Incorporating and Combining Technology and Literature into Language Teaching to Enhance Creativity

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Abstract

Using authentic materials in language teaching is a means of providing students with real input which motivates learners better to learn a language. Literature of the language which is taught is the primary authentic material of the language. Although there have been approaches to use literature in teaching language, teachers have some reservations about incorporating literature in their curricula due to scarcity of training in this area and negative perceptions about selecting appropriate literary texts which match the levels and interests of the students. Also, when the research in this field is reviewed, it was found out that there was a scarcity of work which suggested combining the use of literature through technology. In order to fill this gap, this study aimed to present rationale behind incorporating literature into teaching a language and how it could be used creatively through combining it with technology to reduce or to eliminate the reservations. To this end, some suggestions are made such as using infographics, Twitter, blogs, vlogs and dictation tools along with literary texts.

Keywords: Language teaching, literature, technology, creativity

Yaratıcılığı Artırmak için Teknoloji ve Edebiyatın Dil Öğretiminde Birleştirilmesi

Öz

Dil öğretiminde özgün (authentic) materyal kullanımı öğrencileri dil öğrenmeye daha iyi motive eden gerçek girdi sağlama araçlarından biridir. Öğretilen dilin edebiyatı o dilin en temel özgün materyalidir. Edebiyatın dil öğretiminde kullanımı ile ilgili yaklaşımlar olmasına rağmen, öğretmenlerin bu konuda eğitim eksikliği ve öğrencilerin ilgi ve düzeyleri ile eşleşen uygun edebi metinleri seçme ile ilgili olumsuz algılarından dolayı edebiyatı müfredatlarına dâhil etme ile ilgili çekinceleri vardır. Ayrıca, bu alandaki araştırmalar incelendiğinde, edebiyatın teknoloji ile kullanımını birleştiren çalışmaların az sayıda olduğu görülmüştür. Bu boşluğu doldurmak için, bu çalışma bu çekinceleri azaltmak ya da ortadan kaldırmak için edebiyatın dil eğitiminde kullanılmasının gerekçeleri ve edebiyatın teknoloji ile birleştirilerek nasıl yaratıcı bir şekilde kullanılabileceğini sunmayı amaçlamaktadır. Bu amaçla, edebi metinlerle birlikte infografikler, Twitter, bloglar, vloglar ve dikte araçlarının kullanımı ile ilgili bazı öneriler sunulmuştur.

Anahtar Kelimeler: Dil öğretimi, edebiyat, teknoloji, yaratıcılık

Use of Literature in Language Teaching

Literature is the expression of life with an artistic use of words. Although writers add their imagination to their work, these imaginations stem from life itself. As a reflection of real life and

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society, literature provides scenes from ordinary life. Since literature is a type of art and literary artists write for the sake of artistic and social considerations, products of literature are deemed as the best samples of the language. The language is used sometimes in its simple form, sometimes in a complex way but genuinely, creatively and authentically.

Using literature in language teaching is not a new phenomenon as the history of using literary texts in language teaching can be traced back to grammar translation method which suggests the translation of literary texts of the target language into and from the mother tongue (Stern, 1983). However, with the advent of audiolingual method and the other methods, using literature in language teaching was not supported any more until the 1980s and 1990s when several studies on using literature in language teaching started to appear (Khatib & Rahimi, 2012). One factor affecting this revival of interest in using literature in language teaching was the advent and flourishing of communicative language teaching which suggests the use of authentic materials (Breen, 1985; Carter, 2007; Hall, 2005). There has been discussion whether to incorporate literature in language teaching. According to Lazar (1993) literature should be incorporated in language teaching because: literature itself is authentic material, it has an educational value, it motivates students, it is present in many syllabi, it paves way for understanding a new culture, it promotes students' language awareness, interpretative abilities and language acquisition, it is enjoyable and funny for the students, it stimulates students' opining and talking about their feelings, literature itself has a high status and valued by the society (pp. 14-5). It is also a means to personal enrichment.

