

**ENGLISH TEACHERS' USE OF MOBILE DEVICES IN SOURCING
LITERATURE MATERIALS FOR LANGUAGE TEACHING**

by

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AUGUST 2023



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I declare that the thesis, which I hereby submit for the degree Philosophiae Doctor in Humanities Education at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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DEDICATION

I dedicate this thesis to my God in heaven, my lovely husband and family: Thando, Nonto, Somsa and Skhu. Thank you for living up to the family slogan: *A family that stands together and prays together endures all kinds of obstacles and finally sees the light.*

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ABSTRACT

Literature is considered an effective vehicle for teaching English and enhancing ESL learners' communicative competence (CC). In the Kingdom of Eswatini, literature is not a stand-alone subject at primary school level, and there are limited resources available to English teachers interested in teaching language through literature. This therefore calls for English teachers to use their mobile devices to source literature materials which have been considered as authentic materials. Despite having a background in literature and at least one mobile device, ESL primary teachers seem not to use mobile devices to source literature materials for teaching English, preferring to use prescribed textbooks and other learning materials. It would also seem that learners are not taught to develop their CC from primary school level, thus progressing to the junior secondary school level without the requisite competence. As studies have not adequately focused on mobile devices as possible avenues for sourcing literature materials for teaching English, it has created the impression that literature materials are always only available in print. This interpretivist multisite qualitative explanatory case study investigated factors influencing Eswatini ESL in-service teachers' attitudinal beliefs in regard to adopting mobile devices for sourcing literature materials for language teaching. The study used purposeful, convenience and snowball sampling in selecting nine ESL teacher participants. Data were generated through observations, interviews and document analysis. Through the lens of Venkatesh et al.'s unified theory of acceptance and use of technology (UTAUT), Davis's technology acceptance model (TAM), Mishra and Koehler's technological pedagogical content knowledge (TPACK) and Vygotsky's zone of proximal development (ZPD) frameworks, the researcher was able to analyse and interpret the generated data. An inductive thematic analysis was employed and emerging themes included tender-age literary exposure for language proficiency, confidence deficiency in content knowledge and TPACK, learners' reading culture deficiency, time deficiency, lack of facilities for technologically embedded costs, dogmatism, and coerced willingness. The findings revealed that despite the fact that ESL teachers had positive attitudinal beliefs about using mobile devices for sourcing literature material for language teaching, they did not in fact source them, thereby creating a gap between their desire and the supposedly attained goal. The study recommends on-the-job TPACK training for pre-service and in-service teachers, as well as transformational leadership training for school principals, tertiary institutions should review their English curricula to include literature,

language and technology integration, and that Wi-Fi should be made available in schools so that ESL teachers may provide more reading opportunities for learners from different socioeconomic backgrounds to enhance their CC.

Keywords: attitudinal beliefs, communicative competence, ESL teachers, literary, literature, mobile devices, socio-constructivism, technology adoption, technology integration, TAM, TPACK, UTAUT, ZPD



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MATERIALS FOR LANGUAGE TEACHING

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List of abbreviations

BYOD	Bring your own device
CC	Communicative competence
CK	Content knowledge
CI	Comprehensible input
ESL	English as a second language
EDSEC	Eswatini Education and Training Sector
L1	First language
GTM	Grammar Translation Method
ICT	Information and Communication Technology
MCO	More capable others
MKO	More knowledgeable others
MT	Mother tongue
PK	Pedagogical knowledge
PEU	Perceived ease of use
PU	Perceived usefulness
POPIA	Protection of Personal Information Act
SLA	Second language acquisition
L2	Second language
SCT	Sociocultural constructivist theory
SDG	Sustainable Development Goal
TK	Technological knowledge
TPACK	Technological pedagogical and content knowledge
TAM	Technology acceptance model
UTAUT	Unified theory of acceptance and use of technology
ZAD	Zone of achieved development
ZPD	Zone of proximal development

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Definition of terms

The following terms are vital to the understanding of this study.

Attitude – people’s predisposition to respond in a consistently favourable or unfavourable manner with regard to a given object, people, places, events and ideas (Ajzen & Fishbein 1972). Attitudes, among other aspects, arise from one’s beliefs, and a belief is an idea one holds to be true (Johns & Moyer 2018). A belief results from personal experience (Flores & Smith 2009). However, there may be other factors. Hence, in this study, attitudinal beliefs emanate from people’s experiences, views or belief systems, thereby resulting in either a positive or negative attitude to do something.

BEd in-service trainees – in-service teachers who already have a Primary Teachers’ Diploma (PTD) but are now pursuing their Bachelor of Education degree (BEd) (University of eSwatini, Faculty of Education; EDSEC policy 2018). In this study, **BEd in-service trainees** and **in-service teachers** refer to the same group of people.

Bring your own device strategy (BYOD) – an initiative that started in the workplace, but which is being adopted by many educational institutions owing to its cost-effectiveness and the advantages associated with ease of using personal devices (Burns-Sardone 2014; Siyam, Hussain & Alqaryouti 2022).

Communicative competence (CC) – is a concept meaning learners’ ability and skill to use their language knowledge in vocabulary, pronunciation, grammar, as well as meaning functionally and socially in communicative events (Arafah 2018; Savignon 2018).

Deficiency – means a state of lacking or not having enough of something that is needed (Cambridge dictionary).

Digital literature materials – genres of literature such as poetry, prose and other literary forms in the form of digital media that may not be found on paper, but include films or videos, sounds and so on (Tamam and Asbari 2022).

ESL learners – ESL is an acronym for English as a second language. ESL learners refers to learners who learn English language after acquiring the first language (O’Grady, Dobrovolsky & Katamba 1996). In this study, learners refers to the ESL learners.

ESL teachers – ESL teachers refers to teachers who teach English to learners who have acquired it after their first language (O’Grady et al. 1996). In this study, the term ESL teachers is used interchangeably with English teachers to refer to English specialists.

ICT integration – means including or adding ICT to what already exists. In this case, adding ICT in teaching to the classroom experience. This includes the use of technology such as web resources, multimedia programs in CD-ROMs or other tools in teaching to enhance students’ learning (Mulwa 2018). In addition, sometimes ICT integration does not merely mean the use of the internet or digital devices, but to consider using them as a means to achieve the objectives and learning outcomes related to the content to be taught and learnt (National Initiative for School Heads’ and Teachers’ Holistic Advancement (NISHTHA) training 2019).

Literary – The term is often used in relation to literature to mean fiction works. Literary texts include prose fiction (short stories, novellas and novels), poetry and drama (Nurrohmah, Suparman & Sukirlan 2015).

Literature – refers to written artistic works, especially those with a high and lasting artistic value (Okyar 2021). It includes prose fiction (short stories, novellas and novels), poetry and drama. In this study, literature refers to literature is in the English language.

Literature materials/literary materials – literary works that result from the emergence of digital technology and media (Miconovic, Marcetic & Krtalic 2016). Hence, these literary works can be either in print or digital, which may include YouTube videos, audio clips, audio books and many more.

Mobile devices – refers to any type of handheld computer, which are widely used for communication such as texting, email, phone calls, etc (Shavers & Bair 2016). They are also referred to as “powerful small computers” (Allen 2011:2). This includes devices like smartphones, cell phones, tablets, e-readers, laptops, etc. They can be carried everywhere and at any time by a single individual.

Mobile device (technology) adoption – adoption means accepting or starting to use something new (Cambridge dictionary). Therefore, in this study, the concept of mobile device adoption means the level of acceptance of using mobile devices by individuals.

Pre-service teachers – tertiary students who are still undergoing training to become teachers (EDSEC policy 2018).

TPACK (technological pedagogical and content knowledge) – TPACK is a framework, an instrument, to measure the level of integration of the primary components of the TPACK framework, which are CK (content knowledge), PK (pedagogical knowledge) and TK (technological knowledge). It allows teachers to consider what knowledge is required to integrate technology into teaching in a pedagogically sound way (Koehler & Mishra 2009).

CHAPTER 1

GENERAL ORIENTATION

1.1 INTRODUCTION

English is an important language worldwide, but ESL learners, particularly in Eswatini have difficulty in achieving proficiency. This may be due to a lack of explicit teaching of communicative competence (CC), namely the ability to use language appropriately in different contexts for a successful communication. There is an increasing need for English as a second language (ESL) teachers to empower ESL learners with adequate language exposure so that they develop CC. Literature is significant in language teaching and could be one of the tools for teaching ESL, but it does not receive the attention it merits. It is considered to be “the best source” ESL teachers may use to make ESL learning easy and captivating (Fatma & Al Ajam 2020:1030). Consequently, ESL teachers can teach English through literary works in the form of audio recordings or films based on a literary work to improve learners’ proficiency in English (Fatma & Al Ajam 2020). This is because in this digital era, children are motivated by technology (Elbechir 2018) and ESL teachers, in turn, find it beneficial to use it in the English class (Thi Thanh Thuy & Yakawa 2021). Although some teachers feel anxious about bringing literature into the English language lesson (Arafah 2018), scholars like Haimbodi and Woldemariam (2019) and Choudhary (2016) maintain that literature is an effective tool for teaching English at primary school level, allowing children to develop a love of reading and an understanding of literature (Sanoto 2017). In this way, by reading literary texts, children develop CC (Nurrohmah, Suparman & Sukirlan 2015; Khan, Rabb & Mohammad 2018). In the Kingdom of Eswatini, literature is not taught as a stand-alone subject at primary school level, and few resources and texts are available to ESL teachers interested in teaching language through literature. This may be addressed by ESL teachers using their mobile devices to source literature materials online. Hence, the adoption of a Bring Your Own Device (BYOD) strategy for sourcing literary materials for use in an English class appears to be the most viable option for ESL teachers in Eswatini. This is because it is cost-effective and allows ESL teachers to use their personal device rather than a shared one (Burns-Sardone 2014). However, there are many factors that may influence ESL teachers’ attitudinal beliefs about the adoption of mobile devices for sourcing literature materials and using them for teaching English language.

1.2 BACKGROUND AND CONTEXT

The meaning of literature is context-specific, varying across different disciplines and fields of study. Literature may refer to a body of written works; however, in this study, it includes works of fiction composed in English, such as short stories, novels, drama and poetry, which can be presented through print or digital media platforms. Literature covers a broad spectrum of writers from different literary periods dating back to time immemorial. The role of literature in the teaching of English language cannot be overemphasised. Though ICT cannot replace the role of the ESL teacher in the classroom, it can play a major role in supplementing the traditional way of teaching English language through literature. Setyowati (2017) and Arafah (2018) consider literature to be authentic material because it was not originally intended for teaching language.

The English curriculum varies from country to country. Botswana has combined English and Literature at primary school level (Sanoto 2017), while Namibia includes Literature as a subject in the primary school curriculum (Haimbodi & Woldemariam 2019). However, it would seem that most countries, including the Kingdom of Eswatini, have not included Literature as a subject in primary schools. In the case of the Kingdom of Eswatini, it means that learners will be exposed to Literature for the first time in Form 1 (Grade 8).

In the Kingdom of Eswatini, both English Language and Literature are taught as separate subjects in secondary education from Forms 1 to 5 (Grades 8 to 12). At the junior secondary level, Literature is compulsory, while at the senior secondary level it is offered as an elective. Whether students did Literature or not at senior secondary school does not hinder them from majoring in English Language and Literature at tertiary level or from being trained as future primary school English teachers.

Despite the fact that Literature is not offered as a subject at primary school level, according to the junior level Literature syllabus (2018–2020:3), there is an assumption that learners have been through an extensive language programme at the primary level, which seeks to inculcate the literary world for learners. The implication of this is that students are exposed to literature at primary school level and that English Language will help learners understand literature in Form 1. Ajoke and Shapii (2017) state that learners who cannot read and interact with a literary text find literature difficult, which may influence their performance. Scholars

hold the view that teaching English through literature is effective (Chen 2014; Makhubu 2017; Arafah 2018), as it gives learners language input without them being aware of this fact (Krashen 1982 in Chen 2014; Setyowati 2017). This calls for teaching materials to be adapted for the needs and wants of the learners (Tomlinson 2003; Bosompem 2014).

It would appear that primary school in-service ESL teachers have to rely on online literary texts or digital literary materials. Since ICT is included in the Eswatini tertiary curriculum, it creates the impression that in-service ESL teachers, regardless of their background in technology, have computer skills. For a long time, the schools have been relying on donated computers. However, one of the many challenges this presents is that such computers installed in schools seldom function. Accordingly, mobile devices would seem to be viable tools for English Language teaching (Pierson 2015), assuming that ESL teachers are used to their mobile devices, which include smartphones, tablets and laptops. Despite the fact that there is no finalised ICT policy, now, more than ever, the Ministry of Education in Eswatini is prioritising the role of ICT integration in classrooms. Moreover, the revised Eswatini Education and Training Sector Policy (EDSEC Policy 2018:26) states that ICT enables teachers to use it as a tool in the teaching and learning of their respective subjects. Currently, in this country, there are three competing network service providers: the Eswatini Posts and Telecommunication Company, MTN and Eswatini Mobile. This implies that network coverage at an affordable price will improve ICT integration. ICTs in this study include smartphones, tablets, laptops and projectors.

While a wealth of research has been conducted on English teachers' use of literature to teach English both at the primary and secondary school level, the studies have not adequately focused on the technological devices used to source literature materials for teaching English, thereby creating the impression that literature materials are always available in print. This is not always the case; thus there was a need to do further research on this topic and whether English teachers have adopted the use of their own mobile devices for sourcing literature materials to be used in the English class. Therefore, the focus of this study was on the aspects influencing ESL teachers' attitudinal beliefs in the adoption of mobile devices for sourcing literature materials for teaching English language.

1.3 PROBLEM STATEMENT

Bachelor of Arts students, who major in English, study literature, which in turn they teach at junior secondary and senior secondary school level. On the other hand, Primary Teachers' Diploma (PTD) and Bachelor of Education (BEd) students study literature at the tertiary level, yet it is not included in the primary school English curriculum. Despite the fact that at primary school level literature is not taught as a separate subject, it can be used as authentic material. Many in-service ESL teachers do not use literature in the teaching of English, instead rely on prescribed textbooks and other authentic materials such as newspapers. They do not realise the importance of literature in the teaching of English, even though literary texts are more effective than non-literary texts for encouraging learners' critical reading and learners prefer to read short stories rather than articles (Nurrohmah et al. 2015). It is evident that ESL teachers do not use their mobile devices to source literary materials despite owning at least one mobile device, yet digital literary materials motivate students (Elbechir 2018). The internet has a wide choice of literary materials, which ESL teachers may use for improving learners' CC. Some learners are deprived of their CC from primary school level as they cannot construct meaning on their own when reading and have no confidence in speaking and writing, even though they are ready to progress to the junior secondary school level. Junior secondary Literature teachers struggle with learners who cannot read independently, appreciate literature or demonstrate CC. CC enables learners to use language to communicate effectively in different contexts in the real world. The tendency not to use literature materials available on the internet raises a number of concerns, such as whether this could be attributed to time factors, as the primary school curriculum is overloaded, or whether ESL teachers are not confident about the literature content, pedagogical content or technological knowledge. While ESL teachers have the option to use their mobile devices to source literature materials, the availability of technological gadgets does not guarantee their adoption for teaching purposes. This study seeks to understand and explain factors influencing ESL teachers' attitudinal beliefs towards the adoption of mobile devices for sourcing literature materials to be used in an English class.

1.4 RATIONALE

My background as an English Language and Literature teacher at secondary level and my current experience as a lecturer in the English Department motivated me to conduct this study. Currently, I teach English courses, including Literature modules, to PTD students and

in-service teachers pursuing their Bachelor of Education Degree (BEd) in primary education through a part-time programme. My perception has been that in-service primary school English teachers do not use literature as an authentic material after they graduate from tertiary education.

I have observed that English as a second language (ESL) teachers think of literature as that which is written by British and American authors, although there are many literary texts by African and local authors that they could use. The Eswatini primary English prescribed textbooks include a few short stories, folktales and poems. However, they are taught as reading comprehension passages, which are never reinforced through more linguistic input in the form of literary texts or digital literary materials sourced from the internet. Hence, learners are deprived of more opportunities to be exposed to literary materials independently or collaboratively with the assistance of parents and capable others. Fromkin and Rodman (1998:318) are of the view that children do not learn a language by storing all the words and all the sentences in some giant mental dictionary. The aim of language teaching is to enhance learners' ability to use it effectively in different contexts. ESL learners need to be exposed to more linguistic input rather than always relying on the ESL teacher. Hence, ESL teachers' sourcing of literary materials could give learners a more equal chance for ESL acquisition. Seen in this light, learners whose parents do not have the means to obtain literary texts for their children to read at home are at a disadvantage, as their children do not have an equal opportunity to be exposed to more linguistic input. Hence, in sourcing literature materials, ESL teachers facilitate inclusiveness for all learners regardless of their socioeconomic background. This aligns with Sustainable Development Goal 4 (SDG 4), which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (2015).

Research indicates that literature enhances learners' language input and ESL teachers are beginning to embrace this idea. This calls for ESL teachers to embrace not only literary materials in print, but also to use digital ones for quality teaching and relevancy in the technological era. UNESCO's ICT competency framework emphasises that teachers should not only teach ICT skills to learners, but should help them become collaborative, problem solving and creative through using ICT so that they become effective citizens in the workplace (UNESCO 2018).

The use of both printed literary and digital materials may result in the learners becoming motivated. In my experience, learners usually find literature interesting at the surface level, especially because it is a true reflection of what happens in society. If ESL teachers understand how technology, pedagogy and content are integrated to facilitate learning, I believe they will source literature materials that will enhance learners' ESL acquisition. My conviction is that exposing learners early to the critical analysis of literature materials lays a foundation for Eswatini learners in junior secondary school where they take literature as a subject for the first time. A solid background in literature also facilitates learners' ESL acquisition.

My motivation for this study was to determine the factors that influence English teachers' attitudinal beliefs about using their mobile devices for sourcing literature materials to be used innovatively in the teaching of English so that possible intervention strategies are effected. In an informal interview with BEd students/in-service trainee teachers to find out what informs the choice of materials they use in an English class, and whether they use literature or not, some responded "literature ah" and some said, "literature eish." This gave me the impression that there was a concern with using literature as authentic material. I was also made to understand that the exam syllabus contains content which is not included in the teaching and assessment syllabus. ESL teachers' tendency to depend on non-literary materials seems to deprive learners of the language skills they would have acquired through the appropriate use of literary materials. It would appear that the ESL teachers' focus is on preparing learners for writing their external examinations, yet the primary school level is the foundation for education according to EDSEC policy (2018). Learners should have achieved CC as early as the primary school level so that in future they have developed skills to help them thrive in their professional, social and personal interactions so that they are efficient and relevant in the workplace.

It still remains a concern as to why in-service ESL teachers do not to prioritise effective literature materials for teaching English. In my experience, very few ESL teachers use any technology for sourcing and using literature materials despite being encouraged to do so, which is worrying. Savas (2014) notes that the number of studies done on the use of mobile devices, such as tablet PCs, in teaching is not keeping pace with technological developments. An initial reading of the literature indicated that scant research has been conducted on

whether ESL teachers, specifically in Eswatini, have adopted the use of their mobile devices for sourcing literature materials to be used in the English class. The interest in this study lies in mobile devices because they are personally owned yet they can be used for pedagogical purposes.

1.5 FOCUS AND PURPOSE

The aim of the research was to gain insight into factors influencing ESL teachers' attitudinal beliefs in the adoption of mobile devices for sourcing literature materials to be used in an English class. This study sought to highlight that little attention has been paid to ESL teachers' use of web literature materials for teaching English despite the fact that they own at least one mobile device. Most often they depend on printed materials, such as newspapers and menus, yet the use of these alone deprives learners of their CC.

1.5.1 Research objectives

- To determine English teachers' attitudes towards the use of mobile devices to source literature materials for teaching English
- To understand and explain factors that influence English teachers' attitudes towards the use of mobile devices for sourcing literature materials
- To devise strategies to support English teachers in the use of mobile devices to source literature materials

1.5.2 Research questions

The following questions guided my study:

- Main research question
How does English teachers' adoption of mobile devices influence their sourcing and use of literature materials for teaching English?
- Sub-question 1

What attitudes do English teachers hold on the adoption of mobile devices to source literature materials for teaching English?

- Sub-question 2

What factors influence English teachers' attitudes towards the adoption of mobile devices to source literature materials for teaching English?

- Sub-question 3

What strategies can be used to support English teachers' adoption of mobile devices to source literature materials for teaching English?

1.6 SIGNIFICANCE OF THE STUDY

This study sought to support primary English teachers by understanding the factors that influence their attitudinal beliefs about the effective use of their mobile gadgets for sourcing literature materials to be used in the English class. It will, therefore, help shed light on the factors that influence literature, English and technology integration. Subsequently, possible amalgamation strategies will be suggested in an effort to compensate for the underutilisation of literature after BEd in-service trainees graduate from tertiary education. It cannot be denied that the successful integration of technology in the classroom is long overdue. With the current state of the infrastructure in Eswatini schools and a finalised ICT policy in place, successful integration of technology in the classroom has been far from successful. Hence, this study advocates a BYOD strategy as another way to strategically transform the teaching and learning of ESL through literature to attain the desired outcome. My study may be relevant in creating an avenue for relevant stakeholders to take necessary measures to understand the role that mobile devices, being portable and user-friendly, can play in teaching and learning to facilitate learners' ESL acquisition. On this note, the findings of this study can be used to inform policymakers, curriculum designers, tertiary institutions and relevant stakeholders in education about the factors that inhibit literature, English and technology integration. Regardless of the unstable economy, policymakers should address "how to better exploit the potential of ICT in education" (UNESCO 2014:15). Hence, the findings of this study have the potential to inform future training and the provision of essential resources, which may be an effective way to support English teachers.

1.7 OVERVIEW OF LITERATURE REVIEW

1.7.1 Teaching and learning English as a second language (ESL)

When teaching a language, it is important to distinguish between learning a language and acquiring one. When acquiring a language, the child “picks up” a language (Krashen 1982:10), what we call the mother tongue (MT) or first language (L1). This involves unconscious knowledge of the language. Learning a language, on the other hand, typically the second language (L2), involves speakers gaining proficiency in a language which is not their mother tongue or L1 (O’Grady, Dobrovolsky & Katamba 1996). Learners can become proficient in a L2 either through acquisition, whereby they pick up the L2 and focus on communicating meaningfully; or through learning, where learners are instructed to pay attention to the form of the language (Masoumi-Moghaddam 2018). The latter is called the grammar translation method (GTM) and has been criticised in current pedagogies because it ignores the learner’s ability to use the language in real contexts (Kumar & Sailaja 2015; Memon, Abbasi & Umrani 2016) and that the sole purpose of teaching English is CC and acquiring the four language skills (Canale & Swaine 1980; Richards 2006; Kusmaryati 2018; Savignon 2018). The four English skills are listening skills, speaking skills, reading skills and writing skills. The listening and reading skills are receptive skills while the speaking and writing skills are referred to as productive skills (Kaplan 2010).

Savignon (2018) categorises CC into four competencies: grammatical competence is one’s ability to recognize the phonological, morphological, syntactical and lexical features of a language and use them to form words and sentences; sociolinguistic competence is the ability to use language properly in different social and cultural contexts; discourse competence is the capability to understand and create coherent and organised texts; strategic competence is the ability to use communication strategies to overcome communication problems as they arise. Consequently, ESL teachers have to be cognisant of the fact that as much as language is learnt from context (Kusmaryati 2018), words are not learnt all at once when they are seen in context and learners develop vocabulary knowledge gradually (Krashen 1989). Teaching ESL involves teachers’ knowledge of second language acquisition (SLA) theories, as well as approaches and methods to teaching the L2. For the purpose of this study, I therefore focused on the two major theories of SLA, specifically Krashen’s (1982) input hypothesis and Vygotsky’s (1978) socio-cultural theory, together with Vygotsky’s notion of the zone of proximal development (ZPD), and their implications for teaching and learning the L2.

These theories are relevant to this study because through the collaboration of capable others, literary texts or materials play a major role as linguistic input in the learners' acquisition of ESL.

1.7.2 Krashen's (1982) input hypothesis

Krashen (1981, 1982, 1985) developed five hypotheses about the learning of the L2:

- The acquisition-learning hypothesis – learners develop language skills through learning and acquisition; learning is a conscious process, as a result of formal teaching, focusing on the structure of the language, while acquisition is unconscious and focuses on meaningful interaction in the target language.
- The natural order hypothesis – focuses on a predictable order in the way in which we acquire the rules of the language.
- The monitor hypothesis – as we consciously learn the language, we tend to edit and make corrections to our speech, in this case editing the learner's output.
- The input hypothesis – language learning takes place when learners receive messages that they can understand; this is called comprehensible input (CI). CI should be a bit beyond the learner's current linguistic competence ($i+1$) where "i" is the learner's current language level and "+1" is the language that is slightly above the learner's current level.
- The affective filter hypothesis – assumes that certain attitudes such as anxiety, self - esteem, motivation, fear and embarrassment cause a mental block to either prevent or allow the learners to fully use the CI. Learning occurs when the affective filter is low.

1.7.3 Vygotsky's (1978) sociocultural constructivist theory

Vygotsky's (1978) sociocultural constructivist theory views knowledge as being gained and developed when learning occurs through social interaction with others (Rao 2018). Hence, children acquire language when they interact with peers, parents, teachers and many more. Vygotsky also coined the notion of the zone of proximal development (ZPD) in response to how children learn, which he defines as the distance between the actual development level

as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky 1978:86).

The learner begins from the zone of achieved development (ZAD), the current stage of the learners' competence, i.e., what learners are able to achieve on their own. When learners are exposed to language input beyond their capabilities and need assistance, they are in the ZPD. Vygotsky (1978) claims that for learning to occur, the child should ideally be in this zone. However, it seems that English teachers may find it difficult to meet the individual learner's educational needs, because, as Jones (2007:5) observes that every class is a mixed ability class. I argue that even though it may be difficult for an English teacher to reach individual learners' ZPD, which demands innovative teaching strategies and not merely always following a prescribed textbook, it is worth trying to achieve this through literature materials. Children are willing to learn if they are afforded many learning opportunities (Garafoni 2020), which may be through the assistance of more capable others (MCO). Such learning opportunities include using literature as an authentic source, whether print or digital.

1.7.4 The importance of sourcing literature materials in enhancing learners' CC

Masoumi-Moghaddam (2018) notes that sometimes the teaching of English does not achieve its intended goals, as learners tend to have no confidence in their English ability and exhibit limited language output (productive skills). Studies indicate that literature is a valuable source of language input (Chen 2014; Choudhary 2016). Considering the fact that there is a difference between learners' reading achievement when taught using literary texts such as short stories than when taught by non-literary texts such as newspapers, as argued by Irmaya, Ujang and Muhammad (2015), it is evident that literature improves learners' proficiency. Therefore, sourcing literature materials is crucial because literary texts enhance CC (Nurrohmah et al. 2015).

Sanoto (2017) argues that children can develop a love of reading and an understanding of literature at primary school level, a time when teaching literature has more advantages than at other levels (Stan 2015). One of the advantages of introducing literature at this level may be that children are naturally drawn to stories, which provide a meaningful context for learning a language (Ghosn 2002) as they facilitate the acquisition of grammar, vocabulary,

the learning of reading, writing (Ajoke & Shapii 2017), pronunciation and spelling (Krashen 1989). Moreover, literature plays a major role in cultural enrichment, personal development and discourse functions (Arafah 2018). This implies that ESL learners are at a greater advantage of developing sociolinguistic competence, which means that they learn to use language that is appropriate to social contexts. For instance, ESL learners may understand that thanking a friend in a formal setting or speech is different from when they are hanging out. ESL learners may also understand the concept of politeness as it differs across cultures. In addition, sourcing literature materials is vital because it also facilitates speaking, especially through drama, where learners are more active in social interaction as they perform a given task (Masoumi-Moghaddam 2018). Therefore, teachers are expected to give learners tasks that provoke their interest and make them want to speak so that they learn to use language to communicate intended meaning, which culminates in strategic competence. In light of this, some primary schools have included literature their English curriculum to enable learners to improve in their language proficiency (Mustakim, Mustapha & Lebar 2018).

Literature materials sourced in this way are easily used in and out of class. Work with literature done outside the classroom may afford learners an opportunity to read independently and at their own pace without feeling intimidated, anxious or fearful, which may be the case with some learners in the classroom environment. Learners who read voluntarily outside the classroom perform better on vocabulary and may become better writers (Krashen 1989). It is necessary then that whenever learners need help with their reading, parents or more capable others assist them in the home environment. Additionally, through literary materials, especially digital ones, ESL learners gain exposure to first language speakers of the language, which enhances their speaking skills.

Despite evidence supporting the use of literary texts in the teaching of language, English teachers are still hesitant to use literature materials in their English classrooms. Owing to their lack of confidence in their literary competence and deem such materials too complex for learners' low language levels (Saka 2018) which can confuse learners (Irmaya et al. 2015). One study showed that teachers could not use literary elements in the English language classroom owing to their lack of creativity (Mustakim et al. 2018). This suggests that primary school children learn by rote, which current pedagogies discourage, and are

deprived of exposure to language use in different contexts. This notion is contrary to the work of Savignon (2018), who posits that the sole purpose of studying a language is language use; therefore, the development of proficiency in a language should be evaluated by the learners' ability to communicate effectively and appropriately in a variety of social settings, which subsumes CC. One solution to the challenge of creativity could be to embrace technology as a possible pedagogical tool and so provide access to a range of literature materials.

1.7.5 Mobile devices and technology use

Mobile devices, referred to as “powerful small computers” (Allen 2011:2), include smartphones, tablets and laptops. When properly used, mobile devices have a great potential to surpass traditional technologies such as computers, DVD players, CD-ROMS and radio in enhancing teaching and learning processes (Azar & Nasiri 2014; Çakici 2016). Nevertheless, Barr (2012) claims that these technologies are still effective in teaching English. Smartphones, in particular, are affordable (Iqhabal & Batti 2020), portable and convenient (Muhammad, Mohammad, Masitah & Miftachul 2017) and have surpassed the sales of other computing devices (Iqbal & Bhatti 2020). Accordingly, most people own at least one device which can be used reliably for educational purposes, especially for teaching English.

In one study, tablet PCs were regarded as effective instructional tools for teaching grammar, vocabulary, listening, speaking, reading and writing after participants were told to visit Google Play to source free and open access English as a Foreign Language (EFL) materials (Savas 2014). With so many challenges posed by the use of computers in schools, such as the expensive installation of the internet, old-fashioned computers and poor access to electricity in some schools (Sodoyeka & Gafufen 2013; Retnawati, Hadi & Nugraha 2017), mobile devices are a more reliable tool for accessing the internet (Iqbal & Bhatti 2020). As more people use their smartphones for accessing the internet, cellular networks have become more reliable, with network service providers offering diverse data plans (Godwin-Jones 2017). This means that ESL teachers can access the internet using an affordable data plan wherever they are.

1.7.5.1 Teachers' attitudinal beliefs about technology adoption

The extent to which ESL teachers source literature materials from the internet through mobile devices, and the attitudinal beliefs emanating from that, remains an interesting phenomenon for investigation. While many studies have tried to clearly identify some variables that influence (Gilakjani 2013; Eickelmann & Vennemann 2017; Eksail & Afari 2020; Mohammad-Salehi, Vaez-Dalili & Heidari Tabrizi 2021), there is still a debate among scholars about the universal factors that affect teachers' attitudinal beliefs about adopting ICT (Mustafina 2016). This means that as technologies keep improving, we are far from reaching universal consensus on the factors that affect teachers' adoption and use. However, there is a common belief that it is possible for teachers to integrate ICT into their teaching if they have a positive attitude towards it (Barr 2012; Mustafina 2016; Rahman & Chetia 2020). People tend to respond in a consistently favourable or unfavourable manner with regard to a given object, people, places, events and ideas. Therefore, if teachers have negative attitudinal beliefs about using their mobile devices, they find themselves compelled to use the norms of the traditional classroom which is characterised by the use of textbooks and blackboards (Wang & Dostal 2017). De Jager (2020) argues that in the current technological era, teachers are reluctant to use technology in their classrooms probably out of fear. The use of technology has not been as intuitive and natural for them as it has been for young people (De Jager 2018).

A positive attitudinal belief, on the other hand, means that teachers accept mobile gadgets, appreciate them and use them (Alzubi 2019) because ICT helps English teachers perform better (Muslem, Yusuf & Juliana 2018) and motivates learners (Kurniawan 2018) which implies that learners may benefit from their English classes. This means that the successful integration of ICT in the classroom depends on the teachers' attitudes and mindsets.

Kopcha (2012) states that the gap existing between the available technologies, in this case mobile devices, and the actual use of technology has to do with the factors that contribute to the integration of technology in the classroom. Harrell and Bynum (2018) note that the task of integrating technology meaningfully into the classroom is challenging. This may be because the internet sources are complex and do not benefit learners (Argawal 2010) or, as Nurrohmah et al. (2015) argue, because teachers avoid using simple but interesting materials. However, the challenge may be with selecting the appropriate texts (Tomlinson 2013; Arafah 2018). In addition, teachers' competence in using technology may be an influencing factor

because as teachers' competence in technology increases, there is an increase of ICT use by teachers (Sunanda 2015), meaning that there is a change of attitude. Of note is that lack of experience in the use of ICT and lack of formal training in ICT integration in the classroom (Savas 2014) may also be some of the contributing factors causing teachers not to adopt technology.

Eickelmann and Vennemann (2017) categorise factors contributing to ICT adoption as external and internal. External barriers are located beyond the teacher's control and can include a lack of technology-based infrastructure in schools, time constraints and a lack of technical or pedagogical support. Internal factors are intrinsic to teachers and include their beliefs about ICT integration in teaching and in classroom practices, the ability to use ICT and their willingness to change educational practices (Kopcha 2012; Gilakjani 2013).

The different views on the use of mobile gadgets for teaching English suggest that it depends on who uses them and for what purpose. Therefore, I argue in this study that mobile devices may be underutilised by English teachers despite their potential for improving teaching and learning, and therefore the factors that hinder the adoption of such devices by English teachers have to be explored further.

1.7.5.2 Strategies to support teachers' adoption of mobile devices

Studies have found that training on the use of technology in the classroom results in a change in negative attitudes towards ICT (Savas 2014) which may result in teachers' adoption of ICT, as they become confident and ready to carry out their tasks efficiently (Tariq et al. 2012 in Sekar & Lawrence 2015). New teachers need help with classroom experience to further develop their knowledge and skills (Torff & Sessions 2009). In my view, mentoring new teachers may be a challenge if longer-serving teachers are not experienced in the integration of technology into their lessons.

Kopcha (2012) argues that training in its own right is not enough; rather, there should be situated professional development such as mentoring. This is because training can be a barrier to technology integration if it is done independently without classroom practice. This suggests that organised teacher-led training workshops conducted for a few hours may not suffice. The reality is that technology integration in the classroom is a skill that needs to be

developed over time. Moreover, situated professional training may have to include long-serving teachers as they may not be experienced with the current teaching technologies.

1.7.6 Technological pedagogical and content knowledge (TPACK) framework

The TPACK framework is an extension of Lee Shulman's (1986; 1987) concept of pedagogical content knowledge (PCK) which pertains to the knowledge of the best practices or methods for teaching a particular content effectively. TPACK therefore aims to describe the knowledge types a teacher must embrace for productive teaching using technological gadgets (Koehler & Mishra 2013). Koehler and Mishra (2009) define TPACK as the networking between content knowledge (topic or theme taught), pedagogical knowledge (how to impart knowledge) and technological knowledge (how to apply technological knowledge to teaching), and the transformation that takes place when combining these domains. Teaching is complex and requires teachers to be innovators. TPACK comprises seven constructs:

- Content knowledge (CK) – knowledge of subject matter
- Technological knowledge (TK) – knowledge of various technologies
- Pedagogical knowledge (PK) – knowledge of the processes or methods of teaching
- Technological content knowledge (TCK) – knowledge of subject matter representation using technology
- Technological pedagogical knowledge (TPK) – knowledge of using technology to implement different teaching methods
- Pedagogical content knowledge (PCK) – knowledge of teaching methods for different types of subject matter
- Technological pedagogical and content knowledge (TPACK) – knowledge and effect of integrating content (what to teach), pedagogy (how to teach) and technology (how to use technology to teach). Figure 1 provides a visual image of TPACK

I believe this framework to be important in this study because it provides a technique for ESL teachers who are unfamiliar with teaching with technology. For ESL teachers to use the mobile devices for sourcing literature materials and then use their mobile devices to

demonstrate their choices in the classroom, three questions are key: What literature content is needed to teach a particular English skill or content? How will the literature content be taught or incorporated into the English lesson? What technological knowledge is needed for the successful teaching and learning of that content?

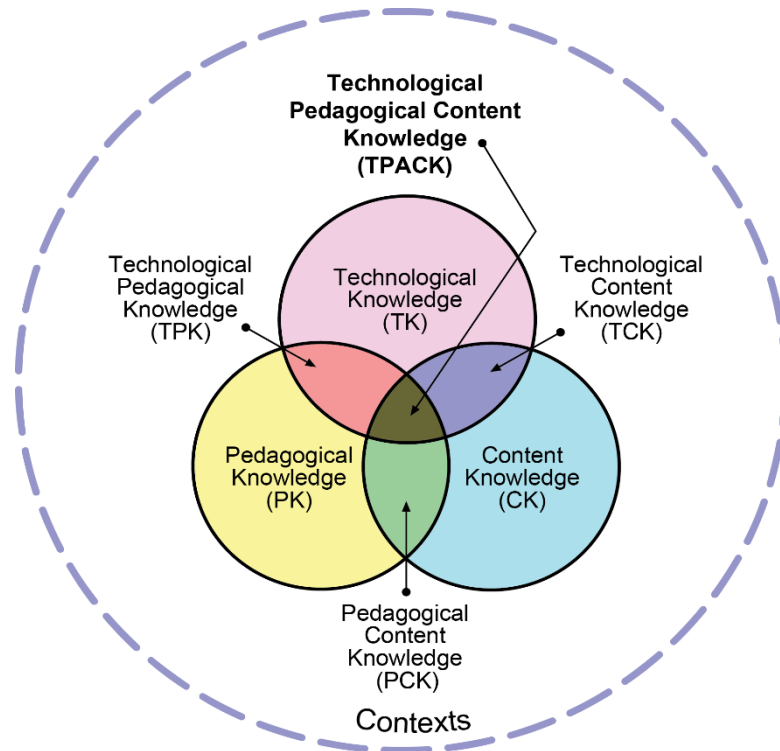


Figure 1.1: The TPACK image (rights free) (Koehler 2011)
Source: Using the TPACK Image – TPACK.ORG (matt-koehler.com)

1.7.7 Technology acceptance model (TAM)

The technology acceptance model generated by Fred Davis in 1989 explains how technology users decide whether or not to accept a new technology based on two factors: perceived usefulness (PU) and the perceived ease of use (PEU). He believes that PU and PEU are vital factors influencing the user's acceptance of technology, as they influence the user's attitude towards a technology or system. He defined PU as the degree to which a people believe that using a particular technology or system would enhance their job performance and PEU as the degree to which a people believe that using a particular technology or system would be too hard to use (Davis 1989). I have chosen this framework because it clearly indicates how these factors or beliefs lead to attitudes, which in turn influence behaviour. I believe that TAM complements TPACK because it focuses on the kinds of knowledge a teacher should possess for teaching content using technology. However, it does not include aspects related

to the factors that influence teachers' technological acceptance and attitudes and the effect of these on behaviour, which this study also requires.

1.7.8 Unified theory of acceptance and use of technology (UTAUT)

The unified theory of acceptance and use of technology (UTAUT) is an extension of the TAM. It was created by Venkatesh, Morris, Davis and Davis (2003) and comprises four main constructs:

- Effort expectancy – how easy or complex users contemplate it will be to use a system. This construct relates to PEU in the TAM.
- Performance expectancy – how users think that using a system will help them to be productive in their task. This construct relates to PU in the TAM.
- Social factors – how much pressure users feel from others when using or attempting to use the new system.
- Facilitating conditions – how much support, in terms of resources, infrastructure and support, users receive from the organisation.

1.8 CONCEPTUAL FRAMEWORK

A conceptual framework is a structure that a researcher designs to represent the best model for describing the phenomenon studied (Guragain 2019), thereby linking concepts, assumptions, expectations, beliefs and theories that support and inform one's research (Luse, Mennecke & Townsend 2012). Isimenda (2014) views a conceptual framework as the end result of bringing together different related concepts to explain or predict a phenomenon. The conceptual framework for this study was, therefore, derived from assumptions, existing views and concepts in the literature on second language acquisition, specifically Krashen's (1982) input hypothesis and Vygotsky's (1978) socio-constructivist theory, specifically Vygotsky's theory of the ZPD, and a combination of different technology theories such as aspects of the TPACK model (Koehler & Mishra 2009), TAM (Davis 1989) and the UTAUT model (Venkatesh et al. 2003).

I have chosen Vygotsky's (1978) sociocultural theory and his theory on the ZPD, as well as Krashen's (1982) input hypothesis, because they address how learning, especially of a second language, takes place. I have also selected three theories on technology use, as this

study pertains to the use of BYOD phenomenon or the use of mobile devices. TPACK is a theory relevant to technologies used in education, while TAM (Davis 1989) and UTAUT (Venkatesh et al. 2003) have been borrowed from other disciplines. TPACK is concerned with what a teacher needs to know in order to use technology effectively in the classroom, while TAM and UTAUT have to do with factors influencing technology adoption. Aggarwal (2018) echoes the view of researchers that technology must be accepted by users for successful implementation. Since this study involves personal mobile devices or use of the BYOD initiative, I attempt to bring out clearly that for English teachers to use technology in their classrooms, they have to first accept the use of their mobile devices. An investigation into the factors that influence teachers' adoption of mobile devices helps determine English teachers' attitudinal beliefs about using their personal mobile devices in sourcing literature materials for language teaching. These attitudinal beliefs may be either positive or negative.

