

TABLE 2**OBSERVATION ANALYSIS**

This is an analysis of the non-participant observations of seven ESL teacher participants, which was conducted on different days.

Teacher A/22**Lesson analysis and implications on sourcing literature materials**

This was a middle level class, grade 3. Despite having answered all the questions orally with the ESL teacher, a majority of the learners could not write correct answers. Hence, they could not read and write independently. They seemed not to understand the questions. Since they were answering the reading passage questions orally, it means that the teacher could not reach the individuals' ZPDs because they were a large group or that the passage was difficult for them. The teacher did not explain or work out the meanings of new words with the learners, which may be the reason why they did not understand the reading passage. This means that the learners were heavily dependent on the teacher for understanding the reading passage. I concluded that there was no reading culture as there was no English corner. They were not used to reading and figuring out meaning on their own where it was possible. The reading passage did not require a historical approach or specific critical approach for better comprehension. It was an informative text. The teacher only discussed the careers before reading the reading comprehension passage with them as a way of helping the learners understand that the reading passage was about careers; thereby, ignoring the fact that understanding meaning of words facilitate easy mastering of concepts. It seems to be necessary to define the words, especially because there was no reading culture. The English teacher had to give the learners individual feedback as she marked their work, which seemed stressful and time consuming. Yawning and getting easily distracted could be a sign of boredom, probably they did not understand or liked the subject matter. For these learners, I think the in-class reading passage was demanding for them, especially because, they had missed two classes due to the covid-19 pandemic. It means that they transferred from grade 0 to grade 3. There was lack of teacher's creativity, especially because the reading passage was long, yet the learners had missed two classes. I suppose that mobile gadgets like the smartphones, tablets and the laptops may be used to capture the learners' interest; thereby, affording them the opportunity to learn better new concepts in a different context without them even realising it. A teacher bringing a copy of an interesting short story or drama or a poem on the same subject or a video clip may have aroused the learners' interest in the topic discussed. Thereafter, the teacher would have introduced this reading passage. It seemed that this teacher was inclined to a syllabus **CATEGORIES: large class, learners can't read and write independently, lack of teacher creativity, lack of reading culture, syllabus adherence.**

Teacher E/22**Lesson analysis and implications on sourcing literature materials**

There were no literature materials in the English corner; instead, the vocabulary on the chart was below the linguistic competence of the learners in grade 7. The teacher should have placed charts that would motivate and enhance the communicative competence of the learners at this level. The focus of this English teacher was preparing the learners for the examination just at the beginning of the first term, especially because she was teaching grade 7. She used her past exam paper just to familiarise the learners with dialogue concept in preparing them for the exams. I think they would have started with the speaking skill before the writing task or role playing any short drama text the teacher may

have sourced from the internet. Probably that's why some learners could not follow the lesson.

CATEGORIES: lack of literary content knowledge (doesn't know which content will boost the learners, therefore there was no English corner with short stories, drama and poems to read), syllabus adherence

Teacher H/22

Lesson analysis and implications on sourcing literature materials

In this lesson, learners read an informative text. There was no use of the mobile devices, yet it would have been interesting to use one on the topic. A short story sourced from the internet or a video clip based on the holiday could have introduced the learners better to this long reading comprehension passage. The class was small which also means that there may be minimal challenges of printing and duplication. However, the fact that there was no reading corner means there was no reading culture in the school. The teacher made it very challenging for the learners to define the antonyms of the words when they did not understand their meanings in the first place. Defining words from context is a skill. It comes with practice. The more learners are exposed to a wide reading, the better they will be in guessing the meaning of words from the context. It seems that the teacher adhering to the dictates of the teacher's guide without considering the learning needs of her learners. **CATEGORIES: no reading culture, lack of teacher creativity, syllabus adherence**

Teacher G/22

Lesson analysis and implications on sourcing literature materials

The learners were taught the grammar rules in the traditional way. The ESL teacher asked the learners to construct sentences using the given verbs; however, there was no guarantee that these learners will understand the verb in a different context. Also, the fact that some learners did not differentiate between a verb and a noun has an implication for lack of exposure to reading materials. In this case, the teacher may have used an interesting short story to facilitate the learners' understanding of concept. **CATEGORIES: lack of teacher creativity and literary content knowledge**

Teacher C/22

Lesson analysis and implications on sourcing literature materials

In this lesson, the learners were motivated and interested in the topic. They read an informative text on snakes. I think they related easily to the topic of snakes because they are familiar with them. This teacher attempted to bring library books on the same topic so that he reinforces the concept and the vocabulary. They had to share the books. Though he used an informative text instead of a literary one, his approach was likely to inculcate the concept being taught because he used another reading passage to reinforce the previous one instead of moving on to the next topic. There were neither mobile devices nor literature materials used. **CATEGORIES: lack of content, pedagogical and technological knowledge**

Teacher F/22**Lesson analysis and implications on sourcing literature materials**

There was no reading culture in the school. While it may be true that covid-19 was a huge blow to learners' education, some of these learners needed assistance and close monitoring because they could not even read words they should have mastered in grade 1. The teacher would have saved herself stress by giving the learners something at their level to read as practice. It is at this point that literature materials become an option because an ESL teacher can source from the wide choice of internet literature materials that best suit the interests and competency level of the learners. It is worrisome that despite the fact that the reading passage was on technology, the teacher did not use even her smart phone to demonstrate examples of technology. She began her lesson without brainstorming with the learners on technologies they know. In this class, there was no proper English reading corner, which means independent reading of the learners was not encouraged. **CATEGORIES: no reading culture, lack of TPACK**

Teacher I/22**Lesson analysis and implications on sourcing literature materials**

The rules of grammar may be a challenge when taught in isolation. For instance, baby versus boy. All end in /-y/ but their plural forms would not be the same. While boy - boys only adds /-s/, baby adds /-ies/ for a plural form. For young children, I think sourcing and using literature materials will enhance English lessons in this regard. The more children read, the better, they gain understanding on how the rules of forming plurals work; hence, they gain grammatical competence. They are more likely to use the grammar rules inappropriately if the noun singular and plural are solely taught in isolation; that is why they fail to construct the rules of forming plurals. There was no way in which the teacher could have taught all nouns and their plurals. This means that without extensive reading, the learners were prone to make mistakes. The absence of the proper English corner meant that there was no reading culture. The ESL teacher was loyal to the dictates of the syllabus. It seems that the teacher lacked creativity on how literature materials can enhance the grammatical competence of the learners. **CATEGORIES: no reading culture, syllabus adherence, no creativity**