

Exploring the Integration of Stream of Consciousness in the Writing Skill of the ELT Classrooms of Bangladesh at the Tertiary Level

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ABSTRACT

This paper investigates the incorporation, current approach, implications, challenges, and possible techniques for using stream of consciousness writing at the tertiary levels of the ELT classrooms in Bangladesh. The traditional style of writing or the strict narrative writing techniques, while structured, often constrict the development of students' creative writing skills. In contrast, Stream of consciousness writing skill offers an innovative alternative, enabling students to express and practice their creative writing potentials more freely and intensively. Adopting a stream of consciousness and thereby enjoying writing without following any strict narrative style will be a revolutionary approach to teaching writing at the tertiary levels of the Bangladeshi ELT classrooms. This article also identifies the possible challenges of incorporating stream of consciousness into writing skills and their effective recommendations. The authors applied mixed methods to this research and from various surveys investigated several techniques and examples of the current practice of incorporating stream of consciousness in the writing skill of ELT classrooms of Bangladesh at the tertiary level and their limitations.

Moreover, the research proceeds with a contrastive analysis between traditional creative writing techniques and the revolutionary stream of consciousness writing style. This vividly depicts the effectiveness of incorporating “stream of consciousness” into writing. This research serves as a valuable resource for educators and researchers, offering insights into the application of stream of consciousness writing in ELT and paves the way for further exploration in this field.

1. Introduction

The concept of "stream of consciousness," first introduced by philosopher William James in *The Principles of Psychology* (1890), refers to the continuous flow of inner dialogue and thought during conscious experience. This innovative idea later found creative expression in the literary works of Virginia Woolf and James Joyce, who adopted it as a distinct narrative style, characterized by the unstructured and free-flowing representation of thoughts. This unstructured technique, often exemplified in memoirs, captures the raw, unfiltered nature of introspection, allowing writers to explore their innermost thoughts and emotions authentically. This article examines the potential of stream of consciousness writing in English Language Teaching (ELT) classrooms of Bangladesh at the tertiary levels focusing on current practices, challenges, and strategies for effective implementation. By fostering creativity and originality, this approach empowers students to express thoughts, emotions, and fears freely, enabling them to construct unique plots and narratives. Unlike traditional free writing, it prioritizes the seamless transformation of thoughts into language, minimizing interruptions and self-censorship. As students adopt this technique, they often overcome writing apprehensions, achieving fluency and sophistication in their expressions. The study explores the pedagogical benefits of stream of consciousness writing, presenting it as a transformative tool that nurtures linguistic and cognitive abilities while boosting confidence and creative self-expression. Ultimately, this approach offers a natural, engaging way to enhance writing skills, motivating students to transcend traditional techniques and explore the full potential of their inner worlds.

2. Literature Review

The integration of literary techniques such as the stream of consciousness in English Language Teaching (ELT) classrooms is a new and emerging area of exploration in Bangladesh, particularly in developing writing skills at the tertiary level. Despite the limited research in this field, the approach has demonstrated significant potential in enhancing language proficiency. Shahidullah (1991) highlights the effectiveness of utilizing literary works to develop English skills, as reflected in his lesson plans and activities designed for Foundation Course (FC) language students, including the use

of William Shakespeare's poem "Crabbed Age and Youth" (Nusrat, 2015). His findings illustrate the value of literature as a resource for fostering language use, although his approach lacks structured tools or frameworks to help learners critically analyze elements such as form, content, themes, and techniques. Addressing this gap, this paper examines the theoretical underpinnings and pedagogical implications of using the stream of consciousness as a literary device in ELT, discussing its relevance and potential to enrich language instruction in the Bangladeshi context.

2.1 The Stream of Consciousness as a Literary Technique

Authors like James Joyce, Virginia Woolf, and William Faulkner famously employed the stream of consciousness technique in their works to portray the inner activities of the human mind in its raw and unfiltered state. Cohn (1978) in her *Transparent Minds* explores its narrative potential for replicating thought processes, emphasizing its fragmented, nonlinear structure. Richardson (2006) highlights that the technique furthers a deeper engagement with introspection, creativity, and the representation of subjective reality.

2.2 Writing Skill Development in ELT Classrooms

In ELT classrooms, writing is both a linguistic and cognitive activity that necessitates creativity, structure, and fluency. Hyland (2003) points out that effective writing instructions should have a balance process allowing learners to express their voice while mastering conventions. Additionally, Ferris and Hedgcock (2014) emphasize the role of task-based writing activities in engaging learners and developing advanced language proficiency. However, Alam (2007) in his long literature review of ELT, critiques the Western ELT experts' readymade formula for EFL/ESL learners to justify the usefulness of using literature 'their way' (from the Western perspective) and their constant changing of teaching methods, e.g. from Grammar-Translation method (which proved effective during our pre-liberation period) to the present day CLT approach (now a catch word in language teaching). Although he mainly speaks for secondary and higher secondary levels, he does not specifically mention teaching approach of tertiary level. His paper points toward a very important issue of using South Asian Literature in English or Translations which are more relevant to our students' experience. Traditional approaches of teaching writing often focus on accuracy over creativity in Bangladesh. It is high time to integrate creative elements to inspire learners. The integration of the stream of consciousness technique could provide learners with a means to explore personal expression while developing critical linguistic and cognitive skills.