The above-mentioned three technological theories relate to one another and guides my choices of research methodology and design. Figure 2 provides a visual representation of the conceptual framework underpinning this study.

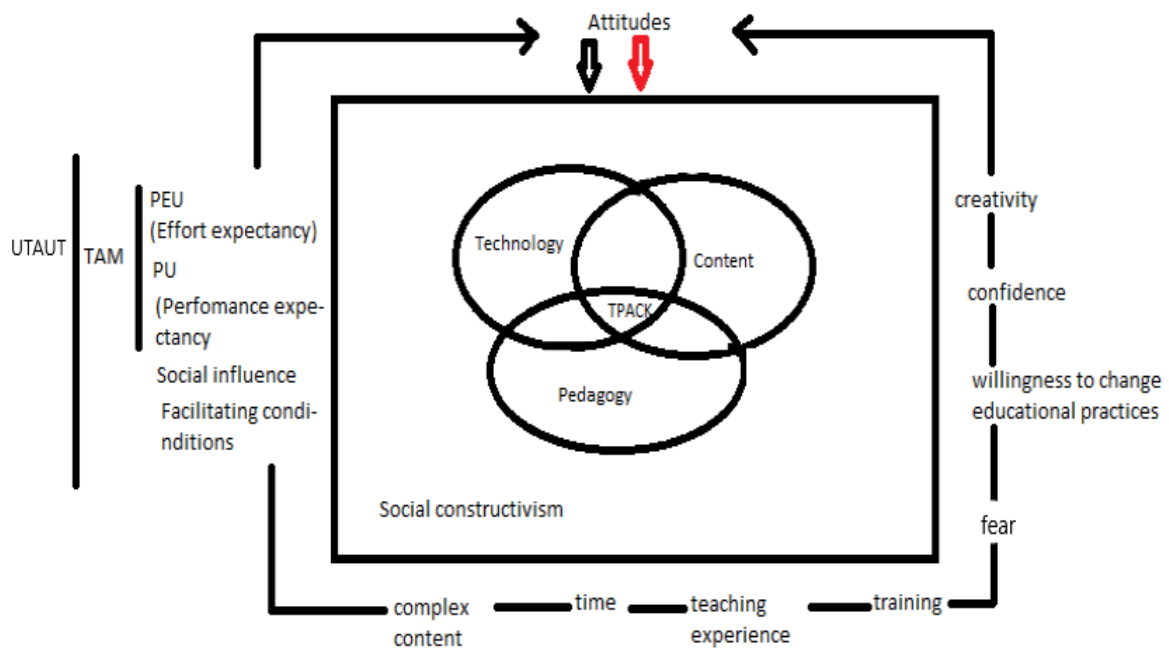


Figure 1.2: Conceptual framework

Note: PEU – perceived ease of use; PU – perceived usefulness; TAM – technology acceptance model; UTAUT – unified theory of acceptance and use of technology; TPACK – technological pedagogical and content knowledge

■ Negative attitude ■ Positive attitude

1.9 RESEARCH METHODOLOGY

1.9.1 Paradigmatic stance

Researchers, being knowledge seekers about the world they live in, bring certain philosophical assumptions or beliefs to the research, which are the starting points (Guba 1990:18) in determining truths about the nature of reality, what can be known about it and how they go about acquiring this knowledge. These beliefs guide or influence researchers' choice of theories to guide their study, and are what constitute research paradigms, also referred to as worldviews by Creswell (2014). Guba (1990:17) defines a research paradigm as a basic set of beliefs which guides action. Beliefs, therefore, are human constructions defining the worldview of the researcher (Denzin & Lincoln 2018) which can be characterised by the way researchers respond to four basic questions or philosophical assumptions about what constitutes knowledge claims. These are ontology, epistemology, methodology and axiology (Guba 1990).

Guba (1990), Crotty (1998) and Denzin and Lincoln (2005) define ontology as the beliefs a researcher holds about what constitutes the nature of reality. I approached this study with the mindset that this world is populated by people who are entitled to their opinions, beliefs, experiences and interpretations as they interact with their social reality. I hold that my ontological worldview is subjective, as are those of my participants, and together we gained an in-depth understanding of the factors influencing English teachers' adoption of mobile devices in sourcing literature materials to be used in teaching an English class. Accordingly, participants interpreted the phenomenon under study differently. The epistemological stance asks the nature of the relationship between the inquirer and the known; how one knows the world and how knowledge can be communicated to others. I worked closely with the English teachers in their natural settings, which were their English classrooms, and I interacted with them through interviews so that I obtained first-hand information about their experiences, beliefs and interpretations of the world. Methodology entails the way the inquirer should go about finding out knowledge. This includes the "strategy, plan of action, process or design" that informs one's choice of research methods (Crotty 1998:3). Axiology holds that research is value laden; therefore, ethics or values which guide the research should be present.

I conducted this qualitative study grounded in an interpretivist worldview, also called a constructivist paradigm (Wahyuni 2012; Creswell 2014). I chose this worldview because as the researcher, I was subjectively involved in the data generation process and data analysis. My assumption was that English teachers had knowledge of literature and that most studies advocated for its effectiveness in the teaching of English; therefore, English teachers would use literature in their classrooms. Moreover, I held that, since we were part of the digital era, it was not a question of where English teachers could source these literature materials, since their mobile devices were convenient and affordable teaching tools, thereby giving the impression that English teachers possessed at least one gadget they could use. However, there may be factors that influence this.

1.9.2 Research approach

A research approach determines the methods used to conduct the research. These methods include the steps taken, instruments used and techniques implemented to complete the research process (Creswell 2014). I adopted a qualitative approach, which researchers employ to understand phenomena in context-specific settings where findings are not reached by statistical analysis (Merriam 2002; Creswell 2003; Golafshani 2003). This approach answers ‘why’, ‘how’ and ‘what’ questions (Lacey & Luff 2009). Qualitative research embraces the fact that meaning is socially constructed by people as they interact in their world; hence, there are diverse interpretations of reality in those specific contexts which change over time (Merriam 2002). Silverman (2000) clearly states that the choice for a research method is determined by what the researcher intends to find out. On that note, this study sought to gain insight and explain how ESL teachers’ adoption of mobile devices influence their sourcing of literature materials for language teaching. Studies had not investigated this phenomenon with in-service English teachers, in particular in Eswatini. Hence, this study qualified to be considered qualitative in nature because the topic had not been addressed with a certain sample or group of people, or existing theories did not apply to the particular sample or group under study (Morse 1991 in Creswell 2003).

I chose a qualitative approach because such research takes place in a natural setting, which in this study was the classroom, and it gave me an insight into factors which influence ESL teachers’ use of their mobile devices for sourcing literature materials to teach English. In such natural settings, human behaviour can be observed (Creswell 2003; 2014) and multiple

sources of data collection can be utilised (Wahyuni 2012). These sources include observations, interviews and document analysis as opposed to the surveys used in a quantitative approach (Golafshani 2003). I intended to work closely with English teachers in order to acquire rich data and gain a more holistic understanding of the phenomenon under study, rather than focusing on quantities and the generalisability of the findings, which occurs in a quantitative approach. It would help me better “understand a situation that would otherwise be enigmatic or confusing” (Eisner 1991 in Golafshani 2003). For instance, it was of interest to determine whether it was the attitude towards literature or the attitude towards technology that contributed to English teachers not using their mobile devices for sourcing literature materials to teach English. Hence, I believed that by adopting a qualitative approach, I would achieve the objectives of the study.

1.9.3 Research design

Research designs are strategies of inquiry in qualitative, quantitative and mixed methods approaches that provide specific direction for procedures coherent with the type of research chosen (Creswell 2014). I adopted a multisite case study research design because such a design focuses on finding in-depth information on “a real-life contemporary phenomenon in its natural context” (Gustaffson 2012; Wahyuni 2012). Hence, English teachers’ use of mobile devices as an instructional tool was a contemporary pedagogical practice. I solicited rich information from English teachers in their workplace on the extent to which they used their mobile devices in sourcing and using literature materials for teaching English, as well as the factors influencing their attitudinal beliefs. Creswell (2003:73) defines a case study as a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information. This study followed an explanatory case study because it sought to answer why and how questions as a way of giving a rationale for a case (Yin 2003). It gives causal links within real-life contexts (Baxter & Jack 2008). The cases under study were in-service English teachers in primary schools. The study investigated the factors that influenced ESL teachers’ attitudinal beliefs about the use of their mobile devices for sourcing literature materials to be used in class. This means that this study sought to find out the factors that influence ESL teachers’ attitudinal beliefs either positively or negatively. I believe that positive attitudinal beliefs will lead to mobile device adoption, while negative

attitudinal beliefs will not. I drew upon multiple sources of evidence, namely observations, interviews and document analysis, as means of corroborating findings across data sets (Bowen 2009).

1.9.4 Research site and sampling

Convenience, purposeful and snowball sampling were employed. Nine teacher participants were selected based on their availability and some owing to the proximity of their schools to my work station in order to enable observations. Sampling involved in-service BEd trainees or in-service English teachers with a BEd degree. The primary school level in-service English teachers had at least three years or more experience in teaching English, had at least taken a technology course and a literature course at tertiary level and could provide rich information on the phenomenon under study. I also used snowball sampling, relying on participants already in this study to give me information on other possible participants for the study.

1.9.5 Data generation

Qualitative research stresses the close relationship between the researcher and the participants or what is studied (Denzin & Lincoln 2005). Hence, data were generated in the form of primary data through observations, interviews and document analysis, which is in line with what Creswell (2003) and Wahyuni (2012) propose. I began with the observations because I wanted to see what was actually happening in the English class, then I used interviews to ask clarifying questions for deeper understanding. Lastly, I checked to see whether what I observed and what I gathered from the interviews was supported by what I found in the documents. I believed that the use of three data generation techniques would help me to define the holistic nature of the case studies at hand (Denzin & Lincoln 2007:4-5). It also assisted me to cross-check their consistency in order to enhance the robustness of the findings (Wahyuni 2012).

1.9.6 Observations

I began by observing English teachers in their classrooms so that I understood their behaviour as it occurred; thus, the observations allowed me to obtain a first-hand account of the phenomenon of interest rather than relying on someone else's interpretation (Merriam & Tisdell 2016). I used non-participant observation because, as an outside observer, it enabled

me to understand the context better and to take note of things or habits that had become routine for the participants (Merriam & Tisdell 2015). The observation lasted for 60 minutes and was intended to determine some of the factors that may influence English teachers' attitudinal beliefs about the adoption of their mobile devices in sourcing and using literature materials in their English lessons. Through the observations, I determined how English teachers conducted their English lessons and whether they used literary materials or not in their lessons and the English corner. I also determined whether ESL teachers used mobile gadgets in class for teaching English through literature, if they used mobile devices at all and, if so, for what purpose.

1.9.7 Interviews

I chose semi-structured interviews as data generation instruments with the in-service English teachers because I believed that they had a wealth of information on the phenomenon under investigation owing to their experience in class, as noted by Wahyuyi (2012). I also believed that I would have more time to do interviews with in-service English teachers because they were in their respective schools for the entire year except during school holidays.

I began by piloting the questions for the semi-structured interviews so that they could be "fine-tuned" (Wahyuni 2012:74). To do so, I selected three in-service English teachers who were not part of the study to participate in the pilot study. Once the semi-structured interview questions had been refined, I conducted the semi-structured interviews with each of the nine in-service English teacher participants. These interviews were supposed to last from 45 minutes to an hour, but they ended up lasting from 54 minutes to one hour and four minutes.

The purpose of the interviews was to capture English teachers' attitudinal beliefs towards the use of mobile devices in sourcing and using literature materials, and disclose some of the factors which could not be easily observed. To facilitate recall, I audio recorded the semi-structured interviews.

1.9.8 Documents for analysis

The third data collection method entailed collecting documents for analysis. Bowen (2009:27) defines document analysis as a systematic procedure for reviewing or evaluating documents. Bowen also notes that this type of analysis, like observations, can suggest

questions to be asked during interviews. However, in this study the document analysis did not precede the interviews, as I evaluated the documents as supplementary research data and as a way to corroborate evidence from other sources. These documents included teachers' schemes of work and lesson plans. I sought to establish whether the documents offered "a true account" of what English teachers did in class and whether they could be used as "valid evidence" (Silverman 2000:169). Bowen further posits that if the documentary evidence is contradictory rather than corroboratory, the researcher is expected to investigate further. This was likely to result in follow-up interviews with the participants.

1.9.9 Data analysis

For the analysis of the data, I relied mostly on Creswell's (2014:66) steps of qualitative data analysis. The analysis process or codification began during the data generation process as suggested by Saldana (2016). Once raw qualitative data were generated, the first step in analysing the data was to type all the observation notes and document analysis notes in Excel and to familiarise myself with the data, as pointed out by Lacey and Luff (2009). Then, I transcribed the interviews. The data were separated according to their source, as suggested by Creswell (2014). The next step was to closely read through each data source and "reflect on its core content" or meaning in order to determine codes (Miles, Huberman & Saldana 2014). Codes that did not appear repeatedly were discarded as some were not relevant to the study. I then assigned labels to the codes, linked similar codes and organised them into categories, which was coding (Saldana 2016). Coding also involves categorising the organised data into themes (Creswell 2014). These themes were based on the literature review findings and new themes were expected to emerge. Themes were assigned in relation to the research objectives or research questions and data were revisited to confirm that they were consistent with the themes I discovered.

Additionally, I carried out a thematic analysis of each data set to determine the themes emerging from the data. I then interpreted the themes and further applied my conceptual framework to determine relationships between the variables in order to deduce meaning, as Lacey and Luff (2006) indicate that theory should be tested against the data.

1.9.10 Ethical considerations

Ethics, especially in educational and social research, embraces moral issues arising from conducting the research (Gregory 2003). Ethics ensures that participants' dignity is maintained in spite of the research outcomes (Salkind 2012). I first applied for ethical clearance from the University of Pretoria Ethics Committee before the data generation process began. Since my study involved English teachers as participants in their natural setting, which was the classroom, I also sought permission from the relevant authorities that acted as gatekeepers to these settings. Accordingly, I needed permission from the Director of Education, the Regional Education Officer and the principals of the schools prior to approaching the participants and generating data. By so doing, I was showing respect for the participants, which Miles and Huberman (1994) advocate. This was a way of showing accountability and making a commitment to protect my participants from harm (Salkind 2012). However, no risks were involved in this study. I subsequently both formally and informally requested the selected English teachers to be part of my study and provided them with informed consent forms to be signed prior to the data generation process. This served to protect the rights of my research participants (Creswell 2008). With permission to generate data from the English teachers, it was possible for me to observe their English lessons without "invading another's private space" (Salkind 2012:86), simultaneously considering the requirements of the Protection of Personal Information Act (POPIA/POPI Act), even though it is not yet implemented in the Kingdom of Eswatini. In handling anonymity issues (Lacey & Luff 2009), especially in reporting my findings, I removed names from responses during the coding and recording process and used pseudonyms for individuals and places (Creswell 2008). For the sake of trustworthiness, I did my best to be careful about who I shared the information with.

1.9.11 Trustworthiness

The aim of trustworthiness in a qualitative research is to ensure that all research findings may be trusted based on the technique of data generation, the chosen strategy for sampling, and the unit of analysis (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs 2014). It is crucial to consider the perspectives of the researcher, the participants, or the readers on whether the findings are accurate (Creswell & Miller 2000 in Creswell 2014). Qualitative researchers can, therefore, achieve trustworthiness through the following techniques:

1.9.11.1 Credibility

Credibility holds that data should be accurate in order to truly reflect the investigated social phenomenon; this pertains to whether the study measures what it intended to measure (Wahyuni 2012). Therefore, in my investigation, I used multiple sources of data collection, namely, observations, interviews and document analysis, in order to get valid and diverse realities as discussed previously (cf. section 1.9.6, 1.9.7, 1.9.8). During observations, I took notes so that I could obtain a true picture of what happened in the classroom. I achieved credibility by piloting the interview questions so that they assisted in determining whether the actual interview questions were suitable for obtaining rich data that answered the proposed research questions (Elo et al. 2014). I asked open-ended questions so that the participants express their views at length, and I also probed for more information by asking for examples (Creswell 2003; Wahyuni 2012).

Elo et al. (2014) further state that in order to gather credible data, different sampling methods may be required. Hence, for this study, I used convenience, purposeful and snowball sampling in selecting key informants, namely, English BEd trainees or BEd holders, with literature as a specialty area.

1.9.11.2 Confirmability

Confirmability is concerned with how well others can confirm the research findings, to ensure that the findings reflect the understandings and experiences of the participants, rather than the researcher's own biases (Wahyuni 2012). I gave a clear description of how data generation was conducted and how data were analysed. I also wrote reflective notes about everything I discovered from the data and about the ideas that developed as I went through the data. With the assistance of colleagues, who also went through the coding process, I believe that the findings reflect the experiences of the English teachers; hence, "interpretations of those data are not invented by the inquirer" (Elo et al. 2014).

1.9.11.3 Dependability

Dependability, or the consistency of the data, establishes that the research findings are consistent and replicable; unchanging over time and across researchers and methods (Miles

& Huberman 1994; Wahyuni 2012). I made sure that the research questions for this study were clear and congruent with the research approach and design. Also, my role as a researcher was clearly defined (cf. section 3.10) (Miles & Huberman 1994). Consistency was also achieved by examining such items as raw data, data reduction products and process notes (Golafshani 2003). I coded the raw data obtained from the observations, interviews and document analysis. In my subjective analysis of the data, I was careful when filtering the data to eliminate unnecessary data (Wahyuni 2012; Creswell 2014). For each data set, I was careful to apply colour coding consistently so that the themes that emerged from the study could be trusted. I also revisited the data to check consistency with the themes.

1.9.11.4 Generalisability or transferability

Generalisability is concerned with the extent to which findings can be transferred to other contexts (Miles & Huberman 1994). The main aim of qualitative research is to gather quality data for a particular case and not to generalise the results as is done in quantitative research. However, it seems that scholars view this notion differently in multi-case studies. Miles and Huberman (1994) and Miles et al. (2014) assert that the reason for doing a cross-case study analysis is to enhance generalisability. The intention of this study was not to generalise findings, but to gain insight into the factors that influenced English teachers' attitudinal beliefs in using their mobile gadgets to source literature materials for use in an English class.

1.9.11.5 Reflexivity

Reflexivity entails rigorous self-reflection by the researcher about possible biasness and the handling of research relationships throughout the research process (Bashir, Afzal & Azeem 2008). As a primary instrument for data generation and analysis, I was cognisant of the fact that there might be biases in my interpretation of the data owing to my subjective interpretation which could be influenced by my background, values and experiences (Creswell 2014). One way to deal with biases was the use of multiple sources (Bashir et al. 2008). I also handled my relationships with the participants in my study meticulously so that the data generation process was not compromised.

1.10 LIMITATIONS OF THE STUDY

During the document analysis, I discovered that none of the participating ESL teachers used mobile devices for sourcing literature materials for teaching English, yet in the interviews some claimed to be doing so. If I had had the chance to go back and re-interview the teachers, I might have been better placed to determine why the records did not support their actions.

1.11 OUTLINE OF THE STUDY

Chapter 1: General orientation

Chapter 1 provides an overview of what was contained in the study. It began with the background and context of the study where the key concepts were introduced. The research gap was also introduced, as was the problem the study sought to investigate. The chapter also details the rationale, the purpose and the significance of the study. In addition, a summary of the literature review conducted in this study, the methodology applied and the ethical considerations was given. Finally, the chapter included the limitations and delimitations of the study, and the conclusion.

Chapter 2: Literature review

This chapter presents a discussion of the literature relevant to the field. The literature evaluates and synthesises prior work to provide background to the key concepts under investigation in this study. It also highlights the research gaps which are the basis for the justification of the study, and it clearly explains the theories and concepts used in the conceptual framework model designed for this study.

Chapter 3: The research methodology

This chapter outlines the research paradigm, the research design, the approach and the methods used in this study. It addresses the sampling procedure, the pilot study and the research site selection. It also details the data analysis, trustworthiness and ethical considerations.

Chapter 4: The findings and their interpretation

The findings are described in terms of the themes which reveal the factors that influenced English teachers' attitudinal beliefs towards their adoption of mobile devices for sourcing literature materials for language teaching. The data were analysed and each theme and its interpretation were presented for a greater appreciation of the results.

Chapter 5: The conclusions and recommendations

Recommendations are made that are intended for the various stakeholders that are believed to realise the importance of literature, English language and technology integration. I also make suggestions for future studies before concluding with remarks on the contributions made by the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The main purpose of this qualitative study was to gain insight into the factors that influence ESL teachers' attitudinal beliefs about using their mobile devices for sourcing literature materials. This chapter, therefore, presents theories and literature that informs this purpose. The first section outlines literature related to ESL teaching and learning, as well as relevant theories. The second section presents a review of the literature on what constitutes literature, its role in L2 learning, approaches to reading literature and attitudes ESL teachers hold towards literature. The third section presents the role technology plays in language teaching and the factors influencing ESL teachers' attitudinal beliefs about using technology for pedagogical purposes. The last section outlines the theories which inform this study. Hence, the conceptual framework for this study relied on reviewed literature and the various theories underpinning this study, which included TPACK, UTAUT, TAM, input hypothesis and sociocultural theory.

2.2 TEACHING AND LEARNING ENGLISH AS A SECOND LANGUAGE (ESL)

There seems to be a controversy over whether the first language (L1) is beneficial in the learning and acquisition of the second language (L2) or not. It is argued that "people think better in their mother tongue" (Mabilisa, Nxumalo & Bhebe 2020). Nowadays this has given birth to language policies promoting the use of L1 of a child in teaching the target language. It seems that such policies have been adopted by most countries globally (Mabilisa et al. 2020). Eswatini is no exception as siSwati is allowed as a medium of instruction from grades 1–4 (EDSEC 2011). Using L1 or the mother tongue (MT) for L2 is important for primary schools as one way of avoiding knowledge gaps and increasing the speed of learning and comprehension (UNESCO 2022). This view supports Cummins' notion of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). While BICS has to do with social interactions in an informal setting, CALP pertains to one's ability to communicate meaningfully and proficiently in an academic setting (Cummins 1980). Cummins is of the view that if children are adequately skilled in the first

language, it is possible for them to transfer L1 skills to L2 if they have enough exposure to L2. Also, Olds, McCraney, Panesar-Aguilar, and Cale (2021) are of the view that L1 speakers should be used to teach L2 speakers as a way to enhance L2 acquisition. However, Anyiendah (2017) argues that the language policies on using the L1 in teaching English learners tend to deprive them of the opportunity to practise English in the classroom as they have minimum exposure to it; thus, it becomes a limiting factor for learners to acquire the language. It is interesting to note how the use of the MT is taking us back to classical teaching methods like the Grammar Translation Method (GTM), which advocates for the use of the L1 or MT in teaching an L2.

Many critics have advocated for current and pedagogical practices in teaching English. In this light, the ever-changing English teaching strategies serve as an eye opener for us in terms of how complex English language teaching and learning can be. Olds et al. (2021) claim that people learn language because of a need to interact with their environment. This means that if there is no pressure for an individual to learn English, the English teacher will find it difficult to inculcate the language skills and enhance CC in the ESL learner. Therefore, on this premise, I argue that attitude towards learning a language may be one of the hindering factors to L2 acquisition; hence, ESL teachers should use literary materials to motivate the learners.

Teaching English to L2 learners seems to be a challenge for both L1 English teachers and ESL teachers. It is against this backdrop that American teaching programmes at tertiary institutions provide training for L1 English teachers who will be teaching English to L2 learners as there is a need for specialised knowledge (Wissink & Starks 2019). On that note, it seems to be a challenge for L2 speakers of English to teach L2 learners of English because sometimes the teachers are prone to make language errors, which learners may emulate. Hence, it is recommended that English teachers expose learners to literary texts written by L1 speakers or listen to audio recordings or watch videos made by L1 speakers, thus giving L2 learners a chance to learn the pronunciation of words and accuracy in language usage. However, in Eswatini, English literature works by local authors, such as Mariama Ba's, *So Long a Letter* and Kagiso Lesego's, *The Mending Season*, are taught only in secondary schools and at tertiary level. This implies that ESL primary teachers have to source literature materials from the web because literature is not in the primary curriculum. English teachers

are free to use literary materials that they have read or evaluated if they are relevant for their English class.

Learning English may be an exciting but difficult task for L2 learners. Lesniewska (2019) asserts that the acquisition of grammar, in particular the articles, is greatly influenced by the learners’ L1 and any other languages they may be speaking. He notes that articles, which are part of grammar, become problematic for speakers whose languages do not have these elements such as Polish, Russian, Mandarin and Korean. Eswatini is no exception as there are no articles in the Siswati language. It is, therefore, imperative for English teachers to use strategies that support academic achievement, as learners’ ability to perform well is influenced by teachers’ practices (Olds et al. 2021).

John (2018) asserts that teaching-learning and language acquisition are both activities that involve interactions between the teacher and the learner. This implies that English teachers’ primary goal of teaching ESL is to help ESL learners not only learn it, but acquire it. In this vein, Martínez-Flor and Usó-Juan (2006) in Beltran-Palanques 2011) assert that there is a level of proficiency that learners are expected to acquire, in both the written and oral mode, that will allow them to use the language for communicative purposes. Second language acquisition (SLA) means that the language has reached a level where one can say it is subconscious for L2 learners; therefore, like the MT, they do not struggle to understand and communicate in the language. This also implies that learners will be able to use the L2 meaningfully in different contexts. By SLA, Krashen meant acquiring another language like the MT without emphasising the grammar or structure of the language (Raju & Joshith 2018). On this note, it is argued that L1 speakers work out how the language works from what they hear despite being imperfect sometimes. On the other hand, for L2 acquisition, one of the ways to internalise the grammar and deduce the meaning of the words from context is to have a sufficient body of both authentic and understandable material to work with (Tevdovska 2016).

Table 2.1: Acquisition-learning distinction

ACQUISITION	LEARNING
Similar to first language acquisition	Formal knowledge of language
‘Picking up a language’	‘Knowing about a language’ or rules
Subconscious	Conscious
Implicit knowledge	Explicit knowledge

Abukhattala (2013) claims that most teachers tend to accentuate learning more than acquisition, yet learning is a conscious process which emphasises the learners' attention to the form of the language. Learners can only learn or acquire a language if they have exposure to it, whether in the classroom or outside class; that is, formally or informally (Saville-Troike & Barto 2017). When language is formal it means that it takes place in the classroom, but when it is informal it means that it is taking place outside of class. Examples of informal language use include listening to English programmes on the radio, watching English programmes and films on the television, travelling to English-speaking countries, talking face to face with English native speakers, browsing the internet in English, and reading English books, magazines and newspapers (Al-Zoubi 2018). Learners use linguistic input, and the oral and written language found in books and movies and a multitude of digital sources in order to draw meaning from the patterns of the target language (Bailey & Fahad 2021). Exposure to the language refers to the contact learners have with the target language or the language they are learning (Al-Zoubi 2018). However, it is argued that it is a misconception for English teachers to think that L2 learners will understand concepts based on exposure to new words and then have learners practise them (Wissink & Starks 2019). This is contrary to the GTM which advocates for the memorisation of grammar rules and vocabulary in language learning. Kaharuddin (2018) notes that though the GTM is discouraged nowadays because it is associated with depriving learners of CC, many countries still embrace it for three reasons:

- It is the easiest and the shortest way of explaining the meaning of words and phrases.
- It requires few specialised skills on the part of teachers.
- Learners have a few difficulties in understanding the lessons, since the medium of instruction is the students' mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure of a second or foreign language being learn.

It cannot be denied that in some cases, English teachers still prefer the GTM owing to the challenges experienced in teaching large classes (Ulum & Uzun 2020).

Much as some scholars disagree that learners' exposure to language will enhance their language acquisition, I understand this to mean that exposure depends on the strategy the English teacher is using. For instance, an English teacher placing ten flashcards showing the meanings of words on the chalkboard or white board and expecting learners to have mastered all of them by the end of the lesson versus learners who read independently at home, interact with the text as they struggle to decode meaning and, if possible, get assistance from parents. I argue that these two groups of learners will be exposed differently to vocabulary assimilation. Those learners who will be reading have a better chance of using language appropriately in different contexts and functions. Presenting flashcards with the meanings of words is no guarantee of mastery of the language, especially in regard to using the words appropriately in different contexts, while the reading group may be able to communicate relevantly, either in speaking or writing, in different contexts. Krashen (1982) believes that good readers are good writers as well.

For language acquisition to take place and for learners to gain the required skills and competencies in the language, teachers have to use relevant teaching strategies. Much as the English teacher has the opportunity to have learners practise the target language in class, Al-Zoubi (2018) claims that learners will not acquire the second language if they only focus on classroom activities.

Gxilische (1985) embraces Krashen and Terrell's (1983) disbelief that language acquisition is affected by conscious learning or productive practice. They advised that learning exercises such as drills or other controlled practice are not necessary for developing communication skills. Gxilische, therefore, argues that ESL teachers should not focus on traditional techniques but should concentrate on exercises that provide more input. I concur with Gxilische in this regard. Whatever strategies ESL teachers may use, my conviction has always been that any strategy that will not result in learners acquiring English should not be overused by English teachers. Rather, English teachers should endeavour to use teaching strategies that will make their learners gain confidence in English and be able to understand and use the language purposefully in different contexts. Agbatogun (2014) indicates that different pedagogical approaches have varying degrees of success. Hence, there are always innovations in the teaching of English because the goal is that learners should develop CC. My perception is that some teaching strategies channel learners and limit how much they

can learn, when in fact this should be left up to the learners' abilities and capabilities. Hence, Krashen (1982) paints a clear picture of how learners may acquire a language when bringing up the concept of comprehensible input (cf. 1.7.2).

Accordingly, in line with the discussion, exposing learners to digital literary materials may expose them to language use and help them understand the literary elements needed for enhancing their CC. Learners should also read literary works as much as possible in and outside class as long as the literary texts are captivating and at the learners' competence level or a little bit beyond. Yang and Wilson (2006) argue that classroom reading practices that include both top-down and bottom-up strategies are essential for supporting or helping learners develop their reading skills. Suraprajit (2019) defines a top-down reading strategy as one that involves predicting the meaning of a text based on prior knowledge or experience; the readers make inferences about the text or activate their background knowledge in order to understand the text. In a bottom-up reading strategy readers decode the letters, words and syntactic features of a text to build textual meaning, but they ignore readers' prior knowledge or experience. However, if students are not encouraged to use other strategies, they may develop reading habits that are too focused on decoding to the detriment of other reading resources (Yang & Wilson 2006). For instance, reading aloud is a common classroom reading practice which is meant to support decoding the sound-symbol relationship rather than drawing meaning from the text. I concur with Yang and Wilson (2006) that as some learners read, they decode the sounds and letters in words, but they do not understand the holistic meaning of the text. Hence, I suggest that English teachers use the reading aloud method not as an end in itself. English teachers should always understand that their learners' abilities are not the same and should not assume that learners have seen and heard. Reading is not simply seeing words on paper and hearing the sounds, words and sentences; it is also about decoding meaning. Readers should not only bring their background knowledge to the text, but they should also understand what the author of the text intends to convey in that specific context. Yang and Wilson (2006) acknowledge this when saying that the readers have to listen and "struggle to make sense in their minds" (p. 366). This implies that reading goes beyond seeing the words to communicating with the writer who appeals to all our senses.

When we learn a language, there are four language skills that need to be acquired. The listening and reading skills comprise input or receptive skills, while speaking and writing comprise output skills or productive skills. Receptive skills therefore refer to the information one receives through listening or reading activities, while productive skills refer to information produced to convey meaning; hence, we convey meaning through speaking and writing. This means that unless we listen to a language, we cannot speak it; unless we read a language, we cannot write it.

Table 2.2 : The four skills of a language

Communication method	Receptive skill	Productive skill
Oral	Listening	Speaking
Written	Reading	Writing

However, learning the four language skills does not guarantee that learners have gained CC in the language (D’Andrea 2010). This calls for English teachers to give learners tasks that will make them use language communicatively. This means that learners should be able to express themselves effectively and appropriately whether in speaking or writing.

For over four decades, scholars have been advocating for CC in the acquisition of ESL. These scholars include Widdowson (1978), Savignon (1997), Brown (2001) and many others. The fact that some English teaching strategies still do not embrace CC may mean that instilling it in learners is a challenge. Savignon (2018) categorises CC into four competencies: Grammatical competence pertains to one’s ability to understand the rules of grammar, language sounds, word structure, sentence structure, vocabulary and pronunciation. Sociolinguistic competence is the ability to use language appropriately in different social and cultural contexts. This includes using the appropriate register and politeness strategies. Discourse competence is the ability to create cohesive and meaningful different texts such as poems, essays, different forms of letters, etc. Strategic competence pertains to the knowledge of spoken and written communication tactics to overcome communication barriers and enhance the efficiency of communication.

Writing skills are known to be difficult for primary school learners (Moses & Mohamad 2019). This may be attributed to the fact that primary school learners have a problem with grammar, yet grammar plays a major role in writing; thus reading activities can enhance grammar ability (Moses & Mohamad 2019). Reading will also improve learners' ability to write as reading and writing are interrelated. However, most learners lack exposure to reading materials which leads to a lack of ideas and the vocabulary needed to write (Beltarn-Palanques 2011). As such, English teachers should give learners activities that will allow them to obtain language input and reflect the actual use of language when writing or speaking. Linguistic input may be in the form of a variety of intriguing literary texts/materials sourced through Google store, YouTube, free English education websites, the Google search engine and many other possible avenues.



Table 2.3: Complementing literary text with CC and four language skills

		SKILLS			
		Listening	Speaking	Reading	Writing
COMPETENCE	Grammatical	Knowing the linguistic features of the spoken discourse through listening to audios or videos of short stories, poems or excerpts for linguistic input, pronunciation and vocabulary.	Knowing the linguistic features of the spoken discourse through dramatisation or role playing specific characters for a specific linguistic purpose. It requires exposure to literary materials i.e. audio-visuals.	Knowing the linguistic features of written discourse. Exposure to reading literary texts for linguistic input, spelling and vocabulary.	Knowing the linguistic features of written discourse. Reading a variety of literary texts in order to write appropriately in terms of proper use of vocabulary, spelling, accurate syntactical features etc.
	Sociolinguistic	Understanding the social role of the speaker. Literary materials expose readers to language use in different social settings. By merely listening to audios or videos, learners may familiarise themselves with language use in different social contexts.	Understanding the social role of the text and how learners' speaking skills may be enhanced. Learners may know how to use certain words relevant for specific social contexts.	Understanding the social role of reading. Through literary texts learners may be exposed to other people's cultures and determine how language is used, what constitutes acceptable language use and what not. As they read, they internalise formal and informal use of the language, which may be reflected through productive skills.	Understanding the social role of readers. Learners may write efficiently when they read literary texts and understand the social aspects of the language. Among other aspects, learners are able to understand registers and what constitutes a standard language through writing.
	Discourse	Interpreting the spoken utterances, which may be through literary materials in the form of audio or video clips.	Speaking for meaningful communication, which may be achieved through exposure to literary materials.	Assimilating and interpreting utterances together in an effective way to form a meaningful whole or develop a critical view of the topic.	Putting sentences together to form a meaningful whole.
	Strategic	Asking for clarification, putting information together, guessing from the meaning,	Guessing the meaning, paraphrasing what another speaker has said, use of gestures so that the conversation continues or to	Skimming and scanning for ideas and specific information, guessing meaning from context.	Writing persuasively or for a specific purpose, avoiding ambiguity, catching reader's attention.

showing empathy. communicate intended meaning.

Ganaprakasam and Karunaharan (2020) claim that learners have to go through Vygotsky’s (1978) five stages of second language acquisition in order for them to master the English language. From my perspective, most primary English teachers go through the stages presented in Table 2.4 below when teaching English. However, it would appear that attaining stage 5, which is advanced fluency, is impossible for some learners. Attaining Vygotsky’s (1978) five stages will be realistic only if there is language input.

Table 2.4 : Stages in acquiring a second language

Stage	Acquisition
1. Preproduction	Though learners can recognise a word, they have difficulty in speaking. They gradually try to learn nearly 500 words by repeating them after having heard them.
2. Early production	The learners can recall and produce simple phrases, one- or two-word phrases. They have a vocabulary of more than a 1000 words. They are able to speak about basic words such as house, food and school.
3. Speech emergence	Though learners still make mistakes, they produce more complex phrases and communicate meaningfully. They produce above 3000 words.
4. Intermediate fluency	Learners understand the language, produce complex phrases, and speak fluently. They have learned more than 6000 words.
5. Advanced fluency	Learners holistically understand the second language. They communicate with the same level of proficiency like native speakers.

Source: Vygotsky, 1978

I argue that stage 3, speech emergence, stage 4, intermediate fluency and stage 5, advanced fluency, cannot be achieved through the GTM or the memorisation of grammar rules and vocabulary, but only through plenty of language input that includes more than just the literary texts in the prescribed textbooks. Hence, Krashen’s input hypothesis (cf. section 1.7.2) and Vygotsky’s (1978) beliefs in the stages of language acquisition and his zone of proximal development (ZPD) (cf. section 1.7.3) cannot work independently of each other. I also contend that that fluency does not guarantee CC in English. Hence, fluency solely is just the tip of the iceberg in understanding the concept of CC. CC goes beyond one being fluency, but accuracy in speaking is also vital. Jones (2007) makes a distinction between fluency and accuracy. Fluency does not mean that one would speak without any hesitation, but it involves confidence and the ability to finish speaking without any help (Jones

2007:18). On the other hand, accuracy means not making too many mistakes (Jones 2007:19). We often want our students to be fluent, but without considering that good communication involves both fluency and accuracy. Accuracy is vital so that the intended message is communicated while fluency is important for one to be understood by the interlocutors.

2.3 KRASHEN'S (1982) INPUT HYPOTHESIS

Stephen Krashen's major contribution was the theory of second language acquisition. In this theory, he introduced five hypotheses of L2 acquisition (cf. 1.7.2), one of them being the input hypothesis, which is the most significant of the five (Abukhattala 2013). The input hypothesis maintains that learners acquire a language when they receive understandable messages in the target language. The input hypothesis, therefore, pertains to acquisition not learning. However, Krashen's input hypothesis seems to be a topic of debate in today's language teaching on whether learners benefit from new information they are exposed to or not (Litchman 2021). On this note, Robert (2019) complements this claim on the basis that the target language or L2 is more successful when the input (reading and listening) is made up of material that the learner finds compelling. This means that the material is not just any information above the learner's level of linguistic competence. I argue that the comprehensible input will depend on the English teacher's approach and how they deal with learners' affective attitudes, as it would appear that there is a connection between the linguistic input and the affective filter principle. For instance, if the ESL teacher has failed to select an interesting short story at the appropriate level of difficulty, learners may not be confident or motivated to continue reading it as they struggle to figure out meaning on their own. Robert (2019:42) posits that the absence of attention to the affective filter at work in all of our students would constitute a missing bridge between the island of student learning and the teacher's mainland ... as the affective filter hinders language acquisition.

This hypothesis goes beyond saying that the output is determined by the input, but it clearly articulates that the measure of the comprehensible input (CI) should be " $i+1$ ". This means that the linguistic input should be a little bit higher than the learners' competence level. If the information is understood, it means that " $i+1$ " has been successful; there is some linguistic input which has been achieved. Hence, " $i+2$ " becomes too complex for a learner. However, Krashen's notion of " $i+1$ " has raised much controversy as it is not clear how to

measure “ $i+1$ ” (Litchman 2021). I understand this to mean that the difficulty in measuring $i+1$ is because learners do not have the same level of proficiency. It is worth noting that if there is “ $i+1$ ”, the implication is that there is “ $i+0$ ” and “ $i-1$ ”, and that means there would be no learning taking place. From my perspective, the “ $i+0$ ” means that there is no additional information, as learners are exposed to their prescribed textbooks with reading passages they already know. On the other hand, the “ $i-1$ ” means that the learners may receive other reading materials which do not help them to improve because the content is below their current linguistic competence level. In one study with two groups, the “ $i+1$ ” group read passages that were at the advanced level than their current level while the “ $i-1$ ” group read passages which were at a lower level than their current level. The findings subsequently revealed that the “ $i+1$ ” group performed better than the “ $i-1$ ” on the post test. Moreover, the “ $i+1$ ” group were more motivated to read after the post-test (Namaziandost, Nasri & Ziafar 2019). Hence, the linguistic output is determined by the linguistic input.

Consequently, learners have to be exposed to a wide variety of linguistic input for language acquisition to occur (Raju & Joshith 2018), that is, “huge amounts of input ... through sound and sight” (Robert 2019:42). The fact that the input has to be huge means that English teachers should go beyond the use of prescribed textbooks. This also means that if the English teachers’ goal is to see their learners not struggling with English, they should provide their learners with understandable input that is a bit challenging, whether through listening or reading. However, in a classroom situation, the issue of language input is contended because each learner is different (Raju & Joshith 2018). This means that it may become a challenge to understand what literary text best suits the whole English class. Also, since learners have different emotional learning attitudes, the fact that they will have different filter capability for language learning input is not disputed (Yulan & Yuewu 2020). This means that learners have to read and listen to interesting literary texts in the target language.

Despite both reading and listening being modes of linguistic input, the reading mode is more effective (Robert 2019). Much as English teachers use a variety of teaching strategies for learners to master the target language, all is in vain if it is forced on learners.

The best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language but allow students to

produce when they are ready, recognising that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production (Krashen 1982:7).

