

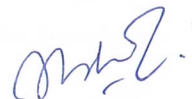
**A CASE STUDY OF BHUTANESE TEACHERS' AND STUDENTS'
PERCEPTION ON USING LITERARY TEXTS AS ENGLISH AS A
SECOND LANGUAGE TEACHING AND LEARNING
MATERIALS**

TSHERING TSHOMO

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS (APPLIED LINGUISTICS)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY
2015**

COPYRIGHT OF MAHIDOL UNIVERSITY

Thesis
entitled
**A CASE STUDY OF BHUTANESE TEACHERS' AND STUDENTS'
PERCEPTION ON USING LITERARY TEXTS AS ENGLISH AS A
SECOND LANGUAGE TEACHING AND LEARNING
MATERIALS**



.....
Mrs. Tshering Tshomo,
Candidate



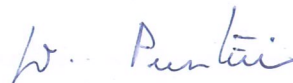
.....
Lect. Kornsi Boonyaparakob,
Ph.D. (Curriculum and Instruction)
Major advisor



.....
Asst. Prof. Wiwat Puntai,
Ph.D. (Information Studies)
Co-advisor



.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D. (Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University



.....
Asst. Prof. Wiwat Puntai,
Ph.D. (Information Studies)
Program Director
Master of Arts Program in
Applied Linguistics
Faculty of Liberal Arts
Mahidol University

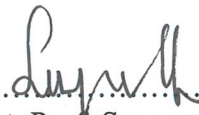
Thesis
entitled
**A CASE STUDY OF BHUTANESE TEACHERS' AND STUDENTS'
PERCEPTION ON USING LITERARY TEXTS AS ENGLISH AS A
SECOND LANGUAGE TEACHING AND LEARNING
MATERIALS**

was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts (Applied Linguistics)

on
October 14, 2015




.....
Mrs. Tshering Tshomo,
Candidate



.....
Asst. Prof. Supaporn Yimiwilai,
Ph.D. (English)
Chair



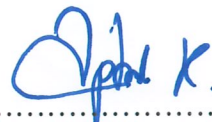
.....
Lect. Kornsiri Boonyaparakob,
Ph.D. (Curriculum and Instruction)
Major advisor



.....
Asst. Prof. Wiwat Puntai,
Ph.D. (Information Studies)
Member



.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D. (Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University



.....
Asst. Prof. Aphilak Kasempholkoon,
Ph.D. Program in Thai
Dean
Faculty of Liberal Arts
Mahidol University

ACKNOWLEDGEMENTS

I am grateful to Thailand International Development Cooperation Agency (TICA) for sponsoring my education and making my stay comfortable in Thailand. I will remain obliged to the Royal Government of Bhutan for providing me an opportunity to pursue my master's degree. I am thankful to the principal concerned, teachers, and students who supported me immensely during the process of the data collection for this research.

Also, I would like to convey my immense gratitude to many people who supported and guided me throughout my master's degree endeavor. Firstly, my heartiest gratitude to my major advisor, Lect. Kornsiri Boonyaparakob who not only guided and supported but also nurtured me in the field of research with immense endurance. She has been a great inspiration for the completion of this thesis. Secondly, my gratitude goes to my co advisor, Asst. Prof. Wiwat Puntai, for his support and guidance.

Thirdly, I am grateful to all the Ajarns of the Faculty of Liberal Arts for making me a better person today with the knowledge they have imparted. Also, I express my deep appreciation to Ms. Sopha Seethong, and the staffs who rendered me with all the necessary help.

Last but not least, I am indebted to my family members for supporting me in achieving every endeavor of my life and taking enormous care of my two children.

This thesis, therefore, is dedicated to my father, Mr. Kinley Nidup; my husband, Mr. Thinley; and my children: Jigme Yangchen and Tandin Dorji. Also, to my Ama, Anay, and my sisters.

Tshering Tshomo

**A CASE STUDY OF BHUTANESE TEACHERS' AND STUDENTS'
PERCEPTION ON USING LITERARY TEXTS AS ENGLISH AS A SECOND
LANGUAGE TEACHING AND LEARNING MATERIALS**

TSSHERING TSHOMO 5638021 LAAL/M

M.A. (APPLIED LINGUISTICS)

**THESIS ADVISORY COMMITTEE: KONSIRI BOONYAPRAKOB, Ph. D.,
WIWAT PUNTAI, Ph. D.**

ABSTRACT

Literary texts have been used in ESL/EFL (English as a Second Language/English as a Foreign Language) education for long time. However, because of its complex language structure, there were arguments over its successful implementation. Although there are several studies conducted with University students and teachers, there have been no studies on school teachers' and students' about using literary texts as teaching and learning materials and little is known about the revised literary texts in Bhutanese ESL curriculum since 2006.

Therefore, this study was aimed at exploring Bhutanese teachers' and students' perception of using literary texts as ESL teaching and learning materials. Two hundred and eleven students and three teachers of classes nine and ten from one Bhutanese school participated in this study. Quantitative data were collected by administering survey questionnaire adapted from Kim (2010) on 211 students. Later, qualitative data was gathered from two separate focused group interviews with a group of four students and another group of three teachers.

After triangulating the data from the three data sources, the findings indicated that both the teachers and the students perceived that the literary texts facilitated not only teaching and learning process but also assessing students' progress and achievement. Nevertheless, literary texts were also perceived inadequate for learning factual current affairs and grammar.

Furthermore, the findings suggest that in order to benefit from literary texts, appropriate teaching approaches and selection of literary genres need to be considered.

**KEY WORDS: LITERARY TEXTS FOR ESL/ ESL TEACHING/ BHUTANESE
CURRICULUM/ TEACHERS' AND STUDENTS'
PERCEPTIONS/ ENGLISH AND LITERATURE**

107 pages

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	xi
CHAPTER I INTRODUCTION	
1.1 Rationale of the Study	1
1.2 Statement of the Problem	2
1.3 Purpose of the study	4
1.4 Research Question	4
1.5 Significance of the Study	5
1.6 Scope of the Study	6
1.7 Definitions of the Key Terms	6
1.7.1 Literary Texts	7
1.7.2 Perception	7
CHAPTER II LITERATURE REVIEW	8
2.1 Standards for Literary Texts Based Bhutanese ESL Classrooms	8
2.2 Advantages of Literary Texts as ESL/EFL Teaching and Learning Materials	10
2.3 Challenges of Using Literary Texts as ESL/EFL Teaching and Learning Materials	13
2.4 Models for Methodological Approaches for Teaching Literary Texts	15
2.5 The Three Approaches of Teaching Literary Texts as Proposed by Carter and Long (1991)	17
2.5.1 The Cultural Model	17
2.5.2 The Language Model	18
2.5.3 The Personal Growth Model	18

CONTENTS (cont.)

	Page
2.5.4 Criticism on the Three Approaches	19
2.6 Empirical Studies on the Use of Literary Texts as ESL/EFL Teaching and Learning Materials	20
CHAPTER III RESEARCH METHODOLOGY	30
3.1 Research Design	30
3.2 Participants and Their Context	31
3.3 Research Tools	32
3.3.1 Questionnaire	33
3.3.1.1 Validity and Reliability	34
3.3.2 Focus-Group Interviews	35
3.4 Data Collection Procedure	35
3.5 Data Analysis	36
CHAPTER IV RESULTS	38
4.1 Report of Quantitative Findings Regarding the Students’ Perception towards the use of Literary Texts as ESL Teaching and Learning Materials	38
4.1.1 General perceptions on the Students’ Use of Literary Texts as ESL Teaching and Learning Materials	39
4.1.2 Development of English Language Proficiency through Literary Texts	41
4.1.3 Characteristics of Literary Texts-based English Classroom	41
4.1.4 Literary Texts as a Medium of Interaction	42

CONTENTS (cont.)

	Page
4.1.5 Modes of Assessment and Evaluation Adopted by Teachers to Evaluate Students' Achievement and Progress	43
4.1.6 Enhancement of Learner-centered and Collaborative Learning through Literary Texts	44
4.1.7 Developing Reading and Writing Skills through Literary Texts	45
4.1.8 Development of Critical Thinking Ability through Use of Literary Texts	47
4.2 Summary of the Quantitative Findings	48
4.3 Findings from all the Data concerning Perception of Teachers and Students on the Use of Literary Texts as ESL Teaching and Learning Materials	48
4.3.1 Finding One: Literary texts were perceived by both teachers and students to help students develop their knowledge on culture, language and language skills, as well as their personal growth as proposed in the model of Carter and Long (1991).	49
4.3.2 Finding Two: Literary texts were perceived by both teachers and students to be benefits only when the texts appropriately fit with the students' background knowledge.	50
4.3.3 Finding Three: Concerning Cultural Mode	50

CONTENTS (cont.)

	Page
4.3.3.1 Literary Texts were perceived to be helpful in enhancing general knowledge on various countries' cultures, historical events, social issues, political systems, general knowledge, and human ways of lives.	51
4.3.3.2 Using literary texts only, the English lessons were perceived to lack factual information and information on current affairs.	52
4.3.3.3 Unfamiliar contexts in the literary texts relating to a variety of cultures and histories was perceived by teachers as a challenge.	54
4.3.4 Finding Four: Concerning Language Model	55
4.3.4.1 Literary texts were perceived to be resourceful in generating various student-centered approaches and activities to facilitate English language teaching and learning process.	56
4.3.4.2 Activities generated from literary texts were perceived to increase students' motivation and confidence.	62
4.3.4.3 Assessment and evaluation based on activities generated from literary texts were perceived to be fair.	63

CONTENTS (cont.)

	Page
4.3.4.4 Literary texts were perceived to be models for language learning which demanded different levels of cognition and enhanced literary criticism.	65
4.3.4.5 Due to the richness of language and information, more time spent to focus on the content was perceived to hinder the teaching and learning of grammar.	68
4.3.5 Finding Five: Concerning Personal Growth Model	69
4.3.5.1 Literary Texts were perceived to incorporate life-related lessons; thus, promote personal growth.	69
4.3.5.2 Literary Texts were perceived to teach life-long moral values related to society, psychology, and ethics.	72
4.4 Summary of the Findings	73
CHAPTER V DISCUSSION AND CONCLUSION	74
5.1 Overview of the Study	74
5.2 Summary of the Study	75
5.3 Discussion of Findings	76
5.3.1 Benefits of Using Literary Texts as ESL Teaching and Learning Materials	77
5.3.2 Factors Affecting the Positive Perception on the Use of Literary Texts	79
5.3.3 Limitations and Challenges on the Use of Literary Texts as ESL Teaching and Learning Materials	81
5.4 Conclusion	82

CONTENTS (cont.)

	Page
5.5 Implications of the Study	82
5.6 Recommendations	83
BIBLIOGRAPHY	85
APPENDICES	90
BIOGRAPHY	107

LIST OF TABLES

Table		Page
3.1	Background Information of Students	32
3.2	The Summary of the Questionnaire	34
3.3	Reliability Statistics	34
4.1	General Perceptions on the Use of Literary Texts	40
4.2	Development of English Language Proficiency	41
4.3	Characteristics of the Literary Text-based English Classroom	42
4.4	Literary Texts as a Medium of Interaction	43
4.5	Assessment and Evaluation Methods	44
4.6	Learner-Centered and Collaborative Learning	45
4.7	Development of Reading and Writing Skills	46
4.8	Development of Critical Thinking Ability	57

CHAPTER I

INTRODUCTION

This chapter describes rationale of the study; statement of the problem for this study; purpose of the study; research question; significance of the study; scope of the study; and definitions of the key terms.

1.1 Rationale of the Study

In Bhutan, English language was introduced as English as a Second Language (ESL) in 1961 during the reign of the beloved third King of Bhutan (His Majesty Jigme Dorji Wangchuck). Based on the notion of World Englishes as proposed by B.B. Karchu (in Celce-Murcia, 2014), English language teaching and learning in Bhutan could be considered as a second language or ESL. This is because the use of English falls into outer circle of Kachru's three circles of English. The English users of this circle use English alongside their native language for many purposes, such as medium of instruction in schools, language for business transactions, language of media, and letters and reports. In addition, some expert users such as those from Bhutan may also write literary genres as their proficiency level is almost at par to native speakers.

Royal Government of Bhutan found advantageous of choosing English as a second language to reach out to the globalized world as English is the world's lingua franca. As stated on page xi of the document of Curriculum and Professional Support Division (CAPSD), 2005:

That choice has made served Bhutan well, as it has undertaken to become a fuller charter member of the United Nations and has established bi-lateral and multi-lateral agreements with other countries. English has enhanced its capacity to participate more effectively and purposefully in the global community. (CAPSD, 2005, p. xi).

Therefore, Ministry of Education, Bhutan, emphasized on the quality ESL curriculum and in the year 2006, CAPSD (2005) updated and revised the curriculum for classes pre-primary to twelve. For teaching and learning of English as a subject in schools, literary texts are used as medium since the Pre- Primary level. The five core group members from the Curriculum and Professional Support Division (CAPSD) and the 20 teachers from the field participated in the revision of the English curriculum. The purpose of the revision was due to the failure of the previous Bhutanese English curriculum consisting of colonial origins of British English education in India which institutionalized Britain imperialism (Dyenka, 1999). Literary texts in that curriculum included Shakespeare's drama and some classic literary texts contributed by the writers from India, Europe and America. According to Dyenka (1999), these literary texts made little sense or relevance to the learners. The texts neither enhanced students in learning cultures and values nor the world knowledge and ideas. Moreover, the English classroom was mostly dominated by teacher-centered approaches.

Hence, the revised English curriculum consisted of both classic and contemporary literary texts. The same texts prescribed by the government are used for all the schools nationwide. According to Curriculum and Professional Support Division (2005), English in the current curriculum is taught for five periods of fifty minutes each in a week to the students of classes nine and ten. This study focuses only on the literary texts taught and learned by classes nine and ten teachers and students. These selected literary texts for the schools nationwide were expected to not only enhance students' world knowledge and ideas but also cultures and values. The current curriculum provides more opportunities for teachers to plan activities that involve active student-centered learning environment.

1.2 Statement of the Problems

Lately, role of literature is emerging in a language classroom after losing predominance of Grammar Translation Method. Carter (2007) stated that the growth of communicative language teaching in 1970s and 1980s led to the reconsideration of the literary texts because of its authenticity, "...and of the fact that more imaginative

and representational uses of language could be embedded alongside more referentially utilitarian output” (p.6). As suggested by scholars (Carter & Long, 1991, Khatib et al., 2011, Lazar, 1993; McKay, 1987; Rai, 2012) literary texts could be beneficial in teaching and learning all four language skills, vocabulary, grammar, and pronunciation. Moreover, literary texts can be used in a language classroom to help learners’ develop their understanding of cultures, language, and personal growth (Carter & Long, 1991).

Still, there has been issues about the use of literary texts as language teaching and learning materials. Some researchers stated that the complexity of literary language used in literary texts could hinder learners’ comprehension and language usage. Furthermore, literary texts was perceived by these scholars to have support neither the goals of acquiring grammar knowledge nor learners’ academic and occupational needs. Other researchers, however, have different arguments. McKay (1987), for example, mention that literature could be used to develop an awareness of language use because the language is presented within a social context. McKay stated:

...literature has traditionally been used to teach language usage, rarely has it been used to develop language use. Yet the advantage of using literature for this purpose is that literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language that illustrates a particular register or dialect is embedded within a social context, and thus, there is a basis for determining why a particular form is used. As such, literature is ideal for developing an awareness of language use (p.191-192).

McKay (1987) further argues that the use of literary texts in a language classroom foster learners to not only comprehend the concepts presented but also interact with the text by decoding the language.

In regard to the use of literary texts in the Bhutanese ESL contexts, Centre for Education Research and Development (CERD, 2009) had tried to collect some information about the teachers’ and the students perception about 2006 revised English curriculum in Bhutan. Still, little is known about how the texts are practically used and perceived by the teachers and the students. Also, there were no surveys conducted on the new English curriculum of Bhutan with the focus on perceptions of the teachers and the students. Taking the scholars’ criticism into consideration, the

research considers that it is essential to find out about the perceptions of teachers and students on the use of those literary texts as ESL teaching and learning materials. They are the real practitioners of the provided literary texts, so they know exactly how the texts are being applied practically. Therefore, it is significant or worthwhile to study the perceptions of the real practitioners of the chosen literary texts selected for the current curriculum. In addition, the knowledge on the effectiveness and challenges of using the selected literary texts is essential for strengthening the strengths and overcoming the weaknesses of the curriculum.

1.3 Purpose of the Study

With the mentioned benefits of literary texts, this study explores the perceptions of Bhutanese teachers and students on the use of current literary texts in their English curriculum. The exploration of teachers' and students' perception is important because they are the first hand practitioners of the teaching and learning processes and policies implemented. It is significant to study the perceptions of teachers and students to not only improve the current educational practices but also undertake efforts to discuss and inform about the educational reforms and practices. (Hargreaves, 1996; Sather, 2002)

Considering the importance of perceptions of the teachers and the students, this study aims to describe classroom practices by the teachers and more importantly the policy developed by the curriculum developers. The curriculum developers might also be familiarized with the methodological approaches used by the teachers in teaching the literary texts. In addition, this study aims at providing insight into how to plan ESL curriculum, how to organize teaching and learning processes and what further researches might be needed in the field of ESL in Bhutan.

1.4 Research Question

With the stated aims, this study attempts to answer the given research question: How do teachers and students perceive the use of English literary texts as ESL teaching and learning materials in ESL classrooms?

1.5 Significance of the Study

This study is anticipated to provide insights into a better understanding on the perceptions, effectiveness and challenges of the uses of the selected literary texts as ESL teaching and learning material in Bhutanese curriculum from the perspectives of both teachers and learners.

Hargreaves (1996) and Sather (2010) stated the perspectives of teachers and students are missing or suppressed by the policy makers or distorted by the educational researchers which they feel is not wise. Students are the only one who experiences the conditions being imposed by the teachers and curriculum developers. Hence, they are the best source to generate information about the practices of the imposed conditions (Sather 2010). In fact, as argued by Barkhuizen (1998), students' perceptions are important and worthwhile being explored because teachers could take the students' perception as part of their decision-making process. Only when the students' perceptions and needs are taken into account as part of planning, teaching and learning process, the education could be claimed as learner-centered base. Hargreaves (1996) remarks four reasons for listening and taking into account the voices of teachers: worthiness of listening to voices of every individual including teacher, the voices of practitioners like teachers deserve to be heard, teachers are the professionals who stays and spends their time mostly with the young minds, therefore, more insights are being expressed.

Furthermore, this study aims to fill up the gap recommended by Paran (2008). Paran stated that there are number of studies conducted with number of university students and teachers on the role of literary texts in ESL/ EFL classrooms. However, there are rare studies conducted on how secondary school teachers and students perceive the use of literary texts in second language (L2) classrooms. The focus of this study is, therefore, to look into the perception of the secondary school teachers and students studying literary texts as their ESL materials.

This study, however, has some specific focuses.

1.6 Scope of the Study

This study was conducted within a particular scope as described here; therefore, generalization of the results must be taken with cautions, especially in the contexts of different educational levels and with the use of different research instrument.

Firstly, the context was in one of the higher secondary schools in Bhutan. In addition, the data were collected from grade nine and ten students and teachers of this particular school through survey questionnaires and focus group interviews.

Secondly, the ESL classroom in Bhutanese Education System is divided into four standards: Speaking and Listening, Writing, Reading and Literature, and Language. All the schools and teachers in Bhutan follow the same literary texts and standards framed by CERD (2002). However, this study covers only the Reading and Literature standards.

Thirdly, in 2006, Bhutan last updated the literary texts for all the schools nationwide which consist of both fictions and nonfictions. Fictions include the arts of imagination like short stories, poetries and novels. Non-fictions include write ups based on true events like compositions, autobiographies, biographies, articles, memoirs and speeches. This study focuses or is limited to only on some specific literary texts selected for Bhutanese grade nine and ten. (The list of the literary texts is attached in Appendix A)

Fourthly, the three models of using literary texts in association with pedagogical practices as described by Carter and Long (1991) are used to analyze the findings for describing the perceptions of teachers and students on the use of literary texts as the ESL teaching and learning materials.

1.6 Definitions of the Key Terms

Literary texts and perception are two technical terms used frequently in this study. The section below presents the definition of these two terms.

1.6.1 Literary Texts

Different sources define the term “Literature” differently. For example, the Longman (2003) referred it to books, plays, poems, etc. that people think are important and good. Soanes, Hawker, and Elliott (2009) calls literature as a written work that is considered having artistic merit and writings on a particular subject while Eagleton (1983) defined literature in the sense of fiction-writing as an imaginative writing which is not literally true. In short, literature could be an imaginary written work of art that affects reader’s thinking, feelings, emotions, and imaginations.

The other kind of literature is non-fiction. Colman (2007), defined non-fiction literary texts as the crucible within which readers can gain the knowledge and skills that enable them to reach sound decisions in all arenas of life, gain knowledge and support them with evidences, and participate in an informed and active citizenry. In non-fiction genres public policy and legislation are presented, societal needs are discussed, cultural aesthetics are defined, life lessons are conveyed, scientific finding and historical narratives are transmitted, and matters of war and peace are discussed.

