

**Table 3: ESL teacher participants' attitudinal beliefs about using literature as an authentic source**

Participant	Codes	Categories
A/22, B/22, D/22, E/22, F/22, H/22, I/22	literature enhances grammar acquisition vocabulary inculcated grammar acquisition vocabulary acquisition grammar enhanced	literature enhances linguistic competence
D/22	contextualised meaning	
A/22, C/22, D/22	language and literature are inseparable	language depends on literature
A/22, C/22,	literature introduced in early grades	literature introduced at primary level
A/22, C/22	stories empower young receptive minds literature not a challenge for teachers	responsiveness to literature in the early years literature not complex for teachers
A/22, B/22, C/22 D/22, F/22, G/22		
A/22	dependence solely on teacher vocabulary	lacking reading culture
E/22	not surrounded by people who read	
A/22, F/22	no proper library in school, no parental support	
H/22, I/22	no reading culture	
B/22, E/22	literature not in the syllabus	teachers' syllabus adherence
C/22, F/22, H/22	teachers' inclination only to the authorised syllabus	
A/22, G/22, I/22	short stories and drama boost creativity in writing	literature enhances creativity
B/22, G/22, I/22	improve four language skills	acquisition of language skills
E/22	familiar setting enhances story understanding	window to the world
F/22, G/22, H/22, I/22	exposure to the world/society	