This calls for English teachers to revisit their teaching strategies to allow every learner to acquire the L2, as “CI principles recognise that speaking languages is hardwired into the human brain” (Robert 2019:41). One way for English teachers to help learners assimilate as much language input as possible would be to expose learners to a variety of literary texts and keep them motivated to want to read more independently. Apart from the prescribed textbooks, English teachers have to motivate learners to develop a habit of finding and reading external reading materials like novels, stories or poems by known writers and poets, which will ensure input related to the target language (Raju & Joshith 2018).

Affective attitudes such as confidence and motivation, rather than fear and confusion, can play a vital role in either enhancing or impairing language acquisition. Hence, there is no way one can talk about language input without including Krashen’s affective filter hypothesis (cf. 1.7.2). Among other aspects of the affective filter, Wang (2020) is of the view that learners master vocabulary quickly if they learn it in a relaxed atmosphere. One study revealed that many learners feel anxious when reading in class (Demir 2021). Hence, English teachers are advised to avoid doing frequent error correction with learners as they speak, because it affects their confidence and hinders their production of the language output (Raju & Joshith 2018). Yulan and Yuewu (2020) classify learners who are not afraid of making mistakes as adventurous and risk takers. This means that these learners will be better acquirers of the L2. Despite the hot debate regarding Krashen’s comprehensible input as the only factor driving the growth of language competence, it cannot be denied that it is one of the factors that can be used for language acquisition. Hence, Krashen’s input works best in tandem with other theories to make it complete. For instance, some scholars argue that Vygotsky’s (1978) ZPD and Krashen’s theory of “*i+1*” are interrelated (Dunn & Lantolf 2002; Matikainen 2009; Fahim & Haghani 2012); however, some argue otherwise. Vygotsky referred to the “*i*” as the “actual development of the child” and the “*i+1*” the ZPD. Since learners perceive information differently, for a learner who already understands information at “*i+1*”, the implication is that that learner should keep on reading materials at “*i+1*” and

not “ $i+2$ ”. I argue that if the learners read materials at $i+1$ without difficulty, they should be given reading material at $i+2$ for challenging them and extending them beyond $i+1$.

2.4 VYGOTSKY’S (1978) SOCIOCULTURAL CONSTRUCTIVIST THEORY (SCT)

Vygotsky’s sociocultural theory holds that the ZPD plays a fundamental role in a learner’s potential for cognitive development. The learner begins from the zone of achieved development (ZAD). This is the current stage of learners’ competence; what learners are able to achieve on their own. When learners are exposed to language input beyond their capabilities and need assistance, they are at the ZPD. Vygotsky (1978) claims that for learning to occur, the child should ideally be in the ZPD, which is also referred to as the zone of potential development (Cherry 2021). A major aspect of the ZPD is that learning takes place in a social context because children acquire language when they interact with peers, parents and even teachers, who are referred to as more capable others (MCO) or more knowledgeable others (MKO). Vygotsky stresses that through collaboration with MCO, the learner develops skills better than can be achieved by him or herself. His belief was that children first learn to do something through collaboration with others before they can try it on their own (Silalahi 2019). Hence, MCO will assist the child through coaching and scaffolding to reach the ZPD so that they finally attain independence (McLeod 2019). The MCO or MKO refers to someone who has a higher level of knowledge than the learner and is able to provide them with instruction during their learning process (Fani & Ghaemi 2011; McLeod 2019; Silalahi 2019).

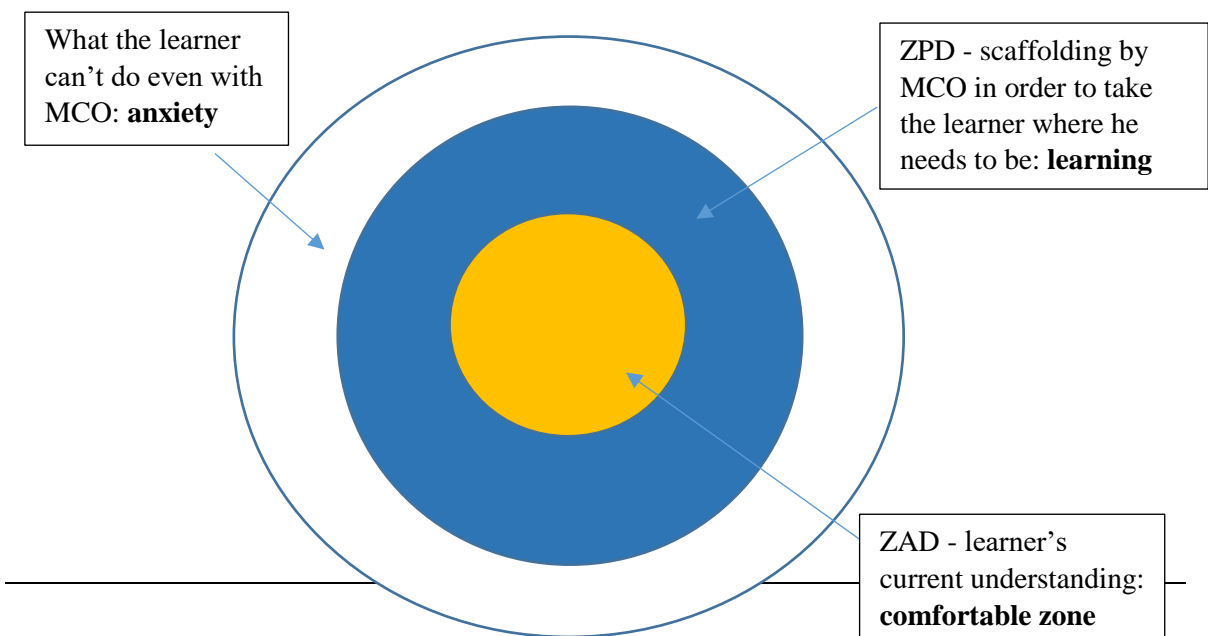


Figure 2.1: Representation of Vygotsky's ZAD and ZPD

Vygotsky's sociocultural theory (SCT) contrasts with Piaget's (1970) cognitive constructivist theory of learning which views learning as an individual experience as one constructs and develops knowledge through personal experience. These two theorists are also contrasted in that Vygotsky's social learning precedes cognitive development while Piaget's cognitive theory believed that children's development must precede their learning (McLeod 2007). The two premises of constructivism, socio-cultural constructivism and cognitive constructivism, however, seem to complement each other as both focus on the fact that learners construct new understandings and knowledge, integrating this with what they already know. Vygotsky's focus is on the role of social experience/interaction in the development of individual knowledge or how social and cultural contexts affect a learner's cognition. Although the focus of this study is not on Piaget, I have found it indispensable to differentiate these two perspectives on language learning so that there is a clear picture on what exactly constitutes the SCT, especially the notion of ZPD.

Table 2.5: Differences between Vygotsky's and Piaget's beliefs on learning/cognitive development

Vygotsky	Piaget
Children are actively involved in their learning and the discovery of new understanding/schema through social interactions from guided learning within ZPD.	Children are actively involved in their learning and the discovery of new understanding/schema through self-initiated discovery; they construct meaning on their own.
Social learning precedes cognitive development.	Children's development must precede their learning.
Vygotsky places more emphasis on culture which affects or shapes cognitive development. This cognitive development varies across cultures.	Piaget embraces the universal stages of cognitive development.
Emphasis is on the role of language in cognitive development, which is as a result of language internalisation.	Language depends on thought for its development, as thought comes before language.

Source: McLeod (2007)

Other scholars like Fani and Ghaemi (2011) classify ZPD into four stages; however, Cherry (2021) classifies ZPD into three stages. Despite their different points of view on the process of learning, these author define the ZPD in the same way. Hence, English teachers and MKO have to understand the learners' ZPD in order for learning to take place. The ZPD is one way a teacher may identify areas in which learners need to improve.

2.4.1 Cherry's three stages of ZPD

Tasks a learner cannot accomplish with assistance

Such tasks are outside the learner's ZPD because they cannot be completed even with the assistance of an expert. This means that the expert should decrease the level of difficulty and find tasks that are more appropriate given the learner's skill level. It is against this backdrop that Vygotsky's ZPD is said to be related to Krashen's input hypothesis. The comprehensible input should be "*i+1*" not "*i+2*". Since learners perceive information differently, the implication is that a learner given information at "*i+2*" will not comprehend it even with assistance; therefore, it should be decreased to "*i+1*".

Tasks a learner can accomplish with assistance

The learner is close to mastering the skill required to complete the task, but is not confident; therefore, they need the guidance of the MCO to work through the task. Hence, the learner at this stage is in the ZPD. The MCO may then use a variety of strategies to help the learner understand the concepts and skills required to perform the task on their own.

Tasks a learner can accomplish without assistance.

In this phase, the learner is capable of completing tasks independently and has gained understanding of the skill required to do so. The learner does not need the help of an MCO. At this stage, the helper may increase the level of difficulty of the task in order to find the learner's next ZPD and inspire learners to grasp more.

Vygotsky's notion of teaching within the ZPD involves the teacher, the learner and the social environment. Wass and Golding (2014) have created a checklist for teachers to reflect on their teaching and to modify lessons as the need arises. The following are guiding questions which serve as a checklist for teachers:

- Am I teaching in my students' ZPD? What can my students currently do?

- What can they potentially do with scaffolding?
- Would my assistance offer scaffolding for my students or mere structure?
- What are the most effective scaffolds I can provide?
- Am I providing a conducive teaching environment?
- What could I do to create a more conducive environment for student learning?
- What are the hardest tasks my students can do if I provide the most effective scaffolds in the most conducive environment?

For English teachers to enhance learners' competence in English language, they have to determine the learners' learning zone, which is the ZPD. However, Jones (2007) argues that it is difficult for English teachers to ascertain every learner's ZPD because of their diverse learning capabilities. Moreover, I argue that it will be difficult for the teacher to know what motivates every learner. However, there are specific types of stories children tend to like. Hence, I concur with the idea of exposing learning to not just a handful of literary texts, but rather a huge amount of language input.

2.5 WHAT IS LITERATURE?

Literature refers to written artistic works, especially those with high and lasting artistic value (Okyar 2021). Literature is of artistic value or intellectual value as a result of its language use which differs from ordinary language use. Literature can be interpreted differently, but in this study literature focuses primarily on prose (short stories, novellas and novels), poetry and drama. These five forms of literature are usually referred to as genres. Some stories are too long to be called a short story, yet too short to be referred to as a novel. These are what we call a novella. Literature does not "exist in a vacuum because it is influenced by the events and verifiable natural experiences of man" (Patrick, Onuoha & Nwankwo 2022:24). It always reflects what takes place in the societies we live in: its values, beliefs and ills. In their works of fiction, literary writers present real-life events taking place in their societies. By using characters, they portray human life through what the characters say and do and what other characters say about them. Through the characters, attitudes and events taking place in the work of fiction, society is presented as a reflective mirror in which people can look at themselves and change their behaviour. Literature is a mirror and a voice of the society in which it exists (Patrick et al 2022). Literature, therefore, advocates for social change with the realisation of societal mistakes. Thus, Sidhu, Chan and Kaur (2010:54) view

literature as the window to the world. Literature being a window means that through reading, we can understand and relate to what takes place in our immediate society and in distant societies. When reading, readers are not restricted from reaching distant places and trying to understand their cultures because, through literature, readers travel to these places through their imagination. Literature requires readers to respond aesthetically and critically to demonstrate their appreciation of the language, the content and the context. Hence, literary criticism is essential for understanding literary works. Literary criticism involves defining, classifying, analysing, interpreting and evaluating works of literature (Abrams 1999).

Literature mirrors society through the creative use of language. Hence, Sidhu et al. (2010:54) refer to literature as an expression of life through the medium of language. Van Peer (2008:127) claims that the concrete medium of literature is language. Without language there can be no literature. In the same vein, Mu'in (2021) asserts that language is the medium of literature. This is because literature involves the creative use of language to communicate societal ills or values. Hence, Van Peer (2008:128) regards literature as a linguistic form of art. This means that language and literature are inseparable. It also means that language embellishes the work of art, which is literature. Rao (2018) notes that literary writers, like Shakespeare, have contributed tremendously by inventing many phrases which are commonly used to embellish language today:

- "It's Greek to me" from *Julius Caesar*, which means that nothing is understood.
- "Fair play" from *The Tempest* which means respect for the rules of the game or equal treatment for all concerned.
- "All that glitters isn't gold" from *The Merchant of Venice* which means that something that looks good may turn out to be not that great.
- "Break the ice" from *The Taming of the Shrew*, which means asking polite questions when you meet someone so as to familiarise oneself with the environment.
- "Clothes make the man" from *Hamlet*. Although it is not always true, this phrase means that how people dress tells you something about who they really are.

- "In a pickle" from *The Tempest* means to be stuck in a situation from which one cannot easily emerge.

When we talk about language in literature, we are not limited to just grammar or syntactical structures, but we mean the appreciation of the use of language socially, culturally, allegorically, figuratively and otherwise. In literature, language is mostly used creatively and designed for different groups of people and purposes. Its captivating nature propels us to speak about what we have read; which, in turn, makes it possible to write about it.

2.5.1 Effectiveness of literary work versus non-literary work in promoting the acquisition of ESL

Some English teachers use literary texts in order to promote critical reading among their learners, while others prefer to use non-literary texts (Nurrohmah et al. 2015). The term 'literary' is often used in relation to literature to mean written works of fiction. Usually, the words 'literature', 'literary texts' and 'literary works' are used interchangeably and people often confuse a literary text with an informative text. While a literary text is a creative piece of work meant to be read for pleasure or artistic appreciation and instilling moral values in the reader, information texts are non-fiction works that use information meant to inform the reader (Nurrohmah et al. 2015). Literary texts include prose fiction (short stories, novellas and novels), poetry and drama while informational texts include expository and persuasive texts, magazines, interviews, reading comprehension passages, articles and many more (Nurrohmah et al. 2015). Literary texts may be more beneficial than informational materials in stimulating the acquisition process, as they provide authentic contexts for processing new language because they contain language intended for native speakers (Pardede 2011). Accordingly, literature texts have numerous characteristics that are absent in other types of text such as non-fiction texts, including advertisements, magazine articles, newspaper articles and many more. Non-fiction texts seem to limit learners' competence to the referential function of language only, and neglect the expressive function of language (Daskalovska & Dimova 2012). The referential function of language communicates only at the peripheral and basic level and tends to convey information, while the expressive function of language is used to convey feelings, emotions and moods (Smith 2017).

Consequently, Choudhary (2016) uses the term ‘representational language’ instead of ‘expressive function’, which pertains to the use of imagination and enhances learners’ empathy for others and makes them more creative. Choudhary argues that teachers should expose learners to a wide variety of representational texts that will drive them to respond, thereby developing their interpretational and inferential skills. This implies that relying on the stories in the prescribed textbooks is not sufficient for ESL learners to gain linguistic input and persuasively give their informed response. Hence, if English teachers aim at producing learners who can read independently, think outside the box, write creatively and relevantly, and speak English confidently, then they should source a variety of literature materials for language teaching. Owing to the evolution of digital technology, digital literary works have emerged (Miconovic et al. 2016). This literature material is sometimes referred to as literary material, which means teaching material, including literary works, brought to the classroom for language learning. This literary material can be either in print or digital, and may include YouTube videos, audios, audio books and many more. Considering the fact that there is a difference between learners’ reading achievement obtained through literary texts and that obtained through non-literary texts, as argued by Irmaya et al. (2015) and Nurrohmah et al. (2015), it would appear that English literature improves learners’ proficiency in English.

2.5.2 Literary periods and implications for English teaching

It is imperative that English teachers are well versed in the literary periods so that they have an understanding of the historical background and culture inherent in the stories they select for their learners. Exposing second language learners to imaginative works in English, such as fiction and drama, as well as teaching them classics translated from Latin and Greek, is essential (Zakarnah & Mahmoud 2021). Since some reading can be tricky for learners, ESL teachers should be able to provide some context for the stories because the literary period in which a literary text was written is a true reflection of the surroundings it was written in. This will facilitate comprehension of a literary text and therefore successful analysis of it. Literature can be traced back as far as the Greek classical period (500 BC – 400 AD) when stories and myths were passed on orally from one generation to another. Hence, in the primary English curriculum, especially in Eswatini, folk tales are included. British literature also presents literary periods including the Anglo-Saxon period (450–1066), Medieval period or Middle Ages in the 13th century, the Renaissance, Romanticism, the Victorian era, Modernism and Postmodernism. Literature, therefore, has an ancient history. Children in the Middle Ages, in particular, were exposed to literature in two forms: orally and in written form (Walton 2021). The oral tradition, in the form of songs, rhymes and stories, was meant for all children regardless of social status as not every child could read, and was conveyed informally by caregivers and parents (Walton 2021). Stories told during this time included bible stories and the romantic tale of King Arthur and the Knights of the Round Table. During this time, books were associated with wealthy and highly esteemed members of society (Olson 2011). The same can be said about the Renaissance period (14th – 16th century) and by the 18th century, children’s literature was published with the intention to teach morals. On the basis of this history of literature, it seems that literature was more meaningful to children in past generations than it is today. With technological innovations such as television, mobile devices, Android apps, cartoon networks and electronic games, children have plenty of entertainment compared to past generations. This means that English teachers have a significant role to play in creating learners who appreciate literature like the children in the past.

2.5.3 Teaching approach: the evolution of literature in language teaching

With the innovative approaches to teaching ESL, it is surprising to note how the concept of teaching language through literature has been evolving. Literature has been used in the teaching of English since the 19th century when the GTM was used. The GTM focused on the memorisation of grammar rules and vocabulary (Pardede 2011). In this teaching method, a major activity in the teaching of English was to translate literary texts from the L2 to the L1 and vice versa word for word. However, with the introduction of structuralism in the 1960s, literature was abandoned for other techniques. Later, in the early 1990s with the adoption of the communicative language teaching (CLT), which focused on learners' ability to communicate, there was a shift from teacher-centred pedagogy and more stress was placed on authentic texts, which included literature (Calafato 2018). Literature was perceived as an avenue for teaching English, as opposed to its use in the GTM, because of its potential to contribute to the development of language skills and enhance CC (Pardede 2011). Through the CLT approach, learners improved in vocabulary acquisition and critical thinking skills (Calafato 2018).

2.5.4 Fostering CC through literature

Although the role of literature is often limited to reading for pleasure, it is argued that literature is an indispensable condition for the successful development of CC in the English language (Pardede 2011& 2021). CC involves the ability and skill learners require in order to use their language knowledge of vocabulary, pronunciation and grammar, as well as of functional and social meaning, in communicative events (Arafah 2018). By reading literary texts, learners are exposed to different literary genres and language usage in terms of style and a variety of registers which necessitate learners' discernment of their functions. Literary texts also expose learners to diverse character experiences and cultural awareness, which they may relate to their own experiences which may serve as an eye-opener. If learners understand the theme of the literature, and their emotions towards the subject matter are provoked, they are likely to relate what they are reading to their own world. Such exposure may enhance their ability to speak and write English accurately and persuasively. Hence, CC is measured by the amount of information learners are able to appropriately get across to their audience. Accordingly, the speaker should be able to use the language aptly in the given context. Chomsky argues that competence is underlying or subconscious knowledge of the rules of the language, while performance is the actual use of the language (O'Grady

et al. 1996). Performance includes speaking and writing. My interest lies in the aspect of the competence because one cannot speak or write that which is not in the subconscious mind. Thus, if learners are linguistically competent, it means they have the ability to create an infinite number of sentences. Similarly, if learners are socio-linguistically competent, it means that they are able to understand the social function of the language such as registers, styles, dialects and what constitutes a standard language, or how language is used in other cultures. It is interesting to note that irony, as a literary element, is regarded as a social form of the language as parents or families provide children with such ironic knowledge through conversation and playing experiences (Pexman, Reggin & Lee 2019).

Many scholars have advocated for literature as a good source of linguistic input with the potential for improving learners' four language skills: listening, speaking, reading and writing (Shazu 2014; Mu'in 2021). In the language classroom, the four skills should be not be taught in isolation, but in a holistic way (Choudhary 2016) so that learners gain CC. However, teaching the four language skills does not guarantee language acquisition and language competence, and teaching these in isolation implies learning by rote, which Krashen (1981) is against when he stipulates that drills will not make language learners acquire a second language.

Literary texts are intellectually stimulating (Tevdovska 2016). This means that they are highly motivating and will compel readers to create their own world as they engage with them. This means that words have power; hence, language that is used in literary texts is well selected to appeal to readers. As readers struggle to understand what the writers intend to communicate, they are able to create mental pictures which enable them to understand the intentions of the writer. Literature, therefore, has the potential to provide a rich source of language and imaginative input (Choudhary 2016). It is this imaginative input which will enhance learners' creative writing. This means that individuals will be able to cross any barrier by expressing themselves through writing. Good writers have the ability to appeal to many readers differently, as every time their literary works are read they may appeal to different people in a unique dimension and make them appreciate the experiences as portrayed in the text within the context of their individual lives.

2.5.5 Benefits of using literature materials for language teaching

While there are many arguments against the use of literary materials for language teaching, there are many outstanding benefits of their use in ESL classrooms, including the following: (Shazu 2014; Tevdovska 2016; Okyar 2021).

Literary materials promote language learning

Exposing ESL learners to literary materials helps them to develop their listening, speaking, reading and writing skills in the English language. In addition, learners improve in grammar, vocabulary and critical thinking. Martínez-Flor and Usó-Juan (2006) suggest that these language skills should be amalgamated to enhance learners' CC. Language skills integration is possible through the use of literary materials.

Listening skills

Although listening to ESL is widely done in people's day-to-day lives, listening skills are the most difficult to learn out of the four types of skill (Martínez-Flor & Usó-Juan 2006). This tends to be neglected in the teaching and learning of English owing to the fact that 1) teachers find it difficult to provide appropriate media for teaching listening; 2) students are not motivated to practise their listening skills because of the limitations of the media provided for practising; 3) time to teach English is limited; and 4) it is difficult for teachers to give learners any listening material outside class, even though listening requires a lot of practice (Elfiona, Zaim & Refnaldi 2019). It should be noted that listening in the L2 may be more difficult for learners than listening in L1. I argue that no matter the challenges associated with listening for linguistic input, learners should not rely only on reading. English teachers should do their best to instil listening skills in learners because, as a receptive skill, it means that learners will be able to talk about what they have heard, thus producing pronunciation, intonation, vocabulary and appropriate structures. English teachers should understand that the time when learners were made to repeat, imitate and memorise what they heard for listening comprehension to take place is over. This approach seems to have deprived learners of their critical thinking skills as they learnt by rote. Hence, this calls for more comprehensible input in the form of reading and listening to stories as this improves learners' vocabulary, pronunciation and spelling (Krashen 1989).

On this note, Tevdovska (2016) argues that L1 learners and ESL learners will not acquire the language in the same way. L1 learners are not taught the rules of grammar and the internalisation of vocabulary; rather they pick up the language from what they hear being said. In contrast, ESL learners will need exposure to a lot of input in the form of understandable authentic materials to be able to deduce the meaning of the vocabulary as used in the context. This means that English teachers may employ listening activities that

are short and stimulating for learners. With regard to integrating literature in language teaching, Beltran-Palanques (2011) posits that the internet has sources like videos, which give rich aural input and represent the actual use of the language. In this regard, learners may find it interesting when English teachers download videos of children's short stories from Playstore or YouTube because they can both see and hear the language from L1 speakers. In desperate teaching and learning situations, the English teacher may record the short story or a poem and have learners listen to it. The English teacher's role is to facilitate learning by asking questions to determine whether the learners understand the linguistic input.

Speaking skills

Literature also facilitates speaking, especially through drama, where learners are more active in social interaction as they perform a given task (Masoumi-Moghaddam 2018). Through the productive skill of speaking, English teachers may determine if learners are using the language appropriately and efficiently. English teachers may give learners a variety of simple reading tasks sourced from the internet or have them listen to audio clips and thereafter ask them questions that will not only make them recall the story, but also solicit an emotional response. For instance, teachers could say: 'If you were X in the story, how would you feel about' In this case, learners will be willing to share their feelings without being conscious of the language. In most cases, the output may determine how much exposure to the language learners have had. Beltran-Palanques (2011) claims that through audio-visual materials, learners may be aware of the importance of using certain pragmatic and discourse features. Learners can also do role-play activities which might be highly beneficial since learners are afforded the opportunity to practise English in the presence of the teacher, whose role is to give constructive feedback at the end of the learners' conversation. In this regard, they will be using the language for communicative purposes. By speaking they can display their CC in terms of linguistic competence, sociolinguistic competence, discourse competence and strategic competence.

Reading skills

In one study, it was observed that English teachers did not display a passion for reading which meant that the chances of the children they taught developing a culture of reading were limited (Sanoto & Van Der Walt 2018). Yet Akinola (2021:4) is of the view that reading is a culture and an intellectual action which can be best achieved in childhood. It is

key that reading for whatever purpose should enhance CC. I understand CC to be a process that cannot be achieved overnight, but which requires one to develop a culture of reading. Hence, reading is not just reading words on paper, but involves one's understanding of what it takes to deduce meaning. On this note, reading literature means being emotionally engaged with the literary text. This often means siding with some characters while rejecting others. The reader always has reasons for choosing sides, which takes us to critical thinking. Reading literature also means understanding how language is used in the particular social context; hence, it is against this backdrop that English teachers should understand the approaches to literary analysis and literary periods so that they can explain these to the learners. Reading literature also means understanding how language has been used to convey deeper meanings.

In this vein, English teachers may source literature materials from the web that are of interest to the learners and suited to their age level. There are ample interesting read-aloud YouTube videos on children's short stories that English teachers may source. These literary materials should be a little bit above their language competency level. However, this is debatable as learners in a class are not at the same language proficiency level and they do not have the same background or experiences; therefore, their interests may not be the same (Jones 2007). I suggest that the English teacher finds stories that enlarges on the theme of the literary text that was discussed in class or another literary materials that have some similar vocabulary or social context so that learners are able to grasp the content better. Hence, the belief is that they identify a similar concept in a different literary text and be able to apply it in other contexts. Owing to the variety of literary materials that can be sourced from the internet through mobile devices, English teachers may take the learners from the simple to the complex literary texts.

Writing skills

While many people perceive literature to be difficult, poetry is applauded for enhancing learners' creative thinking and vocabulary and therefore improving learners' writing skills (Imron & Hantari 2021). As reading and listening are receptive skills, avenues for linguistic input play a vital role in production skills, that is, writing and speaking. Reading skills are associated with writing skills, hence the more the learner reads, the better that learner can write. Learners participating in voluntary reading and who read more outside class perform

better on vocabulary and may become better writers (Krashen 1989). Therefore, I concur with some studies that there is a close relationship between the reading of literature and creative writing (Broekkamp, Janssen & Van Den Bergh 2009).

Through literature, learners are exposed to different characters, cultures and language use, which facilitates learners' creative writing. Learners should write in a variety of forms, such as letters, for a variety of purposes and audiences. English teachers may also give learners empathy tasks which involve their feelings and the critical analysis of character. In this case, they imagine the characters or events in the story. Sometimes, they may be asked to argue about a specific line of thought or may be asked to say how best they think a story should end. In this way, it gradually becomes less difficult for them to create their own piece of writing.

Through literature, learners may become good writers without even realising it. Hence, it is key for English teachers to select literary texts based on the desired objective to be achieved, activities to be carried out, needs of the learners and any other reasons that will enhance the acquisition of English. Take, for instance, the digital short story, "I am stronger than anger" by Elizabeth Cole, which is about anger management. I think young learners can relate to it because at some point they have been angry. They have also seen their parents, caregivers or teachers angry and thus exposure to such a story may be interesting to them.

Literary texts are engaging and evoke a personal response

Literary works will be engaging only if they relate to the reader's experiences and are understandable. Literary writers are meticulous when selecting wording, choosing language in their short stories, dramas, novels, poems and, sometimes, songs so that they achieve their desired effect (Shazu 2014). Literary texts evoke a personal response in that the reader has to engage with the text, and strive to understand the language used and its meaning. In this case, the reader goes beyond focusing on grammatical structures and identifying literary devices, such as the metaphor, onomatopoeia, pun, simile, suspense, irony and so on, and has to bring out the underlying meaning of the language that has been used in the literary text or understand from what literary approach it has to be analysed. Figurative language plays a major role in embellishing literary works. The sole purpose of figurative language in literary works is to make the reader's imagination transcend the literal level. This helps speakers achieve numerous communicative aims. Idiomatic expressions may have some

historical background. For instance, the expression ‘Achilles heel’ is more meaningful to people who have read Homer’s *Iliad*. It means one’s weakness or vulnerability which can lead to his or her downfall or failure. This idiom is not limited to people, but also refers to a system. Idioms express the cultural values or norms of a particular society, and enhance learners’ understanding and respect for other cultures.

Using figurative language may be a challenge though as learners do not have the same learning and cognitive capabilities. In one study, it was revealed that figurative language, especially the metaphor, was more difficult than irony and sarcasm for learner with autism spectrum disorder (Kalandadze, Norbury, Nærland & Næss 2018). However, Pexman et al. (2019) claim that it is the verbal irony which is a challenge for ESL learners and those with autism spectrum disorder. There are three types of irony: verbal – a speaker says one thing to mean another; dramatic – the reader or the viewer or audience knows something that the character is not aware of; and situational irony – this is the direct opposite of the expected outcome. The implication is that the dramatic irony and the situational irony are easily understood by learners with such a disorder, which I argue that it is not always the case. Children aged 5 or 6 are able to understand what an ironic speaker means (Hancock et al. 2000; Harris & Pexman 2003; Keenan and Quigley 1999; Nakassis & Snedeker 2002; Winner and Leekam 1991, all in Pexman et al. 2019). This means that ESL teachers should expose children to literary texts as much as possible so that they gain skills in language usage and are proficient speakers and writers in future. For learners to engage and understand a literary text requires ESL teacher’s creativity. Engaging with the text, therefore, means figuring out what the writer intends to convey.

Literature gives a learner cultural knowledge and intercultural experience

Through reading literature, learners are exposed to cultural diversity (Shazu 2014). They understand and appreciate other cultures better. This means that they know about people’s history, customs and traditions. The exposure influences learners’ perceptions about life and allow them the opportunity to transcend other people’s cultures through imagination. Hence, literature does not confine learners to their own culture. I believe that the more they are exposed to the outside world, the better they may be as writers in future.

2.5.6 Literature genres and their role in language enhancement

Poetry in language teaching

Ford (1994) alludes to the fact that poetry is the oldest form of literature. Initially, poetic forms were not written as we are used to today, but were handed down orally from one generation to another. Oral tradition was a common form used to make stories easier to remember. For instance, *The Odyssey*, by the Greek poet, Homer, was written around the 8th or 7th century BC and is said to have some features of the pre-writing period. This work narrates stories of Greek heroes like Achilles and Odysseus, and is known in history to have inspired many poets, philosophers and novelists. Poets who were inspired to write poems include, but are not limited to, the British poets William Shakespeare, William Blake, William Wordsworth, Taylor Coleridge, Elizabeth Browning, Robert Browning, Christina Rossetti, John Manley Hopkins and many more. Today poetry is studied in schools and tertiary education. South African poets include Mbuyiseni Mtshali, who wrote “Just a passer-by” and Nigerian poets like Pius Oleghe, who wrote a “Sudden storm.”

Poems vary in length. Some are so short such that they are suitable for an hour lesson. Poetry is written for the same purpose as other genres of literature. However, the language of poetry is different from other genres, as it uses unfamiliar ways of arranging words order which may be considered ungrammatical. Poetry condenses language, igniting words with imaginative spark. However, ESL teachers have the potential to exploit the deviation in the poetic language to their learners’ advantage. The imagery used in poetry, as well as the rhythm and its ability to appeal to feelings, even if some experiences may seem distant, make it enjoyable. ESL teachers may expose learners to language use in poetry so that learners understand the desired communicative purpose. For instance, ESL teachers may use literary devices such as hyperbole, irony, metaphor and many others to create effect. Some English teachers, however, find poetry difficult for learners. Sometimes the structure of a poem such as rhythm, rhyme and repetition can be used to teach basic language skills, especially at primary school level. Vocabulary acquisition may be reinforced as the children sing and take pleasure in the rhymes and repetition. Poems, like any literary genre, should be read from a literary criticism point of view; therefore, they have a background context. This may be about the author’s biography or the events behind writing of the poem. Hence, English teachers have to understand the literary approach to reading it before teaching it.

Role of short stories in enhancing English proficiency

Short stories, like poems, originated from oral traditions. Of the four literary genres, short stories are said to be most relevant for enhancing the acquisition of the four language skills (Pardede 2011). While learners may improve their vocabulary acquisition through reading drama, poetry, short stories and novels, it can be argued that short stories make the reading task easier for learners than the other literary genres because stories may use more simple language compared to poetry for example (Tevdovska 2016; Pardede 2021). Short stories are usually short, with a single plot, a few characters, limited literary devices embellishing the literary text and no detailed description of setting. Hence, it becomes possible for learners to grasp the story line and stories can be read in one sitting. Stories are categorised into two types: graded stories and authentic stories or ‘real books’. Graded stories are meticulously selected for language that makes it easier for learners to understand the story. Authentic stories are intended for L1 speakers/readers and enable them to have exposure to the language as used in its natural context (De Matos 2010). As learners engage with the text, they pick up new vocabulary and its meaning from context. However, if learners do not use the new words in speaking or writing, they are prone to forget them, or they misuse them in future. In a classroom situation, an English teacher may use the short story to create activities that will help learners acquire new vocabulary.

Reading a short story may also help learners to create an imaginary world through understanding the fictional characters, settings, plot development and many more. Teaching these literary elements depends on the level of the learners. For instance, at primary level, an English teacher may introduce learners to the characters, characterisation, setting, plot, theme, figures of speech such as irony, personification and hyperbole, and many more. However, at tertiary level, students have to be exposed to the different kinds of plot, setting, characters and in-depth approaches to literary criticism. Hence, it is imperative for learners to understand that language can be presented at both the surface and the underlying level as early as the primary level. It is worrying that most ESL teachers tend to deprive learners of opportunities to read literary texts; therefore learners are not exposed to much linguistic input. While at primary level, learners may not understand all literary elements, English teachers should at least try to instil language usage through short stories that learners enjoy. In that way, the more they read, the more likely they are to become good writers and speakers of the language, as their CC is enhanced.

One of the teaching methods English teachers use is the “say after the teacher” method. I argue that this should not just end here, as such activities cannot help the learner acquire English, as noted by Krashen (1989). The ESL teacher might like to bring a different interesting short story with some of the words used in the previous story that was done in class to reinforce the vocabulary. In this way the English teacher can determine whether the learners understand the words discussed in class in a different context. The English teacher might add new words they have not previously done in class as a way of determining their level of understanding. This technique takes us to Krashen’s “*i+1*”. If learners are able to understand the concept, it will mean that they are gaining in language proficiency.

Role of drama in language teaching

Generally, ESL teachers at the primary level use drama activities such as reading a dialogue and role plays. This is a good introduction, allowing learners to benefit in terms of L2 acquisition and an understanding of drama. Like the other genres of literature, drama enhances learners' acquisition of new vocabulary through the use of mime, storytelling, role play, simulation and improvisation (Alshraideh & Alahmadi 2020). Alshraideh and Alahmadi (2020) further claim that knowledge of vocabulary makes learners use the language and therefore become proficient in it. Role playing helps learners become confident in speaking (Rosenskvist & Bencic 2020). This therefore necessitates the use of interesting drama or themes which will make learners want to speak more; hence they gain more confidence and practise using language effectively and appropriately. Holman (2022:14) asserts that the integration of theatre and drama into the language classroom creates "an effective rehearsal environment" whereby learners interact in realistic situation using the target language or the L2, which prepares them to use the language appropriately in the real world. This means that as learners speak they gain CC (Wulandari, Pratolo & Junianti 2019).

Approaches to literary analysis for language teaching

Abrams (1999) defines various theories of literary criticism including the feminist approach, deconstructive literary criticism, historical criticism, formalism and many more. These theories are the frameworks used for evaluating, analysing and interpreting a literary text. In this study, I will focus on the three approaches to literary criticism that are most relevant to language teaching at the primary school level. The rest can be used at the secondary and tertiary level. I suggest that literary criticism is one way in which ESL teachers may stimulate learners' minds to be critical and think beyond the surface level.

Approach 1: Reader-response approach/criticism. Critics refer to this approach as affective fallacy because it focuses on what texts do in the minds of the readers as they engage with the text and respond to it. Hence, it allows the reader of a literary text to be an active participant in its interpretation for meaning.

Approach 2: Language-based approach. This approach focuses on how language use in a literary text may enhance one's understanding of the language whether allegorically or at the surface level. It also involves grammatical structures and thus enhances linguistic

competence. Febriani, Rukmini, Sofwan and Yuliasri (2018) recommend the use of literature in the ESL classroom for improving learners' linguistic competence.

Approach 3: Cultural approach. This refers to how literature becomes a tool for the audience or readers, exposing them to diverse cultures, thus understanding and appreciating them.

2.5.7 English teachers' attitudes towards using literature for language teaching

A lot has been said on whether literature is beneficial in teaching English or not. Sanoto and Van der Walt (2018) mention that primary school teachers of English, and particularly lower primary school teachers, do not see themselves as teachers of literature, which reflects English teachers' negative attitude. A negative attitude means that the children stand the chance of being deprived of the many benefits literature is associated with and this can apparently have an impact on the acquisition of the English language. Some scholars claim that literature is difficult for learners at the primary school level as the choice of language used sometimes requires deep understanding in order to bring out meaning; hence, it does not contribute anything to the grammar and vocabulary used in daily speech (Shazu 2014; Tevdovska 2016). However, Sanoto (2017) claims that children are more receptive to reading at the primary school level when they are still young. In this light, Akinola (2021) points out that a reading culture has to be instilled during childhood. Even when still at a very young age, learners can be introduced to literature in its simplest form, such as picture books and simple texts that are written primarily for teaching purposes, but as they develop cognitively, they explore other genres, especially ones which will create curiosity; thereby developing CC (Haimbodi & Woldemariam 2019). At primary school level, literature creates the reading habit and develops reading skills in children (Stan 2015). I concur with Stan (2015) because children enjoy listening to a capable other reading short stories to them. Some enjoy listening to fables, which is something they do not do as they grow older. Also, the claim that literature is difficult for learners at the primary level implies that learners are being protected from language exposure at a time when they need it the most. If literary works are selected according to the needs, level and age of learners, then literature will be an effective tool for teaching and learning language (Haimbodi & Woldemariam 2019). Literature as authentic material should provide learners with opportunities to use the target language to achieve communicative purposes (Tomlinson 2013). On this note, Zengin, Başal and Yükselir (2019) claim that English teachers are aware of the importance and benefits of

literature in teaching English. It is key for English teachers to understand the types of literature to be used for teaching purposes, the approach to use for literature-language integration, the fundamental reasons for using literature in teaching English and how to use literature in language classrooms (Arafah 2018).

2.5.8 Criticism against literature use in teaching English

It cannot be denied that some teachers still prefer to solely use the prescribed textbooks for language teaching. This is because some English teachers claim that literary texts cannot provide additional benefits for the language learner other than that in the prescribed textbooks (Tevdovska 2016). Moreover, some critics do not support the use of literary texts in language teaching because literature sometimes reflects cultural aspects that are unfamiliar to the learners; therefore, it becomes difficult for them to read and understand on their own (Shazu 2014). It cannot be denied that literature is replete with cultural beliefs, which may be different in many aspects, especially in areas such as religion and morality. What makes this a challenge is that learners bring their own experiences and cultural background when reading any literary text, which tends to be a problem the moment they do not understand the culture of the text. Also English teachers tend to worry about time factor. They feel that including literature will be time consuming (Shazu 2014). In this case, teachers seem to be missing the point; they do not realise that literature in language teaching is a relevant and reliable tool that can make their language teaching motivating and meaningful because learners are naturally keen on stories.

2.5.9 Measures teachers can employ in using literature in teaching English

English teachers should select literature materials meticulously. Selected literary texts should consider the age level of the learners and their language proficiency level, and should be in language learners can understand. Literary texts should not be simple ones per se but should be a bit thought-provoking for the learners. In one study, it was revealed that the literary texts chosen should be only one level beyond the learners' current language competence (Tevdovska 2016). In this way, the learners may be a bit challenged; thus, provoking their critical thinking and improving their CC.

Consequently, Sanoto and Van der Walt (2018) mention that the Botswana Primary curriculum includes literature at primary level; however, the primary English syllabus does

not include a list of literary texts to be studied by the learners. The teachers are expected to inculcate literature skills through literary materials of their choice. On this note, learners' motivation in reading literary texts cannot be imposed, but it must come from the materials and lessons that are implemented and used in the classroom (Choudhary 2016). This implies that selection of literary texts and the activities for language teaching should be meticulously done with the interests of the learners at heart. This means that as much as the Eswatini English curriculum does not include literature at primary school level, primary school English teachers in Eswatini can source literature materials for language teaching as long as they are able to select relevant materials. English teachers should use literature materials in language teaching like they use other authentic materials like menus, magazines, newspapers and the like. For stories sourced from Google play or YouTube in the form of audio-videos, teacher training is essential for English teachers to learn the practices in integrating pedagogy and mobile technology (Cambridge Papers in ELT 2018).