Therefore, in this study, the term “literary texts” is referred to both fiction and non-fiction literatures used as ESL teaching and learning materials in the Bhutanese ESL curriculum since 2006.

1.6.2 Perception

According to Pickens (2005), perception, relates to attitudes. Perception is further interpreted as “A person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality.” (p. 54). Smith (2001) defines perception as “characteristics by flood of up-to-date information about our environment.” (p. 285)

The term ‘perception’ in this study is referred to opinions, outlook, understanding and attitudes of the participants in relation to their experiences with the use of literary texts as ESL teaching and learning materials.

The next chapter presents the review relevant literatures and studies relating to perceptions and use of literary texts as ESL teaching and learning materials.

CHAPTER II

LITERATURE REVIEW

This chapter provides background information on standards for literary texts based ESL classrooms of classes nine and ten; reviews relevant literature on advantages and challenges of using literary texts as ESL/EFL teaching and learning materials; reviews models for methodological approaches for teaching literary texts by different scholars as well as those of Carter and Long (1991); and finally, reviews empirical studies on the use of literary texts as ESL/EFL teaching and learning materials.

2.1 Standards for Literary Texts Based Bhutanese ESL classrooms

According to (CERD, 2002), after reading the literary texts in the Bhutanese ESL curriculum, learners are expected to:

1. use a variety of linguistics structures and spoken language in accordance to purpose of use and audience,
2. read a wide range of texts and appreciate literary styles. After reading, learners discuss and reflect on their personal opinions and feelings about the characters, plots, themes and events in the literary texts,
3. develop their own writing styles and write different forms of writings independently and confidently using appropriate writing strategies, and
4. use language to think analytically and creatively about the important themes, concepts and ideas, cultural and social aspects, connecting knowledge learnt to comprehend the world around.

Hence, the main aim and goal of Bhutanese English curriculum is to enable learners to develop and promote language abilities like listening, speaking, reading, writing and communication skills needed for social living and further learning (National Education Framework or NEF of Bhutan, 2009). In order to achieve these

aims and goals, appropriate teaching approaches and texts selections are the two main factors to be considered.

Some of the guidelines for classroom practices that teachers need to follow as reflected in CAPSD (2005) are:

1. students sharing their prior knowledge and experience;
2. relating to the topic of the texts that they are about to see;
3. reading and comprehending the texts; acquiring new vocabularies;
4. practicing the language through a variety of activities like role-plays, dramatizations and recitations;
5. writing similar kind of writings;
6. discussing the morals and values learned; discussing important messages conveyed; and
7. exploring cultures.

Therefore, according to CASPD (2005), CERD (2002), and NEF (2009), the use of literary texts in Bhutanese ESL classrooms is not only about acquisition of English language skills but also enhancement of cultural awareness and personal growth. Bhutanese English curriculum is about what Paran (2008) say, "Language learning is not only about language- it is about learning as well; it is not only about training, but also about education"(p.469).

Furthermore, according to CAPSD (2005) and CERD (2002), literary texts for Bhutanese ESL classroom are grouped into two categories; fiction and non-fiction. Fictions consisted of poetries, novels and short stories written by established writers both classic and contemporary. Non-fictions included essays, biographies, report and autobiographies of great people. Different genres were included because every genre is unique from one another. For instance, poems demonstrate a variety of poetry devices, whereas novels and short stories present horror, romance, adventure, and a variety of cultures. Still, these genres present similar kind of themes related to love, family, values, patriotism, aspiration, tolerance, significance of nature, and knowledge about spirituality and religion. On the other hand, non-fictions familiarize students to great exemplary people and also serve as inspirations for them. Moreover, students are familiarized with issues confronting humanity and practical use of language.

So far, the context of English language curriculum for classes nine and ten in Bhutan has been described. In fact, as suggested by many scholars, literary texts are considered effective means of English language education (Carter & Long, 1991; Khatib et al., 2011; Lazar, 1993; McKay, 1991; Rosenblatt, 1995; Widdowson, 1975). The next sections review some advantages and challenges in using literary texts as ESL/EFL teaching and learning materials.

2.2 Advantages of Literary Texts as ESL/EFL Teaching and Learning Materials

McKay (1987) argues that literary texts are beneficial in ESL classroom. The literary texts not only develop linguistics knowledge on application and conventions but also increase motivation of learners to learn ESL through interaction with the texts. In addition, learners' awareness on cultural differences is created and their imaginative writing skills are later promoted too.

According to Lazar (1993), there are several strengths of using literary texts in ESL/EFL classrooms. Following are some reasons for using literary texts as remarked by Lazar (1993):

1. Literary texts could inspire students to learn language as they are already familiar with oral literatures in their culture. They could critically compare the literatures. "Literature exposes students to complex themes and fresh, unexpected uses of language." (p. 15). Thus, literary texts serve as motivational materials in learning language. For instance, students retelling stories from their culture with similar themes could highly motivate them.

2. Rich and diverse cultural reflection in literary texts provide opportunities for students to explore the culture of the people whose language they are studying. The access to diverse cultural background encourages students to become aware of various contexts: socially, politically and historically.

3. Use of literary texts promotes student-centered learning. Students' language acquisition is accelerated through discussions and group works on 'multiple level of meaning' presented in the texts. Hence, students are stimulated to learn

English language especially for those of many students in the world who have fairly limited access to spoken and written English language.

4. Students distinguish literary language from common language to comprehend the stylistics effect of language used in the literary texts. Specific stylistic effects in literary texts expand students' language awareness as they involve in discovering generalizable features of literary language. As a result, they could become more sensitive to features of English language.

5. Learning of new language involves drawing on inferences and implied meanings which are provided through literary texts. Learners could develop their own interpretation skills through active involvement in discussion based on the evidence from the texts.

6. Rich multiple levels of meaning of literary texts stimulates students' imagination, develop critical thinking ability and increase their emotional awareness. This development enhance in educating the learners as a whole person. Literary texts are significant and effective resources for language classrooms. The texts are sources for students to express their emotional/ personal opinions, reactions and feelings. Therefore, Lazar suggests that as for teaching, "We should not expect to reach any definitive interpretation of a literary text with our students. Rather, we should use the texts as the basis for generalizing discussion, controversy and critical thinking in the classroom." (p. 3)

Carter and McRae's (1996) idea on the advantages of literary texts also supports Lazar's idea. They point out that literature promotes a process of interpretation and encourages a pleasurable interaction with negotiation of its meanings. They advocate development of imagination as a vital source of language learning. Through imaginative interaction with the text, learners learn to read, infer, become aware of the target language, and also better readers.

Similar to Lazar's (1993) description of strengths of literary texts, Khatib, Rezaei, and Derakhshan (2011) describe some advantages of using literary texts in language classrooms. Here are the advantages:

1. Literary texts are authentic materials providing authentic input relevant to students' life into their language learning process. Also, literary texts provide two main components of communicative competence: sociolinguistics and pragmatic

competence; thus, provide opportunities for learners to develop all four skills: reading, writing, listening and speaking. For example, drama presents expressive, functional and contextualized language, and novel presents imaginative nature of human. Authenticity and meaningful contexts of literary texts motivate students to learn language. .

2. Literary texts promote cultural and intercultural awareness in learners as the texts contain universal knowledge of the world. Learners learn differences and similarities between various cultures and languages. “Literary texts deal with universal concepts such as love, hatred, death, nature, etc. that are common to all language and culture.” (Maley, 1989a in Khatib et al., 2011, p.202).

3. Literary texts provide opportunities for students to read the text both extensively and intensively. Extensive reading involves learners into reading and acquiring vocabularies. Intensive reading enable learners to look for implied meanings of given phrases used in the texts.

4. Literary texts contain various language types and subject matters from slang to formal language. They provide students with ample examples and drills to acquaint with knowledge on grammar and vocabulary. Hence, literary texts are believed to enhance language proficiency.

5. Literary texts mostly deal with affections, feelings and emotions. Thus, they enable students to control and manage their emotions, anxieties and feelings at difficult times.

6. Literary texts provide platforms for students to critically express their stands through analyzing the characters and events. In the process, they reflect on their lives, learn, and compare the style of languages used in the texts.

Another scholar, Rai (2012) provides some reasons and benefits of using literary texts in ESL/EFL classrooms in her paper. Referring to a study by Collie and Slater (1990), Rai (2012) states that the literary texts expose students to: actual language samples, native speakers’ and others’ cultures, enhancing and practically experiencing language skills and language areas, and critically analyze and predict the situations in the texts. Rai also mentions some of the benefits of using various literary genres. Composition, for example, helps students to think freely and critically, drama enhances their oral reading and creativity, poetry develops awareness towards

figurative language, evokes thoughts and feelings and cultural aspects, and short story benefit learners to reflect and illuminate real human lives. Finally, Rai (2012) suggests that the integration of literary texts into ESL, EFL (English as a foreign language) or LT (language teaching) as beneficial for the development of students' linguistic, communicative and thinking abilities.

In sum, literary texts are considered by different scholars as rich resources not only for language but also culture, and personal development. Still, there are some challenges in using literary texts to teach in ESL/EFL contexts which would be explained in the next section.

2.3 Challenges of Using Literary texts as ESL/EFL Teaching and Learning Materials

McKay (1987) explains three common arguments of using literary texts and ideas opposing these arguments. Firstly, structural complexity and unique language used in literary texts serve a little purpose to teach grammar in ESL classrooms. McKay (1987) argues that literatures present practical use of language which is ideal for developing an awareness of language use. Secondly, literary texts are stated not useful in achieving academic and/or occupational goals. McKay argues that the students should interact while reading the texts to enhance their reading proficiency and achieve their academic and occupational goals. Lastly, learners face difficulties in conceptualizing the unfamiliar or specific culture reflected in the texts. McKay argues that the learners' struggle in comprehending the unfamiliar culture in the texts would enhance their awareness on cultural differences with tolerance and encourage creative thinking.

The successful use of literary texts lie in the selection of the texts McKay (1987). The literary texts with extremely difficult linguistic or cultural level would have minimal benefits for the ESL learners. Therefore, the solution is to select a simplified version according to learners' suitability. McKay stated that the literary texts written by young adult writers could be suitable for the young students as these deal with problem of personal growth. In addition, literary texts with common experience with themes and cultures relevant to students could be chosen.

Khatib et al. (2011), mention some challenges faced by teachers and learners in using literary texts in ESL/EFL classrooms. Following are the challenges with suggestions on ways to overcome those challenges:

1. Learners face difficulties in comprehending some literary texts because of its syntactically and culturally complex nature, deviation of phonetics and phonological system, and use of outdated vocabularies. Therefore, literary texts appropriate to students' level should be chosen. Literary texts with complex syntactic could be chosen for above intermediate level students as source of language practice. Also, teachers could choose simplified, readable and familiar literary texts over culturally complex texts. Learners should be highlighted on the use of old English vocabularies and phonological system in some of the old literary texts or could sometimes select modern literary texts closer to Standard. As a whole, teachers could play a vital role in overcoming the mentioned students' difficulties in using literary texts. Teachers could provide background of the texts prior to reading to reduce difficulties to understand unfamiliar and conventions of literary genres.

2. Selecting appropriate literary texts at students' level could be difficult for teachers. Thus, teachers could consider students' language proficiency, age, gender, and background knowledge to overcome the text selection challenge.

3. Another challenge of using literary texts is that the notion of meeting less purpose for students' academic and specialization through literary texts. Providing opportunities for students to explore literary texts would not only enhance their motivation but also quickens the language learning process. Language is the basis to all kinds of subject areas.

Similar to Khatib et al. (2011), Rai (2012) suggests that the literary texts could be selected considering the students' language level and their cultural background. Some of the suggestions on teaching literary texts were that the teachers could teach all the four language skills integrated with the texts without isolating them.

So far, some advantages and challenges on the use of literary texts have been reviewed. The next part reviews methodological approaches to teaching literary texts.

2.4 Models for Methodological Approaches for Teaching Literary Texts

So far, some methodological approaches for teaching literary texts have been found in the review of relevant literature and previous studies. This section presents all the models as well as justifies Models of Carter and Long (1991) to be used as conceptual framework for this study.

Khatib et al. (2011), reviews methodological approaches to teach literary texts from models developed by five scholars. In addition to Khatib et al. (2011), other scholars including Widowson (1975), Lazar (1993), and McKay (2014) also proposed models to teach literary texts.

In this research study, however, the three models of teaching literary texts proposed by Carter and Long (1991) are used as conceptual frame work. This is due to the fact, most models are found to have some aspects in common, and the one proposed by Carter and Long (1991) is considered to cover important aspects of each of the other models. The point is elaborated as follows.

Firstly, each model of five scholars reviewed by Khatib et al. (2011) has a focus on language. The differences amongst them include different aspects of the language. Maley's (1989a) stylistics approach in Khatib (2011) focuses on the interpretation of the texts by analyzing the texts. Similarly Amer's (2003) reader-response approach, Van's (2009) structuralism, stylistics, reader-response, language-based and critical literacy in Khatib et al. (2011) basically deals with linguistics features and language development of students through student-centered activities. Ultimately, these aspects are already included in the language model proposed by Carter and Long (1991).

Secondly, Maley's (1989a) critical literary approach and Van's (2009) new criticism in Khatib et al. (2011) focus on the content of the texts. Learners try to comprehend or analyze the contexts, situations and events depicted in the literature. In the process, students develop not only cultural awareness but also personal involvement. Thus, these models overlap the aspects of the cultural model and personal development of Carter and Long (1991).

Thirdly, the cultural model of Carter and Long's (1991) is similar to McKay's (2014) notion on using literary text in language classrooms. According to

McKay (2014), “Literary text provides a medium for sharing and illuminating the cross-cultural differences exemplified in the text” (p.498). This approach enables ESL teachers and learners to explore the cultural assumptions that are different between those of themselves and from those portrayed in the texts. The content of the literary texts depicts values, life related themes, politics, history, theory of genres, politics, tradition, custom, and art, for example. All these contents promote cultural awareness.

Fourthly, ‘Practical Stylistics’ of Widdowson’s model (1975) is similar to the language-based model of Carter and Long (1991). Widdowson (1975) suggests that the students will have to reflect back on features of languages used in the texts for the interpretation of the texts. Students’ discussion on the texts in relation to their personal experience with their personal expression and interpretation on events and characters in the literary texts promote the notion of stylistics approach. Similarly Cook (1987) also states that the stylistics is concerned with interpretation and the codes within the texts. The stylistics interlinks literary criticism with linguistic orientation. It critically analyzes “with both what the text means and why and how it means what it does.” (p. 152). Thus, the discussion on the interpretations encourages learners to give responses by comparing situations and characters within the texts, with the writers and among themselves. The process of interpretation and coding create opportunities for students to use adjectives for describing and interpreting the events and characters by examining the language of texts. Hence, this process enhances their communication skill and this includes an aspect of language-based model proposed by Carter and Long (1991).

Lastly, Lazar (1993) also suggests three approaches to those of Carter and Long (1991). Three possible approaches on using literary texts with students as designed by Lazar (1993) are: literature as content, a language-based approach and literature for personal enrichment. Literature as a content approach of Lazar (1993) presents the content information on culture, and the feature corresponds to the cultural model of Carter and Long (1991). The language-based approach of both Carter and Long (1991) and Lazar (1993) focuses on using literary texts for language practices through multiple interpretations and discussions. In addition, this approach enhances students’ comprehension on the stylistics features of the text. Lazar (1993) stated, “Stylistics, which involves the close study of the literary text itself, has two main

objectives: firstly, to enable students to make meaningful interpretation of text itself; secondly, to expand students' knowledge and awareness of the language in general" (p.31). Thus, integration of language and literary texts improves students' knowledge and English proficiency. Furthermore, like the personal development model (Carter & Long, 1991), literary texts for personal enrichment approach proposed by Lazar, (1993) explores ways to encourage students to share their own personal experiences and imaginations.

For all these overlapping and common aspects of these different models, and that Carter and Long's models cover a wide range of aspects of the mentioned models. Therefore, Carter and Long's models are justifiable to be used as a conceptual framework for this study.

Following section is the detailed description of Carter and Long's models.

2.5 The Three Approaches of Teaching Literary Texts as Proposed by Carter and Long (1991)

According to Carter and Long (1991), there are three models for using literary texts in a language classroom: the cultural model, the language model and the personal growth model. Carter and Long state that these models are associated with specific pedagogical practices. The models differ in terms of their focus on the literary texts: firstly, the text is seen as a cultural artifact; secondly the text is used as a focus of language practice through multiple interpretations; and thirdly, the text is the stimulus for students' personal growth. Following is the elaboration of each model.

2.5.1 The Cultural Model represents the traditional or teacher centered approach which focuses on the texts as a product for learner's information acquisition. This model enables learners to explore and interpret the social, political, literary and historical contexts of a specific text. It helps to reveal the universality of such thoughts and ideas. Furthermore, encourages students to understand different cultures and ideologies in relation to their own. Teaching literary texts within the cultural model creates opportunities for them to explore cultural backgrounds and analyze the various cultural aspects presented in the literary texts.

Various questioning strategies could be used to help students comprehend literary texts, retrieve factual information, comprehend literal meanings and contents of the texts. In practicing this approach in teaching literary texts, teachers could use low order questions focusing on the factual contents or information presented in the literary texts. For-example lower order questions are who, what, and where questions.

2.5.2 The Language Model or the language based approach as referred by Carter and Long (1991) enables students to access a text in a systematic and methodical way in order to exemplify specific linguistic features, for example, literal and figurative language, direct and indirect speeches. This approach involves the language teaching strategies such as prediction exercises, jumbled sentences, summary writing, creative writing, jigsaw reading, matching, gap-filling, reading aloud, paraphrasing, and role play. Generating these kind of activities by the teachers deconstruct literary texts serving specific linguistic goals. Moreover, enhance students to produce creative works, generate awareness on language properties, and all the language skills. These activities serve the purpose of purely linguistic practice leaving aside literary texts in a purposeless and mechanical way. This language-based model is a student-centered and activity-based where the literary text helps engaging students in the process of making meaning of their interpretations on language used in the texts.

2.5.3 The Personal Growth Model attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context. Students are encouraged to express their opinions, feelings, and make connections between their own personal and cultural experiences and those expressed in the texts. Another aspect of this model is that through different themes and topics of the literary texts students develop knowledge about various human lives and experiences. Students' ability to connect with the text practically facilitates their learning process. The text itself has no meaning unless the text provides directions for the readers to construct meaning from the readers' own experience. Thus, learning is said to take place when readers are able to interpret texts and construct meaning on the basis of their own experiences. The personal growth model links up or compares students' experiences with the texts. Questions in relation

to students' imagination could help them connect to the texts. If students did not encounter such experiences they could compare with the texts they have already read in the past or to others' lives. Questions such as what or how they would feel about a particular character in the text, and reasoning could enhance students' personal growth.

In short, the models suggested the use of literary texts to help promote students' cultural understanding, language competence, and personal development.

2.5.4 Criticism on the Three Approaches

Although Carter and Long (1991) suggest advantages of the three models, there are some criticisms. Considering teaching approach, the model is criticized as focusing on teacher-centered approach for cultural model. This approach is considered to provide little scope for students to learn about the language. Therefore, Savvidou (2004) stated that this approach is usually rejected by the language teachers. Also, in the language model, the activities for language development could divert students' attention more towards learning language practices than on learning about literary aspects in the literary texts. Similarly, Carter and Long (1991) stated that teaching literary texts for linguistic purpose could sometimes result into lesser students' engagement and pleasure that could be driven from the texts. In regard to personal growth model, students' engagement with the text for personal growth cannot be measured through examination. The sole reason is that the teachers' successful use of literary texts for teaching would depend upon the students' practical application and enjoyment of the texts for long time in their lives (Carter & Long, 1991). Therefore, in order to use literary texts successfully, the concerned teachers should be able to integrate all these models while teaching the texts.

In the next section, some empirical studies conducted on the use of literary texts in ESL/EFL classrooms with various participants are reviewed.

2.6 Empirical Studies on the Use of Literary Texts as ESL/EFL Teaching and Learning Materials

Although there have been a number of studies on the use of literary texts for ESL/EFL classrooms involving different level of participants and contexts, there is a need of more research in this area.

This section reviews some of the studies conducted on the use of literary texts in ESL/EFL classrooms. Based on the researcher's survey and review of the literature, the focuses of these studies include:

1. comparison between the use literary texts and non-literary texts for teaching and learning language;
2. investigation and examination on a variety of approaches for teaching literary texts;
3. perception and attitude of students on the use of literary texts for the enhancement of students' language skills, communication skills, cultural awareness, motivation and personal development;
4. Bhutanese teachers and students' perception on the use of Bhutanese folklores; and
5. evidence-based study on the use of literary texts as ESL/EFL teaching and learning materials

Studies have been conducted at different levels of education and in various contexts including Korea, Hong Kong, Brunei, Malaysia, Indonesia, and in the Middle East.

Several studies examined the relationship between the use of literary texts and non-literary texts in relation to students' language proficiency and vocabulary, required level of cognition and language proficiency, and motivation.

