

**Table 8: Themes emerging from the three data sets**

Main codes and instrument	Derived categories	Themes
Attitudinal belief – POSITIVE Teacher attitudes towards using literature materials for language teaching (semi-structured interviews)	Literature enhances linguistic competence Critical reading and writing persuasively Language dependency on literature Literature better introduced at primary level Early years responsiveness to literature Literature not complex for teachers Literature enhances creativity Acquisition of language skills Window to the world.	Tender-age literary exposure for language proficiency
Attitudinal belief – NEGATIVE Teacher attitudes on using literature materials for language teaching (semi-structured interviews)	Literature not in the syllabus/ teacher validated content adherence	Dogmatism
Attitudinal belief – POSITIVE Teacher attitudes towards using mobile devices for language teaching (semi-structured interviews)	Learners' interest stimulated Literature not complex for teachers Improved teacher learner performance Complement validated content for improved learner performance	Tender-age literary exposure for language proficiency
Attitudinal belief – NEGATIVE Teacher attitudes towards using mobile devices for language teaching (semi-structured interviews)	No data support Borrow mobile device No electricity and network access	Lack of facilities for technologically embedded costs
Attitudinal belief – POSITIVE Teacher attitudes towards using mobile devices for sourcing literature materials for language teaching (semi-structured interviews)	Improves learners' pronunciation Instrumental in mastering ESL Complement validated content for improved performance Current information relevancy to learners	Tender-age literary exposure for language proficiency
Attitudinal belief – NEGATIVE Teacher attitudes towards using mobile devices for sourcing literature materials for language teaching (semi-structured interviews)	Situational adherence	Coerced willingness
Factors influencing teachers' use of mobile devices for sourcing literature materials (observations)	Large class  Validated content adherence No reading culture  Lack of content, pedagogy and technology knowledge Lack of teacher creativity	Lack of facilities for technologically embedded costs Dogmatism Deficiency in learners' reading culture  Confidence deficiency in content and TPACK

Factors influencing teachers' use of mobile devices for sourcing literature materials (semi-structured interviews)	No reading culture: lack of teacher and parent support for reading Downplayed by policies Administration not prioritising technology integration Biased teacher mindset on technology Syllabus/validated content adherence Expensive stationery and non-functional equipment	Deficiency in learners' reading culture  Dogmatism  Lack of facilities for technologically embedded costs
<b>Attitudinal belief – NEGATIVE</b>		
Factors influencing teachers' use of mobile devices for sourcing literature materials (semi-structured interviews)	Literature complexity for learners and teachers Difficulty of selecting internet based materials. Lack technological knowledge for teaching or sourcing materials Poor network service	Confidence deficiency in content  Lack of TPACK  No support for technological embedded costs
Analysis of documents	Tight schedule hinders lesson preparation. No literature materials used Lack of creativity in facilitating technology use Teacher syllabus oriented/validated content adherence	Time deficiency No reading culture Confidence deficiency in content and TPACK Dogmatism

NB: Themes were derived from categories in table 2, 3, 4, 5, 6, 7

### Interpretation of themes from the three data sets:

Theme	Interpretation
Tender-age literary exposure for language proficiency	This factor influenced ESL teacher participants' attitudinal beliefs positively. Some participants find literature not difficult for them; therefore they realise the need for teaching learners English through literature in order to improve learners' proficiency in English. They believe that literature exposure to learners when they are still young benefit them by enhancing their vocabulary acquisition, grammar usage, critical thinking skills, exposing them to other people's cultures (eye openers) and understand how to use language meaningfully in different contexts. This is line with Krashen's input hypothesis. Literature affords them the opportunity to interact meaningfully in social settings. This aligns with Vygotsky's socio-cultural theory in that learners acquire the English as a second language (ESL) when they are engaged in a social environment with the assistance of more capable others. Using mobile device to source literature materials improves learners' performance, which supports the Unified