Dimililer and Kurt (2019) in their research found collaborative writing as a more pleasant experience. They also discovered that students made good progress in terms of writing skills as well as their attitudes toward writing developed and changed in a positive way.

2.3 Relevance of Stream of Consciousness in ELT

Literature is considered a motivating material in many cultures across the globe. Bangladeshi students are also aware of this fact. From their school days they have been encouraged to read literature from their teachers in most cases. Since most Bangladeshi students have studied literature to improve language in schools and colleges in their mother tongue, they will find studying literature in English interesting and thought provoking. Introducing literature in classroom would not be difficult although many students may not have interest in this. However, like Chomsky's notion of 'grammatical competence' Culler has argued of learners' implicit quality of 'literary competence' (Lazar, 2005). Therefore, literature should be considered a valuable and stimulating material for our students, especially for writing. Widdowson (1986) states that literature is a good source for developing students' abilities to infer meaning and make interpretations because literary texts are rich in meaning that demand learners' active involvement in understanding the implied meaning. There is no 'wrong' or 'right' answer in literature; so, it encourages learners to write their own perspective. Maley and Peachey (2015) argue that creative writing activities help students experiment with language and enhance their confidence. The stream of consciousness can be a potential pedagogical tool as it deals with psychology as well. Utilizing the stream of consciousness allows students to focus on fluency and the free flow of ideas without the immediate focus of grammatical accuracy which serves the basic need of writing at tertiary level. This aligns with Krashen's (1985) Input Hypothesis, which stresses the importance of lowering affective filters to foster language acquisition.

2.4 Research Gaps

The integration of stream of consciousness techniques in ELT classrooms holds significant scopes, there is a lack in addressing its impact on writing skills in Bangladeshi tertiary-level classrooms. Future research could explore practical implementation strategies, teacher training modules, and the long-term effects of such interventions on learners' linguistic and cognitive development. By bridging the gap between literary techniques and language pedagogy, educators in Bangladesh can enrich the writing classroom with innovative approaches that align with global trends while addressing local challenges. This paper focuses on these facts.

3. Objective of the study

The objectives of this article are introducing and incorporating “stream of consciousness” at the tertiary levels of the Bangladeshi ELT classrooms, showing the current approach and practice of stream of consciousness writing through surveys, figuring out the possible challenges and how to face these, highlighting the priority of stream of consciousness writing over the traditional narrative style and the benefits and last but not the least identifying some possible techniques for stream of consciousness writing.

4. Methodology

Both qualitative and quantitative data have been utilized for the effective accomplishment of this research paper. Primary data has been gathered from interviews with teachers or faculty members and students of the tertiary level from different universities of Bangladesh. Twenty faculties and forty students from different public and private universities of Bangladesh participated in the online interviews. Quantitative as well as qualitative questionnaire has been used for the interviews which are shown in the appendix. Secondary data has been gathered from various publications, books and research articles.

5. Pedagogical Implications and Feasibility of Stream of Consciousness writing

Stream of consciousness demands active involvement in thinking process which is necessary for developing writing skills. Research on process-based writing instructions support the practicality of using stream of consciousness techniques into writing tasks. For example, brainstorming activities, freewriting, and reflective writing go well with this literary approach. Hedge (2005) suggests that such activities enable students to experiment with language in a low-stakes environment, thereby promoting fluency and creativity. Moreover, it can encourage students to adapt different proficiency levels. At an advanced level, students could analyze excerpts from literary texts. For lower proficiency levels, simpler topics or descriptive narratives may be more appropriate.

6. Challenges in the Bangladeshi Context

In literary texts, we can find a large range of authentic use of language, style and registers. A common argument against using literature in the language classroom is, literature uses deviant language, and the question is whether to use or not to use literature for language teaching. Nevertheless, the potential of using literature in language class is unlimited. Literature in language has immense possibilities to teach various kinds of language, as the language of literature breaks the usual rules of syntax, collocation and cohesion. However, limited resources, large classroom, exam-oriented instructions are the primary barrier to make successful any new approach in Bangladesh. The tertiary-level ELT classrooms in Bangladesh are often marked by large class sizes, limited resources, and a focus on exam-oriented instruction (Hamid & Baldauf, 2008). These factors challenge to the implementation of innovative methods such as the stream of consciousness. Additionally, teachers may lack training in integrating creative writing techniques into their pedagogy, as noted by Kabir (2019). However, studies like Alam (2020) suggest that Bangladeshi students show high levels of engagement and motivation when exposed to creative and contextually relevant materials. The integration of the stream of consciousness could, therefore, offer a way to make writing tasks more engaging while promoting critical thinking and self-perception in writing.

