. It also helps to develop collaborative learning, critical thinking skills, and problem solving skills in learners. The research participants who are engaged in teaching the English language for 10, 13, 15 years eloquently supported creative writings as the plausible and effective tool in teaching and learning new language. Their practices of employing creative writing as the sole medium of teaching English language in the classrooms and the perceptions they have built regarding creative writing are really insightful of my study. All the four participants of my study have perceived creative writing as an effective tool to teach English language. I found all of them positive though there are some lapses which can be undermined by the advantages that the learners and the teachers both accomplish. Creative expression is the translation of experience into words. It occurs when a person recognizes the dignity of his own experience, and when he imposes upon his experience the discipline of expression in an effort to share it with others.

Creative writing allows students to use new words in their own way and also play with the language. So, the words they use will have their ownership. In addition, creative writing makes learners most engaged and motivated all the time, the language is viewed as an authentic tool in communication, with a focus on meaning, as well, not only as a system of language. Moreover, Creative writing not only supports enhancing creativity, but it teaches language skills and aspects too. The narration of the research participants have explicitly justified that the creative writing methods can enhance collaborative learning, four language skills along with 21st century skills in learners. This study has substantially mentioned the applicability of creative writing in teaching grammar, pronunciation, vocabulary, language skills and aspects. It has also highlighted the collaborative learning being flourished with creative writing.

All of these perceptions and experiences of my research participants regarding creative writing have supported my purpose as it can promote and enhance overall English language learning practices in the field of ELT in Nepal. Creative writing is a reliable tool to generate, develop, and establish new knowledge in learners. It teaches a learner what learning is. Whatever the learners produce after they experience or witness that is creativity. Creative writings don't strictly impose any readymade rules to be memorized. It just inspires learners to generate the rules of their own path of learning. It never teaches about making mistakes, it only teaches that what the learners do is their learning and the learners are freed to learn and accumulate knowledge from everywhere without being bound by any rules made by others. It encourages learners to create their own rules and move on. They are not driven by rules, instead generate the rules to learn new languages themselves.

Implications

This study highlighted the significance of creative writings in teaching English language to the EFL learners in the secondary level schools of Nepal. The findings of the study put forward the substantial consequences of employing creative writings for improving English language education in secondary level schools of Nepal. Learners can learn and grasp the knowledge about English language readily when we employ creative writings to teach the English language in the classrooms.

The study, furthermore, emphasizes in increasing the number of teachers to provide enough time to teach creatively to the learners while teaching English language, engaging learners in field work, group work, pair work, project work to enrich the level of existing knowledge, spare extra time and budget for the field visit,

experiential learning, some sort of trip to make learners experience the outer world and study about the same. Schools must create such a student-friendly environment, SMC must coordinate with teachers, and enhance quality education by creating a more engaging learning environment for the students. This may ensure that the students have received appropriate instruction and support tailored to their individual needs.

Along with this, another problem that may hinder in learning the English language is the unnecessary pressure put on the teachers to complete the course in time. Instead of this, schools can create syllabus of their own and include many extra-curricular activities in their course and engage learners by making them free in the natural environment. Let them experience practically more and transfer the experience in written form. This ultimately leads to the permanent and effective learning of learners.

The study also presents the substantial consequences of using creative writings in teaching English language by engaging learners in experience-based learning which also means learning by doing. Learners are happily engaged in creative tasks if they are encouraged to learn themselves. They can learn from their surroundings, from their home, friends, and even from the bazaar, tour, visit, talk, sharing, problem-solving, risk-taking activities. Moreover, learners learn language readily if they are given a chance to experience themselves and learning is the transfer of experience.

Creating a positive and supportive classroom environment is another crucial implication of this study. By fostering a classroom atmosphere where students feel encouraged and motivated to learn English, teachers can create an environment conducive to effective language acquisition and student engagement. It is also recommended to enhance learning resources, provide target professional development training for teachers, and integrate appropriate environments to improve English language education in Nepal.