A study by Kazerooni, Saeedi, and Parvaresh (2011) experimented the exposure to literary texts in any way different from non-literary texts with respect to vocabulary items and reading comprehension tests. Researchers conducted tests consisting of four parts: two from literary texts and two from non-literary texts. Each test was followed by five reading comprehension and ten vocabulary questions. All the questions appeared in multiple-choice format. The participants of this study were 140 Iranian undergraduate students. They reported the effectiveness of literary-based

language classroom in acquiring vocabularies and developing communicative competence. This attributed to stimulation of greater interests and involvement of students, and provision of linguistics opportunities. The researchers also recommended the literary texts as effective materials in teaching and learning vocabularies. Also, the word meanings were best learned through the context that is literary works.

Other study comparing literary texts with others texts was found to focus on literary texts and students' motivation. Varul (2013) investigated whether the use of literary texts in English Language Teaching (ELT) classrooms had an effect on students' learning and motivation. Thirty four EFL students (13 girls and 21 boys) from one of the Universities in Kazakhstan participated for the study. The students' English level was lower than pre-intermediate level. They were divided into an experimental group and a controlled group. Each group had 17 members although the researcher did not mention anything about the criteria of group division. The experimental group was exposed to new methods and activities related to ELT with the use of literary texts. On the other hand, the controlled group was exposed to traditional methods with abridged and simplified texts and reading passages about subjects outside of literature. The study adapted a theory of Duff and Maley (2007). The theory states three main reasons or components of using literary texts: linguistics, methodological and motivational. The data were collected using three instruments: test, writing and questionnaire. Preliminary English Test (PET) by Cambridge was conducted to identify the strengths and weaknesses of students' reading skills and writing skills in English. For the writing, students focused on grammatical precision, producing communicative message and writing an informal letter. The questionnaire was about attitude scale focusing on comparing and contrasting the students' opinions on different queries in relation to the impact of using literary texts on their learning and motivation. The results of the study revealed that students in the experimental group achieved more academic success than students in the controlled group. The students were found enthusiastic in reading literary texts; thus, motivated them to read again in future. The researcher stated that literary texts provided necessary comprehensible input for English language acquisition, learning and expanding vocabularies, and developing language skills. Therefore the researcher recommended literary texts to be

a part of L2 curriculum. As the study was conducted with only a few University students, suggestions were made for future researchers to explore issues on different activities and students at different levels.

Based on these two studies, literary texts help students to successfully advance their language skills more than non-literary texts. Use of literary texts as teaching and learning materials could enhance students' language, vocabularies, motivation and critical thinking.

Regarding how literary texts is taught, various teaching approaches have been used in different contexts. Some researchers tried to explore and implement new approaches using existing approaches suggested by previous researchers. Here are the reviews of some of these studies.

Divsar and Tahriri (2009) carried out an experimental study with 120 BA students majoring English literature to find out whether or not an integrated approach to literature functions more effectively than the conventional approach to teaching literature in an EFL context. The participants were randomly selected to be divided into experimental and controlled groups. The conventional and instructor-led approach was explored with controlled group and the integrated approach namely eclectic approach was explored with the experimental group. The controlled group was taught based on 'content-cultural model' with no focus on linguistic and stylistics consideration. On the other hand, experimental group was taught based on the integrated approach which involved three-phases: firstly linguistic consideration, secondly cultural consideration and thirdly communicative consideration. The study lasted for one academic semester. At the end of the semester, the participants sat for post-test dealing with students' linguistics knowledge, interpretation or critical analysis skills, and cultural information and literary techniques. The test scores showed that the treatment offered to experimental group was more effective. The study seems to confirm positive results of using integrated approach which included three phases. The study therefore recommended to take integrated pedagogical considerations in teaching literary texts to enhance students' reading and overcome their difficulties on complexity and inaccessibility of literary texts.

Another study by Divsar (2014) focuses on the use of different approaches of teaching literary texts. Divsar (2014) explored the significance of using literary

texts in English class at Azad University, Iran with the focus on six different approaches of teaching literary texts. The Six approaches discussed in this paper were based on three models from Carter and Long (1991) and Lazar (1993): the language based approach, literature as content or information-based approach, and personal enrichment approach. The other three were based on Hwang and Embi (2007): paraphrastic approach, moral-philosophical approach and stylistics approach. The language based-approach deals with the students' language proficiency development, literature as content or information –based approach looks at literature as a source of information knowledge and information. Personal enrichment approach involves students to read the text and relate it with their personal lives. In the paraphrastic approach teachers simplify the text explicitly whereas moral-philosophical approach integrates the text with students' moral values and philosophical considerations which required students to infer the implicit meaning of the text. The stylistics approach focuses on the linguistics aspects of the texts and later derives meaningful evaluative interpretations from the texts. In this study, Divsar investigated the various approaches employed by the teachers with reasons and challenges faced by them in following these approaches. Besides interviews and observations, the questionnaire, adapted from teaching approach models discussed above was used as a research tool to survey from 100 participants. The findings of the study revealed that the most teachers used paraphrastic and information-based approaches and the main purpose was to prepare the students for examinations. The former approach was concerned with the simplification of the original texts by using less complicated sentences and words. The latter helped the teachers to associate the texts with cultural, historical and social backgrounds. After these paraphrastic approach and information-based approach teachers tend to use moral-philosophical based approach and few times personal-response approach and language-based approach. However, amongst all the six approaches the stylistic approach was the least used by the teachers as the examination did not test students' linguistic knowledge. As a whole, the findings of the study indicated that the teachers taught literary texts using traditional approach instead of student-centered approaches. The main reasons were because of the exam oriented curriculum and time constraint to complete the syllabus. Moreover, the

students were reluctant to participate as they were not confident with the command over their English.

Based on the study by Divsar and Tahriri (2009) integrated approach helps in learning literary texts effectively than the traditional approach. Still, teachers are found employing traditional method because of exam oriented curriculum and lack of students' willingness to participate in the classroom (Divsar ,2014).

Use of literary text for language classroom not only enhances students' language skill and language area but also motivates them to read more English literary texts in future. Therefore some researchers also recommended in implementing English literary texts for L2 curriculum.

Kim (2010) conducted an experimental study to examine the extent to which literature-based language instruction affects the English learning of Korean high school students. The study was conducted with 118 Korean EFL learners in a Korean High school. In the study, four short stories chosen based on their length, vocabulary, difficulty and appropriateness, and students' reading proficiency level. Based on 45 five point Likert scale survey items and 10 open-ended semi-structured interview questions, the researcher contended students' enjoyment of literature-based language classroom. The students were found to voluntarily participate in classroom discussions, express their feelings and thoughts about literary texts with teacher's facilitation. The study also claimed literature-based language instruction enhanced learner-centered learning, authentic language acquisition and meaningful communication, students' writing styles. The researcher also suggested teachers to use more appropriate methods to evaluate students' achievement in order to maintain students' appreciation toward literary texts. If not, students seem to lose interest in reading literary texts when the texts were used for an evaluative purpose.

In addition, Lu (2012) tried to provide an empirical data on usefulness of literary language in the second language (L2) curriculum and relationship between students' language proficiency and their competence in literary language. In this study, the writer defines literature as the product of creative writing and literary language as an interpretation of words, sentence structures, expressions and organization of information in the literary texts. Twenty seven ESL university freshmen of intermediate level were grouped into nine teams (three groups of high

level, three groups of middle level, and three groups of low level). These nine groups were given the same reading tasks and test items throughout the duration of four months study period. The learners had six reading activities and after every two reading activities a test was administered. The literary texts and tests for this study were well-connected in terms of the level of difficulty and logical sequence, as they were well chosen from the English course book 'Proficiency in English course' written by Low (1991). All the nine teams scored more or less the same. The result showed students with higher language proficiency could perform low with literary language and vice-versa. The writer stated that students with competent basic interpersonal communication skills did not require a higher level of cognitive ability. However, the learners were required to have higher level cognition to comprehend literary language. Literary language enhances learners' ability to manipulate language using abstraction in a sophisticated manner and the critical thinking skills such as analysis, synthesis, judgment and evaluation. Therefore, the writer recommends the introduction of literary language in L2 curriculum to help students to develop knowledge about linguistics, cultural, society, live experiences, and reading comprehension ability.

Furthermore, a group of researchers from Malaysia (Nair et al., 2012) investigated and assessed the students' perception and attitude towards using literary texts for English language classroom. They conducted a study with 50 Malaya students from SMK Bukit Besi, Dungun Terengganu. Ministry of Education, Malaysia provided a prescribed literary texts for students. The texts consisted of both poems and short stories on local and foreign issues. The researchers of this study have used the models of Carter and Long (1991) to guide their study. The participants are exposed to the English literature since Form one. The researchers did not give the details of form one. The participants were asked to fill in the survey questionnaires align to 5 research questions: (i) Does learning English literature improve the students' English language proficiency? (ii) Do teachers' styles affect the enjoyment and passion of learning English literature? (iii) Do English literature activities provide interesting and enjoyable lesson? (iv) Does learning English literature improve students' creativity in writing? (v) Do students' interest in learning English literature depend on the text chosen? This study in Malaysia indicated that the literary texts were found to not only improve learners' language proficiency and creativity in writing, but to provide

interesting and enjoyable lessons relating to literary activities. Also, literary texts were found advantageous for broadening learners' cultural awareness, improving target language, motivating and inspiring learners to read, acquiring vocabularies, and developing critical thinking. Therefore, researchers suggest inclusion of literary texts in a language curriculum. Findings also suggested that the teachers' styles affect students' learning from English literary texts. Furthermore, the participants shared their preferences of using literary texts with simple language and familiar contexts. Nair et al. (2012) also mentioned about challenges in using literary texts for English language teaching. These challenges included firstly comprehensibility of the associative, connotative and concentrated language of poems. Secondly, huge amount of time and effort were demanded to interpret unfamiliar social contexts. Thirdly, general knowledge of literary texts on particular linguistics tradition, and an understanding of relevant genres are required.

Also, Kim (2013) investigated the university students' perception and attitude on the use of literary texts for motivation to learn and develop language. The participants of the study were 30 Korean freshmen (6 males and 24 females) at the University for Training Future Elementary School Teachers in Korea. Most of the participants didn't have prior experience of reading literary texts, only a few of them had little experience of reading them. The research aimed to answer three research questions: (i) How do a literature-based reading class impact the language progress of Korean EFL university students? (ii) How do university students in pre-service teacher training perceive a language class utilizing children's literature? (iii) How do literature-based responses extend life experiences of language learners in pre-service teacher training? To gather data, the researcher and the participants met for 100 minutes class once a week for almost four months. The class consisted of a quiz, a question and answer activity, small group discussion and presentation, and journal writing. At the end of the study, almost all the students agreed that all four language skills could be learned together from reading literary texts. In addition, language was found to be better learned and understood through various contexts. The researcher remarked, literary texts helpful for developing reading skills, writing skills and further "Students could experiment with the new language by contrasting the past, present, connecting between characteristics, and comparing the texts and other worlds"

(p.124). Other findings of the study were that literary texts provide ample opportunities to imbue learners in learning language voluntarily because learners appreciate the languages used in the literary texts. Kim (2013) also claimed that the literature-based instruction in EFL learning can provide students to experience their lives through literary works as they could be influenced by the characters or by the theme of the genres. Furthermore, students' critical thinking was also found to be enhanced as they could reflect back on the literary texts and relate it to their personal lives. Overall, according to the researcher, this study could demonstrate literary texts as medium for better global community in harmony and emotional intelligence as well as language skills for creating peaceful and just world. Other findings indicated that the university students have positive attitude towards the use of literary texts in a language classroom.

The study by Kim (2010), Lu (2012), Nair et al. (2012), and Kim (2013) indicated that the students have positive attitude towards using literary texts and in ESL/EFL classroom. Use of literary texts enhances students' motivation to read and develops their linguistics, personal growth and cultural awareness. Sometimes local folklores translated into English are also used in ESL curriculum.

Thinley and Maxwell (2013) explored Bhutanese teachers' and students' perception on the use of Bhutanese folklores in their ESL classrooms. The study was conducted with 181 Bhutanese secondary teachers and 24 eleventh grade science students. They collected data from two rounds of survey questionnaires and three rounds of interviews with the participants during the three months' period of the study. All 181 teachers and 24 students completed a survey questionnaire and six expert teachers who were interested in using folklores were interviewed. According to this study, most Bhutanese teachers found advantageous in using Bhutanese folklores in an ESL classroom. These Bhutanese folklores translated into English gave students an opportunity to explore and appreciate nation's cultural diversity. Further, cultural familiarity of the context in the text motivated students to engage in a higher-level of thinking discussion. Bhutanese teachers perceive English as a popular language, therefore, translated Bhutanese folklores in English would keep Bhutanese culture and identity alive for many years to come for both Bhutanese and outside world. Result of the study indicates that most teachers and students were comfortable reading

Bhutanese folklores translated in English rather than in Dzongkha (National language of Bhutan). However, the writers state Bhutanese writers' English language standard lower compared to traditional English literary texts despite the writer's ability to use expressive and rich vocabulary.

Although there have been a number of studies on the use of literary texts for ESL/ EFL classrooms involving different level of participants and contexts, there is a need of more research in this area.

Paran (2008) did a significant evidence-based survey study on use of literary texts in ESL/EFL classrooms. Also, discusses about literary texts in relation to its role in L2 learning, views by teachers' and students', methodological issues, and consideration of change in syllabuses and curricula. The researcher states that there are not many empirical studies conducted on the use of literary texts in language education as of the date. The writer basically refutes Edmondson's (1997) stand on minimal advantage of using literature in language classroom. Reviews in this study indicates that the use of literary texts have positive impact on ESL classrooms. The writer also states, "...learners who have been exposed to positive experiences with literature and who are given the opportunity to read literature and respond to it, both benefit linguistically and enjoy the experience" (p.490). According to the writer, students are benefited from literary text considering the combination of both student-centered and text-centered approaches. Paran also provides direction for future research in this field. The researcher states that there are number of studies conducted on the role of literary texts in EFL classrooms at university levels. However, there are or few studies on role of literary texts carried out with students and teachers of primary and secondary schools. Therefore, the future researchers are recommended to study the primary and secondary teachers' and students' perception on the use of literary texts as ESL teaching and learning materials.

As recommended by Paran (2008), the current study aims to explore the perceptions of secondary school teachers and students on the use of literary texts as ESL teaching and learning materials. Moreover, the study also describes the benefits and challenges of using the literary texts in developing language proficiency, cultural awareness and personal involvement. The detail of the research participants,

instruments, contexts, data collection procedures, and how the data will be analyzed will be discussed in Chapter III.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes how this study was conducted in order to answer the research question: How do teachers and students perceive the use of literary texts as ESL teaching and learning materials in ESL classrooms? The description includes the research design, participants and their context, research tools, data collection procedure, and data analysis of the current research.

3.1 Research Design

Mixed mode of research methodology is used to conduct this study. “Mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information” (Creswell, 2003, p. 19-20).

Mathison (1988) recommends the use of multiple methods and sources of data to withstand critique by colleagues. Valid and reliable results would be difficult to achieve with the single use of method. Sequential explanatory mixed-approach is helpful in collecting additional data to quantitative results. Based on such recommendation, the researcher decided to use both quantitative and qualitative data collection methods in order to gather more information on the perceptions of using literary texts that is not revealed in the questionnaire.

3.2 Participants and Their Context

The researcher purposefully selected one Higher Secondary School (HHS), in Bhutan as the research site and all the students and English teachers of classes nine and ten as the participants. The chosen Higher Secondary School is one of the semi-urban schools located in the Southern belt of Bhutan. The school starts from Pre-primary to grade 12 and it consist around 1800 students and 50 teachers. This school has been selected as it is one of HHSs with largest population of students in Bhutan. Moreover, the students come from diverse social background. The parents of the students work in different areas such as Farming, Business, Arm Body, Cooperation, and Government offices. In addition, students of classes nine and ten are selected as recommended by Paran (2008) for need of study at different education level. Amongst the secondary school levels in Bhutan, classes nine and ten fall in the middle. The classes are considered most appropriate because they are at the position to have adequate knowledge to share compared to grades seven and eight. As well, the students in grades eleven and twelve are in the process of preparing themselves for colleges, so the research might interfere with their busy schedule

The student participants

After all the students in the chosen school were approached and informed about the study, two hundred and eleven students decided to participate by responding to a set of questionnaire. Also, four out of the questionnaire respondents volunteered for a focus group interview by expressing their perception on the use of literary texts as teaching and learning materials. Two out of four students were under the age of eighteen; therefore, their parents signed a letter of consent for their child's participation in the study. Details about the participants are shown in Table 3.1. Regarding gender, 53.55% of the respondents were female (N=113) and 46.55% were male (N=98). The majority of the participants were from class nine (N=126). The respondents' ages ranged from 15 years old to 20 years old. Most of the students were of 17 years old (28.91 %), and the least were of 20 years old (5.21 %).

Table 3.1 Background Information of Students

	N	Percentage
Gender		
Male	98	46.45
Female	113	53.55
Class		
Nine	126	59.72
Ten	85	40.28
Age (Years)		
15	21	9.95
16	45	21.33
17	61	28.91
18	48	22.75
19	25	11.85
20	11	5.21

The teacher participants

There were three teachers teaching English to the students of classes nine and ten in the selected school. They were two females and one male. Their ages ranged from 30 to 40 years. They had been teaching for more than seven years. The youngest one taught English for last seven years, then the next taught for 10 years and the most senior teacher taught English for the last 13 years. After the teachers had been approached and informed about the study, the three teachers consented to participate in a focus group interview to express their perceptions on the use of literary texts as English language teaching and learning materials.

3.3 Research Tools

Research data were collected with a set of survey and focus-group interviews. This section describes the two research tools. .

3.3.1 Questionnaire

Questionnaire was used to collect the quantitative data from the students because it takes lesser time and data analysis could be done immediately. Fraenkel, Wallen, and Hyun (2012) mention, “Advantages of questionnaires are that they can be mailed or given to large number of people at the same time. The disadvantages are that unclear or seemingly ambiguous questions cannot be clarified and the respondent has no chance to expand on or react verbally to a question of particular or important.” (p.125-126)

All the student participants responded to the same set of questionnaire, which was adapted from Kim’s (2010). The questionnaire is divided into seven major categories with the total of 63 items (See Table 3.2). The adapted survey questionnaires for the students were concerned with literary-based instruction in ESL classrooms. Kim (2010) has developed the questionnaires based on one of the components of Content Based Instruction approaches namely, theme-based language approach of Brinton (2001). In the theme-based language instruction, literary texts are used for students to practice their language skills and enhance their knowledge on history, culture, and people. Similarly, Carter and Long (1991) states the use of literary texts for ESL/EFL classrooms advantageous for developing students’ language proficiency, personal involvement and cultural awareness. The theme-based approach shares a similar concept to the three models by Carter and Long except that Kim (2010) has extra aspect of mode of assessment to check the assessment mode used in the literature-based classrooms. The questionnaires were used in Kim (2010) to explore how literature-based language instruction affected the English learners. This study explored the perception of the ESL students toward using literary texts as teaching materials for ESL classroom in developing language proficiency, language skills, critical thinking, cultural awareness, and also the learners’ achievement and progress through the questionnaire. Critical thinking in the questionnaire relate to the definition of Haskins (2006) where critical thinking is defined as “a process by which we use our knowledge and intelligence to effectively arrive at the most reasonable and justifiable positions on issues, and which endeavors to identify and overcome the numerous hindrances to rational thinking” (p.2). According to Aghagolzadeh and Tajabadi, (2012) literary texts are perceived to provide opportunities for students to

interpret the implied meanings of the figurative language used. Enabling students to disclose the implied meanings enhances their critical thinking as they have to be able to justify their interpretations.

Table 3.2 The Summary of the Questionnaire

Part	Content	No. of Items
I.	Characteristics of literary texts based English classroom	8
II.	Development of English Language Proficiency	7
III.	Development of Reading and Writing Skills	11
IV.	Learner-Centered Collaborative Learning	16
V.	Development of Critical Thinking Ability	7
VI.	Literature as a Medium	11
VII.	Assessment and Evaluation	3
Total		63

All questions are five point Likert scale items. The students responded to the survey questionnaire by circling the number that best represents how they feel about the topic included in the statement. The Likert scale ranges from 1 to 5. (1 = 'strongly disagree', 2 = 'disagree', 3 = 'neither agree nor disagree', 4 = 'agree', 5 = 'strongly agree'.)

3.3.1.1 Validity and Reliability

Three experts were consulted for Item object Congruence (IOC) for the questionnaires. They examined language clarity, appropriateness, content coverage, and relevance of the questionnaires in accordance to the research topic. The researcher rectified the questionnaire upon receiving the three experts' feedback, suggestion and recommendation.

The researcher further, piloted the questionnaires on the group of 30 non-participating classes nine and ten students in a different school. Computing the pilot data in SPSS, the researcher then used Cronbach Alpha Coefficient to check the reliability of the questionnaires. Table 3.3 shows the Cronbach's alpha coefficient .96, which indicates that the scale was reliable with the study's sample.

Table 3.3 Reliability Statistics

Cronbach's Alpha	Number of Items
.961	66

3.3.2 Focus-Group Interviews

According to Morgan (1996), focus group interview is one of the strategies for collecting qualitative data through a group interaction on a common topic and the researcher as the moderator. Furthermore, Morgan (1996) states that the focus group interviews enable to gather wide range of information in the favor of the researcher from all the participants in a group where an individual interview would not have collected. Therefore, the focus-group interview was necessary for revelation of participants' perception on the use of literary texts as ESL teaching and learning materials. However, the researcher as a moderator and restriction over the topic to discuss may influence the naturalistic atmosphere. Thus, the researcher should be mindful about the suitability of the topic to be discussed in the group.

