

Table 10: Strategies that ESL teacher participants suggest should be considered

	Derived categories	Themes
Strategies for using mobile devices for sourcing literature materials (semi-structured interviews)	Restructure syllabus	Restructure validated content
	Syllabus outdated	
	Government to provide mobile gadgets, Wi-Fi or data	Provision for technology infusion in the ESL classroom
	Accommodate small classrooms	
	Easy access to network	
	Internal workshops on how to use the gadgets such as projectors and teaching language through literature using technology	Training on TPACK
	Change mind-set towards technology Professional development	

Interpretation of themes

Restructure validated content	Teacher participants acknowledged the benefits of using literature in the English class and that adherence to the syllabus seemed to be a limitation. Therefore, teacher participants suggested that the syllabus should be improved. They displayed a positive attitudinal belief towards using literature materials for language teaching.
Provision for technology infusion in the ESL classroom	Teacher participants acknowledged the importance of technology in the ESL classroom. They suggested that the government should play a major role in supporting technology infusion in the teaching and learning processes.
Training on TPACK	ESL teacher participants suggested that they could be provided with opportunities for training on how to use technology for teaching and learning purposes. ESL teacher participants are willing to use their mobile devices for sourcing literature materials to be used in the English classroom provided that they are given training, especially internal workshops