Incorporating stream of consciousness writing into the curriculum can be beneficial for improving overall English writing skills, but its effectiveness depends on the learning objectives and how it is integrated. It can be challenging for Beginners as some students will be still mastering basic grammar and vocabulary, stream-of-consciousness writing may feel overwhelming or confusing.

There might be some risks of overusing this technique. If overemphasized, this style might lead to a lack of focus on essential writing skills like argument development, organization, syntactic accuracy and clarity. The challenge of SOC writing is that students may find it critical to follow. Students may struggle to connect their thoughts with a coherent argument or story. Teachers should guide them to revise and structure the drafts after they finish their writing. In our culture, there is less focus on personal expression in writing. Teachers can create a safe space where students feel relaxed to engage themselves in more introspective or spontaneous writing. SOC writing in ELT arises spontaneity, fluency, and creativity. Incorporating SOC writing into lessons can help students get out of rigid writing structures and inspire them to write in more organic and expressive way.

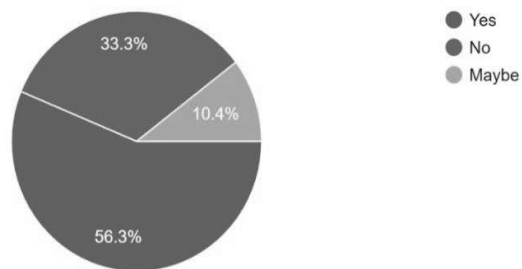
7. Data Collection, Analysis and Findings

Students and teachers/faculty members from different public and private universities of Bangladesh responded to the online questionnaire used for this research paper. The responses of the students and teachers/faculty members to the quantitative and qualitative questionnaire are shown below (The questionnaire is shown in the appendix):

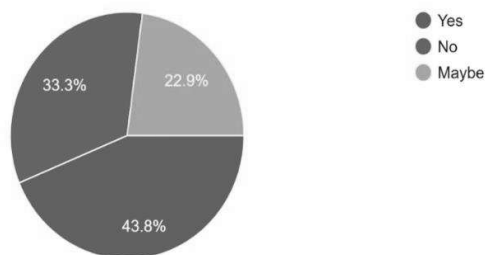
7.1 Students' Responses to the Quantitative Questionnaire:

50 students from different public and private universities of Bangladesh participated in the online interview and their quantitative responses based on the quantitative questionnaire are shown below:

Do you have any idea about Stream of Consciousness?
48 responses

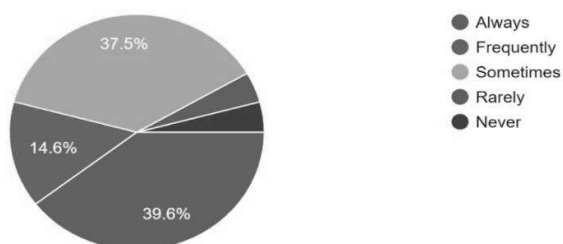


Have you ever used the stream of consciousness technique in your writing?
48 responses



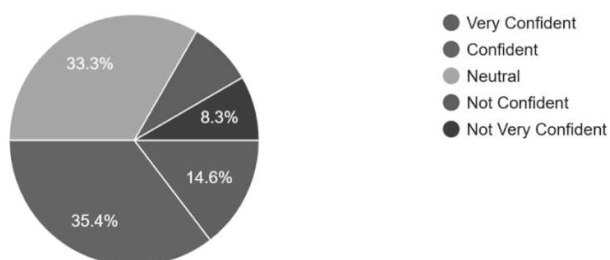
How often are you encouraged to write creatively in your ELT classroom?

48 responses



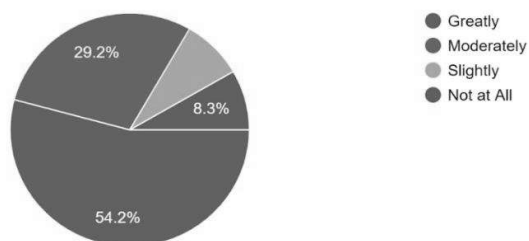
Rate your confidence in creative writing using unconventional styles (e.g., stream of consciousness):

48 responses



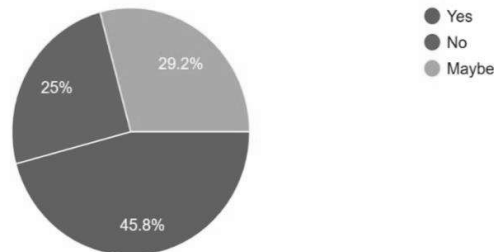
To what extent do you think integrating stream of consciousness enhances writing skills?