2.6 MOBILE DEVICES AND TECHNOLOGY USE

Mobile devices refer to any type of handheld computer, which are widely used for communication such as texting, e-mail and phone calls (Shavers & Bair 2016). They include devices like smartphones, cell phones, tablets, and e-readers. Some of these devices are extremely portable such that they are not just handheld, but they fit our pockets, for example smartphones. Laptops can be also classified as mobile devices due to their portability. They can be carried everywhere and at any time by a single individual. In this study, the focus is therefore on smartphones, tablets and laptops. The implication for ESL teachers is that teaching has been made convenient by the invention of such technology because they can connect to any information at any time. Some of these devices have many applications which can be found in the desktop or laptop. The tablet does not have a keyboard, but it uses a touch-sensitive screen; therefore, it allows one to type on a virtual keyboard. E-reader is similar to the tablet except that it is mainly designed for reading e-books. However, e-reader is not as essential to read e-books because they can be read from desktops, laptops, tablets and smartphones. A smartphone is a powerful version of a cell phone which uses a sensitive touch screen instead of a keyboard. Smartphones and tablets have similar functions. Their uses include phone calls, voicemail, text messaging, connecting to the internet over Wi-Fi or data (Cambridge Papers in ELT 2018). Nowadays they are also used for social media such

as WhatsApp, Facebook, and Instagram, as well as for browsing the web, checking emails, shopping online, digital camera, playing music, recording audios and videos. Most mobile devices are equipped with functionalities such as MP3/MP4 player. Mobile devices are used in a variety of ways to support instruction. These include the use of the audio recording function to play dialogues, thus substituting for a CD player (Cambridge papers in ELT 2018). MP3/MP4 can be used in playing audio/video for language teaching (Hariry 2015).

As critics argue that traditional teaching methods are not effective in teaching ESL, these methods should not be solely used in the English classroom, but should be used with technology to complement English teaching in ESL classrooms (Nazatul, Rozina, Shah, Rahmah & Hafiza 2017; Seraj, Klimova & Habil 2021). Nowadays technology plays a major role in determining what is learnt and how it is learnt in English. It is an undeniable fact that technology has been a solution to many challenges English teachers face in teaching diverse learners. It has enhanced learning both inside and outside the classroom (Thi Thanh Thuy & Yakawa 2021).

Mobile devices, in particular, are now widely used in K-12 classes for teaching diverse students and the use of the mobile devices has led to improved learning of English (Ok & Ratliffe 2018). This means that primary school English teachers are not an exception in the use of mobile devices for pedagogical purposes. Mobile devices are also relevant at tertiary level for research and writing (Nazatul et al. 2017). It interesting to note how mobile devices can be used for other purposes at all educational levels other than communication purposes. Elfiona et al (2019) indicate that mobile devices motivate students in learning English, develop students' CC, improve teaching efficiency, enhance interaction among students and between teachers and students, create a conducive teaching environment in the classroom, and provide opportunities for English teaching outside the classroom. In one study, it was revealed that learners improved tremendously in reading comprehension and vocabulary after using internet-based materials (Thi Lam & Thi Thanh 2018).

On this note, listening skills have not been receiving the attention they deserve compared to reading skills, yet both are receptive skills. With the scarcity of listening materials, English teachers may use their mobile devices to instil listening skills. Hence, mobile devices have the capability to accommodate areas which have been lagging behind for a long time.

Further, ESL teachers may use their mobile devices to access YouTube, Google Play Store apps, search engines and many more. In desperate situations, ESL teachers may audio record short stories and have learners listen to the stories. Elfiona et al (2019) suggest that there are many kinds of listening applications consisting of audios and exercises provided in Play Store, which can be used by people with different levels of English. Mobile devices are also effective for developing speaking skills (Seraj et al. 2021). On this note, Elfiona et al. (2019) applaud the development of technology for bringing more opportunities for the teacher to design innovative media to teach English, especially because the internet holds all the teaching materials teachers need. These include literature materials for all age levels. ICT enables both learners and teachers to work with current and authentic sources and provides bored students with motivating ways to learn (Elfiona et al. 2019).

Despite the many benefits of using mobile devices for teaching, there are many challenges posed by computers in schools, such as the expensive installation of the internet, old fashioned computers and lack of access to electricity in some schools (Sodoyeka & Gafufen 2013; Retnawati et al. 2017). Moreover, some challenges include the limited time for using technology in the classrooms, limited tools, poor internet connections owing to erratic network connections and a lack of ICT training leading to a lack of knowledge and experience (Muslem et al. 2018).

2.6.1 Teachers' attitudinal beliefs about the use of technology

ESL teachers seem to have varying attitudinal beliefs with regard to the adoption and use of technology. However, there is a common belief that there is a possibility for teachers to integrate ICT in their teaching if they have a positive attitude towards it (Rahman & Chetia 2020; Moodley, Callaghan, Fraser & Graham 2020). Studies indicate that ESL teachers appear to recognise the value of ICT in education and therefore have a positive attitude towards ICT integration in the classroom (Aminullah, Loeneto & Vianty 2019). However difficulties they encounter during the process of ICT integration may result in them developing a negative attitude. On this note, Muslem et al. (2018) note that teachers have a positive attitude towards the use of mobile devices because they are able to obtain information easily and swiftly. Zhao (2017) asserts that most ESL teachers who had intentions of using bring your own device (BYOD) and considered it to be useful and easy to use were more likely to embrace it. This implies that some ESL teachers were ready to

use BYOD in English teaching only if they were able to use gadgets that would improve their performance. Nevertheless, in Zhao's study, it is not clearly stated whether the ESL teachers had sufficient resources for them to consider using BYOD. Teachers also state that technology makes the teaching and learning process more interesting than using traditional approaches to teaching. However, challenges in implementation become the key factor in developing a negative attitude towards ICT use for teaching and learning purposes. Silviyanti and Yusuf (2015 in Muslem et al. 2018) mention that only a few schools in the bigger cities have access to technology facilities. This implies that rural areas are more prone to serious technological classroom integration challenges. Hence, ESL teachers were willing to use technology when there were resources and essential facilities in place (Chi 2022; Mawere, Manjeese & Chigada 2022).

Muslem et al. (2018) also point out that sometimes there are limited ICT tools; low internet connection at schools; and lack of support from school administration and government, which result in the schools being unprepared to implement ICT in the teaching and learning processes. In line with Muslem et al. (2018), Koehler and Mishra (2009) state that social and institutional contexts are less keen to support teachers' efforts to integrate technology use into their work. On that note, Bingimlas (2009) presents some of the difficulties, which include lack of teacher confidence, lack of teacher qualifications, resistance to change, lack of time, lack of accessibility and a lack of technical support as barriers to ICT integration. Koehler and Mishra (2009) attribute teachers' adoption of technology to teachers' lack of adequate experience in using digital technologies for teaching and learning. I argue that lack of experience may be a result of factors such as lack of training and lack of teacher qualifications, as mentioned by Bingimlas. Bingimlas also notes a lack of effective training as a factor, which means that although there is training taking place, it may be that it does not serve its purpose of equipping teachers to integrate pedagogy, content and technology.

Moreover, a major intrinsic factor contributing to either teachers' positive or negative attitudes is the teachers' beliefs in the perceived value of technology for instructional use and whether or not it will have a positive impact on their instructional goals (Shifflet & Weilbacher 2015). Beliefs are said to be the result of personal and cultural experiences and cognitive insights; however, beliefs about the importance of using technology for pedagogical purposes do not guarantee the adoption of technology for teaching purposes

(Ertmer, Ottenbreit-Leftwich, Sadik & Sendurur 2012; Shifflet & Weilbacher 2015). Lack of content knowledge and skills is also considered as one of the factors contributing to teachers not using technology for teaching and learning purposes. Some teachers have difficulty using ICT and it tends to frustrate them (Koehler & Mishra 2009; Moodley et al. 2020). This means that teachers may not see the need to use technology because they have made up their minds that technology integration is complex.

2.6.2 Strategies to support teachers' adoption of mobile devices

It seems that the BYOD strategy may solve the problem of inadequate technology for teaching and learning purposes in schools. In one study, English teachers showed willingness to use their own mobile devices for teaching purposes for many reasons, including saving time (Zhao 2017). I believe that most challenges such as sharing ICT tools and time wasted to cover the syllabus owing to turn taking can be overcome through teachers' use of their mobile devices. Nonetheless, we are still left in the dark as far as supporting teachers to develop confidence and competence in using technology for teaching ESL, in particular. Koehler and Mishra (2009) suggest that teachers should creatively design or structure technology integration efforts to suit a specific subject matter and classroom setting. This is contrary to the fact that studies reveal that English teachers lack creativity skills. Artini and Padmadewu (2021) reveal that English teachers perceive themselves as creative, but the classroom observation data show that they lack the aspect of creativity; thus creating a discrepancy between what English teachers claim to do and what they actually do. Hence, Moodley et al. (2020:281) suggest that a professional development programme in creative teaching for teachers to enable them to “cope” in the 21st century, which has undoubtedly seen a lot of technological innovations, is essential. Moodley et al. (2020) also propose professional development for teachers.

From reading literature and concluding how teachers perceive technology integration in their teaching, I find it necessary to put teachers into some perspective. We need to first understand that we live in an era where we depend on technology such as for purchasing goods in the convenience of our homes. Our homes have turned into “factories” because of the noise caused by our washing machines, microwave ovens and televisions. In the same vein, mobile devices, especially smartphones are ever present. We leave them behind out of choice, not that they are an inconvenience because they can fit our pockets. The implication

for teachers, in particular ESL teachers, is that they cannot run away from technology no matter how much they prefer the traditional methods of teaching. ESL teachers have to change their mind sets and understand the ever-changing system of education and what it takes for a teacher to be a change agent (Kidd 2013). They should be flexible and understand that children nowadays are “owners” of technology. I use the word owners to mean that they understand technology much better than their parents or teachers at school (De Jager 2020). In this light, the way children learn in the current era with the invention of sophisticated technologies, has changed drastically, leading to schools and teachers having no control over the sources of information as children can also access them (Silalahi 2019). This means that children may also find literary materials to read at home with the assistance of the more competent other (MCO).

Moreover, to increase ESL teachers’ confidence in using their mobile devices, some form of training is required. Wu and Wang (2015) claim that ESL teachers need more technology knowledge (TK) in order for them to further develop their technological pedagogical content knowledge (TPACK). I concur with this claim because the initial step for an ESL teacher to integrate technology in teaching the content is to understand how the technological device works. On this note, Boonsue (2021) suggests that school administrators should promote professional staff development on technological knowledge or organise hands-on technology training that suits the needs and interests of individual English teachers. Hence, training, such as integrating technology in classrooms and integrating literature with language, may be necessary. On this note, Burns-Sardone (2014) alludes to the fact that with the inevitable demand for BYOD initiatives in K-12 settings, instructional technology teacher educators at tertiary level may need to include a BYOD module so that they prepare pre-service teachers with requisite technology integration knowledge to meet the learning needs of K-12 learners. Eickelmann and Vennemann (2017) and Harrell and Bynum (2018) note that there are external factors pertaining to the teachers’ adoption of technology. External barriers or those barriers located beyond the teacher’s control include a lack of technology-based infrastructure in schools, time constraints, and a lack of technical or pedagogical support; however, the use of ICT for teaching and learning purposes may be intrinsic to the teacher. This means that a teacher may meet any technological barrier with a positive attitude and strive towards overcoming it.

Lack of training seems to be a dominant challenge raised by scholars, which raises the assumption that training will solve most challenges brought on by ICT integration such as lack of confidence and lack of pedagogical skills.

2.7 TECHNOLOGY THEORIES

2.7.1 TPACK

Mishra and Koehler's (2006) TPACK was built on Shulman's (1986) content knowledge (CK). Shulman devised a conceptual framework which integrated educational technology into pedagogy. This framework adds technology knowledge as a key component of what teachers should know for integrating technology into their pedagogy. By adding technology knowledge (TK) to the two original component areas of content knowledge (CK) and pedagogical knowledge (PK), Mishra and Koehler (2006) created a diagram of the three base components, which are CK, PK and TK, as indicated in Figure 2.2 below. The addition of TK brings a new intersection, creating a special form of knowledge, which constitutes TPACK (cf. section 1.7.6). TPACK is a framework, an instrument to measure the level of integration of the primary components of the TPACK framework, and a subdomain contained in the TPACK instrument. In this study, TPACK is described as what a teacher must know to effectively integrate technology into the curriculum (i.e. teacher practices), and it represents the combination of teacher CK, PK and TK as interrelated. TPACK allows teachers to consider what knowledge is required to integrate technology into teaching. Mishra and Koehler (2006) applied this framework to both pre-service and in-service training and education. However, in this study, the focus was on in-service ESL teachers.

Shulman (1986) articulates the need for teachers to have pedagogical content knowledge (PCK), that is, deep knowledge of the subject they teach, in order to give clear and coherent lessons to learners.

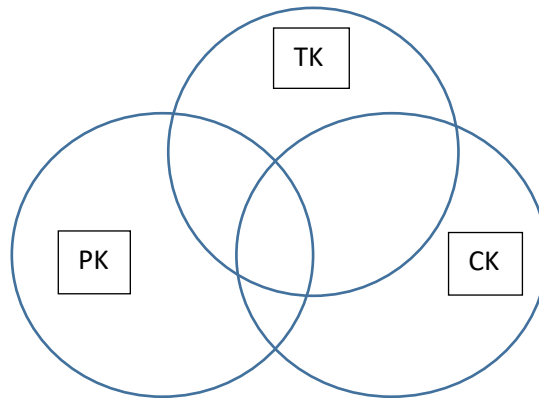


Figure 2.2: Three basic components of TPACK

Previous research appears to have focused on empowering teachers with technological skills but has not delved much into how to integrate the three components successfully, especially for the different disciplines or subjects. On this note, TPACK is a yardstick teachers may use to measure their competence in integrating technology into their teaching practices and content knowledge.

2.7.2 Technology acceptance model (TAM)

Davis’s (1989) TAM provided more insight into technology use. He kept on evolving the model by adding more factors. In his 1989 model, Davis proposed that perceptions of how useful and easy it is to use technology are key determining factors on users’ intention to use and accept technology. Hence, behavioural intention to use predicts whether the individual will undertake a certain behaviour; this can be influenced by several factors. The two constructs, perceived usefulness and perceived ease of use, influence the user’s attitude towards technology. Davis defined perceived usefulness as “the degree to which a person believes that using a particular technology or system would enhance his or her job performance”. Perceived ease of use was defined as “the degree to which a person believes that using a particular technology or system would be free from effort” (Davis, 1989:4).

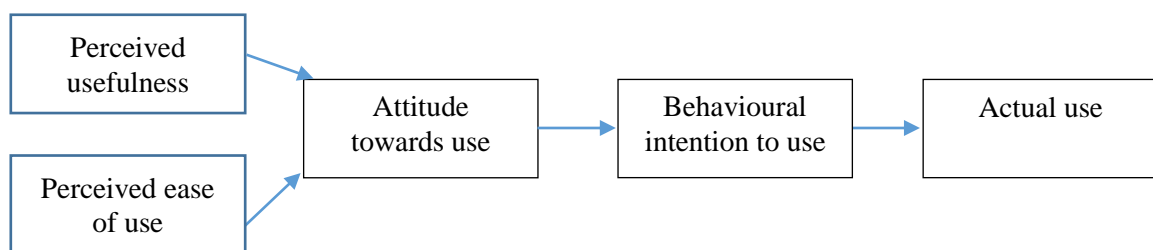


Figure 2.3: Technology acceptance model (TAM)

Source: Davis (1989)

I have chosen this framework because it clearly indicates how the factors, PU and PEU, lead to attitudes that in turn influence behaviour. Accordingly, PU and PEU factors may influence an English teacher's attitude towards accepting the use of mobile devices in sourcing literature materials for language teaching or to at least have the intention to use them. Despite the fact that TAM was borrowed from the technology discipline and widely used in the business industry, I think that it complements TPACK because TPACK focuses only on the kinds of knowledge a teacher should possess and does not include teacher attitude and its effect on behaviour, as the nature of this study requires.

2.7.3 The unified theory of acceptance and use of technology (UTAUT)

The UTAUT model was designed by Venkatesh et al. in 2003 after reviewing eight other theoretical models, including TAM. UTAUT is thus not solely an expansion of TAM. The four key constructs of UTAUT are performance expectancy, effort expectancy, social influence and facilitating conditions. These factors directly influence users' intention to use and actual use of technology (Venkatesh et al. 2003). Venkatesh et al. (2003) suggest that the impact of the four factors on intention and behaviour depends on users' characteristics such as gender, age, experience and voluntariness.

Table 2.6 : UTAUT major constructs

UTAUT CONSTRUCTS	DEFINITION
Effort expectancy	Extent to which individuals believe whether or not it will be easy to learn using the new system
Performance expectancy	The extent to which individuals believe that using the system will help them achieve their goals
Social influence	The extent to which individuals think close people like friends, family and colleagues expect them to use the system
Facilitating conditions	The extent to which individuals have organisational support and resources to carry out a task

Source: Venkatesh et al. (2003)

Effort expectancy. This construct is mentioned in many other acceptance models under different names such as perceived ease of use in the TAM and TAM2 (Davis et al. 1989; Venkatesh et al. 2003). Effort expectancy is moderated by gender, age and experience. If the system is easy to use, it means that a user may find it more useful and, hence, has the motivation to use it.

Performance expectancy. This construct is similar to the TAM's PU. It pertains to individuals' beliefs that their performance will improve if they adopt the technology of choice.

Social influence. This construct pertains to the extent to which individuals think that close knit individuals would influence their use of the system. This could include teachers, colleagues, friends, family, learners and many more.

Facilitating conditions. This construct has a direct influence on one's actual behaviour, but not on the intention to use a system. These conditions may include the availability of appropriate infrastructure, time, Wi-Fi, resources and many more.

2.8 CONCEPTUAL FRAMEWORK

A conceptual framework provides "the current version of the researcher's map of the territory being investigated" (Miles & Huberman 1994:20). This means that theories, previous research on the phenomenon studied and the researcher's assumptions play a significant role in creating the "map." In some cases, researchers adopt a single theoretical

lens to investigate a phenomenon; however, multiple lenses framed this study. This study used multiple theories in order to argue from different viewpoints for diverse purposes, thereby strengthening the research design. As a result, using TAM or UTAUT alone would have left some gaps in this study. Scherer, Siddiq and Tondeur (2019) claim that the TAM, in particular, has been widely used for many decades as far as technology acceptance is concerned, but it has failed to bring out the kinds of knowledge a teacher must possess in order to integrate technology successfully in their teaching.

I used a combination of three technology theories: TPACK, TAM and UTAUT. I also used second language acquisition theories, namely Vygotsky's (1978) Socio-constructivist theory, specifically the zone of proximal development and Krashen's input hypothesis. The framework conceptualised for this study also drew on findings from the reviewed literature for variables such as time, confidence and many more. While TAM and UTAUT have to do with technology acceptance, TPACK pertains to the kinds of knowledge teachers embrace in order to use technology in class. The acceptance of technology (TAM and UTAUT) and the other concepts from the literature contribute to teachers' attitudes towards teaching using technology. These attitudes are represented by the arrows in the conceptual framework. The black arrow represents a positive attitude, while the red arrow represents a negative attitude (c.f. Figure 1.2).

The TPACK model posits what literature content will be taught, how it will be taught, and what technological knowledge is needed. If the teacher is willing to use technology and, in this case, mobile devices in sourcing literature materials for language teaching, learners will be exposed to information above their current level of linguist competence, which constitutes comprehensive input ($i+1$). Irrefutably, ($i+1$) requires learners to be in the ZPD, which is a stage where learners cannot understand a concept on their own and therefore require the assistance of MCO such as teachers, parents or peers. So learning occurs through social interaction and learners assimilate how to use language, thus developing CC.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter begins with an overview of the philosophical approach adopted and a justification for the paradigmatic stance chosen for this study. This is followed by a discussion of the research approach, the research design, the data generation methods, which describe how data for this study were generated, and the type of analysis used. Finally, I discuss research trustworthiness, the role of the researcher and the ethical considerations I adhered to.

3.2 PARADIGMATIC STANCE OR PHILOSOPHICAL APPROACH

Research philosophy refers to the “system of beliefs and assumptions about the development of knowledge” (Saunders, Lewis & Thornhill 2019:130) or the reality being investigated (Bryman 2012). This means that researchers, being knowledge seekers, begin their inquiry with certain beliefs or worldviews which are sometimes called paradigms (Creswell 2014). Researchers not only search for knowledge, but they also gain new insights or discoveries, which I find intriguing. Saunders et al. (2019) adopted the research onion concept which detail the stages involved in developing a research strategy. In the research onion, these philosophical views, which include the ontology, epistemology and methodology, form part of the outside layer, which refers to the starting point of the research process, as suggested by Guba (1990). Despite the fact that these philosophical ideas are largely hidden in research, they influence the research process (Bryman 2012; Creswell 2014). Figure 3.1 below presents the research process for this study.

In this light, Saunders, Lewis and Thornhill (2016) and Wahyuni (2012) present two major philosophical views that our research process is inclined towards: ontology and epistemology. While ontology has to do with people as “social actors” (Wahyuni 2012:69) or what the researcher believes to be the nature of reality, epistemology deals with what is regarded as appropriate knowledge about the social world and how knowledge can be communicated to others (Bryman 2012; Saunders et al. 2019).

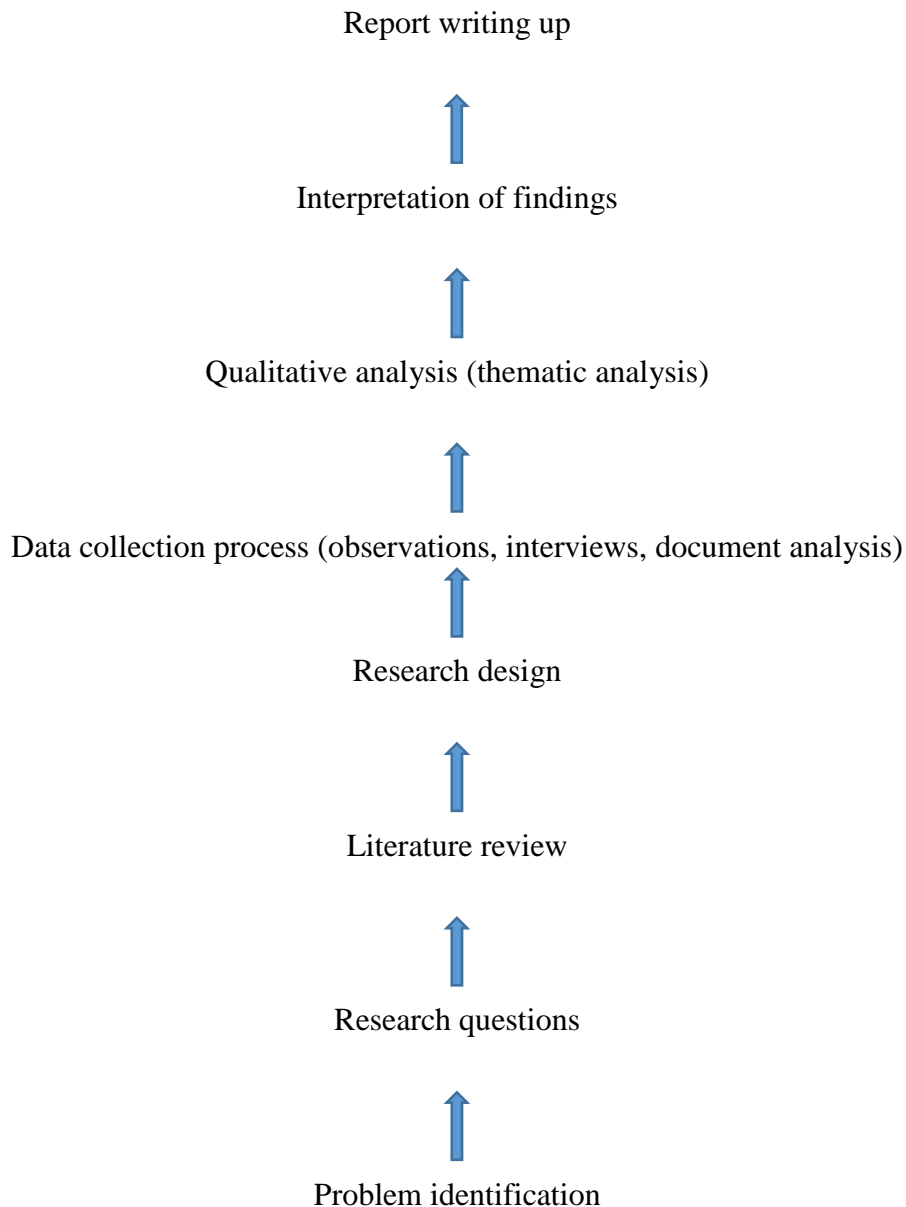


Figure 3. 1: The research process for this study

There are two other basic beliefs that influence how we investigate reality, namely axiology and methodology. Axiology has to do with the values embedded in research; how the researcher's values influence the research process" (Saunders et al. 2016). Methodology, on the other hand, is about how the inquirer should go about finding out knowledge. This includes the "strategy, plan of action, process or design" (Crotty 1998:3) which determines the research methods and procedures to be used. These assumptions not only influenced the choice of theories guiding my study, but also shaped how I understood the research questions the study sought to answer, how I chose appropriate research methods and how I interpreted my findings (Crotty 1998 in Bryman 2019).

3.2.1 Ontology

Ontology is concerned with the nature of reality (Saunders, Lewis & Thornhill 2012). Ontology provides a viewpoint about how the world we live in operates and may be described from at least two perspectives: objectivism and subjectivism. Objectivism considers reality to be external to, and independent of, the social actor (Saunders et al. 2012), while subjectivism asserts that reality is from individual viewpoints and interactions with others. Being subjective means that there are multiple realities, and each reality is dependent on active participants as “actors” who contribute to social phenomena (Wahyuni 2012). In popular parlance, the word ‘actor’ denotes television stars or personalities, yet in qualitative research it has to do with people or individuals who are in constant interaction with their social environment. In this study, the social actors were the English teachers. Saunders et al. (2012) further argue that it is imperative to understand what is happening from the perspective of the social actors. I approached this study with the mindset that this world is populated by people who were entitled to their opinions, beliefs, experiences and interpretations as they interact with social reality. This means that ontological assumptions embrace multiple realities. Hence, I hold that my ontological worldview is subjective, as are those of my participants, and together we gained an in-depth understanding of how English teachers’ adoption of mobile devices influenced their sourcing and use of literature materials for teaching English. Owing to different experiences and opinions, participants interpreted the phenomenon under study differently. The findings of this study in the form of quotes or what the English teachers had to say on the phenomenon reflected the varied multiple truths, which were then categorised into themes. Regardless of the many varied truths, researchers are acknowledged for bringing different perspectives on the same issue, and one interpretation is not preferred over another (Rehman & Alharthi 2016). Bearing in mind that my stance as a researcher is subjective, if multiple realities or truths are assumed it unequivocally leads us to an epistemological worldview and a methodological stance.

3.2.2 Epistemology

Epistemology concerns itself with the researcher’s view of what constitutes acceptable knowledge. This human knowledge can be acquired using various ways of inquiry and alternative methods of investigation. I conducted this qualitative study using a belief system grounded in an interpretivist worldview, also referred to as a constructivist paradigm

(Wahyuni 2012; Creswell 2014). Interpretivists or constructivists are anti-positivists. They view truth as “relative and that it is dependent on one’s perspective” (Baxter & Jack 2008). Interpretivists find acceptable knowledge to be subjective meanings and social phenomena, while for the positivist, acceptable knowledge constitutes observable phenomena that provide credible data and facts. Positivism advocates for the position of the natural scientist. A positivist would seek out causality, law-like generalisations and the reduction of phenomena to their simplest elements (Saunders et al. 2012). Interpretivism, by contrast, advocates for the necessity for the researcher to understand differences between humans as social actors. An interpretivist seeks out the details of a situation, attempting to discover a reality behind these details and the subjective meanings motivating the social actor’s actions (Saunders et al. 2012). Social actors interpret their social roles and interpretivists tend to interpret other people’s roles in accordance with their own set of meanings. I have chosen an interpretivist worldview because as the researcher, I was subjectively involved in the data generation process and data analysis. My assumption was that English teachers have knowledge of literature; however, they seem not to recognise its importance in language teaching. Moreover, living in the digital era brought the impression that English teachers possessed at least one gadget since it was a convenient and affordable teaching tool. Hence, it was not a question of where English teachers could source these literature materials.

Since constructionists view truth as “relative and that it is dependent on one’s perspective” (Baxter & Jack 2008), I understood that the participants in the study presented different perspectives on why they used or did not use their mobile devices in sourcing literature materials to be used in their English classes. I had to understand what factors influenced their choice for using or not using their mobile devices for sourcing literature materials. While the English teachers brought the subjective meaning of their experiences, my role in the interpretation of meaning was shaped by my own experiences and background, as posited by Creswell (2014). The nature of the inquiry was socio-constructivist since knowledge was gained and constructed through interviews and observations of English teachers in their social setting or “specific contexts in which people live and work” (Creswell 2003, 2014). Undoubtedly, ontology, epistemology and methodology cannot work independently of one another. Hence, I concur with Denzin and Lincoln who hold that a paradigm is the “net” that holds researcher’s ontological, epistemological and methodological beliefs (Denzin & Lincoln 2005:22).



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3.2.3 Methodology

A methodology refers to “a model to conduct a research within the context of a particular paradigm” (Wahyuni 2012:72). This means that it is concerned with the researchers’ worldview and how it shapes their approach to research and the choices they make. I decided to use a tree allegorically to best articulate what methodology entails. The roots represent the ontological worldview, which is how researchers view the world and what the nature of reality is. My ontological view is subjective. People are entitled to their own beliefs, opinions and interpretations as they interact with reality. Likewise, roots penetrate the soil in different directions, which may be related to subjectivity or different views. The ontological position informs the epistemological worldview not the other way round. That’s why in a tree, epistemology is the trunk. The trunk carries water and nutrients from the roots to the leaves. Epistemology focuses on how knowledge is acquired or how we should investigate the world; how do we know the reality? In this case, I worked closely with ESL teachers; hence knowledge was constructed through observations in their natural setting, which was the classroom, interviewing ESL teachers and analysing their documents.

The leaves represent the methodology, which in turn informs the methods of data generation; that is, how we best generate data. Methodology also involves the research approach and design. The approach of this study was qualitative in nature; the focus of qualitative research is to understand the phenomenon in context-specific settings where findings are not reached by statistical analysis. The design of the study was a single, multisite case study, which was represented again by the roots because they navigate through the soil to obtain rich nutrients. Being a case study, this study intended to determine a deep understanding of an existing contemporary phenomenon in its natural setting. Hence, English teachers’ use of mobile devices is a contemporary pedagogical practice.

One branch of the tree represents sampling of all the branches of the tree. In this case, there was a small number of teachers who were chosen for the study through convenience, purposeful and snowball sampling criteria were employed instead of including all English teachers in the study.

3.2.4 Axiology

Axiology is a branch of philosophy which makes judgements about values (Saunders et al. 2012). Values are employed as a means for making judgements about how research is conducted including being “honest with yourself” (Saunders et al. 2012:139). Axiology emphasises that the values of participants must be protected, and the researcher should develop a trusting relationship with them and guard against any form of misconduct that may reflect negatively on the researcher’s institution (Creswell 2008). It is against this backdrop that study participants and researchers should reach agreement on the expectations of the research (Miles & Huberman 1994).

Table 3. 1: Summary of beliefs and research paradigms

Fundamental beliefs or assumptions	Questions	Research paradigms	
		Positivism	Interpretivism/constructivism
Ontology: the position on the nature of reality	What exists?	One true reality	Multiple realities
	What is the reality of the world like?	External, objective and independent of social actors, order	Socially constructed, subjective, may change, dependent on social actors, chaos
Epistemology: the view on what constitutes acceptable knowledge	How can we know what we know?	Adopt the assumptions of the natural scientist	Adopt the assumptions of the arts and humanities
	What knowledge is considered reliable and accurate?	Facts, numbers	Subjective experiences and meanings in social contexts
	What makes good quality data?	Only observable phenomena can provide credible data	Focus on the details of individuals’ lived experiences, such as their opinions, written, stories, visual accounts
Axiology: the role of values in research and the researcher’s stance	What are the different ways in which new knowledge can be created?	Generalisations	None
	What is the role of values in research? Should we try to be morally neutral when we do research, or should we let our values shape research?	Research is undertaken in a value-free way	Research is value-bound
	How should we deal with the values of research participants?	The researcher is independent of the data and maintains an objective stance	The researcher cannot be separated from what is researched and maintains the subjective position

Methodology: the model behind the research process	How should the inquirer go about finding out knowledge?	Quantitative Data collection: surveys/questionnaires	Qualitative Data collection: non-participant observation, interviews and document analysis
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Source: Adapted from Wahyuni (2012:70), Guba (1990:18) and Sanders et al. (2019:135)

The purpose of the study should be clearly communicated to the participants (Creswell 2008). Also, the results of the study should not only benefit the researcher, but also the participants (Creswell 2008). In this study, all protocols regarding how to generate the data and select the key participants were observed. On this note, values are imperative in research so that the results are credible.

3.3 RESEARCH APPROACH

There are three main approaches used to investigate the world: qualitative, quantitative and mixed methods. The approach of this study was qualitative in nature because it used words or descriptive contexts instead of numerical values, as in the case of a quantitative approach. Creswell (2007) notes that a quantitative approach tends to overlook the uniqueness of individuals. Hence, qualitative research was appropriate for this study because it uses a natural setting approach to investigate phenomena in the real world (Golafshani 2003; Denzin & Lincoln 2007). This suggests that qualitative researchers study things in their natural environments and endeavour to subjectively interpret and understand the meaning individuals or groups attribute to a social or human problem. Hence, qualitative research stresses the close relationship between the researcher and participants or what is studied (Denzin & Lincoln 2005). In addition, qualitative research “is a situated activity that locates the observer in the world” (Denzin & Lincoln 2007:4). This means that people, being observers, construct subjective meaning of their experiences and others in their own natural settings. This also implies that people are observed in their natural setting.

Creswell (2007) defines the natural setting as the site where the participants under study experience the issue or problem. In this case, the classroom was the natural setting where the actual teaching and learning of English took place. Hence, this study involved three sources of data generation: observations whereby English teachers were observed while teaching English in their natural setting, that is, their classroom; interviews whereby English teachers had to share their opinions and experiences from their perspective, which in turn, I

interpreted subjectively. Additionally, I used document analysis which entails supplementary research data aimed at corroborating evidence from other sources. Creswell (2014) argues that what informs the decision to use a research approach are the philosophical assumptions the researcher has when embarking on the inquiry and the nature of the research problem, the researchers' personal experiences, and the participants for the study. Hence, this study adopted an interpretivist worldview which holds that individuals seek understanding of the world in which they live and work and develop subjective meanings of their experiences, therefore qualifying this study as qualitative. Thus, as a researcher, I had to rely as much as possible on the participants' views on the phenomenon being studied. In this case, what the study investigated was the factors influencing English teachers' attitudinal beliefs about using literature materials for language teaching. Also, the research questions asked were relevant to the nature of the research problem or issue to be addressed (Creswell 2009; Bryman 2019). The nature of questions in a qualitative study is open ended unlike the fixed questions used in a quantitative study. By being broad, the questions help the researcher to listen meticulously to what people say or do in their natural settings (Creswell 2014). Despite the fact that a phenomenological approach deals with individuals' lived experiences, it was not directly relevant in this study because phenomenologists focus on what all participants have in common as they experience a phenomenon; "what" and "how" they experience it (Creswell 2007). The interpretivist, on the other hand, looks at the individual's subjective interpretation of lived experiences. Thus, a quantitative approach was rejected owing to the nature of the research questions developed for this study, as an empirical perspective is interested in external evidence that supports or rejects questions posited in the form of hypotheses. Therefore, the decision was made to conduct a qualitative study as a means to gain insight into the factors influencing English teachers' attitudinal beliefs about the use of mobile devices for sourcing literature materials for teaching English.

3.4 RESEARCH DESIGN

Research designs are strategies of inquiry in qualitative, quantitative and mixed methods approaches that provide specific direction for procedures coherent with the type of research chosen (Creswell 2014). Research designs are a roadmap on how researchers will use specific methods to conduct their study in order to answer their research questions or test their hypotheses about social phenomena (Wahyuni 2012). I intended to focus on finding in-

depth information on “a real-life contemporary phenomenon in its natural context” (Gustafson 2012; Wahyuni 2012). In this case, English teachers’ use of mobile devices as an instructional tool is a contemporary pedagogical practice. Therefore, I was interested in finding out how English teachers’ adoption of mobile devices influenced their sourcing and use of literature materials for teaching English. This study made use of an explanatory case study. This type of case study is adopted when the researcher wants to focus on a contemporary phenomenon and wants to explain the causal links or to look at factors that might have caused certain things to occur; thus, how and why some social phenomena work (Yin 2014). It seems that English teachers tend to use their mobile devices more for sourcing materials such as cartoons, newspapers, magazines and the like, than for sourcing literature materials for teaching English. Hence, the essence of this study was to find out what factors influenced English teachers’ attitudinal beliefs in sourcing literature materials for language teaching, with the attitudes being either positive or negative. I accordingly solicited rich information from English teachers in their workplace on what factors influenced their use of their mobile devices in sourcing literature materials for use in teaching English. In the process, I determined English teachers’ attitudinal beliefs towards using their mobile devices for sourcing literary texts for language teaching through their views and their actual experiences.

A case study is an effective approach when the researcher has a clearly identifiable case with boundaries and seeks to provide an in-depth understanding of the case (Miles & Huberman 1994; Creswell 2007) – in this case, understanding the factors that influence English teachers’ attitudinal beliefs in using their mobile devices for sourcing or not sourcing literature materials for language teaching. This study also followed a single case study research design because it examined one group (Miles & Huberman 1994; Yin 2003; Baxter & Jack 2008) or concept or idea (Creswell 2007). However, it was not a single-site case, as a group of in-service English teachers with a BEd or pursuing a BEd and placed in different primary schools was involved in this study. The participants had a comprehensive understanding of the phenomenon (Wahyuni 2012). Hence, against their background in literature and presumably possessing at least one mobile device, they were able to explain what factors influenced their attitudinal beliefs in using mobile devices for sourcing literature materials for language teaching.

Consequently, Yin (2003), in similar vein to Creswell (2003), mentions several boundaries placed on a case study. The boundaries include case studies with set boundaries with regard to time and place (Creswell 2007). This means that in-service English teachers were available for this study for three terms annually, i.e. 9 months of teaching English in their different schools, which made it a multisite case study (Creswell 2007). In addition, a case study is context bound (Miles & Huberman 1994; Baxter & Jack 2008; Gustafson 2012). The context for in-service English teachers was that they were permanently placed in schools and teaching their own classes.

Creswell (2003:73) further states that the “investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information.” I drew upon multiple sources of evidence, including observations, interviews and document analysis, as means of corroborating findings across data sets (Bowen 2009; Creswell 2016). In this study, I noted that the three sources of information had different strengths. The semi-structured interviews had more strength because they gave a broad understanding in determining English teachers’ use of their mobile devices for sourcing literature materials for language teaching, as well as why they focused on mobile devices for sourcing other types of information for language teaching instead of literature materials. The strength of the observations and the documents was moderate because some English teachers were not observed because their English classes were taught by student teachers, they were too far away to be observed or had recently changed schools. Hence, I could not get the holistic picture of what actually happened in some English teachers’ classrooms. Lastly, documents were used to confirm whether the English teachers used the mobile devices for sourcing literature materials for language teaching as they claimed to do in the interview.

Despite the fact that there could be no generalisation of research findings, which is a constraint widely understood in case studies, the main interest inherent in this study was providing in-depth information on how English teachers’ adoption of mobile devices influence their sourcing and use of literature materials for teaching English. Yin (2003) attests that case studies answer “why” and “how questions.” The research problem, namely, that many English teachers do not source literature materials through mobile devices or use these literature materials for teaching English, confines it within the case study research

design, as I had to investigate this phenomenon using three sources of information to obtain a holistic and comprehensible picture. It seems that a single case study involving this sample and case has never been addressed by other scholars. Also, this study did not intend to compare and contrast the cases, thus constituting what we call a multiple case study (Miles & Huberman 1994; Gustafsson 2012).

3.5 DATA GENERATION

3.5.1 Pilot study

Piloting is very important when conducting research, yet researchers have a tendency to ignore this process (Malmqvist, Hellberg, Möllås, Rose & Shevlin 2019). This involves conducting preliminary research, with a smaller sample, prior to the actual study to determine if the study would be viable, and if it will yield quality results. The intention of the pilot study was to test the interview questions as to whether they solicited the expected responses from the participants. It was also a means to find out if the data collection would be well facilitated in terms of the gadgets used, analysis and the findings process. Malmqvist et al. (2019) posit that prudently organising and managing a pilot study has the potential to improve the quality of the research as findings from a pilot study facilitate the identification of weaknesses, which are then improved. I purposefully sampled three English teachers who were not part of the actual study as interview participants. Two ESL teachers were situated in the Shiselweni region and one in the Manzini region. Participants in the pilot study were informed about the nature of the pilot study and the actions to be taken after finishing it. This is in line with Miles and Huberman (1994) who are of the view that study participants and researchers should reach agreement on the expectations of the research.

A number of purposeful sampling techniques were considered for the pilot study as suggested by Saunders et al. (2012). The criteria included that primary English teachers had to have a background in literature; had to have taught for at least three years and had to have acquired a BEd or to be pursuing it. It was not possible to do face-to-face interviews for the pilot study because all the English teachers I piloted were situated some distance away and others had a busy schedule. Hence, I used a WhatsApp video call for the first participant, which started well, but later had many interruptions. Initially, I preferred the WhatsApp call

because it seemed to be the cheapest mode of data generation compared to using other platforms such as Skype, Zoom, Google Meet, Blackboard and many others.

As Dźwigoł (2020) claims, a pilot study should be carried out in the same way as the actual study. Accordingly, I used the same pilot questions for the actual interview and the data generation method remained the same. However, there were a few modifications to the study that I had to effect after the pilot study. These included refining and rearranging of questions so that the interview progressed smoothly. In addition, some of the questions had to be rephrase for clarity's sake and others were rearranged and merged so to avoid repetition. In terms of the data generation instruments, I relied more on the phone interviews than on WhatsApp. Hence, in the actual interviews, I used both face-to-face interviews and phone interviews.