My Reflective Research Journey

As my second research participant Deepak Sir (pseudonym), I was at first not interested in teaching because from the very beginning of my student life, I was curious towards science and health education which attracted me to delve into the medical profession. Due to the traditional thought rooted in my parents' mind, they were not ready to send me far from home, so I was obliged to enter another way. Without any interest I joined I.A. but couldn't complete it in a single attempt as I was

not interested in proceeding with my study. This was the reason I got married soon at my early age. God might have wanted to make me a good teacher, but my husband allowed me to proceed with my study in any way. He fully supported and caught my hand in every difficulty of my academic life to make me stand steadily. So, I completed my I.A., B.Ed., and even masters in English Education from the central department of Tribhuvan University, Kathmandu. Though, I was a mother of my only daughter while I was having my Master's degree, I was not underrated regarding the grade/percentage than any highly affluent daughters and sons of any parents. I did my best with a good division.

However, my life journey was not so easy in my life, thereafter. I started to teach in boarding schools and college immediately just one day after I submitted my thesis in the department as I had no way to run my livelihood without doing any job sooner. There was no chance for me to enhance my study further though I was very much interested and laboring in learning. Again, the god desired to establish me in academia. Upon his desire, I got to know how to join KU online by my respected Guru prof. Dr. Jairaj Awasthi, who is really an energizer who invigorates me ever.

After all, I finally joined Kathmandu University, School of Education labeling myself a scholar of MPhil which was an inexplicable proud moment in my life. Despite so many hiccups, I was challenging and enhancing my academic journey further. It was not a piece of cake for me as a person who was a mother of two children, hitting badly with economic crisis, losing the most valuable gems of my family, undergoing anxiety, depression, and so many other physical problems, having jobs as a teacher, a housewife, cleaner, dish washer, washing machine, cook, caregiver, everything and everyone.

As I just embarked on my MPhil journey, a dreadful accident occurred and I almost lost my husband, too. Instead of taking the regular classes, I was fighting with destiny who set up a very bad fortune for me, ever. Anyway, I won, got victory upon the challenges too. Life is full of struggles and challenges. This is also a good content and message for them who immediately lose their hope just after they stumble with some difficulties. Along with these all complications, I didn't avoid the learning process as an MPhil scholar. I completed my first semester with lots of challenges and new experiences, and then second and third with some expectations to do well. I was assigned to select my research topic of research though I was not very sure about my niche. So many niches there are in one's life according to the situation they move on.

I was very much interested in creative writings from my early ages, and was good at composition, too. I had composed so many poems, stories, travelogs, diaries, and others before my SLC. I didn't stop when I was in my intermediate level. I moved my pen continuously upon papers even after I got married but never thought to publish them. Due to which I have nothing now to demonstrate. All the same, I again thought to revive the creativity I had before though I had gone through so many difficulties and disasters in my life. I refined the topic "ENGLISH TEACHERS' EXPERIENCES OF TEACHING CREATIVE WRITING" and then it was accepted as my MPhil research topic.

Then after, I started to review literature though I didn't find home research papers related to the topic. Very few were around me watching to give some inputs, otherwise, my mind was blank to produce and reproduce the reviews. I thought, "Why do I need to find literature if there is not. I need to build a theory myself regarding creative writings. It was just courage born in me. Later, I surfed google scholar, found some of the related literature to some extent, read them and brought a gap. I designed my research, gave it a shape and started to explore objectives, methodology, paradigm, and approaches. The concepts of epistemology, ontology, and axiology presented challenges, but I eventually settled on adopting an interpretive paradigm. The most enriching aspect of my research journey was connecting with teachers in various schools of Nawalparasi district. Their narratives about their teaching experiences, perceptions regarding creative writings, coping with challenges, and embracing opportunities left a profound impact on me. Though transcribing and translating their narratives was hard work, it reminded me of the importance of being committed to the tasks at any cost as a teacher. Most of my research participants were experienced ones, so they preferred to speak in English rather in Nepali. Therefore, I didn't need to struggle in transcribing and translating more. Only one teacher participant narrated her story in Nepali, otherwise, all spoke in English.