This research specifically conducted two separate focus-group interviews with the four students in one group and the three teachers in another group. There were eleven items for the students' focus group interview and seven items for the teachers. The items discussed about the teaching approaches employed by the teachers in teaching literary texts and the participants' perception towards it. In addition, the items were related to their likes and dislikes, and strengths and weaknesses about using the literary texts. The items further ask for the justifications of the answers the participants provided. (The questions for the two focus group interviews are attached in Appendix C and Appendix D)

3.4 Data Collection Procedure

The researcher proceeded to the Ministry of Education (MoE) with research plan and sought permission to conduct the study. After receiving the official letter of permission, the researcher further proceeded to the District Education Officer (DEO). With the letter from the DEO, then the researcher sought permission from the school principal to approach the students and the teachers. Once the teachers and the students were approached, the researcher informed them about the study. Those who decided to participate signed an informed consent. Later, the researcher collected the data upon the willingness of the respondents. The researcher conducted the survey with the student participants personally in the school. The survey was distributed to

all the volunteer students at one time together in the school's auditorium hall. The researcher was with the students while they were responding to the questionnaire to explain and helped to clarify statements or questions to the students when they were unable to comprehend the items. The students took 30-40 minutes to complete the questionnaire.

As for the focus-group interview with the students, four voluntary students two from each grade participated for the focus-group interview. In order to avoid students being persuaded by the teachers and the researcher, the interested student volunteers submitted their names immediately after filling up the survey questionnaires. The first four volunteers participated for the focus group interview. Focus-group interview was necessary for revelation of perception and attitude on the use of literary texts for the students.

To have valid and reliable data, the focus group interview transcription was shown to the participants individually. They checked whether the researcher transcribed what they had shared correctly. The researcher also asked for clarification and accuracy of the information collected individually.

The researcher invited her advisor and one of her classmates to analyze the data. All three analyzed data were compared.

3.5 Data Analysis

Regarding the quantitative data, a statistical program was used to analyze the data obtained from the questionnaire. Collected responses were entered into commercially available statistical package analysis to calculate for simple descriptive statistics.

As for qualitative data, content analysis technique was employed to analyze the interview data. According to Fraenkel, Wallen, & Hyun; (2012), "Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communication" (p. 478). After collecting the interview data the researcher analyzed the data according to the components related to three models of Carter and Long (1991): the cultural model, the language model and the personal growth model.

The data collected from all three groups of participants were merged using the concept of triangulation. According to Mathison (1988), “Data triangulation refers simply to using several data sources, the obvious example being the inclusion of more than one individual as a source of data” (p.14). Findings from various sources of data shall determine towards convergent results. The results of survey questionnaires are supported or merged with the results of the interviews.

The details of the data analysis of this study are presented in the next chapter.

CHAPTER IV

RESULTS

This chapter presents the result of the study. The data were gathered using two research instruments: a survey questionnaire and focus group interview guidelines to answer the research question: *How do Bhutanese teachers and students perceive the use of literary texts as English language teaching and learning materials in ESL classroom?* In total, participants of the study were 211 students and 3 teachers from classes nine and ten of one Bhutanese school. Survey questionnaire was responded by all 211 students. Two separate focused group interviews were conducted: a group of four students volunteered from questionnaire respondents and a group of three teachers. Since only the students responded to the questionnaire, the chapter begins with the report of results analyzed from quantitative data, showing the students' perception on the use of literary texts as English language teaching and learning materials. The chapter, later, reports the findings merging both quantitative and qualitative data in order to reveal findings on the perceptions of both teacher and student participants.

The results are presented under two major sections:

- Students' perception on the use of literary texts as ESL teaching and learning materials based on quantitative data
- Teachers' and students' perception on the use of literary texts as ESL teaching and learning materials

4.1 Report of Quantitative Findings Regarding the Students' Perception towards the use of Literary Texts as ESL Teaching and Learning Materials

The questionnaire employed for data on students' perception on the use of literary texts as ESL teaching and learning materials was composed of seven major

categories: 1) Characteristics of literary text based English classroom, 2) Development of English language proficiency, 3) Development of reading and writing skills, 4) Learner-centered and collaborative learning, 5) Development of critical thinking ability, 6) Literary texts as a medium of interaction, and 7) Assessment and evaluation of students' achievement. To complete the questionnaire, the respondents were asked to express their agreement/disagreement by rating on the five-point Likert point scale items.

Findings from the quantitative data revealing the students' perception are categorized on the basis of focuses of questionnaire items into eight topics as follow:

1. General perceptions on the students' use of the literary texts as ESL teaching and learning materials
2. Development of English language proficiency through literary texts
3. Characteristics of literary texts based English classroom
4. Literary texts as a medium of interaction
5. Modes of assessment and evaluation adopted by teachers to evaluate students' achievement and progress
6. Enhancement of learner-centered and collaborative learning through literary texts
7. Developing reading and writing skills through literary texts
8. Development of critical thinking ability through using literary texts

4.1.1 General Perceptions on the Students' Use of Literary Texts as ESL Teaching and Learning Materials

Table 4.1 describes the general perception of the students on the use of literary texts in ESL classrooms. The table shows the mean scores for the 63 items in the seven major categories of the questionnaire. Notably, the students' responses for all 63 items fall only in two categories "agree" and "strongly agree". None of the students rated the responses as "neither agree nor disagree", "disagree", nor "strongly disagree".

The interpretation of the scale value is as follows:

Interpretation of the Scale Value and Mean Score

Scale	Level of agreement	Range of Mean
		Score
5	Strongly agree	4.21-5.00
4	Agree	3.41-4.20
3	Neither agree nor disagree	2.61-3.40
2	Disagree	1.81-2.60
1	Strongly disagree	1.00-1.80

Generally, the statistics indicates that the students positively perceived the use of literary texts as ESL teaching and learning materials with the mean score of 3.96. Students strongly agreed that the literary texts helped to develop their English language proficiency. All the characteristics of the literary texts were perceived to support English language learning because the texts were found to enhance interaction and collaboration among the students, different language skills and critical thinking ability. In addition, the participants agreed that the methods of evaluation adopted by the teachers assessed both their content knowledge and skills.

Table 4.1 Students' General Perceptions on the Use of Literary Texts

Categories	Mean	SD
I Characteristics of literary text-based English classroom	4.00	.883
II Development of English Language Proficiency	4.23	.836
III Development of Reading and Writing Skills	3.85	.919
IV Learner-Centered and Collaborative Learning	3.91	.930
V Development of Critical Thinking Ability	3.83	.919
VI Literary texts as a Medium	4.00	.937
VII Assessment and Evaluation	3.95	.928
Overall Mean	3.96	.919

Following section presents findings for each category according to average mean scores ranging from highest to lowest: Development of English Language Proficiency through Literary Texts (4.23), Characteristics of Literary Text-based English Classroom (4.00), Literary Texts as a Medium of Interaction (4.00), Modes of Assessment and Evaluation Adopted by Teachers to Evaluate Students' Achievement

and Progress (3.95), Enhancement of Learner-centered and Collaborative Learning through Literary Texts(3.91), Developing Reading and Writing Skills through Literary Texts (3.85), and Development of Critical Thinking Ability through Use of Literary Texts (3.83)

4.1.2 Development of English Language Proficiency through Literary Texts

Table 4.2 shows the mean scores from highest to lowest for the students' perception on how literary texts helped the students develop their language proficiency. Based on Table 4.2, the majority of the participants perceived that the literary texts helped them develop reading skills the most, followed by speaking and writing, vocabulary, grammar and listening. Even though the lowest mean score was rated for general English proficiency, the mean score is still notably high (4.00).

Table 4.2 Development of English Language Proficiency

Items	Mean	SD
III1 Learning English through literary texts is helpful in developing English reading ability.	4.56	.654
III3 Learning English through literary texts is helpful in developing English speaking ability.	4.34	.815
III2 Learning English through literary texts is helpful in developing English writing ability.	4.24	.862
III5 Learning English through literary texts is helpful in developing vocabulary knowledge.	4.19	.835
III4 Learning English through literary texts is helpful in developing grammar knowledge.	4.19	.863
III0 Learning English through literary texts is helpful in developing English listening ability	4.11	.901
II9 Learning English through literary texts is helpful in developing general English proficiency	4.00	.796
Overall Mean	4.23	0.818

4.1.3 Characteristics of Literary Text-based English Classroom

Table 4.3 shows the mean scores from highest to lowest for the students' perception on the general characteristics of literary text-based classroom. A literary text-based classroom refers to an English class where literary texts are used as materials to generate English language lessons in order to develop the students' English language skills and knowledge. The majority of the students were found to

strongly agree that they could learn English through literary texts, and the texts helped them understand different cultures. In addition, they were found to agree that the texts were interesting and pleasant to learn. The literary texts motivated them to study English, provided them with new experiences, and made them appreciate literary works. Moreover, students found the literary texts resourceful for learning authentic English.

Table 4.3 Characteristics of the Literary Text-based English Classroom

Items	Mean	SD
I7 Learning English through literary texts is great because English language can be learned.	4.29	.786
I3 Learning English through literary texts is helpful in understanding English-speaking cultures.	4.21	.893
I1 Learning English through literary texts is interesting and pleasant.	4.16	.634
I5 Learning English through literary texts motivates me to study English.	4.09	.885
I2 Learning English through literary texts is a new experience.	4.06	.944
I8 Learning English through literary texts is great because content (literary works) can be learned.	3.90	.833
I4 Learning English through literary texts is helpful in learning authentic English.	3.64	.818
I6 Learning English through literary texts is not about English itself as an objective but a means to appreciate literary works.	3.64	.983
Overall Mean	4.00	0.847

4.1.4 Literary Texts as a Medium of Interaction

Table 4.4 shows how literary texts are perceived as a medium for students' interaction with the texts in order to learn about others and themselves. According to the table, the majority of the participants perceived most that the literary texts provided them with information and cultures about other countries and this enabled them to connect with the English language in real use. The provision of cultures in the literary texts was perceived not only to raise an awareness of other cultures but also to provide them with opportunities to compare their own culture to others'. Moreover, literary texts were perceived as a medium for students to connect themselves to others including the outside world, authors, teachers, and classmates. Therefore, the literary texts were perceived to deepen their understanding and appreciation of other cultures.

Table 4.4 Literary Texts as a Medium of Interaction

Items	Mean	SD
VI58 Learning English through literary texts provides students with information about other countries.	4.21	.838
VI55 In learning English through literary texts, students can connect with English language in real use.	4.13	.950
VI60 Learning English through literary texts provides an opportunity for students to compare their own culture to others' cultures.	4.09	.981
VI57 Learning English through literary texts creates students' awareness about other cultures.	4.08	.853
VI50 In learning English through literary texts, students can connect with the different world/ outer world.	4.08	.983
VI56 Learning English through literary texts make students learn historical events, values, tradition and culture about other counties.	4.02	.938
VI51 In learning English through literary texts, students can connect with the other cultures.	3.94	.962
VI52 In learning English through literary texts, students can connect with the author.	3.94	.944
VI54 In learning English through literary texts, students can connect with their teacher.	3.93	.920
VI53 In learning English through literary texts, students can connect with their classmates.	3.82	.982
VI59 Learning English through literary texts deepens students' understanding and appreciate other cultures.	3.80	.879
Overall Mean	4.00	0.930

4.1.5 Modes of Assessment and Evaluation Adopted by Teachers to Evaluate Students' Achievement and Progress

Table 4.5 demonstrates the students' perception on the assessment and evaluation methods employed by the teachers to evaluate the students' achievement in learning English through literary texts. Data suggest that the participants perceived the assessment and evaluation tools adopted by the teachers to cover the assessment of other abilities apart from knowledge about literary texts and English language. The tools also assessed their critical thinking and analyzing skills. Furthermore, the participants were found to perceive that teachers used different tools to evaluate their achievement.

Table 4.5 Assessment and Evaluation Methods

Items	Mean	SD
VII63 In learning English through literary texts, my teachers use an examination to assess other abilities including critical thinking and analyzing skills.	4.08	.912
VII62 In learning English through literary texts, my teachers use an examination to assess literary texts as well as English language proficiency.	3.96	.850
VII61 In learning English through literary texts, my teachers use different assessment tools to evaluate students' achievement.	3.81	1.001
Overall Mean	3.95	0.921

4.1.6 Enhancement of Learner-centered and Collaborative Learning through Literary Texts

The students expressed strong agreement in terms of how learning English through literary texts supports learner-centeredness and collaborative learning, as shown in Table 4.6. They strongly agreed that the discussion generated from literary texts created opportunities for them to open up and share ideas freely with their own justification. This opportunity was perceived to enhance students' learning process. In addition, the majority of the participants perceived that discussion generated from learning English through literary texts raised students' awareness on the need to justify ideas and the value of collaborative work with classmates. Such discussion was also perceived to enable the participants to revisit and reflect on their own thinking, encourage them to become independent learners, deepen their comprehension and appreciation of the literary works, and enrich their reflection on literary works.

Moreover, learning English through literary texts was perceived to encourage students to collaborate with each other rather than depending on the teacher. This was found to further encourage students to willingly participate in the literary discussions and learn collaboratively with their teachers and classmates. Hence, promoted their self-achievement and self-satisfaction.

Table 4.6 Learner-Centered and Collaborative Learning

Items	Mean	SD
IV39 Discussion generated from learning English through literary texts makes students aware that their openness to share ideas plays an important role in their learning process.	4.28	.947
IV29 Learning English through literary texts encourages students to express their points of view with reasonable justification.	4.21	.785
IV40 Discussion generated from learning English through literary texts makes students aware that ideas need justification.	4.14	.886
IV30 Learning English through literary texts encourages collaboration with classmates.	4.10	.804
IV34 Learning English through literary texts promotes the value of literary discussion with classmates.	4.05	.841
IV28 Learning English through literary texts encourages students' voluntary participation.	4.02	.971
IV31 Learning English through literary texts encourages collaboration among the teacher and students.	4.02	.873
IV32 Learning English through literary texts promotes self-achievement on the part of the students.	3.93	.878
IV42 Discussion generated from learning English through literary texts raises students' awareness of value of collaborative work with classmates	3.89	.824
IV37 Discussion generated from learning English through literary texts enables students to revisit and reflect on their own thinking.	3.85	.848
IV41 Discussion generated from learning English through literary texts encourages students to learn by themselves rather than to be exclusively taught by the teacher.	3.75	1.073
IV36 Discussion generated from learning English through literary texts deepens students' literary understanding and appreciation.	3.73	.809
IV33 Learning English through literary texts promotes self-satisfaction on the part of the students.	3.70	.948
IV27 Learning English through literary texts encourages students to take on larger role than that of the teachers.	3.66	1.201
IV35 Discussion generated from learning English through literary texts enables students to revisit and reflect on the literary works.	3.58	.827
IV38 Discussion generated from learning English through literary texts enriches students' literary appreciation and reflection.	3.57	.888
Overall Mean	3.91	0.900

4.1.7 Developing Reading and Writing Skills through Literary Texts

Table 4.7 demonstrates the mean score from highest to lowest for the students' perception on how learning English through literary texts helped develop their reading and writing skills. Two types of activities listed in the questionnaire for

this parts are writing practice activities generated from learning English through literary texts, and reading of the literary texts.

As shown in the Table below, regarding the writing practice activities generated from learning English through literary texts, the students were found to perceive that the activities helped them develop their writing skills the most, enabled them to revisit and reflect on their own thinking and on the literary works, as well as deepened and enriched their literary understanding, appreciation, and reflection. The similar result was found for the reading activities of literary texts. The students perceived the reading activities as positive as they helped develop their writing skills, enabled them to revisit and reflect on their own thinking, deepened their literary understanding and appreciation, enriched their literary appreciation and reflection, and enable them to revisit and reflect on their literary work.

Table 4.7 Development of Reading and Writing Skills

Items	Mean	SD
III22 Writing practice activities generated from learning English through literary texts develops students' English writing skills.	4.36	.823
III16 Learning English through reading literary texts is a good learning activity.	4.19	.808
III17 Learning English through reading literary texts develops students' English writing skills.	4.13	.925
III25 Writing practice activities generated from learning English through literary texts enables students to revisit and reflect on their own thinking.	3.86	.949
III24 Writing practice activities generated from learning English through literary texts deepens literary understanding and appreciation.	3.81	.825
III20 Learning English through reading literary texts enables students to revisit and reflect on their own thinking.	3.80	.991
III23 Writing practice activities generated from learning English through literary texts enables students to revisit and reflect on the literary works.	3.77	.831
III19 Learning English through reading literary texts deepens students' literary understanding and appreciation.	3.67	.869
III26 Writing practices generated from learning English through literary texts enriches literary appreciation and reflection.	3.67	.906
III21 Learning English through reading literary texts enriches students' literary appreciation and reflection.	3.59	.859
III18 Learning English through reading literary texts enables students to revisit and reflect on the literary works.	3.54	.942
Overall Mean	3.85	0.884

4.1.8 Development of Critical Thinking Ability through Use of Literary Texts

Table 4.8 presents the mean scores from highest to lowest for students' perception on how literary texts contributed towards development of critical thinking abilities. This category consisted of items related to the contribution of literary texts in helping students develop critical thinking ability through imaginative responses, discussion, multiple interpretations from the texts, understand and broaden literary works, and literary criticism and insight into literary works. According to Aghagolzadeh and Tajabadi, (2012) literary texts are perceived to provide opportunities for students to interpret the implied meanings of the figurative language used. Enabling students to disclose the implied meanings enhances their critical thinking as they have to be able to justify their interpretations.

Data shown in the Table reveal the students' perception that learning through literary texts made them create imaginative responses, developed their discussion skills, encouraged them to be open to differences in ideas, enriched their understanding of literary works, developed their literary criticism, and broadened their perspective on literary works as well as their insight into literary works.

Table 4.8 Development of Critical Thinking Ability

Items	Mean	SD
V48 Learning English through literary texts helps students to create imaginative responses.	4.14	.856
V43 Learning English through literary texts develops students' discussion skills.	4.09	.858
V49 Learning English through literary texts encourages students to be open to a variety of different ideas without believing that there is only one correct answer.	3.97	1.069
V44 Learning English through literary texts enriches students' understanding of literary works.	3.90	.709
V47 Learning English through literary texts develops students' literary criticism.	3.66	.897
V45 Learning English through literary texts broadens students' perspectives of literary works.	3.53	.891
V46 Learning English through literary texts broadens students' insights into literary works.	3.53	.912
Overall Mean	3.83	0.884

4.2 Summary of the Quantitative Findings

Overall, statistics indicated that the majority of the participating students positively perceived the use of literary texts as English language teaching and learning materials in ESL in Bhutanese high school. Students agreed that the literary texts are authentic materials to learn authentic English and other cultures. They perceived literary texts promoted student-centered learning environment and provided a medium for the learners to interact with the authors, teachers and other students. Furthermore, the literary texts were also perceived to also develop all four language skills, grammar and vocabulary, and their English language proficiency.

In the following section, qualitative findings from two separate focus-group interviews with a group of teachers and a group of students interwoven with quantitative findings shall be revealed.

4.3 Findings from all the Data concerning Perception of Teachers and Students on the Use of Literary Texts as ESL Teaching and Learning Materials

This section presents finding merging both quantitative and qualitative findings to answer the research question: *How do Bhutanese teachers and students perceive the use of literary texts as teaching and learning in ESL classrooms?*

The qualitative findings were based on interviews on how the teachers and students perceive the use of literary texts as English as a Second Language (ESL) teaching and materials. Two separate focus group interviews were conducted on teachers and students. In total, four students (a boy and a girl from each grade) participated in one group and three teachers (2 female and 1 male) of classes nine and ten participated in the other group. Pseudonyms which are Girl A, Girl B, Boy A and Boy B are used for student participants. Teacher A, Teacher B and Teacher C are used as pseudonyms for teacher participants.

The data collected from the two separate focus group interviews were first analyzed separately. The results generally showed similar teachers' and students'

perception on using literary texts as ESL teaching and learning materials. The data were then merged and categorized.

This section presents the data concerning three models of Carter and Long (1991) in general, suitability of the literary texts to benefit the students, cultural model, language model, and personal growth model.

4.3.1 Finding One: Literary texts were perceived by both teachers and students to help students develop their knowledge on culture, language and language skills, as well as their personal growth as proposed in the model of Carter and Long (1991).

Employing Carter and Long's (1991) models for content analysis, the findings could well correspond to all the three models: the culture model, the language model and the personal growth model. Data notably suggest similar positive perception both the teachers and students had for the benefits of literary texts that cover all the models proposed by Carter and Long (1991). A statement of a teacher well illustrates this major finding. Teacher B said:

Literary texts is designed in such a way that it demands so much of participation from the students, thereby improves every aspects of the language and their life skills. For acquiring these skills from the texts demand students' participation. So when the students participate, there is always learning going on. According to their progress of learning, the assessment is given. From a single genre, various activities like debate, role-play, and a book talk can be developed. It helps students to be in tract with the text and share their experiences and opinions in connection to the text. Text itself is a guide that helps to explore, read, write, speak, listen, discuss, learn other's culture and experiences, imagine and many things. So these strategies always work towards benefiting students a lot. I am very positive about using the text in our English as a second language classroom.