3.5.2 Actual data generation

Three data sets were generated and analysed following this sequence: observations, interviews and document analysis. I used the observations to determine possible factors that may influence English teachers’ use of their mobile devices for sourcing literature materials for language teaching. Then, semi-structured interviews were used to determine the ESL teachers’ attitudinal beliefs towards the sourcing of literature materials for language teaching. The interviews were also used to establish the factors that influenced English teachers’ attitudinal beliefs about using of mobile devices for sourcing literature materials for language teaching and the possible strategies for integrating technology, literature and language. Lastly, the document analysis was used in particular to confirm whether English teachers used their mobile devices for sourcing literature materials for teaching English as they claimed they did in the interviews. I used the three sources to obtain a holistic understanding of the phenomenon under study (Denzin & Lincoln 2007). The use of the three sources of data generation also assisted me that ESL teachers were providing consistent information, which strengthened the trustworthiness of my findings (Wahyuni 2012).

Table 3.2 below clearly articulates for the purpose for which each research method was used in this study and how the instruments for data generation attempted to answer the research questions.

Table 3. 2 : Summary of research methods and purpose

Data collection methods	Purpose	Research question answered
Non-participant observation	Determine whether ESL teachers used literature materials in their English lessons or whether they were included in the English corner. Determine whether they used mobile gadgets in class and for what purpose. Then determine any other possible factors such as class size.	What factors influence English teachers’ attitudinal beliefs towards the adoption of mobile devices for sourcing literature materials for teaching English?
Semi-structured interviews Individual interviews	To capture English teachers’ attitudinal beliefs towards the use of mobile devices in sourcing and using literature materials for teaching English and to reveal some factors that could not be easily observed.	What attitudinal beliefs do English teachers hold on the adoption of mobile devices for the sourcing of literature materials for teaching English? What factors influence English teachers’ attitudinal beliefs towards the adoption of mobile devices for

sourcing literature materials for teaching English?

Table 3.2: Summary of research methods (continued)

Data collection methods	Purpose	Research question answered
Document analysis	To determine whether what I had observed and what I had gathered from the interviews was supported by what was written in the documents.	What strategies can be used to support English teachers' adoption of mobile devices in sourcing literature materials for teaching English? Confirming or refuting factors influencing their attitudes as revealed by the ESL teachers

Note: Nine English teachers participated in the research

3.5.2.1 Observations

I began by observing ESL teachers in their classrooms so that I could understand their behaviour as it occurred; thus, the observations allowed me to obtain a first-hand account of the phenomenon of interest rather than relying on someone else's interpretation (Merriam & Tisdell 2016). I was only successful in observing seven out of the nine English lessons. Two ESL teacher participants were not observed because they had recently transferred to new schools; hence, they were uncomfortable having me observe their lessons as they were still getting acquainted with their learners and with the new school environment. I used non-participant observation because, as an outside observer, I was able to understand the context better. The observations enabled me to take note of things or habits that had become routine to the participants (Merriam & Tisdell 2015). The observation lasted for 60 minutes and had the intention of determining some of the factors that influenced the English teachers' adoption of mobile devices in sourcing and using literature materials in their English lessons. I took notes of remarkable aspects of the teaching and learning. Among the things I intended to find out was the ESL teachers' creativity in teaching English through literature materials, be it in the lesson for the day or in the literature materials being used to illustrate the culture of the class. I also noted aspects such as time, number of learners in the class and teaching materials in order to determine possible factors that would influence teachers' use of mobile devices for sourcing literature materials for language teaching.

Some factors were not easily visible and necessitated close observation. Therefore, these had to be determined through the interviews. Bearing in mind that English teachers cannot use their mobile devices for pedagogical purposes on a daily basis, I did not expect to find them using their mobile devices. Even if the ESL teacher had not brought any gadget to class or sourced literature materials on the day of the observation, this served as a point of reference during the interview, especially where I noted that literature materials or mobile gadgets could have been used to enhance English teaching.

I followed Creswell's (2007) seven steps of observation:

1. Select a site to be observed. Obtain the required permissions needed to gain access to the site.
2. At the site, identify who or what to observe, when, and for how long. A gatekeeper helps in this process.
3. Determine, initially, the role to be assumed as an observer. This role can range from that of a complete participant (going native) to that of a complete observer. I especially like the procedure of being an outsider initially, followed by becoming an insider over time.
4. Design an observational protocol as a method for recording notes in the field. Include in this protocol both descriptive and reflective notes (i.e. notes about your experiences, hunches and learnings).
5. Record aspects such as portraits of the informant, the physical setting, particular events and activities, and your own reactions.
6. During the observation, have someone introduce you if you were an outsider, be passive and friendly.
7. After observing, slowly withdraw from the site, thanking the participants and informing them of the use of the data and their access to the study.

Through the observations, I determined how participating teachers conducted their English lessons and whether they used literature materials or not in their lessons. I also found out if teachers used mobile gadgets in class for teaching English through literature, or if they used mobile devices at all and for what purpose. None of the participants I observed used their mobile devices for sourcing literature materials or for any other purpose. However, from just one visit it was difficult to conclude that the English teachers were not using their gadgets at

all. To determine this it would have required that I stay for a prolonged period in each school, which was not possible owing to time constraints. The teachers taught different topics like singular forms versus plural forms, tenses, dialogue and reading comprehension passages. The observations were, therefore, used as “reference points” for the next stage of data collection, the subsequent interview, whereby interviewers seek to find out about specific behaviours they witnessed at the site (Merriam & Tisdell 2015).

3.5.2.2 Interviews

Semi-structured interviews involve individual interviewees sharing their perspectives, stories, viewpoints and their experiences about a specific social phenomenon that the interviewer is investigating, and allow the researcher the flexibility to ask follow-up questions or probe the participant (Creswell 2014). This type of interview also allows the interviewee to share what is in the mind about any subject matter freely during the interview (Creswell 2014). This type of interview also enables the interviewee to talk freely about any topic raised during the interview (Wahyuni 2012). I chose semi-structured interviews as data collection instruments with the in-service English teachers because I believed that they had a wealth of information on the phenomenon under investigation owing to their experience in class, as noted by Wahyuni (2012). I also believed that I would have more time to do interviews with in-service English teachers because they were in their respective schools for the entire year except on weekends and school holidays. I prepared the interview questions ahead of time to guide the conversation between the interviewee and myself. Since the semi-structured interview is not as rigid as the structured interview, it facilitated interviewee flexibility allowing me to elaborate beyond the interview guide. In that way, I was able to get a holistic picture of the phenomenon under study.

I began by piloting the questions for the semi-structured interviews so that the questions were “fine-tuned” (Wahyuni 2012:74). I then conducted the interviews with each of the nine in-service English teacher participants. Their venues for the interviews differed: four were interviewed face-to-face in their respective schools, while one was interviewed in the public library. The other four ESL teachers were interviewed by phone. The interview sessions lasted from 57 minutes to an hour and four minutes. The interviews were scheduled based on the availability and convenience of the English teacher. Hence, for an ESL teacher to be observed earlier did not warrant an earlier interview as well.

The purpose of the interviews was to capture English teachers' attitudinal beliefs towards the use of mobile devices in sourcing and using literature materials, and reveal some of the factors that would influence their use which were not readily apparent. The interviews were recorded so that I could capture information from the participants as it was and therefore be able to interpret participants' information precisely. The interview questions were structured such that the English teachers had to first share the strategies they used to best teach the English language. I was interested in finding out if using mobile devices for sourcing literature was considered their best strategy and if not, find out why. The questions on whether they used their mobile devices in sourcing literature materials were therefore asked later in the interview. I used both face-to-face interviews and mobile phone interviews, conducting four face to face and five by mobile phone. I conducted face-to-face interviews with English teachers when they confirmed their availability. To do so, I went to the teacher's workplace and found a quiet place such as the office or the library. The interview commenced immediately when classes ended. Creswell (2007) alludes to the fact that telephone interviews are useful if the participants are difficult to reach. Some of the participants for this study were difficult to reach either because their workplaces were far away and the roads were poor or they had busy schedules, so I opted for mobile phone interviews. However, I did travel to distant schools with accessible roads for face-to-face interviews. While Creswell (2007) notes that the interview setting should be free from distractions, it was difficult to control that with the phone interviews, because the participants would be at home where there were children who tended to disrupt the interview process. I did my best to have the interviews not exceed an hour. However, there were cases where the participants would exceed an hour by a few minutes because they had a lot of information to share. Overall, the duration of the interviews was between 54 minutes to an hour and four minutes.

3.5.2.3 Documents for analysis

Documents were collected for analysis as the third data collection method. Bowen (2009:27) defines document analysis as "a systematic procedure for reviewing or evaluating documents". Bowen also notes that document analysis, like observations, can suggest questions to be asked during interviews. However, in this study the document analysis did not precede the interviews, as documents were evaluated as supplementary research data and

as a way to corroborate evidence from other sources. These documents included the primary school level English syllabus, exam questions, schemes of work and lesson plans. I found out if the documents offered “a true account” of what English teachers did in class and could be used as “valid evidence” (Silverman 2000:169). Bowen (2009) further posits that if the documentary evidence is contradictory rather than corroboratory, the researcher should investigate further.

While there may be a variety of documents to be analysed, including pictures, the nature of documents I analysed in this study were textual. These included the scheme of work and the lesson plans. While the scheme of work gave me a picture of what the English teacher planned to do in class for the whole year, the lesson plans painted a vivid picture of what actually happened in the English class on a daily basis. These enabled me to understand how previous English lessons were conducted. Hence, these documents were analysed to find out whether what I had observed in class and what I had gathered from the interviews was supported by what was written in the documents.

Since I generated the data at the beginning of the year, most of the English teachers reported that their documents like the scheme of work and lesson preparation were not yet ready. They indicated that Covid-19 had had an impact on how their classes had to be arranged and the content was compressed and some claimed that they still had no permanent timetable. I was able to obtain current lesson plans from four English teachers, but very few lessons had been prepared for the term at that time and none of the English teachers had attempted the scheme of work. As a result, I had to request the lesson plans and schemes of work for the previous year, 2021, to enable me to note the trends in the way they conducted their English lessons, especially whether they used their mobile devices and for what purpose.

3.5.2.4 Advantages and disadvantages of each data collection method

While there are many data generation methods in qualitative research, data generation for this study was through observations, interviews and document analysis, as indicated in Table 3.3 below.

Table 3.3: Advantages and disadvantages of data collection methods

Data collection instrument	Pros	Cons
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Non-participant observations	Researcher has first-hand experience with participants. Researcher can record information as it occurs. Unusual aspects may be noticed during observation. Useful in exploring topics that may be uncomfortable for participants to discuss.	Researcher may be seen as intrusive. Private information may be observed that the researcher cannot report on. Researcher may not have good organisational and observational skills. Certain participants (e.g. children) may present special cases in developing rapport.
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Table 3.3: Advantages and disadvantages of data collection methods (continued)

Data collection instrument	Pros	Cons
Semi-structured interviews	Allow researcher control over the line of questioning. Participants can provide historical and background information. As the interviews occurred directly after the class observation, this added to the meaning-making process	Provide indirect information filtered through the views of interviewees. Provide information in a designated place rather than the natural field setting. Researcher's presence may create bias in responses.
Document analysis	Can be assessed at a time convenient to the researcher.	Requires the researcher to search out information in hard-to-find places. Materials may be incomplete.

Adapted from Creswell (2014)

3.6 RESEARCH SITE AND SAMPLING

3.6.1 Research site

This research comprised a multi-site case study. Data were generated from English teachers with BEd degrees in different primary schools in the Shiselweni region. One school was a semi-urban English medium school while the rest were located in rural areas.

3.6.2 Sampling

Miles and Huberman (1994) posit that sampling in qualitative research is not pre-specified. When sampling, the researcher should set clear boundaries: be able to define aspects of the case(s) that can be studied within a certain time frame and connect directly to the research questions under study (Miles & Huberman 1994). I used purposeful, convenience and snowball sampling for this study, selecting nine English teacher participants on the basis of the following criteria: 1) three years or more English teaching experience; 2) a BEd degree or still pursuing it; 3) a literature background; 4) located in the Shiselweni region; and 5) full-time permanent English teacher, therefore available throughout the school calendar year. The learners were not participants in this study; however, they were indirectly involved during classroom observations, so I requested them to complete assent forms and their parents to complete consent forms, as mandated by ethical research principles. All grades were meant to be represented because literary works are available for all levels and the primary level is deemed to be the foundation of education where a love for reading has to be inculcated (Sanoto 2017). Therefore, it would not be beneficial for learners to start reading

literary works only at the upper primary level, just at the time when they were about to transit to the secondary level. However, owing to the snowball sampling, the lower grades were not as well represented as the upper level. Most ESL teachers sampled were teaching the upper level (grades 5, 6 & 7). This was followed by the middle level (grades 3 & 4) and the lower level (grades 1 & 2). The school settings, on the other hand, covered most geographical areas in the region, with one semi-urban English medium school, while the others were rural schools.

Table 3. 4: ESL teacher sample representation

TEACHER	GRADE	LEVEL
Teacher A	3	Lower level
Teacher B	6 & 7	Upper level
Teacher C	5	Upper level
Teacher D	1, 2, 3, 4, 5, 6, & 7	Lower, middle & upper level
Teacher E	5, 6 & 7	Upper level
Teacher F	4, 5, 6 & 7	Middle & upper level
Teacher G	5 & 6	Upper level
Teacher H	5, 6 & 7	Upper level
Teacher I	4, 5, 6 & 7	Middle & upper level

3.7 DATA ANALYSIS

The analysis of the data began inductively, since I first generated meaning or themes from the data by dismantling, segmenting and reassembling them to form meaningful findings from which inferences could be drawn (Wahyuni 2012). However, the analysis ended deductively as I had to look back at my data from the themes to determine whether more evidence was needed to support the themes I had identified or whether I had to gather additional information (Creswell 2014). This study used thematic analysis, which means that I identified common themes or patterns of meaning within the data set that were interesting and crucial for answering the research questions and addressing the research problem. The data analysis was determined by the theoretical assumptions guiding this study; hence, I was subjectively involved in the data interpretation. I avoided summarising the data and tried to make as much sense of the data as possible. However, Saldana (2016) argues that no one can claim to have best analysed qualitative data. This is because people are entitled to their perceptions and opinions, which may influence data interpretation.

For data analysis, I relied mainly on Creswell's (2014:66) six steps of qualitative data analysis, which provided me with a clear framework for thematic analysis. I started the data analysis by listening to the audio recordings repeatedly and transcribing the interview data verbatim. The transcriptions were, however, lightly edited for readability and unnecessary repetitions and filler words like "um" and false starts were avoided. I also rewrote the field notes and organised them so that I could draw a vivid picture of the data obtained from the observations.

In addition, I engaged meticulously with the data obtained from the documents I received from the English teachers. These documents included lesson plans and schemes of work. However, I did not get all the documents from the English teachers, in particular the lesson plans and the schemes of work. Some teachers stated that because it was the beginning of the year, they had not yet started planning and preparing their lessons. Since the documents were important for a holistic understanding of the phenomenon under study, I asked the English teachers to provide me with the documents for the years 2020 or 2021. However, I still did not receive these from some of them. I then sent them a reminder and set a deadline. Since my participants had to share their data voluntarily, I did not make any further follow up on the documents after the deadline. In the end, I received the documents from six out of the nine ESL teachers, who either presented a lesson plan or a scheme of work, ultimately receiving two scheme of works and five lesson plans.

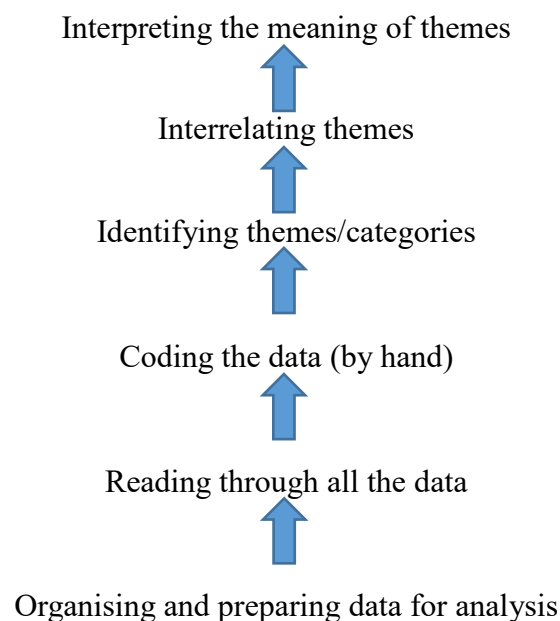
The second step was to familiarise myself with the data from the three sources – interviews, observations and documents – by reading them repeatedly, in particular the transcripts to ensure that I was familiar with the participants' responses and their implications. After reading through the data to gain an idea of what the English teachers said and writing notes on the transcripts, the next step was coding the raw data manually using an Excel spreadsheet highlighted in different colours. I also confirmed the codes manually, which was necessary to ensure trustworthiness because I found that I had missed some of the key codes.

Unlike quantitative data analysis which is analysed after completing the data generation process, qualitative data analysis is characterised by flexibility; hence, I started coding the raw data concurrently with the data collection process, as suggested by Saldana (2016). He further supports the notion of coding one participant at a time. Having nine English teacher participants, I found it convenient for me to code one participant before moving on to the

next one. It also helped me not to pile up the data. Miles and Huberman (1994:50) postulate that piling up data to be analysed at a later stage turns the analysis process “into a giant and overwhelming task”. However, owing to political instability at the time of data generation, I was compelled to go to schools before they were closed to generate data for the remaining ESL teachers who were not yet interviewed. In that way, I found myself with a huge pile of data which was not easy to deal with. However, I still relied heavily on Saldana’s (2016) notion of analysing one participant at a time or one question at a time, which proved feasible.

After going over the data to make sure that the codification process was saturated, I started identifying categories. On this note, codes which I perceived to have similar meanings or ideas were then grouped into categories. I then searched for themes by interpreting the collated codes or categories. Thereafter, I reviewed the themes in relation to the codes or coded extracts by combining and refining themes or discarding unnecessary themes so that I captured the essence of the themes. The last step was to interpret the meaning of the themes so that they articulated a comprehensive story of the data, labelling the themes precisely and concisely.

I presented the interpretation of the data in a report form, using examples and excerpts from the transcripts that related to the themes. New themes also emerged, hence, the themes were analysed deductively. Figure 3.2 presents Creswell’s (2014) six steps of data/thematic analysis.





Raw data (from observations, interviews, documents)

Figure 3. 2: Creswell's (2014:66) steps of qualitative data analysis

The analysis process or codification began during the data generation process, as suggested by Saldana (2016). Once raw qualitative data were generated, the first step in analysing the data was to type all the notes on the observations and document analysis in an Excel spreadsheet and to familiarise myself with the data, as suggested by Lacey and Luff (2009), Asadi (2016) and Maguire and Delahunt (2017). Then, I transcribed the interview data verbatim and the data were separated according to their source, as suggested by Creswell (2014). The next step was a close reading of the data from each source and making sense of them in order to determine codes (Miles et al. 2014). I colour-coded the data and reviewed the list of codes. I then discarded codes that did not appear repeatedly and were not directly relevant to the study, a stage Asadi (2016) refers to as the selection stage because decision-making on discarding codes has to be taken as part of the findings. Thus, I had to discard codes that were not relevant to the study or that seemed not to answer the research questions directly. I assigned labels to the codes, linked similar codes and organised them into categories (i.e. categorising) (Saldana 2016). I then revised the categories and decided where each code specifically belonged. Coding also involves categorising the organised data into themes (Creswell 2014). These themes were based on the literature review findings and new themes were expected to emerge. These were assigned in relation to research objectives or research questions. I then merged all the related responses from the participants in order to circumvent any duplication of information and subsequently came up with the overall themes. I further applied my conceptual framework to identify themes that emerged from the data, as Lacey and Luff (2007) indicate that theory should be tested against the data. The last phase was to interpret the meaning of the themes, which led to drawing conclusions about the findings and making recommendations about the study and possible future research on the phenomenon. The findings of the study were presented in a descriptive form which facilitated easy understanding for people who would be interested in the study. The findings of the study were also summarised in the form of tables. The first column represents the ESL teacher participants who were labelled using a unique code comprising a letter and a number 22, which in this study stands for the year the data were collected. The second column

presents the derivation of codes from the verbatim responses or response extracts. The third column presents the categories which emerged, which were further collapsed into themes.

I used inductive analysis on the observation data. The first step was to organise the raw data; accordingly, I read through all the field notes for each English teacher carefully and repeatedly so that I better understood them and then started the coding process. I identified what I concluded to be possible factors influencing ESL teachers' use of their mobile devices for sourcing literature materials and then I had to determine whether the factors were related to mobile devices or to literature materials.

3.8 ETHICAL CONSIDERATIONS

Ethics, especially in educational and social research, embraces the moral issues that arise when conducting research (Gregory 2003). Thus, ethics ensures that participants' dignity is maintained in spite of the research outcomes (Salkind 2012). The first step was to apply for ethical clearance from the University of Pretoria Ethics Committee. Since my study involved English teachers as participants in their natural setting, which was the classroom, I sought permission from relevant authorities who acted as gatekeepers to these settings prior to approaching the participants and generating data. By so doing, I was showing respect to the participants, which Miles and Huberman (1994) advocate, as well as accountability and commitment to protect my participants from harm (Salkind 2012).

Firstly, I sent a letter to the Director of Education (Ministry of Education and Training) in the Kingdom of Eswatini seeking permission to conduct the research; this was subsequently approved. I also sent a letter to the Regional Education officer in the Shiselweni region requesting permission to conduct research in the region so that they would be aware of my research. I contacted the prospective ESL teacher participants informally once I was aware that they matched the selection criteria and requested that they participate in the research. These teachers referred me to other ESL teachers they knew who matched the selection criteria. Teachers were contacted by phone, and I requested the contact numbers of their head teachers since in my country POPIA has not been implemented. I then contacted the head teachers of each of the sampled schools by phone, explaining the nature of the study and requesting their permission to conduct the research. I also made an appointment to meet

with the head teachers of the nine schools and handed them the letter from the Director of Education as well as my letter containing all the details of the research process.

In addition, I left the English teachers letters requesting their participation in my study. I requested the selected English teachers to be part of my study both formally and informally. I gave them a week after receipt of the letter so that they had enough time to decide whether they would participate in the study or not. I made follow ups on the English teachers by phone to find out if they agreed to participate in the study after reading the letters. This was followed by an appointment with each ESL teacher to visit the school for observation when it was possible. I had the English teachers sign their consent forms before the observation and interview process. This was done to protect the rights of my research participants (Creswell 2008). With permission to generate data from the ESL teachers, it was possible for me to observe their English lessons without “invading another’s private space” (Salkind 2012:86), simultaneously adhering to the requirements of POPIA though this Act was not yet implemented in Eswatini.

I was careful in handling anonymity issues (Lacey & Luff 2007), especially in reporting my findings, by removing names from responses during the coding and recording process and using pseudonyms for individuals and places (Creswell 2008). As far as trustworthiness was concerned I did my best to be careful about who I shared the information with.

I also requested parents’ or guardians’ permission to conduct research through the office of the head teacher, which was granted through signed consent. The learners also signed assent forms after I had explained the contents of and their role in the research. In some schools, I found that the ESL teachers had already explained to the learners about the nature of the study and that they were not directly involved as key participants, assuring them that their learning would occur smoothly as normal. Hence, when I finally arrived I was a long anticipated visitor.

3.9 TRUSTWORTHINESS

The goal of trustworthiness in qualitative research is to show that the research findings can be trusted based on the data generation method, the sampling strategy, and the selection of a suitable unit of analysis (Elo et al. 2014). Qualitative researchers consider the perspectives of the researcher, the participants, and the readers on the accuracy of the findings (Creswell

& Miller 2000 in Creswell 2014). Qualitative researchers can, therefore, achieve trustworthiness through the techniques discussed in the following sections.

3.9.1 Credibility

Credibility holds that data should be accurate in order to truly reflect the investigated social phenomenon; credibility pertains to whether the study measures what it intended (Wahyuni 2012). Therefore, in my investigation, I used multiple sources for data generation, which were observations, interviews and document analysis in order to obtain valid and diverse realities as discussed previously (cf.3.5.2.1, 3.5.2.2, 3.5.2.3). During the lesson observations, I took notes to obtain a true picture of what happened in the classroom. I achieved credibility by piloting the interview questions to determine whether they were suitable for obtaining rich data to answer the research questions (Elo et al. 2014). I also asked open-ended questions so that the participants would express their views at length and I would be able to probe for more information by asking for examples (Creswell 2003; Wahyuni 2012).

Elo et al. (2014) further state that in order to gather credible data, various sampling methods may be required. Hence, for this study I used both purposeful and convenience sampling to in select key informants, i.e. pre-service English teachers and English BEd trainees or BEd holders with literature as a specialty area.

3.9.2 Confirmability

Confirmability pertains to the degree to which the qualitative findings can be confirmed by other researchers in order to be certain that the findings replicate the understandings and experiences of the participants under study, rather than the researcher's biases (Wahyuni 2012). I gave a clear description of how data generation was conducted and the data analysed. I also wrote reflective notes on everything I discovered from the data or from developing ideas as I went through the data. With the assistance of colleagues, who also went through the coding process, I believe that the findings reflect the experiences of the English teachers; hence, "interpretations of those data are not invented by the inquirer" (Elo et al. 2014).

3.9.3 Dependability

Dependability, or the consistency of the data, establishes that the research findings are consistent and replicable; unchanging over time and across researchers and methods (Miles & Huberman 1994; Wahyuni 2012). I made sure that the research questions for this study were clear and congruent with the research approach and design. In addition, my role as researcher was clearly defined (cf. 3.10) (Miles & Huberman 1994). Consistency was also achieved by examining such items as raw data, data reduction products and process notes (Golafshan 2003). I coded the raw data obtained from the observations, interviews and document analysis for each case and was careful to assign colour coding or letters consistently so that the themes that emerged from the study could be trusted. I revisited the data for consistency with the themes and, in my subjective analysis of the data, I was careful when filtering (Wahyuni 2012; Creswell 2014).

3.9.4 Generalisability or transferability

Generalisability is concerned with the extent to which findings can be transferred to other contexts (Miles & Huberman 1994). The main aim of qualitative research is to gather quality data for a particular case and not to generalise the results as in the quantitative research. However, scholars appear to view this notion differently in multi-case studies. Miles and Huberman (1994) and Miles et al. (2014) assert that the reason for doing a cross-case study analysis is to enhance generalisability. The intention of this study was not to generalise findings, but rather to gain insight into why English teachers did not use their mobile gadgets to source literature materials for language teaching.

3.9.5 Reflexivity

Reflexivity entails rigorous self-reflection by the researcher on possible biasness and the handling of research relationships throughout the research process (Bashir et al. 2008). As the primary instrument for data collection and analysis, I was cognisant of the fact that there might be biases in my interpretation of the data, owing to my subjective interpretation thereof, which may have been influenced by my background, values and experiences (Creswell 2014). One way to deal with bias is the use of multiple sources and spending much time in the field (Bashir et al. 2008). I also handled my relationships with the participants in my study meticulously so that the data generation process was not compromised.

3.10 THE ROLE OF THE RESEARCHER

While quantitative researchers try to stay detached from the research process as much as possible, qualitative researchers have come to accept and value their involvement and role in the research (Golafshani 2003). This necessitated that I take cognisance of my personal values, assumptions and biases from the outset of my study (Creswell 2014). This means that as much as I had many years of teaching experience, I had to understand that people were entitled to their opinions, beliefs, experiences and interpretations as they interacted with the social reality. Hence, I had to treat their different cases and perspectives without judging them. Since I was dealing with participants I was familiar with, because I may have taught them in their BEd class, I had to remain my authentic self, but I also had to make a room to allow me to draw as much information from them as possible.

3.11 CHAPTER SUMMARY

This chapter described the research design, research approach and methods used in this study in detail. My decision to use an explanatory case study was informed by an interpretivist research paradigm and a constructivist worldview, which in turn informed the use of qualitative research methods for data generation. I considered the methodology I used for this study to be suitable for answering the research questions. The following chapter presents the data analysis and the interpretation or implications of the data I generated through non-participant observation, semi-structured interviews and document analysis.

CHAPTER 4

FINDINGS

4.1 INTRODUCTION

In this chapter, I start by presenting the demographics pertaining to the nine ESL teachers who participated in my study. This is followed by a presentation of the findings from the three data sets, namely, the non-participant observations, semi-structured interviews and document analysis. I then present a discussion and an interpretation of the findings.

4.2 DEMOGRAPHIC PRESENTATION OF PARTICIPANTS

Table 4.1: Participant demographics

Participant	Age	Gender	Years of experience	Grade level taught
Teacher A/22	31–35	F	6–10	3
Teacher B/22	31–35	M	6–10	6 & 7
Teacher C/22	51–55	M	20+	5
Teacher D/22	51–55	F	20+	1–7
Teacher E/22	41–45	F	16–20	5–7
Teacher F/22	41–45	F	6–10	4–7
Teacher G/22	46–50	F	16–20	5 & 6
Teacher H/22	46–50	F	20+	5–7
Teacher I/22	31–35	F	6–10	4–7

As indicated in Table 4.1, I allocated each ESL teacher participant a unique code consisting of a letter and the year 2022, that is, the year in which I generated the data. The majority of the participating ESL teachers were female. Although gender was not a variable in this study, I noted that the male and female participants' perceptions on the use of mobile devices for sourcing literature materials were similar. Likewise, there was no conspicuous difference in views based on age.

4.3 DATA PRESENTATION

The findings are presented in accordance with the data generation instruments. I used the observations to determine possible factors that may influence English teachers' use of their mobile devices for sourcing literature materials for language teaching. The semi-structured interviews were used to determine the ESL teachers' attitudinal beliefs towards using their

mobile devices for sourcing literature materials for language teaching, as well as to establish the factors that influenced the ESL teachers' attitudinal beliefs in using mobile devices for sourcing such materials and possible strategies for integrating technology, literature and language. Lastly, the documents were used in particular to confirm whether the participating ESL teachers used their mobile devices for sourcing literature materials for teaching English as they had claimed in the interviews. Accordingly, all three sources were used for a holistic understanding of the phenomenon under study.

4.3.1 Findings from non-participant observations

This section provides the findings obtained from the observations. Where applicable, I also refer to the findings obtained from the semi-structured interviews to clarify a particular point arising from the observations.

Of the nine ESL teachers who participated in this study, seven were observed while delivering an English lesson. The remaining two participating ESL teachers were not observed because they had recently transferred to new schools; hence, they were uncomfortable having me observe their lessons as they were still getting used to their learners and the new school environment. There was no way I could observe their English lessons without their consent, so they were not included in the sample for observation. The ESL teacher participants I observed were all located in the rural areas and in different parts of the region. With this sample, I was able to observe two grade levels (mid-level and upper level), with the majority of the participants teaching the upper level. Two primary schools were situated in the vicinity of my workplace, but the rest ranged from between 60 to approximately 100 kilometres away. The English lessons I observed included reading passages, grammar (tenses, singular and plural nouns) and a dialogue. Regarding teacher creativity, I noted down whether the participant realised an opportunity for using literature materials, or at least talked about them where relevant in the lesson or for the next lesson. In some classes, there were various pictures on the walls pertaining to other subjects, but my main focus was on the English corner. I wanted to determine whether the reading of literature was instilled in the learners.

I noted that there were charts with letters of the alphabet together with matching words, tenses, and a few flashcards with vocabulary. Although the observations were unstructured,

one of my intentions was to see also whether the ESL teacher participants used their mobile devices for pedagogical purposes.

I observed each English lesson bearing in mind that the participating teachers might not use their mobile devices on a daily basis. I wanted to understand how they conducted their English lessons and to determine whether using a mobile device for sourcing literature materials could have better enhanced the learners' understanding of the concepts taught. I made one visit to each of the teacher participants, which lasted for an hour, with the intention of determining some of the factors that influenced English teachers' adoption of mobile devices in sourcing and using literature materials in their English lessons.

Below, I present the findings obtained from the observations of each of the seven participants. I report my findings according to the sequence or dates of the observation, and I used the same ESL teacher participant label for each of the three data sets. Some of the participating teachers who were observed earlier were interviewed later than others, as the timing of the interviews depended on when they were available. The observations of the participating ESL teachers comprised an initial step to arranging the interviews.

Table 4. 2: Observation lesson analysis and implications for sourcing literature materials
Teacher A/22

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 the correct answers. Accordingly it can be surmised that 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 too 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 passage. Owing to the lack of an English corner, I concluded that there was no reading culture. Learners were not used to reading and figuring out meaning on their own where possible. The reading passage did not require a historical approach or a specific critical approach for better comprehension, as it was an informative text. The teacher merely discussed careers before reading the 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 the meaning of words facilitates the 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 on the part of learners could be a sign of boredom, probably they did not understand or like the subject matter. I think these learners found the in-class reading passage demanding, especially because they had missed two years of schooling owing to the Covid-19 pandemic. This means that they transferred from grade 0 to grade 3. There was a lack of teacher creativity, especially because the reading passage was long, even though the learners had missed two years of schooling. I

maintain that mobile gadgets like smartphones, tablets and laptops may be used to capture the learners' interest, thereby affording them an opportunity to learn new concepts in a different context without them even realising it. A teacher bringing a copy of an interesting short story or a play or a poem or a video clip on the same subject might have aroused the learners' interest in the topic discussed. Thereafter, the teacher could have introduced this reading passage. It seemed that this teacher was inclined to a syllabus. **Big class, learners can't read and write independently, lack of teacher creativity, lack of reading culture, syllabus adherence.**

Teacher E/22

There were no literature materials in the English corner, and the vocabulary on the chart was below the linguistic competence of the grade 7 learners. The teacher should have put up charts that would motivate the learners and enhance their communicative competence at this level. The focus of this English teacher was preparing the learners for the examination even though it was just the beginning of the first term, especially because she was teaching Grade 7. She used her past exam paper to familiarise the learners with the concept of dialogue in preparing them for the exams. I think they should have started with a speaking skill before the writing task, or they could have role played a short dramatic text the teacher sourced from the internet. Probably that's why some learners could not follow the lesson. **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

In this lesson, learners read an informative text. There was no use of mobile devices, even though it would have been interesting to use one for this topic. A short story sourced from the internet or a video clip based on a holiday could have introduced the learners better to this long reading comprehension passage. The class was small which also means that there might 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 in context is a skill and comes with practice. The more learners are exposed to wide reading material, the better they will be at guessing the meaning of words from the context. It seems that the teacher adhered to the dictates of the teacher's guide without considering the learning needs of her learners. **No reading culture, no teacher creativity, syllabus adherence.**

Teacher G/22

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 would understand the verb in a different context. Also, the fact that some learners could not differentiate between a verb and a noun implies a lack of exposure to reading material. In this case, the teacher could have used an interesting short story to facilitate the learners' understanding of the concept. **Lack of creativity and literary content knowledge.**

Teacher C/22

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 in library books, which learners had to share, on the same topic so that he reinforced the concept and the vocabulary. Although 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. However, neither mobile devices nor literature materials were used. **Confidence in content delivery but ESL teacher lacks technological pedagogical knowledge.**

Teacher F/22

There was no reading culture in the school. Owing to Covid-19, which dealt 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 could 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 worrying to note that despite the fact that the reading passage was on technology, the teacher did not use her smartphone to demonstrate examples of technology. She began her lesson without brainstorming with the learners on the technologies they knew. In this classroom, there was no proper English reading corner, which means independent reading by learners was not encouraged. **No reading culture, lack of TPACK.**

Teacher I/22

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 are not the same. While boy – boys only adds /-s/, baby adds /-ies/ for the plural form. For young children, I think sourcing and using literature materials would enhance English lessons in this regard. The more children read, the better they understand how the rules for forming plurals work; hence, they gain grammatical competence. They are more likely to use the rules inappropriately if the noun singular and plural are solely taught in isolation; that is why in this class, they failed to construct the rules for 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 a 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 could enhance the grammatical competence of the learners. **No reading culture.**

During the observations, I was interested in understanding whether the participating ESL teachers used literature materials in teaching language, as well as whether they used a mobile device and for what purpose. Among other aspects I realised that there was little creativity in the classroom, and generally no designated reading corner. Hence, I further probed ESL teacher participants during the interviews to tell me about their teaching strategy, as well as the extent to which their learners read independently outside class and write independently and creatively. I also investigated how the teacher participants reinforced the acquisition of vocabulary and grammar in their English learners and how they reinforced the use of language in different social contexts.

One common and conspicuous aspect noted during the observations was that no gadgets or literature material was used in any of the English lessons. I noted that none of the participating ESL teachers used their mobile devices during the lesson, or presented printed

literary texts in the form of short stories, poems, drama and extracts from novels. It was worrying that the majority of the ESL teacher participants had no designated English corner and, in some instances, no English corner at all. This was a cause for concern, because they seem to overlook the importance of literary texts in teaching English. It was also worrying that ESL learners were not exposed to sufficient language input. I probed this aspect during the interviews in order to understand the factors behind the lack of provision of literature materials for learners to read. The teaching materials some of the participants used included the prescribed textbooks, library books and the past exam paper. Only participant teacher C/22 used library books while I was observing his class; however, they were informative texts rather than literary ones (cf. section 2.5.1). During the interviews, it was established that these teachers stick to the syllabus because they had to prepare their learners for exams. Hence, during the observation, teacher participant E/22 used a past exam paper as teaching material for teaching the dialogue to be examined. Other participants taught reading passages. It consequently appeared that the participants were drilling the learners to prepare them to respond to the reading comprehension questions.

I also observed that there was little creativity in the lessons. Teacher participants A/22, C/22, F/22, and H/22 taught reading passages in which they could have used a mobile device to introduce the learners to downloaded YouTube videos, thus reinforcing the lesson, or they could have given them literary stories to reinforce vocabulary acquisition. While some of the ESL teachers attempted to have the learners define the meanings of new words in context, their lack of creativity deprived the learners of exposure to vocabulary in a different context. By failing to use videos and other technological sources, learners were deprived of exposure to hearing L1 speakers of the language, hence limiting their mastery of the appropriate pronunciation of words. This indicates a lack of technological pedagogical content knowledge among the participants.

I also noted that teacher participants G/22 and I/22 taught grammar in isolation, without any context, and expected the learners to memorise the rules. Teacher participant G/22 delivered a lesson on tenses, while I/22 taught singular versus plural forms. However, it was difficult to determine from one lesson whether, in the next lesson, the ESL teachers would use the same approach; thus, I had to ascertain this later in the document analysis.

I further observed that the majority of the teacher participants had large classes, comprising over 35 learners, with some being close to 50 learners. Only two teacher participants had a reasonable number of learners in class: participant teacher H/22 had 17 and participant teacher G/22 had 27. The large classes implied that there were printing and duplication costs for some, which could have influenced the choices the participants made.

4.3.2 Findings obtained from the semi-structured interviews

The following section presents the findings obtained from the semi-structured interviews with the participating ESL teachers. The interviews were conducted with all nine ESL teachers after the class observation phase, except for one ESL teacher participant, C/22, who was observed and interviewed on the same day.

Owing to the nature of the study, it was important to determine whether the ESL teacher participants had at least one mobile device in order to establish whether they had adopted their use for sourcing literature materials to teach English language. Hence, the first question of the interview was: **Tell me about the type(s) of mobile devices that you possess.** Of the nine ESL teacher participants I interviewed, seven had both a smartphone and a laptop. One participant had a smartphone only while another had a cell phone only. This means that eight of the teacher participants were in a position to source literature materials, and only one teacher participant, with the cell phone, which is a device without internet connectivity, could not do so.

In the interview schedule, items that addressed the participating ESL teacher participants' attitudinal beliefs towards using their mobile devices for sourcing literature materials included the following: ESL teacher participants' views on using literature for language teaching; their views on using mobile devices for language teaching; their views on using their mobile devices for sourcing literature materials; and the frequency with which they sourced literature materials from the internet.

4.3.2.1 ESL teacher participants' attitudinal beliefs about using literature as an authentic source

The data allowed me to gain insights into the ESL teacher participants' thoughts and feelings which may have impacted their behaviour. In this study, attitudes pertain to the participants'

stance or tendencies towards using literature as an authentic source. I used the participants' views and experiences to determine their attitudinal beliefs. Through the views, I was able to gather that there were benefits that they associated with using literature in an ESL classroom. These benefits were irrefutably regarded as positive attitudinal beliefs. On the other hand, what they perceived to be challenges or disadvantages related to literature in the ESL classroom, I labelled as negative attitudinal beliefs.

Teacher participant A/22 was of the view that it would be best if literature were introduced in the lower grades before the grammar part so that learners would enjoy and better understand grammar. Teacher participant D/22 claimed that grammar was from literature and teacher participant I/22 further argued that ESL learners' grammar would be improved as they were exposed to the spellings of words. This view was further advanced by participant teacher C/22 who stated that much of the language used or taught was from literature; hence, one cannot teach language without literature. Teacher participant I/22 argued that learners stand a better chance of acquiring vocabulary through literature, which teacher participants A/22, D/22 and E/22 further elaborated on. They were of the view that for ESL learners to master the English language, they had to tell a story or a poem or sing a song because as they had fun, they had a propensity to acquire greater vocabulary, especially words which are familiar to their surroundings from literature. They were also able to define the meaning of words from the context as it was impossible for ESL teacher participants to be always there to tell the learners the meaning of words. Hence, they claimed that such independence would empower the learners to read critically and be able to write their own stories. Moreover, teacher participants A/22 and C/22 were of the view that learners should be introduced to literature when they were still young because then language was easily mastered. Teacher participants A/22, G/22 and I/22 stated that literature enhanced learners' creativity. Teacher participants B/22, G/22 and I/22 indicated that literature facilitated the acquisition of language skills and teacher participants E/22, F/22, G/22, H/22 and I/22 perceived literature to be a mirror of the world since it had the ability to expose learners to what was happening in the world at large. However, teacher participants C/22 and I/22 argued that literature was not in the syllabus; therefore not important. These two ESL teacher participants, therefore, displayed a negative attitudinal belief towards using literature as an authentic source. However, a majority of the participating ESL teachers showed a positive

attitudinal belief towards using literature for English teaching, suggesting several benefits of literature. These are collectively presented as categories in the table below.

