EFFECT OF FACE-TO-SCREEN METHOD OF TEACHING ON SECONDARY SCHOOL STUDENTS' PERFORMANCE AND AFFECTIVE LEARNING IN ENGLISH COMPOSITION WRITING IN GWERU ZIMBABWE

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DECLARATION BY THE CANDIDATE

This dissertation is my original work and to the best of my knowledge this work has not been published and or presented to any University for an award of a degree.

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DECLARATION BY THE SUPERVISORS

This dissertation has been submitted for examination with our approval as University Supervisors.

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ABSTRACT

This study, actuated by low performance in English composition writing in Zimbabwe, explored the effect of face-to-screen teaching method on secondary school students' affective learning and performance in English composition writing in Gweru District, Zimbabwe. The method integrates smart phones as technology in personalized learning in class activity. An experiment with two classes in one school was carried out. A quasi-experimental design was employed which combined both the qualitative and quantitative methods for complementary data collection purposes. The study used independent sample t-test, ANCOVA and two-way ANOVA to analyze statistical data and triangulation of the qualitative data. The study found out that the screen-to-face method, through the smart phone, created a significant difference in both performance and attitude where the experimental class had a positive attitude towards composition writing and better performance in the area as compared to the control class. The face – to-screen method was found to be gender neutral in its effect on performance in English composition writing and to improve social interactions in the classroom on mutual respect, on task related support and on collaboration. It is recommended that teachers of English composition writing use the face -to- screen method to improve performance in their learners. A re-evaluation of the ban on smart phones in public schools be considered as teachers perceived the smart phone as a potential tool for teaching and learning of composition writing.

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Over and above all else I want to say, 'Glory be to God Almighty!'

DEDICATION

To my mother, Monica Makore for teaching me that education is the best gift I can give to myself, my loving husband, Mesa, our four children, Remnant, Rachael, Rejoice and Patience.

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LIST OF ABBREVIATIONS

ICEF	International College of Economics
ICT	Information Communication Technology
OECD	Organization for Economic Co-operation
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
ZIMSEC	Zimbabwe Schools Examination Council
ZIMSTATS	Zimbabwe Statistical Services

CHAPTER ONE

INTRODUCTION

Background of the Study

Schools globally are generally wrestling with how much of the present day technology can be allowed into the classroom. Teenagers who are the bulk of secondary school learners have become inseparable from the smart phone and other digital technologies (Hussein & Nisreen, 2016). Some schools have gone on to ban phones, while others have embraced them as a learning tool. Whatsoever schools decide on phones, it can clearly be observed that they are a persistent presence wherever young people are found (Helsper & Eynon, 2010).

The education system as we know it no longer fully meet the needs of today's student any more. It is obvious that teachers cannot continue to teach Digital Natives the way they used to (Zindi & Ruparanganda, 2011). By the time children enter school, they have been exposed to a variety of digital technologies that have helped them to develop digital skills which in turn may help equip them to take part in technology-driven pedagogy in the classroom (Koutropoulos, 2011).

Their backgrounds are filled with a variety of technologies; any modern home may be characterized by all or some of these gadgets which include televisions, laptops, smartphones, tablets, digital games and robots. With such a background, students would benefit more if the smart phone is used as a technology tool in the classroom to integrate with pedagogy to develop in learners all the four aspects of language which are listening, speaking, reading and writing in an effortless and interesting way (Motteram, 2013). With the dependence that many students have developed on the smart phone, it would seem

prudent for schools to incorporate them for learning to help develop responsible users in the process (Earl, 2012).

The need to lift countries to global levels of the 21st century, digital integration in education has seen countries introducing new curricular inclined heavily towards technology use. Research however indicated that most schools were still using traditional methods due to a serious lack of digital tools like computers and laptops (UNICEF, 2015). Research has also shown that performance (composition writing) in language is a direct result of immersion in the culture and location of first language speakers of the target language (Thorn & Smith, 2011; CARLA, 2017). The specifications on the smart phone like YouTube provide the first language speaker experience to learners within the four walls of the classroom. Unlike in other subject areas where the smart phone can be said to cause disruptions, for English composition learning, what is termed disruption still constitute part of language learning (Earl, 2012).

On the other hand, research in the USA indicated that when there was a shortage in computers and laptops for schools, smart phones were taken on board to serve the same purposes as those other digital gadgets with reported better performance because of their easy connectivity as compared to desk-tops and laptops (Slack, 2013; LEAD Commission, 2013; Digital Promise, 2014). The genesis of smart phone integration in the USA was adopted first by Language teachers especially in the teaching and learning of composition writing (Earl, 2012).

Based on the premise that the ability to use smart phones was a critical contemporary proficiency for learners, the Ipaca School in Syria embraced smart phones for the classroom with success (Jeffreys, 2015). Some of the parents whose children go to that school confessed that compared to some of their other children in the same home, those in schools where smart phones had been banned spent much more time on their

phones on non-educational things whereas those from Ipaca would do so after their homework (Jeffreys, 2015).

More and more publications and seminars on Content and Integrated Learning (CIL) in the United Kingdom were published in the past decade (Motteram, 2013). The researchers aimed at finding innovations in learning technologies in the areas of English Language and Arts for daily classroom practice to improve performance (British Council, 2013). Expanded classrooms have seen the introduction of mobile technologies like smart phones which enabled constant interaction with the outside world, an invaluable component in improving competence in English language composition writing (Digital Promise, 2014). These skills which include competence in English language are obtainable through technology integration and are indicated as helping to foster learning across the curriculum (Motteram, 2013).

Research in the UK has also shown that smart phones could be easily incorporated in the classroom. They have easy internet access, a host of education-friendly applications especially for the English composition classroom and could be used instantly without set-up (British Council, 2013). At Thurston High school, the smart phone was successfully integrated in the teaching and learning of aspects of language composition writing included. The program included collaborative learning and using smart phone specs for students to create tutorials on YouTube (Clayton & Murphy, 2016).

Former US President Obama launched an initiative called ConnectED aimed at connecting 99% of the USA schools to internet in a given period of five years (Slack, 2013). Accordingly, the focus leaned more on the technology integrated teaching in English Language as compared to other areas of study (Slack, 2013; LEAD Commission, 2013; Digital Promise, 2014). The incorporation of smart phones as technology in English

teaching due to the initiative saw many schools lifting the cell phone ban to accommodate smart phones in their classrooms.

Africa views technology as a means to improve and transform its economies through the education sector, making education accessible to all (Souter, Adam, butcher, Sibthorpe & Tusubira, 2012). As a result of this observation, the African Union (AU), adopted an agenda to lobby for support in technology integration in the areas of teacher professional development, affordable technological resources for learning, education networks among other things (Souter et al, 2012). That was because governments in Africa were equating digital technology in education with socio-economic development and a rise of new positive values for the African people.

In South Africa, the government set up a national commission as an advisory body on ICT developmental programs in the country (Souter et al, 2012). This created an enabling environment for the integration of technology in education through such statutory arrangements. However, shortages in digital tools had most schools adopting a Bring Your Own Device (BYOD) policy which saw a large number of smart phones in the classrooms (Souter et al, 2013). Zimbabwe could benchmark with such activities across the globe and adopt the same to improve performance in English composition writing especially using smart phones for technology.

Incorporation of mobiles in the classroom especially in urban areas where most students own smart phones would go a long way in closing the technological divide that Africa is facing as well as that existing in Zimbabwean schools. Given the fact that government has legislated a ban of smart phones in schools in Zimbabwe, it can be deduced that most students own them, the other fact is that schools lack the financial capacity to avail a 1:1 pupil to computer ratio and given the failure rate in English composition, smart phones are worth a trial (Chindaro, 2013).

English language is a compulsory subject at O level in Zimbabwe and without passing it; one cannot proceed after form four. However, O level results in the area are not showing any improvement and the most difficult section of the paper which weighs 50% is composition writing (ZIMSEC, 2016). There was need therefore to try out new methods involving smart phones as replacements for computers and laptops to work on improving performance in composition writing. Smart phones were easily accessible and cheaper in terms of cost as compared to laptops and other mobiles like tablets and iPads (Graham, 2017).

Experimenting with smart phones for educational purposes was a relatively new area of research in Zimbabwe. There was little recorded on such studies done in the country. Research on technology in education in Zimbabwe focused more on investigating the effectiveness of technology integration in education in terms of enhancement in teacher training (Chitiyo & Harmon, 2010; Zindi & Ruparanganda, 2011; Musarurwa, 2011; Chindaro, 2013). Some studies were also done on issues related to ICT integration in teacher training curriculum to improve teachers' skills in using computers (Musarurwa, 2011 and UNICEF, 2015).

This study, in a bid to find ways of improving performance in English composition writing carried out an experimental research on the effect of the face -to- screen method in teaching English composition writing which is in line with 21st century modern methods of teaching. The experiment aimed at generating data based literature on the effect of the face -to- screen method through the use of smart phones as integrating tools, on student attitude and performance in composition writing in Gweru, Zimbabwe.

Statement of the Problem

Zimbabwe unveiled a new curriculum that was in line with 21st century instructional trends in Education based on digital technology. The aim was to improve

performance in learning areas (Dokora, 2015). Schools were to avail requisite digital gadgets that would enable technological integration in the classroom, which include computers, laptops and smart boards.

However, integration across the country was minimal because most schools could not provide digital tools; computers and laptops for the classrooms. At the same time, English composition performance continued to be worrying across the country (ZIMSEC, 2016). Therefore, it became necessary to find ways to mitigate the situation. In response to the said situation, this study was carried out as an experiment using a screen-to-face method to investigate whether it is possible to use smart phones for integration in place of laptops and computers and the effect of the said method on achievement in English composition writing. Unlike in other learning areas in the curriculum, with language acquisition and performance, those aspects of the smart phone which can be termed disruptive, still provide opportunities for teaching and learning. Thus the need to find out their incorporation feasibility where laptops and computers are unaffordable.

Research Questions

This research sought to answer the following questions:

1. What is the attitude of students towards English composition writing?

2. Is there a significant difference in the attitude towards English composition writing of students between the control and experimental groups?

3. Is there a significant difference in the performance in composition writing of students between the control and experimental groups?

4. Is there an interactive effect of gender and method of teaching on performance and attitude?

5. How did social interactions take place in the control and experimental classes?

6. Do teachers perceive any potential for using smart phones in the teaching and learning of English composition writing?

Hypotheses

The following are the null hypotheses tested in this study.

1. There is no significant difference in the attitude towards English composition writing between the control and the experimental class.

2. There is no significant difference in performance in English composition writing between the experiment group and the control group.

3. The interaction effect of gender and method of teaching on performance and attitude is not significant.

Significance of the Study

This experimental research was an attempt to establish the effect of using smart phones in a face-to-screen method on English composition writing and student attitude towards composition writing before and after the experiment. The results of this experimental study would provide information to:

1. Administrators of schools with data on which to base decision making on the place and role of smart phones in the schools and classrooms and avoid blanket bans on the smart phone.

2. Curriculum planners on the feasibility of using smart phones as integration tools in the place of desk top computers and lap tops for blended learning in English composition teaching.

3. Stakeholders on informed perceptions that are data based towards the place of smart phones in schools.

4. Teachers with a tested method of teaching, the face -to- screen method in the teaching and learning of English composition with success for improved performance.

5. Fill gaps in literature in the Zimbabwean context on how smart phones can become part of the education system and provide a springboard for further investigations in other areas of the curriculum besides English composition writing.

Justification of Study

This study attempted to find a solution to the perennial failure in English composition writing at Ordinary Level across the country by integrating pedagogy with technology in the form of smart phones through a face-to-screen method. Literature indicated that several studies were done on integration of technology in Zimbabwe in the learning of pre-service teacher training for university classrooms (Govender & Chitanana, 2016); challenges in harnessing computers for secondary school classrooms (Mandoga, Matswetu, Mhishi, 2013), as well as the integration through the smart boards, interactive boards and computers (Mndzebele, 2013). However, the researcher found it difficult to access experimental researches on integration of smart phones in the teaching and learning of English composition done in the country. Thus, the outcome of this study attempts to fill that gap in literature and practice where smart phone integrated teaching and learning in composition writing is concerned.

Theoretical Framework

This study was based on the theories of situated cognition, socially-shared cognition and distributed cognition theories of learning. These are context-based learning theories which explain how cognition takes place in learning situations.

Situated Cognition Theory

Situated cognition is defined as the notion of acquisition of skills and knowledge according to practical life use that is, learning by doing (Brill, 2017). The theory was propounded by Brown, Collins and Duguid (1989) in Brill, (2017). The idea is to carry out learning situations in environments that reflect context where the learnt skill can be applied in real life. The theory believes that acquired skills and knowledge must be informed by the culture, activity and context in which the knowledge and skills are being acquired (Gilbert & Boulte, 2012). 21st century students are referred to as digital natives whose culture and daily activities revolve around digital technologies in the form mainly of the smart phone (Helsper & Eynon, 2010). The smart phone has become part of modern culture and also a part of the context of the students' daily lives.

According to Brill, (2017), situated cognition emphasizes that learning is not an individualistic, isolated activity but a collaborative, knowledge sharing problem solving method through the use of language in discussions and other activities. The theory supports e-learning or computer aided learning since the computer creates reality and learning is a socially cooperative activity. Learning composition writing through smart phones entails context, active participation using tools through language and a close link to real life situations (Gilbert & Boulte, 2012). The age-old method of finding word meanings through dictionaries can be made more practical through context and culture by live observation on the smart phone screen of native speakers in real situations for real word meanings (ELMO, 2012).

Learning as perceived by situated cognition must surpass a mere transmission of knowledge and develop interactions through rich context which are reflective of reality (Brill, 2017). Reality here is as it is perceived by the student and it involves the fast pace of texting, multi-tasking and learning through games on the smart phones, a common

mobile among teenagers (Helsper & Eynon, 2010). In the teaching and learning of composition writing, technology integrated to pedagogy meets with the situated cognition tenets as composition writing is contextual writing and is the practical aspect of language learning.

Distributed Cognition

The theory of distributed cognition was propounded by Hutchins in 1995 (Helsper & Eynon, 2010). It posits that cognition or knowledge is the collaboration of different shared resources that include tools, artifacts and language. It is also defined as group cognition through dialogic thinking and relations between learners or learner and computer (Keengwe, Onchwari & Oigara, 2014). Distributed cognition shows that today's student cannot be taught the old way but rather through a combination of tools, artifacts and language basic to computers in all their forms. The smart phone does fit in with the theory as a tool for learning by doing and in composition writing it will aid acquisition of skill through dialogic thinking and relations between the learner and his/her smart phone. (Keengwe et al., 2014).

Integration of the smart phone and composition writing are expected to transform learning environments, which are the classrooms, into what distributed cognition refers to as collaboration and interactive discussions (Keengwe et al., 2014). Thus, the theory of distributed collaboration seeks to inform teaching and learning of English composition writing by articulating that there is an expected fundamental shift in the way a learner would reason and process information when using digital language and manipulations.

Socially Shared Cognition

The theory posits that cognition happens in a group of collaborative learners. It encourages educators to facilitate cognition by creating groups where collaboration is encouraged. They are also to create environments for learning that are not divorced from

reality, environments that are replicas of reality and the smart phone enables such learning experiences (Brill, 2017). Composition writing transforms into a lively reality filled activity through live teaching and learning aids on the screen, increasing creativity through real environments. Multi-tasking is fostered and encouraged as a part of a fast-paced digital environment the learner is used to (Graham, 2017).

Educators are making a paradigm shift in the methods and processes of English language teaching and learning due to the accessibility of technology and to the important fact that students today are not the people our education system as we know it was intended to teach (Victor, 2017). The world is a technical world, where the smart phone is an extension of the youth, therefore, the classroom must reflect that world according to cognition theorists (Keengwe et al., 2014). Composition writing lessons become reality based and easier to carry out as they become an extension of everyday life.

Smart phones play an important part in these theories in terms of enabling the sharing of cognition in the community of learning for instance, the games, the digital language in language learning and composition writing on the screen which are part of a make-belief activity where specific tasks are to be accomplished often through dialogue or communication with others and with the smart phone itself (Victor, 2017).

The researcher chose all three theories for this one study for they complement each other and together provide a whole for the components found in technology integrated learning. Situated cognition deals with the doing part of technology where students handle and manipulate the gadgets, in this case the smart phone, distributed cognition includes the concept that learning takes place between individual and tools, the smart phone being the tool that the students converses with and socially shared cognition referring to the idea that cognition through technology integration happens in a group of learners through collaboration and group work (Brill, 2017). Thus, the three theories become pieces of a

whole in this study, together they explain how smart phones are successfully integrated to pedagogy in the classroom. Although these three theories were propounded before the 21st century, they tend to meet contemporary description of what technology should achieve in technology mediated learning.

Conceptual Framework

Independent Variable	Dependent Variables
Method of Teaching	Achievement in Composition Writing
-Teaching with smart phones	
	Attitude towards Composition writing
-Teaching without smart phones	
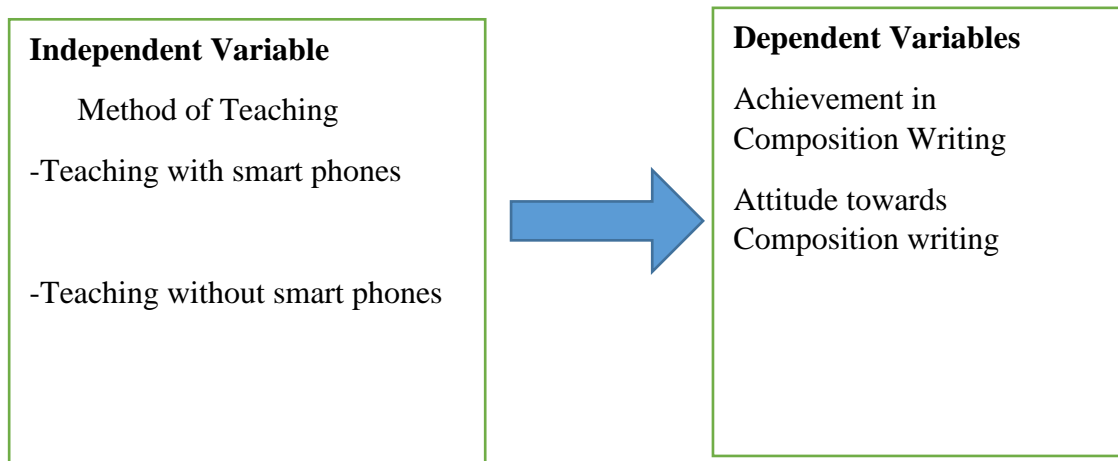
Figure 1. Conceptual Framework.

The independent variable was the method with two aspects, one for the experiment class mediated by smart phone technology and the other for the control class without smart phone technology. The dependent variables were the achievement levels in composition writing after treatment for both classes and the attitude to composition writing by the students before and after the experiment.

Scope of the Study

The study was limited to one boarding secondary school in Gweru, Zimbabwe on the effect of the face-to-screen method through the use of smart phones on achievement in and attitude to composition writing. In this study, achievement referred to improvement in performance in English composition writing indicated by better scores. Affective learning included attitude and feelings of liking or disliking the subject. The experimental study

was carried out with 104 form two students and five English language teachers in the same school. The experiment ran for six weeks from the beginning of the first term on 23 January 2018. Only one school is selected in an experimental study (Statistics Solutions, 2018).

The study in addition explored social interactions in the process of teaching and learning during the experiment. This was the way students communicated and interacted with each other and with the teacher in the lesson process. These influenced classroom atmosphere, students' participation which in turn impacted on attitude and performance. Students' performance was measured the by the scores they obtained in both the pretest and posttest.

Operational Definition of Terms

The following definitions of terms were defined operationally as they were used in this study.

Achievement is the improvement in the ability level in what students already know and are able to do**.** It involves the mastery of the area being learnt through quality of instruction by the teacher. It is measured by the visible rise of a student's scores.

Affective learning was used to refer to acquisition of behavior in relation to feelings, attitudes and values towards composition writing. It also entails the degree of interest, emotions, acceptance or rejection of content being learnt. It was measured by analysis of students' discourse in their diaries.

Attitude are the feelings or predispositions students have towards composition writing. Whether they like or dislike the subject. Attitude is measured by performance through test scores.

Composition writing refers to a long continuous writing on a storyline and is graded according to the student's ability to articulate the rules of English language writing which include spelling, grammar, punctuation, coherence and sequencing.

Control group refers to those students who participated in the research and were taught using the regular traditional methods of teaching composition writing without the use of smart phones as integrating tools.

Digital Immigrants are computer literate people but were born before computers. This term in this study refers particularly to teachers who have developed their computer literacy to match the needs of the 21st century.

Digital Natives refers to those born in the computer age and display an ease of manipulation of a variety of digital technologies in the 21st century environment.

Digital technology alludes to learning facilitated by technology including instructional practices that involve using computer software and hardware in the classroom. This is inclusive also of smart phones, smart boards, interactive boards, computers and other mobile gadgets.

Experimental group refers to the group of students who participated in the study and were taught through the new screen- to face method which involved use of smart phones during the study.

Face-to-screen as the name suggests, it is an individualized smart phone integrated use as a method for blended teaching and learning activities besides the face to face interaction with the teacher it includes text books and using smart phone applications such as camera, text, YouTube and voice for learning activities. In this study any type of a smart phone was eligible.

Gender Neutral refers to the characteristic of the face-to-screen method that it has no differential effect on students in relation to whether they are boys or girls. It is a non-discriminating method.

ICT Information Communication Technology as relating to practical use of computerized devices, for example, smart phones.

Integration using instructional methods that combine or blend face to face interaction between teacher and students with computer online learning and teaching.

Performance is achievement measured by the scores a student gets in composition writing after having been taught the concept.

Revolutionize purports to transform the practice of education from the traditional / conventional way to suite modern trends.

Smart phone is a hand-held personal computer that has a mobile operating system which includes a touch screen, connections for voice, internet data communications, SMS and supports Wi-Fi despite its make.

Social Interactions refer to the quality of communication between the teacher and the students and among the students themselves during composition lessons in the classroom. It includes how students treat each other, treat the teacher and how this communication affects classroom atmosphere during lessons and the process of learning.

Traditional/ Conventional teaching methods refer to those methods of teaching English composition writing which do not include integrating digital technologies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter is a presentation of literature associated with this research. The major thrust was to identify, discuss, explore, evaluate and amalgamate available recorded literature by researchers and scholars to enable the researcher to contextualize all the new information from this study to the already existing body of knowledge in the area.

The chapter focused on the following aspects of smart phone integration in the teaching and learning of English composition and other aspects of the language, the place of ICT in education, attitude of teachers to smart phones in the classroom, basic assumptions of smart phones in the classroom, the significance of ICT in English language and composition teaching and learning, challenges in the implementation of technology integration through phones in teaching and learning.

Place of ICT in Education

The world is currently grappling with what can be termed a technological revolution. Globally, countries are implementing the use of big data, robotics, wearable devices, drones, digital technology in education and a host of others in every domain of life (World Bank Symposium, 2016). The rate at which technology is advancing leaves everyone without a doubt that today's learners will find themselves in need of skills that are not being trained today by schools or even exist (OECD 2016). This therefore puts pressure on policy makers in education to make decisions on a paradigm shift needed in

the classroom to make education relevant to learners today for the present and the near future (World Bank Symposium, 2016).

The question may be why we need educators to move to ICT in the classroom? Worldwide, especially in higher education, tutelage has partially shifted online, to what has become known as face-to-screen learning (Kemp & Grieve, 2014). The face-to-screen is where students after face-to-face interaction move to online discussions and activities. In other situations, there is a complete move away from the classroom to online learning (Ni, 2010). With the ubiquity of mobiles, the face-to-screen has become preferable, liberating learners of all ages to do their studies on the go, anytime anywhere (Sun & Chen, 2016).

This may appear attractive and preferable, however, research on college students showed that students would rather have both online learning and face-to-face discussions with the teacher and with peers (Kemp & Grieve, 2014). The present face-to-screen method indicates that online activities come as extra activities after the classroom activity and is done at each student's convenience. However, both face-to-face and online activities can be combined in a classroom in a single lesson for enhanced engagement with secondary school students (Kelly, 2017). The face-to screen method can therefore be extended to combine the two strategies in one broad method.

The search for the place of smart phones in secondary school education has given rise to a plethora of researches across the world to facilitate face-to-screen learning in the classroom (Kessle, 2010; World Bank Symposium, 2016). The shift to online learning in higher education has made stakeholders in secondary schools see the need for smooth progression into college through introducing online learning as well (Sun & Chen, 2016). However, for secondary school teachers, the smart phone offers a better option than laptops and desk top computers as they are cheaper and already available with most

students (UNICEF, 2015). Research has thus dwelt more on the integration of smart phones in a face-to-screen method that includes both face-to-face and screen in a single lesson for secondary schools.