48 responses



Have you been explicitly taught about the stream of consciousness writing technique in class?

48 responses



From the above pie charts it is evident that 56.3% students have ideas about SOC writing, 33% do not have any idea of SOC writing and 10.4% are in confusion. Besides, 43.8% students have used SOC writing technique, 33.3% students have not yet used SOC writing technique, and 22.9% students are confused. 14.6% and 39.6% students have been frequently and always encouraged respectively in creative writing whereas 37.5% are sometimes encouraged. In addition, 14.6% students are very confident, 35.4% are confident, 33.3% are neutral and 8.3% are not very confident in case of SOC writing. 54.2% students think SOC writing greatly enhances writing skills, 29.2% think it moderately enhances writing skills and 8.3% think SOC writing does not enhance writing skills at all. Moreover, 45.8% students opine that they have been taught about SOC writing technique in the class, 29.2% are confused and 25% students have opined that they have never been taught about SOC writing technique in the classroom.

7.2 Students' Responses to the Qualitative Questionnaire:

The qualitative responses of fifty students from different public and private universities of Bangladesh have been filtered out based on relevance, logic and effectiveness. The qualitative responses are filtered and organized based on the qualitative questionnaire which are shown below by category.

Incorporating stream of consciousness writing in the curriculum

SOC writing encourages creativity, self-expression, and fluency in writing. It is an effective way to intrigue learners to write freely exploring their feelings, emotions and thoughts. Incorporating stream of consciousness writing can improve English writing skills as it encourages creativity, enhances fluency and develops a deeper connection with language. It allows writers to freely express thoughts, fostering

originality and a personal style. However, it sometimes lacks syntactic clarification which may not suit all learners.

Incorporating stream of consciousness writing can enhance self-expression helping students overcome writer's block and develop their unique inner voice. However, it may lack potentially hindering grammar and proper organizational skills. It works best when it is balanced with more formal writing practices. It will boost up the confidence level to express the inner thoughts of the writers in their own ways. Initially, it may not seem so fruitful but as the learners are writing whatever is on their minds; their brain is forced to look for words and concepts they haven't explored previously. If the practice continues regularly, the progress will be visible in 5-6 months easily.

Stream of consciousness writing can significantly improve English writing skills. This technique encourages free-flowing thoughts, helping students express their ideas more naturally and creatively. It also improves critical thinking and narrative development, which are essential for effective writing. However, guidance is necessary to ensure students can structure their thoughts appropriately when needed. Stream of consciousness writing allows writers to witness the intricacies and complexities of the mind. It helps to capture a character's thought in a realistic way. It is an overall monologue or more than that.

SOC writing helps to improve students' ability to articulate abstract ideas. This technique also enhances their comfort with using language unconventionally, which is valuable for both creative and academic writing. It removes the mental block or tension of grammatical accuracy. It enhances the writing speed of learners. It encourages free expression, and personal style of writing. Stream of consciousness lets students freely express their thoughts without stressing over structure, grammar, or formal rules. Stream of consciousness often involves the use of language in unconventional ways to replicate the complicated pathways that thoughts take as they unfold and move through the mind.

Students' personal experiences or examples of how creative writing has impacted their language learning journey

Creative writing has helped the students explore and use a wider range of vocabulary, making their language skills more versatile. For example, while writing short stories as assignments, they had to describe settings and emotions vividly, which improved their descriptive skills. This practice not only boosted their confidence in writing but also enhanced their speaking abilities by familiarizing them with varied sentence structures.

Creative writing improved their vocabulary and helped them articulate their thoughts better.

Some students were asked to compose a fictional (poem) that has impacted their language learning journey. During creative writing practice sessions and assignments, crafting short stories and poems improved the students' vocabulary and grammar as they experimented with new words and sentence structures. It also boosted their confidence in expressing ideas uniquely. This creative freedom made learning the language more engaging and enjoyable.

Creative writing helps language learners' experiment with new vocabulary and sentence structures in a relaxed setting, improving fluency. It encourages emotional engagement with the language, making it more memorable. Many learners gain confidence by using the language freely without fear of mistakes. This technique fosters the habit of writing without anyone else's help. Many learners improve language skills through creative writing. For example, writing short stories or informal or fictional letters helps students practice vocabulary, sentence structure, and tone in a fun, engaging way. It builds confidence and fluency naturally.