Since the study involved a thematic analysis, for the better conceptualisation of the analysis, a summary of the data sourced is presented in this section using tables. The following table presents a summary of the codes and categories pertaining to the ESL teacher participants' attitudinal beliefs about using literature as an authentic material.

Table 4.3 : 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	responsiveness to literature in the early years
A/22, B/22, C/22 D/22, F/22, G/22	literature not a challenge for teachers	literature not complex for teachers
A/22	dependence solely on teacher vocabulary	lacking reading culture
E/22	not surrounded by people who read	
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	

As indicated in Table 4.3 above, ESL teacher participants had different views on using literature for language teaching. Their views were grouped into categories and later classified into positive or negative attitudinal beliefs (cf. Table 4.8).

4.3.2.2 ESL teacher participants’ attitudinal beliefs about using mobile devices for teaching English

For determining ESL teacher participants’ attitudinal beliefs about using mobile devices for English teaching, the following question was asked: What are your views about using your

mobile device for your English class? Before I could find out about English teachers’ use of mobile devices in sourcing literature materials, it was essential that I find out about their views and stance on using their mobile devices for English teaching. This is because my perception had been always that sourcing literature materials from the web would be determined by the ESL teacher participants’ adoption of the mobile device. ESL teacher participants’ attitudinal beliefs were classified into two: positive and negative (cf. Table 4.8).

Table 4. 4: ESL teacher participants’ attitudinal beliefs about using mobile devices for language teaching

Participant	Codes	Categories
A/22	bringing mobile device to class excites learners draws learners’ attention	learners’ interest stimulated
D/22	Mobile device motivates learners	
B/22	Teachers get more information to prepare learners for exams helps learners to get more information not in external examinations	enhances shallow information in prescribed books
C/22, E/22 & F/22	wide choice of information not found in prescribed books	
G/22	download things to show the learners	
D/22	use mobile device with ease	use mobile device efficiently
F/22 & E/22	borrow mobile device due to teaching need sacrifice with money want financed data and mobile phones	no support from the school
H/22	prefer using mobile device from school	
A/22	display pictures to learners for better understanding	improve teacher-learner performance
D/22	Improve learner performance	
E/22	demonstrate for better understanding	
F/22 & H/22	learning and teaching benefits learner open mindedness	
H/22	no access to electricity	no electricity and reliable network access
C/22 & I/22	no reliable network	no reliable network access

4.3.2.3 ESL teacher participants’ attitudinal beliefs about using mobile devices for sourcing literature materials

In order to determine the participating ESL teachers’ attitudinal beliefs about using their mobile devices for sourcing literature materials, I had to determine their feelings and views in this regard. This implies that if using literature for English language teaching or using a mobile device is a challenge, teachers will inevitably avoid attempting to use these devices for sourcing literature materials, thus displaying a negative attitude in this regard. However, if neither is a challenge, they are likely to display a positive attitude. I hoped to unpack whether their attitudinal beliefs about using their mobile devices for sourcing literature materials influenced their behaviour and how their attitudinal beliefs shaped their thoughts and ideas about the phenomenon under study. The teacher participants’ views were the basis for understanding their attitudinal beliefs in this regard. Hence, during the interviews, I wanted to know whether they felt it was a good idea to source literature materials for their English classes using their mobile devices.

ESL Teacher participants A/22, B/22, H/22 and D/22 were more inclined towards the literature aspects, stating that it improved learners’ pronunciation and helped learners learn the language. Participant I/22 claimed that mobile devices provide current information. However, participants C/22, E/22 and F/22 were of the view that using their mobile devices for sourcing literature materials was not a good idea, however they had to embrace it because they were considerate of meeting the learners’ needs.

Table 4.5: ESL teacher participants’ attitudinal beliefs about using mobile devices for sourcing literature materials

Participant	Code	Category
A/22, B/22 & H/22	learners’ mastery of sounds helping learners know the language	improve learners’ pronunciation
D/22	learners’ language enhancement	instrumental in mastering ESL
C/22	financial drain; but prioritising learners	situational adherence
E/22 & F/22	compelled by situation as learners benefit	
I/22	not outdated information	current information relevancy to learners

4.3.2.4 ESL teacher participants’ frequency in sourcing literature materials from the internet

I used three terms to classify the ESL teacher participants according to frequency and reliability in sourcing literature materials from the internet. Those who claimed to use literature materials regularly were referred to as predictable literary exploiters; those who claimed to be less frequent users or irregular users were referred to as non-predictable literary exploiters and those who never sourced literature materials for language teaching were classified as non-exploiters. The frequency of use leaves us asking the factors that influence the way they source literature materials: frequently, less regularly or not at all. This is, therefore, an indication of certain teacher participants’ attitudinal beliefs about using their mobile devices for sourcing literature materials. Hence, in order to determine teacher participants’ frequency in sourcing literature materials through their mobile devices, I asked them how often they sourced literature materials for their English class from the internet. The following table presents a summary of participants’ responses in this regard.

Table 4.6: ESL teacher participants’ frequency in sourcing literature materials from the internet

Participant	Codes	Categories	Themes
G/22	most often	most often	Regulars – “predictable literary exploiters”
I/22	once a week		
A/22	not every time ... once in a while	not often	Use rarely – “Non-predictable literary exploiters”
C/22 & D/22	once a month		
E/22	not often		
F/22	not frequently, may be once a month		
H/22	not always		
B/22	don’t source literature materials	no attempt	“Non-exploiters”

4.3.2.5 Factors influencing ESL teacher participants’ attitudinal beliefs about using mobile devices for sourcing literature materials as an authentic source

The semi-structured interviews were also used to solicit the factors influencing participating ESL teacher participants’ attitudinal beliefs about using mobile devices for sourcing literature materials as an authentic source. The items that were involved included challenges regarding the use of mobile devices for sourcing literature materials. In determining the factors that influence the participants’ attitudinal beliefs about sourcing literature materials for language teaching, question 14 was asked: What do you think are the challenges of using

your mobile device(s) for sourcing literature materials to be used in your English class? I also asked question 15: What is your biggest challenge in using or sourcing literature materials for teaching language using mobile devices? Please elaborate on any that you find very challenging. I later decided to merge questions 14 and 15 in my analysis to avoid duplication. A summary of the ESL teacher participants' responses is presented in table 4.7.

Table 4.7: Factors influencing ESL teacher participants’ use of mobile devices for sourcing literature materials

Participant	Code	Category
A/22 & H/22	lack of support for reinforcing English language acquisition	lack of teacher support demotivating
F/22	no appreciation for working hard	no teacher recognition
A/22 & E/22	supervisor lacks understanding	technology integration not prioritised
F/22	mobile device use discouraged by supervisor	
H/22 & I/22	administration unresponsive to mobile use – class integration	
A/22 & B/22	printing and duplication	associated duplication costs
D/22	non-functional equipment	
B/22, E/22 & F/22	no obligation because literature is not in the primary English syllabus	syllabus adherence
H/22	get basics for exams	
A/22	lack of understanding of short stories	literature complexity for learners and teachers
E/22	difficult to expose learners to literary devices/context	
H/22	literature difficult for learners	
G/22 & I/22	literature difficult for teacher	
E/22, F/22, G/22,	lack of teacher and parent support for reading.	no reading culture
H/22 & I/22	downplayed by policies	
C/22, D/22 & H/22	selection of relevant information a challenge	difficulty of selecting internet-based literature materials
	lack knowledge about how to use mobiles for teaching or sourcing materials	
E/22	lack of technological content knowledge	
I/22 & C/22	unreliable network coverage	poor network access
E/22 & I/22	no internet in class	
D/22	no time to prepare	tight schedule hinders lesson preparation
I/22	compete with time	
F/22	time consuming to allocate books	
	learners can’t read	

4.3.3 Findings obtained from the document analysis

The following section presents the findings obtained from the analysis of the ESL teacher participants’ documents. The documents analysed were ESL lesson plans and ESL schemes

of work. From the nine ESL teacher participants in the sample, I received five lesson plans and two schemes of work. These documents were requested from the teacher participants after the semi-structured interviews and were meant to confirm or refute my findings with regard to the factors that influence ESL teacher participants' use of mobile devices for sourcing literature materials. The analysis of the documents, which reflect what ESL teacher participants do in class on a daily basis, assisted me to understand whether what they claimed they were doing was a true reflection in the records of what they actually did.

During observations, I gathered that the ESL teacher participants did not refer to any literature materials in their schemes of works or lesson plans. Instead, they relied heavily on the prescribed textbooks. Teacher participant C/22 indicated that learners used reading material from the library; however, he noted that it could be any reading material at their level. This, therefore, means that the reading materials included informative texts. Among other materials the teacher participants used were charts, pictures, flashcards, magazines, newspaper cuttings, and invitation cards. They also did not include the use of technology for whatever purpose, even for listening comprehension; instead, they read to the learners. However, during the interview, they indicated that they sometimes record an audio clip or play YouTube videos for the learners. There could be factors which may influence their documents being inconsistent with what they say, which I find interesting because it is problematic; therefore, it may need to be explored further. I assumed that it might be because of some of the factors they revealed during the interview such as criticism from colleagues or supervisors who wanted them to adhere to the syllabus. Therefore, they had decided not to include everything in their documents to protect themselves from criticism. Also, they may use their mobile devices or literature materials, but do not document them, which is a tendency with some teachers generally, especially the more experienced ones. Lastly, I think that the fact that their willingness to use their mobile devices for sourcing literature materials seems coerced may mean that they use their mobile devices or literature materials infrequently, and therefore do not feel obligated to document them. Unfortunately, I was not able to confirm this through follow-up interviews.

4.4 DISCUSSION OF THE MAIN FINDINGS

This section provides a discussion of the main findings from all three data sets. Categories and themes emerged from the ESL teacher participants' responses. The main themes that

emerged from the analysis were reported and interpreted for meaning in the same order as the research questions. This study aimed at understanding the factors influencing English teachers’ attitudinal beliefs about using their mobile devices for sourcing literature materials for language teaching. The main themes emerged from the analysis of the data obtained when trying to answer the overarching research question: **How does the adoption of mobile devices influence English teachers’ sourcing of literature materials for language teaching?**

The findings of this study presented seven main themes which emerged from the three data sets. I initially came up with 10 themes, however, as I re-read the codes and consigned them to relevant themes, I reduced the 10 themes to seven in an attempt to conform to Creswell’s (2014) suggestion of five to eight themes. For better conceptualisation of the findings, I discuss the major categories that constituted each theme for each data set. The main themes are:

- Tender-age literary exposure for language proficiency
- Confidence deficiency in content knowledge and TPACK
- Learners’ reading culture deficiency
- Time deficiency
- Lack of facilities for technologically embedded costs
- Dogmatism
- Coerced willingness

Table 4.8 provides a summary of the codes and the categories which led to the formulation of the themes.

Table 4.8: 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
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Table 4.8: Themes emerging from the three data sets (continued)

Main codes and instrument	Derived categories	Themes
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 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	Deficiency in learners’ reading culture Dogmatism



Syllabus/validated content adherence
Expensive stationery and non-functional
equipment

Lack of facilities for
technologically
embedded costs

Table 4.8: 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	Confidence deficiency in content
	Difficulty of selecting internet based materials.	
Analysis of documents	Lack technological knowledge for teaching or sourcing materials	Lack of TPACK
	Poor network service	No support for technological embedded costs
	Tight schedule hinders lesson preparation.	Time deficiency
	No literature materials used	No reading culture
	Lack of creativity in facilitating technology use	Confidence deficiency in content and TPACK
	Teacher syllabus oriented/validated content adherence	Dogmatism

The findings of this study indicated that the majority of the ESL teacher participants had positive attitudinal beliefs towards using their mobile devices for sourcing literature materials. However, their positive attitudinal beliefs did not necessarily mean that they used their mobile devices for sourcing literature materials for English language teaching. In some cases, the participants seemed to reveal wavering positive attitudinal beliefs. It seemed that both internal factors and external ones (cf. section 2.6.2 & 1.7.5.1) influenced their attitudinal beliefs in this regard. Hence, it would seem appropriate to say that the participants acknowledged the many benefits of using literature materials for language teaching; hence their mobile devices would be instrumental in sourcing them. This is because the findings reveal that they did not use them or a few did so only occasionally (cf. section 4.3.3).

The findings of the study also indicated that while a majority of the ESL teacher participants recognised the benefits of using their mobile devices for sourcing literature materials, some still preferred the use of print literature materials. For instance, ESL teacher participant H/22 said, *“In most cases, I prefer using my book than going to the internet. I sometimes borrow books from one of the schools and photocopy them.”* If this participant can borrow books from other schools or use her personal books to get short stories, it means that some do not have a negative attitudinal belief towards literature per se, but that the negative attitudinal belief stems from using the internet to source literature materials. Similarly, some

participants seemed content with using only library books such that they never bothered with sourcing literature materials from the internet for their learners to read. Teacher participant A/22 claimed that for learners to read literary texts was feasible for schools with library facilities. She said,

This is mostly possible in schools with a library. We used to have a library; they'll have small books like Peter and Jane, they were reading those books. But now they don't have, so it was easier for you as a teacher to help them understand and boost reading skills.

This means that without library facilities in place, the ESL participant teacher could not explore other avenues, yet nowadays, the internet is pervasive such that to children of this era, the internet has become their bread and butter; they are owners of technology. De Jager (2021) notes how children understand technology while the older generation is engulfed in fear. Hence, this reaction from the ESL teacher participants shows a certain negative attitudinal belief regarding either using their mobile devices or regarding literature sourced from the internet.

Also, when the ESL teacher participants were asked the types of information they sourced from the internet for their English class, none of them indicated that they sourced any literature materials. Instead, they gave the following information about what they sourced: YouTube songs for teaching different phonic sounds, diaries, invitation cards, birthday cards, newspapers, parts of speech, posters, grammar examples and vocabulary words, reading comprehension passages, emails, composition writing, current issues and whatever information they found on the internet that was relevant to the exam syllabus. The fact that the participants did not mention sourcing literature materials showed that they gave literature less priority.

Also, I asked the ESL teacher participants how often they used their mobile devices for sourcing literature materials. The fact that only two participants (predictable literary exploiters) indicated using their mobile devices to source literature materials, while six rarely sourced them (non-predictable literary exploiters) and one (non-literary exploiter) not sourcing them at all, is evidence of the fact that the participants are not frequent users of mobile devices in sourcing literature materials. An exploiter, according to the Cambridge

dictionary, is someone who uses other people or things for his own profit or advantage. In this regard, when the participants use literature for teaching English better, they are exploiting it to achieve the best learning outcomes. The findings of this study also revealed the factors which influenced ESL teacher participants' attitudinal beliefs in using their mobile devices for sourcing literature materials; which I assume resulted in the participants' infrequency in sourcing literature materials (cf. section 4.4.2–4.4.7.).

For better conceptualisation of the ESL teacher participants' attitudinal beliefs, I looked into the factors which influenced these. Much as the participants exhibited a positive attitudinal belief towards using their mobile devices for sourcing literature materials, some indicated that they were compelled by circumstances to source literature materials. The mere fact that this study focused on two main variables, mobile devices and literature materials, made the findings interesting, as some participants were more inclined to regard literature as a challenge, while some viewed the mobile devices as a challenge.

The findings revealed one theme, Tender-age literary exposure for language proficiency, to be associated with the benefits of using mobile devices for sourcing literature materials, thereby constituting a positive attitudinal belief. On the other hand, factors which were considered to constitute negative attitudinal beliefs towards the use of mobile devices for sourcing literature materials included the following: Confidence deficiency in content knowledge and TPACK; Learners' reading culture deficiency; Time deficiency; Lack of facilities for technological embedded costs; Dogmatism; Coerced willingness.

4.4.1 Tender-age literary exposure for language proficiency

4.4.1.1 Early responsiveness to literature

Most ESL teacher participants acknowledged that they had good knowledge of literature and that it should be introduced to learners at the primary level where they will get the best foundation in literature, which, in turn, enhances L2 proficiency. Therefore, they displayed a positive attitudinal belief towards literature using literature for language teaching. I define responsiveness to literature in this study to mean learners' prompt positive reaction to literary works – appreciate and understand them when they are still at a tender age. Teacher participant C/22 said, "*short stories help a lot because the minds of the learners are still young ... they don't forget it once they dramatise.*" This means that the more primary

learners are exposed to reading any literary genre, the more proficient in language they may become. This is in line with Sanoto (2017) who argues that the love of reading is inculcated in learners when they are still young. Moreover, if learners are engaged in literary activities, they master language as it is used in its context and they may reach the expected language proficiency at the primary level. The fact that learners don't easily forget the short story once they dramatise means that they may be able to use the language in other relevant contexts and for a relevant audience. Hence, learners' constant early exposure to literary works may facilitate their language proficiency and CC. Teacher participant A/22 stated that learners would be *“singing ... yet they gain so much vocabulary. They will be able to read and understand and analyse and retell that particular story, obviously, they are able to write their own stories.”* This finding aligns with Okyar (2021) who views literature as having lasting artistic value. This means that through literature, learners have the ability to be creative; thereby, dramatising and writing their own stories. Also, Febriani et al. (2018) claim that literature in the ESL classroom improves learners' linguistic competence.

Socio-constructivism plays a major role in learners' recitation of poems. Also, through short stories and drama, they may role play certain characters and have fun together as they work collaboratively. This is in line with Masoumi-Moghaddam (2018) who claims that learners are more active in social interaction as they perform a given task. An ESL teacher would be there as the facilitator to guide and help learners where they find it difficult on their own. What is interesting is that learners have the ability to even take their literary texts to read at home, where they will get help from capable others such as parents. This means that as ESL teachers use their mobile devices to source literature materials for learners, they get used to a reading culture, which has to be developed as a habit, as articulated by Akinola (2021). In the process, children's speaking skills, creative skills and analytical skills are enhanced. As a tendency, reading will empower them with reading skills. Learners will know how to engage with a literary text meaningfully at a tender age, which necessitates understanding different approaches to literary criticism (cf. section 2.5.7) depending on the level of the learner. Literary criticism include moral-philosophical criticism, whereby learners may evaluate any literary work on morals based on the behaviours of characters.

In this light, the ESL teacher participants displayed a positive attitudinal belief because they felt that learners as early as the primary school level should be exposed to a wide choice of

literary texts. Some participants expressed their concern about the fact that children in eSwatini are exposed to literature at junior level. Hence, teacher participant A/22 had this to say:

Maybe if the syllabus can be structured such that we also teach the literature part at primary school level, it can be even better for them to understand literature better when they get to high school because they would have learnt the basics of literature at primary level.

This means that exposing learners to literary texts when they are at a later stage would be less effective because learners would be lacking the reading culture and the aesthetic appreciation of literary texts. Akinola (2021) supports this notion when he says that learners tend to have reading culture challenges at high school level owing to the poor foundation laid by schools and the government. It is crucial for ESL teachers to understand that introducing learners early to literature means empowering learners with language proficiency.

This theme is in line with Zengin et al. (2019) who claim that English teachers are aware of the importance and benefits of literature in teaching English. It also aligns with Davis's (1989) TAM construct, perceived usefulness (PU), and Venkatesh et al (2003) UTAUT construct, performance expectancy (PE), which posit that technology plays a major role in improving one's performance, thereby influencing one's attitude towards its use. This means that ESL teacher participants' use of their mobile devices to source literature materials may help them improve in their language teaching and in turn help ESL learners improve in the language learning process. Hence, the benefits of sourcing literature materials are outstanding and influence the ESL teacher participants' attitudinal beliefs positively.

4.4.1.2 Window to the world

Some ESL teacher participants felt that exposing learners to literature when they are still at primary level means empowering them with knowledge of distant cultures, which may enable learners to write creatively and be able to frame their pieces of work from their point of view. Teacher participant E/22 had this to say, "*If learners are familiar with a setting of a story, they will be able to put themselves into that story.*" Being familiar with a setting does not necessarily mean the ESL teacher should expose learners only to local literature.

While this issue is debatable, I believe that learners should be exposed to literature written by local authors, African authors, British and American authors, and any other author, as long as the literary text is at their cognitive level. I believe that would be one possible way for learners to understand what is happening on the other side of the world. Literary texts are eye-openers. For instance, through reading literary texts or watching a video clip, learners may understand that in the United Kingdom or America winter is in December, which is the opposite of the climate in Eswatini or African countries. Teacher participant H/22 stated that it *“helps the learners to be well versed about what is happening in the world.”* Teacher participant F/22 also acknowledged that exposure to the world is *“exciting, find ourselves in faraway places.”* What makes it exciting is that even if we are unable to physically reach the place, we are not restricted as our imagination can travel to faraway places and be a participant in whatever is taking place. Teacher participant I/22 claimed that we become *“aware of things if literature is the study of the society.”* If through literature, learners are exposed to how other societies operate, it means literature can be used for language teaching which may make learners keen to know about other cultures. This finding is supported by Patrick et al (2022) who views literature as a mirror image of real-life situations and social contexts. Learners may only be able to achieve that if ESL teachers do not confine them to the dictates of the syllabus, which may not offer as many literary text reading opportunities.

There is nothing as motivating as seeing learners write an interesting piece with a broad mind-set or scope. Teacher participant E/22 claims that learners will be able to *“get English words that are familiar with their surroundings.”* This means that language and literature cannot be separated which is supported by Mu’in (2021) who claims that language is the medium of literature. Exposing learners to their surroundings is the initial step in language acquisition. Otherwise, I find it limiting for learners to be exposed to only literary texts they will be familiar to their settings. While this is meant to make the learners comfortable, learners are deprived of the opportunity to be exposed to other cultures. It is also overlooked that learners have a potential to learn any information as long as it is presented appropriately. Krashen (1982) points out clearly in his input hypothesis that learners can acquire a language if it is a little bit above their linguistic competence ($i+1$). This means that ESL teachers should not expose learners to literary texts that will be ($i+2$), which means it would be very difficult for them to assimilate. Learners need to be exposed to what is happening in the world. While they cannot have the opportunity to visit other countries and explore their

cultures, they can be in a position to do so through literature and gain exposure. This is in line with Sidhu, Chan and Kaur (2010) who claim that literature is the window to the world. In this study, some ESL teachers understood this concept to be important; thus, they viewed it positively. They, therefore, claimed that they use their mobile devices to source literature materials for language teaching. This theme also aligns with the UTAUT construct, PE, and the TAM construct, PU.

4.4.1.3 Complementing validated content improves learners' performance

A majority of the ESL teacher participants acknowledged that using their mobile gadgets enhanced their learners' understanding of concepts; however, their focus seemed to be more on using mobile devices for sourcing any information for teaching language than on sourcing literature materials. Teacher participant A/22 stated, "*... if you brought your mobile device and display the town for them on the board, they'll be able to see and understand what a town is. It boosts me as a teacher.*" In the same vein, teacher participant E/22 on this issue said, "*If you have a mobile device, you can simply find a picture and show it to the learners. Without the picture, you explain using your own understanding, some learners will not understand.*" The fact that these participants stated the use of mobile devices in this regard facilitated learners' understanding of concepts means that they understood that their learners' performance improved. Teacher participant H/22 claimed using a mobile device "*opens learners' minds; hence, it would help them perform better.*" It seemed that the use of mobile devices for language teaching not only benefited the learners, but also made the job of the ESL teacher much easier. In this regard, it means that the participants displayed a positive attitude towards it. Hence, teacher participant F/22 said that it benefited both her and the learners.

Much as ESL teacher participants recognised the usefulness of mobile devices in language teaching, many ESL teacher participants did not use literature materials for language teaching as one would expect. In this study, teacher participant E/22, however, commented that she sourced poems from the internet because there were very few in the prescribed textbook. So she claimed that the more the examples, the more the learners would be able to write their own poems or identify literary devices should they be asked by chance in the exam. She highlighted that examiners may ask about simple poetic devices like the metaphor, similes and rhyming words. Sourcing of literature materials in this regard

supplemented the validated content and thereby improved learners' performance. This theme also supports the UTAUT construct, PE, and the TAM construct, PU.

4.4.1.4 Linguistic competence enhancement

The ESL teacher participants acknowledged that using mobile devices for sourcing literature materials for language teaching was beneficial for ESL learners. The findings revealed that reading any literature genre – short story, drama or poems – has an ability to enhance children's grammar acquisition and vocabulary. Teacher participant A/22 states, "*...it was going to be best if literature was introduced before the grammar part for better enjoyment and understanding.*" This means that literature brings fun as it facilitates the mastery of concepts; therefore, learners' language acquisition may improve, as participant teacher E/22 indicated that learners' grammar would be improved through reading literary texts. Grammar being the structure of the language, including sounds and acceptable sentence structures, is not an easy task to teach consciously as English is learnt as a L2 after the L1. The fact that the ESL teacher is not a native speaker of the language may pose some challenges to both the ESL teacher and the ESL learner. In this regard, teacher participant A/22 further explained: "*If the teacher pronounce the sound wrongly, obviously the learners will grasp the wrong sound and go with it to the next level*". This implies that it is important for ESL teachers to expose learners to hearing L1 speakers of the language. This is in line with Olds et al. (2021) who are of the view that L1 speakers should be used to teach L2 speakers as a way to enhance L2 acquisition. This is further elaborated by Tevdovska's (2016) argument that L1 learners and ESL learners will not acquire the language in the same way, because L1 learners are not taught the rules of grammar and the internalisation of vocabulary, but they pick up the language from what they hear being said. ESL learners will need to be exposed to a lot of input in the form of understandable authentic materials and be able to deduce the meaning of vocabulary as used in the context. In this vein, teacher participant D/22 attests to that "*Without literature you cannot teach a language because if you want them to master a language, they have to tell a story or a poem or a song. From literature they gain so much vocabulary.*" In addition, participant teacher C/22 argued that there is no language without literature. This is supported by Van Peer (2008:127) who claims that the "the concrete medium of literature is language. Without language there can be no literature". This means that language and literature cannot be separated.

It is intriguing to note how the ESL teacher participants understand the role of literature in language teaching. However, what is worrying is the fact that it seems that there is nothing being implemented to that effect. The fact that teacher participant A/22 said, *“It was going to best if literature was introduced before the grammar part.”* This quote gives the impression that grammar is taught using another approach, as learners seem not to be exposed to literature.

It was also revealed in the findings that the ESL teacher participants recognised that literature was instrumental in the learners’ acquisition of vocabulary. This is in line with Akinola (2021) who argues that vocabulary acquisition, pronunciation, speed and comprehension skills can only be achieved through a reading culture. On this note, participant teacher I/22 asserted that learners’ vocabulary should be rich. In this case, literature materials are imbued with rich language. Teacher participant A/22 revealed that as learners would be having fun, *“singing ... yet they are getting vocabulary.”* Teacher participant D/22 claims that *“if you want them to master a language, they have to tell a story or a poem ... flashcards in isolation is a waste of time as the teacher cannot be always there to tell the learner the meaning.”* According to Krashen (1987), learners gain linguistic input in an environment that will not raise their affective filter. This means that as the classroom atmosphere is relaxed, they are able to learn without realising they are doing so. Hence, as learners sing and have fun, they acquire L2 unconsciously. Hence, literature is capable of having this effect. Febriani et al. (2018) also support ESL teachers’ use of literature in the ESL classroom for improving learners’ linguistic competence.

While the teaching approach to vocabulary acquisition will be deliberate from the ESL teacher’s perspective, it will be unconscious for the learners. Most ESL teacher participants rely heavily on flashcards for vocabulary teaching, yet vocabulary cannot be learnt in isolation. Every word has to be understood from its context because some words may be similar but may mean different things to different people or cultures. It is against this backdrop that Fromkin and Rodman (1998) argue that children do not have a mental dictionary. This means that an ESL learner cannot simply recall all the words that have been taught by an ESL teacher without a context. In cases where learners have been exposed to a reading passage whereby they have to be taught the vocabulary first, it may seem futile if the ESL teacher only goes through the vocabulary once. I also find it a waste of time for ESL

teachers to have learners construct sentences as a means to have them understand the meaning of words. I suggest that constructing sentences should take place after learners have been exposed to the vocabulary and understand what it means in different contexts, depending on the learners' level. Literature materials give the learners a better way of deducing meaning from the context because of their stimulating nature.

The receptive skill, which in this case is reading, should come before the productive skill, which is writing. It seems that the ESL teacher participants were quick to have their learners write. In most cases, the participants were frustrated that their learners could not write legibly as they were expected, yet the reason behind this was that the learners had not yet reached the stage where they could write convincingly. Reinforcement, therefore, by sourcing literature materials, could make it possible for learners to master or acquire the vocabulary. Acquisition means one's ability to use vocabulary appropriately in different contexts, as suggested by Kusmaryati (2018). Children may recall some vocabulary or not recall it at all, as the ESL teacher keeps adding more vocabulary each day or each week. However, if learners are exposed to literary texts that they take pleasure in reading, they are likely to recall the vocabulary because they will be reading it in context. As they sing or tell their stories, they are able to master the language.

The ESL teacher participants, therefore, viewed sourcing literature materials for language teaching positively because these materials seemed to improve both learners' and ESL teachers' performance. Therefore, this theme perfectly supports the UTAUT construct, PE, and the TAM construct, PU. If ESL teachers do not rely on their mobile devices for sourcing literature materials, they may deprive learners of the opportunity to enhance linguistic competence. Hence, it calls for ESL teachers to embrace all the kinds of knowledge to use technology (TPACK) efficiently for improved performance in the teaching and learning of English using literature content. Hence TPACK and the UTAUT construct, PE, and the TAM construct, PU, correspond with one another.

4.4.2 Learners' reading culture deficiency

Despite the ESL teacher participants' acknowledgement of the role of literature in L2 learning, a majority of the participants I interviewed decried the lack of a reading culture. They indicated that learners do not read independently. During lesson observations, I also

noted that there were no English corners in almost all the classrooms I observed, which means that there was no or a minimal reading culture created for the learners. One advantage of the English corner is that it affords learners the opportunity to read at their own pace either alone, in pairs or as a group without feeling any pressure. Sometimes the English teacher may be able to help the learners who have difficulty in grasping some concepts.

Without reading as a habit, ESL learners are deprived of the linguistic input, as noted by Raju and Joshith (2018); therefore, their communication skills do not improve, which in turn seemed to discourage the ESL teacher participants from sourcing literature materials for them. This resulted in negative attitudinal beliefs about sourcing literature materials that learners can read and use to enhance their CC. Teacher participant F/22 said, *“Reading is not the culture of the school. They read in class, and that’s all.”* On the same note, participant teacher H/22 claimed, *“Literature is difficult for the learners because they have to develop the culture for reading a lot.”* In this light, Akinola (2021) vividly points out that reading is a culture and intellectual action which has to be embraced as a habit from childhood. I attest to the fact that without reading as a habit, one may find literature difficult. This is because reading is not about reading letters or sounds, but it is about reading for meaning. Thus, a learner who is not accustomed to reading may find the language difficult regardless of the level. Ajoke and Shapii (2017) state that learners who cannot read and interact with the literary text find literature difficult to understand, which may influence their performance. Teacher participant I/22 said:

I once tried to have them read at home, but most of them didn’t come back with the papers, you find that they lose the papers ... They are not that motivated to read on their own and I don’t know why. I have to push them. Few days ago, we were doing reading with the middle grades and I noticed that quite a number of them had difficulty with reading, so I gave them reading as homework. I asked them to go and read at home and ask assistance from their parents or guardian. But the next day, when they came back, most of them had not done the work. Few asked their parents and most of them don’t ask their parents, they forget I think. Sometimes you find that they stay with their grandparents or their parents come late from work.

The fact that learners cannot read independently seemed to demotivate the ESL teacher participants because their language skills did not improve and their CC is limited. ESL

teacher participants attributed learners' lack of reading culture to many reasons which included lack of support from parents or significant others, other teachers at school and educational policies. Teacher participant E/22 claimed that learners

... are not surrounded by books, or people who read; they are not encouraged to read. Most learners who read have parents who are professionals who even buy them books ... Those learners who read a lot have no problem with language structuring and vocabulary ... those who don't like reading, don't like writing. Those good at reading enjoy writing.

This finding, again, supports Vygotsky's socio-cultural theory which holds that children thrive in a social learning environment as they get support from capable others. Also, what teacher participant E/22 says is consistent with Krashen (1982) who claims that children who read become good writers while those who do not read find writing difficult. Reading informs writing. Hence, ESL learners who are exposed to reading literary texts develop a critical eye about the audience, language used, text organisation and other aspects as they engage with the author's ideas, which in turn may influence their writing.

Owing to the lack of the reading culture, teacher participant A/22 highlighted that learners depend solely on the vocabulary that teachers tend to give them. She further claimed that in each unit in their prescribed textbooks, there is new vocabulary that learners must know. This paints a picture of deliberate teaching of vocabulary without any reinforcement through the reading of literary texts in or outside class. This means that the learners' language acquisition will not improve at the expected rate, because they receive little linguistic input. Therefore, learners will be not at the advanced fluency stage, as suggested by Vygotsky (1978) (cf. section table 2.5). ESL learners' dependency on the ESL teacher, without a shadow of doubt deprives them of the opportunity to acquire new vocabulary and use it meaningfully in context, especially if it is taught in one lesson using flashcards and not reinforced through interesting literature materials. Thus, it becomes difficult for them to write creatively and independently because they are not confident in using the words correctly or may even forget their meaning.

Also, the findings of the study revealed that some ESL teachers claimed that there were no libraries in their schools. While the main focus of this study was on literary texts sourced

using mobile devices, and not just on informative texts or literary texts in libraries, it was necessary to note these because this is a clear indication how much some ESL teachers still believe in print materials. However, some would be compelled by other factors to rely on them. Whether print or digital, ESL teachers were demotivated by learners who could not read on their own. Teacher participant F/22 said, *“As teachers we were demotivated by many factors. There is no proper library in the school. It’s time consuming to come and look for books that they can’t read.”* This is a clear indication that the lack of a reading culture creates a negative attitude. As a result, in most cases the ESL teachers in this study relied on the prescribed textbooks for literary texts. What is worrying is that prescribed textbooks contain only a few literary texts, which good readers finish reading in a short space of time and thereafter re-read the stories over and over again, which is unexciting for them. While library materials are effective to a certain extent, they fall short is that they will always limit learners to reading only what is readily available, not what captures their interest. On the other hand, internet-based literary materials come in appealing forms such as videos they can watch and listen to or a variety of interesting materials they can read. I argue, therefore, that the kind of materials teachers give to learners may contribute to their lack of interest in reading. Without ESL teachers changing their perspective on embracing internet-based literary materials, they might find themselves fighting a losing battle. Their negative attitude towards sourcing literature materials owing to a lack of a reading culture for learners, leaves learners hopeless and with the idea that the acquisition of English is difficult.

The fact that ESL learners lack a reading culture concurs with the observation data in many aspects. During observations, I noted that some learners had difficulty with reading. Some could not pronounce words which are presumed to be at their level. Some struggled to read a whole sentence yet they were in the middle level. For each sentence, the teacher had to intervene to assist the learner. Also, I noted that the majority of the learners could not answer the questions appropriately. In at least three of the classes I observed, this was a cause for concern because the learners had gone through the reading passage and the questions with the teacher; however, when they were tasked to write independently, many could not answer the questions appropriately. In a follow-up interview, teacher participant A/22 had this to say:

One greatest disadvantage is that they didn't learn the previous year due to COVID. They lack and need to be treated like grade 1, yet the content of the syllabus that they are in requires them to have read and mastered like few sentences to be able to construct a sentence, a simple sentence but for them it is just lacking. That's why some have those difficulties.

My conviction is that there is no way learners can answer questions appropriately if they have not understood the reading passage in the first place. Reading not only means recognising the sounds written down, it also means deducing meaning as one engages with the text. I find the COVID - 19 factor a tangible reason why ESL teachers should source literature materials for their learners so that they will gain language without even realising it. Sometimes I think that conscious learning of the language is demanding and stressful. It is through their literary text reading endeavour that learners encounter new words in context, diction, the use of literary elements such as irony, setting, figurative language, style and many more. They get to like certain characters while loathing others. As they are thinking critically about the events in the story, play or poem, their imagination is also enhanced. Literature creates a true reflection of the society in which learners live or distant societies they may be exposed to. It is against this backdrop that I agree that those learners who can read can also write efficiently, as teacher participant E/22 asserted.

Consequently, it seems that the deficient reading culture in schools has compelled ESL teachers to use the internet to search for vocabulary to give to learners. Some claimed that they even asked their learners to have a vocabulary notebook in which they write down new words or to always bring their dictionaries with them to class. Teacher F/22 explained:

They have a vocabulary exercise book. Whenever they come across a new word, they write on their vocabulary exercise books and whenever they are writing they consult their vocabulary exercise books. It's only the brilliant ones who can do this.

I concur with teacher participant F/22 when she says that it's only those who are capable who are able to use the vocabulary they write down in the vocabulary exercise book. The reason being that in the exercise book, there is no context whereby learners can deduce the proper use of words even if the meaning can be provided. The question is what will happen to the rest of the learners if this approach to teaching vocabulary can be afforded by only to

the brilliant ones. The purpose of ESL teaching is that all learners should acquire the language. Hence, the use of teachers' mobile devices for sourcing literature materials is viable because the internet has vast amounts of literature materials of all genre and learner levels. Some ESL teacher participants claimed that they find themselves teaching literary elements in isolation, which I argue is not effective. That long list of idioms is boring for learners who are prone to using them inappropriately, thereby, rendering their piece of writing meaningless or not communicating what it intended. The learners are deprived of the opportunity to embrace sociolinguistic competence. Imagine that the following idiom is included in the list: *I was in deep water*. Having not read this idiom anywhere in context, the child is likely to say confidently, I was in deep water swimming. This sentence is correct, but the intended meaning has not been communicated because the idiom has been used literally in this context. Otherwise, deep water means to be in serious trouble. Participant teacher B/22 claims:

We use the figures of speech from the Oxford dictionary. I choose those at their level and write them on a chart and write their meanings. Sometimes they choose two or three and write 5 sentences. Then choose one that they will use in writing a paragraph. It also help them in writing their compositions. Figures of speech make writing interesting.

It would appear that the teacher participants understood how literary elements such as figures of speech decorate one's language. They take meaning from the surface level to the underlying one, making the piece of writing interesting. However, the approach the participants used is not effective for L2 acquisition. Rather than using figures of speech from the dictionary, learners should be exposed to short stories, poems, plays and novellas for them to understand how figures of speech are used in context. As they read, they will appreciate the language and be triggered to create their own aesthetic piece of writing. Every time they want to use them, they might recall the story and thus be in a position to use them appropriately, rather than for teachers to task them with constructing sentences based on their understanding of the meaning of idioms out of context. It is worrying that learners are likely to use the words inaccurately because they are learning them out of context, as this means that their sociolinguistic competence will not improve. Teacher participant E/22 claims that learners

... are not exposed to the figurative language anywhere, so I would find a text from the internet with metaphors. Then I will give them and identify the metaphors and use them in different sentences. Then I will give them a list of metaphors and their meanings. Then I encourage them to use one or two idioms when writing continuous writing except for formal letters. Some will use them accurately, but most of them will inappropriately use them.

It seems that the ESL teacher participants find themselves pressured to go the extra mile by sourcing just the required literary elements in an effort to assist learners who cannot read independently. Teacher participant E/22 stated that she writes figurative language on a chart, in an attempt to have learners master the use of language; nonetheless, they do it in an unprofitable way. I argue that as long as learners do not read an entire literary piece, be it a poem or a short story by themselves, they are depriving themselves of language because they do not gain any linguistic input or any form of exposure if they learn new information out of context. In fact, they are deprived of the opportunity to develop sociolinguistic competence. In most cases, they construct incorrect sentences, as teacher participant E/22 has noted. In the process, they get confused and claim that ESL is difficult. The participants used this short cut in an endeavour to assist learners whose reading culture is zero, which is then fruitless; therefore, they become discouraged. The lack of a reading culture in schools therefore, influences the participants' negative attitudinal beliefs towards sourcing literature materials for language teaching. This is because they realise that integrating technology in language teaching, in this instance, will not improve learners' performance as there will be no linguistic input they would gain owing to the lack of a reading culture.

I regard this ESL teaching approach as a short cut for teachers wishing to have learners expand their knowledge of figurative language. However, this short cut may have a lasting devastating impact on the learners' passion for reading and the ability to use words appropriately in different contexts. The more learners master new words in this deliberate way of teaching, the more they find English difficult because they do not have a mental lexicon. Also, the participants should be cognisant of the fact that vocabulary and figurative language is not sufficient for learners to be competent in the L2. Therefore, ESL learners need exposure to literary texts so that they understand how language is used in a social context, gain insight into other cultures around the globe and have tolerance for or appreciate

them. Hence, their sociolinguistic competence will be enhanced. In this regard, with the other communicative competences, ESL learners will have the ability to use language in different contexts and be able speak and write ESL effectively, or be relevant in the market.

The ESL teacher participants also decried the lack of support from other teachers in the other disciplines in the school, which was demotivating. They claimed that it would be easier if the other teachers also used English as a medium of instruction; unfortunately, other teachers teach their subjects in the vernacular, siSwati. One teacher mentioned that they boldly conduct the morning assembly in siSwati, which is alarming because that sets the tone for the culture of the school.