While these researches are going on to incorporate smart phones in education, it is sad to note that in most countries in Sub-Saharan Africa and some parts of the world, blanket bans have been implemented in schools on smart phones (Espinoza, 2016; OECD, 2016). Literature on the other hand confirms that secondary schools across developing countries have failed to provide reasonable student computer ratios for classroom activities to allow integration of technology and pedagogy (UNICEF, 2015). In Zimbabwe it has been established by research that the greater majority of secondary school students own smart phones but are not allowed to bring them to class (Mandoga, Matsweru & Mhishi, 2013).Put together, non-availability of computers in schools, students owning individual powerful mini-computers in their backpacks and innovative teachers spells successful implementation of computer integrated learning in a face-to-screen method.

It would be interesting to note that ICT in the form of mobile phones is fast overtaking life globally (World Bank Symposium, 2016). Recent surveys show that about three quarters of people in the world own or easily access a mobile phone (OECD, 2016; World Bank Symposium, 2016). Mobile communications are rising to new and higher levels at a very fast pace and the issue here is not about the phone but about how it is being utilized. The numbers of phones subscriptions globally, pre-paid and also post-paid, is growing from not more than 1 billion in 2000 to exceed 6 billion in 2016 and about 5 billion are in the developing world (World Bank Symposium, 2016).

Mobile phones are said to have dramatically transformed sub-Saharan Africa in a tremendous way (Pew, 2015). According to this same Pew research (2014), activities that smart phones are being put to across Sub-Saharan Africa are mobile banking,

communication, accessing news both international and local and conducting business. If these activities are surrounding students at home all the time, it would be logical to incorporate the same smart phones in learning in the classroom for face-to-screen purposes.

Research has it that across Sub-Saharan Africa, 64% of 32 developing countries in the region agreed that the internet would positively influence education (Pew, 2015). The same research found out that connectivity on the internet was easier and faster on the smart phone than on laptops and desk tops. These findings have an impact on the assessment of the place of the smart phone in education and makes ease of adoption in face-to-screen learning. It necessitates a review of policies and beliefs about the smart phone especially in terms of classroom functionality.

It has been found out through research in 2014 that internet use through mobile phones in Africa was set to increase 20-fold (Chun, 2016). The research indicated that prices of handsets were declining and also that of mobile data. Mobile data explosion was projected for exponential growth of 20 times between 2013 and 2019 (Chun, 2016). The indication was that smart phones have transmission speed which was faster and another plus being the rise of cheap smart phones on the market such that even low income and rural people were able to afford them.

Literature stated that teenagers were among the largest number of those owning phones, especially the smart phones. A new type of ownership had also arisen, that of multiple subscriptions becoming increasingly common, meaning in no time mobiles numbers may outstrip human populace (Digital Citizenship, 2010). Faced with such statistics, educators should naturally find ways of bringing them on board as a way of enhancing learning. As face-to-screen has been adopted in higher education as online learning and for research activities, secondary school teachers can adopt and modify the

method to encompass classroom activity for both face-to-face and online integration (Barnwell, 2016).

English has become a window for both academic and professional development in Zimbabwe, therefore, it would be prudent to incorporate smart phones in the teaching of the most challenging section of English which is composition writing (Higgins, 2013). Incorporation of the face-to-screen way of teaching would invariably engage students' interest and motivation for better grades in the area of composition writing (Bentley, 2017).

The general ongoing ban on learners' smart phones from public schools in many countries, Zimbabwe included, need a review to allow teachers to find ways through action research to include students' smart phones productively in the classroom (Bentley, 2017). Any teacher would agree that the bans on students' smart phones in schools is a challenging endeavor for they are always smuggled in and put to unproductive and disruptive uses in the same classrooms (Espinoza, 2016). Research has shown that it is time educationists come up with ways of integrating this gadget considering the computing power it has vis-à-vis the limited resources schools have in terms of computers for the classrooms (UNICEF, 2015; Traxtler, 2016; Bentley, 2017).

Educationists are required by the environment prevailing in today's schools that they be innovative and stop running battles with students and their smart phones in classrooms and incorporate them for learning (Espinoza, 2016). The current idea in some countries is to meet learners where they are and influence how they would use these gadget for learning. In the USA, this is more evident in the teaching of English and Arts (The Nielsen Company, 2016).

Research has found out that when students are allowed to use the gadget they know and love, the smart phone, there is more engagement and time-on task which would

improve grades as a by-product (Econet, 2016; Graham, 2017; Bentley, 2017; Song & Kong, 2017). Dorset school in the US embraced smart phones for teaching and learning of English successfully and reported that the age-old philosophy of helping students love learning was being realized through the innovation (Teller, 2016). This they did it as the present face-to-screen method but done as blended lessons. Benchmarking would make Zimbabwe English composition teachers benefit from such innovation as composition writing is an area of concern across the country (ZIMSEC Report, 2015).

There has been a dramatic increase in the brands of technological devices for digital platforms. Currently, small devices that fit in pockets and purses expose the users to an abundance of educational prospects previously unheard of (The Nielson Company, 2016). Mobile connectivity has also increased, actually, the smaller the gadget, the higher the connectivity and the more user friendly it is (Graham, 2017). These characteristics are in line with composition writing such as visual experience and imagination. The dichotomy that exist in terms of technology sphere for the students, in the home and at school, where school is no go area for mobiles may need to be revised (The Nielson Company, 2016).

Mason High school adopted a philosophy that the smart phone is part of a natural ecosystem of teenagers and should not be taken away from them but incorporated into their learning (Pew, 2015). The school reported its teachers as taking advantage of the applications on the smart phone to probe deeper their subject topics in the process of classroom activities. The same school reported language classes using text and voice calls to practice grammar on first language speakers during lesson times with people outside the classroom. This again was done as an extension of the usual face-to-screen mode of instruction but as blended learning.

Education systems are encouraged to put in place mobile technology integration in the classroom and these include smart phones (UNESCO, 2015). Mobile learning is only logical seeing that school is bringing up future business persons and industry leaders where present day businesses are being done on the go on mobiles. School should also develop a basis for success through training students to learn on the go as well (Hennessy, 2017). Composition writing demands creativity, imagination and good writing skills which are all characteristics that can be fulfilled by the smart phone.

Relevance entails discarding archaic modes and embracing the new way of doing things if society is to continue in existence (ITNEWS Africa, 2016). This entails a move away from the fixed technology of computer to the new hand-held mobiles which are cheaper and more accessible to the student to improve on the benefits of blended learning for the student (UNESCO, 2015). The use of smart phones for education would invariably extend classroom walls and make learning especially in composition writing, like any other social activity, mobile, fast connected and collaborative (Econet, 2016).

Using the smart phone for composition writing teaching and learning has three main advantages. The first one is the clarity of images on the screen, their life size and reality which help students improve their imagination and creativity (Zaib, 2016). In this type of learning, learners are using their smart phones where they needed to have a mental picture of the feature under discussion for storytelling. Graham (2017), posits that smart phones help bring the world into the classroom and composition writing can be done in time, with current and possible narrations.

 Research in the USA has shown that teachers in schools today need to integrate technology even in the form of smart phones into instruction that is learner centered, (An & Reigeluth, 2011; Higgins, 2013; Freed, 2016). It is more difficult to teach composition writing without centering it on students than any other concept (Freed, 2016). The reason

being that today's learners are growing up in a digital world where smart phones are an extension of their bodies (Higgins, 2013). Teachers are therefore expected to provide requisite skills to their students to access and benefit from that world, (Common Sense Media, 2016).

Sociology view schools as a microcosm of society, therefore whatever goes on in them should be a true reflection of society (Gvt, UK, 2015). Based on this premise, some schools in the US reported successful integration of smart phones in the teaching and learning of areas like English and Mathematics (Barnwell, 2016). They argue that smart phones bring opportunities to learn from anywhere in the world. This would be done by way of borrowing from the existing face-to-screen but in a blended form, where both face-to-face and online are done together or concurrently (Kemp & Grieve, 2014). The same schools were said to report improved grades and an increase in motivation to learn (Kuznekoff, 2015).

This was the reason why the then president of the USA initiated a digital program for the American education called ConnectED (Clark, 2013). The initiative's projection was for increased access to upgraded internet connectivity, digital content and devices for all American learners whatever their level by 2020. English learning and Arts being the first to be ushered on the digital platform in the classroom. The initiative encouraged schools to adopt a Bring Your Own Device (BYOD) program to facilitate the achievement of that presidium call. As a result, smart phones found their way also in the classrooms as integrating tools for learning (Clark, 2013).

A survey carried out in some parts of the USA showed that most teachers owned most of the digital technological gadgets on the market than other adult populations (Clark, 2013). However the study found out that the same teachers even though they were equally advanced technology users, they were not as confident to teach their students

using the same gadgets especially the smart phone (Kristen, Heaps, Buchanan, &

Friedrich, 2013). Teachers acknowledged that they were far behind their students in

technology use especially on the smart phone and they gave this as their reason for shying

away from using them as technology integration in the classroom (Kristen et al. 2013).

Teacher efficacy need to be improved through in-servicing to enable adoption for

composition writing learning.

When these deficits were discovered, a program named 'Teachers Engage' was

begun whose mandate was to train teachers and other stakeholders on how they can

engage their students in technology assisted education on smart phones and other gadgets

(Koceva, 2010). The purpose of the program was to ensure that teachers were empowered

to use mobiles including smart phones for blended learning in the classroom with

confidence. According to Kristen et al (2013) teachers who bungle in front of their

students in the use of digital gadgets tend to lose their students' respect. Therefore, the

program encourages the incorporation of smart phones in the classroom as learning tools

with more advantages in composition learning.

Smart Phone Technology and Composition Writing

In North Carolina, research was carried out to ascertain the effect of using phones

on algebra studies as blended learning (Common sense Media, 2016). The results were

such that those who used phones to learn the concept scored 25% better than those on

whom traditional methods were used (Common sense Media, 2016). These findings can

be transferable to the teaching and learning of English composition writing. Today's

student who is a Digital Native communicate on the smart phone most of his/her time,

making it an ideal tool for extension work for classroom use (Graham, 2017). It would be

of more benefit if this culture is utilized for learning. There has been several researches

carried out to show that phones, properly used as blended learning in the classroom enhance performance.

In the United Kingdom a study showed that students who did a lot of text messaging developed phonological appreciation and also that those who got phones at younger ages developed better in reading and identifying speech sound patterns, (Mobile Metrics Report, 2010). All of which are skills needed in composition writing learning. Research in the same place showed that the English Language class tended to benefit more from face-to-screen learning on the smart phones in all their types in teaching and learning than other subjects by a 15% margin (Common sense Media, 2016). These are significant research findings which educators need not ignore in the search for quality in education to truly equip today's student for a future in the 21st century.

A research that was carried out in the UK showed that schools that were banning smart phones from their classrooms and school grounds were actually moving in an erroneous direction (Espinoza, 2016). The research suggested that computer games boost students' concentration levels, improve their grades and also make school more interesting reducing the truancy graph drastically. Games improve creativity which is a vital component in composition writing. More and more research is being carried out on smart phones in the UK not on removing them from the classroom but on how they can be made useful in the education system (The Nielson Company, 2016).

Studies done in the UK on digital learning proved that student learn better when on the phone than when traditional methods are used (Nielson, 2014). A normal quiz was poorly done until it was given as a game on the phone (Espinoza, 2016; Nielson, 2014; Huzinec, 2015). It was discovered that concentration span was shorter when engagement was on note-taking and inexhaustible when students were using smart phones in blended learning (Espinoza, 2016). Digital mobiles like smart phones helped make composition

learning more manageable as it needed more concentration time and more time on task as compared to other aspects of English language learning (Freed, 2016).

Teachers in the United Kingdom acknowledged that as technology is transforming lives daily in the way people shop, socialize, do business and play through the smart phone, school have to take note and change the way students engage in learning activities (Norton, 2015). These changes are challenging the traditional way composition writing has always been taught in schools and the formality of the classroom. However, this transformation through smart phone technology offers students and teachers the opportunity to come up with new designs in teaching and learning that meet modern theories of learning where the teacher is a facilitator and not the source of knowledge (Graham, 2017; Brook (2017). As Digital Natives, students can develop their own way of understanding composition writing as a concept with teacher directing and facilitating the process.

While desktop computers are more acceptable to the teacher who still perceives the classroom in a traditional way, mobiles have more to offer as integrating tools for the classroom (Norton, 2015). Besides the disparity in cost, mobiles especially smart phones, offer the invaluable gift of personalized learning which is vital in composition learning for it deals with pace especially on the net which is a most important aspect in classrooms as students grasp concepts at different pace and within different time limits (Hennessy, 2017). Language acquisition increases with exposure at all times as opposed to classroom 35-minute lessons per day. The smart phone increases that time to endless, any time anywhere learning, seamless, which a desktop computer cannot do (Graham, 2017).

Like other governments in the world, the UK government set up an inquiry into the issue of allowing smart phones in the classroom and maintained a ban on all its public high schools for some years (Government. UK, 2015). An investigation was set up on the

use of smart phones by students in relation to their behavior. However, the research also looked at appropriate ways of using mobiles that can improve educational experience of learners in the classroom (Government. UK, 2015). Later, the same government allowed schools to use their discretion if they wanted to lift the ban. Countries like Zimbabwe can utilize findings in such studies and review the place of smart phones for face-to-screen learning in their schools.

In Japan, research has discovered that amended student learning and improved teaching methods result from face-to-screen even on the smart phones (Kale & Goh, 2014; Light & Polin, 2010; Sangrà, & González-Sanmamed, 2016). According to a report on Japanese multimedia in education, the indication was that increased student exposure to smart phone technology through integration with the curriculum, positively impact student achievement across subjects (UNESCO, 2015). However, literature warned of the negative impact of blanket bans on the smart phones as they may peradventure remove reality from the classroom as phones were a fixed social reality today in the modern world. (ELMO, 2012). Surreal classroom environs hurt composition more than it did other areas of learning as it inhibit reality based fiction writing.

Adaptation has become the by-word for most institutes of the society except it seems, in education. This is so because business and commerce and many of their off-shoots in society have adopted digital technology as primary in their services, yet schools are still banning them from within their walls (Ellis, Romer & Brill, 2017). Smart phone technologies are more suited to education than any other entity of the society because of their high engagement characteristic and the fact that school is training students for the job market, therefore, it would be highly contrary to deny students access to elements that make them compete favorably for jobs after school (Graham, 2017; Ellis et al.,

2017).Using digital mobiles help students to be familiar with current technology tools in use in the work place.

In Bangladesh, smart phones and other mobile gadgets brought a relief in the improvement of the teaching and learning of English as a second language (Begum, 2011). Their novelty and the fun they brought as blended learning, which by traditional perception is serious and demanding, has brought with it innovation and success in performance in English learning. In many developing countries, English language is critical in that it has become the language of the world and a window into the developed world (Joyce-Gibbons, Galloway, Mollel, Mgoma, Pima & Deogratias, 2017). Digital mobiles offer a wider classroom than that offered by the school in which to practice composition writing and also to listen to first language speakers in context for better acquisition and performance. (Ellis et al., 2017). Mobile learning in the English language class becomes more productive on the smart phone as it is flexible and above restrictions placed by space or time allowing for learning anywhere any time (Bentley, 2017).

Smart Phones in African Classrooms

In East Africa, a study was conducted in Kenya and found out that there were students in both rural and urban areas who had phones but were not allowed to bring them to school (Joyce-Gibbona, et al., 2017). The study also established that a very small fraction of teachers were positive about bringing cell phones into the curriculum (Joyce-Gibbona et al., 2017). However, in the same country research found out that smart phones were an invaluable educational tool in refugee camps where student enrolments went up to 150 students per class (Dryden-Peterson, Dahya, & Douhaibi, 2017). These were refugee camps for displaced South Sudanese citizens where educational resources were limited to as low as 1:10 learner- textbook ratio. Studies there showed that mobile phones went a long way in supporting education as well as safety (Dryden-Peterson et al., 2017).

Given that African students need English language for further education and to fit into the global village, borrowing from the Kenyan refugee camps experience would help students learn on the smart phone in a modified face-to-screen way. It makes cognition faster and more pleasurably for the composition concept than what is obtaining in most classrooms (Joyce-Gibbons et al., 2017). Smart phone integration into the English composition curriculum removes the boredom associated with composition lessons in the classroom (UNICEF, 2015). Research has shown that mobiles in education is a savior in terms of equitable distribution of education and a tool for poverty eradication for a continent like Africa and needs to be pursued (UNESCO, 2015).

Big ICT companies like IBM are said to be increasing their investment in Africa. IBM started an initiative going by the name 4Africa with a TV white space in a village in the Masai Mara (Graham, 2013). Commenting on the same initiative, the president of Kenya declared that he wanted 1.3 million learners to have a connected gadget by 2013. Internet and connectivity is seen as empowering economic development (UNICEF, 2015). Given the presidium statement on student connectivity in Kenya, how would this be possible without having the gadgets in the classroom? It is without a doubt that educationists need to revise their perception on smart phones in the classroom especially for English composition lessons in Africa to enable the development of the continent.

An initiative in Uganda to use Eastern Africa's abundant resource, sunshine, has seen evolvement of solar classrooms that have been equipped with digital gadgets for use by learners (Berrisford, 2015). Although this was a trial study, it helped change perceptions and attitudes on the integration of technology in the classroom as a way of bridging the digital divide in most schools especially in Africa (UNICEF, 2015; Berrisford, 2015). This initiative can potentially help with such ideas for the rest of Africa and other continents like her by helping African students compete on the same level with

students from other continents which are better equipped economically after being given a chance to practice on the smart phone the requisite skills like articulation and composition writing (Berrisford, 2015).

The smart phone individualizes learning, enabling the teachers to explain easily otherwise complex instructions and matter which enhances comprehension through visuals and sound which are more captivating than the teacher's voice. The present face-to-screen concept can be modified to include classroom interaction on the smart phone as integration of the curriculum content for motivation and attitude change for both the teacher and the student (Barnwell, 2017).

World Research shows that smart phones are playing increasingly important roles in the way people live, communicate and learn (UNESCO, 2015; Sangrà, & González-Sanmamed, 2016). Stakeholders, especially teachers need to have the skill to harness effectively the always present smart phone to provide the ease of learning in composition which has long been seen as tough in language learning. The smart phone has the potential to improve performance in English composition writing which has become a barrier for success for the Zimbabwean student (ZIMSEC, 2016).

In a study, in South African schools, it was found out that the use of smart phones was encouraged in recording lessons for later revision and tutoring through a networking company called MXit and accessing e-libraries (UNICEF, 2015). According to the ICEF Monitor (2015), studies in South Africa are showing that 90% of teachers are saying that digital technology through the smart phone is creating a whole new world for both the teacher and the learner. Literature recommends that the classroom is the only place smart phones can be rationalized to enable the learner to fit in with the technological life of the 21st century (Dryden-Peterson et al., 2017; UNICEF, 2015).

IBM has opened its first in Sub-Saharan Africa, a facility for industrial research intended to encourage innovations in different aspects of life which include education (IBM Research Africa 2017). It is a global research facility which has since seen a transformation in some of South Africa's private schools in the form of increased smart phone use in classrooms (ICEF Monitor, 2017). The advent of IBM in South Africa made it possible for the convergence of some of the best scientists in the world including those dealing with languages and Arts. The innovation encouraged schools into realizing the place of smart phones in innovation and participation in their practical use for teaching (IBM Research Africa, 2017). The South African classrooms resulted in realizing a paradigm shift, integrating phones and tablets for blended learning.

In Zimbabwe, literature indicates that teachers concurred that ICT builds interactive classes making lesson time more enjoyable and an increase in concentration in lessons and in school attendance (Chindaro, 2013; UNESCO, 2015). Teachers in Zimbabwe agreed that smart phones had applications that could go a step further than the present face-to-screen application by making the same method a classroom activity instead of an away from school activity (Siegle, 2017). According to Sun and Chen (2016), well designed curriculum content integrated with full teacher support yields improved attitude and performance generally in any given classroom.

Smart phones would help make learning fun and less of a drudgery especially with areas like composition writing (Musarurwa, 2011; Keengwe & Onchwari, 2014). 21st century learners are digital both in communication and other interactions in life including learning; they respond more to seeing and doing as opposed to reading and making notes and the smart phone can provide both the seeing and doing in abundance (Victor, 2017). The novel characteristic of smart phones when well-coordinated and implemented in a

classroom set-up tend to enhance creativity in composition writing lessons (Barnwell, 2017).

Another study confirmed that the issue of mobiles was not only in the developed world but also in developing countries. According to Parsons (2014), 75% of mobile ownership and subscriptions were from developing countries. He posited that in 2014 alone a number exceeding 2.5 billion had access to internet, a third of which accessed it through the phone and the bulk being young people. The reasons for such an upsurge in mobile usage was cited as that mobile systems were better usable in the advancement in economic and human development (Victor, 2017). This was because major human activities were done online, such as banking, job applications, shopping, bills payment and advertisements (Parson, 2014).

Research showed that the greater part of the shipment of smart phones in 2016 which went to Africa also found its way to Zimbabwe (World Bank, 2016). The report indicated that of those smartphone owners, the younger smart phone owners were the faster ones on their network, more likely to use them like a third hand as they engaged about their activities of the day. Connectivity in Zimbabwe on the net was such that 75% was on Wi-Fi and 25% mobile network (ZIMSTATS, 2017). The country was said to have a significant population connected on smart phones rather than on computers and laptops. This would make their adoption for the classroom much easier.

For the Zimbabwean student, a better future is hinged on passing English language at O level and in the recent past, many have had their hopes dashed after failing. The composition component of the paper is the most challenging and failed (ZIMSEC, 2016). The use of smart phones in the teaching and learning of composition may help in improving grades for the students (Econet, 2016). Incorporating the

One may argue for desktops in the classroom, besides schools' unaffordability, smart phones allow for seamless interaction between the teacher and his/her English class as they are mobile (Kafyulilo, 2014). Face-to-screen interaction is more accessible due to easy connectivity and personal ownership (Kemp & Grieve, 2014). Some common composition questions will be turned into personal stories where students would include photos on their captions and manipulate the microphone to add voice to their written presentations (Traxler, 2016). It is clear that with minimum effort, classrooms can be turned into creative hubs during lessons and more time can be devoted to engagement on school work rather than on social media as feared by some teachers and parents (Espinoza, 2017).

The question of accessibility for the Zimbabwean rural community can be curtailed by a recent survey on mobiles access in the rural part of the country. It has been found out that mobiles are the most used as communication technology in the rural areas due to the cashless economy that the country has adopted (ZIMSTAT, 2014). The report went on to sight that 84% of the rural population had at least one member of its household owning a mobile phone. Therefore, the ICT based new curriculum is coming to a population that is aware and are involved in the technology such that stakeholders in education need to rally together to enable today's student move with modern trends where English learning is concerned.

Integrating technology in education especially in the teaching and learning of English composition appears to be a plausible option for Zimbabwe (Musarurwa, 2011). The fast change that has come about in the way communication is carried out and how people are doing everyday chores, mobile phones have become indispensable in this modern environment ZIMSTATS, 2016). Teachers seem not to have any option but to take an acceptance stance of mobile phones for non-traditional exciting methods of

education for the 21st century (Parsons, 2014). Teachers and all stakeholders have to bear in mind that the same students being denied a technological engagement chance in their classrooms are to compete on a global front on the job market and provide them with the chance.

In Zimbabwe, cell phone connectivity is almost everywhere in the country because of network boosters around the country (ZIMSTATS, 2016) and smart phones are usable. In such cases, mobiles become an equalizer if brought into the classroom as the same device will be used by all to gain the same advantages, in urban and rural settings (Barnwell, 2016). The common overcrowded classrooms in public schools can also benefit from the personalized aspect of smart phones and make ease of learning for composition writing.

Smart phones extend class time in a face-to-screen engagement which is a much needed commodity for comprehensive lessons in composition writing and allow students to continue learning outside school. They encourage incorporation of others who are not part of their classroom profitably (Graham, 2017). This is realized through applications like email and social media. It can be seen that with such activities composition writing can be easily done with satisfactory results. The face-to-screen can be modified to include bringing the phones in the classroom for continued engagement during lesson time.

Zimbabwe need to use research findings from elsewhere over the past decade which provide evidence on the progressive effects of mobiles in the classroom (Graham, 2016). It has been a disappointment to curriculum planners and administrators to realize that after all the programs on integration and the call by the minister to allow for blended learning through the smart phone, classrooms are still bereft of technology across the country in public schools (Dokora, 2015).

The state of affairs further disappoint because the then President of Zimbabwe donated to each school in the country both primary and secondary, ten computers and two printers each as seed for integrated learning (ZIMSTATS, 2011). However, research showed that these were only used for computer appreciation lessons instead of integration of pedagogy and technology (UNESCO, 2015; UNICEF, 2015). The same students who are being denied use of smart phones for their classroom activity are using them in all facets of life around the country. Zimbabwe has adopted internet banking for everyone, all transactions are done online mostly through the smart phone, from buying tomatoes from the streets to paying fees online in the comfort of one's home (Econet, 2016).