Collie and Slater (1990) suggest that "there are reasons to use literature in language teaching: literature is valuable authentic material, it enhances cultural enrichment, language enrichment and personal involvement (pp. 5-7)." Van (2009) suggested that study of literature enhances cultural awareness. Obediat (1997) suggests that literature is very effective on the students' language skills and linguistic performance by exposing the students to syntax and vocabulary in great variety, but it also exposes the student to language in its best form (p. 36). According to Hişmanoğlu (2005) literature may help teachers create highly motivating, amusing and lively lessons. It develops students' cultural, literary, sociolinguistic and communicative competence. Carter and Long (1991, as cited in Ihejirika, 2014) suggest that literature is a legitimate and valuable resource for language teaching. Literature of a particular language can pave the way for the improvement and spread of that language. Ihejirika (2014) puts that there is a symbiotic relationship between language and literature. They are inseparable. Literature uses the language to create new work and the language is best revealed in literary work.

Literary texts are deemed as authentic materials. Nunan (1988) defines authenticity by suggesting that "authentic materials are usually defined as those which have been produced for

purposes other than to teach" (p. 99). As literature is not created for language teaching purposes, it is authentic. Most of the language teaching scholars have a consensus on using authentic materials and real life situations in language teaching both of which enhance students' interest and thus, learning (Richards, 2001). According to Gillmore (2007) in order to develop the communicative competence of the learners, authentic materials can be used at different levels and in various ways as they have the potential of being a richer source of input. Literature provides the students with the examples of not only literary language but also everyday spoken language. Therefore, teachers and materials designers should devote enough space for literary texts in their syllabi.

The place of teaching English through literature in English Language Teaching programs

Teaching literature to students is one of the elements in the curriculum of many institutions especially in tertiary education in the world (Lazar, 1993). In Turkey, curricula of teacher education departments are designed by Higher Education Council (HEC) of Turkey which is also the case for English language teaching departments. In the curriculum of 1998, there were Introduction to English Literature I and II, Novel Analysis and Teaching, Drama Analysis and Teaching, Poetry Analysis and Teaching, and Short Story Analysis and Teaching all of which were three-credit courses. In 2006, the curriculum of English Language Teaching departments was reformed by HEC. The curriculum included English Literature I, English Literature II, Language Teaching through Literature I and Language Teaching through Literature II, all of which were three credits courses. In 2007, the names of the last two courses were revised as Literature and Language Teaching I and Literature and Language Teaching II. In the English Literature I and II students are taught the history of English Literature, prominent authors of English and American literatures and their works. In 2018, there have been a curriculum change by the Higher Education Council (HEC) of Turkey. With this change, HEC curriculum designers reduced the total credits from 159 to 148. The credits of English Literature I and II courses were reduced to 2 from 3. The names of Literature and Language Teaching I and II courses were revised as Language and Literature Teaching I and II, and their credits were reduced to 2 as well. With these changes and revisions, HEC continued its emphasis on providing prospective teachers of English with English literature and teaching English through literature courses by including these courses in the curriculum. As these courses are only limited to two credits, only students can be provided with theoretical information and there would not be enough space for micro-teaching and practice as in the previous programs. However, the prospective teachers of English are in need of practical guidance about the use of literature in ELT. Thus, this study is significant because it provides some suggestions about how to incorporate literary texts in their teaching through technology to improve creativity.

Creativity in Language Teaching

Creativity is a crucial aspect in education. Craft (2006) defines creativity as "fostering resourcefulness and encouraging learners to consider and implement alternative possibilities" (p. 19). The National Advisory Committee on Creative and Cultural Education's [(NACCCE) (1999)] report provides the definition of creative teaching as: "teachers' using imaginative approaches to make learning more interesting, exciting and effective" (p. 102). The report sees teaching creatively and teaching for creativity as distinct traits. Teaching for creativity which is a demanding process is defined as "forms of teaching that are intended to develop young people's own creative thinking or behaviour" (p. 103). It states that creativity is likely to be present in all aspects of human activity and not only the young but also the adults have creative capacities. It also maintains that in order to develop these capacities there is a need that teaching skills and understanding, and encouraging innovation freedom and risk taking be balanced. Teaching for creativity requires encouraging, identifying, and fostering. As Copping (2016) states teachers need to be creative and their teaching should be creative and teach for creativity. According to Joubert (2001) creative teaching is an art (p. 21). Dessailly (cited in Copping, 2016) suggests that when children learn in creative and interactive ways, they are likely to remember what they have learned.