On this note, parents or significant others also do not support their children to read even when ESL teachers give them materials to read at home. The ESL teachers highlighted that some parents work in the textile industry, coming home very late and tired and the children are already asleep. Some stay with their grandmothers who in most cases are illiterate. Teacher participant F/22 commented:

Most parents work in the textile factories and some stay with their grandmothers who come physically to school to complain why teachers are giving them a lot of work or why can't they help their grannies. They will complain that they don't have candles.

Without any support from significant others, learners are deprived of learning in a socio-constructive environment. When learners are exposed to language input beyond their capabilities and need assistance, but get no support, it means they will remain at the same level. Vygotsky (1978) argues that for learning to occur, the child should ideally be within their ZPD. In terms of a different perspective, ESL teacher participant G/22 claimed that girls do better in reading than boys because their chores are always around the home, thus giving them time to read. On the other hand, boys go into the fields to look after the cattle, leaving them with no time for reading. On this note, the role of capable others is always significant in assisting learners to read. The more they read, the better they become. Hence, such factors influenced the ESL teacher participants' attitudes negatively, leading to them not sourcing literature materials and thereby depriving learners of learning in a conducive socio-constructive environment. Hence, they are deprived of the opportunity to develop a

passion for reading, which is not developed overnight but requires perseverance. Learners are also deprived of an opportunity to develop CC.

The teacher participants also claimed that what exacerbated the zero-reading culture in schools was three education policies, namely that (1) English as a non-failing subject, which was promulgated in 2018; (2) teachers are allowed to code switch from grades 1 to 4 (one participant claimed that even children in the upper grades take advantage of this policy as they converse with the lower grades in vernacular). Anyiendah (2017) supports this view when she argues that the language policies on using the L1 in teaching English learners tends to deprive them of the opportunity to practise English in the classroom as they have minimum exposure to it. (3) The banning of corporal punishment has left teachers with no means to discipline learners who use the vernacular on the school premises. Teachers feel learners used to respond positively when the corporal punishment was administered with positive discipline. This leaves the participants dispirited or without any incentive for good learner performance. Teacher participant F/22 had this to say:

Learners are taking advantage of the policy that English is not a failing subject and code switching from grade 1-4. The teachers themselves are relaxed. Even if they fail the subject, there is no problem, they'll still pass. Also, the positive discipline policy had a negative effect because corporal punishment is no longer administered. In the past whenever we were reinforcing the speaking of English, we would use corporal punishment, but now we are relaxed because there is nothing much you can do to them.

This may not sound directly relevant, yet it is because the ESL teacher participants claimed that they are discouraged because English tends to be their responsibility and theirs alone. Such demotivation results in the participants not to going the extra mile of sourcing literature materials for language teaching. One teacher highlighted that it was no use sourcing literature materials learners would not read. Hence, the participants displayed a negative attitude towards sourcing literature materials for language teaching.

4.4.3 Confidence deficiency in CK and TPACK

4.4.3.1 Complexity of literature (CK)

Some teacher participants were of the view that literature was difficult for them. However, there were teacher participants who claimed to have good knowledge of literature. ESL teacher participant C/22 said, “*Much as people say literature is complex, it does not apply to me*” and teacher participants A/22, B/22, D/22, F/22 and G/22 shared the same sentiment. For some teacher participants who felt that literature was a challenge for them, it means that they lacked sufficient CK. Most of the teacher participants found the content of literature to be difficult for the learners. Teacher participant A/22 claimed that learners at the primary level do not understand short stories. Therefore, it is a cause for concern why learners do not understand short stories, especially those at their level. This means that the participants face challenges in selecting literary materials that meet the competency level of their learners. Teacher participant E/22 highlighted that short stories can take learners longer than an hour to read and they still have to answer questions based on the stories. However, the participants’ claim that literature is complex for ESL learners, is contrary to Haimbodi and Woldemariam’s (2019) claim that if literary works are selected according to the needs, level, and age of learners, they can become an effective tool for teaching and learning language. Participant teacher E/22 also complained that they are not exposed to the figurative language anywhere and that ESL learners read poems in the same manner as a reading comprehension passage. This finding confirms findings by Pexman et al. (2019) who claim that verbal irony is a challenge for ESL learners. This means that literature is complex for learners because they lack exposure to reading literary texts for literary appreciation. Without any literary input even outside the classroom, there is no way learners can find literature simple, which is in line with Krashen’s input hypothesis (cf. section 2.3) which holds that learners’ exposure to any additional language input helps them improve. Hence, learners have to develop a reading culture because literary works are embellished with figurative language. On this note, teacher participant H/22 stated, “*Literature is difficult for the learners because they have to develop the culture for reading a lot.*” This means that understanding and appreciating literary texts is a skill which cannot not be developed overnight.

Some ESL teacher participants also revealed that they lacked confidence in literature as they found it complex for them as well. Teacher participant G/22 had this to say:

I don’t want to confuse them ... they have to know some things about a poem though you don’t go deep. You tell them about the figures of speech like simile,

metaphor, but not hyperbole. They read the poems as the reading comprehension ... Literature is complex for me, too, because I haven't done much on literature. It is only now that I did my degree that my eyes opened a bit about literature.

This is in line with Saka (2018), who argues that English teachers still seem hesitant to use literature materials in their English classrooms. In the same vein, Sanoto and Van der Walt (2019) mention that primary school teachers of English, and particularly lower primary school teachers, do not see themselves as teachers of literature. This may be due to their lack of confidence in their literary competence and the fact that they deem literature to be too complex for learners' low language levels. CK, in this regard, was a basis for ESL teacher participants not using their mobile devices for sourcing literature materials to be used in their language class.

4.4.3.2 TPACK challenge

The ESL teacher participants also revealed that TPACK was a challenge for them. This means that it is not only the literature and the content that is difficult, but also the use of mobile devices to source literature materials for teaching English. Teacher participant H/22 stated, *"In most cases, I prefer using my book than going to the internet."* It is a cause for concern when ESL teachers opt for printed materials in the technological era where technology is our bread and butter. In this vein, Seraj et al. (2021) assert that traditional teaching methods are not effective in teaching ESL; hence, traditional methods should not be solely used in the English classroom. Some ESL teacher participants mentioned the factors which influenced their choices regarding the internet. Teacher participant C/22 argued:

The internet has a lot of information to offer. Some is harmful. If not careful enough you may find yourself feeding your learners some of the unwanted information which may pollute their innocent minds. It's for me to determine which literature materials are needed for my learners.

In the same vein, participant teacher H/22 indicated:

At times, we teachers lack knowledge about how to use the mobile device for teaching or sourcing materials. Let's say I want to search a story, it becomes difficult how to find it.

The ESL teacher participants claimed to use mobile devices, which included laptops, tablets, smartphones and projectors. However, in contrast to this claim, participant teacher E/22 suggested that they did not have the ability to use technology appropriately for language teaching purposes. She said, "*We do have projectors, but we don't know how to use them.*" This finding confirms my findings during the English lesson observations; namely, that the participants lacked creativity in using their mobile devices for sourcing literature materials and for teaching language through literature. Also, findings obtained from the participants' documents, such as the schemes of work and the lesson plans, showed that they lacked creativity despite the fact that some claimed during the interviews to be using their mobile devices for language teaching. Thus, there is tension between what the teacher participants claimed to be doing and what I observed them actually doing. This finding is in line with Artini and Padmadewu (2020), who argue that English teachers perceive themselves as creative, but the classroom observation data show that they lack creativity, thereby creating a discrepancy between what English teachers claim to do and what they actually do.

The finding that some of the ESL teacher participants have not embraced technology use also aligns with Venkatesh et al.'s (2003) UTAUT effort expectancy (EE) and Davis's TAM perceived ease of use (PEU), because the use of mobile devices for sourcing literature materials to be used in an English class may be determined by how easy or complex it is for teachers to source those materials. It is important to remember that for the ESL teachers to have the ability to use mobile devices to source literature materials, they have to know how to use their mobile devices in this way and to be able to use them in class. In this vein, the ESL teachers will accept the use of mobile devices only if they know how to use them for pedagogical purposes. This, therefore, necessitates ESL teachers having the kinds of knowledge required to embrace technology so as to facilitate teaching. Hence, the TPACK and the acceptance theories would appear not to work independently of each other. The UTAUT construct, EE, and the TAM construct, PEU, in particular, appear to relate to the TPACK type of knowledge, TK. It can, therefore, be argued that the challenge some of the teacher participants had with selecting relevant literature materials from the internet and

using their mobile devices for teaching language through literature necessitates some training. Accordingly, Moodley et al. (2020) also propose professional development for teachers.

4.4.4 Lack of facilities for technologically embedded costs

The ESL teacher participants indicated that in their schools they sometimes lacked stationery and often had malfunctioning equipment. Participant teacher A/22 noted that printing and duplicating the short stories for the class was wasteful because of the large class she was teaching. This confirms my findings made during the lesson observations that, in some schools, classes were approaching fifty learners in size, which is a large number to make copies for, often because of the associated costs. Teacher participant B/22 also highlighted that *“when you want to print or photocopy, there is no Typek or photocopying machine in good condition.”* This means that even if the participants try to source literature materials or any teaching materials, their efforts would be in vain, which is demotivating and therefore they develop a negative attitude.

The findings of this study also revealed that the ESL teacher participants did not always have data for their phones. When they did have data, it was meant for their personal use. Some claimed that they did not have proper mobile phones owing to limited internal storage capacity. Teacher participant D/22 stated that in most cases there were no funds for printing and data. In the same vein, a majority of the ESL teachers claimed they wished they could be provided with data or Wi-Fi. However, they also revealed the challenge of having no network coverage or reliable networks in their schools. Teacher participant I/22 had this to say:

... in rural areas, you find that the network is not good. Such as myself where I teach, the network like Swazi mobile does not reach all the places, so we don't get good network for Swazi mobile. We only rely on the MTN, yet Swazi mobile is cheaper. The data, especially when you use the internet. Data for Swazi mobile is affordable as compared to MTN. Even when you load the data, when you get to my school, it's unfortunate that you cannot use it because Swazi mobile network doesn't reach. You find that you can use your data when you are at your home.

When you get to school. Even if you want to show your kids something on the internet, you cannot be able to do that, unless you download from home.

It seems that the existing network was a demotivating factor for the ESL teacher participants no matter how much they tried. Hence, teacher participant C/22 supports this concern.

Most of the time, the internet is not reliable. The network coverage where I am teaching is so poor. You find that I have to do it at home when I am too tired, yet I have to do it for my next lesson. Besides the internet, I have to provide a lot of data. The school used to provide the Wi-Fi but not anymore. But now due to the free primary education, the funds are allocated strictly to the departments where it serves to go. So we don't have any funds from government. Now the ICT lab is without Wi-Fi. I download and use projectors in the ICT. Now we have about 40 computers lying idle because of the Wi-Fi problem. Now it is draining on me.

The fact that the Wi-Fi problem is draining for this teacher participant implies that it is frustrating because he had to use his data for accessing the internet at home when he was tired. Hence, this has a bearing on costs. This is in line with Muslem et al. (2018), who raised the issue that the network connection was a challenge preventing most ESL teachers from effectively using the internet in the classroom. Teacher participants E/22 and I/22 also noted that they could not use the internet in class even if they wanted to owing to the poor network connection. This is also in line with UTAUT construct of facilitating conditions, which pertains to the extent to which individuals have organisational support and resources to carry out a task. However, the findings of the study revealed that it was a challenge for ESL teachers in schools to obtain the essential resources needed for them to use their mobile devices for sourcing literature materials and using them in class. The lack of these facilities therefore created negative attitudinal beliefs among the ESL teacher participants regarding the use of their mobile devices for sourcing literature materials for language teaching; thus leading to them not adopting technology integration in class. I argue that factors associated with the UTAUT facilitating construct may influence ESL teachers' attitudes negatively in regard to sourcing literature materials, because such factors may deprive them of the opportunities for professional development in the kinds of knowledge required for technological integration.

4.4.5 Time deficiency

The ESL teacher participants revealed that they did not have time to prepare their lessons either at home or at school. While some teachers tend to prepare their lessons at home, some of the teacher participants indicated that it was difficult to do so. As teacher participant I/22 highlights: *“cannot be able to do that, unless you download from home. I don’t have time at home to do that. This limits me as a teacher.”*

It cannot be denied that some of the ESL teacher participants have other demands at home, which makes it difficult to prepare their lessons there. Teacher participant C/22 indicated that he comes home very tired. This implies that he may not have time to prepare effective lessons, as he spends the time resting so that he may go to work the following day feeling refreshed. Teacher participant D/22 claimed that there was no time as the teaching schedule was too tight and there were other engagements after school which made it difficult to prepare lessons. This lack of time is supported by Muslem et al. (2018) who claimed that teachers struggle with the limited time for using technology in the classrooms. Such a factor may influence ESL teacher participants’ attitudes and therefore influence their behaviour not to adopt mobile devices for sourcing literature materials or teaching ESL learners to use them.

It appears that the demands of the teaching profession are overwhelming; this therefore deprives ESL teachers of time to prepare their lessons and make sure they provide what is best for the learners. This calls for ESL teachers to get all the support they need from the various stakeholders to make their work effective and efficient. This means that without the support ESL teachers need, they will always use what is readily available to them, which is a drawback for the learners. Time deficiency seemed not to align with acceptance theories and the kinds of knowledge for technology integration theories; however, it directly influenced the participants in not sourcing literature materials for language teaching. This theme is in line with the UTAUT construct, facilitating conditions.

4.4.6 Dogmatism

4.4.6.1 Validated content adherence

The findings of this study revealed that as much as the ESL teacher participants recognised the benefits of using literature in an English class, they did not prioritise literature materials for language teaching because literature was not included in the primary school English syllabus, which I refer to as the validated content. Teacher participant B/22 said “*The syllabus makes me not to use literature.*” This is clear indication that the participants prioritise the syllabus. This is supported by teacher participant C/22 who claimed, “*Teachers only use the authorised syllabus and curriculum.*” This shows that these participants were resolute not to teach anything outside the validated content. However, they seem to miss the point in this regard, because ESL teachers are free to use any teaching material that supplements the syllabus. Hence, when using literature, they will be not teaching literature in its own right, but they will be picking out literature elements which facilitate language teaching. However, teacher participant D/22 acknowledged the importance of using literary materials.

You cannot only give learners what is in the prescribed textbook because you are preparing them for life not just passing grade 7. The prescribed textbook is simply a guide. This means that the teacher has to find more from the internet. Learners by grade 7 don’t have anything to write in terms of vocabulary because there is not many short stories in the prescribed textbook.

Through the semi-structured interviews, I have been made to realise that the ESL teacher participants do source additional information from the internet such as diaries, invitation cards and dialogues. All these are examined in EPC final examinations, while literature is not. As I have mentioned earlier, the participants claimed that they sourced this kind of information because there was not enough in the prescribed textbook, even though they will be examined on it. They claimed that there is a trend that the Eswatini Examination Council (ECESWA) examine learners on it despite it not being included their prescribed textbooks. Teacher participant B/22 had this to say:

You find that when you use your mobile device you help the learners with what ECOS wants. I search this information because I have discovered that the grade 7 book has shallow information. When the learners go for the examination, you find that they are not set as what we have taught based on the book.

The ESL teacher participants felt that their teaching materials should prepare the learners for the examinations. Teacher participant E/22 shed some light on this issue:

I've never thought of sourcing literature materials like short stories. I only find the reading passages. I suppose the reading comprehension are much shorter than stories...

There is no literature in the exam, they listen the listening comprehension, reading comprehension, dialogue, composition and letter writing. They draw graphs. There is also creative writing like advertisements and so on. Literature is not reinforced through the examination much as there are few poems. As teachers, we do it for the sake of the reading comprehension because sometimes in the exam they will be asked to identify a metaphor in paragraph 1 or simile. As long as it will not come out in the examination, I don't focus on it much, especially during the revision time. We revise reading passages. We teach simple metaphors because when writing composition, they are required to use them or idioms.

This finding confirms the informal interview I held with in-service English teachers, pursuing BEd, before carrying out the study in order to find out what informs the choice of materials they used for teaching. What is surprising is that while it was a different group of BEd students/in-service teachers that I had previously asked, according to the findings of this study ESL in-service teachers have the same mindset in this regard. This shows that the teacher participants' adherence to the syllabus is prioritised. However, this becomes a cause for concern when ESL teacher participants fail to recognise the role literature can play in language teaching. They seem to focus solely on the examination, ignoring the fact that learners have to gain communicative competence, which cannot be gained by conscious teaching of non-literary texts. ESL teachers tend to separate language and literature, yet these two are inseparable. This behaviour of some of the ESL teacher participants is contrary to the common belief that teachers are agents of change, as noted by Kidd (2013). It seems that teachers have a certain dogma on how teaching should progress in a predictable or systematic way. As a result, ESL teachers may develop negative attitudinal beliefs towards using their mobile devices for language teaching purposes.

The structure of the syllabus seems to discourage the ESL teacher participants from using their mobile devices to source literature materials. They felt that it was of no use to bother

sourcing literature materials when language is taught in the form of a comprehension exercise at primary level. Teacher participant E/22 highlighted that examiners do not ask for poetic devices, rather they ask questions in the form of reading comprehension. Similarly, teacher participant A/22 said: *“Every story, including short stories in their syllabus in their books is just taught as a reading comprehension. It can be structured as a poem, but the questions are meant for a reading comprehension.”* The participants therefore felt there was no need to use literature for language teaching if the syllabus overlooks its importance not only in language teaching but also as an introduction to literature.

The ESL teacher participants also decried their supervisors’ influence in as far as syllabus adherence was concerned. Teacher participant F/22 stated: *“Our supervisor is concerned with how far have you gone with the syllabus because the school has to shine at the end of the year.”*

Teacher participant H/22 had this to say:

The head teacher wants us to stick to the syllabus. He wants us to teach for the sake of the exams. Nothing is forcing me much to know much about literature because of the classes I am teaching. May be if I was in high school, I would dig more because they do a lot of literature there. I want them to get the basics, get prepared for exams

It was worrying that learners seemed to be deprived of opportunities to enhance their ESL because school supervisors were concerned with good results at the end of the year. The question is whether good learner performance in English means learners have acquired the necessary skills to be able to communicate efficiently in all situations. What the supervisors missed out was the possibility of better performance if ESL teacher participants use literature for teaching language. It should be noted that supervisors have different areas of specialisation; hence, if they did not major in English they may not understand how English language is taught. Also, the participants’ perception was that learners will do literature at high school; thereby overlooking that learners will be underprepared for Literature as a subject for the first time at secondary level. The fact that ESL teachers do not lay a literature foundation at the primary level not only deprives learners of their CC, but also of a love of reading and an appreciation of literary texts regardless of literary period and thematic

concerns. Participant teacher A had this to say in light of what participant teacher H/22 raised:

Belief is that literature is not necessary at primary level because those learners start literature at high school and teachers are complaining. May be just get a high school teacher teaching literature to tell you, they come not knowing anything about literature at high school. Problem is that it is not taught at primary school.

Participant teacher E/22 revealed that there were a few poems, one or two in the English prescribed books, but these were not sufficient for learners to have acquired literary skills by the time they were at the secondary level. This finding clearly indicates that the primary syllabus does not lay a literature foundation for learners at the primary level, even though at the secondary level learners will be expected to do Literature as a subject for the first time. Hence a poor background in literature may lead to learners having challenges with literature in the future. Dogmatism in ESL teachers leads them to refrain from using their mobile devices in sourcing literature materials; therefore, learners' performance may be compromised. This goes against the UTAUT construct of PE, although this corresponds with the finding by Ajoke and Shapii (2017) who are of the view that students who cannot read and interact with the literary text find literature difficult, which may affect their performance.

4.4.6.2 Administrators not prioritising support for technology integration

The findings of this study revealed that administrators or head teachers in schools do not prioritise technology integration in the ESL classroom. It seems that they have a misperception that ESL teacher participants are not teaching, but pursuing their personal interests during work hours. Teacher participant A said, *"If it's a school phone, they'll see that you are teaching, but using a personal phone they might think that you are not teaching but busy with personal stuff."* On the same note, teacher F/22 corroborated this finding, *"When our supervisor passes by and see you punching your phone, he will accuse you of using your phone during working hours which is discouraging."*

This means that even if the ESL teacher participants were adopting the use of their mobile devices for sourcing literature materials for language teaching, the administrators tend to be an obstacle in effecting innovations in the teaching and learning of English. It is an undeniable fact that head teachers' lack of understanding of their role in supporting ESL

teacher participants to efficiently use their mobile devices for language teaching purposes deprives learners of the language proficiencies they would have acquired otherwise. Hence, teacher participant E/22 explained,

I don't think the head teachers understand to what extent we need the internet because they are not there in the classrooms. There is an internet in the school, but we are never given the code because they say we will be abusing the internet. We go to the computer teacher who will not give us the code, but punch the code and then we go ahead with the research. Sometimes you need to use the internet with the learners, but in class there is no internet, you have to use your own data.

It seems that head teachers have not yet embraced the infusion of technology in the classroom. As a result, the ESL teacher participants become less efficient. As administrators, head teachers are expected to take a lead in matters of technology; however, it is worrying to realise that they are not supporting the participants in this regard. Teacher participants H/22 and I/22 claimed their administration did not care whether they used their mobile devices or not. There is no institutional support to help the participants to improve. This is in line with Venkatesh et al.'s (2003) UTAUT construct of facilitating conditions. This clearly shows that ESL teacher participants are demotivated by such a behaviour. Therefore, their attitudinal beliefs may be negatively affected.

4.4.6.3 Biased teacher mindset on technology

Some ESL teacher participants decried how teachers tend to downplay the importance of technology integration in teaching and learning. Teacher D/22 says, *"If I have my mobile gadgets in class, some colleagues will refer to me as a teacher with a calling."* Similarly, teacher participant F/22 claimed, *"The other teachers also use their smartphones so they don't mind. They tend to raise their eyebrows when you bring your laptop. It's a different story, they think you are showing off."* This finding is further supported by teacher H/22 who asserted: *"Teachers do not say good words whenever we use the mobile gadgets."* The participants' views are thus in line with the UTAUT social influence construct. It seems that no matter how much the teacher participants may want to embrace technology, the discouragement from their colleagues tends to demotivate them. Again, I argue that the technology acceptance theories and TPACK may not always work independently of each

other because some ESL teachers may have that minimal knowledge on how to integrate technology in their classrooms, but owing to the negativity they receive from their colleagues, they may get discouraged. As a result, they end up developing a negative attitude towards the use of their mobile gadgets for pedagogical purposes. Hence, I conclude that it is not always the case that ESL teachers do not know how to integrate technology in their language teaching, but it may be due to other factors which include social influence.

4.4.7 Coerced willingness

The findings clearly reveal that the ESL teacher participants recognised the benefits of using literature in their language teaching and were willing to go the extra mile in facilitating learners' language acquisition. They also acknowledged the benefits of using mobile devices for sourcing literature materials. This finding corresponds with Aminullah et al. (2019) who assert that ESL teachers have positive attitudinal beliefs towards ICT integration in their classroom; however, there are limiting factors. This is further supported by Rahman and Chetia (2020) who claim that there is a common belief that teachers may integrate ICT in their teaching if they have a positive attitude towards it. Teacher A/22 displayed a clear position when she acknowledged the use of mobile devices for language teaching as necessary, as she noted the fun learners tend to have, their attentiveness, resulting in deeper understanding. However, she claimed that she wished the school would provide them with the mobile devices and the data. This finding clearly reveals that ESL teachers have positive attitudinal beliefs about using their mobile devices; however, dependency on their mobile device means they must have reliable mobile devices, data and Wi-Fi. Teacher participant C/22 also argued:

Most of the time, the internet is not reliable. The network coverage where I am teaching is so poor. You find that I have to do it at home when I am too tired, yet I have to do it for my next lesson. Besides the internet, I have to provide a lot of data. The school used to provide the Wi-Fi but not anymore. But now due to the free primary education, the funds are allocated strictly to the departments where it serves to go. So, we don't have any funds from government. Now the ICT lab is without

Wi-Fi... Now we have about 40 computers lying idle because of the Wi-Fi problem. Now it is draining on me.

The fact that the teacher participants realise the benefits of using their mobile devices for sourcing literature materials doesn't mean that they do not need support in the form of data or Wi-Fi. The lack of infrastructure is discouraging as teacher participant C/22 claimed. On this note, teacher participant E/22 stated that as much as it was not a great idea to use their mobile devices for sourcing literature materials, it had to be done. This participant further claimed that she did not have a good smartphone for doing that; hence, she relied on borrowing from colleagues. The fact that teacher participant E/22 claimed that sourcing literature materials had to be done means that she had a positive attitude towards ICT integration; however, her disposition towards using mobile devices shows some negativity when she says that it is not a good idea. This shows that the participants found themselves compelled by circumstances to use their mobile devices in English language teaching. In this vein, teacher participant F/22 says,

It's a good idea on the part of the learners because they benefit, but on my part it's wasting my resources. Yet you find yourself with no option, you are compelled because you want to help the learners ... if schools had gadgets, they would perform better than using my gadget.

Also, teacher participant C/22 supported this argument when he asserted, "*not a good idea, takes a lot of finance, I have to sacrifice just for the sake of the learners.*" With this finding, I therefore argue that ESL teacher participants do not use their mobile devices voluntarily, but their willingness is coerced by the learners' educational needs; hence lack of facilitating conditions such as Wi-Fi or data are limiting constraints. This finding is contrary to Zhao (2017) who claimed that ESL teachers who had intentions to use their own gadgets and consider them to be useful and easy to use were more likely to use them. This implies that some ESL teachers were ready to use BYOD in language teaching only if they were able to use their gadgets and that it would improve their performance. Nevertheless, it is not clearly stated in Zhao's study whether the ESL teachers had sufficient resources for them to consider to use BYOD. In this study, the majority of the ESL teacher participants pointed out that they wished they were provided with Wi-Fi or data. Teacher participant F/22 even claimed that she would not mind using her mobile device as long as there was Wi-Fi provision. Also,

Mawere et al. (2022) support that teachers were “very much willing” to integrate technology in the classroom, however with the necessary resources. Ventakesh’s (2003) UTAUT also uses voluntariness of use as a moderating variable influencing the key constructs: effort expectancy, performance expectancy, social influence and facilitating conditions. However, the findings of this study revealed that it is not always the case that ESL teachers volunteer to use technology for pedagogical purposes; rather, they find themselves compelled to do so by circumstances beyond their control. As much as ESL teacher participants display positive attitudinal beliefs towards the use of their mobile devices for sourcing literature materials, the concept of coerced willingness seems to incline more toward negative attitudinal beliefs than positive ones.

4.5 STRATEGIES FACILITATING ESL TEACHERS’ USE OF MOBILE DEVICES FOR SOURCING LITERATURE MATERIALS FOR LANGUAGE TEACHING.

The semi-structured interviews were also used to determine strategies that could be used to support the ESL teacher participants’ adoption of mobile devices in sourcing literature materials for teaching English. The strategies the teacher participants suggested were assigned to categories and grouped into themes, as indicated in table 4.9 below.

Table 4. 9: 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 projectors and teaching language through literature using technology	
Change mind-set towards technology		
	Professional development	

4.5.1.1 Restructure validated content

The ESL teacher participants felt that the English primary syllabus is not adequate to meet the learners' content needs. Hence, participant teacher A/22 suggested that the syllabus should be restructured so that ESL teachers will be able to teach a poem as a poem and not as a reading comprehension passage. Participant teacher A/22 was also of the opinion that:

Maybe if the syllabus can be structured such that we also teach the literature part at primary school level, it can be even better for the learners to understand literature better when they get to high school because they would have learnt the basics of literature at primary level.

On the same note, participant teacher B/22 said, *"When it comes to the syllabus, for me, I believe that it is outdated. If may be they can change the syllabus."* This call for an updated syllabus means that the participants had positive attitudinal beliefs about using literature materials for teaching language; nonetheless, the syllabus limited them. The participants advocated for literary genres to be taught as aesthetic literary pieces and not as reading comprehension.

4.5.1.2 Provision for technology infusion in the ESL classroom

The ESL teacher participants recognised the importance of using their mobile devices in sourcing literature materials for language teaching. However, owing to certain limiting factors, they were not efficient in their use. Hence, they suggested that the government should play a major role in supporting technology infusion in the teaching and learning processes.

Teacher C/22 said:

There is a lot that has to be done as we are moving in the technological era. The government should consider that one as official. Due to the lockdown, we were using the mobile gadgets and it was working for us. What if it is introduced formally, the mind-set has to change for all this to happen. May be government should provide the gadgets for the school. May be share or use shifts because of the enrolment. The government should buy gadgets for the learners, and teachers continue using their mobile gadgets as long as government provides the Wi-Fi or data.

This finding is supported by participant teacher F/22. She says,

If the schools will provide us with the gadgets and Wi-Fi, it will be better. Even if they can provide us with the Wi-Fi, we can sacrifice with our mobile gadgets.

This means that some ESL teacher participants would adopt the use of their mobile devices as long as they were provided with the necessary facilities such as Wi-Fi. This is in line with Venkatesh's (2003) UTAUT construct, facilitating conditions, which pertains to the provision of necessary facilities for technology adoption by users. Without Wi-Fi or data being put in place, the teacher participants were not willing to use their mobile devices for language teaching purposes; when they did, it meant that their willingness was coerced.

Some of the ESL teacher participants, however, were not willing to use their mobile devices for teaching purposes at all; rather, they wanted all technological devices for teaching English to be supplied by government. Teacher participant E/22 suggested, *"I think they should motivate us by giving us mobile devices. We also need to have small classes so that we can be able to use technology in our classrooms like projectors."* In the same vein, participant teacher H/22 said, *"I think it's the school which has to buy the mobile gadgets for the teachers ... The head teacher when doing the budgets, should accommodate that."*

Teacher participant I/22 also had this to say:

I think government or the head teachers should try to meet us half way. They must try to pay more attention and provide the data or whatever that we may need. They should make sure it is easy to access mobile phones when we need them for teaching.

The ESL teacher participants seemed to be conditionally willing to use their mobile devices for sourcing literature materials.

4.5.1.3 Training on TPACK

The ESL teacher participants suggested that they could be provided with opportunities for training on how to use technology for teaching and learning purposes. Teacher participant A/22 noted that ESL teachers need training, *"Train literature teachers at primary level because for now what they have there is more grammar."* This means that there is a need to train ESL teachers at primary level on literature content and how to smoothly integrate it

with language and technology; otherwise, ESL learners seem to be deprived of the other CCs they need from the primary level. This finding confirms my assumption in the problem statement in chapter 1 (cf. section 1.3). Teacher participant E/22 said:

I think we could be workshopped on how to use them. We need internal workshops because there are teachers, especially young ones who can help. We don't project in our classrooms, except in staff meetings, yet that's what we need now because we are in the technological era. I will simply project the short stories and not photocopy them.

Correspondingly, participant teacher D/22 said:

Teachers need to have internal training on how to use the gadgets. Most teachers in the school don't have ICT. They should have their mobile devices so that when the workshops are arranged, it will be a success.

This finding shows that the 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. This is in line with Moodley et al. (2020), who believe that ESL teachers should be involved in professional development to help them cope in the technological demands of the 21st century. In this light, Boonsue (2021) concurs that school administrators should promote professional staff development on technological knowledge or organise hands-on technology training that suits the needs and interests of individual English teachers. ESL teachers should not only be trained in the use of technology, but also require training on how to use technology to teach concepts or content in an interactive way rather than using the traditional methods. Hence, they have to understand how to combine the use of technology, content and pedagogy to enhance learners' mastery of concept. The use of the TPACK concept begins from lesson preparation when the ESL teachers source literature materials for the English class. They have to know which content or literature materials will be relevant for their learners; how to integrate technology to source materials in a pedagogically sound way; and how to teach the content in class, using technology. This necessitates workshops for and on-the-job training ESL teachers and implies that administrators should support ESL teachers and encourage a culture of effective technology integration in ESL classrooms.

4.6 CONCLUSION

This chapter presented the findings on the factors influencing ESL teacher participants' attitudinal beliefs about using their mobile devices for sourcing literature materials for language teaching. During the interviews, the participants claimed to use their mobile devices for sourcing literature materials; however, the document analysis and observations confirmed otherwise. Hence, it would seem appropriate to argue that ESL teacher participants acknowledged many benefits of using literature materials for language teaching that justified their intention to use mobile devices for sourcing literature materials; however, they did not actually use them.

The study also identified several factors influencing the ESL teacher participants' negative or positive attitudinal beliefs towards using their mobile devices for sourcing literature materials for language teaching. The factors influencing positive attitudinal beliefs were found to be in line with the UTAUT construct, PE, and the TAM construct, PU. On the other hand, the factors influencing negative attitudinal beliefs were in line with the three technological theories: UTAUT, TAM and TPACK and L2 acquisition theories, namely Krashen's input hypothesis and Vygotsky's ZPD. There were also other factors that emerged as themes from the data and confirmed previous research on the phenomenon. It was also interesting to note the relationship that exists between the constructs of the various theories such as TK and PEU/EE. Hence, TPACK and UTAUT/TAM may not work independently of each other. In this instance, social influence, which is a UTAUT construct, influenced ESL teacher participants' use of mobile devices for sourcing literature materials regardless of having the basic knowledge for technological integration. If these factors have a negative influence on ESL teachers, they will not use their mobile devices to source literature materials for language teaching, thus leading to learners being deprived of opportunities to enhance their CCs. However, if these factors have a positive influence on ESL teachers, they are likely to adopt technology integration in their classrooms; therefore, learners will benefit.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, I present the answers to the research questions I posed in chapter 1. I also relay the implications and conclusions of the study. Lastly, I discuss the way in which my study contributes to the body of knowledge and make recommendations for future research.

The overarching question of this study was: How does the adoption of mobile devices influence English teachers' sourcing of literature materials for language teaching? Because the mobile devices belong to the teachers, the implication of this question was that the English teacher participants had to either accept or refuse to use their mobile devices for sourcing these literature materials.

The focus of this study was to establish whether ESL teachers' adoption of mobile devices facilitated their use for sourcing literature materials for language teaching. Hence, it aimed to investigate insights into the factors that influenced ESL teachers in using mobile devices in this regard, as well as the attitudinal beliefs emanating from this.

5.2 PERSONAL REFLECTIONS ON MY ASSUMPTIONS ABOUT THE FINDINGS OF THE STUDY

The literature review revealed that the ESL teacher participants were willing to use their mobile devices for pedagogical purposes; however, they faced challenges with implementation. Similarly, the findings of this study revealed that the participants had positive attitudinal beliefs towards using their mobile devices, as well as about using literature materials for language teaching. However, I discovered that their acceptance of mobile devices for pedagogical purposes did not mean that they used them for sourcing such literature materials, despite realising the benefits of literature and benefits of using mobile devices in the English classroom for whatever purpose. This finding has changed my perception that I had about the ESL teacher participants at the beginning of the study. I anticipated that teacher participants' positive attitudinal beliefs about using their mobile devices for sourcing literature materials would lead them to source such material, while negative attitudinal beliefs on their part would lead to them not to use their mobile devices

to source such material (cf. section 1.9.3). I had also assumed that they did not recognise the importance of literature materials for teaching English; hence, the reason behind not using them for ESL teaching, but opting for non-literary materials such as magazines. Moreover, I had assumed that ESL teachers were not willing to use their mobile devices for sourcing literature materials because they had to use their own data or Wi-Fi. While this finding was confirmed, it was also eye-opening to discover that the participants found the primary English syllabus to be a limiting factor when sourcing literature materials, as it determined their choice of the teaching materials to be sourced. The fact that ESL teacher participants recognised the importance of using mobile devices for language teaching is a step in the right direction for relevant stakeholders when it comes to interventions such as organising TPACK training for ESL teachers and provision for Wi-Fi. It appeared that most of the participants had technological knowledge of how to use their mobile devices for their personal purposes, but they were not confident in how to use them for sourcing literature materials to be used in class. Also, I did not anticipate that the participants would be willing to be trained in other multimedia such as using the data projector. This means that the participants realised the need for change in the face of the technological era.

5.3 IMPLICATIONS AND RECOMMENDATIONS FOR THE STUDY

With regard to answering the main research question, how does the adoption of mobile devices influence English teachers' sourcing of literature materials for language teaching? The findings suggest that the factors associated with the UTAUT PE construct and the TAM PU construct positively influenced the ESL teacher participants' attitudinal beliefs towards the adoption of mobile devices for sourcing literature materials to be used in class. Positive attitudinal beliefs may cause ESL teachers to integrate literature, English language and technology in a socio-constructivist learning environment, thereby ensuring that learners will gain linguistic input with the assistance of MCO. However, the findings indicate that the participants did not source literature materials despite the fact that they recognised the many benefits of using them for language teaching. The fact that the participants believed literature materials to be significant in language teaching justifies their intention to use mobile devices for sourcing them; however, there were factors which negatively influenced the teacher participants' attitudinal beliefs. In this light, factors associated with the UTAUT constructs of social influence, effort expectancy and facilitating conditions; deficiency in TPACK and

other themes which emerged from the data, such as lack of reading culture and time deficiency, influenced the teacher participants' attitudinal beliefs negatively regarding the adoption of mobile devices for sourcing literature materials.

While technology acceptance theories and TPACK seem not to work independently of each other, the study has been not successful in establishing whether there is a reliable direction in which the theories influence each other. For instance, the findings reveal that social influence, which is a UTAUT construct, is a factor which may influence ESL teacher participants not to integrate technology in their English classrooms despite the fact that they may embrace the different kinds of knowledge needed (cf. section 4.4.6.3) under the subtheme: Biased teacher mindset on technology. This necessitates human capital training to facilitate a changed mindset towards the adoption of technology. In some instances, however, it was the components of the kinds of knowledge such as the ESL teacher participants' lack of TK, CK and TPACK that influenced them not to adopt mobile devices for sourcing literature materials. Therefore, there would be no ($i+1$) linguistic input and learning in a socio-constructive environment, which means that ESL learners may be deprived of the opportunity to gain CC. A good question to ask could be as follows: Is technology acceptance as a result of TK, TPACK, the factors associated with UTAUT or the TAM construct, or it is because of a changed perspective on technology integration?

In this light, it would also appear that the teacher participants who found literature to be difficult were less interested in integrating technology into their classrooms, which means that CK determined whether the ESL teacher participants would need training in the other kinds of knowledge. Hence, without the desire for other kinds of knowledge it seems that there is a possibility that ESL teachers may not adopt technology. However, it also seems possible to adopt technology without the other kinds of knowledge, which may be attributed to other factors such as social influence.

This study established certain factors that influenced the ESL teacher participants' attitudinal beliefs about sourcing literature materials that were associated with TPACK and the technology acceptance theories, UTAUT and TAM. There were also other factors such as a lack of time, which were formulated as themes aligning to the findings of the literature review. The majority of the ESL teacher participants decried the lack of support given to them in the form of Wi-Fi and data in schools. They claimed that whenever they sourced

literature materials, they used their personal data whenever they could afford it out of the need to help learners achieve their potential. This implies that where no provision is made by the school or government, circumstances compel them to use their scarce personal data to meet learners' needs. Some studies present teachers' attitudes on this topic as positive and depict them as willing to use their mobile devices (cf. section 2.6.1 & section 4.4.7). They also present their challenges as similar to those this study has established. However, I regard this as coerced willingness as the ESL teacher participants find themselves without options when pressured by the situation in schools. Hence, my question is: Can we safely say ESL teacher participants have a positive attitudinal belief towards using their mobile devices for sourcing literature materials for language teaching?

Furthermore, the majority of the ESL teacher participants decried the structure of the syllabus which seemed not to give prominence to the use of literature materials. This confirmed the findings obtained prior to my study from my brief, initial, informal interview with a previous group of BEd students majoring in English. During this informal interview, I was made aware that the syllabus informed their choice of materials to use for language teaching. Since then, this study has shed more light as the participants clearly stated that they source only materials such as diaries, menus, newspapers and the like that will help their learners to pass the EPC final examination because there is not enough material in the prescribed textbook. The teacher participants claimed that poems, for instance, are taught as reading comprehension. This means that learners are deprived of the foundation they need for successful mastery of literature concepts in preparation for the junior level where literature is taught in Eswatini for the first time. This also cements the argument I presented in chapter 1 on my rationale for the study (cf. section 1.4). This means that learners in Eswatini will be deprived of CC as early as the primary level and will fail to thrive in the global market in future. It seems that ESL learners are empowered mainly with discourse competence and linguistic competence, with less attention being paid to sociolinguistic competence and strategic competence, despite the fact that ESL learners need to be empowered in all four communicative competencies (cf. sections 1.7.1 and 2.2). ESL learners need to understand that literature is a window on the world; people differ globally in terms of culture, religious beliefs, ideology and many more. They should understand that they need to communicate effectively, both verbally and non-verbally, with diverse people. They also need to comprehend that they will not always share the same perspective with

other people. If this area of CC is lacking, learners will inevitably fail in strategic competence, as they will struggle to address their own gaps in the language. Strategic competence can be achieved by changing the ESL teachers' perspectives on using their mobile devices to source literature materials that will expose ESL learners to literature that enables them to understand and appreciate how the world operates.

It cannot be denied that the structure of the curriculum lacks flexibility. The majority of the ESL teacher participants understood that for improved learner performance, they had to complement the validated content included in the syllabus. However, the findings revealed that the teacher participants sourced only non-literary materials in order to prepare the learners for the exam. What they did not seem to realise was that they should not only teach learners to perform well in the exams, but also empower them with the language skills and CCs that will help them compete in the global market. It was also disturbing to note that although the teacher participants were cognisant of the fact that learners needed more exposure to literature at the secondary level, they did not source literature materials for equipping them with the required skills. The question is what, if any, preparation they made to assist learners to thrive both at the secondary level and throughout their lives.