Recently Zimbabwe's largest wireless provider, Econet, launched a program online called 'RUZIVO' which means knowledge in English. This is an online interactive digital platform for learning meant for primary and secondary school learners (Econet, 2016). The platform covers academic content derived from the school syllabi for the level it is covering across subjects offered in schools. (Econet, 2016). They claim that the packages it is offering can be used in the classroom during lessons and also at home for revision. Which eases adoption of smart phones for classroom practice. The same activities can be done as classwork during lesson time with proper planning and integration for improved performance.

The world today is a village, connected together wherever one is, whatever their physical occupation. Business, economic and social issues are presently conducted online, virtual space makes possession of mobile phones, computers and tablets pre-requisite (Digital Citizenship, 2010; Wilson-Strydon & Thomson, 2011). Mobile phones have brought with them easy connectivity, accessibility and portability to information on the net. It becomes a statement for education stakeholders in making their education more relevant and meaningful study within a context. Traxler (2017) contends that for the

development of responsible citizens, school cannot afford to ignore or ban phones from within its classrooms. Smart phones are a reality and teachers are the only group of people who can help teach students to be responsible digital users.

Attitude of Teachers to Smart Phones in the Classroom

Schools are where children spend most of their time from as early as four years old. Teacher attitude in issues that affect students becomes very important as it has a bearing on the final product of school (Digital Citizenship, 2010). The school carries the mandate to equip learners with digital literacy to acquire skills on how to use phones in accountable, smart and much more effective ways, (Common Sense Media, 2016).

Equipping students with expertise may help learners generate innovative ways of utilizing their smart phones for educational, communicative and creative ways. This can be the genesis of new educational opportunities for learners who have been fearing failure in English composition for a long time. On the other hand, this opportunity can be seriously hindered by a negative uninformed attitude on the part of teachers (Digital Citizenship, 2010). Phones are with us, their ubiquity is growing, they are here to stay, proscription provides room for negative behavior as students will smuggle them and play sly games against authority on them, (An and Reigeluth, 2011).

Research has shown that most teachers in schools across the world lack knowledge on how to integrate technology into instruction in the teaching of English composition in learner centered ways (An & Reigeluth, 2011; Traxler, 2016; CARLA, 2017). At the same time, the same schools have learners growing up in a digital world, looking to their teachers to give them requisite skills to access and benefit from that world (Common Sense Media, 2016). The presence of digital devices like smart phones in the classroom, legally or otherwise means ignoring them may impact negatively on the learning

progression especially in composition lessons as focus and quality time on task are requisite (AACTE, 2011).

Educationists agreed that changes that mobile phones were bringing in learners cannot be ignored; alterations in the way they think and learn, for instance; games are now on the mobile, and no more in the street, counting, adding, messaging and general communication have taken new forms and it is the teacher who needs to change digitally (Doug, 2016). Mobiles have literally become another limb for the young generation and as such if in the classroom today teachers choose to ignore their existence it would spells doom for the modern classroom (Vikram, 2013).

It was generally observable that smart phones had grown to be the center of life, in all its facets. It can be contended that schools would miss the point if they decided to ignore them. Teachers on the other hand are used to the use of the net for education purposes in the face-to-screen way, where they go on the net to look for information. However, they have the come up with ways to integrate for the curriculum in the classroom as blended learning combined with face-to-face interactions (Ni, 2010). School prepare human beings for existence, therefore banning phones would be mitigating against production of whole beings.

Awan (2011) and Kelly (2017) pointed out that phones inherently had the capacity to improve education in numerous ways, one of which was extending the classroom walls to enable composition and other forms of learning as and when one was able without physical proximity; can improve fluency when students make recordings of themselves practicing at the same time monitoring own progress (Common Sense Media, 2016). Smart phones are perfect for personalized learning of that type which clearly defines achievement in grades for they adapt readily to individual learner needs (An & Reigeluth, 2011).

Traditionally, schools in the USA banned or limited the use of phones in the classroom, however, in a recent survey, teachers reported that learners use smart phones for learning activities in the classroom (Higgins, 2013). According to Higgins, (2013), in the Township High School District 113 of Chicago, teachers are taking advantage of the teaching and learning opportunities that smart phones offer for the classroom such as composition writing lessons among others. It is increasingly becoming a reality for stakeholders in education that smart phones provide a platform for innovation and creativity in education, besides the obtaining face-to-screen online learning, which cannot be ignored. Creativity being the byword for successful composition writing.

In the USA former president Obama's ConnectED initiative came up with a pledge a year after its inception called the Future Ready District Pledge (Freed, 2017). This was a commitment to digital learning that had to be signed by all superintendents of educational districts across the USA at the White House, pledging to collaborate and work towards digitalization of education as stated in the connectED initiative blue print (The Neilson Company, 2016).

Teacher attitude to smart phones was effectively changed in response to this presidium initiative. 44% of schools in the USA embraced the Bring Your Own Device policy (BYOD) with documented success, to meet the targeted 99% connectivity and individualized digital learning for students (Freed, 2017). The BYOD meant lifting blanket bans on smart phones in schools as they also became part of the devices encouraged in school not for face-to-screen research but extended for classroom blended learning (Mahdi, 2018). Teachers of English embraced smart phones in the teaching of composition writing with some coming up with blogs to help others adopt the same methods. It was a strategy thought out to help mitigate shortage of resources in some

schools and meet the 2020 deadline on student connectivity (The Neilson Company, 2016).

In today's technology centered environment, it is expected that teachers should be the first people to call for technology centered education (ICEF, 2015). The role of the teacher is something that is clear to everyone and society at large expects the teacher to be in the forefront in terms of technology integration as this is a clear way of preparing students for the 21st world which is completely technological (Barnwell, 2016). With the advent of ConnectED, the US has moved strides in the implementation of smart phones and pedagogy in its classrooms. This has also benefitted poorer districts who had not bothered with innovation in line with e-learning and technology before (Freed, 2017).

Other studies in Asia showed that teachers do agree that the smart phone gives students increased engagement, increased motivation with access to internet as beneficiary to classroom activities in language learning with composition exercises (Thomas, O'Bannon & Bolton, 2013). While teachers acknowledge smart phones as useful learning tools, they manifested a reluctance to embrace them based on their uncertainty as to how to control issues such as cyberbullying, cheating, disruptions and unwanted sites (Thomas et al., 2013). On the other hand, teachers' argument on the fact of students being more attached to their cell phones as a source of disruptions and loss of focus, is said to be the best argument for adoption for educational use in composition writing lessons (AlTameemy, 2017).

Teachers need to review their attitude on smart phones because over the past few years, phones have developed into microcomputers which are powerful and portable with applications that can make the language and composition classes more viable and beneficial than it is today (ICEF Monitor, 2015). The other plus on the side of the mobile phone is its continued decline in terms of cost. Affordability is high and that is the reason

why most students own one (Norton, 2015). With schools unable to provide adequate computers for classroom use, extending the face-to-screen concept to include classroom integration on the smart phone is a plausible option in the move to modernize education.

Faced with such a gadget, most teachers see only the negatives for their classrooms, however, innovative composition writing teachers see opportunity and used them to integrate content on this technology for improved classrooms (Graham, 2017). Desktops do have the discipline advantage in the traditional class while phone would revolutionize the classroom as students more and more learn in a personalized way. Given these advantages, teachers should embrace the innovation and make classroom environments more compatible with Digital Natives (Ellis, Romer & Brook, 2017).

In Tanzania, teacher attitude was shown to be intolerant. Studies showed that phones were banned from schools and classrooms although students had them, (Norton, 2015). According to Kafyulilo (2017), the potential for smart phones in Tanzanian schools was not fully realized by both teachers and the authorities. The study perceived that the younger and more junior teachers were the majority of those teachers who were positive about having the smart phone in the curriculum while the majority of the older and more experienced teachers were more resistant to the idea (Joyce-Gibbons et al., 2017). This is an indication that change comes much more slowly to the older generation than to the younger.

The survey in Tanzania went to show that students all over the world are more versatile on technology than their teachers which makes teacher attitude towards the smart phone in their classroom more or less the same everywhere (Kafyulilo, 2017). While teachers are able to go through the day without having used their smart phones, it is not the same with their students whose lives seem to be revolving around the gadget (OECD, 2016). This attachment for the composition teacher is an advantage rather than a handicap.

The survey in Tanzania found out that younger teachers are more inclined to welcome the smart phone in their classes than the older generation of teachers (Joyce-Gibbons et al., 2017).

In a study on ICT use in secondary schools in Tanzania, it was found out that teachers use ICT tools to make notes and preparing examinations (Cubukcuoglu, 2013). It was reported that the level of teachers' conception on ICT was not advanced enough to make radical changes in the education of students through a thorough integration of ICT to pedagogy (Ndibalema, 2014). Composition writing with the use of computers as personalized learning tend to spread adoption across the curriculum more easily.

Research has also found out that the majority of teachers lack adequate knowledge on how they can integrate technology to their content and they feared that this may affect the final examinations results (Cubukcuoglu, 2013; Ndibalema, 2014). It is evident that teachers are not prepared to experiment with ICT for fear of affecting their students negatively in terms of performance in their examinations. The obvious solution is to have them trained in the use of ICT in the classroom.

Like in most developing counties, research has shown that the technological divide within the Tanzanian population is wide, only a reported 887 schools out of 4 367 had computers (Nzima, 2016). The teachers on the other hand were more negative than positive as they reported challenges with classroom environment control for serious work when ICT tools are used (Ndibalema, 2014). The issue of smart phones although it was found out that students there had them, including teachers, there was no reference to them as ICT tools as schools practiced a blanket ban on them from the classroom and in some cases from the school premises (Nzima, 2016).

A recent study in Tanzania revealed prevalent challenges as those related to lack of electricity, lack competencies in ICT and attitude of teachers and parents (Kazoka &

William, 2016). Studies have also shown that teachers are not motivated to integrate because those that take their own initiative lack support both from peers and from the administration (Ndibalema, 2014; Nzima, 2016; Kazoka & William, 2016). The education sector worldwide are used to internet as enabling education in the face-to-screen online individual learning outside the classroom (Sun & Chen, 2016). That is the reason why those teachers in Tanzania manifest a negative attitude towards having the smart phone in their classrooms.

In a study on knowledge assessment of secondary school teachers, it was found out that some teachers did not know the meaning of ICT and those who did have never integrated in their classrooms (Kazoka & William, 2016). It was clear that without knowledge, teachers cannot be expected to integrate any ICT tool be it mobile or other forms of computers, however, this tends to increase the digital divide between developing countries and the developed ones in the same a global village.

Smart Phone use in Southern African Schools

In South Africa some schools encouraged the use of smart phones while others in the majority did not (Song & Kong, 2017). According to the ICEF Monitor (2017), studies in South Africa showed that 90% of teachers had a negative attitude towards smart phones in the classroom based on the belief that smart phones created short span distracted students as opposed to the results of an American survey where 44% of schools had embraced the Bring Your Own Device policy (BYOD) in ICT which included smart phones in the classroom.

South Africa had more use of the smart phones in the classroom in higher education than in secondary schools, however, they still found their way into the same classrooms smuggled by students who put them to other uses which were not educational

(Graham, 2017). Without them would be a waste as they would go a long way in making language learning more attainable especially the composition area.

The research in South Africa showed that the internet was inundated with software to use in the classroom, however, in some instances, instead of encouraging positivity in attitude in teachers, they have done otherwise due to the difficulties some teachers met when they attempted to use them for classroom purposes (Song & Kong, 2017; Parsons 2014; Varna, 2010). This showed lack of confidence and perceived inadequacy on the part of teachers when compared to their learners who were more versatile on electronic gadgets. As a result, teacher perceived negativity and resistance to change may well have to do with a lack of competence and skills in the area of integrating smart phones to pedagogy in the classroom (Varna, 2010).

South African teachers' attitude towards smart phones was largely a result of the feelings of inadequacy brought about by their lack of confidence in using them in the classroom (Msila, 2015). Teachers argued that it was not possible for them to properly integrate content when they lacked appropriate training and they feared to venture without it and look inadequate to their students. Literature showed that the same teachers were familiar with the face-to-screen method of research and online learning even on the smart phone but not as classroom integrating tool during English composition lessons or other areas of the curriculum (UNICEF, 2015).

However, the same research found out that compared to older teachers, younger teachers felt more confident and had a much more positive attitude towards smart phones in the classroom. According to Bentley (2017), exposure and access to technology increases efficacy and tends to make teachers more positive towards its use in the classroom. Therefore, African classrooms needed a shift towards use of smart phones in its classrooms. 21st Century education entails technology integration for relevance, as such

teachers and all other stakeholders need to move towards blended learning for students'
benefit.

Many researches have been carried out in Africa in the recent past to ascertain
teachers' attitude on ICT in the form of smart phones as a move to match the demand on
teachers to change their teaching methods to match global trends of the 21st century (Jalali
& Panahzade, 2014 in Msila, 2015; Clark, 2013; Sung, Chang & ChienLiu, 2016). Msila,
(2015) posits that teachers raised concern that the computers were overriding classrooms
in 2009 and the situation from his study showed that there had been a shift from
computers to a new problem of smart phone disruptions. Teachers were presented as
lacking the enthusiasm to integrate their content to pedagogy in the classroom a
prerequisite to success in the area (ICT Works, 2011). Research pointed out that in the
classroom technology had no value in itself but the teacher would be the key element in
imputing value to technology in the classroom (Msila, 2015).

In Zimbabwe there is a severe ban on smart phones in most public schoolrooms.
When the former education minister in the country, Honorable Lazarus Dokora hinted on
the integration of the curriculum to technology using the smart phone, there was a cry and
hue from both teachers, parents and other stakeholders (Dokora, 2015). Teacher attitude
was indicated as negative, perceiving phones as disruptive and hostile to good grades
(Dokora, 2015). This meant that the level of adoption of smart phones as classroom
technology was low and in some instances non-existent. However, smart phones were
presented as having the ability to help Zimbabwe in the integration of technology with
pedagogy which was the narrative of its new curriculum (Zimbabwe Primary and
Secondary Curriculum, 2015).
Studies had shown that teachers are the center of the implementation of technology in the
classroom, however other stakeholders may dictate or provide tools for use in the area

(UNICEF, 2015; Dokora, 2015). The other factor that affected uptake of smart phones to composition teaching was the level of proficiency in the use of the smart phone itself as an integrating tool for the classroom (Barnwell, 2016). In the use of mobiles like smart phones for the classroom, the issue of confidence and efficacy became compounded for this was Digital Natives territory and teachers feared that no meaningful learning would take place given the teachers' lack of skills in the area (ZIMSTATS, 2014).

Teachers indicated that they are comfortable with personalized face-to-screen use for lesson preparation and information seeking and not for lesson engagement (UNICEF, 2015). It was important from research findings that teachers must be empowered with skills to be able to use smart phones in teaching, especially language composition in order to be able to bring them into the classroom themselves. According to Kelly (2017), research shows that when properly equipped, teachers can bring about marked improvement in performance in English composition as smart phones bring with them motivation and fun into the lesson.

Contemporary studies show that the most crucial aspect in the implementation of smart phones in schools is the teacher factor (Hart & Laher, 2015; Msila, 2015; Nzima, 2016). Studies on teacher attitude in relation to any form of ICT in the classroom was influenced by first of all, usefulness, teachers always ask if integration would improve performance (Hart & Laher, 2015; Barnwell, 2016; Traxler, 2016; Hennessy, 2017; Graham, 2017).

Other causes cited by research findings were issues of smart phone anxiety, training and ease of use. These play a profound role in generating enthusiasm for use by teachers in their individual classrooms (Hart & Laher, 2015). Education is based on respect of the teacher by the students, if this is compromised then no meaningful learning goes on in the classroom and grades fall (Peacock, 2013). Therefore, teacher efficacy

plays a pivotal role as to whether teachers would adopt the smart phones or not no matter their perceived usefulness (Hart & Laher, 2015).

A study carried out by Kasembe (2014) indicated that schools in the district of Harare which is the country's capital were in dire need of computers for they were under resourced. She cited the economic situation of the country as a major mitigating factor in equipping schools with requisite computers for the implementation. This becomes a strong argument for the adoption of smart phones as an innovation to be used in place of computers as students already have them (Kelly, 2017). The technology age is now and schools are seen here to have no capacity to provide hardware for the classroom, it would be a serious betrayal for today's student if teachers refuse to adopt the technology they have, the smart phone (ZIMSTATS, 2017).

The new curriculum in Zimbabwe is predisposed towards ICT and as such has been hailed as complex for most teachers who are said to be barely computer literate, however the greater challenge is provision of adequate computers in the classrooms for learners (Nzima, 2016). According to Motteram (2013), the use of computers in the classrooms in Zimbabwe was very low especially in rural areas. Despite availability of computers in urban schools, still learner- computer ratio was very high. Connectivity was sighted as easier on the smart phone than on desk tops and laptops (Kessle, 2010). With a positive attitude, teachers may be able to learn to use the phone and implement fully the new curriculum.

The government of Zimbabwe is in the process of implementing a new curriculum blue print (2016 – 2022), which is finding active resistance from teachers across the country (Musarurwa, 2011; Barwe, 2015). The blue print stipulates a plan to transform the education system through ICT in the classroom. The Minister hinted on the fact that ICT would include the smart phones (Barwe, 2015). Teachers' attitude was negative towards

its sudden implementation demanding teacher in-servicing in the integration skills first for they cited their skills in ICT as poor and they lagged behind their students (Dokora, 2015).

Despite the generally acceptable propound that ICT was in line with the 21st century modes of instruction especially on mobiles like the smart phone, it was still imperative that implementers were empowered first with requisite skills to ensure uptake and implementation of needed innovations (Shah & Empungan, 2015). It is important that stakeholders in education in Zimbabwe see the potential in smart phones in the teaching and learning of composition writing and make a move towards adopting them for blended learning in the classroom.

The usefulness of technology in the form of smart phones in relation to English composition learning and its positive impact on learners' achievements and teacher attitude remain key to the uptake in education circles (Jung, Kudo & Choi, 2012; Siegle, 2017). Teacher attitude either drag or speed up the adoption of phones in the classroom because they are at the implementation level. That level was critical for realization of goals. In the final analysis, it was the implemented curriculum that matter rather than the written or the intended curriculum (Jung et al., 2012).

Assumptions of Smart Phones in the Classroom

Research has it that the most important assumption in the process of smart phone implementation in teaching and learning is a satisfactory personnel base (Varna, 2010; Salehi & Salehi, 2012; Sung et al., 2016). It is imposed as priority in the computerization of the English language curriculum especially composition writing for the classroom that the staff be positive, be active and be effectively involved in the whole process (Chun, 2016). It is also assumed that the benefits of integration outweigh the cost and disadvantages associated with smart phones especially in the Arts and Languages in the classroom.

The issue of smart phones in the classroom has generated a debate that embraces two extremes, that is, those who are for the idea and those against (Matthew, 2017). Those that advocate for smart phone integration in the classroom do so based on several assumptions, some of them being that the phone exposes students to a diversity of applications useful in classrooms across subjects and with greater emphasis on the composition writing component that tends to improve performance across Arts subjects (Shah, & Empungan, 2015; Hart & Laher, 2015; Matthew, 2017). On the other hand, those that are against the phone also have assumptions that smart phones are a distraction in class and that they reduce cognitive capabilities by heavy reliance on phone applications (Matthew, 2017).These are important assumptions that teachers have even though they agree that the applications on the phone are good for classroom activities especially in English composition lessons.

The USA as a country on ITC implementation prioritized also the training and staff development of the teaching fraternity, however, many a time ICT training comes to teachers in the form of computer literacy instead of skills development in terms of integrating ICT to curriculum (Varna, 2010). Here stems the negative attitude of teachers towards having to implement smart phone use as a teaching tool, they are not familiar with.

In South Africa, the assumptions on lifting the ban from most of its schools was that the education system needed to be compliant with global trends to give students an equal playing field for jobs on the international job market (Porter, 2016). Schools also assumed that allowing students phones besides their usefulness in the teaching and learning process would also help make schools a safe place for students when danger could be easily and speedily reported (Matthew, 2017).

What teachers were said to be aware of was the elements of disruption inherent in a phone and were alert to them, issues such as texting during lessons and opening unwanted sights at the wrong time and the most awful being a phone ringing during class (Prasad, Lalitha & Srikar, 2014). However, English language teachers maintained that for language teaching, learning continue to occur even in what are called disruptive moments or unwanted sights as ICT was English and disruptions were creative moments especially in composition lessons (Bentley, 2017). It was also shown that there was less skepticism on smart phone use in the classroom among younger teachers as compared to the older generation of teachers, therefore, there was hope for integration as long as that group was there in schools.

In Zimbabwe, Literature revealed that there was a lot of skepticism among teachers and other stakeholders in education in relation to mobile phones and other hand-held computers (ICEF Monitor, 2017; Dokora, 2015). Given the economic situations faced by developing countries in Africa, meeting reasonable computer student ratios especially as classes are already overcrowded in some instances, is next to impossible. The country's teachers would do well by reviewing their stance on smart phone integration to improve classroom practice.

Mobiles like smart phones can actually help in reaching each student in overcrowded classes (Swarts & Wachira, 2010). Overcrowding is regarded as the norm in most African countries Zimbabwe included. This makes integration on desk tops very difficult. Mobile devices including phones become the only option if meaningful integration of ICT to curriculum has to be achieved (Koebler, 2014; Rockmore, 2014). If classroom life has to be a microcosm of society of Zimbabwe and be real, then mobiles have to be part of the classroom seeing that it is only the school that can prepare learners to be responsible technology users in the community and away from school.

Koceva (2010) asserted that the advancement of any modern society is essentially dependent precisely on the progression of computerization in that society. The education sector in Zimbabwe assumed that all its teachers, in fact, the greater majority of its populace had a working knowledge of technology given the massive societal shift from cash to paperless transactions through e-banking, e-shopping, online bill settlements, and many more online activities in the country (Barwe, 2017). It can only be assumed that what was transpiring on the streets of the country was also taking place in schools. Reality may well be different with no integration taking place in the classroom (Mandoga, Mtsweru & Mhishi, 2013).

It is a known fact that education plays a pivotal role in the training and successful inclusion of individuals into society (Dokora, 2015; Digital Citizenship, 2010), it is also assumed that educationists have the needed skills to guide learners into the present and into the future with the necessary technological expertise to compete favorably in whatever would be required of them (Rhalmi, 2017). However, with the existing blanket ban on smart phones from the school in Zimbabwe's secondary schools, the teacher is being denied the opportunity to teach responsible citizenship in terms of smart phone use to the students who are the future of the country (Chitanana, 2010).

Literature indicates that it is generally assumed that failure in the adaptation and implementation of ICT and pedagogy is because teachers and other classroom practitioners resist change (Ndawi, Thomas & Nyaruwata, 2013). It is assumed that when integration drags (as may be the case in Zimbabwe), it is because of a general characteristic of low levels in usage and changes in smart phone capabilities (Varna, 2010). The call then comes usually for more awareness for teachers especially in relation to smart phones, for attitude change and a positive outlook on innovation to enhance education through them (Ndawi et al., 2015).

Research, on the other hand, has constantly indicated that lack of a clear framework on smart phone implementation in relation to classroom practice, is the major drawback in adoption of innovation by teachers at classroom levels (UNESCO, 2015; Sangrà, & González-Sanmamed, 2016). The abrupt introduction of innovation where technology is concerned without prior investigation on the resource base of implementers, usually undershoots the zeal and impetus to adopt, adapt and implement changes in the classroom especially as it relates to teaching methods (Koebler, 2014).

When ICT adoption in the curriculum comes as policy for immediate implementation, as has happened in Zimbabwe, the assumption is that there already had been radical changes structurally in schools for physical adaptation to ICT implementation (Peacock, 2013). This entails both hardware and software revolution in the schools on both mobiles like smart phones and non-mobile devices for use by classes in the process of teaching and learning as prescribed by the ICT based curriculum (UNESCO, 2015). The economies of developing countries are such that schools have challenges in equipment for both teachers and learners with hardware necessary for the uptake of integration with ICT at classroom levels for all learners (Digital Citizenship, 2010).

ICT in English Language Teaching

Language learning is one area of study where teachers are known to be always trying to find a better method than the existing one, as such ICT proves to be way ahead in enhancing target language acquisition at a faster pace than any other method so far tried (Sinnadia, 2013). Research posits that computer assisted composition learning in the area of English meets with a lot of success at whatever level of learning the learner may be (Hart & Laher, 2015; Sinnadia, 2013). Technology has the ability to teach concepts in time and to present learning materials in a more diverse and interactive way than any text

book can do. Therefore, where computers are not available, smart phones should be adopted to avail students the benefits of ICT.