By writing short stories about daily life, students not only practiced using new vocabulary in context but also expanded their ability to describe emotions, surroundings, and situations. This process helped them connect abstract language concepts with real-life scenarios, using the language more effectively. Exploring metaphors, rhythm, and symbolism gave them a sense of ownership over the language. The freedom to play with words without the constraints of grammar rules in early drafts made the learning process more enjoyable and less intimidating.

Through collaboration in a language exchange group, members often used creative writing prompts to share stories or reflections. This led to meaningful discussions, where participants corrected each other's work and gained insight into cultural perspectives. Writing creatively fostered collaboration, a deeper understanding of the language, and the ability to communicate complex ideas.

Some students in one semester as a team created a learning method called CFM (Creative Fusion Method) for an assignment. Some students struggled with English grammar and vocabulary. To improve, they were suggested by their teachers to keep a daily writing journal. At the beginning they felt nervous but soon they started writing poems and short stories on their own. As a result, after a few months they invented their essay writing improved much better than a year ago. Stream of consciousness writing allowed them to explore new vocabulary and experiment with sentence structures. For example, writing short stories helped them understand how to use descriptive language and dialogue effectively. It also made learning grammar more engaging, as they would apply rules naturally while crafting stories.

Additional support or resources needed to improve writing using the stream of consciousness technique

To improve writing using the stream of consciousness technique some students would need access to resources like examples from authors who excel in this style (e.g., Virginia Woolf, James Joyce). Workshops or guided exercises focusing on this technique would also help, along with constructive feedback from instructors or peers to refine their writing further.

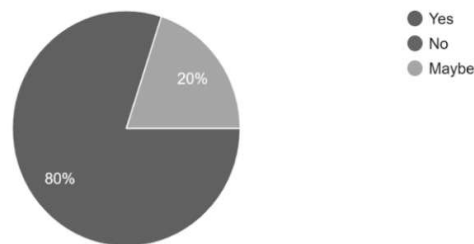
Writing prompts, expert's feedback, and examples of notable stream-of-consciousness works. Students would benefit from guided exercises, examples from literary works, and feedback from experienced writers. Workshops focusing on fluidity and spontaneity could enhance their skills. Access to prompts and tools for organizing thoughts would also be beneficial.

7.3 Teachers Responses to the Quantitative Questionnaire:

20 teachers from different public and private universities of Bangladesh participated in the online interview and their quantitative responses based on the quantitative questionnaire are shown below:

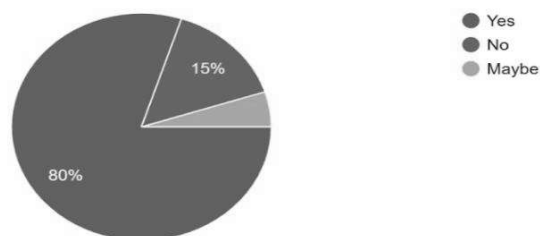
Do you think it is important to incorporate stream of consciousness writing in ELT classrooms at the tertiary levels of Bangladesh?

20 responses



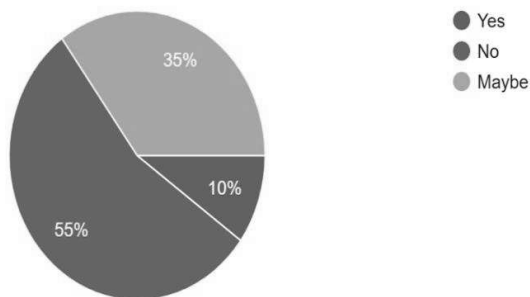
Do you have any idea of 'Stream of Consciousness Writing'?

20 responses



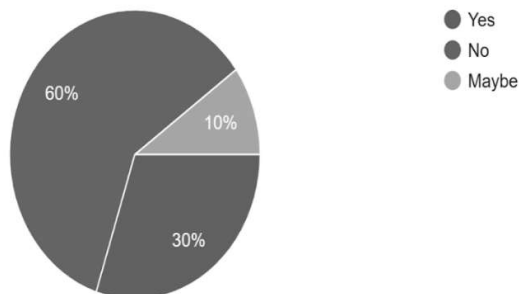
Do you think the traditional creative as well as free handwriting techniques applied to the Bangladeshi ELT classrooms at the tertiary levels are enough to develop the writing skills?

20 responses



Have you ever applied any technique of stream of consciousness writing in the ELT classrooms at the tertiary levels of Bangladesh?

20 responses



Analyzing the above pie charts prepared from teachers' quantitative responses to the quantitative questionnaire, it is evident that 80% teachers at the tertiary level have ideas about SOC writing whereas 15% teachers have no idea of SOC writing. 80% teachers think it is important to incorporate SOC writing in the ELT classrooms of Bangladesh at the tertiary level and 20% are confused. 10% teachers at the tertiary level of Bangladesh think that traditional creative and free writing techniques are enough to develop writing skills, 55% teachers think these are not enough to develop

writing skills and 35% teachers are confused. Last but not the least 30% teachers at the tertiary level of Bangladesh have already applied SOC writing in ELT classrooms, 60% teachers are yet to apply, and 10% teachers are still confused.