The data clearly articulate the gap that exists between the primary English syllabus and the secondary English syllabus, with the gap initially being that at the primary level. Literature is not offered in the primary English curriculum, yet at the junior secondary level it is made compulsory for learners. The teacher participants revealed that literary texts are taught as a reading comprehension passage, which means that the secondary level learners have not been empowered with literary skills and reading literary texts for literary appreciation. Learners as readers cannot relate to the author of the literary text, yet the sole purpose for writers in writing literary texts is to communicate with the readers so that they give their personal response. Having literary texts which are taught as a reading passage does not benefit the learners in any way and does not provide them with the necessary literary approach to reading a literary text. Such a gap, in turn, becomes a frustration for both ESL teachers and learners in the teaching and learning of Literature as a subject at the secondary and post-secondary levels. If ESL teachers rely mainly on the prescribed textbooks at the primary level, despite the many works of fiction found on the internet which they may source through their mobile devices, learners will not be able to gain CC. Hence, the factors that

hinder ESL teachers from using their mobile devices for sourcing literature materials should be taken into consideration by all relevant stakeholders including the government and curriculum designers.

Every time a learner fails to communicate efficiently, one should be concerned as to what extent ESL teachers and MCO have been empowering learners with literary input. From my experience as a secondary phase English teacher, I have found that learners at the junior level find it difficult to communicate meaningfully, read with understanding and write creatively even though they will very shortly complete their secondary education. It is a cause for concern that the ESL teacher participants appeared to show little interest in literature materials when asked to discuss the kinds of information they sourced. Also, their documents revealed that literature materials were used sparingly or not at all. By contrast, however, it was surprising to hear from the participants that literature has outstanding benefits in the teaching of language. If this is their understanding, why would they not source the literature materials and use them in their ESL class? This may be due to the limiting factors identified in this study such as dogmatism, the lack of a reading culture, a lack of TPACK and the factors associated with UTAUT constructs of facilitating conditions, social influence and effort expectancy. One may safely infer that there is a gap between teacher participants' desire and the supposedly attained goal. This means that the teacher participants recognise the importance of literature materials in language teaching, which constitutes the desire to use, but they cannot achieve this desire owing to the limiting factors this study sought to establish.

It appears that the government has a major role to play in this regard. ESL teachers need help in supporting learners to acquire ESL. ESL learners need to understand and use English effectively so that they will be relevant in their future endeavours as leaders. Whether new policies in Eswatini are promulgated or altered regarding the status of English in the country, it does not change the fact that the English language remains key as an international language, and it will always be essential for diplomacy, trade and suchlike. Without these ESL teachers being supported, our children will be deprived of their CC and the ability to communicate effectively and efficiently in different contexts.

Some of the ESL teacher participants argued that the COVID-19 epidemic took every nation by storm, and most sectors, including education, were affected. Consequently, learners lost

two consecutive years of education. This appeared to be a challenge to some teacher participants as the ESL learners lacked content knowledge (CK). Although this aspect does not directly address the research questions for this study, I find it relevant as it is against this backdrop that ESL teachers should get support from all relevant stakeholders, especially the Ministry of Education and Training (MoET). Provision should be made for Wi-Fi in schools to enable ESL teachers to source literature materials that will serve as linguistic input for ESL learners rather than having them depend solely on their teachers for material. Stakeholders such as parents have a role to play as well. However, we cannot deny the fact that some parents are not educated and some come home very late at night when the children are already asleep. Support from the MoET would assist ESL teachers in their attempts to somehow reach their learners' ZPDs, regardless of the learners' background. The internet has a vast array of literary materials for learners to read for pleasure and videos to watch, rather than focusing only on validated content or prescribed textbooks. English cannot always be taught deliberately, as sometimes linguistic input has to be achieved unconsciously through exposure to literary materials. In that way, ESL learners will find themselves gaining CC without realising it.

It was a cause for concern to discover that the ESL teacher participants found literature to be difficult for the learners and some indicated that they themselves found it difficult. This confirmed my argument in the rationale that ESL teachers may think of literary authors as long-dead American or British authors. Quite the contrary, literature in this context refers to any literary work of fiction ESL learners would appreciate interacting with. Hence, ESL teachers may source any literary works they think learners may find easy to read. The findings of the study also revealed that the majority of the teacher participants could not differentiate between a literary text and a reading comprehension passage. It was also established that most of the teacher participants relied mainly on reading comprehension passages. Accordingly, if ESL teachers adhere to the confines of the syllabus, literature will remain underutilised. They will keep on relying mostly on past exam papers and other non-literary materials in preparing learners for exams, thereby overlooking the literary skills and competencies learners would have been empowered with if literature materials were not confused with reading comprehension passages.

It seems that literature will remain underutilised after ESL teachers graduate from tertiary education if they do not use it in their language classes, and its value in language teaching will remain unrecognised. It was a cause for concern that eight out of the nine ESL teacher participants had mobile devices they could use to source literature materials, but nevertheless did not do so. This means that government and other relevant stakeholders should take the necessary measures to meet ESL teachers' needs in as far as technology integration and professional development are concerned. In view of the fact that ESL teachers are willing to be agents of change, the system should be ready for such a transformation.

Accordingly, the tertiary curriculum should not only empower pre-service ESL teachers with technological knowledge, but they should also be trained on TPACK. They should be able to use technology to source literature materials to teach English language in an interactive way, rather than relying solely on traditional methods. Training pre-service ESL teachers in the significance of integrating technology in their English classrooms and how to actually do it in a pedagogically sound way will be instrumental in making them agents of change when they are posted to their new schools. It will also help underscore the social influence other teachers tend to have on ESL teachers attempting to integrate technology in their classrooms.

In this study, ESL participants had the intention to use technology, but did not actually do so. Hence, effective measures have to be put in place.

5.3.1 Recommendations for stakeholders and policymakers

The findings of this study revealed that the majority of the ESL teacher participants were willing to adopt their mobile devices for sourcing literature materials provided the limiting factors were addressed. My view is that since the teacher participants found literature complex and lacked creativity and knowledge on how to use their mobile devices in sourcing and teaching language through literature materials, there should be training for ESL in-service teachers on their deficiencies in TPACK. This may mean that the tertiary English curriculum should also be modified to accommodate the teaching of English through literature – English and technology integration so that pre-service English teachers go into the teaching field empowered with the technological pedagogical content knowledge

required so that they become relevant in the schools. This reform may also help in averting the underutilisation of literature after student teachers graduate from tertiary education.

The fact that principals in schools may have not specialised in English results in a lack of understanding of how English is taught. It should be the ESL teachers' responsibility to engage their principals on such matters. Hence, both principals and ESL teachers need to be trained on the importance of technology integration in ESL classrooms.

Moreover, provision should be made for Wi-Fi and/or data for ESL teachers to work efficiently as included in the EDSEC policy (2018:27) ICT strategic framework; otherwise, training on TPACK without the provision of Wi-Fi would be ineffective. Wi-Fi may also help facilitate a reading culture in schools. Hence, reading programmes should also be introduced in schools so as to help empower the diversified learners as some do not get parental or capable other support. Government should also provide ESL teachers with mobile teaching devices and other multimedia that they may need to teach efficiently.

As a long-term goal, the primary school English curriculum may be improved to include Literature as a stand-alone subject so that ESL will benefit holistically from literature (cf. sections 2.5.4 & 2.5.5).

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

The findings of this study revealed that despite the teacher participants claiming to be using their mobile devices to source literature materials for language teaching, thus having positive attitudinal beliefs, they did not actually do so. Hence, the documents were found not to be consistent with what participants claimed to do in the interviews. It is important to address this gap between understanding the importance of using their mobile devices in sourcing literature materials and being able to do so. This is a gap owing to the time constraints that existed in conducting this study. I think in future this should be investigated in more detail by going back to these teacher participants to find out why such a discrepancy exists between what they said they did and what they actually did.

The data show that the participants either did not know about TPACK or perhaps knew about it but did not know how to plan to integrate technology in a pedagogically sound way for

social interaction in the teaching–learning environment. Accordingly, intervention type of research could work.

The methodology I used in this study was a sound approach which gave me more insight into the problem I was investigating. However, it would perhaps produce interesting findings if in future research cycles, an action research methodology were to be implemented as a possible avenue of research. In this way, ESL teachers would benefit from a practical intervention where they could be provided with first-hand experience, examples, tools and tips to address their TPACK needs so that they become efficient in their technology integration in their classroom to the benefit of the learners. The intervention outcomes would transform teacher behaviour and help ESL teachers to become aware of good practice in the use of their mobile devices to source literature materials for their English classes.

5.5 CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

Previous studies have not adequately focused on the technological devices used to source literature materials for teaching English, thereby creating the impression that literature materials are always available in print. This is not always the case, hence there was a need to do further research on the topic of whether ESL teachers had adopted the use of their mobile devices for sourcing literature materials to be used in the English class. I had to determine the factors that influenced ESL teachers' attitudinal beliefs in sourcing literature materials for language teaching.

My conceptual framework is perfectly aligned with the findings of the study, except for factors such as experience since it was not an influencing factor in my study. Instead, coerced willingness and tender-age literary exposure for language proficiency were adopted. These two variables modified my conceptual framework. Accordingly, coerced willingness as a factor influenced ESL teacher participants' attitudinal beliefs negatively while tender-age literary exposure for language proficiency influenced their attitudinal beliefs positively. The concept of coerced willingness stems from the fact that the findings revealed that the teacher participants had to use their mobile devices to source literature materials because they had no other options they could employ to help ESL learners acquire the L2. Hence, they used their own resources. Consequently, this was not done with the participants' full consent or willingness. A reading of the literature indicates that a positive attitude implies that one

favour something or is willing to do something. This study established degrees of willingness. It seems that other studies have not focused on the degree of ESL teachers’ willingness to use their mobile devices for classroom integration. Hence, it seems that this study has discovered the concept of coerced willingness, which has not been salient for many scholars as a factor affecting technology integration in the classroom. The fact that the majority of the participants claimed to be less frequent users of internet literary materials may not only have a bearing on TPACK, but also on coerced willingness.

Another contribution of this study concerns bringing own mobile device for language teaching through literature as an area of investigation. It also concerns the fact that other studies on technology integration in ESL classrooms appear not to have designed a conceptual framework based on technology theories (TPACK, UTAUT, TAM) and language learning theories (socio-cultural theory and the input hypothesis). I noted a strong relationship between UTAUT/TAM and TPACK and how these theories influence TPACK in a socio-constructivist environment; hence I have designed a model for literature, English language and technology integration, which explains the factors that influence ESL teachers’ attitudinal beliefs in sourcing literature materials for language teaching in a socio-constructivist setting. Hence, integrating mobile device, literature and language teaching is novel, futuristic and an area of further investigation

This study suggests the following model of the factors influencing attitudinal beliefs for literature–English language and technology integration in the classroom.

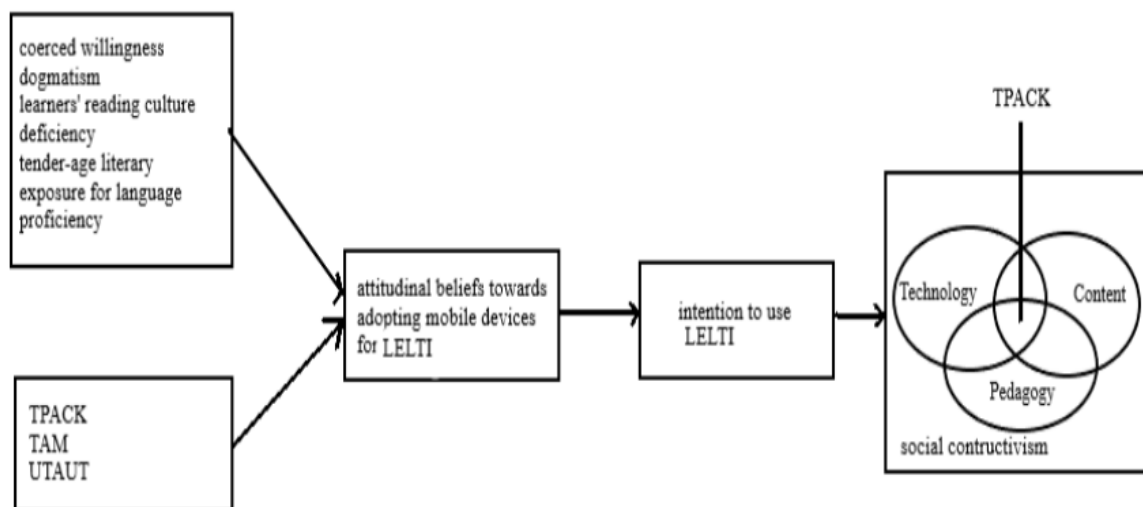


Figure 5.1: Literature–English language technology integration (LELTI) model

NOTE: TAM – technology acceptance model; UTAUT – unified theory of acceptance and use of technology; TPACK – technological pedagogical content knowledge

5.6 CONCLUSION

This study investigated the factors that influence ESL teachers' attitudinal beliefs about using mobile devices for sourcing literature materials for English language teaching. It established that ESL teachers had positive attitudinal beliefs about literature–language and ICT integration in their classrooms because it improves learners' performance, exposes learners to other people's cultures, improve learners' critical thinking skills and many more. However, the factors, facilitating conditions, coerced willingness, reading culture deficiency, dogmatism, time deficiency, social influence, and lack of know-how for teaching literature–language through ICT hinder ESL teachers from implementing TPACK integration in the classroom. Hence, there is a gap between ESL teachers' desire and the supposedly attained goal. This study has established that TPACK, UTAUT and TAM do not always work independently of one another. On this note, the UTAUT constructs, social influence and facilitating conditions (such as Wi-Fi or data), directly influence ESL teachers' use of TPACK. There is, therefore, a need for government and stakeholders to align their strategic plans with the current times. The fact that the ESL teacher participants realised the importance of literature–language and technology integration means that they have embraced the need for change in the technological era. However, if there are no interventions such as provision for technology infusion in the ESL classroom, training on TPACK and a changed mindset, ESL teachers may not meet the Sustainable Development Goal 4 – quality education and inclusiveness and there will be no overt teaching of CC. Hence, by sourcing literature materials for language teaching, literature will be afforded the attention it deserves and all learners, whatever their different socioeconomic backgrounds, will have an equal opportunity to interact with authors of different literary genre; thereby enhancing their CC. In addition, we cannot deny what other scholars have noted; that is, learners engage more with technology than the older generation. This study has therefore revealed that there is an urgent need for relevant stakeholders to support both pre-service and in-service ESL teachers in this regard so that learners are empowered with the ability to communicate in different contexts as early as the primary level because it is the foundation of education. In this way, since English is an important language globally, ESL learners will be proficient in English

and be relevant in the market in future. In the same way, ESL teachers will be empowered with relevant and quality pedagogical practices.

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ADDENDA

Appendix A – ESL teachers' lesson observations

Lesson 1

Teacher A/22

Date: 13 April 2022

Grade: 3B

Number of learners: 40+

Time: 9:00 – 10:00

Subject: English Language

Topic: reading comprehension

Teaching material: Learner's Book, chalkboard

Lesson content description and activities

The teacher first talked about sight words. She asked learners to tell her about the kind of careers they would like to pursue. Learners mentioned the following: teacher, lawyer, farmer, actor, pilot, police officer, nurse, baker and doctor. They were also asked to define the careers; where they failed the teacher would explain to them. Then, they opened their Learners' Book, which is a prescribed textbook, where they identified the careers in the pictures. They then read a passage about a teacher. They read chorally with the guidance of the teacher. Thereafter, they read by themselves. They then responded to the reading passage questions orally. The teacher then tasked them to respond to the reading comprehension passage questions in writing. Thereafter, they wrote answers in their exercise books as classwork and the teacher marked their work. Some learners did not get the responses right. The teacher had to explain to each learner once more, which was time consuming and seemed stressful for the teacher. I also noted that some learners couldn't pay attention to the reading. They seemed to be distracted by either their bags, or opening other pages for pictures in the Learner's Book. The teacher did not use any mobile device for her lesson. There was no English corner.

Lesson 2

Teacher E/22

Date: 21 April 2022

Grade: 7



Number of learners: 47

Time: 10:15 – 11:15

Subject: English Language

Topic: Dialogue (no specific topic for it was given, but it was a dialogue between Linda and Sonke).

Teaching material: chalkboard, 2015 English language examination paper 2 (Swaziland Primary Certificate Examination). The paper consisted of:

Part 1 – listening comprehension

Part 2 – reading and usage

Part 3 – dialogue

Lesson content description and activities

In the introduction, the English teacher first asked what a dialogue was. The learners seemed to know it as many hands were raised. One of the learners pointed to by the teacher was able to define it. Then the teacher reminded them about the listening comprehension, which was on the same theme, she had previously read for them.

The teacher asked the learners to read chorally Linda's role, then the teacher would read after they have read. In the dialogue, Linda would speak and the learners were expected to assume the role of Sonke and respond to him. The teacher gave learners prompts as they seemed to be lost on what to say. She would ask questions based on the previously read listening comprehension as prompts. She gave them immediate feedback when they gave incorrect responses. She asked the learners to give the dialogue an appropriate topic, which three learners attempted. The learners were then given an individual writing task of the dialogue based on what they were discussing. The teacher then moved around marking their classwork. It seemed like some learners had no problem with the dialogue writing task, while others did as I could often hear the teacher saying, "Is this all you have been writing since we started?" To some, she would say, "you were not with us, you were not following."

The teacher did not use any technology or mobile gadget for her lesson. She relied on the chalkboard and her past English exam paper. The learners were sharing the past exam paper. The type of the text or dialogue was an informative one rather than a literary one. The learners seemed to understand questions posed by the teacher, especially with prompts and some were fluent in English considering the fact that it was a rural school. Some learners remained quiet throughout the lesson. At the end of the lesson, the teacher told the learners to finish up the dialogue at home.

There were different charts on the wall for different subjects, but for English, I noted one with sounds and vocabulary associated with them. For instance, A – apple, B – box.



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Lesson 3

Teacher H/22

Date: 27 April 2022

Grade: 7

Number of learners: 17

Time: 8:00 – 9:00

Subject: English Language

Topic: reading comprehension “My holiday break”

Teaching material: Learner’s book, flashcards with new words, chalkboard

Lesson content description and activities

The teacher first asked them where they will visit when schools close or where they had visited when schools were closed. A few learners responded. Then the teacher introduced the topic “My holiday break.” It was a long reading comprehension passage. She read the first 4 paragraphs. Then she asked questions for each paragraph orally. The learners were expected to respond orally. They were able to answer most of the wh- questions. She also asked them to summarise each paragraph to see if they understood the passage. However, it seemed to be a bit of a challenge to summarise the paragraphs. The teacher re-read the paragraphs and asked the learners to identify new words and give their meanings from the context. The teacher thereafter asked the learners to read the remaining paragraphs chorally. Then, she assigned them into pair reading. The teacher then placed the flashcards on the chalkboard and asked learners to give the synonyms of the words as a way of defining new words from the context. They had to give their antonyms as well. This task was most challenging for the learners. Out of the 6 words that were on the flashcards, one learner was able to guess one meaning of one word based on the context. The teacher then reminded them on how to respond to wh-questions. As classwork, she wrote the questions on the chalkboard. It was wh-questions, the synonym and antonym questions. Synonym of naughty and antonym of forget. While some learners struggled with the answers to wh-questions, a majority of them had a challenge with the synonym and antonym questions. There was no English corner in this class.

Lesson 4

Teacher G/22

Date: 27 April 2022

Grade: 6



Number of learners: 28

Time: 10:00 – 11:00

Subject: English Language

Topic: The verb

Teaching material: Learner's book, chalkboard

Lesson content description and activities

The teacher defined a verb and gave examples. The teacher asked the learners to list any verbs, which she wrote on the chalkboard. However, some learners still did not differentiate between a verb and a noun, which she tried to explain. She explained how a verb changes depending on time and the number of subjects. She asked learners to list any verbs. Then she asked them to give verbs ending in /-s/, /-ing/, /-ed/.

She then talked about how to use the verbs when it's first person, second person and third person. The learners were then asked to construct their sentences and the teacher wrote them on the chalkboard. Should a learner construct an incorrect sentence, she would ask other learners to correct her or him. The teacher then wrote five sentences on the chalkboard and asked the learners to underline a verb in each given sentence.

The teacher attempted several times to pin her chart on the wall, but it fell. There was no English corner as a result of the non-sticky wall. The teacher told the learners to practise the sentences at home. There were no mobile devices or literature materials which were used.

Lesson 5

Teacher C/22

Date: 27 April 2022

Grade: 5

Number of learners: 37

Time: 12:00 – 13:00

Subject: English Language

Topic: reading comprehension on snakes

Teaching material: Learner's book, flashcards with new words

Lesson content description and activities



The teacher first reviewed the reasons for reading short stories. Learners' responses included: reading for fun, reading for enjoyment, reading to see which people you liked, reading to see what will happen in the story. He asked them if they know a snake; how they responded to snakes and which snakes they feared the most. A majority of the learners wanted to answer the questions; however, due to time, the teacher picked two learners to share their views. The teacher then displayed a chart on the chalkboard. He would read each sentence and the learners read chorally after him. He would raise or lower his voice whenever he read and the learners would do the same. Then he asked them to identify new words from the passage, which they did. They guessed their meanings from the context. He then asked questions based on the reading passage. There was a lot of motivation in the learners. They seemed to enjoy the story since they were fully involved. They also answered the questions orally and accurately which showed an understanding of the reading comprehension passage. Thereafter, the teacher distributed the library books to the learners. They had to share the books in pairs. The subject again was on snakes and the theme was the same. They began by describing the pictures in the book. They then did choral reading with the teacher facilitating the reading. The learners had to respond to questions orally. Thereafter, they did a classwork whereby they had to individually respond to questions the teacher had written on the chalkboard. There were a few charts on vocabulary and meanings, flashcards, sample writing and pictures, but there was nothing on literature. No mobile gadgets were used.

Lesson 6

Teacher F/22

Date: 28 April 2022

Grade: 6B

Number of learners: 35

Time: 9:00 – 10:00

Subject: English Language

Topic: Catch up with technology

Teaching material: Grade 6 Reader

Lesson content description and activities

The teacher asked learners to scan for new words in the reading comprehension passage, but they did not find any. The teacher then began to read and wrote new words on the chalkboard as she read. She would ask the learners to guess the meaning of each word they come across as she read. Learners were able to guess the meanings of words from the context. They would sometimes give the meaning of a word after the teacher prompts. However, sometimes, they



would fail to guess the meaning of a word from the context and with prompts. Then the teacher would explain the words to them. After having read for the learners, the teacher had the learners read chorally. Thereafter, they read in pairs. It was in pairs that it was easy to determine if the learners were reading appropriately or not. Some pairs read without any problem, but some needed help. The teacher would often times help them when they had reading difficulties, especially pronunciation. Some learners had no confidence at all in reading. There were 9 pairs that had difficulty with reading and there were two pairs that could not read despite teacher's effort to help them. The teacher even asked the other learners to help them read appropriately, but they just couldn't read. There was no classwork given, but they were tasked to re-read the story at home. There were no mobile gadgets used for this lesson and there were no literature materials used. There was no English corner.

Lesson 7

Teacher I/22

Date: 01 June 2022

Grade: 4

Number of learners: 45

Time: 8:30 - 9:30

Subject: English Language

Topic: singular and plural nouns

Teaching material: Learner's book

Lesson content description and activities

The teacher first asked the learners the meaning of singular and plural nouns. When they can't define them, she wrote examples on the chalkboard for singular and plural as prompts. Then she asked them again to define what singular and plural nouns were. Some learners began to give accurate responses. The teacher then wrote singular nouns on the chalkboard and then explained the rules for adding -s, -es and -ies. The teacher then wrote more singular nouns on the chalkboard and asked the learners to change them to the plural form. With most of the nouns, the learners were able to do that. The teacher then wrote plural nouns on the chalkboard and asked the learners to construct the rules for them. This seemed to be a challenge for a majority of the learners. It was difficult for the learners to apply the rules as taught by the teacher. There were no mobile devices used or literature materials on the walls except for the cleaning list, time table and the letters of the alphabet.



Appendix B – Semi-structured interview guide

ENGLISH TEACHERS' USE OF MOBILE DEVICES FOR SOURCING LITERATURE MATERIALS FOR LANGUAGE TEACHING

Sihle Ndaba-Dlamini (PhD student)

Prof. L.J. de Jager (Supervisor)

INTERVIEW GUIDE FOR ENGLISH TEACHERS

SECTION A – DEMOGRAPHIC INFORMATION

1. **GENDER:** MALE FEMALE

2. **AGE:** 25–30 YEARS 31–35 YEARS 36–40 YEARS 41–45 YEARS

46–50 YEARS 51–55 YEARS 56–60 YEARS

3. **TEACHING EXPERIENCE:** 3–5 YEARS 6–10 YEARS 11–15 YEARS
16–20 YEARS 21 YEARS AND ABOVE

4. **GRADE LEVEL TAUGHT:** LOWER LEVEL MID LEVEL UPPER LEVEL

SECTION B – INTERVIEW QUESTIONS

NB: the nature of this study is based on the “bring your own device” (BYOD) strategy and not “shared device.” The devices include smartphone, cell phone, tablet and laptop.



1. Tell me about the type(s) of mobile devices that you possess

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2. What do you use your mobile device(s) for?

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3. If you use any mobile device(s) for your English class, what kind of information do you source from the internet for your language class?

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4. Tell me about your teaching strategies or whether you use literary works for teaching the four English language skills.

a) Listening:

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b) Speaking:

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c) Reading:

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To what extent do your learners read independently or outside class?

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d) Writing

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To what extent do your learners write creatively and independently?

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5. How do you reinforce the acquisition of vocabulary and grammar for your English class?

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6. How do you reinforce learners' ability to use language and understand it in different contexts?

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7. How would you handle a learner in your English class who likes reading such that s/he has finished all the short stories in the prescribed textbook?

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8. Tell me about your understanding of literature.

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9. What are your views about using literature in teaching English?



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10. What are your views about using your mobile device for your English class?

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11. How often do you source literature materials for your English class from the internet?

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12. Tell me about an instance, if any, where you have used your mobile device to source literature materials for language teaching?

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13. Do you think it is a good idea to source literature materials for your English class using your mobile device(s)? Please elaborate on your response.

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14. What do you think are the challenges of using your mobile device(s) for sourcing literature materials to be used in your English class?

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15. What is your biggest challenge in using or sourcing literature materials for teaching language using mobile devices? Please elaborate on any that you find most challenging.

a) using my mobile device

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.....

b) using literature to teach English

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.....

c) using my mobile phone to source literature materials for language teaching

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16. What intervention (s) do you think would help English teachers use mobile devices in sourcing literature materials for language teaching?

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Appendix C – Letter to the Director of Education – Ministry of Education

P.O. Box 314

Nhlangano

15 November 2021

The Director of Education
Ministry of Education and Training
P.O. Box 39
Mbabane

Dear Dr Dlamini

PERMISSION TO CONDUCT RESEARCH FOR PhD IN EDUCATION

I write this letter to seek permission to conduct research as a fulfilment for the requirement of my doctoral degree at the University of Pretoria in South Africa.

I am a part-time PhD student in the Department of Humanities Education, Faculty of Education, at the University of Pretoria. The title of my study is: **English teachers’ use of mobile devices in sourcing literature materials for use in language teaching**. This study aims to understand the factors influencing teachers’ attitudes towards the use of mobile devices in sourcing literature materials for teaching English.

Studies have indicated that literature is a great source of linguistic input. Hence, using literature materials for teaching English will enhance children’s communicative competence from the primary school level. There is a wealth of research conducted on teachers’ use of literature to teach English language skills both at primary and secondary school level, however, the studies have not adequately focused on the innovative use of technological devices to source literature materials for teaching English. Therefore, the need exists to do further research on this topic and whether English teachers, especially in Eswatini, have adopted the use of their mobile devices for sourcing literature materials to be used in the English class.

This study serves to support primary English teachers by suggesting possible strategies to assist them to use their mobile devices innovatively for sourcing literature materials for teaching English in an effort to compensate for the underutilisation of literature after BED in-service trainees graduate from tertiary. I also believe that my study will serve relevant stakeholders, to take necessary measures to improve language teaching in Eswatini.

The collection of data for the study is scheduled to take place between March 2022 and June 2022, in the Shiselweni region upon receiving ethical clearance from the University of Pretoria. The participants in my study will be in-service English teachers who are either part time BEd trainees or who have completed their BEd. They will have literature background and will own at least one mobile gadget. Purposeful and convenience sampling will be used for this study to collect data through observations, interviews and document analysis. I will ensure that no disturbances of classes will take place during the data collection process. Therefore, teacher interviews will be conducted at conveniently suitable times that will not disrupt the normal progress of lessons. I will have one visit for observation of the English lesson and one interview session with each teacher. The duration of each will not exceed an hour. Participation in the study will be voluntary and I will ensure that the privacy of the participants is protected. The findings of the study will be made available to the Shiselweni Regional Education Office and schools which are interested.

I also would like to request your permission to use participants' data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Please find attached the copies of research permission letter and the Ethical Approval letter from the University of Pretoria. Please do not hesitate to contact me or my supervisor should you have any questions. Thank for considering my request to undertake research in this region.

Yours sincerely



Sihle Ndaba-Dlamini (PhD student)

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Dr L.J. de Jager (Supervisor)

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The Government of the Kingdom of Eswatini



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, ESWATINI

28th March, 2022

Attention:

Head Teacher:

List of Primary Schools in the Shiselweni Region

THROUGH

Shiselweni Regional Education Officers

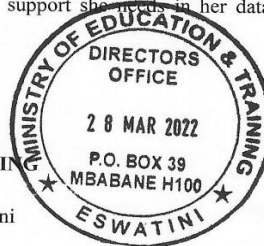
Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF PRETORIA, REPUBLIC OF SOUTH AFRICA STUDENT – MS. SIHLE NDABA-DLAMINI

1. The Ministry of Education and Training has received a request from Ms. Sihle Ndaba-Dlamini, a student at the University of Pretoria, South Africa that in order for her to fulfill her academic requirements at the University she has to collect data (conduct research) and her study or research topic is: “*English Teachers use of Mobile Devices in Sourcing Literature Materials for use in Language Teaching*”. The population for her study comprises of ten participants selected based on their availability and proximity of their schools to my work station using purposeful sampling which involve In-service BED trainees or In-service English teachers with BED from the mentioned primary schools in the Shiselweni region. All details concerning the study are stated in the participants’ consent form which will have to be signed by all participants before Ms. Ndaba-Dlamini begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
2. The Ministry of Education and Training requests your office to assist Ms. Ndaba-Dlamini by allowing her to use above mentioned schools in the Shiselweni region as her research site as well as facilitate her by giving her all the support she needs in her data collection process. Data collection is one month.

DR. N.L. DLAMINI

DIRECTOR OF EDUCATION AND TRAINING



cc: Regional Education Officer – Shiselweni
Chief Inspector – Primary
Head Teacher of the above mentioned school
Prof. L.J. de Jager – Research Supervisors

Appendix E – Regional education officer letter

PO Box 314

Nhlangano

15 November 2021

The Regional Education Officer

Shiselweni Region

Nhlangano

Dear Sir

PERMISSION TO CONDUCT RESEARCH FOR PhD IN EDUCATION

I write this letter to seek permission to conduct research as a fulfilment of the requirement of my doctoral degree at the University of Pretoria in South Africa.

I am a part-time PhD student in the Department of Humanities Education, Faculty of Education, at the University of Pretoria. The title of my study is: **English teachers' use of mobile devices in sourcing literature materials for use in language teaching**. This study aims to gain insight into the factors influencing English teachers' attitudes towards the use of mobile devices in sourcing literature materials for teaching English.

Studies have indicated that literature is a great source of linguistic input. Hence, using literature materials for teaching English will enhance children's communicative competence from the primary school level. There is a wealth of research conducted on teachers' use of literature to teach English language skills both at primary and secondary school level, however, the studies have not adequately focused on the innovative use of technological devices to source literature materials for teaching English. Therefore, the need exists to do further research on this topic and whether

English teachers, especially in Eswatini, have adopted the use of their mobile devices for sourcing literature materials to be used in the English class.

This study serves to support primary English teachers by suggesting possible strategies to assist them to use their mobile devices innovatively for sourcing literature materials for teaching English in an effort to compensate for the underutilisation of literature after BEd in-service trainees graduate from tertiary. I also believe that my study will serve relevant stakeholders, to take necessary measures to improve language teaching in Eswatini.

The collection of data for the study is scheduled to take place between March 2022 and June 2022, in the Shiselweni region upon receiving ethical clearance from the University of Pretoria. The participants in my study will be in-service English teachers who are either part time BEd trainees or who have completed their BEd. They will have literature background and will own at least one mobile gadget. Purposeful and convenience sampling will be used for this study to collect data through observations, interviews and document analysis. I will ensure that no disturbances of classes will take place during the data collection process. Therefore, teacher interviews will be conducted at conveniently suitable times that will not disrupt the normal progress of lessons. I will audio record the interviews with the permission of the English teacher. I will have one visit for observation of the English lesson and one interview session with each teacher. The duration of the observations will be 2 periods, which is 60 minutes and the interviews will last from 45 minutes to 1 hour. Participation in the study will be voluntary and I will ensure that the privacy of the participants is protected. The findings of the study will be made available to the Shiselweni Regional Education Office and schools which are interested.

I also would like to request your permission to use participants' data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Please find attached the copies of research permission letter and the Ethical Approval letter from the University of Pretoria. Please do not hesitate to contact me or my supervisor should you have any questions. Thank you for considering my request to undertake research in this region.

Sincerely

Sihle Ndaba-Dlamini (PhD student)

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Prof. L.J. de Jager (Supervisor)

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Appendix F – Head teacher letter

PO Box 314

Nhlangano

12 April 2022

The Head Teacher
Xxx Primary School
Nhlangano

Dear Head Teacher

PERMISSION TO CONDUCT RESEARCH FOR PhD IN EDUCATION

I write this letter to seek permission to conduct research in your school as a fulfilment of the requirement of my doctoral degree at the University of Pretoria in South Africa.

The topic of my research is: **English teachers’ use of mobile devices for sourcing literature materials for language teaching**. The study will seek to gain insight into factors influencing English teachers’ attitudes in using mobile devices for sourcing literature materials for teaching English. There is a wealth of research conducted on teachers’ use of literature to teach English language skills both at primary and secondary school level, however, the studies have not adequately focused on the innovative use of technological devices to source literature materials for teaching English. Therefore, the need exists to do further research on this topic and whether English teachers, especially in Eswatini, have adopted the use of their mobile devices for sourcing literature materials to be used in the English class.

This study serves to support primary English teachers by suggesting possible strategies to assist them to use their mobile devices innovatively for sourcing literature materials for teaching English in an effort to compensate for the underutilisation of literature after BEd in-service trainees graduate from tertiary. I also believe that my study will serve relevant stakeholders, to take necessary measures to improve language teaching in Eswatini.

The study will include the analysis of data from primary in-service English teachers in your school who are either pursuing their BEd studies or have completed their BEd. The number of teachers

who will be participants in this study will be 10 but will be determined by the availability of the English teachers matching the aforementioned description in your school.

I will collect data through observations, interviews and document analysis. The teachers in your school will thus be observed for 2 periods, which is 60 minutes, while teaching an English lesson. I will be a non-participant observer, and I will make sure that there are no class disturbances. I will have one visit for observation of the English lesson.

There will be one interview session with each English teacher which will take 45 minutes to 1 hour. The interviews will take place at the convenience of the teacher, preferably after school. I will audio tape all interviews with the permission of the English teacher.

I would like to do an analysis of documents such as the assessment and exam syllabus, English exam question papers, scheme of work and the lesson plans. The data will be used for analysis purposes only as part of the PhD study. Data will be stored securely under password protection with my supervisor. Only my supervisor and I will have access to the data. I have attached copies of the observation schedule and interviews for your information.

I would also like to request your permission to use participants' data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

If you agree to my request to collect data in your school, please complete the consent form provided below. If you have any questions, do not hesitate to contact me or my supervisor at the contact details provided below.

Yours sincerely

Sihle Ndaba-Dlamini (PhD student)

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Prof L.J. de Jager (Supervisor)

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Appendix G – English teacher letter

PO Box 314

Nhlangano

12 April 2022

Xxx Primary School

PO Box xxx

Xxx

Dear English Teacher

REQUESTING YOUR PARTICIPATION IN PhD RESEARCH

I am a PhD student in the Faculty of Education at the University of Pretoria.

The topic of my research is: **English teachers' use of mobile devices for sourcing literature materials for language teaching**. The study will seek to gain insight into factors influencing English teachers' attitudes in using mobile devices for sourcing literature materials for teaching English. There is a wealth of research conducted on teachers' use of literature to teach English language skills both at primary and secondary school level, however, the studies have not adequately focused on the innovative use of technological devices to source literature materials for teaching English. Therefore, the need exists to do further research on this topic and whether

English teachers, especially in Eswatini, have adopted the use of their mobile devices for sourcing literature materials to be used in the English class.

I would like to ask you to participate in this study. I will use three data collection sources: classroom observations, interviews and document analysis. I will have one visit for observation of the English lesson. The duration of the observation will be 2 periods, which is 60 minutes. I will be a non-participant observer, and I will make sure that there are no class disturbances. I will also have one interview session with you which will take 45 minutes to 1 hour. It will take place at your convenience, preferably after school. The interview will be audio recorded with your permission. I would also like to do an analysis of documents such as the assessment/ exam syllabus, scheme of work and the lesson plans.

Your participation in this study will be highly appreciated. However, your participation is voluntary. You are not obliged to do so and you will not be penalised in any way if you decide to withdraw from participating in the study. You may withdraw at any time during the process, without having to provide a reason. I will also make sure that your identity is protected. Only my supervisor and I will know your real name, but your information will not be used in any reports. I will use a pseudonym for your name and the name of your school during data collection and reporting of findings. Collected data will be in my possession or my supervisor's and will be locked up for safety and confidential purposes. After completion of the study, the data will be stored at the University according to the policy requirements.

I also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Thank you for considering my request to participate in my study. If you agree to participate in this research, please complete the consent form provided below. If you have any questions, do not hesitate to contact me or my supervisor at the contact details provided below.

Yours sincerely



Sihle Ndaba-Dlamini (PhD student)

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Prof L.J. de Jager (Supervisor)

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Appendix H – Parent/guardian letter of consent

8 March 2022

Dear Parent or Guardian

I would like to ask for your consent in observing an English lesson which your child will be part of. My research topic is “**English teachers’ use of mobile devices in sourcing literature materials for use in language teaching**”. This study aims to understand the factors influencing teachers’ attitudes towards the use of mobile devices in sourcing literature materials for teaching English.

This research will entail the observation of the English lesson while the English teacher will be teaching your child. Please understand that I will be a non-participant observer, and I will make sure that there are no class disturbances due to my presence. I will have one visit for observation, which will last for 60 minutes.

I would like to promise you that the information obtained from this study will be highly confidential, and it will be used for this research purposes only. Your names, your child’s names and the school’s name will not be revealed, instead pseudo names will be used. In as far as risk is concerned, this is a low- risk research, and your child is not expected to do anything. However, your child may feel uncomfortable to have a visitor in class. To avoid such occurrence, the learners

will be informed prior to the observation about the visitor who will come to see how they are taught English.

The information obtained from this research will be made available to your child's school. I hope that the English teacher will gain innovative strategies of using mobile devices and literature in teaching English as a second language with the hope that your child's competence in the language skills will be enhanced. I also would like to request your permission to use the data involving your child, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria and, where relevant, project funders. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Thank you for considering my request to have your child participate in my study. If you agree that your child will be part of the study, please complete the attached consent form. If you have any questions, do not hesitate to contact me or my supervisor at the contact details provided below.

Yours sincerely

Sihle Ndaba-Dlamini (PhD student)

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mrssd03@gmail.com

Prof L.J. de Jager (Supervisor)

+27835542088

lizette.dejager@up.ac

Appendix I – Learners’ letter of assent

8 March 2022

Dear Learner

I would like to ask for your assent to observe your English lesson, which you will be part of. I am doing a research on the topic “**English teachers’ use of mobile devices in sourcing literature materials for use in language teaching**”. The purpose of this study is to understand what makes English teachers use their smartphones, tablet or laptop in finding stories for teaching English.

I will have to observe the English lesson while the English teacher will be teaching you. This means that I will not teach you, but I will be looking at the way your English teacher teaches you and how you learn. I will make sure that there are no class disturbances because of my presence. I will visit you in your English class for one day. My visit will be for 60 minutes.

I would like to promise you that the information I will get from your class will be confidential and kept private. It will be used for this research purposes only. I will not share your name and your school’s name to anyone. Instead of using your name, I will use a different name like A, B or C in order to protect you and your information from being known. There is nothing that may harm you if you participate in this research. I will let you know when I will come to visit your English class so that you will be ready to welcome me and learn without fear.

The results that I will get from this research will be sent to your school. I hope that it will help the English teacher get interesting ways of using smart phones, tablets and laptops to get stories that you will enjoy reading so that your understanding of English improves. I would also like to ask for your permission to use the information involving you, privately and without sharing your name, for research purposes in future. All the information I collect belongs to the University of Pretoria.

Thank you for your support. If you agree that you will be part of the study, please complete the attached assent form. If you have any questions, do not hesitate to contact me or my supervisor at the contact details provided below.



Yours sincerely

Sihle Ndaba-Dlamini (PhD student)

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Prof. L.J. de Jager (Supervisor)

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Appendix J – Parent’s consent form

Parent consent form

I am willing to allow my child, _____, to participate in this study. I understand that my child may withdraw from the research project at any time.

There will be no negative consequences if I decide to withdraw my child. Under no circumstances will my child’s identity be made known to any parties/organisations that may be involved in the research process, nor will any information that is shared during the data collection process be divulged to anyone. Collected data will be in the possession of the supervisor and will be locked up for safety and confidential purposes.

Parent’s signature: Date:

Email address:.....

Cell phone:.....

Researcher’s signature: Date:

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