It is true that the smart phone is fast becoming the most used gadget by everyone in daily routines and according to Parsons (2014), that is not true of developed countries only but in actual fact, research shows that 75% of subscriptions on mobiles come from developing countries. Statistics confirm that over 2.5 billion people in developing countries have access to internet and one third of those access through the smart phone (AlTameemy, 2015). With such research based data, English language classrooms would do well to adopt the use of the smart phone as a gadget that has the essential potential to upgrade and improve performance both in spoken and in the written mode. The fact that mobile phones are in abundance makes them an option for creating a classroom that is less stressful where language could be learnt through fun, games and at the same time making school less detached from the real world (Bentlely, 2017; Norton, 2015; Parsons, 2014).

Research in the USA showed that ICT has the ability to revolutionize language teaching and learning in the classroom (Clark, 2013; ICEF Monitor, 2013). Language has to do with communication and ICT makes the process of communication between the communicator, in this case the teacher and the communicant, the learner be easy and painlessly done in ways more fun than stressful (Hennessy, 2017).

ICT extend the walls of the classroom, especially through mobiles like text-enabled phones and tablets; which are more connectivity compliant and could be carried anywhere with the learner (Koebler 2011; Sinnadia, 2013). Thus, learning continue to take place at whatever time between and among learners, the teacher and colleagues, although not present in the same room at a given time as traditional learning has always done (Hennessy, 2017). This type of use is the face-to-screen method where learning extends outside the classroom online.

The USA acknowledged that Globalization had effectively made English language a window into the world, making its teaching and learning pivotal in any education system (ICEF, 2017). ICT provides in a creative way opportunities to learn for learners. It gives learners the advantage of learning from first language speakers in context and communicatively (Higgins, 2013). Used on smart phones it transforms English language learning from toil to high motivation, fun, computer based activities, opportunity for collaborative learning and being in control of their learning process (Rockmore, 2014). Teachers and all stakeholders in education should therefore acknowledge that today's learners are Digital Natives and as such learn better and faster through their smart phones. What is needed is to help students perceive phones as educational gadgets as well as other things they normally use them for (Koebler, 2011).

In the United Kingdom it has been established that modern methods of teaching placed emphasis on the teacher being a facilitator and allowing learners to take full control of their own learning (Joyce-Gibbons, et al., 2017). Technology fulfills that view of education as it encourages collaboration, team-building, discovery through surfing the World Wide Web which in itself is an invaluable source of innovation and knowledge (Koebler, 2011;). That in effect proves that Digital Natives who happen to be today's students understand the world through technology and grasp concepts faster that way.

In Kenya a study was carried out to ascertain the impact of ICT on the teaching of writing in English Language. Findings were such that ICT improve performance in students in writing skills seen in their performance in composition writing (Omondi, Peter, Carolyne & Omulando, 2016). The study indicated promotion of intercultural competences, a major part in Language learning especially English. Given the characteristic of ICT, integration on the smart phone would bring more advantages in

English composition teaching and learning than in other areas of study (Omondi et al., 2016).

When integrated through the smart phone, time-on task is likely to increase as the element of enjoyment enhance effectiveness in learning generating intrinsic motivation to learn (Branwell, 2017). The research in Kenya went to prove that ICT in the classroom help teachers embrace modern methods of teaching where students facilitate their own learning and become seekers of knowledge as opposed to consumers (Omondi, et al., 2016).

In South Africa, it had been suggested that students seek knowledge themselves instead of that provided by the teacher in the classroom. That type of knowledge is informal and authentic, personally acquired, and situated (AlTameemy, 2017). That is modern learning. It is realized that for that to happen, it would take a lot of time and effort if traditional methods are applied (Koebler, 2011). Using technology on smart phones would most likely eliminate much effort and time. In essence knowledge in English learning would be easily accessed and retained by the learners themselves with the teacher facilitating the whole process. (Schroeder & Haskell, 2011 in AlTameemy, 2017).

In Zimbabwe, teachers agreed with literature that the use of mobile gadgets, which includes mobile phones in the teaching of composition writing in English Language, has the potential to improve the learning process and teaching at the same time enrich the area of education generally (Rhalmi, 2017; Stanojevic, 2017). However, they shy away from adopting them. Addressing the need for teachers to take advantage of the Center for Research and Innovation in Education, the then Minister for education encouraged them to carry out action research with their classes to find out what works with these modern times especially on smart phones (Dokora, 2015).

It is a well-known fact by educationists that methodology in education has always been dynamic and continuously and consistently adapting to the continual changes in society (Espinoza, 2016). The most recent and outstanding change in contemporary society on the use of ICT is an increased dependence on smart phones for daily chores and in expert circles (Econet, 2016). Given this scenario, students' use of smart phones has to be incorporated in their learning to make school a real microcosm of that society to teach them computer literacy and enhance learning outcomes. Schools have to come up with content, activities and methods that would accommodate the leaning characteristics of Digital Natives on the smart phone for a better school product (Graham, 2017).

In the teaching of composition writing in English, mobile phones are seen to bring with them features that are compliant to the needs of Digital Native learners (Slack, 2013). They are more affordable than other alternatives like laptops yet provide convenience in faster connectivity and access to information that could take place while doing other things anywhere even on the bus, in the field working or seated comfortably in a classroom (AlTameemy, 2017). The present generation of students would learn better with such a gadget as they are fast paced and used to multi-tasking all the time (Hennessy, 2017).

Challenges to Smart Phones Adoption in the Classroom

ICT in education has constantly ignored teacher attitude and underscored mostly on effects of smart phones on learners' attainments. Which in essence failed to gain an understanding of the contextual factors that are part of the progression of integration in the classroom through the curriculum. (Kusano, Federiksen, Jones & Koboyashi, 2013). In issues of integration, research occupy an important role of bringing to light the attainable and equipment teachers need, the extent to which they use them and whether the teachers have been adequately trained for implementation (Wright, 2014; Aicha, 2014). In that way

any calls to help link ICT even through smart phones with the curriculum would be data based.

There is a great technological divide between African classrooms and those in the developed world although the gap in accessibility is closing (Aicha, 2014). The UNICEF report on Africa of 2014 highlighted the fact that without ICT in African schools, it would be difficult to attain child-centered developmental goals. It was a historically accepted fact that the most marginalized children of the world populations are found in Africa, therefore, integration of ICT in curriculum in the continent would help scale social divides already in existence (UNICEF, 2015). The general challenges in uptake here were lack of tools and where they were available, there was a lack of skilled staff to implement the integration in the schools (Rhalmi, 2017).

In another report UNICEF (2017) indicated that 50% of the population of Africa were young people under 18 years of age. These are people at different levels of classroom education. That is the age group in Zimbabwe being affected by poor performance in composition and needed most the integration of the smart phones they already have to the learning of composition writing (Bentley, 2017).This is the group comprising of Digital Natives who learn better when their content is blended on smart phones.

The smart phone has become an integral part of life in the 21st century. Schools therefore cannot continue as if technology does not exist. Mahdi (2018) contend that mobile devices are the most widely relied upon sources of information and technology worldwide. As such many researches especially in the developed world are looking to reevaluating the smart phone bans that were common in many countries worldwide such that students could be allowed to use their smart phones as learning tools in the classroom to make education part of everyday life (Thomas et al., 2013; Mahdi, 2018).

In Kenya the rapid adoption of ICT tools in some parts of the country's private schools has helped the increase in uptake by those schools that had lagged behind because of lack of confidence on the part of teachers (Muwanguzi, & Musambira, in UNICEF, 2015). This uptake proved that where teachers were given support through provision of tools, training and support, integration followed as a by-product. However, in most African countries, Zimbabwe included, the knowledge gap is the most evident and the one which need primary attention (Brill, 2017).

Research has shown that the apparent resistance to change by teachers may well be a symptom of other factors which included lack of skill in the use of ICT tools and smart phones for the classroom (Awan, 2011; UNICEF, 2015; Graham, 2017). When teachers lack confidence in their skills to handle smart phones in their classrooms, it limits uptake and it becomes a barrier in integration (Aicha, 2014). Thus, no amount of encouragement yields results if lack of confidence to handle smart phones in their classrooms is not tackled and successfully eradicated. This can be compounded when schools fail to afford reasonable computer to learner ratios and opt for mobiles like smart phones and tablets (OECD, 2016). The extenuating factor is that mobiles are learners' expertise area and teachers tend to lag behind them which is not what teachers are used to in terms of control and knowledge ownership.

Teachers have been trained to view teaching and learning as an activity that takes place in an orderly and controlled environment (Salehi &Salehi, 2012; Prasad et al., 2014). Therefore, any method that seem to undermine these traditional concepts of education may be viewed with skepticism and negative attitudes on their ability to enhance learners' grades at the end of their courses. When smart phones are adopted especially for composition learning, they tend to give digital natives advantages over their teachers and mentors especially if the use of mobiles was required (Wright, 2014). They

also by nature remove the traditional way of orderly learning but demand that each learn as they wanted and however they wanted to where they have been adopted (Begum, 2011).

Teachers' attitude is affected by the common use to which phones and other mobiles are subjected to which are sometimes anti-social and time wasting such as social media and games, such that teachers tend to foresee difficulties in controlling these learners in a classroom context (Freed, 2016). However given the need for creativity and mobile action in the process of learning composition writing, smart phones tend to be ideal for such innovation (Graham, 2017). In Zimbabwe, research has shown that availability and accessibility to computers or technology hardware and software has a strong relationship with the attitude towards positivity in the integration process (Ndawi et al., 2013; OECD 2016).

Literature on the other hand posits that teachers who have little or no engagement with technology lack confidence in using computers in the classroom and would always avoid them there (Salehi & Salehi, 2012). Teachers try to avoid the embarrassment from their students of bungling in front of them while lesson was in progress for fear of losing respect and credibility in the students' eyes (Rockmore, 2014). Yet smart phones could still be incorporated where the student each operate their own phone and help each other in groups and still concepts in composition writing caught.

Studies elsewhere have highlighted some challenges that come with integration of technology with pedagogy on the smart phone and cited the inability by teachers to design content in such a way as to be able to keep learning goals at the same time match that content to the gadgets that learners use daily (AlTameemy, 2017). This is a real challenge as teachers need training in content design before they can meaningfully integrate their daily content to technology through phones.

Another challenge is the fear teachers have of students cheating which could be difficult to control given the applications found on the smart phones and the fact that most teachers lag behind their students in terms of operation skills in technology in general (Awan, 2011). The bottom line however, is that research found out that the reason for poor implementation of technology in the English classroom and maybe all classrooms was the transition by teachers from the old school to the new school of technology (AlTameemy, 2017).

Zimbabwe needs a paradigm shift to modern classrooms which should be a social interactive place for both teachers and students to share information and challenge each other's ideas (Rockmore, 2014). Mobiles like smart phones are more compatible with 21st century learning which makes a lot of sense. Technology in this era is the only source material for child centered approaches that are compliant and meaningful to 21st century education (Abootorabi, 2011; Barnwell, 2016). If Digital Natives are to join the global village after school life, it is only logical that they have the globe in their classroom as preparation for life after school.

Literature shows that integration of technology in education is profitable to teaching and learning (Common Sense Media, 2010; Prasad et al., 2016; Barnwell, 2016). It could be imperative that English Language composition classrooms were not left behind in the adoption and implementation of integration of technology with pedagogy. Waiting for the economic environment to change to where countries could afford to buy computers for each students in the school may be naïve (An & Reigeluth, 2011). Teachers in Zimbabwe in deciding whether to adopt smart phones for English composition teaching or not should be guided by the reality that phones are here to stay and school is the only institution that has the potential to normalize their use for students to leave as responsible Digital citizens of a digital society. (Kelly, 2017).

There is a dearth of literature in the context of Zimbabwe on the place of smart phones in the English composition classroom. It was the purpose of this study to fill that gap by providing concrete information of how the smart phone could be employed through the face-to-screen method as blended learning to teach composition writing at secondary school level.

Summary

Literature is showing that globally, systems of education initially banned phones from schools as disrupters and gadgets that do not support education. At the same time literature has shown that globally school systems are grappling with the problem of providing adequate gadgets for technology integrated learning. Later, countries in the developed world like the US, UK, Japan and some in Asia have lifted blanket bans on smart phones and allowed schools to experiment and research on how they could be used profitably for teaching and learning purposes. As a result, there has been a lot of recorded researches and literature and success stories on the use of smart phone technologies as tools for blended learning in those countries.

On the other hand literature has shown that the majority of sub-Saharan Africa are still maintaining blanket bans on smart phones although literature has it that the same countries are realizing a technological boom, the greater majority of their teenagers own smart phones and have access to internet. Zimbabwe is one of those countries whose public schools are under smart phones ban and facing challenges in providing computers and laptops for technology integrated learning in the same schools. It is hoped that the results of this study will help educators view smart phones favorably with a positive perspective as a gadget that can support the curriculum if well applied.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the presentation is on the research method used. The chapter discussed the research design, population and techniques employed for sampling. Other areas discussed were the research instruments, validity and reliability of instruments, procedures in data gathering, data analysis and ethical considerations.

Research Design

The study used the qualitative and the quasi- experimental designs were. The quasi- experiment design can be described as a design that endeavors to determine causal relations by a treatment on one group then comparing the results to a control group (CIRT, 2015). Unlike in a true experiment where random selection assigns subjects and total control of variables is done, the quasi allows the experiment to take place in the subjects' natural setting.

The quasi-experimental design is recommended where human subjects are involved (Melendez & Richter, 2011). Although there is some loss of control on the variables which may impact on the strength of the causal claims, effort is made to strengthen validity by selecting groups that are closely similar and applying appropriate statistical analyses to data gathered (Statistical Solutions, 2018). This design allows for a broader selection of data collection methods and statistical analyses as compared to a pure experiment design (CIRT, 2015).

The characteristics of the quasi-experimental design well suited this study in that it helped the researcher to comply with regulations not to disrupt learning in the process of carrying out the research and the need to apply a variety of data collection techniques to strengthen the validity of the results of the research (Siegle, 2017). The design became ideal for this research as the researcher wanted to find out about a particular phenomenon,

that is the teaching and learning of English composition writing using the face-to-screen method on the smart phone in the classrooms (Yin, 2015).

The pretest was used to check on the homogeneity of the groups selected for the study. Data gathering in the process of the experiment involved a variety of techniques; a questionnaire for both groups, video recordings of the lessons, interviews for the teachers and students in the experimental class kept diaries of how they felt about the activities they were doing through the face-to-screen method of teaching English composition writing using the smart phone. The design allowed for the researcher to carry out both in-depth interviews and an experiment giving room for proper manipulation of the dependent variable for satisfactory answers to the research questions (Creswell, 2013).

The Face -to- Screen Method

The method entails that all students each have a smart phone of any brand. The teacher reminded students of the class smart phone policy that each one had pinned on the hard cover of their composition exercise books. The lesson began in a conventional way, the teacher introduced the topic. Reference to text book material was made as well as to other teaching aids that the teacher had at her disposal like charts or work cards. Thereafter if the composition is a descriptive one on a sport, a match, a resort area, or on any topic being taught, the teacher asked learners to log in their phones to a given website to view the activities. One of the activities was a virtual trip complete with a tour guide through the Victoria Falls on the 'screen.' For the experiment, all the six lessons were done with smart phones integration.

The viewing was done in groups of students' choice and they discussed the viewing as it progressed. Students were allowed to view a variety of sites on the same subject. Each group reported back to class according to the task it was allocated in that particular lesson. Students were then asked to switch off their phones and write a

composition with the topic that the teacher gave them. In the lesson on Victoria Falls, the topic was, 'My trip to the Victoria Falls.'

Population and Sampling Techniques

The target population for the study was all the form two students in Gweru District, Zimbabwe. These were boys and girls who were in form two and whose curriculum included English composition writing as a learning area. The population also included all the teachers of English composition writing from form one to four in Gweru, Zimbabwe.

Purposive sampling was used to select subjects for the study. One school was chosen for the study because the study is an experimental study therefore only one school is to be involved with two classes, the experimental and the control (CIRT, 2015). For quantitative data, Form two students from one school in Gweru district Zimbabwe were sampled. The total number was 104; 52 for the experimental class and 52 for the control class.

The students were not streamed according to ability at this level but were randomly placed in their classes. There were three form two classes at the school. The researcher put three cards in a hat numbered; 1, 2 and 3. 1 for the experimental class, 2 for the control and 3 was taught by the researcher though not as part of the experiment. In the presence of the experiment teacher, the researcher picked the classes for experimental and for control. The third class was taught by the researcher not as part of the experiment but for the researcher to get the feel of the process and also used to inform the researcher for daily discussions with the teacher involved in the experiment to assess feasibility of the activities involved.

For the qualitative data from teachers, the sample was made up of all the five teachers who comprised the English language department and taught English language from form one to form four in the experimental school.

The observations and discussions with the teacher, the researcher carried these out after each lesson. Each class had one double period of English composition writing on the same day. There were five periods before break and the two doubles came before break with a 35- minute period in-between which allowed for discussions with the teacher soon after the experiment class and just before the control class. Videos for each lesson were shot for both classes and for the interviews with the teachers.

Research Instruments

Before the commencement of the experiment, the researcher administered a pretest in the form of a composition. The researcher picked a topic from the official English Language text book for form two in Zimbabwe, Step Ahead book 2 (Musarurwa, 2016). The same composition topic was given at the end of the experiment as a posttest. The Zimbabwe Schools Examination Council, (ZIMSEC 2013 – 2017) marking guide provided for in Teachers' guides in official text books was used as an instrument to measure students' achievement in the pretest and posttest writings. This is the major basic instrument for grading composition writing used by teachers in Zimbabwe for their daily practice.

The first part was an experimental study carried out with the two form two classes; one class as the control class for the quantitative data. As the experiment was proceeding, students in the experimental class were requested to keep a diary each to document their responses and feelings towards how they were learning composition writing with smart phone mediation through the face-to-screen method.

Video recordings of the lessons were also done for later analysis to ascertain social interactions during lessons. The second part of the study, the researcher carried out in-depth semi-structured interviews scheduled and administered on the five teachers for the qualitative data (Roller & Lavrakas, 2015). Video recordings were also used during the interview process as a data collection method.

The researcher developed a one construct (attitude) four point scale questionnaire with the help of literature and supervisors at the University of Eastern Africa Baraton (Seker, 2011). The questionnaire was administered to both the experimental and control students on their attitude towards composition learning and writing before the experiment. It was again administered to the experiment class after the experiment. Self-developed semi-structured interview guide were also developed by the researcher in consultation with the study supervisors at UEAB for qualitative data collection from the teachers.

Validity

Validity is the degree to which the instrument will measure what it is intended to measure (Creswell, 2013). The questionnaires had one construct (attitude) for the students and ten statements under the construct to appeal for information on their attitude towards composition writing. The questions were developed in a scale with the help of literature and study supervisors at UEAB helped to validate them. These were a set of statements of opinion which put together gave information on students' attitude towards composition writing (Seker, 2011). A four point scale of (4) strongly agree, (3) agree, (2) disagree and (1) strongly disagree was used.

Reliability

The researcher ensured reliability by carrying out a pilot study in one of the secondary schools in the district that was not participating in the study, form two students from a high school in Gweru District (Noble & Smith, 2015). A class of 50 students was requested to respond to the questionnaire. The researcher administered the questionnaire. The Cronbach's alpha Reliability Coefficients was employed to test for reliability with the pilot test data.

The data collected in the pilot study was cleaned and uploaded into SPSS. The negatively stated statements were recoded and the reliability test was done. The Chronbach's Alpha value of .776 was established which was above .70 and therefore indicated acceptable reliability of the instrument in measuring the attitude variable.

Data Gathering Procedures

To ensure the study's credibility, in line with the regulations of the Ministry of Primary and Secondary Education in Zimbabwe, the researcher first of all sought permission to carry out the study from the office of the Education Permanent Secretary at head office in Harare to gather data from teachers and students from the chosen high school (Noble & Smith, 2015). This was after ethics clearance by the University of Eastern Africa Baraton then the researcher began data gathering. The researcher administered the questionnaires to the student before the experiment. This was done during their English composition lesson time. The same was done for the pretests and posttests.

Experiment. The experiment ran for six weeks. Both the experimental and control classes had a pretest administered to them. The test was meant to test homogeneity of the groups selected for the experiment. The range of their achievement scores were used as a measure for the sameness of the groups sampled for the experiment. After that a

questionnaire was administered to pretest attitude of both groups towards English composition writing. This was done to verify the sameness of the attitudes of the two groups before the experiment. The questionnaire had three sections, the demographic section, the quantitative section and the qualitative section. Both the experimental and control students responded to the qualitative section of the questionnaire to support the quantitative section of the same questionnaire.

Observations. Video clips were shot for all the composition lessons in progress for both the experimental and the control classes. There were six double lessons shot for each class in the six weeks of the experiment. These were used to support observations of social interactions in the classrooms during lessons between the teacher and the students and among students themselves. This qualitative data after triangulation was put together with data from the questionnaires and the interviews to make deductive conclusions on the study as a whole.

Interviews. The interviews were done through one-on-one interaction between the teachers and the researcher. The interviews were carried out in 30 minute- sessions for each teacher during their free periods. The respondents were referred to as Teacher 1, Teacher 2, Teacher 3, Teacher 4 and Teacher 5. Video recordings of the interviews were taken for triangulation purposes. Follow-up interviews were done for verification and clarification of facts from the initial interviews to ensure that interpretation remained as indicated by the views of the subjects.

 After the experiment, the experiment teacher was again interviewed using the same interview guide that was used on her before the experiment. The experimental class students were required to keep diaries in which they recorded their response to the lessons after every composition writing lesson for the whole period of the experiment.

All qualitative data was then transcribed and analyzed thematically (Sullivan & Sargeant, 2011). Triangulation of observations was also done on the video clips of the lessons by three people including the researcher to ascertain social interactions during the lessons.

Pre-Test. Both the experimental class and the control class wrote a pre-test on a composition title, 'the day I will never forget.' This was marked by the researcher using the basic error density guide as specified by the ZIMSEC assessment guide (ZIMSEC, 2013 -2017). The composition was marked out of 20; 15 marks allocated for error density in grammar, spelling and punctuation and 5 marks for coherence. The researcher subtracted one mark for two basic errors indicated as a correcting technique. A pre-attitude test was also done using questionnaires for both the experimental and control classes.

The researcher in collaboration with the teacher for the experiment and control classes drew lesson plans to cover lessons for six weeks. English composition was taught one double period per week out of six periods allocated for all aspects of English learning. (Director's policy circular in Zimbabwe Ministry of Primary and Secondary Education Curriculum, 2015). Each period was 35minutes long.

For the experimental class, the lesson plans included the smartphone integration while the control class only had traditional methods of teaching the same concepts in the form of teaching aids such as charts, work cards, still pictures and text books. Both classes were taught by their usual teacher. Three video recordings, one each week for each class, were also done in both the control and the experimental classes.

Post –Test. The experimental class was required to keep a diary to document their feelings and perceptions towards learning composition writing with smart phones integration. After six weeks, a post-test on the same topic, 'the day I will never forget', was administered to both classes. Each class took the posttest at their usual time of lesson

as timetabled. The same attitude questionnaire was then administered to the experiment class on their attitude towards composition writing.

Before the onset of the experiment, parents of all the students in both the experiment class were requested to allow their children to bring smart phones to school. These were to be handed over to the researcher for the whole period of six weeks. When students are coming from holidays they are searched for phones and other prohibited material before entry into the hostels by their wardens. This helped to ensure that all students had no phones in the hostels. All these precautions were taken to prevent data contamination during the experiment.

The researcher ensured that the experiment class used their smart phones during lesson time only and the researcher collected them and kept until the next lesson. A class smart phone policy was evolved by the teacher and her class before the commencement of the experiment. Pretesting of smart phones was done always before the lessons to ensure smooth progression of the experiment.

Only three students out of 52 in the experimental class were unable to bring their own smart phones. That agreed with Yin (2015) that there was a rise of cheap and affordable smart phones on the African markets that resulted in ease of access even for students as young as 14 years old. They were provided from the school strong room from those confiscated earlier from other students who breached the ban on smart phones in the school.

However, students' phones were not of the same brand and had differences in connectivity in terms of speed. The researcher with the help of the teacher, prepared the phones in advance and ensured connectivity before the beginning of each lesson. That included charging the phones and liaising with the computer teacher to ensure availability

of internet during the lesson time. Students used Wi-Fi for all the lessons and it was readily available.