	Theory of Acceptance and Use of Technology (UTAUT) construct of performance expectancy (PE).
Confidence deficiency in content knowledge and TPACK	Although a majority of the ESL teacher participants did not find literature a challenge to them, they found it to be difficult for the learners and they were not confident in sourcing literature materials to be used for language teaching. A majority of them lacked knowledge on how to use technology to teach language through literature. These influenced their attitudinal beliefs about sourcing literature materials negatively. This was in line with Koehler and Mishra Technological Pedagogical Content Knowledge (TPACK) and UTAUT construct, effort expectancy (EE).
Learners' reading culture deficiency	Teacher participants claimed that learners did not read independently. There is no culture of reading at the school and at home. Parents or more capable others were not assisting learners to read so that they develop the passion for reading when still young. Covid-19 pandemic exacerbated the habit of not reading owing to not attending school. Participants were demotivated by learners' lack of communication skills or communicative competence which does not improve. Learners failed to write creatively and persuasively because they depended on ESL teachers for vocabulary. Teacher participants displayed a negative attitude towards sourcing literature materials for learners who cannot read; therefore cannot write meaningfully. Krashen (1982) claims that children who read become good writers while those who do not read find writing difficult.
Time deficiency	Teacher participants claim that they cannot use technology because their teaching schedule is too tight to integrate technology. Even when they get home, they don't have the time to prepare because they are tired from work.
Lack of facilities for technologically embedded costs	Classes were too big which made duplicating costs high. Interviews confirmed my findings made during the lesson observations. There was no provision for Wi-Fi for ESL teachers interested in integrating technology in their classrooms. There was scarcity of network in other schools, which made it impossible even to use their personal data. This resulted in their negative attitude. This finding seconds UTAUT facilitating conditions.
Dogmatism	Teacher participants and administration do not want to change their mindset towards the adoption of technology. Teacher participants claimed that they adhered to the syllabus

	because literature was not in the English syllabus. They were demotivated by school principals who did not prioritise the use of mobile devices in class as they speculated that teachers were busy with personal stuff during class time. School principals strictly expected teachers to follow the syllabus so that their schools' performance was commendable. This means that organisational structures are not supportive, which is in line with UTAUT facilitating conditions. Other teachers in the school influenced teacher participants against using mobile devices. They said discouraging words and judged them, which constituted a negative attitudinal belief towards using their mobile devices for sourcing literature materials for English class. This aligns with UTAUT social influence.
Coerced willingness	ESL teachers have positive attitudinal beliefs about using their mobile devices; but, dependency on their mobile device requires that certain conditions be met. These include reliable mobile devices, data and Wi-Fi. They claimed that they found themselves obliged to source these literature materials out of the need to help learners because they understand the benefits of literature in language teaching. The lack of infrastructure was demotivating and supported by UTAUT facilitating conditions. Therefore, teacher participants have negative attitudinal beliefs.

Themes emerging from the three data sets (continued)

Main codes and instrument	Derived categories	Themes
Attitudinal belief – NEGATIVE		
Factors influencing teachers' use of mobile devices for sourcing literature materials (semi-structured interviews) [Continued]	Literature complexity for learners and teachers Difficulty of selecting internet based materials. Lack technological knowledge for teaching or sourcing materials Poor network service	Confidence deficiency in content  Lack of TPACK  No support for technological embedded costs
Analysis of documents	Tight schedule hinders lesson preparation. No literature materials used Lack of creativity in facilitating technology use Teacher syllabus oriented/validated content adherence	Time deficiency No reading culture Confidence deficiency in content and TPACK Dogmatism

**From the three data sets, factors that influenced ESL teacher participants' attitudinal beliefs in sourcing literature materials for language teaching positively was the Unified Theory of acceptance and use of technology (UTAUT) construct, performance expectancy. On the other**

hand, confidence deficiency in TPACK, deficiency in reading culture, dogmatism, coerced willingness, lack of facilities for technologically embedded costs, time deficiency influenced their attitudinal beliefs negatively. While it was not possible to determine in one hour observation whether ESL teacher participants used their mobile gadgets for pedagogical purposes, the document analysis confirmed that ESL teachers were not using literature materials as they claimed in the interviews. They also did not use technology in their English class for whatever purpose. Despite ESL teacher participants' positive attitudinal belief about using mobile devices for sourcing literature materials, it did not mean that they sourced them. This created a gap between what ESL teacher participants desired and their supposedly goal.