To talk about the visits, it was almost difficult to express in words. The struggle I did, the problems I faced, and the humiliation I felt are out of imagination. However, I made it complete today. I went more than 20 times to visit the same person as he was not sure whether he spoke in front of me. Another was too busy and hasty, unable to spare time for me, one found too jealous and rejected directly saying how he can help if I am doing my MPhil but he is not being able to do so. I burst into laughter when I heard this. So many experiences I collected. Instead of challenges I

learnt lessons and the bravery I need to accumulate while doing the tasks. Whatever the cases were, I found very much interesting and lesson giving tasks to do research and will go on doing later. I made a commitment within me that I will encourage my students and even my teacher participants to carry out research papers so that they will be well-acquainted with the research culture as it is very challenging if we are new in the field. The real journey of learning begins from MPhil is the fundamental law I learnt from this journey. As I reflect on this, I desire to share my knowledge that the research on this topic will highlight the significance of creative writings and provide a foundation for future improvements in English Language Teaching.

In conclusion, this research has planted a seed of curiosity in me and empowered me with valuable insights to carry out more research further to contribute regularly in the academic field. I hope the findings of this research provides a solid groundwork for fostering positive change and facilitating more effective English language education in similar settings. It is my hope that the knowledge gained from this journey will contribute to the improvement of English language education in similar contexts, creating opportunities for students to thrive. It also creates a gap as no papers can address all the problems that exist in the field. Further studies will be done after this paper is read and analyzed well.

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ANNEX I

Annex I Interview Guideline
In-depth Interview Questionnaire with Teachers

1. When did you start teaching? How long have you been teaching here (school, college)?
2. How did your teaching methods evolve? (How you used to teach and now how you teach?)
3. How do you teach writing? Specifically creative writing? How do you teach creative writing? (Have you ever assigned your students some free-writing texts to teach the English Language?)
4. What kinds of free writing tasks do you assign? Their experiences, how they reflected? (Do they ever try to share their own feelings in front of you?)
5. Have you ever asked them to reflect on some of their experiences, for example: writing about the short trip and upset, any of their unforgettable moments, fear, happiness...? Please, explain any one example...
6. Do they ever try to write/create some stories of their understanding after they read some fictions? Are they inspired after watching film, reading poetry, etc. For example?
7. Do you find any improvement in learning English when you teach the English language using creative writing techniques? What types of creative writing are mostly practiced?
 - a. Writing about self, watching film, and reflections, Unforgettable moments.
 - b. Writing about best friends, past experiences, future planning, failures, success, trips etc...
 - c. How do you create an opportunity for them to share their experiences? Do you help them to publish their writings?
8. I sometimes take my students to the bazaar, let them collect some content, incidents, and when they bring them ask them to share in the classroom. It helps to decide who is interested in what area. Do you do so, or something new? Please, explain....

9. How do you include their family members? Do you ask your students to write the story told by their parents?
10. How do you integrate and manage to assign creative writing? How do you complete your course and other exercises?
11. What aspects (Vocabulary; nouns, qualifiers, verbs, active listeners) of language are developed after assigning creative writing?
12. How does creative writings help to develop listening skills, speaking skills, and reading skills? (Language aspects and grammar)
13. Do creative writings help to learn collaborative learning? (Showing and sharing their ideas in/among them).
14. How do the school administration help you to integrate such kinds of activity? Does the school help to make a calendar?
15. What are the most common problems you face while teaching creative writing? (If any). How do you tackle them? Problems: students' interests, administration, resources, time management, course management....
16. How do you contextualize foreign matters with your home environment?
17. What types of support do you expect from your administration?
18. Any creative writing programs do you organize?
19. Have you ever gone for judgment in a creative writing program? (I write sometimes, do you write? Though I am not a good writer)
20. What types of creative texts and programs do the students prefer to listen to?

ANNEX II

Sample of Transcribed and Translated Data with Theme Making

(All the teachers had been teaching for more than 10 years. So, they preferred to speak in English rather than using Nepali language.)

(Sample questions and the teacher participants' sample responses)

RQ: 1. What are the experiences and perceptions of English teachers regarding creative writing in teaching English language?

a. How do you teach writing? More specifically, creative writing?