The school has a dedicated internet line from the service provider, TelOne, Zimbabwe. Then a firewall that caps usage was installed which requires that all machines that use the school internet be registered and each student is given 350mbs per day. This is sufficient for use for educational purposes but is not enough for downloading movies. Explicit and social media sites are also blocked. At the same time the computer teacher is able through a cloud key that is part of the firewall package to monitor the activities of all registered machines on the net. This facility helped in students using their data sparingly and uninterrupted which helped in the smooth running of the experiment. The registering of all phones for the experiment to ensure learners get their 350mbs also meant that smuggled phones which were not registered could not access internet to replicate the lessons in the hostels.

There were cases of one or two batteries running out before the end of the lesson sometimes. This was because phones were prepared by the researcher before the lessons always and sometimes would underestimate the resilience of some of the batteries. This was not the norm but isolated occurrences. The teacher encouraged the affected students to share with their classmates to finish off the lesson. Sometimes a few students would have connectivity problems. These problems would not last long as students were given individual Wi-Fi allocation of 350mbs per day. That ensured smooth running of the experiment.

The figure below is a diagrammatic representation of the data gathering process.

Quantitative Procedure

Qualitative Procedure
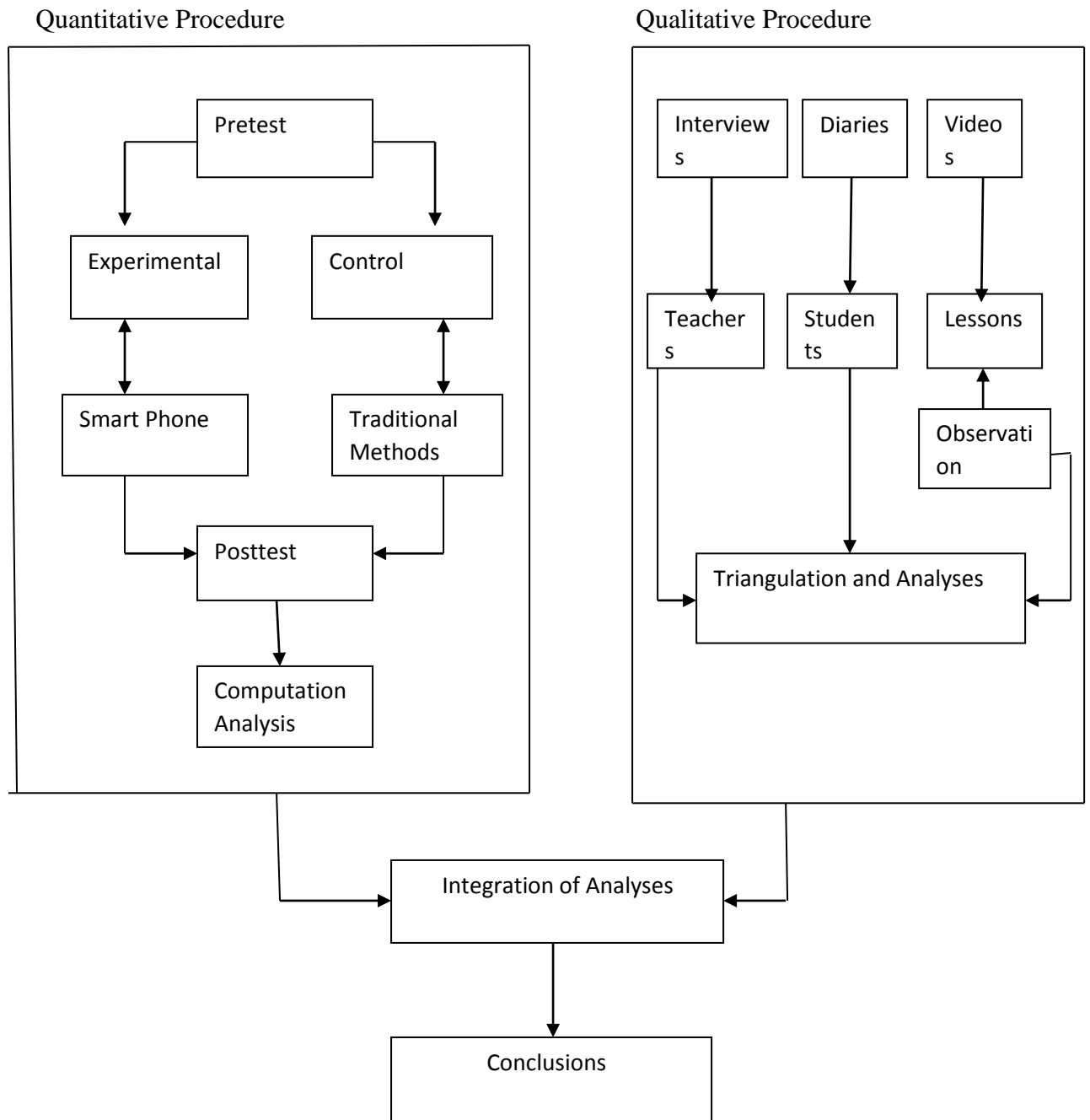
Figure 2. Data Gathering Procedure for both Quantitative and Qualitative processes.

Statistical Treatment of Data

Treatment of quantitative data. To answer research question one, data from the questionnaire on attitude test was analyzed using Descriptive Statistics. For question 2, pretest and posttest data was analyzed using independent samples T-test. Question 3 ANCOVA computations were also used to compare the posttest scores of the two groups

with the pretest as a covariate. Question 4 was analyzed using a two-way ANOVA on the interaction effect of the face-to-screen method in composition writing performance between boys and girls.

Treatment of qualitative data. Research question 5 was qualitative and triangulation was used to determine the social interactions among students and between them and their teacher during lessons. Research question 6 was done through procedures that dealt with observable patterns within the data collected after face-to-face interviews. Data was collected, coded and interpreted through emerging themes (Sutton & Austin, 2015). This was also referred to as inductive content analysis.

Inductive content analysis is a procedure used in the analysis of written and verbal content through themes and coding of data to reduce their volumes into manageable data where patterns can be easily identified (Hall, 2018). The themes and patterns are identified through studying repeatedly observation or readings of the same material to enable deduction of conclusions based on those observations (Dixon, 2016). In this study, all qualitative data was subjected to close scrutiny by the researcher and two other observers and conclusions drawn.

Ethical Considerations

Approval to carry out the study was sought first from the supervisors, the chair of the department of Education Administration, Curriculum and teaching at the University of Eastern Africa Baraton. Additional approval was also sought from the University of Eastern Africa Baraton Ethics Committee. A recommendation letter to collect data was requested from the office of the Director for Graduate Studies and Research at University of Eastern Africa, Baraton.

The researcher used the recommendation letter for data collection to apply for permission from the permanent Secretary at Head Office in the Ministry of Primary and

Secondary Education in Harare, Zimbabwe. When this was obtained, the researcher took it to the selected school head for permission to collect data from the school. Anonymity of the participants and confidentiality was assured by writing a preamble on top of the questionnaires with the directive to respondents not to write their names. Included there was an explanation of the purpose of the study and the importance of participation.

Participants in the study were engaged after informed consent, after the researcher explained to them that they could only participate on choice and could withdraw at any time during the research if they felt like doing so (Sullivan & Sargeant, 2011).

Subjects were assured before they participated that the names of both their school and individual names would be kept in strictest confidentiality and that whatever data obtained from the study would be used for purposes indicated to the subjects. Care was taken to ensure the most minimum disruptions of both the teachers and the students' time by making schedules and sticking to them and following the school timetable for the actual lessons in composition writing.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND

INTERPRETATION

This chapter discussed data collected from the interviews, the experiment, presentations, analysis and interpretation of the findings of the study.

Demographic Information of Subjects

All the English language teachers in the sample school participated in the study. There were four ladies and one male teacher. The information about academic qualifications, experience in teaching, number of learners per class and average number of students per class was obtained from the subjects during the interviews.

Table 1

Demographic Information of Teachers

Subject's pseudonym	Gender	Age	Qualifications	Teaching Experience (years)	No of classes taught	Average students per class
Teacher 1	Female	27	BED English	5	6	50
Teacher 2	Female	34	BED English	20	5	50
Teacher 3	Female	48	BED English	18	5	40
Teacher 4	Female	42	MED English	21	5	50
Teacher 5	Male	44	MED English	24	6	50

Table 1 presents the demographic information on the population of the study. The subjects were composed of four females and one male teacher. This meant that there were more females than males in the sample. Their ages ranged from 27 to 44 and all of them had been in the profession for over ten years except one who had five years' experience. Two of the five teachers had Masters Degrees in education and three had bachelor's degrees in education.

The number of classes each of the subject teacher taught ranged between 5 and 6. Two taught 6 classes while 3 taught 5 classes. The average numbers of students per class were quite big. The least class had 40 students and the rest had 50 students in each of the 5 or 6 classes they taught. This means that each teacher taught on average 300 students each week.

The first part of the study looked at the responses of all the students in both the experimental and the control classes. Their demographic information is herein presented.

Table 2

Ages of students

AGE	FREQUENCY	PERCENT
Below 14	8	15.4
14	31	59.6
15	11	21.2
Above 15	2	3.8
Total	52	100.0

Table 2 indicates the ages of form two students who participated in the experiment as experimental and control classes. The information shows that the greater number of students in the form two experimental class was in the 14 – 15 years age group. It constituted 80. 8% (59.6 +21.2).

Table 3

Gender of students

Gender	Frequency	Percentage
Male	33	63.5
Female	19	36.5
Total	52	100.0

Table 3 illustrate distribution of gender in the students of the study. 63. 5% of the participants were male and 36.5% were females. There were more males than females in the form classes sampled.

Presentations of Findings

Information and Communication Technology in education is the key driver to quality education and makes possible the expansion of elearning programs in schools (ZIMSTATS, 2017). On the other hand, Zimbabwean schools indicated that computers and laptops were in very limited numbers and resulted in hindering full implementation of ICT at classroom level (Dhliwayo & Muchemwa, 2017). This study integrated ICT in the form of smart phones through a face -to- screen method.

A questionnaire on student attitude towards composition writing before the experiment commenced was administered to the experimental and control classes. The questionnaires in both classes were administered by the researcher herself and all the 104 students responded during their time for the English composition lesson. The questionnaire had three sections; the demographic section, the quantitative data section and the qualitative data section. Quantitative data was obtained and was analyzed first in response to research question one.

Attitude of Students to English Composition Writing

Research Question One: What is the attitude of students towards English composition writing?

The following is the scale for interpreting the data from questionnaires as presented in the tables

1.00 – 1.49 Strongly disagree (Negative attitude)

1.50 – 2.49 Disagree (Tend to be negative)

2.50 – 3.49 Agree (Tend to be positive)

3.50 – 4.00 Strongly agree (Positive attitude)

Table 4

Pre-Experiment Attitude to Composition Writing

	Mean	Std. Deviation
I enjoy composition writing	1.60	.631
Composition writing is exciting	1.42	.602
*I am afraid of composition writing	3.29	.569
*I am bored by composition lesson	3.31	.576
I look forward to doing composition lessons	1.62	.626
I enjoy doing composition homework	1.43	.535
*Composition writing make me feel uneasy	3.38	.594
*I feel confused and unhappy when doing composition lessons	3.61	.547
Learning composition is interesting and fun	1.45	.637
I am never absent for my composition lessons	3.51	.623
(N = 104)	**1.5502**	**.29717**

*Recoded in the computation of the mean

Table 4 exhibit the attitude of the students before the experiment. All the 104 students before they were split into experimental and control classes had a questionnaire administered on them to answer research question one. The attitude of both classes was negative. The overall pretest attitude mean was 1.550, showing that students tend to be negative. The standard deviation was .29717 indicating that the responses were homogeneous, they were the same. The students, both in the experimental and control class disliked composition writing.

Students disagreed with the statement *I enjoy composition lessons* with a mean of 1.60. The homogeneity of the responses was evident in the standard deviation of .631. Students were in agreement amongst themselves that they did not enjoy composition lessons. It indicated unpopularity of composition writing among students in secondary schools. Revealing that if form two students did not enjoy composition lessons, it was poor preparation for them and they would not perform well in the area at O level two years later in public exit examinations.

Students rated the statement that *composition writing is exciting* with a mean of 1.42 which is strongly disagreeing with the statement and a standard deviation of .602 showing that the majority of the responses were alike. Students did not find composition writing exciting at all. There was evidence of consistence in the respondents' reaction from not enjoying composition lessons to showing that the lessons were not exciting. Generally, it can be observed that as a result of a negative attitude, students were communicating that they were not motivated to learn the subject.

Studies on how students learn agree that if students are not motivated to learn an area, their performance is compromised (UNICEF, 2015). Literature sights motivation as a key driver in education, particularly in improved performance across all learning areas (Hart & Laher, 2015). All efforts that educators put in class activities through teaching aids or simulations are aimed at arousing motivation in students so that they achieve intended goals of learning at whatever level students are. Motivation might be intrinsic or extrinsic but it has to be there for acquisition to happen.

The statement *I am afraid of English composition writing* was scored by the respondents with a mean of 3.29, they agreed with the statement. Students were afraid of composition writing lessons. They agreed that English composition writing was a fearful subject to them. The standard deviation of .569 indicating the sameness of the students'

responses to the statement. It was a collective attitude of the whole group. This tallied with their response to the first statement which showed that they did not enjoy composition lessons. If they feared the lessons, it meant they could not enjoy them. Therefore showed a consistence in the respondents' responses to the questionnaire. When learners are afraid of lessons they subsequently fail the area.

This corresponded with the observation of the experiment teacher later on when she cited that students in the control class were not motivated and she had to work hard to make them engage profitably in the lesson, unlike when the experiment class was doing the same lesson on the smart phone. In that case, findings were suggestive of a need for teachers to rethink traditional methods of teaching English composition for improved performance.

Students again agreed with the statement *I am bored by composition lessons*. There was an average mean of 3.31 and a standard deviation of .576 showing the homogeneity of their responses to this same statement. Put together with their indication that they were afraid of English composition writing it showed that they were bored and would rather not do English composition writing. The response was consistent with prior responses revealing the attitude of the respondents as negative towards composition writing lessons.

The finding collaborated with studies on motivation and learning. When students were not motivated they do not perform well. (Kusurkar, Cate, Vos, Westers, & Croisetet, 2013; Saeed & Zyngier 2012).Therefore classroom instruction need deliberate planning towards making English composition lessons enjoyable for better performance. Boredom depict lack of interest in an activity.

Literature articulate that for effective lessons, teachers must first and foremost motivate students then there will be positive output (Warmuth, 2014; McGraw-Hill Education, 2018). There must be either intrinsic or extrinsic motivation for cognition to

take place which should be evident in the quality of performance. That was why students had a negative attitude, the methods of teaching used were not motivating them to like English composition writing lessons.

The statement that *I look forward to doing composition lessons* was rated with a mean of 1.62 and the standard deviation was also low at .693. Students tended to be negative towards composition lessons. There was homogeneity of responses. That spoke to the overall poor performance in the public exit examinations in the school and in the country at large. This negative attitude displayed by a whole group of 104 students reflected the same negativity in the O level ZIMSEC examination results (ZIMSEC, 2016).

It meant students were burdened by composition lessons, they did not look forward to having them. The researcher concluded that they would rather avoid the lessons. That was an illustration of what the experiment teacher confessed that before the experiment she had resorted to just giving students composition topics to write about as homework without having taught them first. Therefore, both the teacher and the students did not look forward to the English composition lessons. In section C of the questionnaire, some students stated:

Questionnaire 22: Sometimes lessons are boring. Teacher just gives us a topic without   enlighten us and then gives us low marks.

Questionnaire 21: I disagree that the teacher always gives a composition to write at home not in class. I agree if the teacher will give us proper lessons.

Questionnaire 12: It's a little fun when the teacher explains about the topic not to just write the topic on the board and tell us to write.

Questionnaire 6: Sometimes I feel confused by the lesson because when a topic is not explained to you there is nothing you understand.

Teachers must give themselves time to prepare and endeavor to make English composition lessons interesting if the prevailing low pass rate in the area was to be combated. Teaching of the concept must be done first before students were asked to do homework.

The statement, *I enjoy doing composition homework*. Homework in composition writing was reflected as the worst activity that students did not like doing. The mean was 1.43 and the standard deviation was .535. They strongly disagreed with the statement showing a negative attitude towards composition writing. The students' responses were homogeneous, most of them did not enjoy doing English composition homework. The homogeneity of the students' responses was indicative of a serious problem in terms of the projected final results of the whole group. Homework is given to students when the teacher wants them to practice what they have successfully learnt. If students have not grasped the concept, homework is futile (Ndibalema, 2014). In this case, no concept has been taught according to the teacher's revelations.

This may well explain why performance was poor in Gweru District and even in the whole country (ZIMSEC, 2016). If students at junior level were not motivated to learn composition writing, by the time they decided to work on it, time would have run out. Composition was a major aspect of the English language in the O Level ZIMSEC exit examination. For Zimbabwe, that is a serious issue because a failing grade in English language where composition contributes 50% meant failure to advance both academically and professionally.

Students responded with a mean of 3.38, they agree that composition writing makes them feel uneasy. Thus they do not enjoy their composition lessons in response to the statement: *Composition writing makes me feel uneasy*. Motivation was an integral part of teaching in any area of education, it helps dispel feelings of fear and uneasiness to

enable assimilation of concepts. Reactions were that composition writing was not yielding intended dividends as learners approached the lessons in fear and feelings of unease. The same feelings of fear and unease were reflected in the students' responses to the section C of the same questionnaire:

Questionnaire 32: I don't even like to write these essays. They make me feel uneasy

Questionnaire: 34 When I am writing a composition a feel confused and off topic and I am bored by doing them.

Questionnaire 35: I feel confused and uneasy.

Questionnaire 42: I feel uncomfortable and confused.

Students' response to the statement *I feel confused and unhappy when writing composition lessons* was rated like all the other negative statements in the questionnaire with a mean of 3.61. They strongly agreed with the statement. Homogeneity of responses showed the prevailing negative situation existing with the whole stream of form two students in the school. The students communicated that they were not clear on what was expected of them in composition lessons which resulted in them being confused and unhappy. Teachers of English composition writing in the school should work on actually teaching learners the concepts in composition writing and employing a variety of methods for positive results.

The responses explain TEACHER 3 and TEACHER 4's methods of teaching English composition writing which they alluded to during the interviews. They showed rigidity to traditional methods though they could perceive the need to do something due to persistent failure rate at O levels. TEACHER 4 stated that she would rather use the traditional methods he is used to instead of venturing into new things like integration of technology through smart phones and other forms.

All the five teachers stated that they had the opportunity to borrow technology tools from other departments in the school to use for their lessons, however, they indicated that they did not like to take the time that is needed in preparing integrated lessons. The feelings may be the result of trying to avoid possibilities of poor grades in the area.

The rating on the statement *learning composition is interesting and fun* had a mean of 1.43. The rating is too close to zero indicating that the respondents have a negative attitude to learning English composition, students strongly disagreed with the statement. It was consistent with the responses they gave earlier on that they did not enjoy English composition lessons, rather they were afraid of them. Students did not find them interesting and fun at all. It explained low performance in the area for many candidates at O Level English language in which composition was a core component. The students also had this to say on learning composition writing:

Questionnaire 9: The lessons are very boring sometimes I often feel dizzy

Questionnaire 25: Very boring

Questionnaire 28: I feel bored and uneasy. Composition is difficult to understand

Questionnaire 33: I feel bored by composition writing lessons, sometimes I even suggest to myself if there was no composition writing.

Students ranked the statement, *I am never absent for my composition lessons* with a mean of 3.51, indicating that they strongly agreed that they are always present for the lessons. The responses were homogeneous. The response indicated that students were always present for composition lessons. The finding proved that poor performance in English composition writing was not due to absenteeism from lessons. The majority of students attended all their lessons, thus the high mean in the responses and the homogeneity they indicated. It can therefore be concluded that the teaching methods the teacher was applying were not yielding intended results.

Findings were also indicating that attending lessons consistently did not make students perform better in English composition writing if their attitude towards English composition was negative. It was from these findings that students were displaying apathy and a serious lack of motivation both of which were a challenge to teachers to maintain student engagement in English composition lessons. To improve students' attitude a variety of methods of teaching well applied help in increasing time-on-task and as a result improve performance (Ganyaupfu, 2013; Bonney, 2015; Huzinec, 2015).

The experiment teacher bemoaned the effort she had to apply in trying to make students in the control class stay on task during English composition lessons. The lesson videos for the control class when observed showed that some of the students were not paying attention to the lesson as it progressed. Such behavior was a cause for concern that students attended all lessons and still were afraid, unease and performed poorly in the area.

The findings show that students were always present for the lessons but were unhappy and did not enjoy them. It is the duty of teachers to create environments conducive to learning. If students are not excited with their classroom activity and it degenerate into a burden, then there will be poor engagement and also poor performance as evidenced by very low pass rates in English language at O level year after year. Students' responses in their section C of the questionnaire in experimental class illustrated thus:

Questionnaire 21: When writing a composition I run out of points and bored and also so scared.

Questionnaire 22: I feel confused, unhappy and a failure. Sometimes I feel like I want to die because it's hard.

Questionnaire 20: I feel tired whenever I am writing composition lessons.

Questionnaire 14: I hate them, they are boring, at least have them once a term.

Comparison of Students' Attitude towards Composition Writing

Research Question Two: Is there a significant difference between the attitude towards English composition writing of students in the control and experimental groups?

T-Test (Pre-test)

Table 5

Comparison of Pretest Scores on Attitude

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Pretest attitude scores	Experimental group	52	1.5085	.18972	.02631
	Control group	52	1.5919	.37258	.05167

Table 5 compares the pretest scores on the attitude of the students. The two classes, the control and the experimental were comparable before the experiment. The mean was given at 1.5085 for the experimental class and at 1.5919 for the control class. Both means show that students tend to be negative towards English composition writing. The standard deviations of both classes were .18972 and .37258, respectively, indicating that students' responses were almost similar.

Table 6

Independent Samples t-test on Pre- Attitude Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference		Lower	Upper
Pretest attitude scores	Equal variances assumed	5.580	.020	-1.437	102	.154	-.08333	.05798	-.19834	.03167
	Equal variances not assumed			-1.437	75.782	.155	-.08333	.05798	-.19882	.03215

Table 6 shows the statistical comparison using t-test for significant differences

between the two groups. On t-test equality of means, p = .154 > .05. Therefore, there is no

significant difference in attitude towards English composition writing for students in the

control and experimental classes before the experiment. Findings are that two groups'

attitudes towards English composition writing is similar. Thus, the samples chosen for the

experiment were appropriate and the similarities in the two groups would help make the

findings authentic (Berg, 2012).

T-Test (Post-test)

Table 7

Comparison of Posttest Attitude Scores

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Posttest attitude scores	Experimental group	52	3.6962	.51027	.07076
	Control group	52	2.2192	.77789	.10787

Table 7 is showing the means of the two groups in the posttest attitude. A dramatic

change can be observed in the mean for the experimental class. The experimental class

recorded a mean of 3.6962 and standard deviation of .51027 at a scale of 1 to 4, showing that the students' attitudes were positive. The mean for the experimental class rose from 1.5085 to 3.6962 which is a dramatic shift from being negative to being positive.

Table 8

Summary of Posttest Means for both Groups

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differen ce	Std. Error Differenc e		Lower	Upper
Posttest attitude scores	Equal variances assumed	21.70 2	.000	11.44 8	102	.000	1.47692	.12901		1.221 03	1.73282
	Equal variances not assumed			11.44 8	88.03 3	.000	1.47692	.12901		1.220 54	1.73331

Table 8 summarized students' attitude towards English composition writing after the experiment. In the pretest the two groups were comparable. After the experiment, they differed. The mean for the experimental class went higher from 1.5085 to 3.6962 which showed a marked change from being negative towards English composition writing to being positive. For the control class, the mean average rose minimally but remained negative at 2.2192 from 1.5919. The test of equality of means indicated p value = .000 < .05. Therefore, there is a significant difference in attitude towards English composition writing between the control class and the experimental class after the experiment.

The face-to-screen method of teaching composition writing proved to be motivating and changing students' attitude towards English composition writing. Students' responses in section C of the questionnaire supported positive attitude towards English composition writing and they credited the face-to-screen method for the change:

Questionnaire 13: I feel happy using the smart phone for composition writing. It won't be hard for us to write compositions

Questionnaire 14: I find it easier than before. Since we use our phones, we can write what we see on our screens unlike writing what you totally do not know. I am enjoying my lessons very much.

Questionnaire 15: Literally, composition writing is about experience, a portable reason why we use smart phones, therefore I feel as if experiencing the occasion, it's exciting.

Questionnaire 19: About my composition writing lessons, I feel very happy because when using phones, I gain more new words to write my compositions.

Table 7 also indicate the posttest scores of the control class at a mean of 2.2192. Whereas there is a major positive change in attitude for the experimental class, the control class has just a slight shift of .2727 from the pretest attitude scores. Before the experiment, the teacher confessed that she would not teach but just give students topics as homework, the same statement which was supported by the student themselves.