As in other courses, creativity in the language classroom is a very crucial element because first of all language itself has a creative aspect (Chomsky, 1957) by providing language users the opportunity to form infinite number of sentences with finite number of words. Thus, the environment in a language classroom is a creative one as the learners and the teachers may form infinite number of sentences. Creativity in the language classroom paves the way for authentic communication and co-operation among learners. This will lead the learners to use the language in its original function to perform creative tasks. Creative activities will lead to trigger the imagination of the students. Creativity is helpful not only to the students by enhancing their self-esteem but also to teachers by giving them the opportunity to tap skills, ideas, thoughts and to have a more varied, enjoyable and vivid lesson (Fehér, 2007). According to Read (2015) there are seven pillars of creativity in the language classroom: building up positive self-esteem, modelling creativity yourself, offering children choice, using questions effectively, making connections, exploring ideas, and encouraging critical reflection (pp. 30-35).

Some Technology-based Creative Techniques to Use Literature in ELT

One way of fostering creativity in the language classroom is literary works of well-known artists and the other one is using information and communication technology (ICT) tools. As creativity in language education can help educators teach creatively and teach for creativity, some suggestions are

made to integrate technology and literature in this part of the study. These suggestions may inspire teachers to prepare creative activities and tasks for their students.

Using Twitter to teach English through literature

Social networking sites such as Facebook, Twitter, Instagram are frequently used by most of the people in the world today. They are also incorporated in education frequently and there are evidences that they help students improve skills and learning. The social media tools provide an authentic environment (Geraldine, 2013) where the learners can communicate without anxiety of making mistakes. Rosell-Aguilar (2018) defines Twitter as a multi-platform social networking site (SNS) which can be used through a range of devices, mobile or not. Taşkıran, Koral-Gümüşoğlu and Aydın (2018) investigated how Turkish learners perceived the use of Twitter in language learning. They found out that the participants of the study had opined positively about using Twitter in education and perceived that tweeting messages helped improve their language learning. Aydın (2014a) reviewed the studies on educational uses of Twitter and suggested that since it had many benefits such as collaboration, critical thinking skills, reflective thinking, and information and knowledge creation, it should be used in education as a teaching tool but considering the probable negative outcomes. He also suggests using it as a communication and interaction environment both of which are inherent in language and the tools and objectives of language teaching. Mompean and Fouz-González (2016) explored Twitter's effects on teaching pronunciation. The results of the study revealed that the instruction had a positive effect on the students' pronunciation of the target words which were the commonly mispronounced words and that it increased the participants' engagement during the study. Twitter is also beneficial to students by providing them with the opportunity to enjoy being a member of a learning community (Hattem and Lomicka, 2016). Likewise, in order to equip the students with the abilities to learn, share and reflect, teachers can also create practice communities (Lord and Lomicka, 2014). Borau et al. (2009) analysed the effects of Twitter on students' communicative and cultural competence and concluded that Twitter was a useful tool to improve communicative and culture competence without time and place limits and without direct interaction.

This sample project requires students' discussion over social networking site, Twitter. The teacher may have her/his students take the role of the characters of a literary work and have them tweet their reasons why they did their most critical acts in a play or a novel and have them discuss these acts with the other characters. For example, teacher gives a student the role of Brutus, Ceasar's friend, another student is Julius Ceasar, a great Roman general, and the other characters are Antony, who is a friend of Ceasar, and Cassius, a general. The students are required to create a profile on Twitter for the role s/he has. Through tweets, for example, Brutus explains why he assassinated Ceasar and the other characters tweet their ideas. Thus, they have a discussion panel. Also, other people on

Twitter may add to these discussions by reflecting their ideas. Another subjects to be discussed can be: What would have been if Brutus had not killed Ceasar?, What would you do if you were in his/her shoes? and How would you end the story if you were the author of the work? After a few days of discussion, one of the students may be asked to report the discussions to the classroom. The other groups may do the same activities about other characters from famous literary works which can be chosen either by the teacher or the students. This activity can be beneficial for the students in some ways as the students are provided a platform where they can write their ideas freely. This will help improve their writing skills. In order to generate new ideas, they have to read and comprehend the literary work in detail which will aid to improve their reading comprehension. They will enhance their interpretative and critical thinking skills.