7.4 Teachers Responses to the Qualitative Questionnaire:

The qualitative responses of twenty teachers from different public and private universities of Bangladesh are filtered out and the most relevant, logical and effective responses are shown below based on the quantitative questionnaire which are categorized as headlines or points.

Possible and already applied techniques by the faculties at the tertiary level of Bangladesh for stream of consciousness writing in ELT

In the context of English Language Teaching (ELT) in Bangladesh, stream of consciousness (SOC) writing has gradually emerged as a creative and introspective method for enhancing students' writing fluency and self-expression. Teachers often begin such activities with brainstorming sessions, encouraging students to freely generate ideas before writing. This practice can take the form of mind mapping, where learners visually map their thoughts in a non-linear fashion, allowing for flexibility and association that align well with the principles of stream of consciousness writing. Some educators adopt a cognitive approach, focusing on the mental processes behind writing, thereby helping students to become more aware of their own thought patterns as they write.

Journaling is another key practice, where students are asked to maintain a daily or weekly stream-of-consciousness journal. These entries are often unstructured, allowing learners to reflect on personal experiences, random thoughts, or classroom themes. In doing so, students become more comfortable with expressing complex or abstract ideas in English. Techniques such as looping repetition and memory stream exercises encourage students to revisit and expand upon their ideas, fostering depth and continuity in their writing. For example, students might start a piece of writing, then go back and re-read it, picking out a particular word or sentence as the beginning of a new stream of thought.

Imaginative writing tasks also play an important role in promoting SOC in ELT. Students may be invited to envision themselves visiting a place like Saint Martin's Island and describe what they would do, see, or feel. These scenarios not only stimulate imagination but also encourage vivid, sensory-rich descriptions that mirror authentic internal monologues. Additionally, guided prompts help focus students' writing within an emotional or thematic boundary. Prompts like "Write about the last

time you felt truly at peace” or “Describe a place that makes you feel nostalgic” provide enough direction while still allowing mental wandering.

Teachers may also use dialogue with the self as a writing activity, in which students script conversations between their conscious and unconscious minds. This method offers a structured way to dive into self-reflection and is especially useful in exploring personal emotions or unresolved thoughts. Narrative essay practice, freewriting exercises, and internal monologue exploration are regularly incorporated into lessons to build fluency and confidence in using English for personal expression. Students are often encouraged to write continuously for a set time without worrying about grammar or coherence, capturing thoughts as they naturally unfold.

Reading and imitation of literary texts is another valuable tool. Exposure to writers like Virginia Woolf or James Joyce helps students understand how stream-of-consciousness techniques work in literary practice. After reading passages from *Mrs. Dalloway* or *Ulysses*, students are invited to mimic the unstructured flow and stylistic features in their own writing. This analytical and creative engagement with literature sharpens both comprehension and composition skills.

Visual and audio prompts further enrich the SOC writing experience. Teachers might use an image, a short video clip, or a piece of music to trigger emotional or sensory responses, allowing students to write freely in response. Peer-sharing sessions also play a critical role, as sharing personal writings in a supportive classroom environment boosts confidence, encourages collaborative learning, and helps learners appreciate diverse narrative voices.

Some classrooms in Bangladesh are experimenting with group-based SOC writing. In this setup, students collaborate in small groups to create a single stream-of-consciousness text. One student begins with a thought, and others add to it in sequence, either on paper or via a shared digital document. This real-time interaction fosters creativity, group dynamics, and collective expression.

With the increasing integration of technology in education, digital platforms like Google Docs or collaborative whiteboards are also being utilized for stream of consciousness writing. These tools allow students to write, edit, and comment in real time, maintaining the spontaneity and fluidity of the exercise while promoting interaction and immediate feedback. Such platforms not only modernize traditional writing practices but also cater to tech-savvy learners who feel more engaged in digital environments.

Ultimately, stream of consciousness writing in ELT classrooms across Bangladesh serves as a powerful tool to help students explore language in a deeply personal and organic way. By engaging in activities that range from journaling and narrative writing to imaginative exercises and literary imitation, students enhance their ability to express complex thoughts and emotions, all while developing their fluency and confidence in English.

7.5 Benefits of incorporating stream of consciousness into the writing skills of ELT classrooms

Incorporating stream of consciousness into ELT classrooms brings numerous benefits to students' writing development. It leads to better fluency, enhanced thinking capability, and more effective cognitive functioning. This approach enhances creativity and self-expression, helping learners articulate their inner thoughts more freely. It develops fluency and writing confidence by allowing students to write without fear of making mistakes, and encourages reflective and critical thinking through personal exploration. Narrative and descriptive skills also improve as students delve deeper into their thoughts and emotions.