The teacher also indicated in the face-to-face interview that she made effort to help students in the English composition lessons because she was curious to see the results of the experiment. She also explained that the researcher's constant presence and discussions at the end of each lesson helped to make her teach earnestly the control class. Put together, all this effort helped in slightly changing the attitude of some of the students in the control class as proposed by the posttest results in table 7.

Findings were systematic that teaching of English composition writing without necessarily changing the method has a minimum effect on the attitude of students towards English composition lessons, collaborated with literature that continued practice and feedback improves students' attitude and grades (Morris, 2018). Students were taught

unlike before and they received quick feedback as they were part of the experiment which made them improve slightly their attitude towards English composition writing though not significantly.

Comparison of Students' Performance in Composition Writing

Research Question Three: Is there a significant difference between the performance in composition writing of students in the control and experimental groups?

Table 9

Comparative Summary of Pretest-Posttest Both Groups

	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	54	10.63	3.258	.443
	Control	51	11.86	2.836	.397
Posttest	experimental	54	15.65	2.066	.281
	Control	51	11.76	2.768	.388

Table 9 is a comparative summary of both groups' performance in the pretest and posttests. The means of their performance in English composition writing were given by descriptive statistics. Before the experiment, the groups were homogeneous at 10.63 for the experimental class and 11.86 for the control class. The slight difference of .123 between the two groups was not significant. The numbers of students here changed to 51 for the control group and 54 for the experiment group. The extra students in the experiment are those that came late for school at opening due to fees issues and joined the group sometime in term. On the day the posttest was written, one student was absent from the school due to illness. However, this did not affect the statistical computations or in any way compromise the results.

Analysis of Covariance

Table 10a

Equality of Variance between Experiment and

Control

Dependent Variable: posttest			
F	df1	df2	Sig.
.640	1	103	.425

Tests the null hypothesis that the error variance of the
dependent variable is equal across groups.
a. Design: Intercept + pretest + grouping

Tests of Between-Subjects Effects

Table 10b

ANCOVA for Posttest Both Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	469.634[a]	2	234.817	44.734	.000
Intercept	797.368	1	797.368	151.904	.000
Pretest	74.078	1	74.078	14.112	.000
Grouping	449.641	1	449.641	85.660	.000
Error	535.413	102	5.249		
Total	20891.000	105			
Corrected Total	1005.048	104			

a. R Squared = .467 (Adjusted R Squared = .457)

Table 10b is an analysis of covariance for the posttest scores. P value for grouping

is .000. Thus p = .000 < .05. There is a significant difference in performance between the

experimental class and the control class after the experiment. Although the two groups

began as homogenous groups, after six weeks of learning the same topics from the same

teacher differentiated by method, they performed differently. In the posttest, the

experimental class had a mean of 15.65 which was a dramatic rise from 10.63. While the

control class dropped a little to 11.76. The statistical removal of the effects of the pretest

through ANCOVA proved that the difference in performance was a result of the screen-to-face method.

The posttest saw a significant improvement in performance for the experiment class, from a mean of 10.63 in the pretest to 15.65. The findings proved that there was a direct relationship between attitude and performance. The more positive the attitude, the better the performance. There was also a direct relationship between method of teaching and attitude. Posttest attitude for the experiment class improved because of the introduction of a new method, the face-to-screen, and performance for the same class improved as well collaborating with research that when students are motivated, they develop a positive attitude and perform better (Warmuth, 2014; Akareen et al., 2015; Johnston & Wildy, 2016).

The mean for the posttest for the control class went the opposite direction. It was 11.86 in the pretest and went down to 11.76 in the posttest. The difference was not significant, it moved from 1.5919 to 2.2192, an increase of .6273. The t-test computation showed that the 0.6273 is too minimal to cause an effect on the performance of the students in English composition writing.

Therefore, findings attested that attitude must be significantly positive to improve motivation for students to perform well in English composition writing. The findings were also demonstrating that the relationship between attitude and motivation was such that performance improved when both were high. Negative effect on one of the first three adversely affected the other two (Warmuth, 2014).

Although there was a slight increase in the mean for the posttest attitude scores, it failed to significantly impact both motivation and performance. Their teacher had explained in the face-to face interview that during lessons the students in the control

class were not participating fully and that they lacked motivation. This explains findings that the performance scores fell in the posttest.

The findings indicated that the face-to-screen method improved performance of the students in composition writing in a dramatic and significant way. It showed that it was possible to motivate students to enjoy learning even in an area they once feared by introducing the face-to-screen method as an alternative to the traditional methods of teaching English composition writing (Saeed & Zyngier 2012).

Findings substantiate educational psychology as espoused by Bloom (1956)'s revised Taxonomy where 'create' is put on the top pinnacle of the taxonomy triangle (Armstrong, 2018). The face-to-face method was meeting the discourse of the taxonomy as a framework in focusing on designing performance tasks for higher order tasks. By igniting creativity, evaluation and analysis skills, the face-to-screen method becomes ideal for fostering high order thinking and performance in students. Creativity was evident in the way students began to produce original works in composition writing that improved their scores as shown by the posttest results.

Bloom's Taxonomy includes the cognitive, the affective and the psychomotor domains. The face-to-screen method was seen to enhance social interactions which were the affective as shown by findings when triangulation of the lessons videos were analyzed. Manipulation of the smart phones as they used them as learning tools engaged the psychomotor and the cognitive was realized by the output in the form of written compositions which were being indicated as improved dramatically by the posttest.

In the control class, it is also expected despite use of traditional methods that the tenets of the taxonomy be met. Findings in the posttest indicated poor creativity which collaborates with literature that today's student are more of a 'seeing' generation than imagining (Bentley, 2017). This became the advantage of the experimental class provided

by the sights on the screen in the face-to-screen method. This was seen in the way the teacher was struggling to create in the minds of the learners a visual picture of the activities that take place at the Victoria Falls resort.

Literature specify that teachers who use Bloom's taxonomy in planning activities for their students realize improved performance as the taxonomy helps teachers in planning performance tasks that cover all levels of cognition together with the affective and psychomotor (Pandey, 2017). Therefore, the screen-to-face method was able to positively impact performance by affording learners the opportunity to achieve creativity at the same time meeting the psychomotor, the affective and the cognitive needs in one lesson.

The computation of ANCOVA, where the pretest was the covariate, after removing the effects of the pretest from both groups, findings reported that the face-to-screen method differentiated the two groups by performance. The experimental class performed better than the control class after the administration of a new method. The statistical results showed improved performance as a result of the face-to-screen method.

The face-to-screen method was able to combat the negativity in the pre-experimental attitude towards composition writing for the experimental class. The dramatic change in attitude showed that students were motivated to learn and it translated into better performance which was not the same for the control class. Findings are in line with literature that motivation is the life blood of learning and that no true learning takes place when students have no motivation to grasp the concepts being taught and instead were inundated by fear (Abootorabi, 2011; Kusurkar, Cate, Vos, Westers, & Croisetet, 2013; Saeed & Zyngier 2012)

Effect of Face-to-Screen on Gender

Research Question Four: Is there an interactive effect of gender and method of teaching on performance and attitude?

Two-way Analysis of Variance

Table 11

Summary of Posttest Means by Gender

Grouping	Gender	Mean	Std. Deviation	N
Experimental	Male	15.68	1.973	31
	Female	15.61	2.231	23
	Total	15.65	2.066	54
Control	Male	12.00	2.465	27
	Female	11.50	3.107	24
	Total	11.76	2.768	51
Total	Male	13.97	2.871	58
	female	13.51	3.394	47
	Total	13.76	3.109	105

Table 11 is a summary of the descriptive statistics of the means of the two groups' performance. Male and females were indicated as equal in performance. After the introduction of the face-to-screen method in teaching English composition writing, those in the experimental class had a high mean of 15.65 as opposed to that of the control class which was low at 11.76. The differentiation effect came later when the face-to-screen method was introduced to the experimental class and not to the control class. It proved the method of teaching that involved integration of smart phones improved motivation and attitude of the students which translated to improved performance (Kotrlik, & Redmann, 2010; Bennett & Maton, 2010).

Table 12

Interactive effect of Method on Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	398.795[a]	3	132.932	22.146	.000
Intercept	19434.847	1	19434.847	3237.792	.000
Grouping	392.538	1	392.538	65.396	.000
Gender	2.094	1	2.094	.349	.556
grouping * Gender	1.204	1	1.204	.201	.655
Error	606.252	101	6.002		
Total	20891.000	105			
Corrected Total	1005.048	104			

a. R Squared = .397 (Adjusted R Squared = .379)

Table 12 shows results of the two-way ANOVA defining whether there was an interactive effect of gender and method of teaching on performance and attitude for the experimental group. Test of Between-Subjects Effects on grouping and gender indicated .655 > .05. Therefore, there was no interactive effect of gender and method of teaching on performance and attitude. The levene's test also showed that there was homogeneity of variance between males and females. There was no difference in the impact of the application of the face-to-screen method on the subjects regardless of gender.

The findings postulate that regardless of whether a student was male or female, when the face -to- screen method is introduced, they perform better. The face-to-screen method is gender neutral and thus can be applied without discrimination. Such findings negated research by Villalón, Mar and Cuevas (2013) who found out that females perform better in English composition writing than boys of their own ages. That has been a generally accepted propound, proving that the face-to-screen method has properties that help to cut across gender and allow both boys and girls to understand concepts in

composition writing and perform comparatively. The method also proved that it motivated boys to develop refined English composition writing skills like their female counterparts.

On the other hand, research by Okonkwo (2015) agreed with these findings on gender neutrality. He found out that sex was not a barrier in essay writing between boys and girls of the same level of learning with careful selection of methods. That collaborated with the findings of this study. It strengthened the idea that methods well-chosen and well applied do not discriminate particular gender over the other. It is the attitude, motivation and method during teaching and learning that affect performance more than any other attributes that students may have.

The findings were in line with those on the social interactions observed during English composition lessons. In the experimental class after the introduction of the screen-to-face method, boys and girls were seen freely mingling and helping each other in the group activities. Groups were made up of both boys and girls although initially there were single sex groups. The face-to-screen method of teaching substantiated the theory of socially shared cognition that cognition takes place if it is a replica of the environment in which the students come from. The smart phone is a gadget that has become part of modern culture and it is familiar ground for the students such that it increased creativity through reality teaching, thus making cognition easier (Brill, 2017).

Findings revealed that there were no fixed attitudes in terms of classroom practice, they are temporary. Committed teachers can change negative attitudes through experimenting with varieties of methods. This is in collaboration with research that there is a close link between teaching method, attitude and motivation, therefore teachers should vary their methods and integrate with technology like smart phones in English composition writing to ensure that students are always motivated to learn (Huzinec, 2015).

The findings collaborated with high mean ratings of the posttest of the experimental class which rose to15.65 from 10.63 showing how the new method helped to eradicate the fear, uneasy and confused state students exhibited for composition writing lessons. This observation was echoed by students themselves in the qualitative section of the section. The researcher assigned numbers to the questionnaires for easy reference to the responses of the students.

Questionnaire16: Composition writing is good for us. They help to improve our English language it's so cool.

Questionnaire 47: Since we started using smart phones everyone started passing. I am happy about it.

Questionnaire 8: I enjoy composition writing a lot.

Therefore, with the absence of fear, it is expected that learning can take place. Change of attitude positively affected performance in English composition writing for the experimental class, students looked forward to their English composition lessons because of the new method which was different from before the experiment. The finding is an encouragement to teachers that there is no lost cause in the English composition classroom, motivation through change of methods, especially those that integrate technology, can help change negative attitudes to positivity and create conducive learning environments. It was also a repudiation of labelling, students are sometimes labelled as dull or as lost causes in English composition writing when in effect it is the teacher and his/her method that are to blame (Kivi, 2015).

The findings placed the face-to-screen method as a novel method that report positive change in a period of six weeks. It should also be noted that it was intrinsic with smart phones to cause interest and highly motivate learners if applied properly in the classroom (Bonney, 2015).

This finding collaborated with Barnwell (2016) who found out that, with smart phones, it was easy to engage big classes and get the concept across especially if they were made to do their work in groups. The experiment teacher later supported this when she described her students' participation with the face-to-face method as vibrant and exciting. She explained that all students were alert and participated fully in their groups throughout the lessons.

The results of the experiment verified that the face-to-screen method goes a long way in helping a learner combat fear and uneasiness, thus creating a better learning environment for the classroom. Literature allude to the same conclusion that retention is high in a learning environment if it is friendly and free from fear (AlTameemy, 2017). This retention is evident in the high performance of the experiment class in the posttest results.

When lessons are interesting and fun, engagement is high and performance is enhanced as was seen with the face-to-screen method. This concurred with research on the effects of technology in the form of smart phones in the classroom that they tend to change the traditional classroom into an exciting environment full of fun as opposed to quietness and rigidity (Clark, 2013). Findings substantiated that English composition writing gained a positive perception and acceptance amongst students through the intervention of a new method which was a departure from the common traditional methods of teaching. It is in accordance with Sung, Chang, & Liu (2016) that a change of method in teaching can also herald a change in attitude by the students.

Section C of the questionnaire had the question: *What else can you say about the way you feel about your composition writing lessons?* Students responded in a variety of statements which generally showed a change of attitude from being negative to being positive towards composition writing lessons for the experimental class. Most responses

showed that students welcomed the change and innovation of learning their composition writing through the phone instead of the traditional way they used all along.

The general choice of words they employed to respond to the section expressing themselves in terms of smart phone use as opposed to learning without them were, excited, happy, good, enjoyable, confident, greatly excited, modernized and others in the same vain (questionnaires 21, 25, 29, 32, 41, 44). That was a significant shift from their attitude before the experiment where words like boring, uninteresting, difficult, characterized the same students' responses (questionnaire 3, 6, 19, 32, 48).

The above findings proved that the excitement and fun was actuated by the change of method where the smart phone had been incorporated for the screen-to-face method. Previous responses before the experiment had indicated a dislike for composition homework. However, with the introduction of the face-to-screen method responses were indicating otherwise:

> Questionnaire 43: My composition writing lesson is so interesting and enjoyable especially when given composition homework. I am looking forward to do more and more composition lessons.

From the findings, it can be concluded that the choice of methods of teaching in the classroom affected responses of learners and performance (Abootorabi, 2011; Ellis et al., 2017). Teachers are called upon to be creative and vary their methods to incorporate modern digital technology to help learners grasp concepts for better performance. Poor performance in English composition writing at O level in Zimbabwe may well be explained by limited creativity and a dogmatic view of methods on the part of teachers in imparting concepts and skills in the area.

The evaluation of students' attitude besides the questionnaire, included students keeping dairies for each lesson to express their feelings towards learning using the screen-

to-face method for composition writing. That was done after every lesson and the researcher was able to evaluate the effect on attitude using the students' responses. Out of the 52 participants, 49 expressed wonder and joy at using their phones in the lessons:

- It was my first time to learn using a smart phone. I was very excited because experiencing this was fun.
- It was a daydream experience.
- What an amazing tour!

The findings were that there was a positive effect on the students' attitude towards English composition writing as a direct result of the face-to-screen method on the experiment class, collaborating the statistical findings on the same attitude that there was a significant difference in attitude between the control and the experimental classes after the experiment. It meant that the students enjoyed the lessons and actually had fun while learning. That in effect, translated in improved performance in the area which was the essence of teaching and choice of particular methods.

Findings generally attested that improved teaching and learning happens when an intervention is given in the form of a new approach to teaching that incorporate the smart phone in the teaching of English composition writing. Teachers of English composition should realize the need to constantly change teaching approaches to those that integrate smart phones to help in improving student performance in English composition writing. The present performance in English composition writing in the country can be improved that way (Bledsor & Baskin, 2014; Remedios & Putwain, 2014).

Findings illustrated that the face-to-screen method of teaching English composition resulted in better performance in English composition writing for students in the experimental class. This tallied with research that teaching strategies that involve the use of smart phones motivate today's students and improve performance through sustained

student engagement and time-on-task, which is what took place with the experiment class (Bledsor & Basin, 2014; Remedios & Putwain, 2014; Saeed & Zyngier 2012).

Effect of the Face-to-Screen Method on Social Interactions

Research Question Five: How did social interactions take place in the control and experimental classes?

Analysis of video clips of the lessons was done through researcher triangulation. This is a method for corroboration of findings and is also a test where validity is concerned. It ensures a rich, comprehensive, well developed and robust account of events (Crossman, 2017). Three observers collaboratively scrutinized the videos, three from the control and three from the experimental classes for lesson 1, 3 and 6. Each of the lessons were double lessons. Composition writing is a component of English language and out of the six periods per week allocated for the whole subject, composition is allocated one double period per week. Each period had 35 minutes.

The researcher and the other two observers were searching for aspects of social interactions which were teacher support, task related support and promoting performance goals (Lincoln, 2015). He defined social interactions as those processes through which people act or/and react to other people around them. Teacher support, task related interactions and promoting performance goals are said to be some of the most important aspects of social interactions that are central for effective learning to take place in a classroom situation (Allen, Gregory, Mikami, Lun, Hamre & Piantra (2013). Classroom social environment is viewed by researchers as an important context in education which affect students' beliefs and behaviors as well as performance (Creswell, 2013).

Teacher support was viewed as the primary determinant of student success. This was defined as the way in which teachers listen, value student participation, respect students and help them develop motivation and enjoyment of the learning process, which

would invariably translate into better performance and achievement (Allen et al., 2013). Without teacher support rarely would students perform as support implies care and commitment on the part of the teacher and peers which students are quick to discern (Chun, 2016). Respect was given in two aspects, that is, mutual respect and respect for students.

Mutual respect promotes performance goals. It is fostered by the teacher among students through social interactions in the classroom, whereby students did not humiliate each other in the classroom during lessons through laughter, mockery and such behavior and also referred to how students related to the teacher (Cox, 2017). Mutual respect enabled both students and teachers to collaborate in the classroom because they valued each other as a result of respect for each other, peer acceptance, valuing effort and friendship (Cox, 2017).

When teachers take time to be supportive and are perceived by students as such, research concur that there would be high levels of enjoyment and engagement in lessons. Engagement in class activities is enhanced by respectful classroom environments which become conducive to risk-taking and other learning activities that promote performance (Hennessy, 2017; Graham, 2017). In the control class, teacher support was lacking. Therefore, poor engagement and boredom during English composition classes.

The other aspect of social interaction that was being searched for in the videos was the promotion of performance goals. On a comparative scale, students in the control class were seen as not as active as those in the experimental class. The experiment teacher's comments on the participation of students in the control class tallied with what was observed when she commented that the control class lacked motivation in the lessons. She also expressed some difficulties in trying to make students creative in order to produce good compositions.

Teacher Support

In the control class lesson video 1, the teacher did a lot of explanations and took most of the time doing the talking. She would ask questions here and there and allowed students to respond with short answers. Some students were seen in the video, those sitting at the back to be aloof and seemed to be waiting for the teacher to reach them. There was very little one-on-one interactions with the teacher as she tried to meet time for the lesson. In the experimental class, video 1, introduction to lesson was very short with question and answer as recap on previous lessons. The greater part of the lesson was spent in group work and group reports.

Group work in the control class did not get much time as the teacher had to meet the time allocated for the lesson and the greater part of the time was taken by explanations. More explanation was done as the teacher tried to reach each group as the students worked in their groups. In the control class, not all the groups had a chance to report back because of time. The teacher had little opportunity to correct or add to the students' imagination on what happens at the Victoria Falls. Teacher support was also lacking as some students were laughed at in one lesson. That was seen as the reason why some students just took a back seat and quietly watched others participate during the lesson.

In the end she gave students homework to go and write the composition on a visit to the Victoria Falls. That she did even though she had not had enough time to help fully her students understand what was required of them. Findings corresponded with the same students' responses to the questionnaire that they were confused and felt unhappy in the English composition lessons. The reasons for such feelings were apparent, students had not grasped the concept well to produce commendable output (Light & Polin, 2010).

Findings collaborated the statistical posttest results for the control class that students' performance was low as compared to that of the experiment class. It was seen to

be the result of the output in the lesson itself where teacher support was limited by lack of understanding on what was expected from the students. The lesson ended with students still not clear on what actually take place at the Victoria Falls. Therefore, it was expected that the homework given was taxing on the part of the students and also was not going to be well performed, indicating the source of fear and unease that students said they felt towards composition lessons.

There was evidence of teacher support in the lesson in video 3 for the experimental class. The teacher would help students with their phones checking that everyone had one. Three students did not have phones and she provided from the school 'bank'. Sometimes some phone batteries would run out. Here friendship became evident as students would quickly share with each other without having to disrupt the lesson (Hurst et al. 2013). There were also nine groups in the class.

In video 1 in the control class, the teacher found out that only two of her students had been to Victoria Falls and she tried to have those students explain it to the rest of her class but with very minimum success. The teacher provided the sources like advertisement cuttings to describe the falls but they were too limited. Students had to be probed with some questions to try and imagine the activities at Victoria Falls.

The teacher only managed to help three groups out of the nine groups in video 3 on the football match, before she asked the groups to report back. In some groups students did not want to be the ones reporting which resulted in a lot of noise disputing as to who would report. Showing that students were not comfortable reporting what they were not sure of. Many students seem not to be very clear on local soccer teams and had scant ideas on the international ones.

In the experiment class in video 1, only one student had been to the falls. Unlike in the other class, students were taken on a virtual trip and were able to 'see' the activities for

themselves on the 'screen'. Students had opportunity to discover knowledge on their own. Learners were quick to search the web for more information on the Victoria Falls and activities offered there. They navigated from the site given by their teacher and showed others many more on the topic under discussion but with a variety of information. Group reports were lively with groups trying to out-do each other with new information.

Findings concurred with what students had to say in the posttest on how watching videos on the topics for the day made it easier for them to write about what they would have experienced. Some also stated that it looked like they had been to the Victoria Falls by just going on a virtual trip. That was the reason why there was a dramatic improvement in performance in the posttests results for the experimental class. They wrote about their experiences after web 'travels.'

Task Related Support

In their normal classroom sitting arrangement in the experiment class, girls sit on their own and boys on their own. However, in the very first lesson in video 1, groups re-formed after a few minutes of single sex grouping as they sought help from each other during the course of the lesson. Association was free and collaboration noted among students. The teacher had earlier announced that they form groups to their liking. All the nine groups were made up of mixed sex. Conclusions demonstrated that the face-to-screen method is gender neutral and encouraged collaboration between boys and girls in active learning.

In video 6, on the lesson on games, students are seen collaborating, sharing clips and discussing the matter at hand even correcting each other. In the lesson on games, they found a method of competing against each other all at the same time, unlike games without phones, they did not have to take turns therefore all participated and were actively

involved all at the same time. Although the class was large, control was easier as all students were active and all at the same given time on the same activity.

The face -to- screen method was perceived to help in the development and fostering task related support among students. As students were seen to be helping each other with their gadgets and sharing information, concurring with research that conducive classroom settings produce quality input and output (Victor, 2017).   Findings were that there was mutual support, collaborative learning, discovery learning and friendship (Hurst et al 2013). These social activities were amply nurtured by the abundance of time given for group work.

The lesson had less question and answer sessions and more on group work and report backs which encouraged task related support in the form of collaborative, cooperative and individualized learning at the same time. There was a lot of teacher-group interactions and teacher-student and student-to-student interactions as encouraged by literature (Cox, 2017; Test & Cornelius-White, 2013; Hurst et al., 2013). It increased time-on-task resulting in concept attainment and better performance in the homework.

There was little opportunity for creativity and collaboration for the control class as seen in Video 3. More time was spent listening to the teacher as she tried to make her students get a mental image of what she would be explaining to them. This method of teaching is defined by Hurst et al., (2013) as a transmission model of teaching. Participation was limited to a few both in the introductory classwork. This hindered and limited the chance for students to support each other in a task oriented way as they tried to understand the pictures and questions the teacher had distributed in a very short space of time.

There was a lot of laughing at one another in video 3 and those students at the back did not participate in clapping for the other groups after reporting. This showed a lack of

task oriented support by the students for each other. There was evidence of dominance by other students in groups as only one was writing what they would present afterwards (Ertesvag, 2015). Findings collaborated with what some students said in their section C of the questionnaire that they would be sleepy and that they felt bored by the lessons. That was the reason why there were students dominating and others taking the back seat.

Task oriented support was clearly evident in the experiment class video 3 as students helped each other with phones, websites and with new information in order to find answers for group activities. They also discovered they could use other applications on their phones like the camera to copy from the board and from each other and also the dictionaries for the spellings of new words when they listened to the tour guide on the virtual trip. Discovery learning and problem solving were other elements inbuilt in the screen-to-face method as students freely navigated around their smart phones in the lessons (Sangra& Gonzalez-Sanmamed, 2016).