Using digital storytelling for oral practice

There are some animation and digital storytelling (DST) tools such as Storybird, Animoto, Powtoon, Voki, etc. that can be incorporated in language teaching. Robin (2005) defines DST as "combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video." (p. 1). The extant literature on the educational uses of DST suggest that this tool has the potential to improve what is called as '21st Century Skills' which are the combination of digital, global, technology, visual and information literacies (Robin, 2008). Gregori-Signes (2008) suggests that DST may also improve comprehending genre and subgenre conventions (e.g., poetry, theatre, novel, persuasive discourse, advertisements, academic papers, etc.). She claims that they can be used "for a more in-depth study (reception and interpretation) of literary works and other types of discourse" (p. 48). She also adds that these multi-purpose tools can help students enjoy learning process. Yang and Wu (2012), in an experimental study, tried to explore whether digital storytelling had effect on EFL senior high school students' academic achievement, critical thinking, and motivation to learn. The findings of the study revealed that the students who were instructed through the use of DST were significantly better than the comparison group participants who took information technology-integrated instruction with respect to achievement in English, thinking critically, and motivation to learn. Also, the researchers suggested that DST has an important value in education as not only the instructor but also the students reported that DST increased students' understanding of learning material, their desire to explore, and critical thinking. Sarıca and Usluel (2016) explored the effect of digital storytelling on the students' capacity of visual memory and writing skills in an experimental study. They found out "a significant improvement in terms of the visual memory capacity and writing skills of students in both experimental and control groups, and the average gain scores were higher in the experimental group" (p. 298). The results of the study also further revealed that there was an improvement in the students' skills of writing thanks to digital storytelling. Razmi, Pourali, and Nozad

(2014) investigated the effect of DST tools on the improvement of learners' narrative skills and concluded that the students instructed by means of DST techniques improved their oral skills.

As the research on DST tools evidence their positive effects on students' improvement, they can be included in the practice of language teaching. Teachers may have their students animate and tell the plot of the story they read. In order to create their stories, the students need to know the plot of the work. They can add audio to their stories. Although animation of a complete work is a difficult and time-consuming task, the students can be asked to animate and tell the story of a single scene or event or a couple of subsequent scenes. In fact, a well-known scene can be more appealing. For example, suicide scene in Romeo and Juliet by Shakespeare. The students can create their digital stories either by their own or in collaboration with peers in small groups (Robin, 2008). This activity can also be assigned as homework. If so, teachers should give feedback on the students' work. In order to motivate the students to this activity, teacher may have the students compete for the best digital story prize.

Using blogs to integrate reading and writing

Blogs are internet sites that can be created and maintained easily (Pinkman, 2005). Blogs are good venues to share ideas by publishing their ideas and posting comments. Thus, they can be very beneficial to discuss their opinions. Aydın (2014b) explains the benefits of using blogs in EFL with regard to constructivist approach as "learners can use their language knowledge in various situations, discuss their opinions with their peers, transfer their knowledge from one basic skill to another, and create a social learning environment that facilitates collaborative learning" (p. 245). The study which reviewed the extant literature on using blogs in EFL listed the effects of blogs as they help the students' gain cultural knowledge and cultural awareness and explore target culture. Through the use of blogs, student to student/s and student/s to teacher interactions in the target language develop. The study also reviewed the research on the effects of blogs on language skills and showed that blogging improves these skills. Pinkman (2005) launched a blog project into an integrated-skills EFL class in a Japanese tertiary context. Findings of the study suggested that participants reported their opinions about using blogs as positive, and that there was an increase in their interest and motivation to use English thanks to interaction with, and feedback they received from classmates and teachers. The analysis showed that the most of the students had opined positively as they reported that blogs could be used to improve language skills especially reading and writing. The results of Hamuddin and Dahler's (2018) study which collected data from 161 students through an online questionnaire delineated that the most of the students perceived that blogs had a positive effect to enhance students' English language skills particularly reading and writing. They also concluded that by the use of blog as a learning journal would increase students' motivation to learn English and publish articles. Arslan (2014)

explored whether blogging and portfolio keeping had effect on writing skill of pre-service teachers. The study concluded that "blogs and portfolios emerge as effective tools to integrate feedback practice into writing process, offering course instructors and students ample time and practice outside ordinary English classes as a foreign language (EFL)" (p. 131). The study also showed that both blogging and portfolio keeping and particularly giving and receiving both written and online feedback help preservice teachers' writing skills specifically on basic elements of writing skill. Arslan and Şahin-Kızıl (2010) implemented a quasi-experimental study investigating the effects of incorporating blogs into a writing class. The findings of the research showed that the students who were instructed writing through integration of blogs showed much more improvement in writing skill than the students who were instructed merely in the class.