The above statement includes components from all three models of Carter and Long (1991): cultural model, language model and personal growth model. According to the statement, literary texts consist culture and experience which was perceived to help the students learn about various cultures and experiences. Literary texts were perceived to demand lots of students' participation to not only explore but

also learn language skills. Teachers generated a lot of activities like debate, role-play, and a book talk from the literary genres in relation to language development. The teacher further stated that activities could be incorporated from the start to the end of the genres. Finally, the texts gave opportunities for the students to relate what was in the texts to their personal lives and experiences. This corresponds to one of the components of the third model, the “personal growth model.”

4.3.2 Finding Two: Literary texts were perceived by both teachers and students to be benefits only when the texts appropriately fit with the students’ background knowledge.

Both the teachers and the students were found to perceive that only with the appropriate selection of literary texts, the maximum benefit is identified. The teachers and students discovered that unless texts made sense to the readers, they would not be able to comment or gain the knowledge. In addition, literary texts were perceived to have used efficiently when appropriate for their level of language proficiency, cognitive and social background. For instance, Girl A stated:

There are some poems and essays that are not useful for us. For example like Poem ‘Professor’. This poem is not applicable to our life and is not meaningful to us. That is why I did not enjoy the poem as it did not make any sense to me.

Teacher B stated:

Children learn less from literary genres that are difficult to understand because of difficult language or context. Instead of falling in love with the literary genres, they will dislike it and learn little or nothing. Students can learn easily when they were able to connect the literary genres to their real life lives and when language is not too difficult to understand.

4.3.3 Finding Three: Concerning Cultural Model

According to Carter and Long (1991), the cultural model refers to the literary texts as a product for students’ information acquisition on different culture, history, politics and ideologies around the globe. In addition, they consider that literary texts enable students to explore, interpret and compare between the contexts they learned and their own.

Relating to the cultural model, findings suggest that the teachers and the students perceived the literary texts helpful for acquiring knowledge about various cultures in the world. However, both the participants perceived the literary texts need a supplementation of other materials if factual and current affair information are to be acquired, and teaching of unfamiliar context in the texts is perceived as a challenge for the teachers.

4.3.3.1. Literary Texts were perceived to be helpful in enhancing general knowledge on various countries' cultures, historical events, social issues, political systems, general knowledge, and human ways of lives.

The literary texts were perceived to consist of different genres written in English by different writers both native and non-native speakers of English. The texts depicted situations and events according to the era of writers' living time. The texts, consequently, reflected knowledge on various countries' cultures, historical events, social issues, political systems, and specifically on human lives around the world. Therefore, the texts were perceived to provide opportunities for the students to learn about the world, and lives of people who lived in different countries at different time. There were incidents where students learned about some historical events where great people were rewarded after their death. As Boy A said, "For example, story 'Is he living or dead' shows how the situations were before and how the great people were rewarded. They were rewarded after their death. So we come to know about some of the historical events."

Similarly, literary texts were perceived to familiarize students with historical events, political situations and social lives at the time of writer's living period. Teacher A's statement demonstrates how poems and novels reflect historical, political and situational background of different eras. By learning the poems and novels, students could then gain knowledge of such backgrounds. Teacher A stated:

If you are reading a Victorian poem, good knowledge about Victoria era is learned. If you are reading about post-modernism poems, in this case some attributes of some post-modernism is learned. If you are talking about post-colonial poems, then what is the scenario of that period is known. Similarly if you are reading 17th century poems you know the scenario of that period. Basically the poems were written based on the experience at that time. Best thing about reading into the poem is knowing the scenario at that time. Similarly, many

novels we read, if we read the Victorian novels, it focuses on the Victorian period, during the reign of Queen Victoria from 1837 to 1901. So there was series of changes happening at that time in England. So novels like Thomas Hardy's shows the social lives in England at that period of time.

In addition, some of the literary texts provided information on an issue such as racism and its impact. One of the student participants mentioned what he learned from poems as Boy B mentioned:

A poem "*Why the Cage Birds Sing*". The poem is about the racism. It shows us why we should avoid racism. It teaches us why we should not practice it and how people were discriminated and how they fought for their freedom.

Boy B also mentioned about acquiring general knowledge on endangered animals, customs, and traditions about the lives of some people. He said, "We get lots of general knowledge too. General knowledge like, there are essays that talk about endangered animals. There were essays on Lhops and Layaps. We get ideas of custom and tradition of these Lhops and Layaps."

(*Lhops* are the tribesmen inhabited in the southwest of Bhutan. *Layaps* on the other hand are the indigenous Bhutanese inhabited in the high mountains of northwest Bhutan)

Even though, the literary texts were perceived to be rich in information concerning cultures, historical events, social issues, political systems, general knowledge and even human ways of lives, supplementary materials were perceived to be necessary. This is elaborated in the next section.

4.3.3.2 Using literary texts only, the English language lessons were perceived to lack factual information and information on current affairs.

The materials contained in the literary texts were considered adequate to support teaching and learning by some participants, but not by others.

From some of the students' perception, authentic materials like newspapers, autobiographies and journals were needed to supplement to the lessons because most literary texts used in the curriculum were fictions. There were only a few of those concerning facts and current state of the world. Therefore, using only literary texts to study English language was perceived to be insufficient in providing

information about facts, current affairs and situations. Girl B stated, “Teachers should not go only with the literary texts but sometimes use other resources like inspirational videos and documentaries. We cannot learn necessary information and some current happenings in the world from literary texts alone.” Girl B’s statement shows that by learning from literary texts only, she missed to get necessary information on what was going on around the world.

From the teachers’ perception, supplementary materials were needed or not needed for a variety of reasons. One of the teachers used supplementary materials to broaden students’ knowledge and to keep the students with current and updated knowledge. Teacher A mentioned:

Other than the prescribed texts we do use some other articles, journals, other texts very much aligned to the literary texts. Sometimes we also try to get it from the Internet. If we think only about the texts maybe sometimes we limited the knowledge, so we try to use some libraries, some articles, some journals, some write ups, even sometimes some newspapers to enhance the learning.

As for Teacher A, the supplementary materials listed were resources of current and up-dated information. The other teacher used supplementary materials to either motivate the students to suit the students’ interest. Another reason for teachers to use supplementary materials was that some literary texts were found to be incomprehensible to the students, thus, the teacher used supplementary materials to make it comprehensible. Teacher B stated:

When children love the subject there definitely is an improvement. That’s why I do not only stick to the provided text and manual but go beyond. We can create our own activities, sometimes I put myself into my student’s shoes and think over what would make the lesson better or what would I expect from my teacher to do to make the lesson more interesting and comprehensible.

The teacher shared about the freedom to choose other texts in addition to those listed in the curriculum. The reason was to find something interesting from the students’ perspective to motivate them and give extra knowledge in addition to the prescribed texts. However, one of the teachers considered literary texts as rich in terms of imparting knowledge and content. Teacher C stated:

Reading and literature is referred to the poems, short stories, novels and essays...What I thought from there is that the reading is an important aspect. We have got four different strands: reading, writing, listening and speaking. So if a person knows how to read, naturally he or she could be a good listener, speaker and a writer. So I found this literary text very resourceful for acquiring all these strands...For me personally, I would rather teach from the text because different genres are given there and they are about the challenges faced by youths in today's world. Therefore, I always feel advantageous and helpful to use the text for the students.

The statement by Teacher C demonstrates that the literary texts were perceived to impart knowledge for developing all four language skills. Furthermore, the content of the literary texts was assumed advantageous for the students as it related to youth's lives.

However, sometimes the richness of the information in the texts were identified as a challenging task for the teachers as discussed in the section below.

4.3.3.3 Unfamiliar contexts in the literary texts relating to a variety of cultures and histories was perceived by teachers as a challenge.

All the teachers considered teaching familiar contexts easier than unfamiliar contexts. To illustrate this finding, teachers gave a simple example from the kind of novels they used for classes 9 and 10. It was easier for teachers to teach class nine novel *Dawa* than class ten novel *The Giver*. This is because the story in *Dawa* was all in Bhutanese contexts and it was also written by a Bhutanese writer; thus, the given context was familiar to the students. On the other hand, *The Giver* was written by an American writer and it presented writer's imaginary world. It was a challenging task in the latter case for the teachers to convince those imaginary world which rarely happened in real life of the students. Teacher B stated:

Novel 'The Giver' is difficult to teach. Story is taking place in a western world and that too in the future. In novel, most events happening are impossible to happen in the real life situation. Our children aren't able to think to that level...our children seem to be having difficulties in comprehending the imaginative world created there. Whereas, our kids are able to understand novel 'Dawa' very easily as the whole of the context given is in Bhutan.

In addition, Teacher C stated:

Teachers have to put in lots of effort to teach which could be difficult. For example convincing students about a big dumping yard in the story in the western land making our students imagine or going back to all those Elizabeth and Victorian times as mentioned in poems were difficult. Taking these 21st century kids to those time is quite challenging.

According to the teacher above, teachers faced difficulties in convincing the students about the Western world and their policy mentioned in the texts as it differed from their country's contexts. Similarly, there were genres that depicted the scenarios from the olden times. At times teachers considered convincing and picturizing these scenarios of centuries back to 21st century students as a challenging task.

So far, relating the findings to Carter and Long's (1991) "cultural model", the literary texts were information-rich resources incorporating general knowledge on various countries' cultures, historical events, social issues, political systems, and specifically on human lives, but inadequate for knowledge concerning up-to-date facts, current affairs and situations. As being resourceful, when it came into the matter of unfamiliar contexts, the literary texts were considered challenging for the teachers to teach and for the students to learn. Moreover, teachers' focus on teaching the content of the literary texts provides minimal scope for learning grammar.

In the following section, findings in relation to second model the "language development" is revealed.

4.3.4 Finding Four: Concerning Language Model

According to Carter and Long (1991), the language model is associated with "language-based approaches". They remark that literary texts and creative language used could be learned using various learner-centered and activity-based approaches in teaching and learning ESL/EFL. Basically, this model is about integrating literary texts and language for the development of both language and literary understanding and appreciation in the students.

All the data indicated that the literary texts were perceived as resourceful in generating various student-centered approaches and activities to facilitate teaching and learning process. These activities were perceived helpful in promoting students' motivation and confidence, and assessing students' performances fairly. Moreover, different kind of literary texts served as model for language learning. Still, more time spent on the richness of language and content in the literary texts was perceived to hinder the acquisition of grammar.

4.3.4.1 Literary texts were perceived to be resourceful in generating various student-centered approaches and activities to facilitate English language teaching and learning process.

Different literary genres such as essays, poems, short stories and novels were perceived as distinct in terms of their nature, presentation, content and style of language used. Essays, for example mostly represent facts and opinions of the writers. Poems have notably distinct style of writing and representation. Novels and short stories were mostly fiction and written from writer's imagination. These variety of literary texts are perceived helpful for developing a variety of activities such as prediction, dramatization, talk-a-minute and speech, presentation, debate, integrating technologies, and extensive reading to practice different skills.

Activities practiced for the development of different skills: Some of the activities mentioned by the teachers and the students included prediction, presentation, dramatization, talk-a-minute and speech, and debate.

The prediction activities generated from the stories were perceived to develop listening speaking and creativity. Both the teachers and the students explained that the prediction exercises required them to imagine in order to share their prediction verbally or in written form. The teacher participants reported of making their students to guess or predict what the genre would be about by looking at the titles. Sometimes, students were given an opportunity to create new titles different from the original ones and justify their preferred titles for the texts. Even during the middle of the texts, the students were asked to predict the later part of the stories from the contexts. Furthermore, some of the contemporary short stories and novels have open-ended endings where students were asked to create their own endings. Girl A stated:

There are some stories that have no ending. That time we were asked to make our own ending. Sometimes, we were asked to predict the next event likely to happen before we actually read that part. We really enjoy because we write our own predictions or create our own version of stories and share it to our classmates. We also get to hear our friends' side of prediction.

Similarly, Teacher C stated:

Different students predict the content of the stories differently by looking at the title. For instance, students share different opinions about the content of a short story "*Day of the Butterfly*" by looking at the title. At times students are given opportunities to create new title to the short stories they read. Students were able to come up with better and suitable topics. In the process, students improve their listening and speaking skills.

Dramatization activities generated from short stories, novels, and ballads were perceived to help students develop all four language skills and creativities. Ballads, novels and short stories contain different themes, plots, characters and settings. These aspects of literary texts were employed in dramatization. Students were noted enacting the characters and situations in the short stories and novels creatively. Students perceived that their reading skills were developed as they had to read and memorize the dialogues when they were doing the same role play as in the short stories and novels. Students perceived developing creativity and writing skills from the script they developed for their own role-plays. Teacher A said:

The dramatization is developed from the stories and novels. Sometimes the students create their version of role-play from the texts they read. This enhances not only their speaking skills and writing but also their imagination and creativity skills. And sometimes even problem solving skills are enhanced.

Similarly, Boy B stated:

Interesting thing about literary texts based English classroom is that we are asked to act or we are asked to speak the dialogues that are there in the literary texts. Sometimes we have to memorize the dialogues and act in front of the class. And I really love that. Sometimes we go in the front and act out like the characters in the stories. I love dramatization because most

of the time scenes acted out are very funny and interesting. Some dialogues and situations for the dramatization are self-created.

Also, ballad kind of poems was employed in dramatization. Teachers noticed students using their creativity skills in the enactment for the ballad, for instance, *The Highway Man* by Alfred Noyes. Teachers discovered that the students creatively presented the settings and costumes. In addition, students read and practiced the recitation multiple time for the ballad enactments; therefore, reading skills was perceived to have enhanced. Teacher B said, “I have seen many of my friends teaching the poem *The Highway Man* through dramatization. So in a way it enhances students’ creativity skills and language skills as they have to create settings, design costumes and memorize dialogues.”

Talk-a-minute and speech activities generated from the literary texts were perceived to enhance students’ four language skills and creativity. For these activities, the teachers and the students explained that the students talked for a minute or delivered a speech based on the themes, plots or the characters of the literary texts. Students realized developing speaking skills through the speech delivery and answering the questions asked to them on their speech. In addition, the data indicated reading texts for writing speeches improved their reading, writing and creativity skills. Girl B said, “Sometimes teacher gave us a task to share our opinions on the characters and themes of the texts we read and share it to our friends. This develops our imagination and speaking skills.”

Similarly, Teacher A stated:

Students are given a platform to talk to the class through activity ‘talk a minute’ and ‘speeches’. Students are given a topic to talk. For example, a topic ‘My village’ is given to a child to talk about. The child talks about his/her village. That is how we encourage our students to speak and share their opinions and information. Ultimately the text provides us the source to create and carry out all the activities to improve the language. So I believe the text helps in improving the aspects of the language.

Presentation activities generated from the literary texts were perceived by the teachers and students to have developed four language skills and creativity. According to the student participants, reading and writing skills were notably improved as the texts were read implicitly while the students took notes at the

same time. The students remarked that by presenting the main aspects of the genres creatively helps in making their presentation comprehensible to their classmates. This enhances students' skills of speaking, listening and creativity. Teacher C said, "Students presents on what they think about the texts they read. Sometimes they present their poems and stories. In a way, they improve their language skills and creativity skill." Similarly, Girl A stated:

For the novel we had to do the presentations and teacher gives us guidance on how to go about our presentations. During the presentation we were given chance to ask questions and exchange our opinions. In order to answer the questions and present better we have to read the texts over and over again. I found this helpful because it improves our language skills.

Boy B added, "When we present we have to speak clearly so our classmates understand what we are trying say. Moreover, we have to make it interesting using our creative skills through little humor too."

Debates generated from the literary texts were considered to enhance students' four language skills. There were contradictory issues discussed in the literary texts. With the activities for the students to debate upon their contradictory ideas and opinions in relation to the situations in the texts, the speaking and listening skills were developed. The debate activities required the students listen to others' opinions carefully before the rebuttal. Students were noticed noting down the points after reading and referring to other sources of information like the Internet and library other than literary texts for the justification of their stand of point. This process was perceived developing students' reading and writing skills. Boy A stated:

There are lots of events we agree but our friends do in the literary texts. For example we do not agree with the endings we have for novel, 'The Giver'. Sometimes we debate the issues discussed in the argumentative essays. We debate over different ideas shared. We really enjoy these because we could share and exchange ideas and refer to different sources to be sure about what we are saying. We gain lots of knowledge.

Integrating media technologies such as audio, movie, and video for novels, stories and lyrical poems enhanced students' language skill and motivation. Data indicated that playing songs for some lyrical poems sung by famous singers available on the Internet and using these music with gap filling activity were

regarded favorable for enhancement of listening skills. In addition, when the students were required to create tune for the lyrical poems, they were noticed singing the poems along with music too.

Some of the popular novels and short stories were made into feature films and were publicly available. Therefore, the teachers noted using all these media conveniently and effectively in teaching the genres for students' better comprehension. Both the teachers and students explained that the students were able to visualize the contexts and respond effectively to the queries related to the novel *The Giver*. The positive impact was credited to watching the film *The Giver* which was based on the novel *The Giver* by Louis Lowry. Sometimes students' enactments or singing of lyrical poems were noted to have video recorded.

Integration of above technologies were perceived to enhance students to learn enthusiastically. Technologies enabled students' learning as they were able to grasp the concept conveyed in the literary texts clearly. Moreover, some of the participants mentioned freshness in learning as it broke monotonous flow of the lessons. Furthermore, students were noticed by the teachers to have performed better and seriously when their acts were shot. Students were seen bringing in music sets for singing the lyrical poems. In addition, one of the teachers admitted that students enjoyed displaying gap filling answers after completing the tasks. The task was perceived to have created fun environment as the students were seen busting out into laughs for inserting a wrong word completely out of contexts. Teacher B explained:

I teach poems through playing English songs in my class. I make them listen to the song first and write the lyric of the song they have just listened to. Later, I give them the copy of the lyric of the song and ask them to cross check it with what they have written previously. This make them listen to the lyric carefully. Also, becomes a fun activity because students laugh for having written differently from the original lyric.

Extensive reading of literary texts was perceived to develop students' knowledge on vocabulary and grammar. The sentences and language used in the literary texts was perceived as correct and rich words; thus advantageous for acquiring rich vocabulary and learning practical application of grammar rules. In the process of trying to search for the meanings from dictionary, the students realized growing richer with words from every literary texts they read. The data also revealed

that the students tried using these words in their writings and conversations whenever suitable. As far as grammar used in the literary texts was concerned, the students discerned practical application of the grammar rules from the texts. Boy A said, “The way apostrophes, inverted commas and commas used in the literary texts through dialogues provide us with ideas of how to use these in our writings.”

As a whole, in addition to all the activities, the extensive reading of all the literary texts in the curriculum was perceived to develop reading habits. Both the teachers and students remarked the significance of reading the texts in-depth to comprehend and analyze every aspects, as such reading developed their reading habits. Teacher A stated:

If you are not aware of the elements of novels, reading a novel would be a plain activity without learning much. So connecting all those elements of novel, its multiple lessons and ideas, multiple values for students to learn, unlimited lessons and values for students to learn, therefore, I believe in order to learn these multi lessons from the novel, a child should constantly keep reading and develop reading habits, so he could keep connected to the novel. Unless the child does that, he or she will not be able to understand.

In fact, reading was apprehended as the core skill to acquire all the other language skills and knowledge. Teacher C explained:

We have got four different strands: reading, writing, listening and speaking. So if a person knows how to read, naturally he or she could be a good listener, speaker and a writer. So I found this literary text very resourceful for acquiring all these strands.

Therefore, by reading the genres prescribed by the curriculum for as a mandate for the students, the habit of reading was developed. Teacher B said, “Students have read that novel because it is part of their curriculum. They read that too under compulsion. The participants perceived that without the reading habit, it would be difficult for them to understand the texts.” Also, Boy A said, “Directly or indirectly reading literary texts force us to read. And I like it because we realize it improved our reading. This has now developed reading habits in me.”

So far, the findings were in relation to the perception on how a variety of activities generated from different literary texts developed all four language

skills, vocabulary, grammar and reading habits. Furthermore, these activities were perceived to have motivated students' learning.

4.3.4.2 Activities generated from literary texts were perceived to increase students' motivation and confidence.

All the activities stated in the above section were perceived to enhance students' motivation. Data indicated that the students did not hesitate to raise their voice and take part in the given activities. They described the activities as interesting and fun. The inclusion of fun activities was perceived as a sole reason for their love and motivation towards studying the literary texts. Regarding this, Boy B stated, "For me the regular classes are boring but English isn't. As my friend said while debates and extempore speeches, drama are going on in the English class makes it interesting."

Evidence of the students' motivation could also be noticed by teachers in the students' writing. The students were found to write different kinds of literary genres voluntarily whenever they got opportunities and atmosphere without teachers' instructions. Teachers were impressed with the display of their students' written works on the walls. Students were marked motivated to read and write after their experiences with the literary texts. Teacher B mentioned:

When we appreciate their works, they are motivated to write more after reading the literary texts. That's why we have many contemporary writers these days in our school. We can see many articles written by the students. They wrote many poems. The wall were filled with poems and articles.