Time allocated for learning composition was seventy minutes period which proved not to be long enough in the control class to allow the teacher to reach each student which showed that large classes are a challenge to teachers to realize one-on-one teaching using the traditional methods of teaching. The teacher moved around trying to help students in the imagination process but she only reached three groups out of nine. In video 6, the teacher's movements were still limited and groups were also accorded limited time to report back. Few students in each group actively participated and some were seen not paying attention when groups were reporting and did not clap for others as was expected, showing that students lacked motivation for the lesson (Doug, 2016).

Students were accorded enough time to work as groups in the experiment class and communication in those groups could be described as smooth. For instance, one would be writing while members would be supplying the answers and another would report on

behalf of the group. Findings were that the face-to-screen method accorded all students the chance to actively participate and learn even when the class was big. The issue of inadequate time as experienced by the control class was taken care of by the ability of the method to involve all students simultaneously in the experiment class. It collaborated with literature that technology enable the teacher to reach every student in a given lesson and help in mediating the Africa wide problem of big classes (UNICEF, 2015; Frontier Academy, 2014).

Class discussions especially in small groups foster collaborative learning and mutual respect among students (Kivi, 2015). In the control class, in video 6, group activities had very limited time as the teacher had to spend more time telling students and trying to arouse their imagination so they produce good compositions or create good stories. Lack of time in the class for group activities meant that mutual respect among students was not fostered. Mutual respect promote task oriented support allowing for risk-taking and free sharing of ideas. Lack of such an environment meant creativity in the class was inhibited because among other things, there was lack of time to share what each had in their minds on the topic.

Promotion of Performance Goals

Promotion of performance goals is aided by mutual respect in a classroom Mutual respect was clearly evident in video 6 of the experiment class. Students clearly demonstrated a willingness to learn from each other and to learn together as they engaged on the internet. They were observed soliciting help from friends within and outside their groups. They were also seen sharing findings from their phones on the lesson.

Video 6 in the experimental class is seen with all of them actively participating in the activities of the lesson from start to finish. There were no incidences of disruption as the teacher would remind the students of their class phone policy at the beginning of each

lesson. She also gave five minutes at the end of each lesson to engage on their phones doing whatever they liked.

Results proved that when students are actively involved in a well-planned and well-paced lesson through the face-to-screen method, there was little chance of them diverting to something which was not task at hand. Which is in harmony with literature that smart phones in the classroom are only productive if the teacher plans well the lesson and pace it accordingly (Bonney, 2015). The face-to-screen method was able to take care of issues of lesson disruptions and misbehavior on the social media through making learners wholly engaged on tasks.

There was innovation in the way, for instance when students in some groups would record the presenter and compare him/her to a football commentator they were mimicking in their groups report backs in the experimental class. Video 3 in the experimental class showed high motivation and excitement. The lesson on a football match turned hilarious with students imitating sport commentators to the joy of their classmates. The variety of their presentations showed how performance goals were being promoted and learners focused on doing well on the task at hand.

Outcomes collaborated what students said in the posttest for attitude when they acknowledged that English composition lessons were exciting and that they liked learning using their phones. Mutual respect was evident as students did not laugh at each other for wrong answers but laughed with each other when humor was exhibited. Findings were in line with Educational psychology on mutual respect that it encourages risk-taking in participation and increases opportunity for discovery learning and problem solving. Both these are modern objectives for education (Pandey, 2017).

Findings confirmed that attitude and motivation were reflected in the social interactions of students during the process of learning in class. The fact that some students

were reluctant to participate in the control class was proof that the content of the lesson was not familiar to the students. It concurred with the theory of situated cognition on which this study is based that cognition takes place when learning is part of the reality of everyday life of the students (Brill, 2017). Everyday life experience was provided by the smart phone for the experimental class, they went on a virtual trip to the falls, every one of them. The control class was expected to conjure up images from their imagination of what the falls were all about.

Although it did not come out clearly in the videos, in the actual lessons, students showed that they had more skill in navigating around their phones than their teacher. However, the teacher gave them the opportunity to show what they could do in line with the lesson proving good social interactions between the teacher and the students. It concurred with findings earlier that age of teacher when integrating technology is an indicator for mutual respect between teacher and students. The teacher did not show evidence of feeling threatened by her students' knowledge, she encouraged it. Collaborating with research that smart phones encourage positive social relations between the teacher and the students (Test & Cornelius-white, 2013).

Evidence from the video clips showed that there was more social interactions of a positive nature with the screen-to-face method in the teaching of English composition than with the traditional method. The screen-to-face method fostered collaborative learning, friendship and mutual respect among students regardless of gender. Any method of teaching that improves motivation, collaboration and mutual respect between teacher and students and amongst students themselves is preferred for these aspects translate into better performance and output in any given classroom (Matthew, 2017; Mahdi, 2018).

Promotion of performance goals as classroom social interactions were very evident in the experimental class. Collaborating with research that they are a by-product of teacher

support and mutual respect (Hurst et al., 2013). The video findings complemented the statistical results of the posttest for the experimental class which showed a dramatic improvement in performance in English composition writing after the introduction of the screen-to-face method.

Throughout the six weeks of the experiment, students in the control class lacked opportunity for a well pronounced cooperative learning and mutual support. The limited group activities were not accorded enough time for the researchers to notice these. However, there were some who were seen participating and responding well to the teacher's questions in the lesson. The excitement for the lesson was not evident, students were quiet and listening to the teacher and responding to her questions. The finding echoed what students said about being unhappy and bored by English composition lessons.

It can thus be concluded from the findings that teacher support, mutual respect and promoting performance goals are social interactions that can take place simultaneously in the English composition class if the teacher used the face-to-screen method. These are said by research to be crucial to achievement by students in English composition writing at secondary school.

Teacher Perception of Smart Phones in the Classroom

Research Question Number Six: Do teachers perceive any potential for using smart phones in the teaching and learning of English composition writing?'

Data was collected from teachers through one-on-one interviews. The researcher used questions defined in the interview guide to get interview data. This data from interviews was transcribed for the development of common themes. Data at this stage of the study was therefore, qualitative and was done to complement the quantitative data.

First, the researcher needed to establish whether the school had technology tools to help participants integrate without having to look to smart phones in the first place. The face-to-face interviews with the subjects provided information to answer the question. The grand tour question in the interview opened the discussion towards answering research question one.

What technological tools are at your disposal at your school in the teaching of English composition writing for your class?

In the researcher's view, informed by the responses of the participants, the school had several technological tools but the teachers in the English department rarely used them for teaching English composition writing because of the numbers of computers in relation to that of students per class.

Technology Tools in Schools

TEACHER 1 acknowledged that as a department they did not have technological tools in the form of smart boards, projectors or computers for use in their teaching and learning activities. The school had computers in the library which were accessible to students but they were few. The actual number was twenty and the total enrolment of students in the school was 876. There were also 30 computers in the computer lab but those ones were for those doing computer studies as a course.

TEACHER 2 added a new dimension to the discussion, that the Arts departments did not own technological tools in the school:

Besides having computers, Mathematics, Science and Business departments have projectors which we can borrow and use if there is need or if the owners are not using them. The school also has an interactive board under the Business department which is also accessible to me on request. On this one, students can use memory sticks, they can Google and they can also scan documents. Its use is

difficult to be accessed by all students in my department and it's the only one in

the school.

The rest of the subjects echoed the same answers. However, TEACHER 5 said,

I use my smart phone to download information for my lessons and also to discuss

with some colleagues on composition writing teaching through social media, we

have a whatsApp group for some English language teachers in the district.

Findings were that technological tools were there in the school but in short supply given

the enrolment of 876 students in relation to 20 computers that were for all who used the

library. Thus, the student computer ratio was 1:44. That supported teacher reluctance to

integrate as research had it that student computer ratio is an important factor in the

integration of pedagogy and curriculum (Mustafa et al., 2014). The ideal situation is a 1:1

ratio which most schools in Africa may fail to attain (UNESCO, 2015).

In line with Tucker (2013) as well as Kale & Goh (2014), teachers cannot fully

integrate technology in their content for classroom activity if the hardware was not enough

for the students per class. The subjects' responses were proof that implementation of

technology in daily teaching and learning activities for composition writing lessons was to

a lesser extent at the school. Another element that emerged from the discussion was that

the Sciences, Math, Business and Geography departments had technological tools and the

English department had none.

A follow-up question to further probe how teachers were actually integrating

technology in the classroom was: *"How do you integrate technology with your content for

your composition writing class?"*

TEACHER 2: I am not very good with computers, I don't use them in my class. I

use technology to find information for my lessons when I am planning but don't

involve my students in it. I once used the interactive board but I discovered that I needed a lot of time to prepare so, I have since stopped.

TEACHER 2: I sometimes use PowerPoint to illustrate language usage and sometimes to show pictures in color. This is when need arises.

TEACHER 3: We have a whatsApp group for English teachers in the district so that's how I use technology to get latest information on teaching English at different levels. I also use my laptop to research on topics that l would be teaching that time. In the classroom, I don't use such technology.

TEACHER 4: Once in a while l assign my students to find information on internet. With the form ones it can be finding vocabulary for a particular theme in preparation for essay writing. Our internet sometimes is not reliable so I just teach without technology.

TEACHER 5: I have been putting to practice what I found on the net on lessons using the computer for my classes on lessons for composition writing and on vocabulary. It's this term that I have actually been teaching these things directly on the computer, but it takes time to prepare.

Findings from the discussions revealed that participants minimally integrated technology in the teaching and learning of English composition writing, because it took them a lot of time to prepare and availability of enough computers was a limiting factor. Only TEACHER 5 showed some positivity towards using technology on a more regular basis than the rest of the participants.

Further discussions to answer question one of the research questions brought out several themes. These were, the smart phone ban from schools, the place of smart phones in schools, smart phones and the teaching and learning of English composition writing and smart phones control and use by learners in schools.

Place of Smart Phones in the School

Teaching and learning in the 21st century imply integration with technology. Schools are supposed to have laptops or computers for integration (Graham, 2017). However, many schools in Zimbabwe were unable to provide sufficient machines for all the learners in schools, thus, the researcher's quest to find out if smart phones could be used in place of computers for integration in the learning and teaching of English composition. In response to the question about what the subjects thought about the ban on smart phones from schools, three of the subjects asked viewed the ban on smart phones as justified as students were generally believed not to use their phones for educational purposes but for social chats.

TEACHER 3 explained that the ban was valid to a greater extent especially in relation to disciplinary issues in the school. Students tended to visit undesirable sites like pornographic ones and may spend more time on these and social media than on school work which reduce time-on-task and output in terms of performance in examinations. The subject explained also that there were new crimes on the internet like internet kidnapping and students could be exposed to such dangers.

When asked if such knowledge was needed by smart phone users such as students, would it not be prudent for schools to allow phones so that students are taught responsible and proper use of these smart phones? TEACHER 3 said:

> While it is true that children spend most of their time in school and should be taught to become good adults from school, the issue of phones is a thorny area and needs control otherwise they can be of more harm than good if allowed in schools just like that.

Subjects agreed that the policy that banned smart phones from schools was well thought out and smart phones would be more of a distraction than a benefit to learning

environments like schools. TEACHER 2 explained that it was every teacher's aversion to have students in his/her class who had smart phones, smuggled or otherwise because naturally students would like to communicate with their friends even in that classroom. Phones were thought to be more enticing that a lesson on composition writing and lessons were not always what students would prefer given the applications on a phone.

Phones are tempting and students were definitely prone to wasting time with them rather than putting them to good learning use. The teacher's perception was invalidated by the findings in the social interactions in the experiment class during lessons. Students were observed glued to their phones doing class activity. The experiment teacher also said that she had no problems of disruptions during her lessons. Students kept their focus on the task and they performed highly in the posttest.

The above findings showed that teachers were in support of the existing ban of smart phones in schools because they were not aware of any way to make them productive in their composition lessons. They were exhibiting elements that show that they were not comfortable having phones in their classrooms (ICEF Monitor. 2017). The common thread that ran through the interview discussions were that students would be sneaking their way into social media during lessons. The fear that they would be tempted to cheat during examinations. TEACHER 3 actually said in response to the ban issue:

> Those kids are way ahead of us teachers in terms of using those phones they will cheat on us especially in exams and we will never get to know that we have been cheated. That's the problem, so it is better we stick to what we can control and still make them pass in the process.

It is an undeniable fact that the education sector stands to benefit much from technology. English composition writing was one area that research has shown that it can be radically enhanced and yield positive results in performance by students (AlTameemy,

2017). However, educationists in Zimbabwe seem to be in a dilemma in terms of accessing computers for schools and also making use of the smart phones that students already had in their pockets. Findings are that teachers are afraid of the unknown, they have never tried them yet they assume they would be disruptive.

The composition writing teachers who participated in this study agreed that smart phones had the requisite specs that make the teaching and learning of composition writing successful and that the output was promising in terms of results in examinations. She had experienced that it was possible to keep learners occupied on task when using smart phones for lessons and would not stray into forbidden cites.

Place of Smart Phones in the Classroom

The subjects of the interviews gave varied answers to the question, '*what do you think are the implications to your English composition class if students were allowed to bring smart phones to class?*' TEACHER 1 observed that it was undeniable that smart phones would be beneficial to the teaching and learning of composition writing. She argued that it would provide the gadget for integration that the school was failing to provide.

Asked to balance her response with the earlier argument that phones are disruptive, she said:

> You know, it's a double-edged sword. Smart phones have applications that do well in teaching and learning of composition writing that a vigilant and committed teacher can make use of to the benefit of the students. On the other hand if poorly managed no learning would take place.

TEACHER 1 went on to explain that smart phones had the potential to facilitate and enhance learning in composition writing and as an individual, given a choice she would be willing to try them for her class. English composition was the most difficult

paper for students and the exit examinations at O level and pass rate was generally low every academic year (ZIMSEC, 2016). TEACHER 1 believed that smart phones may help in covering performance lags in learners as they had an intrinsic ability to motivate learners. She emphasized that gap students may be helped if they were exposed to the smart phone as a learning tool in composition writing lessons as smart phones were familiar ground for most teenagers.

TEACHER 1's view of smart phones in terms of enhancing learning for gap students collaborated with some research findings on the use of smart phones for English learning (May, 2012). The ability through smart phones to provide a one-to-one access to technology was most beneficial in language classes where students learn many things about English language at the same time with high levels of achievement (Barnwell, 2016). TEACHER 1 however stressed that:

> The idea is not to allow students free access to their smart phones all the time. Individual teachers should have a way of controlling their use for lesson only. A way has to be found for profitable use only. We cannot let a device like a smart phone with such useful applications just go without tapping its advantages in our composition classes and others in the school, some form of control has to be found.

The positive attitude towards integrating the smart phone in the teaching of English composition in the classroom by TEACHER 1 was in agreement with literature that the younger the teacher the more receptive they are in the uptake with technology (Graham, 2017). From the demographic information, TEACHER 1 was 27 and could be classified as one of the Digital Natives therefore would feel comfortable using the phone in her classroom. However, even though she displayed confidence, this finding contradicted findings in the social interaction observation of videos. The teacher was observed as less versatile on the phone than her students. Which was attributed to the fact

that teenagers spend more time on the phone than any other demographic population such that the teacher not being in the group, could not compete with them (Digital Citizenship, 2010). However, mutual respect in the class allowed the teacher to give her students the leeway to have them teach her also on the phone.

As TEACHER 2 responded to the same question, the reaction revealed that she agreed with TEACHER 1 that smart phones would enhance learning in her composition writing class, she said,

> The smart phone will be helpful in composition writing especially in vocabulary, grammar and model compositions. I believe that smart phones support learning, even though I wouldn't know how to control my students so that they only stick to educational areas of the smart phone and not multi-task in the middle of lessons.

TEACHER 3 did not want the smart phone for her composition class as she thought that they would not help with her students' creativity in composition writing. She argued that students would spend more time on social media and not concentrate on the tasks for school work. She said that she was more comfortable with the way she had always taught her classes without technologies like smart phones.

This line of thinking concurred with research that the older generation of teachers were more comfortable with what they have always used and were more resistant to change especially with technology as they lacked efficacy, (Joyce-Gibbons et al., 2017). That was also compounded by the fact that the teacher completed training 17 years ago and had never upgraded herself and was experienced in using the same methods in the teaching of English composition at secondary school level. Literature stated that the older generation of teachers were more entrenched in their ways and found it difficult to adopt innovation and change (Tweed, 2013; Traxler, 2016).

TEACHER 3 was an examiner with ZIMSEC and she explained how in 2016 final examinations most rural students were disadvantaged by failure to understand meanings of particular games cited in the examination like the matador and his activities:

> Smart phones would help students see videos of such games, expose students to reality in other parts of the world as education has become global... the smart phone helps in leveling the ground for all students in terms of creativity and English composition writing especially by using virtual trips.

Findings were consistent with the video observations where the teacher labored to make students get a mental picture of what the Victoria Falls looked like. The visualization was meant to help them be creative as they would be writing their compositions. However, findings elsewhere in this research showed that students failed to perform in the control class because they could not reach the levels expected in English composition at secondary school. Teaching lacked congruency with students' experiences.

When TEACHER 4 responded to the question, the response showed that though he agreed that smart phones had valuable applications for learning, students could do without them and still score highly as the demands of the syllabus in English composition writing could be satisfied without the burden of fighting distractions inherent in smart phone presence in a classroom,

> With my very big class, I wouldn't want to have smart phones in it… control will be something else and very difficult, how would you make sure that all are on the same sights and doing things for the lesson… I'm afraid I can spend the greater part of the lesson reprimanding pupils instead of doing serious learning. Students can still score very highly without using their phones.

The respondent further explained why he was not very comfortable with smart phones in his English composition writing class:

Fifty is a big number when we look at resources to make integration possible for such a class. To begin with, there is no such number of computers in my school to carter for such a big class. And let's say there are, how will I supervise such a class and at the same time utilize my 35 minutes for productive learning considering that my students must sit for final examinations at O level?

The finding contradicted with earlier conclusions in the quantitative section that the screen-to-face method which made use of the smart phone made it easier to teach large classes. The teacher was not aware of that advantage of using a smart phone in English composition teaching with large classes. That was in line with research that teachers needed to be trained through in-service courses to be able to integrate smart phone in their lessons. (Varna, 2010).

This finding concurred with other researches which concluded that 21st century students spend most of their time on technology but their learning in schools was designed for the late 19th century especially in English language learning. John Dewey once said that if teachers teach today the same way they taught yesterday, they rob today's children of tomorrow (Oliva & Gordon, 2013). The teacher was indicating sticking to traditional methods for digital natives.

However, TEACHER 4's responses contradicted literature that technology adoption had very little to do with the teacher's age instead it depends more on exposure and experience (Kotrilik &Redmann, 2010; Bennet & Matron, 2010; Williams, 2016). TEACHER 4 had 21 years' experience and had a masters' degree in English language, therefore would be expected according to aforesaid literature to readily adopt and integrate innovation with smart phones in his class. However, the opposite attained, he would rather stick to the traditional methods. That proved that age had more influence on innovation than experience and exposure.

The statistical analysis of quantitative data showed that both classes, the control and the experimental performed poorly in the pretest before the introduction of the screen-to-face method. Findings statistically showed students' negative attitude towards composition writing. However, a dramatic improvement in performance in English composition writing took place in the posttest for the experimental class and the control class even went down in performance in the posttest.

These results were reflective of research and literature on the learning characteristics of Digital Natives that they learn and perform better with technology than without (Rhalmi, 2017). The overall failure rate in English composition writing in the school and in the country in ZIMSEC exit examinations at O Level may well find the answer in the ineffectiveness of traditional methods that teachers seem to want to stick to against evidence that today's student learn otherwise.

TEACHER 5 suggested that students should be allowed smart phones in composition classes but schools should employ a computer technician whose job would be to monitor cites and the general use of phones by students. The subject based her argument on the powerful effects of audio visual learning and teaching aids of which smart phones were part of that group, that these made composition writing more easily acquired as a skill and unlocked imagination which was a major ingredient in the area (UNESCO, 2015).

The finding collaborated with literature stating as common fears among teachers who want to adopt smart phones but were at a loss on the control aspect of the gadget in the classroom (Cubukcuoglu, 2013). That illustrated that a model was needed to help teachers who wanted to adopt smart phones to do so with success. A knowledge of applications available on the net like Classkick should be availed to teachers through in-

servicing and short courses for ready adoption (Awan, 2011). That would equip the teacher as a facilitator for the classroom activities with much efficacy.

TEACHER 5 though of the same generation as TEACHER 4 readily accepted the smart phone as a worthy innovation in the English composition class as opposed to her counterpart. Therefore, it can be concluded that it is true in some cases that experience and exposure help even older teachers to adopt technology for their classrooms (Williams, 2016).

Smart Phones and the Teaching of English Composition

In response to question 3 which said, '*Do you think students should be allowed to bring their smart phones to class for integration in English composition lessons?'* TEACHERS 1, 2, and 5 agreed that they would welcome a situation where they could have their students bringing smart phones to composition lessons. Teachers were of the opinion that students should be allowed to do their own research on their smart phones instead of being spoon fed by the teachers. TEACHER 2 further explained that:

> The school cannot at the moment afford a 1:1 student computer ratio
> therefore should allow them to bring their own phones to cover that gap.

TEACHERS 1,2, 4 and 5 argued that smart phones helped them with reality teaching, opening students' minds to things they have only heard of and being able to 'show ' them what they looked like. TEACHER 1 gave an example of descriptive compositions where students were required to describe for example desertification. Through their smart phones she said students could visit sites that show the process as a video and go on to describe prevention and restoration processes. That would help not only with the process but with the correct vocabulary to use. According to TEACHER 5

> Students may be asked to write about a fire, they may know descriptive words used
> in such a write-up but watching a video of a fire with firemen trying to put it out,

the sounds, the noise and the behavior of spectators. Those trapped and the rescue or perish of some, they would be better positioned to write better composition than when everything had to come from imagination.

TEACHER 1 was of the opinion that smart phones would go a long way in making teaching of English composition writing more lively and interesting for learners especially as smart phones came with applications like videos and cameras. That she said made students more visually creative in their composition writing.

Charts are outdated, we want to use live pictures but equipment is limited maybe allowing students to bring in their own phones and tablets would solve the tools issue because while we have no computers, the new curriculum has to be implemented with the very little we have.

Outcomes in this area showed that participants were aware of what applications the smart phones had and how they could be utilized in a composition writing class. They also viewed smart phones positively as teaching and learning tools for their classrooms. That tallied with advocates for 21st century education that Zimbabwe adopted through a new curriculum to say smart phones properly handled bring profitable integration to learning especially in the teaching of composition writing to secondary school students (Government.UK, 2015).

Findings agreed with literature that technology in the form of smart phones when properly adopted for the classroom helped students attain 21st century goals and objectives of education some of which were creativity, innovation, collaboration and problem solving (Barnwell, 2016). Smart phones ubiquity in today's societies should be the teacher's motivator to incorporate them in teaching and learning as ignoring them may bring more harm than good in performance.

Data from the quantitative part of the study collaborated with findings from the interviews when the face-to-screen method revolutionized both students' attitude and performance in English composition writing. The introduction of the smart phone made composition learning more real with video clips of places and ideas the teacher wanted to impart to unlock students' creative powers.

TEACHER 3 had a contrary view to smart phones in the English composition class. She argued that at that moment teachers had no concrete measures in place in the school to control the use of smart phones if students were allowed to bring them to class. She felt she would not be able to control use in her lesson and rob students of learning time. She thought if schools could afford laptops and computers, student should continue to learn their composition writing the traditional way.

> The numbers are too big. Imagine I have to meet 5 classes per day each with 50 students, it's quite difficult for me considering my limited knowledge on using smart phones for lessons. I am actually afraid they would be doing something else besides what I want them to do. So I would rather teach more seriously in the classroom the usual way to cover the syllabus.

The finding negated the popular belief that modern students thrive on multi-tasking, listening to music while seriously engaged with their homework or writing a composition, and switching between games (Barnwell, 2017; Lenhart, 2013). In other words, the idea was that students did not really needed intensive monitoring, they could learn while they engaged with the phone's other applications and still learn better than when they use traditional methods.

This conclusion further contradicted literature when it stated that Digital Natives' learning characteristics were different from yesterday's generation that did not have technology around them (Rhalmi, 2017). Traditional methods of charts, printed pages and

lectures were lost on today's student who was bombarded by sounds and moving pictures from dawn to dusk. The responses given by TEACHERS 3 and 4 proved why there was a high failure rate in the area of English composition in Zimbabwe; traditional methods of teaching without technology integration in modern generation classrooms.

However, the statements by TEACHER 3 collaborate with literature that teacher efficacy was an important determinant in the adoption of smart phones as integration tools in the English composition classroom (Traxler, 2016; Rockmore, 2011). The traditional classroom to which the majority of teachers have been trained to control, the teacher knows everything and is in control of all the activities which should follow a linear progression with the teacher in front doing a lot of talking (Donnelly, 2014). To move away to a new system that is inherent in technology adoption where there is more collaboration and student take greater control was not easy for most teachers.