Stream of consciousness writing strengthens emotional intelligence and empathy by prompting students to engage with their feelings and perspectives. It expands vocabulary and syntactic variety, as learners experiment with new language forms and expressions. The technique promotes deeper engagement with texts and ideas, helping students connect personally to what they read and write. It effectively removes writer's block and reduces the fear of errors, creating a low-pressure environment conducive to writing.

Additionally, it fosters a personal connection to writing, encouraging risk-taking and experimentation in language use. Free writing skills develop naturally through spontaneous writing, giving writers the freedom to express their thoughts and ideas without constraints. This freedom enhances imaginative power, adding new dimensions to writing abilities. Students explore their thoughts and emotions more authentically, which leads to more engaging writing and a deeper understanding of narrative voice.

The method reduces the pressure of controlled and technical writing, allowing students to focus on meaning and flow. It boosts confidence in writing, especially among learners who struggle with formal writing tasks. Finally, it creates opportunities for self-expression and connecting with one's inner voice, making the writing process more meaningful and personally rewarding.

7.6 Limitations of incorporating stream of consciousness writing in the ELT classrooms of Bangladesh at the tertiary level

Incorporating stream of consciousness writing into ELT classrooms at the tertiary level in Bangladesh faces several limitations. One major challenge is the lack of proper guidance for both teachers and students, which can make this technique difficult to implement effectively. The approach itself is not structured enough, which

may create confusion among learners who are more accustomed to organized and rule-based writing. Additionally, the existing syllabus often lacks upgradation or updates that include creative or experimental writing methods, making it harder to integrate stream of consciousness activities into mainstream curricula.

Another significant limitation is the lack of structure and coherence in students' writing, which may hinder their ability to develop academically acceptable texts. An overemphasis on freewriting may also interfere with the development of formal writing skills, which are essential for academic and professional success. Language proficiency gaps can further discourage students, leading to frustration and disengagement, especially if they struggle to articulate their thoughts in English.

Assessment and grading of stream of consciousness writing can be highly subjective, making it difficult for teachers to evaluate students' performance consistently. Time constraints within tight academic schedules may also limit opportunities for regular practice and feedback. Furthermore, many teachers lack training in creative writing techniques, which restricts their ability to guide students effectively in this form of expression.

Large class sizes common in Bangladeshi universities make it difficult to provide individualized feedback and guidance, which is crucial for nurturing writing skills. Finally, the cultural and academic focus on exam-oriented learning often conflicts with the open-ended, introspective nature of stream of consciousness writing. This mismatch can result in a lack of institutional support or acceptance of such non-traditional approaches within the broader educational framework.

7.7 Suggestion about the incorporation of stream consciousness writing at the tertiary levels of the ELT classrooms of Bangladesh

To effectively incorporate stream of consciousness writing into the ELT classrooms at the tertiary level in Bangladesh, several key suggestions can be implemented. Firstly, students should be encouraged to write freely in a way that brings out their authentic ideas and thoughts. This can help them build confidence and discover their own voice in English. To support this, the existing syllabus should be upgraded or updated to include creative and reflective writing components that align with modern teaching practices.

Proper classroom facilities must be ensured to create an environment conducive to personal and uninterrupted writing. There should be a structured approach to building better teaching frameworks, including comprehensive training for educators, adequate facilities, and access to relevant resources and materials. Teachers should initially emphasize creativity and self-expression over grammatical accuracy, helping students gain fluency before refining technical skills.

In addition, bilingual prompts and encouragement of personal journaling can bridge the gap between thought and language, especially for learners who may struggle to express themselves entirely in English. Constructive feedback should focus more on the flow of ideas and the clarity of expression rather than on strict grammatical correctness, thus fostering a supportive environment where students feel free to experiment.

Finally, launching well-designed practices of stream of consciousness writing, coupled with feedback and reward systems, can motivate students and reinforce positive engagement. Recognizing student efforts through encouragement or rewards can make the writing process more enjoyable and sustainable, gradually embedding stream of consciousness writing as a valuable tool in the language learning journey.

Recommendations

Balanced integration of SOC writing could be used as a warm-up or brainstorming activity, alongside lessons on structured writing. Teachers should intrigue the learners to revise their SOC writings into more polished works. Besides, they should teach them the significance of editing. Students need to tie this technique to the study literary works that incorporate SOC, e.g. James Joyce, Virginia Woolf to show its purpose and application in writing skill.

Incorporating SOC writing into English Language Teaching (ELT) can be an effective technique to modify writing skills, particularly in mastering fluency, creativity, and the natural flow of ideas. Teachers can engage students in timed freewriting sessions (e.g., 5–10 minutes), where they would write at a stretch without the concern of grammar, punctuation, or spelling.