Also, the activities were perceived to develop students' level of confidence and motivation. Students explained that the teachers gave them the opportunity to explore their talents and share their opinions freely. Boy A said, "Most of the English classes are full of enjoyment and fun. We are given opportunities to share our views and opinions with friends most of the time through different activities." Moreover, students were perceived to be motivated because of the given opportunities to show their talents. For instance, dramatization activities were acted by some students who had talent in acting with humor and creatively. The students were identified feeling satisfied for having entertained their class fully with the message being conveyed at the same time. Furthermore, students perceived that

because of the various activities incorporated in literary texts, they never felt being spoon fed or restricted over sharing their opinions. While working in groups, the students feared getting blamed for low quality works. So they remarked working harder to provide quality works. Girl A stated:

We have to do most of the works on our own. I like about that because we are not spoon fed. This gives us opportunities to work harder. We would be blamed if we mess up things and I do not like it. So I am encouraged to work harder to avoid blames.

The next section reports how activities generated from the literary texts also played a major role in the students' assessment.

4.3.4.3 Assessment and evaluation based on activities generated from literary texts were perceived to be fair.

Data showed that activities generated from the literary texts were perceived to be advantageous in assessing students' overall abilities; thus the students considered it fair and just. The teachers and students elaborated that the students were provided marks according to their performance and participation in a variety of activities. It is notable that all the activities were generated in order to enhance and acquire different skills; for instance, speeches, talk a minute and oral presentation assessed the creativity, listening and speaking skills. Activities like dramatization and debate assessed students all four language skills and creativity. To perform dramatization students had to write a good script, which required them to read and analyze the texts carefully to write better scripts for better marks with the themes relevant to the texts. They needed to listen and speak, and create setting and costumes creatively for their performance during the enactment. A range of skills and ability could be assessed only from dramatization. Similarly, participating in the debate, students' presentation skill as well as their logical reasoning in making justification could be assessed at a time. Boy B stated:

There is a story *I have got Gloria*. We read out the dialogues in front of the whole class and teacher gave marks on our reading skills. Later, we created our own dialogues in relation to the situation in the text. And teacher graded us upon how well we did it. So we really worked hard to write our dialogues well to score good marks.

Boy B added, “Through debate we get ample opportunity to compete and score good marks on our language skills and reasoning skills by competing with other groups. Competitions improve ourselves as it makes us work harder.”

Similarly, Teacher A explained, “Literary texts focuses on assessing various language skills and proficiency. We do work out some criteria under each activity and assess students accordingly. For example, through presentation activity we assess students’ pronunciation, intonation, confidence, and their proficiency.”

Data also indicated that such process of assessment created opportunities for all the students to score relatively equal marks despite their cognitive levels. To illustrate this, activity like dramatization was considered as an opportunity for the students to score marks despite their low language proficiency or cognitive level. During the development of dramatization, students noted what to include and cooperatively shared their role in accordance with individual talents. At the time of discussion, good readers and writers were assigned to write scripts. Good actors were normally perceived as good speakers, so they were assigned to play major roles in enacting the scripts. Students of high imagination included their creativity to the drama. Therefore, the students noticed that the efforts they had put in for the group was deserved to get relatively equal marks. For instance, Girl B stated:

Dramatization give opportunities to show our talents. There are some students they are not good in speaking but good in writing. All students do not have same kind of talent. For example, I’m not very good in reading but am good in writing scripts and acting. We can act out our own made up dialogues. We are comfortable and confident in presenting our own created dialogues in relation to the texts learnt. We also get our share of scores fairly. Through dramatizations weaker students like me get opportunities to get better and equal marks from our acting and writing creative scripts.

Teacher B explained:

Good writer may not be a good reader. Therefore the literary genres are designed in such a way that it demands so much of participation from the students, thereby lots of activities could be incorporated such as role-play, presentation, debate, etc. So when the students participate, according to their participation the assessment is given. So this strategy for evaluation always work

towards benefiting students in knowing and scoring marks according to their abilities.

Furthermore, the activities in the literary texts were perceived as continuous process; thus helped both the teachers and the students in keeping track of the students' performances for further improvements. The teachers could notice students' progress every time when students performed the activities assigned to them. As a result, the teachers could provide immediate feedbacks to the students, and both the teachers and students could help improve the students' weakness.

This section has so far described that the literary texts were perceived to be resourceful which could be used to generate a range of activities to facilitate teaching and learning. A variety of literary genres in addition was perceived to provide English language models of native speakers. The details are explained in the next finding.

4.3.4.4 Literary texts were perceived to be models for language learning which demanded different levels of cognition and enhanced literary criticism.

A variety of literary genres was perceived to serve as models of language, and these literary genres were perceived to demand different level of learners' cognition for the language learning. Moreover, students' experience with a variety of literary genres develop their knowledge for literary criticism.

Literary texts as models for language learning: The literary texts written by native speakers were perceived to model authentic language and could be used as writing models.

Novels and short stories contain dialogues of characters, which were perceived to contain practical language used by the native speakers who were the authors of the texts. Girl A stated:

There is a story called *I have got Gloria*. There are many dialogues in there. So when we go through that we know how English people speak, what type of dialogue should come in what kind of situation. And shows us how English people use English language. So we learn speaking real English in use as well.

The statement made by Girl A reflects the students' perception that they could learn English language from the conversations among people in the

stories and that the language used in conversation was real. In addition, inclusion of variety of genres was perceived to help students with their writing strategies. Different literary genres used different kinds of writing styles. The writing styles presented in the literary texts were found to be used as models for the students in their writings. They referred to the nature and organization of the content and style of language used in each genre to create their own writings including essays, poems and short stories. Girl A stated:

At first I didn't know how to write expository essays and all that. After our English ma'am showed us essays, for example essay like *Himalaya*. It is an expository essay and from there I got an idea on how to write expository essay. And even there are poetries and short stories of great poets, from there we get ideas to write poems and stories also.

Studying different literary texts were perceived advantageous for learning authentic English and writing various genres. Each genre of writing was perceived to require different levels of cognition for comprehension and analysis.

Demands on different levels of cognition by different genre:
Different literary genres were perceived to require different level of cognition for comprehension and analysis.

Short stories and essays were perceived comparatively easier than novels and poems to study as they mostly used direct language. They did not demand intensive thoughts. For novels, teachers explained that the students had difficulties towards the novels because of the thick volume of the print, the symbolic languages in some novels. Teacher B explained:

In novel *Dawa*, students do not have to think much because it does not contain many symbols unlike *The Giver*. For *Dawa* students do not have to involve into too much of thinking process whereas *The Giver* needs a lot of thinking process to comprehend and analyze.

Similarly, because of the nature of language used in them; the poems were perceived the most difficult to comprehend and analyze by the students. The data revealed that the poems were perceived to use figurative/symbolic languages extensively. To understand figurative language/symbolic language, the students and teachers perceived that they needed higher level of cognition to grasp the correct

interpretations of figurative languages not the literal meaning. Such perception is reflected in what Teacher A stated:

Poetry is higher level of thoughts so it is one of the genres that students find very difficult. The poems are difficult because it contains lots figurative languages where Bhutanese children find difficulties. For example “A thing of beauty is a joy forever”. This is one of the lines of a poem, which has lots of meaning implied there. Unless children are familiar with all those figurative devices, poetry becomes Herculean task for them and sometimes even for the teachers.

Similarly, Teacher B explained that poems required students to read beyond the literal meaning and that made it different for the students to study poem and try to find out about symbolic language and its underlying meaning.

Teacher A stated:

Difficulty in reading poems could be because it always has two layers of understanding. For example, if you look at the allegorical poems, it has one symbolic and other one literal meaning. Basically our students are able to understand the literal meaning. They cannot look at the hidden or the symbolic meaning. Students have difficulty going beyond the literal meaning of the poem.

In order to overcome the difficulties concerning figurative/symbolic language, both the teachers and the students felt the need of more practice and knowledge on it. Girl B stated:

We cannot understand the poems clearly especially. We have difficulties answering the question related to poems because we didn't get anything from the poems. Most of us get low marks or fail in poetry. We face difficulties in understanding poems given because we did not get enough knowledge and time in learning strategies to understand poems. Therefore, more knowledge and practice need to be taught to us.

In addition, Boy A said, “Most of our friends don't get good marks in poems. To improve, strategies and techniques to analyze the figurative languages and what the poets are trying convey in the poems could be stressed more.” Therefore, teaching and practicing the poetry devices could overcome students' challenges in studying the poems.

Development of literary criticism from a variety of literary texts: Different kinds of genres were perceived to convey different writing styles and human experiences: thus, increased knowledge for literary criticisms.

Having dealt with many literary genres, students were noticed using their ideas from the previously read genres while working on the current texts. Students compared and contrasted the writings and content of the literary texts. Moreover, students were able to recognize the strengths and weaknesses of the genres and provide feedbacks with detailed explanation for betterment of the texts. For instance, Teacher A mentioned, “Text plays important role not only in disseminating information but also it also covers other aspects of literature so in a way, students have opportunities to explore, learn, compare and contrast different genres in the literary texts.” Similarly, Boy B said, “Reading different literature gives knowledge about different genres. I like it because we improve and explore different features of different texts. We can compare and contrast with reason for the different genres we read.”

4.3.4.5 Due to the richness of language and information, more time spent to focus on the content was perceived to hinder the teaching and learning of grammar.

Data showed that the teachers and the students perceived that the grammar is given the minimal focus. The teachers did share about teaching grammar in context with the literary texts but they were able to teach minimal part of it. Teacher A stated, “At times it is challenging to teach grammar points in the literary texts because the content of the literary texts is vast and it consumes more time to teach those.” Teacher C added, “The only disadvantage I find in using the text is the time allocation for teaching the content of the texts and the activities diverts our focus of teaching the grammar in context.” Similarly, students perceived that their literary-based classroom was more focused towards the content of the texts. Boy A stated, “Teachers stressed more on teaching the content of the literary texts. Grammar needs to be stressed more.” Girl B too stated a similar statement like Boy B. Therefore, teachers’ focus on the content of the literary texts is perceived to hinder the acquisition of grammar knowledge from the texts.

Findings in relation to the “language model” revealed that both the teachers and the students perceived literary texts as having the capacity to generate numerous student centered activities which enhanced student’s language proficiency, creativity and reading habits. Moreover, these activities facilitated assessment and evaluation of students’ overall performance. Furthermore, the data indicated requirement of different cognition level for analysis and comprehension of different genres. Still, the acquisition of grammar knowledge was focused least because of the rich content in the literary texts.

In the following section, findings in relation to third model the “personal growth” are revealed.

4.3.5 Finding Five: Concerning Personal Growth Model

According to Carter and Long (1991), the personal growth model is associated with students’ engagement with the literary texts not just for examination but to carry it beyond their classrooms. Teachers are expected to work towards developing lasting pleasure, love, enjoyment and enthusiasm towards reading literary texts in students. Further, this model is considered rewarding because “Helping students to read literature more effectively is helping them to grow as individuals as well as in their relationships with the people and institution around them.” (p. 3). In addition, it also emphasizes the appropriate selection of texts for the students so that they could interact with the texts effectively.

Quantitative findings revealed that the students perceived literary texts enhanced students’ critical thinking ability and interaction with the texts, teacher and students by relating and imagining the given situations in the texts with their lives. Similarly, literary texts were perceived to be significant in acquiring life-related lessons and life-long morals and values; thus, promoted personal growth.

4.3.5.1 Literary Texts were perceived to incorporate life-related lessons; thus, promote personal growth.

The participants reported that literary texts depicted universally common human life, no matter who the writers were. Thus, this feature of literary texts was perceived to have enabled students to learn enthusiastically by

relating their experiences to those of others portrayed in literary texts. With such perception, teachers were able to generate students' opinions that developed life skills like: personal interaction, problem-solving, decision making and critical thinking abilities. Teacher A mentioned:

Students are enthusiastic about the genres as they participate and interact with teacher and their friends a lot. They were able to relate the situations in the texts to their real life situation. Sometimes they are able to transform the situations into real-life situation and how they feel would have been better. Sometimes they are able to narrate similar kind of problems and how they solved them. That gives us hope that they are enjoying and learning.

The data indicated that the life-related experiences in the texts created opportunities for students to interact not only with the texts and the author but also with the teacher and the classmates. Teachers noticed students easily related their lives to the texts and shared their thoughts to the class. Furthermore, exchanging personal live experiences based on the incidents in literary texts was perceived to assist in understanding about one another's lives. Girl B stated:

We are able to share what we are feeling and sometimes while writing we become very emotional because in relation to the theme of the texts, teachers ask us to write about our mother, experiences and thoughts. Sometimes we get emotional and know about what and how others are feeling. For example we know about hard lives of our friends who came from broken family and does not have mother.

Similarly, Teacher B stated:

The Giver, makes me emotional. It really is very good. But personally I don't like it because as a mother it conveys a painful story. I was crying in front of my students, I couldn't control my tears. I could see the protagonist suffering in the novel. The author could express the emotion so strongly. So much of pain is given to little kids and children. How could she bring out so much of pain in her writing? I was telling my students if they could really read and understand, they would be able to feel and my students say they could also feel the pain the writer has mentioned there. They say it is sentimental and touches their hearts too.

In addition, the problems and decisions of the characters in the stories and novels sensitized students with different kinds of problems and issues

related to human lives. With such perception, the students learned about different kinds of problems, and decisions of the characters in the stories or novels. Discussing those problems and decisions of the characters, the students perceived to discover about their own opinions and justification. Through the process of justification students' decision making and problem solving skills were perceived to have stimulated.

Similarly, some literary texts were identified sharing social issues like substance abuse, teenage pregnancies and making choices in lives. These issues were identified as significant to be discussed with the students for their better lives. As a result, students were taught to be aware of these issues and how to deal with them practically. Teacher C gave an example:

Last year I taught one of the poems. It was something about choosing career for children. They were asked whether they had similar kind of experiences. The text demands us to ask such questions. Suddenly, a girl raised her hand and started a story about her sister who qualified after class X and she wanted to opt for Arts stream as she wanted to become a teacher or a writer later. But unfortunately she landed up nowhere after her 12th grade. The girl learned to always have a backup career option in life. So here the girl was able to relate to her life and lead better live through the experiences being learnt. Every time they read the text they grow in terms of their knowledge and experiences.

Ultimately, the data revealed that the students' engagement with life-related experiences in the literary texts were constructive for developing critical thinking ability. The teachers perceive students reflect and think deeply to connect with the texts to provide their justifications. Teacher C explained:

The stories, poems, essays and novels are in such a form where it gives lots of connection to the lives of the students and to think about it critically. Students sometimes pause at certain point of the text and they ask us about whether the similar kind of events could happen to them. Through the text they can critically relate to their own lives and compare various kinds of cultures, in a way they gain lots of knowledge. They get extra energy to explore and provide justification when they could relate to the world around them and with their lives.

The data indicated, literary texts promoted sensitization and acquisition of various skills for having better lives. Also, the experiences in the literary texts transformed students by instilling better moral values.

4.3.5.2 Literary Texts were perceived to teach life-long moral values related to society, psychology, and ethics.

Literary texts were perceived to have been written with a purpose which ultimately educated students with all the aspects of lives of becoming better human and productive citizens. Most of the themes of the literary texts in the curriculum were related to the hardships, bitterness and beauty about the world and society, values, morals, ethics, love, respect, empathy and determination. The students were perceived by both the teachers and the students to have changed for better. The literary texts were perceived to have cultivated the value of loving others and treating everyone with just and fair despite their race, ethnic and social status. In addition, the literary texts were remarked for showcasing the reality of the morals, values, ethics and philosophies through characters and events. The students were noticed having developed a sense of empathy and have changed their attitudes. Girl B said, “We used to chase away dogs whenever they came near us. But now from the character ‘Dawa’ in the novel we know how dogs feel when we throw stones at them. So we do not do it anymore.”

Similarly, students confronted a situation where they were inspired and determined by the situations and characters in one way or another. Students illustrated acquiring essence and philosophies for their lives. The characters in the novels apperceived the students to envisage the significance of setting and achieving goals with hard work, and determining nothing is impossible. Boy A stated:

The character in the novel sets a goal to cure his mange. He never gives up to achieve. Some dogs got mange but never thought of curing it, the protagonist was determined to cure it and he was able to cure it at the end of the story. It is encouraging and it makes me feel we should have goals and we can achieve it either on our own or with the help of other friends for every task given to us.

Following statement by the teacher could summarize the above two findings. Teacher C stated:

All the issues of life like teenage pregnancy, substance abuse are discussed in the text. All youth issues are discussed as well. The text helps the students to lead their lives in a right tract facing challenges of lives too. I should say, it is a combo of all those youth related knowledge and idea because the students could give their own prediction with justification and problem solving suggestions with reasons or deal with the similar kind of situations. There is a combination of skills like language skills, life skill, value learning and knowledge of other worlds too. So the text prepares for productive citizens. While teaching in the class, sometimes I don't feel I am teaching them for an exam but for the preparation for their lives to come. When we teach these genres to students, we don't have to go after them for assessment, actually they participate and work with so much of zeal and enthusiasm.

The teacher perceived literary texts contained a variety of human experiences; thus, found advantageous in acquiring not only language skills but also skills to deal with problems in students' lives. Students were noticed working with enthusiasm for the texts prepared them to face challenges in their lives. Moreover, relevancy of the context in the texts to students' personal lives were perceived to have facilitated their learning.

Relating to the third model the "personal growth", the experiences in various kinds of literary texts were perceived to helped students in gaining different knowledge on human lives.

4.4 Summary of the Findings

Use of literary texts as teaching and learning materials is perceived positively by both the teachers and the students. The findings of this study indicated that the literary texts are rich resources for developing knowledge about the world, language and personal growth. The latter two are developed by interacting with the texts through a variety of activities. Literary texts are helpful in generating activities for the development of four language skills, creativity, motivation and confidence, fair method of assessment, life skills and moral values.

In the next chapter, these major findings shall be discussed.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter discusses the findings presented in Chapter IV. It is divided into six sections: overview of the study, summary of the study, discussion of the findings, conclusion, implications of the study, and recommendations for future researchers.

5.1 Overview of the Study

Literary texts were used in English as a Second Language (ESL) and English as Foreign Language (EFL) classrooms since the 1900s. There were arguments about successful implementation of literary texts for ESL/EFL classrooms. Nevertheless, according to Carter and Long (1991), literary texts lost its popularity in mid 1900s; still, slowly revived the popularity since 1980s onwards. Scholars like Carter and Long (1991), Khatib et al. (2011), Lazar, (1993), McKay (1987) and Widdowson (1975) discussed on the use of literary texts successfully in the education of language learning.

According to Curriculum and Professional Support Division (CAPSD, 2005) and Dyenka (1999), literary texts were incorporated in Bhutanese ESL curriculum since the start of modern education in 1961 (Ugyen & Čokl, 2010). In 2006 with the revision of curriculum, different kinds of literary texts were chosen because the previous literary texts did not benefit students' language learning process (Dyenka, 1999). CAPSD (2005) stated, a new set of literary texts relevant to students both in terms of their social background and language proficiency were selected in the revised 2006 curriculum. Even though the literary texts were incorporated since 2006, there hardly were any empirical studies conducted on the use of these literary texts. Therefore, this study explored teachers' and students' perceptions on using literary texts as ESL teaching and learning materials. Exploring perception of teachers and students are significant as they are the real practitioners of the curriculum. Moreover,

Paran (2008) recommended study with school students as there were rare studies revealing their perceptions on the use of literary texts.

5.2 Summary of the Study

For this study, 211 students and 3 teachers of classes nine and ten of one Bhutanese school participated. The students participated by completing a set of survey questionnaire concerning how they perceived the use of literary texts in an ESL classroom. Furthermore, the researcher employed focus group interviews separately for a group of four volunteered students and another group of three teachers with the intention to explore in-depth teachers' and students' perception on the use of literary texts as ESL teaching and learning materials. The data were analyzed for content and interpreted according to three models of Carter and Long (1991) of using literary texts as language teaching and learning materials. These three models were: the cultural model, the language model, and the personal growth model.

Relating to the research question: *How do teachers and students perceive the use of English literary texts as ESL teaching and learning materials in ESL classrooms?*; the findings from all three data source: survey questionnaire, students' focus group interview and teachers' focus group interview were triangulated to report the findings. The major findings suggest that students either strongly agreed or agreed upon all the positive statements reflected in the survey questionnaire regarding the use of literary texts as ESL teaching and learning materials. Moreover, qualitative data obtained from both the teachers and the students generally shared common perceptions.

The major findings for this study could be summarized into following points:

1. The students positively perceived the use of literary texts as ESL teaching and learning materials. The average mean scores for all 63 items ranged from 3.14-4.56 which was interpreted for either agree or strongly agree.
2. Both the teachers and the students perceived literary texts helpful for developing knowledge about various countries, language proficiency, personal

experiences, learner-centered and collaborative learning activities, critical thinking ability and various methods of students' assessment and evaluation.

3. The literary texts chosen by the curriculum developers for the revised 2006 Bhutanese ESL curriculum were perceived to provide rich information about different countries' culture and general knowledge.

4. Students' experiences with a variety of literary texts were perceived to serve as models for students' language learning and different kinds of literary genres were perceived to require different levels of cognition for comprehension and analysis.

5. Both the teachers and the students perceived that the literary texts provide opportunities to generate motivating activities for the development of language skills and for assessing and evaluating the students' development of all these skills fairly.