Biraj: I begin teaching writing by creating such an environment where at first I ask them to **remember any event** that they never want to forget, and narrate. Then, they are provoked. They start to explain. Then, I suggest they write whatever comes to their mind without thinking much about the rules of writing. Once they write then only I start to teach some rules of writing (grammar, spelling, punctuation, language aspects, paragraph, topic sentence, cohesion, coherence, etc.) later.

Deepak: I started teaching them creative writing by assigning different writing tasks. For example, once I asked them all to write about the **dream** they saw while they were falling asleep at night. Because, I thought they are very much curious to share their dreams as dreams sometimes are unexpected and triggering. Most of the students submitted their writings. Those were really appreciative and evocative. When I checked their writing, I found a kind of flow in their writing. Some of their writings were based on the plot of the stories. However, some students couldn't write. I found the most introverted students didn't expose any of their ideas. But, more students had expressed their emotions. Some sort of mistakes regarding the writing rules were found but once they were assigned, they would be exposed without any fear of writing mechanics. It was free writing. They were taught later regarding rules of writing once they started to write freely.

Sagar: I was actually very much interested in teaching creative writing. I assigned them to write about themselves. For example, '**write about yourself**', 'how you want to introduce yourself', '**who you will be in the future**', etc. It was not a difficult task. Indeed, I began to teach creative writing from very simple questions so that they could express themselves eloquently, and I also informed them that they

don't need to worry about any language rules, tense, vocabulary, punctuation, etc, go on writing what comes in their mind. As I knew that worry about **language rules hindered their writing skills**. Once they are ready to create new text, they could be taught writing rules later.

Sarala: I never thought to confine my students inside the classrooms. I mostly take them to the fields like: **hatbazar (weekly market), village, working places**, etc. let them observe and **notice the activities** of the people there. They **write** whatever they have witnessed. Later, in the classrooms, they reflect turn wise orally. Once, everyone's reflection is over. One is assigned to write another's reflection. This can motivate them to listen actively to each other too along with the development of all the four language skills. I found this very effective to teach writing skills, mostly creative writing. This practice of creative writing can foster other skills of the English language, too.

1. How does teaching creative writing support the overall ELT practices?
 - a. How do teaching creative writing elevate English language teaching as a whole?

Biraj: If the way of teaching creative writing helps to **teach language skills** like: listening (listening to one another's creation of text) skills, reading (reading the text from books, or from their friend's creation) skills, speaking skills (narrate their own memorable events), and writing skills (when they write freely about themselves or about friend's story), then all language skills are taught. Teaching English means teaching English language skills. If we teach language skills while teaching creative writing, it is one part of overall ELT practices.

Deepak: when I assign my students to have a conversation in a group by giving topics like '12th grader students talking about their examination'. They created a setting of 12th grade students. They were worried about the IELTS exam and visa more than the result of 12th grade. When they conversed, they were maintaining present tense, past tense, future tense, and even cohesion and coherence. Their talk was eloquent and maintained grammar rules and language aspects. If **teaching creative writings enhance language aspects and grammar** in learners, it can support overall ELT practices as the language aspects and grammar are the parts of ELT practices.

Sagar: Learners learn complex and ambiguous words when they are taught creative writing texts, as we know that creative writing is full of ambiguities as it has

figures of speech, rhetoric, metaphorical. Once they learn to interpret the meaning of them, they will enhance their problem solving skills too. Therefore, **creative writing helps to enrich the power of problem solving skills** which can support teaching the English language. So, teaching creative writing can support overall ELT practices if it can foster language skills, grammar, punctuation, critical thinking, problem solving skills, and collaborative learning too.

Sarala: I mostly found creative writing very effective in overall ELT practices. For example, when I take them to the field, ask them to observe, notice, and note whatever they have found the people doing while they are in the field. They note and bring their tasks in the classroom. I again ask them to report what they have collected from the field by dividing them into groups. The group leader narrates the story to other groups, they listen carefully to each other's narration. Later, they are asked to retell the stories by their friends, and asked to write and bring in the classroom the next day. While doing so, the **learners develop their active listening skills, speaking skills, reading skills and writing skills**, too. While in the groups, the collaborative learning is enhanced. While creating a story of the events they witnessed in the field, they create new words and learn new vocabulary, they think critically to write them, **they learn all language skills and aspects** which support overall ELT practices.