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## **Boredom and Creation of Meaning in Literature Classrooms**

Within an EFL classroom, students often classify literature books as boring and not worth reading. As a result, they either skip classes, or not pay attention to literary studies. Such behavior pushed one to question boredom within the classroom, is being bored signal a fundamental lack of personal and cultural meaning, or a moment of potential when meaning can and must be created? Ultimately, is boredom a positive or negative experience for the individual, for society in general? In fact, what is classified as boring can be the starting point of discovering new meanings through the seeming boring narrative and it can be a way to help students to discover what mattered in the story and how we might engage with its strangeness. By pointing to how the patterns, forms, and structures in language and storytelling create meanings of which we are not always aware, students might go beyond the lack of personal and cultural meaning to not only unfold the mystery behind the story, but to find a way to their selves as well.