Making students familiar with famous examples of SOC writings, such as the literary works of Virginia Woolf (e.g., *Mrs. Dalloway*) or James Joyce (e.g., *Ulysses*) and thereby make the students review, analyze and interpret the style, techniques and key features.

Teachers can inspire the students to keep a reflective journal to write their inner thoughts the moment they appear. Teachers should allow them to write without the pressure of structure and cohesion.

Furthermore, teachers can ask the students to create mind maps or lists of spontaneous thoughts based on a theme or topic.

Writing internal monologues or dialogues of characters can be a key technique is to emphasize the spontaneous overflow of thoughts and emotions.

Asking students to record themselves speaking their thoughts on a particular subject for 3–5 minutes and then transcribe the audio. This mimics the stream of consciousness style, where thoughts flow freely and are later organized into written form.

Moreover, teachers can make the students write memoirs, dialogues and complete stories to incorporate SOC.

Finally, since stream of consciousness writing can develop English writing skills, it needs to be complemented with structured writing instructions to ensure a well-rounded development of skills.

Conclusion

Stream of consciousness (SOC) writing offers significant benefits in English Language Teaching (ELT), fostering creativity, fluency, and self-expression among students. While learners accustomed to structured environments and teacher-led guidance may initially find SOC writing challenging, consistent practice helps them adapt and recognize its value. This technique encourages students to compare traditional, formal writing styles with the unstructured, expressive nature of SOC writing, revealing its potential to refine their language proficiency and academic writing skills. By engaging students with their raw thoughts and emotions, SOC writing serves as a creative outlet, enabling them to express feelings authentically and evolve into confident, prolific writers. Furthermore, it strengthens writing fluency by helping students capture the natural tone and rhythm of language while deepening their connection to cognitive processes. As a revolutionary pedagogical tool, incorporating SOC writing at the tertiary level in Bangladeshi ELT classrooms can empower students to explore the art of writing in a meaningful, impactful, and transformative manner.

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Appendix 1

Teachers' Questionnaire

1. Do you have any idea of 'Stream of Consciousness Writing'?
 - a. Yes
 - b. No
 - c. A little
 - d. Confused
2. Do you think the traditional creative as well as free handwriting techniques applied to the Bangladeshi ELT classrooms at the tertiary levels are enough to develop the writing skills?
 - a. Yes
 - b. No
 - c. Confused
3. Do you think it is important to incorporate stream of consciousness writing in ELT classrooms at the tertiary levels of Bangladesh?
 - a. Yes
 - b. No
 - c. Sometimes
 - d. Confused
4. Have you ever applied any technique of stream of consciousness writing in the ELT classrooms at the tertiary levels of Bangladesh?
 - a. Yes
 - b. No
 - c. Sometimes

- d. Confused
5. If you have applied any technique of stream of consciousness writing in ELT which techniques have you applied?
 6. What according to you can be the possible techniques of incorporating stream of consciousness writing in the ELT classrooms at the tertiary level?
 7. What according to you are the benefits of incorporating stream of consciousness into the writing skills of ELT classrooms?
 8. What according to you are the limitations of incorporating stream of consciousness writing in the ELT classrooms of Bangladesh at the tertiary level?
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9. What is your suggestion or recommendation about the incorporation of stream of consciousness writing at the tertiary levels of the ELT classrooms of Bangladesh?
 10. Are you yourself interested or motivated to incorporate stream of consciousness writing at the tertiary levels of the ELT classrooms of Bangladesh?
 - a. Yes
 - b. No
 - c. Sometimes
 - d. Confused

Appendix 2

Students' Questionnaire

1. Do you have any idea about Stream of Consciousness?
 - Yes
 - No
 - Maybe
2. Have you ever used the stream of consciousness technique in your writing?
 - Yes
 - No
 - Maybe
3. How often are you encouraged to write creatively in your ELT classroom?
 - Always
 - Frequently
 - Sometimes
 - Rarely

- Never
4. Rate your confidence in creative writing using unconventional styles (e.g., stream of consciousness):
 - Very Confident
 - Confident
 - Neutral
 - Not confident
 - Not very confident
 5. To what extent do you think integrating stream of consciousness enhances writing skills?
 - Greatly
 - Moderately
 - Slightly
 - Not at all
 6. Have you been explicitly taught about the stream of consciousness writing technique in class?
 - Yes
 - No
 - Maybe
 7. Do you think incorporating stream of consciousness writing in the curriculum can improve overall English writing skills? Why or why not?
 8. Share any personal experiences or examples of how creative writing has impacted your language learning journey.
 9. What additional support or resources would you need to improve your writing using the stream of consciousness technique?