Given the evidence on the effectiveness of blogs in language learning, they can be used in language teaching. Students may be required to create blogs for literary works, literary artists, or well-known characters in the novels or dramas. Also, themes of the well-known literature can be discussed through blogging. For example, love, friendship, jealousy and etc. in the works of several authors can be compared and contrasted. It should be noted that students can be grouped to post comment on their peers' blogs. Thus, they will have the chance not only to create blogs but also discuss their ideas. Some of the blog creation tools are Blogger, Wordpress, Tumblr, Weebly, etc.

Using infographics to improve comprehension and critical thinking

Another project can be creating infographics about a literary work. Infographics are tools that present information in a visually appealing way. They help listeners, watchers, and readers to understand the information in a short time through visualization of information. They are mostly easy to share. Infographics, as tools for presenting information through graphics visually in a concise way, could help teachers have her/his students understand a complex issue or process better. They can be used not only as classroom materials but also as materials for peripheral learning. Students may learn a lot from them if they are hung on the walls of the classroom. Teachers may assign their students to create their own infographics on a particular subject. While working on the project, they have the chance to practice the content better. This kind of assignments may enhance students' critical thinking and synthesis skills.

Kos and Sims (2014) carried out an exploratory 5-week project with 8th graders. They reported that students showed a positive affect towards using infographics instead of using traditional 5-paragraph essay. They also suggested that infographics were perceived more convenient by the students instead of the traditional 5-paragraph essay especially in tasks that involve creativity. To explore the effect of infographics on learners' comprehension and memory retention, Al Hosni (2016)

designed an experimental study. The results of the experimental study showed that integration of infographics in EFL contexts improved students' comprehension and retention of the information learned in class. Naparin and Saad (2017) reviewed 55 articles published between 2004 and 2016 on infographics, infographics in education, and infographics design. They concluded that using and creating infographics would develop students' visual literacy skills, which would help the teachers teach the students to make sense of and evaluate visual information (p. 21). Some of the infographic creation tools are piktochart, infogr.am, canva, visual.ly, visme, Easelly, venngage, and so on.

In the case of literature, teachers may ask their students to create an infographic of a novel, drama, poem or a short story. In this assignment, students will prepare infographics of the themes, characters, plot etc. in a particular work. In order to accomplish this assignment, students need to have a sound comprehension of the literary work, a good skill of organization and synthesis of ideas. For example, an infographic of a poem can be an assignment after having analysed a poem. In this assignment, students may be asked to prepare an infographic about the main themes of the poem, the opinions of other artists, and their ideas about these themes in a concise way. They may need to group the opinions according to their similarities and differences. Another activity can be preparing an infographic of a short story. The students are asked to create an infographic of the setting, plot, characters, and themes of a short story similar to the one in Figure 1.
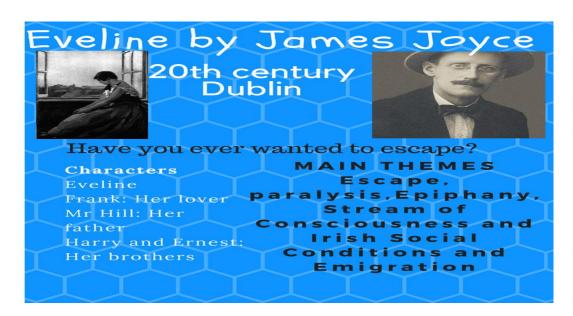

Figure 1. *An infographic for Eveline, by James Joyce.*

Using dictation to improve listening and writing

Although it is a well-known and so- called old-fashioned activity in language teaching, dictation while listening can be useful for language teachers. There are four types of dictation: phonemic item

dictation, phonemic text dictation, orthographic item dictation and orthographic text dictation (Sawyer & Silver, 1961 as cited in Alkire, 2002). Indeed, dictation is a tool that can be helpful in teaching listening and spelling (Alkire, 2002; Lightfoot, 2006; Stansfield, 1985). Technology at this point helps ELT teachers use this activity in a creative way. There are some websites such as "Listen and Write" (https://www.listen-and-write.com/) which enables the users to listen to videos or audios and to dictate at the same time in four modes. In addition to the videos and audios on the website, you can upload videos in mp4 format or YouTube videos and audios in mp3 format or audios from Soundcloud. Classic dictation activity can be used creatively by uploading poems or extracts of plays. This kind of activity is more motivating if listeners are provided with the voice of the author of the text as most of the listeners find interesting to listen to a well-known person. Once the audio or the video is uploaded, the website asks the user to upload the transcription of the video or audio or the link of the transcript. After uploading the audio or video and its transcript, one of the four modes that are correction mode, full mode, quick mode and blank mode can be selected. In the correction mode, the user writes full sentence and the system corrects the wrong or missing one/s according to the transcript. In the full mode, the user should write all the letters of a word while listening to the audio. If spelled correctly, the word appears in the box. In the blank mode, the user is provided with a text from the transcript of the audio which have at least 3 blanks and the user tries to fill in the blanks with correct words while listening to the audio. In the quick mode, the user only writes the first letter of the word s/he hears and the tool completes it if the initial letter is correct.