6. Furthermore, the content of the literary texts was perceived to generally depict the nature of human lives. The relevancy of the content to human lives was perceived by the teachers and the students to have not only motivated students to learn but also instill needed human values, morals, and life skills to lead life in better ways.

7. Despite perceiving literary texts helpful in learning practical applicability of grammar; the teachers and the students perceived that time was inadequately provided for teaching grammar due to the amount of content to be covered that took time.

8. Teaching culture divergent from the students' lives as reflected in literary texts was perceived challenging for the students.

9. Using literary texts as ESL teaching and learning, both the teachers and the students perceived that supplementary materials on current affairs was necessary since the literary texts were perceived not suitable for acquiring knowledge on current affairs.

The section below discusses the major findings of the study.

5.3 Discussion of the Findings

In line with many previous studies such as those of Carter and Long (1991), Khatib et al. (2011), Lazar (1993), McKay (1987), McKay (2014), Rai (2012),

Rosenblatt (1995), and Widdowson (1975), findings of this study also show the advantages of literary texts as language teaching and learning materials in relation to provision of cultural knowledge, development of language skills and personal growth.

Based on the findings, the literary texts used as ESL teaching and learning materials were discussed in terms of their benefits, factors contributing to positive perception of their use, and limitations and challenges on their use to teach ESL.

5.3.1 Benefits of Using Literary Texts as ESL Teaching and Learning Materials

Students benefited from knowing different cultures, learning language and creating awareness in relation to human lives through the content of the literary texts (Carter & Long, 1991; CERD, 2002; Divsar and Tahriri, 2009; Khatib et al., 2011; Kim, 2010; Lazar, 1993; Nair et al., 2012; Paran, 2008; Rai, 2012; Rosenblatt, 1995; Varul, 2013). Moreover, by using literary texts with the focus on difficult aspects of learning as mentioned, different modes of assessments were used for assessing all those aspects. As a result, students' could be assessed not only for their language and language skills, but also other abilities and knowledge.

As for acquiring knowledge on culture, this study aligning to previous studies of Carter and Long (1991), Khatib et al. (2011), McKay (1987), and Nair et al. (2012), in which literary texts were noted for providing students with opportunities to explore and familiarize diverse social, cultural, and historical events. The Bhutanese students hardly get any opportunity to travel abroad and experience others' cultures, however, the literary texts at least familiarize them with such diversities. Furthermore, in order to understand the present situations of different countries in the world, it is important to know the past scenarios of the countries. The literary texts, therefore, serve the purpose of providing students with knowledge and understanding about different countries' scenarios in the past. This further enables the students to critically analyze and compare the current situations with the past.

In addition, literary texts provide content useful for students to learn authentic English through the conversations depicted in the literary texts. Students get opportunities to learn about the practical applicability of the language. Moreover, learning literary texts through the student-centered activities enhance students'

communication skills and all other language skills. These findings correspond to what scholars mentioned about benefits of the literary texts as for authentic language and development of communication. (Carter & Long, 1991; Khatib et al., 2011; Rai, 2012; Widdowson, 1975)

Also, literary texts impart knowledge that other materials might not. For instance, corresponding to Khatib et al. (2011) and Kim (2010), the literary texts fostered acquiring life-related experiences leading to peaceful and harmonious individual self and society as a whole. Moreover, literary texts reminds the students about humanities, traditions, values and morals in this rapidly globalizing materialistic world. Thus, contrasting to Divsar (2014) where literary texts was taught solely for examination purpose, the Bhutanese teachers aimed to prepare students to become productive citizens. Also, students are at their early stage of lives, and most of the human experiences were yet to be experienced. Literary texts, therefore, sensitized students and helped them to critically and analytically ponder their thoughts on those struggles and issues likely to be suffered in every humans' lives.

Furthermore, corresponding to Kim (2010), the findings of this study found literary texts advantageous in assessing students' overall abilities. Literary texts enable teachers to employ a variety of assessment methods to assess students' overall abilities such as: language skills, critical thinking ability, and their participation instead of depending solely on the examination. This fair assessment would be possible if the teachers assessed accordingly through every task provided to the students. Moreover, students would work harder when they knew their works were noticed and assessed accordingly by the teachers. Therefore, literary texts could not only be exploited for ESL teaching and learning but also for satisfactorily assessing students' overall abilities.

Another point that is worth being discussed is that even though the literary texts in current Bhutanese ESL curriculum were positively perceived, the positive perception was found to depend on some factors which are discussed here.

5.3.2 Factors Affecting the Positive Perception on the Use of Literary Texts

Factors such as teaching approaches employed by the teachers, students' participation and the choice of texts would affect the successful use of literary texts as ESL teaching and learning materials.

One reason for the positive perception of the teachers and the students on the implementation of literary texts in the context of this study was because the teachers employed student-centered approaches rather than traditional teaching approaches. In fact, Bhutanese English teachers were provided with teaching guidelines together with the newly revised 2006 curriculum. Based on the study by Dyenka (1999) and Divsar (2014) using teacher-centered approach for teaching literary texts had not been successful for students' language learning process. Therefore, a variety of student-centered activities need to be generated from literary texts in order to enhance students' cultural knowledge, all four language skills and life-related skills and experiences (Carter & Long, 1991; CERD, 2002; Divsar & Tahriri, 2009; Khatib et al., 2011; Kim, 2010; Lazar, 1993; Nair et al., 2012; Paran, 2008; Rai, 2012; Rosenblatt, 1995; Varul, 2013). Simply reading the texts without enriching activities would not help gain knowledge and language skills from the literary texts. Therefore, corresponding to modern education system to make use of literary texts successful teachers might make literary-based classroom student-centered, and provide ample opportunities for students to learn and explore constructively.

The second factor that could make the teachers and the students perceive the implementation of literary texts in this context was students' participation. In order to make students participate, teachers in this study were found to motivate their students to learn from literary texts: by organizing student-centered activities, encouraging the students to become aware of practical application and connection of the texts to real lives, and integrating technological media in their teaching. Literary texts provide opportunities to generate a variety of student-centered activities for students to participate and explore actively (Kim, 2010; Kim, 2013; Nair et al., 2012; Varul, 2013). Similarly, students are enthusiastic about learning literary texts when they could connect the given situations in texts with their own and literary texts could

easily connect to students' lives and experiences (Carter & Long, 1991; Khatib et al., 2011; MacKay, 2014). Apart from the previous studies reviewed in Chapter II, the data revealed align to what Traore and Blankson (2011) remark that the integration of literary texts with media technologies could motivate the students to learn. Although technology was not the focus of this study, data indicate that the technologies including audio-visual media could be successfully employed to motivate students' participation in the teaching and learning of the literary texts. There are movies replicated from novels and short stories, and songs sung on the lyrical poems. Teachers could integrate these media technologies for students' better understanding of the texts because technologies highly influence digital students of 21st century era. Therefore, teachers need to provide ample opportunities for the students to showcase their talents and take ownership over their learning through student-centered activities and sometimes integrate media technologies whenever suitable.

The last factor, according to this study, that leads to positive perception on the implementation of literary texts was the appropriateness of the literary texts to students' level of cognition, language and social background. Despite the fact that the teachers and the students who participated in this study were not involved in selecting the texts at the time of curriculum development they found the prescribed texts suitable to the students' level of cognition, language and social background. Corresponding to Carter and Long (1991), Lazar (1993), McKay (1987), and Widdowson (1975) students either faced difficulties in comprehending and analyzing or disliked reading the texts if the languages used in the literary texts were too complex or the context given diverged from students' life experiences. Also, Carter and Long (1991), Lazar (1993), McKay (1987), and Widdowson (1975) stated that the selecting appropriate literary texts for the students is one of the challenging tasks. Therefore, ample prior research on the students' preferred kind of genres, language and cognitive level may help in overcoming the challenge of selecting the right choice of literary texts for ESL students.

Despite the fact that literary texts were perceived to be positive as ESL teaching and learning materials and that the positive perception on the texts were related to some factors. Still, limitations and challenges on their use to teach ESL was worthwhile being discussed.

5.3.3 Limitations and Challenges on the Use of Literary Texts as ESL Teaching and Learning Materials

Some of the drawbacks in using literary texts discussed are the lack of information on current situations, the difficulty for teachers to deal with teaching unfamiliar contexts, and the time constraint for teachers to focus on teaching grammar.

Literary texts mostly depicted either fictitious events or past experiences but not the information about the current happenings in world. Although essays in the literary texts present facts, the information were not updated as information about the world keep changing. Literary texts at times could be unreliable to acquire current happenings in the world. Therefore, some additional authentic materials like newspaper and journals were recommended by the participants of this study to be supplemented.

In addition, similar to scholars' comments (Khatib,2011; McKay, 1987) that the students could have difficulties in comprehending and analyzing culturally complex texts, the teachers in this study encountered difficulties in convincing students with some unfamiliar context like writers' imaginative world and situations in the past. Therefore, teachers are recommended to be mindful about and prepare to solve this problem. Whenever the teachers find issues difficult for them to teach, the students could possibly confront the same problem the teachers have.

Also, in line to Carter and Long (1991), Lazar (1993), Rai (2012) and Widdowson (1975), the findings of this study remarked learning practical applicability of grammar from the literary texts. However, because of the teachers' focus on teaching the content of the texts lead to minimal acquisition of grammar knowledge. According to the teacher participants of this study, time constraint was the main factor for the inadequate grammar acquisition from literary texts. The teacher participants of this study had to spend huge amount of time on teaching the vast content of the literary texts through a variety of student-centered activities; thus, ran out of time to teach grammar. Bhutan ese ESL classrooms seem to emphasize more on acquiring skills such as four language skills, creativity and critical thinking than on grammar through a variety of student-centered activities generated from the content of the literary texts. Therefore, providing equal emphasis on the grammatical aspects by deriving grammar

related activities from the literary texts might help in overcoming these grammatical issues.

5.4 Conclusion

Corresponding to the standards set by CAPSD (2005) and Center for Educational and Research Development (CERD, 2002), the selected literary genres employed in the current curriculum CAPSD (2005) developed students' both general and literary knowledge, language proficiency, communication skills, social values, and writing styles. Moreover, literary texts were perceived to be helpful for teachers in implementing their teaching from the traditional teaching approaches to student-centered approaches. The positive perception on the use of literary texts was found to be related to the appropriateness of the literary texts to students' social background and language proficiency, and the teaching approaches adopted by the teachers. Both the teachers' and the students' perception on the use of literary texts related to all the three models of using literary texts by Carter and Long (1991). In addition, the data gathered for this study fulfills the aim of exploring information about the perception of school teachers and students on the use of literary texts as suggested by Paran (2008) that little research has so far been conducted on this topic among school students.

5.5 Implications of the study

The findings of this study suggest that in order to use the literary texts successfully, right choice of books is the most important factor to be considered. Therefore, the curriculum developers and educators need to administer the appropriateness of the texts to students' social background, cognitive level and language proficiency. Lazar (1993) and McKay (1987) clearly stated that selecting right choice of literary texts according to students' cognitive, language and social background is one of the most difficult tasks for the students. It demands studying students' choices of texts and also chosen texts should benefit the language learning effectively.

Apart from the choice of literary texts, it is significant to employ appropriate teaching approaches by the teachers in the classroom. Employing student-centered approaches and activities in relation to the elements in the literary genres as found in this study could enhance students' knowledge on language, general knowledge and culture, and personal development. Using literary texts as just a textbook for English learning materials would provide no meaning. Rather, literary texts are recommended to be used as a means to generate activities to help explore students' talent, knowledge, language and personal lives. Therefore, the teachers and teacher educators need to acquire knowledge on teaching strategies that facilitates students' learning process.

In addition, assessing and evaluating students' work could determine how successfully the literary texts are implemented and to examine students' progress and achievement. Therefore, teachers and teacher educators may consider methods of assessing students through the activities generated from the literary texts. This style of assessment method would allow teachers and students to learn about students' progress and achievements. With this kind of assessment, students would be motivated to work harder and perform better.

Furthermore, teaching of grammar in context to the literary texts needs a special treatment. Students' and teachers' perceptions reflect that teachers confronted difficulties to teach grammar while teaching the content of the texts, and students need practices to learn grammar. Therefore, it calls for attention of teachers, teacher educators, curriculum developers and researchers for discovering and implementing strategies that could help students in acquiring grammar rules from the literary texts.

5.6 Recommendations

Literary texts have been used in Bhutanese language education since earlier times. However, the previous findings on the use of literary texts as ESL teaching and learning materials in the Bhutanese context differed from the current study. The present literary texts used in Bhutanese ESL classroom were perceived to be effective whereas Dyenka (1999) stated that the pervious literary texts-based ESL classroom was not successful. With this study, the questionnaire items were only

based on the positive aspects of using literary texts. Regarding this, further studies are recommended to take into considerations criticism on the use of literary as part of the study.

This study discusses only one kind of ESL teaching and learning materials namely literary texts without having studied the impact of other materials used for ESL teaching and learning. The impact of ESL materials other than literary texts is unknown. Therefore, future researchers are recommended to compare the impact of different ESL teaching and learning materials.

The findings of this study are revealed from survey and interviews. Pickens (2005) claims that the perceptions sometimes could divert from the practices in the reality; therefore, in order to study the practical application and perceptions of literary texts by the practitioners, future researchers could personally observe literary texts based ESL classrooms. Also, the researchers could practically investigate the successful implementation of the literary texts through pre-test and post-test to explore and evidence the students' achievement.

BIBLIOGRAPHY

- Aghagolzadeh, F., & Tajabadi, F. (2012). A debate on literature as a teaching material in FLT. *Journal of Language Teaching and Research*, 3 (1), p.205-210.
- Amer, A. (2003). Teaching EFL/ESL literature. *The Reading Matrix*, 3 (2), p.63-73.
- Barkhuizen, P. G. (1998). Discovering learners' perceptions of ESL classroom teaching/learning activities in a South African context. *TESOL Quarterly*, 32 (1), p. 85-108.
- Brinton, D. M. (2001). A theme-based literature course: Focus on the city of angels. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (p. 281-308). Ann Arbor, MI: University of Michigan Press.
- CAPSD. (2005). *English Textbook for Class IX*.CAPSD, Ministry of Education, Bhutan.
- Carter, R. (2007). Literature and language teaching 1986–2006: A review. *International Journal of Applied Linguistics*, 17(1), 3–13.
- Carter, R., & Long, M. (1991). *Teaching Literature*. London: Longman.
- Carter, R., & McRae, J. (eds.). (1996). *Language, literature and the learner*. London: Longman.
- Celce-Murcia, M. (2014). Teaching English in the context of World Englishes. In M. Celce-Murcia, D. M. Brinton & M.A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., p.63-70). Boston, MA: National Geographic Learning.
- CERD. (2002). *The Silken Knot, Standards for English for Schools in Bhutan*. Paro: CERD, Department of Education.
- CERD. (2009). Teachers' perception about the new English curriculum: Reflections and insights from the classroom. Paro: CERD, Department of Education.
- Collie, J., & Slater, S. (1990). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP

- Colman, P. (2007). A new way to look at Literature. *A Visual Model for Analyzing Fiction and Non-fiction text*, 84 (1), 257-268.
- Cook, G. (1987). Texts, extracts, and stylistics texture. In C. J. Brumfit & R.A. Carter (Ed.), *Literature and Language Teaching* (2nd ed., p.150-168). Oxford University Press.
- Creswell, W. J. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (2nded.). London, UK: Sage Publication Limited.
- Divsar, H. (2014). A survey of the approaches employed in teaching literature in an EFL context. *Modern Journal of Language Teaching Methods*, 4 (1), 74-86.
- Divsar, H., & Tahriri, A. (2009). Investigating the effectiveness of an integrated approach to teaching literature in an EFL context. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(2), 105-116.
- Duff, A., & Maley, A. (2007). *Literature*. (2nd edition). Oxford: Oxford.
- Dyenka, K. (1999). *Teaching high school English in Bhutan: A study at the crossroads of language, literature and culture*. Canada: The University of New Brunswick.
- Eagleton, T. (1983). *Literary Theory: An introduction*. Great Britain: Blackwell Publishers Ltd.
- Edmondson, W. (1997). The role of literature in foreign language learning and teaching: Some valid assumptions and invalid arguments. In A. Mauranen & K. Sajavaara (Eds.), *Applied linguistics across disciplines. AILA Review* 12, p. 42-55.
- Fraenkel, R. J., Wallen, E. N., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8thed.). New York: The McGraw-Hill Companies, Inc.
- Hargreaves, A. (1996). Revisiting voice. *Educational Researcher*, 25(1), 12-19.
- Haskins, R. G. (2006). A practical guide to critical thinking. p.1-20. Retrieved from <http://www.skeptdic.com/essays/haskins.pdf>
- Hwang, D., & Embi, M., A. (2007) Approaches employed by secondary school teachers to teaching the literature component in English. *Jurnal Pendidik dan Pendidikan, Jil.*, 22 (4), p. 1-23.

- Kazerooni, R. S., Saeedi, M., & Parvaresh, V. (2011). Does reading literary texts have any impact on EFL learners' vocabulary retention? *Canadian Social Science*, 7(2), 117-128.
- Khatib, M., Rezaei, S., & Derakhshan, A. (2011). Literature in EFL/ESL classroom. *English Language Teaching*, 4 (1), 201-208.
- Kim, H. (2013). Making connection from language learning to life experience through literature-based EFL instruction. *English Teaching*, 68(1), 111-140.
- Kim, Y. H. (2010). Implementing literature-based language instruction in a Korean high school English classroom. *English Teaching*, 65 (1), 87-111.
- Lazar, G. (1993). *Literature and Language Teaching*. Australia: Press Syndicate of the University of Cambridge.
- Longman. (2003). *Longman Dictionary of Contemporary English*. UK: Longman
- Low, O. (1991). *Proficiency in English course (Revised edition)*. London: Thomas Nelson & Sons Ltd.
- Lu, D. (2012). Literary language in development of L2 competence. *International Journal of Applied Linguistics and English Literature*, 1(6), 240-246.
- Maley, A. (1989a). Down from the pedestal: Literature as resource. In Carter, R. Walker & C. Brumfit (eds.), *Literature and the learner: methodological approaches*. (p. 1-9). Modern English Publications and the British Counsel.
- Mathison, S. (1988). Why Triangulate? *Educational Researcher*, 17(2), 13-17.
- McKay, S. (1987). Literature in the ESL classroom. In C.J. Brumfit & R.A. Carter (Eds.), *Literature and Language Teaching* (2nd ed., p.191-198).Oxford University Press.
- McKay, S. (2014). Literature as content for language teaching.In M. Celce-Murcia, D. M. Brinton & M.A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., p.488-500). Boston, MA: National Geographic Learning.
- Morgan, L. D. (1996). Focus groups. *Annual Review of Sociology*, 22, p. 129-152.
- Nair, S. K. G., Setia, R., Ghazali, N. S., Sabapathy, E., Mohamad, R., Ali M. M., Muniandy, K. M., Hassan, C. I. S. N. (2012). Can literature improve English proficiency: The students' perspective. *Asian Social Science*, 8(12), 21-28.

- NEF. (2009). Retrieved from
http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009/1109_Bhutan/Renewing_School_Education_in_Bhutan.pdf
- Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Lang. Teach*, 41(4), 465-496.
- Pickens, J. (2005). Attitudes and perceptions. In Borkowski, N. (Ed.), *Organization Behavior in Health Care*. Retrieved from
<http://healthadmin.jbpub.com/borkowski/chapter3.pdf>.
- Rai, A. (2012). Use of literature in teaching English. *International Journal of Educational Research and Technology*, 3(3), 71-80.
- Richards, C. J. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rded.). London: Pearson Education Limited.
- Rosenblatt, M. L. (1995). *Literature as Exploration*. New York: The Modern Language Association.
- Sather, A. C. (2002). Authorizing students' perspectives: Toward trust, dialogue, and change in education. *Educational Researcher*, 31 (4), p. 3-14.
- Sather, A. C. (2010). Through students' eyes. *JSD*, *www.nsd.c.31* (4), p. 42-45.
- Savvidou, C. (2004). An integrated approach to teaching literature in the EFL classroom. *The Internet TESL Journal*, X (12), retrieved from
<http://iteslj.org/Techniques/Savvidou-Literature.html>
- Smith, D. A. (2001). Perception and Belief. *Philosophy and Phenomenology Research*, 62 (2), 283-309.
- Soanes, C., Hawker, S., & Elliott, J. (Eds.). (2009). *Pocket Oxford English Dictionary* (10thed.). New York: Oxford University Press Inc.
- Thinley, D., & Maxwell, W. T. (2013). The role of English in culture preservation in Bhutan. *Journal of Bhutan Studies*, 28, 1-29.
- Traore, M., & Blankson, K. L. (2011). Using literature and multiple technologies in ESL Instruction. *Journal of Language Teaching and Research*, 2 (3), p. 561-568.

- Ugyen, & Čokl, U. (2010). The Bhutanese Education System in Bhutan & Austro-Bhutanese Development and Research Cooperation. Retrieved from http://www.kefresearch.at/fileadmin/media/stories/downloads/fact_sheet_series/kef_factsheet_2010_no1_lq.pdf
- Van, T. T. M. (2009). The relevance of literary analysis to teaching literature in EFL classroom. *English Teaching Forum*, 3, p.2-9.
- Varul, H. (2013). Use of literature to enhance motivation in ELT classes. *Mevlana International Journal of Education*, 3, 15-23.
- Widdowson, G. H. (1975). *Stylistics and the Teaching of Literature* (2nd Ed.). London: Longman Group Limited.