There are evidences that dictation is beneficial to language learners. Takeuchi (1997) in an attempt to explore experimentally the effectiveness of dictation on listening comprehension found out that students are required to make the most of the knowledge available to them to dictate, and they are in need of activating the predicting-and-testing process of listening comprehension which in turn pave way for better understanding of input. Takeuchi (1997) also suggests that dictation, thus, can be an influential educational tool for listening in a foreign language. Sahr (2013) opined that dictation could be used not only as an aid to check students' progress but also as a filler activity in secondary schools.

Creating or using vlogs to enhance communication

Creating and sharing vlogs on YouTube is very popular nowadays. The term 'vlog' is a blend of the words 'video' and 'blog' (Pihlaja, 2014, p. 2) meaning a blog comprising videos in which a user has the opportunity of expressing freely his/her own opinions and experiences in an online, public area (pp. 2-3). A vlog can be created by using Google Drive and Google Sites. Vlogs are widely used in education these days. They are not only varied, appealing and accessible to students but also means of motivation to oral and written skills (Belcher, 2006, p. 149). Fuglei (2015) claims that vlogs are

perfect for sharing with students because they are under 15 minutes and teachers do not have to cut them short as in podcasts and other videos such as Ted Talks. For her vlogs serve as a platform where educators, writers and entertainers can meet their audience virtually. As she maintains, vlogs have a wide spectrum of subject matter from astrophysics to pop culture. She also asserts that vlogs are engaging, inspirational and can spark enthusiasm for discussion in the students. Through a case study of 'texfrancais' channel, Combe and Codreanu (2016) concluded that vlogs proved to be effective tools for speaking skills, digital literacy skills, intercultural skills, and learning from peers in multilingual contexts. Watkins (2012) states that vlogs can be used in oral communication classrooms. He also claims that vlogs enable the students to practice English speaking skills anywhere, give oral feedback on their peers' vlogs, and they can receive feedback from teacher by means of postings. Another study, Hung (2011) investigated whether vlogs had an effect on students' use of the target language. The results of the study indicated that the students were in favour of vlogs as they perceived that vlogs both contributed to organisation and reflection on their learning products and they gave them the opportunity to store their learning processes as well. Also, the participants of the study reported the advantages of vlogs as representation in visual format, removal of time limits, self-evaluation, professional development, greater audience, learning from peers and technical ability (p. 736).

In order to integrate vlogs in teaching English through literature, teachers of English may create a YouTube account and ask their students to record their own vlogs about novels, plays, short stories or dramas. They may even create vlogs about a single character or characters in a literary work. They may discuss their ideas, thoughts, feelings and comments about the character/s or events in a work. This activity may facilitate both their speaking and pronunciation skills, their self-esteem, autonomy and agency. Not only the students may give feedback on their peers' vlogs but the teacher can also give feedback to the students' vlogs. The teacher may check the vlogs before uploading them on YouTube or other video hosting platforms.

Conclusion and recommendations

Literature is a good means of teaching language in EFL in contexts as it provides authentic input to the learners. To get rid of the hindrances which cause EFL teachers not to use literature in their classes such as lack in training in incorporating literature, well-defined objectives of using it and finding literary texts boring, this study first presented the rationale behind using literature in ELT, combining teaching through literature with technology, creativity in ELT and with reference to the results of the previous studies. In the light of these evidences, some suggestions are made such as using blogs, vlogs, infographics, dictation, and Twitter to appeal to the students of the digital age and foster creativity in the ELT classroom. Thus, both the students and the teachers of English may use literary works more frequently in an appealing way. The results of the studies which investigated the effects of the use of

these tools have been reviewed and it was found that they add to students' achievement in a positive way (Collie and Slater, 1987; Hall, 2005; Lazar, 1993; Van, 2009). However, as this study is a review of literature and suggestions made depending on this review could be further investigated through empirical studies.

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