APPENDICES

APPENDIX A
LITERARY TEXTS STUDIED IN BHUTANESE CLASSES NINE
AND TEN

Literary texts for Classes IX and X

1. Novel

Novel for Study in Class IX

Title	Author	Form
Dawa: The Story of a Stray Dog in Bhutan	Kunzang Choden	

Novel for Study in Class X

Title	Author	Form
The Giver	Lois Lowry	Fantasy

2. Poetry

Poetry for Study in Class IX

Sl.#	Title	Author	Form
1.	I Know Why the Caged Bird Sings	Maya Angelou	Lyric
2.	Buddha's Death	RomeshChanderDutt	Lyric
3.	The Road Not Taken	Robert Frost	Lyric
4.	Amalkanti	Nirendranath Chakrabarthi	Lyric
5.	The Highwayman	Alfred Noyes	Ballad
6.	No More Clichés	Octavio Paz	Lyric

Supplementary Poetry for Class IX

Sl.#	Title	Author	Form
1.	Ode to the Dinosaurs	Anonymous	Ode
2.	The Slave's Dream	H.W. Longfellow	Ballad
3.	The Professor	NizimEzekeil	Monologue
4.	Forest and River	ZhalehEsfahani	Lyric
5.	A Loaf of Poetry	Naoshi Koriyama	Lyric
6.	Without Hands	Lorna Crozier	Lyric

7.	My Grandmother's House	Kamala Das	Lyric
8.	Richard Cory	Edwin Arlington	
9.	Learning by Doing	Howard Nemerov	
10.	Snow	Sean Klabough	Haikus
11.	Trees	Kellie Webster	
12.	Cherry Tree	Amanda Hauschildt	
13.	Snow	Chandra Morgan	
14.	Autumn	Jared Hines	
15.	Deer	Daniel Paulson	
16.	Forest	Tyler Kenall	

Poetry for Study in Class X

Sl.#	Title	Author	Form
1.	Presents from my Aunts in Pakistan	MonizaAlvi	Lyric
2.	Dover Beach	Mathew Arnold	Dramatic Monologue
3.	A Red Palm	Gary Soto	Lyric
4.	To My Mother	George Barker	Sonnet
5.	"Hope" is the thing with feathers	Emily Dickinson	Lyric
6.	Absence	Elizabeth Jennings	Lyric

Supplementary Poetry for Class X

Sl.#	Title	Author	Form
1.	Good	R.S. Thomas	Sonnet
2.	Those Winter Sundays	Robert Hayden	Lyric
3.	Let Evening Come	Jane Kenyon	Lyric
4.	Whispers	OmololáIjeomaÒgúnnyemí	Lyric
5.	Warning	Jenny Joseph	Lyric
6.	Miles Away	Carol Ann Duffy	Lyric
7.	The sun has burst the sky	Jenny Joseph	Lyric
8.	Ozymandias	Percy Bysshe Shelley	Sonnet
9.	High Flight (an Airman's Ecstasy)	John Gillespie Magee	Sonnet
10.	Haikus		

3. Short stories**Short Stories for Study in Class IX**

Sl.#	Title	Author	Form
1.	The Big Story	George Loveridge	Contemporary realistic fiction
2.	A Grain of Mustard Seed	Edith Pargeter	Contemporary realistic fiction
3.	I've Got Gloria	M.E. Kerr	Contemporary realistic fiction
4.	The Tiger's Heart	Jim Kjelgaard	Traditional realistic fiction

Supplementary Short Stories for Class IX

Sl.#	Title	Author	Form
1.	The Night Train at Deoli	Ruskin Bond	Realistic fiction
2.	Too Soon a Woman	D. Johnson	Traditional realistic fiction
3.	Shelling Peanuts	Yvonne Vera	Contemporary realistic fiction
4.	The Parsley Garden	William Saroyan	Contemporary realistic fiction
5.	A Secret for Two	Quentin Reynolds	Contemporary realistic fiction
6.	Samphel's Pride and Woes	RinzinRinzin	Realistic fiction

Short Stories for Study in Class X

Sl.#	Title	Author	Form
1.	Day of the Butterfly	Alice Munroe	Contemporary realistic fiction
2.	Hey-, Come On Ou-t!	Shinichi Hoshi	Fantasy
3.	Is He Living or Is He Dead?	Mark Twain	Classical satire
4.	The White Knight	Eric Nicol	Allegory

Supplementary Short Stories for Class X

Sl.#	Title	Author	Form
1.	A Boy Grows Older	Morley Callaghan	Contemporary realistic fiction
2.	Overseasoned	Anton Chekov	Classical realistic fiction
3.	D.B. Cooper	Max Haines	Science fiction
4.	Not Even a Corpse to Cremate	KunzangChoden	Folk tale
5.	Penny in the Dust	Ernest Buckler	Traditional realistic fiction

4. ESSAYS**Essays for study in Class IX**

Sl.#	Title	Author	Form
1.	My Struggle for an Education	Booker T. Washington	Narrative
2.	Nature is Not Always Kind	Helen Keller	Descriptive
3.	Bhutan: A Biodiverse Diamond of the Himalayas	Robin Smilie	Expository
4.	The Dignity of Work	Charles Finn	Persuasive

Supplementary Essays for Class IX

Sl.#	Title	Author	Form
1.	Dogs and Books	Christie Blatchford	Narrative
2.	I Ain't Sitting Beside Her	ShyroseJaffer	Narrative
3.	A Small Cheese Pizza	Rachel SveaBottino	Descriptive
4.	Restaurants	R.K. Narayan	Descriptive
5.	The Songs of ApDawpel	JigmeDukpa	Expository
6.	Working With Anger	PemaChodron	Expository
7.	As You Can see from My Brand-Name Clothing. I Am Not Poor	M. Lucas	Persuasive
8.	New Images Bring New Values	Percy Bysshe Shelley	Persuasive

Essays for study in Class X

Sl.#	Title	Author	Form
1.	Layaps Go Home	KinleyDorji	Descriptive
2.	Toasted English	R.K. Narayan	Expository
3.	Beauty and Body Image in the Media	Jean Kiilbourne	Persuasive
4.	Progress	Alan Lightman	Argumentative

Supplementary Essays for Class X

Sl.#	Title	Author	Form
1.	Trapped	Norah Burke	Descriptive
2.	The Death of the Moth	Virginia Woolf	Descriptive
3.	Preventing Conflict in the New Century	Kofi Annan	Expository
4.	Creating a Model of Conservation: Combining Development and Ecology	K.E.S. Kirby	Expository
5.	The Art of Living	Samuel Smiles	Persuasive
6.	People as Products	Jean Kilbourne	Persuasive
7.	Hard Edges, Soft Skill	Ann Coombs	Argumentative
8.	Does the Law Discriminate Against Fathers?	Kuensel	Argumentative

APPENDIX B

**QUESTIONNAIRE: STUDENTS PERCEPTION ON USING
LITERARY TEXTS AS AN ESL TEACHING AND LEARNING
MATERIALS**

Demographic information:

Gender:..... (M)(F)

Class:..... (IX) (X)

Age:.....

Student Questionnaire

Direction: This questionnaire is to explore the perception of literary texts-based English classroom. Read the questions carefully and circle the appropriate number as given in the table below.

1	2	3	4	5
(Strongly Disagree)	(Disagree)	(Neither agree nor disagree)	(Agree)	(Strongly Agree)

Sl.#	Content/ Statement					
I.	Characteristics of literary text-based English classroom					
	Learning English through literary texts ...					
1.	... is interesting and pleasant.	1	2	3	4	5
2.	...is a new experience.	1	2	3	4	5
3.	... is helpful in understanding English-speaking cultures.	1	2	3	4	5
4.	...is helpful in learning authentic English.	1	2	3	4	5
5.	...motivates me to study English.	1	2	3	4	5

6.	...is not about English itself as an objective but a means to appreciate literary works.	1	2	3	4	5
7.	...is great because English language can be learned.	1	2	3	4	5
8.	...is great because content (literary works) can be learned.	1	2	3	4	5
II Development of English Language Proficiency						
Learning English through literary texts is helpful in developing ...						
9.	... general English proficiency	1	2	3	4	5
10.	... English listening ability	1	2	3	4	5
11.	... English reading ability.	1	2	3	4	5
12.	... English writing ability.	1	2	3	4	5
13.	... English speaking ability.	1	2	3	4	5
14.	... grammar knowledge.	1	2	3	4	5
15.	... vocabulary knowledge.	1	2	3	4	5
III. Development of Reading and Writing Skills						
Learning English through reading literary texts ...						
16.	...is a good learning activity.	1	2	3	4	5
17.	...develops students' English writing skills.	1	2	3	4	5
18.	...enables students to revisit and reflect on the literary works.	1	2	3	4	5
19.	...deepens students' literary understanding and appreciation.	1	2	3	4	5
20.	...enables students to revisit and reflect on their own thinking.	1	2	3	4	5
21.	...enriches students' literary appreciation and reflection.	1	2	3	4	5
Writing practices generated from learning English through literary texts ...						
22.	...develops students' English writing skills.	1	2	3	4	5
23.	...enables students to revisit and reflect on the literary works.	1	2	3	4	5
24.	...deepens my literary understanding and appreciation.	1	2	3	4	5
25.	...enables me to revisit and reflect on my own thinking.	1	2	3	4	5
26.	...enriches my literary appreciation and reflection.	1	2	3	4	5
IV Learner-Centered and Collaborative Learning						
Learning English through literary texts ...						
27.	...encourages students to play more roles than teachers.	1	2	3	4	5
28.	...encourages students' voluntary participation.	1	2	3	4	5

29.	...encourages students to express their points of view with reasonable justification.	1	2	3	4	5
30.	...encourages collaboration with classmates.	1	2	3	4	5
31.	... encourages collaboration among the teacher and students.	1	2	3	4	5
32.	...promotes students' self-achievement	1	2	3	4	5
33.	...promotes students' self-satisfaction.	1	2	3	4	5
34.	...promotes the value of literary discussion with classmates.	1	2	3	4	5
Discussion generated form learning English through literary texts ...						
35.	... enables students to revisit and reflect on the literary works.	1	2	3	4	5
36.	... deepens students' literary understanding and appreciation.	1	2	3	4	5
37.	... enables students to revisit and reflect on their own thinking.	1	2	3	4	5
38.	... enriches students' literary appreciation and reflection.	1	2	3	4	5
39.	...makes students aware that my openness to share ideas plays an important role in my learning process.	1	2	3	4	5
40.	... makes students aware that ideas need justification.	1	2	3	4	5
41.	...encourages students to learn by themselves rather than to be exclusively taught by the teacher.	1	2	3	4	5
42.	...raises students' awareness on value of collaborative work with classmates.	1	2	3	4	5
V	Development of Critical Thinking Ability					
Learning English through literary texts ...						
43.	...develops students' discussion skills.	1	2	3	4	5
44.	...enriches students' understanding of literary works.	1	2	3	4	5
45.	...broadens students' perspectives of literary works.	1	2	3	4	5
46.	...broadens students' insights into literary works.	1	2	3	4	5
47.	...develops students' literary criticism.	1	2	3	4	5
48.	...helps students to create imaginative responses.					
49.	...encourages students to open to a variety of different ideas without believing that there is only one correct answer.	1	2	3	4	5

VI	Literary texts as a Medium					
	In learning English through literary texts, students can connect themselves to ...					
50.	...the different world/ outer world.	1	2	3	4	5
51.	...the other cultures.	1	2	3	4	5
52.	...the author.	1	2	3	4	5
53.	...their classmates.	1	2	3	4	5
54.	...their teacher.	1	2	3	4	5
55.	... English language in real use.	1	2	3	4	5
	Learning English through literary texts ...					
56.	... makes students learn historical events, values, tradition and culture about other counties.	1	2	3	4	5
57.	... creates students' awareness about other cultures.	1	2	3	4	5
58.	... provides students with information about other countries.	1	2	3	4	5
59.	...deepens students' understanding and appreciate other cultures.	1	2	3	4	5
60.	...provides an opportunity for students to compare their own culture to others' cultures.	1	2	3	4	5
VII	Assessment and Evaluation					
	In learning English through literary texts, my teachers ...					
61.	... use different assessment tools to evaluate students' achievement.	1	2	3	4	5
62.	...use an examination to assess literary texts as well as English language proficiency.	1	2	3	4	5
63.	... use an examination to assess other abilities including critical thinking and analyzing skills.	1	2	3	4	5

APPENDIX C

INTERVIEW QUESTIONS FOR THE STUDENTS

1. How do you enjoy the English classes? Could you describe how you enjoy the classes and why or how you do not enjoy the classes and why not?
2. What do you expect to learn from the English classes?
3. What knowledge did you get from the literary texts?
4. What are the interesting things about the literary texts based English classroom?
5. What you do not like about the literary texts based English classroom?
6. How do you think the literary texts your teachers teach help you in developing your English Language?
7. Could you describe how your teachers teach you?
8. Are you happy with their teaching? Why or Why not?
9. Do you think if your teachers keep up with your learning progress and achievement?
10. How did they do it, and are you happy with the way or ways they do it? Why or why not?
11. What changes would you suggest to make your English classes better?

APPENDIX D

INTERVIEW QUESTIONS FOR THE TEACHERS

1. Could you describe how you teach English in your classroom using the literary texts? Do you employ any specific teaching methods or approaches?
2. Do you agree with the idea of literary texts to teach English language in our ESL classrooms? Why, or why not?
3. How comfortable you are in teaching the literary texts provided?
4. If for question number two the interviewees do not give information on benefits and difficulties or challenges they have with the use of literary texts, then ask these questions: Could you describe some benefits of using literary texts in language classroom?, and Could you describe difficulties or challenges you are facing in using the literary texts to teach English?
5. Do you think if the learners enjoy the literary texts? Why or why not? How do you know that?
6. How do you think the learners get benefits from literary texts based classroom? Why?
7. How do you assess or evaluate your learners' progress and achievement? Are you satisfied with the way you keep up with your learners' progress and achievement? Why or why not?

APPENDIX E

INFORMED CONSENT FORM

Informed and Voluntary Consent to Participate in Research

Date..... /...../.....

My name is....., aged.....years old, now living at the
address no..... road/street.....sub-district/tambon.....
district/amphur.....province..... Postal code.....Tel. No:.....

I hereby express my consent to my child's participation as a subject in the research project entitled
A case study on Bhutanese teachers' and students' perception of using literary texts as English as a Second
language teaching and learning materials..

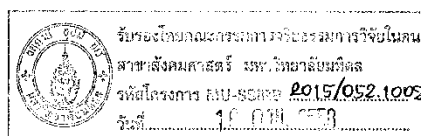
In so doing, I am informed of the research project's origin and purposes; its procedural details to
carry out or to be carried out; its expected benefits and risks that may occur to the subjects, including
methods to prevent and handle harmful consequences; and remuneration, and expense. I thoroughly read the
detailed statements in the information sheet given to the research subjects. I was also given explanations and
my questions were answered by the head of the research project.

I therefore consent to the participation of the child under my guardianship as a subject in this
research project.

On the condition that I have any questions about the research procedures, or on the condition that
the child under my guardianship suffer from an undesirable side effect from this research, I can contact Mrs.
Tshering Tshomo at phone number: +97517646291, who is 24-hour ready for contact by phone.

On the condition that the child under my guardianship is not treated as indicated in the information
sheet distributed to the subjects, I can contact the Chair of The Committee for Research Ethics (Social
Science) at the office of MU-SSIRB, Office of Faculty of Social Sciences and Humanities, Mahidol
University, Tel 0 2441 9180, Fax 0 2441 9181.

I am aware of my right to further information concerning benefits and risks from the participation
in the research project and my right to withdraw or refrain from the participation anytime without any
consequenc on the service or health care I am to receive in the future. I consent to the researchers' use of
my private information obtained in this research, but do not consent to an individual disclosure of private
information. The information must be presented as part of the research results as a whole.



consent form. I thereby give my signature.

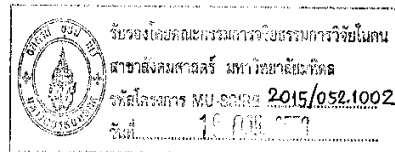
Signature..... Participants Date.....
(.....)

Signature Parent/Guardian
(.....)

Signature..... Person in Charge of Informing and Requesting a Consent/ Head of
(.....) Research Project/ Date.....

In case that the participant is not literate, the reader of all the statements for the participant is (Mr.
/Mrs./Ms.....), who gives his/her signature as a witness.

Signature..... Witness/Date.....
(.....)



APPENDIX F

Form of Informed and Voluntary Consent to Participate in Research

Date...../...../.....

My name is....., aged.....years old, now living at the address no..... road/street.....sub-district/tambon..... district/amphur.....province..... Postal code.....Tel. No.....

I hereby express my consent to participate as a subject in the research project entitled: A CASE STUDY ON BHUTANESE TEACHERS' AND STUDENTS' PERCEPTION OF USING LITERARY TEXTS AS ENGLISH AS A SECOND LANGUAGE TEACHING AND LEARNING MATERIALS

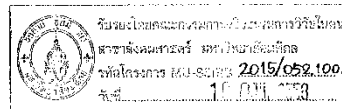
In so doing, I am informed of the research project's origin and purposes; its procedural details to carry out or to be carried out; its expected benefits and risks that may occur to the subjects, including methods to prevent and handle harmful consequences; and remuneration, and expense. I thoroughly read the detailed statements in the information sheet given to the research subjects. I was also given explanations and my questions were answered by the head of the research project.

I therefore consent to participate as a subject in this research project.

On the condition that I have any questions about the research procedures, or on the condition that I suffer from an undesirable side effect from this research, I can contact Mrs. Tshering Tshomo at phone number: +97517646291 who is 24-hour ready for contact by phone or pager.

On the condition that I am not treated as indicated in the information sheet distributed to the subjects, I can contact the Chair of The Committee for Research Ethics (Social Science) at the office of MU-SSIRB, Office of Faculty of Social Sciences and Humanities, Mahidol University, Tel 0 2441 9180, Fax 0 2441 9181.

I am aware of my right to further information concerning benefits and risks from the participation in the research project and my right to withdraw or refrain from the participation anytime without any consequence on the service or health care I am to receive in the future. I consent to the researchers' use of my private information obtained in this research, but do not consent to an individual disclosure of private information. The information must be presented as part of the research results as a whole.



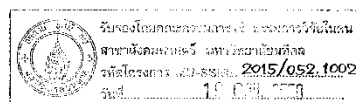
I thoroughly understand the statements in the information sheet for the research subjects and in this consent form. I thereby give my signature.

Signature..... Participants/ Proxy/ Date.....
(.....)

Signature..... Person in Charge of Informing and Requesting a Consent/ Head of
(.....) Research Project/ Date.....

In case that the participant is not literate, the reader of all the statements for the participant is (Mr. /Mrs./Ms.....), who gives his/her signature as a witness.

Signature..... Witness/Date.....
(.....)



APPENDIX E

CERTIFICATE OF MU-SSIRB APPROVAL



Certificate of MU-SSIRB Approval



Certificate of Approval No.: 2015/052.1002
 MU-SSIRB No.: 2015/066 (B1)
 Title of Project: A CASE STUDY ON BHUTANESE TEACHERS AND STUDENTS' PERCEPTION OF USING LITERARY TEXTS AS ENGLISH AS A SECOND LANGUAGE TEACHER AND LEARNING MATERIALS
 Principal Investigator: Miss Tshering Tshomo
 Name of Institution: Faculty of Liberal Arts, Mahidol University
 Approval includes:

- 1) MU-SSIRB Submission Form version received date 6 February 2015
- 2) Participant Information Sheet version date 6 February 2015
- 3) Informed Consent Form version received date 6 February 2015
- 4) Questionnaire version received date 16 January 2015

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval: February 10, 2015
Date of Expiration: February 9, 2016

Chairman

(Emeritus Professor Dr.Santhat Serm Sri)

Head of the Institute

(Assoc.Prof.Dr.Wariya Chinwanno)

Dean of Faculty of Social Sciences and Humanities

BIOGRAPHY

NAME	Miss Tshering Tshomo
DATE OF BIRTH	May 10, 1985
PLACE OF BIRTH	Thimphu, Bhutan
INSTITUTIONS ATTENDED	Paro College of Education, 2003-2006 Bachelor of Education (English and Mathematics) Mahidol University, 2013-2015 Master Degree of Arts (Applied Linguistics)
HOME ADDRESS	Lingbi, Kazhi, Wangdiphodrang Bhutan Email: tshhhom@yahoo.com

PRESENTATION

Tshomo, T., & Boonyaparakob, K. (2015). Bhutanese Students' Perception of Using Literary Texts as ESL Learning Materials. Paper presented at 15th AMSAR International Conference and 1st Burapha University International Conference on Communication Perspective: Social Connection in the Age of Digital Technology Practice, Burapha University, Chonburi, Thailand and University of the Thai Chamber of Commerce (UTCC), Bangkok, Thailand.