TEACHER 5 agreed to the adoption of smart phones in the classroom but went on to observe that:

> Smart phones in class for composition lessons sound good but reality is that as teachers we have no measures in place to control them. Personally, I want them in my class for what they can do but I'm afraid they may cause a lot of distraction and I end up having wasted learning time.

The above observation tallies with what is in literature on smart phones and discipline in the classroom where the teacher may lose control of orderly progression of a lesson as is expected for real learning to take place (Kuznekoff et al., 2013). These findings agreed with research that failure to control smart phone use in the classroom affect time-on-task and impact negatively on output reflected by poor exit examinations results. Some teachers elsewhere have however successfully implemented use of smart phones for their classrooms and students have benefitted from such innovation (The

Nielson Company, 2016). It was very important to note that adoption of smart phones should be accompanied by a comprehensive method of control of the gadgets otherwise the intended goals may not be realized.

However, research also has found out that smart phones are a valuable assert that most parents in sub-Sahara Africa could afford and was already readily available in the classroom concealed in students' pockets and backpacks (UNICEF, 2015). They were also high in connectivity, more readily so than computers and laptops which encourages learning on the go and expand the composition class to embrace the outside world, increasing chances of collaborative learning, discovery learning and individualized learning (ELMO, 2012).

Recent findings were that smart phones were more and more affordable for the average person even for students in the secondary schools in Sub-Saharan Africa (Vikram, 2013). Findings indicated increase in internet access and with the advent of a variety of social media platforms, many students and adults found smart phones more versatile for use in communication, commerce and banking. Introducing them for the classroom would not require any effort as it would be just another extension use for them (UNICEF, 2015).

Findings from the interviews showed that teacher preparation programs in colleges and universities should make a paradigm shift to equip teachers with skills to teach through a variety of technological gadgets including the smart phone. Preparation would help teachers with ways of controlling the use of these smart phones during lessons and help them acquire much needed skills in maneuvering and navigating around the smart phone as a teaching tool (Vikram, 2013).

Teacher Efficacy in Smart Phone use in the Classroom

TEACHER 1, when responding to the question, *'Are there other issues that you would like to say about smart phones in the classroom in relation to teaching English*

*composition? S*tated that the issue of self confidence in the use of smart phones in the classroom with students was a hindrance as she felt inadequate because students knew more about phones than she did. The respondent stated:

Students spend most of their time on the phone and they know more about it that we teachers do. This affects our confidence and we tend to feel intimidated by this lack of knowledge though I don't see myself finding it difficult to adopt the smart phones in my English composition class. As a teacher I want to feel in control of whatever takes place in my class for me to really teach and make students learn.

The respondent was intimidated by the smart phone as a learning tool in her composition writing class although she still felt she needs them despite her lack of confidence in using them with students she believe to be more knowledgeable than she was. It showed that teacher efficacy was required for successful implementation of smart phones in the teaching of English composition. However, the findings tally with literature that lack of knowledge in the proper implementation of mobiles in the classroom does not make them less useful for integration in teaching and learning (Barnwell, 2016).

It can be observed that if this school had all its English composition teachers ready to adopt smart phones in their classrooms as TEACHER 1 intimated, without training, there would be a positive attitude to composition lessons as displayed by findings in the experiment where students in the experimental class performed better than those in the control class by a significant margin (Kiforoenos, & Ang'ondi, 2013).

TEACHER 2 cited that literacy no longer meant the ability to read and write only but in the 21st century meant also technological literacy. She explained that in the teaching of English composition writing, it was a great opportunity to teach students positive use of technology through their smart phones. She said;

When students know they can write better compositions and score very high if they use their phones on certain given sites, they would willingly do it and may even continue at home… how as school can we give students a complete and wholesome education that exclude the smart phones which have become so much fixed to our students' hands and lives? We therefore must incorporate them in our day to day teaching especially in English composition writing.

This indicated that some English composition teachers saw and accept the potential that smart phones had as teaching tools in their classrooms and were quite willing to have them and use them with their students. However, TEACHER 2 went on to explain that there was always the challenge of controlling their use so that students do not get carried away with other uses like social media and undesirable cites when they are supposed to be involved in a lesson or expected to be writing a composition.

Proper use of smart phones should be perceived as a life skill and as such the onus lay with schools to see to it that students acquire this life skill as it has become part of contemporary life (Zaib, 2016). TEACHER 2's response also collaborated findings in the social interactions of students in the experimental class. Mutual respect was shown through helping each other in accessing cites, sharing games and pictures for the lesson through other smart phone applications like 'share-it'. Cooperative learning was evident and students were participating and freely discussing during the lesson.

I believe this kind of technology can provide motivation and scaffold comprehension so that students can read harder texts… they can also get exposed to model compositions and ideas on how to write different types of composition with success. This in itself will improve grades and help them pass exit examinations.

With TEACHER 3, the issue raised was that smart phones widen the technology divide between urban and rural schools. She said that internet in Zimbabwe was generally found in urban areas and peri-urban areas. However she pointed out that it would not be fair to arrest innovation for the sake of the rural students;

> Let's allow those who have access and can afford to go on ahead, one day the rural students will also follow. There is need for urban schools to use what they have instead of crying for schools to provide computers in the classroom for lessons.

Here the respondent contradicted her earlier aversion to smart phones in the classroom when she clearly stated that she would rather not have the smart phone in her composition class. Findings are that the respondent knew the benefits of the smart phone to her class but would rather not take the risk. She proved to be one of those that literature describe as 'Laggards' in the uptake of technological innovation (Morris, 2018).

The finding concurred with recent research in Zimbabwe which revealed a serious shortage of computers in schools with some schools realizing a student: computer ratio of 1: 40! (ZIMSTAS, 2015). Which in effect support TEACHER 3's opinion that, bringing smart phones to the English composition class would enable a continuous and consistent use of technology without having to wait until such a time when schools can afford computers for each learners.

TEACHER 4's response had to do with a suggestion that composition writing teachers come up with a way to regulate the use of the phones and would govern their use in the classroom.

> There is too much temptation where the smart phone is concerned. It would be expecting too much from the students to think that they would adhere to the rules whatever they are. Children will always be children so it is better not to have the phone in the classroom at all because pass rate will be worse that what it is.

This finding was refuted by the finding in the experiment where students were adhering to their class policy and not disrupting lessons. The experiment teacher indicated that her lessons ran smoothly without students visiting the social media. TEACHER 4 was showing some consistence in his responses in terms of the place of smart phones in the classroom. There was evidence of the fear that the smart phone might not be able to improve performance but rather would make the situation worse. The finding collaborated with other findings elsewhere that teachers did not readily take on innovation if it is perceived as reducing output in terms of examination results (Digital Promise, 2014; Doug 2016).

TEACHER 4 went on to argue that teenagers had become so dependent on smart phones such that banning them makes them smuggle them into the classroom and then they really become a distraction instead of helping them through the English composition class to bring them legally and apply them profitably to their learning. Some teachers saw more benefit than harm where smart phones were concerned. However, TEACHER 5 was skeptical of the extent of the usefulness of smart phones as learning tools in the English composition class. He agreed that the applications were there and the potential was very great but continued to cite control challenges and stated that more harm than good would result.

TEACHER 5 argued that as long as teacher efficacy was lacking where using phones was concerned, then students would not get meaningful learning in the composition writing class. He said teachers in the English and other Arts departments were not as supported in the use of technology especially by administration; Administration should also help somehow to make it possible for us in the classroom but you find that there is more support for the science and math teachers in the school than for Arts subjects. The little equipment in the school are found in those departments. So in the

end we in English would tend to resort to our traditional way of teaching as long as our pass rate is high in the subject no one queries us on our methods.

The above findings contradict Hickson (2016) in Hannessy (2017) who found that there was no statistically significant relationship between teacher efficacy and incorporation of smart phone usage in the classroom. To the contrary, the view of teachers are that efficacy enhances integration of smart phones. Though teachers needed to be equipped with skills to implement smart phones well for teaching English composition that does not directly affect them in such a way that they could use these smart phones on their own to teach their classes (Hickson, 2016 in Hennessy, 2017). The experiment teacher taught successfully without prior training.

However research has found out that support for teachers from the Administration increases integration efforts by the teachers (Webb, 2011). Findings here show that Administration in the sample school viewed the Arts department as not in need of technological tools like sciences and Math Departments. That was found to be the reason why teachers were not cognizance of the link between the failure rates of their students in English composition writing to teaching methods that do not incorporate technology. The resultant shift from poor performance in composition writing to improved performance in a space of six weeks showed the impact of smart phone integration in the teaching of English composition which is an Art subject.

This tallied with Graham (2017)'s findings that whether students 'misuse' phones and go to other cites during lessons or even if their activities with the smart phone maybe perceived as disruptive, they would still be learning and benefiting from them. That was because English composition writing is about creativity, grammar and spellings which are actually enhanced by exposure in whatever way the smart phone is being used (The Nielson Company, 2016). Therefore, the finding was that with Administration support and

minimum knowledge of how the smart phone can be integrated, success is realized in the English composition class.

After the experiment, the researcher carried out a face-to-face interview with the experiment teacher to continue to respond again to the same research questions she responded to before the experiment with the rest of the teachers in the department. The discussion involved watching videos of the lessons she carried out with both the control and experimental classes. Each class was allocated one double period of seventy minutes per week for composition lessons out of the six language lessons per week for all the aspects of English language. The strategy employed for both classes was to use the double period for actual learning then use the prep period for writing compositions or give them the writing of the composition as homework.

The researcher asked the same questions on the interview guide that she responded to before the experiment. In response to the question: What can you say about the ban that is there in schools on smart phones? She stated that the ban could be justified because authorities thought teachers would find it difficult to control the use of phones once the lessons are over. However, it may not be the case:

During the experiment, first of all a smart phone policy was designed by both the teacher and the students and penalties agreed upon. You collected and kept students' phones after every lesson which was part of the policy. It was manageable because students adhered to policy so they would continue to use their smart phones. Control also meant constant movement during the lesson to check that all students were doing the same things and not diverting to something else.

This observation refutes what other teachers said about the blanket ban on smart phones from public schools. Findings are that there is a workable solution which she observed during the experiment. She presented the idea that the policy the students helped

to craft became a solution successful integration of learning using the smart phones for composition lessons in the classroom.

Findings were consistent with what psychologists say about student involvement in school governance as a way of evolving child friendly schools and increasing student welfare and performance (Exposito, 2015). The involvement of students in the crafting of the classroom smart phone policy made students develop ownership of the policy and a wish to see it functional. As a result, the teacher reported minimal problems with the students in the implementation of the face-to-screen method during the experiment (Akareem & Hossain, 2016).

Results annulled what the rest of the teachers said for they felt that they did not have strategies for controlling phones in the classroom. They felt that without a good strategy, smart phones would disrupt learning. On the other hand, research shows that policies that students help to design for their classrooms for phone use are more acceptable or enduring and can be adhered to by the students (Thomas, O'Bannon, & Bolton, 2013; Johnson, Adams, & Cummins, 2012).

The teacher was also in agreement with research that smart phones are progressively developing daily in their ubiquity and also in classroom friendly instructional features that teachers can no longer continue to encourage the ban that now exist in the country's schools (Johnson et al. 2012). She cited how, instead of relying completely on internet for connectivity for all the phones, her students discovered their own way of sharing the videos and cites needed for the lessons from the fast connecting phones. It helped her in the smooth running of lessons and minimized the slowing down of the pace of the lessons.

The video clips did show the students closely working together collaboratively showing enhanced social interactions during lessons. Findings collaborated with literature

that positive social interactions create healthy classroom environments which in turn promote better performance among students, proved by the experimental class when students were able to perform better than those in the control class yet to begin with there was no significant difference between the two classes in performance in English composition writing.

In response to the question: What was the impact to your English Composition class when your students were allowed to bring smart phones to class?

All the students were motivated, they were alert and excited to use their phones in class. The first day there was a lot of photo shooting even of notes from the board and from each other's exercise books. Close to three quarters of the class had never been to the Victoria Falls but after the virtual trip there, they wrote very good descriptive composition on a trip to the falls as if they had been there.

The teacher further explained that students were able to borrow proper descriptive words from the videos they watched when they wrote the compositions. She also noted increased student engagement besides the high motivation. The teacher's observation concurred with that of Norton (2015) who stated that the mere presence of a phone in the classroom has the ability to draw all students' attention. Now each one had their own smart phone and the teacher reported a very high level of motivation (Purcell, Heaps, Buchanan & Friedrich, 2013).

The same findings were reflected in the results of the attitude test in the quantitative phase of this study. Where students reported being bored, afraid, uneasy and a lack of excitement with English composition writing before the introduction of the screen-to-face method, the direct opposite happened after the experiment. The change in attitude inferred increase in motivation and translated into better performance by the students.

This was echoed by the students in their questionnaires on section C where they were required to make comments about their lessons after the experiment.

Questionnaire 34: I think when we have English composition writing we should have at least 2 hours or more.

Questionnaire 50: I fell so happy and it is exciting that I do not even want to miss the lesson. It's awesome.

The students echoed the same sentiments in the diaries they kept to respond to the lessons during the experiments:

Student 1: It was my first time to learn using a smart phone. I was very excited. I was very excited because experiencing this is fun.

Student 2: I used my phone to watch all the exciting videos of Victoria Falls. We took some selfies which were very nice and cool.

Student 3: It was a daydream experience. On my phone via YouTube I saw many activities that take place at Victoria Falls.

On being asked to compare the control class to the experimental class lessons, the teacher responded thus:

There was less creativity as students relied on the textbooks and newspaper articles to imagine the activities offered at the resort area. This affected their motivation, their performance in terms of error density was not improved much and the compositions they wrote were weak in terms of creativity. In the end they scored poorly in the compositions they wrote.

The teacher's observation collaborated with some of the students who commented thus in their questionnaires:

Questionnaire 3: Unlike writing what you totally do not know. I am enjoying lessons very much.

Questionnaire 6: I feel very excited because of this composition writing it improves my accuracy even in life I am now able to explain a topic.

Questionnaire 15: I feel as if I am experiencing the occasion, it's exciting

Questionnaire 14: I find it easier than before. Since we are using our phones, we can write what we see on our screen

In response to the question: Do you think students should be allowed to bring their smart phone to class for integration in English composition lessons? The teacher explained that it would be an ideal situation as most times students are difficult to teach composition as they find it boring. She even explained that it was also not interesting for her to teach composition writing. She confessed that she had got into the habit of just asking students to go and write composition on topics she would supply without really teaching the students first. She gave the reason for doing this as the fact that the students would not be attentive and lacked interest in the lessons.

With the experiment class, she explained that:

The smart phone would help to motivate them even to write the composition. I had less problems with the experiment class in terms of attention and interest in the lesson. The classroom policy did help to keep them on the task and not to venture into other sites during lessons.

The findings complemented Barnwell, (2016) who viewed the smart phone as a motivator in itself before it is integrated for lessons. He found out that when teachers try to have their presence during lessons, it would be observable that the smart phone will have the ability to draw students' attention. Therefore, if students are allowed to bring them to class, they could be a high level motivation.

The findings collaborated with those on students' attitude towards composition lessons and writing before and after the experiment. Students indicated very low and

negative attitude before the experiment and a highly positive attitude after the experiment. The introduction of the smart phone for the implementation of the face-to-screen method created a conducive learning environment by motivating students and changing their attitude towards composition writing. Therefore, the face-to-screen method when used with English composition writing, foster motivation and learning. This finding tallied with research by Thomas et al. (2013) in the US whose findings effected teachers in the US to re-evaluating the smart phone ban in some counties in 2013.

On being questioned whether the fact that both she and her students found English composition boring, did it not affect her teaching in the control class during the experiment? The teacher responded by saying that her curiosity was aroused and she also wanted to see if the smart phone was really going to differentiate the students in their performance if she really taught earnestly despite the fact that still the students were not as motivated. Another follow-up question was if she thought the experiment differentiated the students? The teacher was quick to say that it did. That those in the experiment class showed their motivation by being always in class during the lesson while those in the control would ask to be excused for the toilet more frequently or would not show enthusiasm in the lessons.

The conclusions negated literature which says that the teacher loose motivation when they teach less motivated students especially when these are streamed (Butler & Weir, 2013; Johnston & Wildy 2016). Here the teacher said because she was involved in an experiment, her curiosity of the results helped to sustain her in the six weeks, teaching one highly motivated class and one not so very motivated. The constant presence of the researcher and the discussions soon after each lesson all the time were sighted by the teacher as incentives to teach her best in both classes.

In response to the question: *Are there other issues that you would like to say about smart phones in the classroom in relation to teaching English composition?* The teacher answered that she found it fun and invigorating to teach a highly motivated class because of the presence of smart phones in her class. She however lamented the effect of the diversity of the phones in terms of their make when it came to connectivity:

The good part of it was that when some students' phones had problems with connectivity or they were taking too long to connect, students made use of applications like 'share it' and would send each other the videos that they needed to use or the games to be played. It also saved time for note copying, instead students would photograph the notes for later use.

The findings agreed with the study by Sung, Chang & ChienLui (2016) that the smart phone has a lot of applications that can be utilized for the classroom to the benefit of students. They also explain that there is no time in the classroom that a smart phone cannot be used profitably because of its make or size. The smart phone being a device that teenagers were more accustomed to and like so much, helped in motivating the class towards composition lessons and writing with integrated for the face-to-screen method.

The teacher went on to suggest that schools instead of trying to buy desk tops or laptops for student learning, they should buy smart phones. This observation was collaborated by literature that smart phone content can be controlled to take care of disruptions during lessons and there was a known software that help teachers to control all phones at the same time during a lesson called Classkick (Classckick, 2015).

Involvement in the study made the experiment teacher curious enough to visit the net and search on her own related literature on teaching English composition with smart phone mediation. This was evidenced by her suggestions on content control on smart phones and that schools could provide the phones as a cheaper and affordable way of

making technology integration in education possible in these difficult economic times in Zimbabwe.

In response to the question on how the teacher would evaluate her lessons with the experiment class, she had this to say:

The very first lesson showed me that using the smart phone needs a lot of preparation before the lesson itself, but it is a fine way of teaching. All the students were alert and concentrated on their phones. It has changed my belief that it does not work well with big classes, actually it helps with big classes.

This finding was consistent with Barnwell (2016) who found out that with smart phones it was easy to engage big classes and get the concept across especially if they are made to do their work in groups. This collaborated with one of the theories on which this study was based, the theory of socially shared cognition which posits that cognition happens in a group of collaborative learners (Brill, 2017). This was why the teacher noticed high levels of collaboration as students helped each other with connectivity issues and also issues of battery failures. The finding that there was a significant rise in performance by the experimental class at the end of the experiment was a reflection of cognition that had taken place and students were able to reproduce it in the form of good English composition.

A follow-up question on what her first lesson she alluded to was about and how she would rate her students' participation:

The first lesson was a make-belief of a family on holiday at a resort of their choice, so it was a group work. They obviously enjoyed themselves taking each other's photos and creating a story of the holiday. Creativity was seen in the way the students presented features around the school as hotels, parks and such areas to make their 'holidays' believable. Group reports were actually a hilarious affair.

Findings agree with a study by Bae and Kim (2014) who found out that smart phones when integrated for English teaching help create an effective and conducive environment for creativity and learning. Collaboration, problem solving and teamwork were said to be the products. These were evident in the experimental class as was explained by the teacher and could be seen in the videos of the lessons. Screen-to-face method of teaching English composition writing was in line with the theory of socially shared cognition as performance indicated a grasp of concepts.

The experiment teacher strongly recommended the screen-to-face method in the teaching of English composition writing at secondary school level. She suggested that teachers of English composition should adopt the method for the curriculum to meet 21st century demands that encourage the use of internet mobile devices like smart phones because of their latent applications as learning tools for the classroom (Sung et al., 2016). The recommendations she made are a result of the experience she had gone through with the experiment class where prior to the exercise she did not think it was applicable to use smart phones in a lesson though she acknowledged their latent potential.

Looking at videos 3 and 6, the teacher commented that there was more individualized learning with the face-to-screen method than in the control class using the usual traditional methods of teaching. The aspect of individualized learning concurred with the other theory that buttress this study. The theory of Distributed cognition. The theory posits that cognition is the collaboration of different shared resources that include tools, artifacts and language Hutchings in Brill (2017). This is where each student collaborates with the smart phone as a tool and share with it through a language shared between the individual and the phone in the quest for knowledge.

The teacher's observations also collaborated with those of some the students as reflected in their questionnaires.

Questionnaire7: Sometimes (composition lessons) are boring but the phones help by showing videos of the places.

When asked to make a comparison of the participation of students in the control class with that of those in the experiment class, the teacher lamented the effort she had to make with the control class to get them to participate and focus on the composition lessons. The class was not as motivated as their counterparts in the experiment class and this affected their ability to grasp the concepts taught and it reflected on their output in the compositions they produced.

The findings were in line with literature that the present day classroom activities are happening in the 21st century but designed for the 19th century learners (Hall, 2018). The old age traditional method failed to motivate them to enjoy the lesson. Students learn better if they are familiar with the way they are learning, abstract information is not easily grasped especially if it is boring to the learners.

The same observation was reflected in the third theory that informed this study, the theory of situated cognition theory that learning should be by doing, getting knowledge through practical engagement for real life situations (Brown, Collins & Duguid quoted in Brill, 2017). According to this theory, the smart phone has become part of modern life and culture and also a part of the context of the students' daily lives. Thus, it should be part of school life for knowledge acquisition in schools to be relevant to the learners.

In summary, below is a detailed step-by-step process of implementing the face-to-screen method of teaching English composition writing.

Step 1: The teacher has to first come up with a class phone policy with the help of the students themselves. Involvement of students would ensure ownership of the policy by the students which would translate into a voluntary adherence to the policy by the same students (Oni & Adetoro, 2015)

Step 2. The formulation of lesson objectives, content and experiences that involve the web will not involve the students, these are teacher activities. However, they will be informed by the class phone policy. When both the students and the teacher know what is expected of them in the use of their phones, it would give the teacher the flexibility and freedom to select learning materials that benefit the learners without fear of disruptions and untoward behavior on the part of the students (Mati, Gatumu & Chandi, 2016).

Step 3. Introduction: The teacher introduces the topic while the phones are in the security box. He/she follows the conventional way of introducing lesson topics.

Step 4. Lesson Development: students take their phones and log onto the site given by the teacher. There is class discussion of what they are to do with a question and answer session on the concept to be learnt.

Step 5. Students break into groups of their choice. They do the group activity. The teacher allows students to mingle as they see fit in the process of doing the group activities. Students are allowed to navigate to other sites they discover on their own on the same activities being done in the lesson. Groups would report back to the rest of the class and the class discuss reports from groups.

Step 6. Conclusion. Phones are shut down and returned to their security box. The lesson is concluded by highlighting major concepts learnt. A homework is given or students are asked to write a composition as a sit-in exercise.

This total involvement by all the students all at once foster freedom and absence of anxiety and fear for both the students and the teacher. This translates into pronounced creativity. This is in line with research findings that where students have ownership of rules and regulations in schools, individualized and collaborative learning are fostered as well as an intrinsic motivation to perform better (Jeruto & Kiprop, 2011; Mati et al, 2016).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the problem of the study, the research methodology and give a summary of the findings, the conclusions as well as the recommendations ensuing from the findings of the study. Recommendations for further study are also suggested.

Summary of the Study

The purpose of this study was to investigate the effect of the face -to- screen method of teaching composition writing on form two students in Gweru, Zimbabwe. This is a smart phone integrated approach to teaching English composition writing.

The study was informed by three theories, situated cognition, distributed cognition and socially shared cognition. Situated cognition was advanced by Brown, Collins and Duguid in 1989 (Brill, 2017). The theory is based on the premise of learning by doing, where the learning environment is a replica of reality.

Distributed cognition propounded by Hutchins in 1995 (Helsper & Eynon, 2010) complements the situated cognition by adding that cognition is a combination of knowledge, tools and artifacts. In other words cognition takes place in the process of manipulation of these three. Socially shared cognition espoused by Kumar in 1996 (Brill, 2017). The theory adds that the environment in which learning takes place is pivotal for practical cognition rather than abstract cognitive processes. These three theories fall under socio-constructivism that advocate for computer mediated approach to education.

A mixed method approach which involved a quasi-experimental method was chosen for the study. Questionnaires were administered to form two students before and after the experiment for the sampled control and experimental classes. The two

groups also wrote a pretest and a posttest before and after the experiment to establish homogeneity. The experimental class also kept diaries to take note of their feeling in each lesson during the experiment. Video recordings of the lessons were done for both the experimental and the control classes. Teachers of English composition writing in the experiment school were face-to-face interviewed as part of the study. The semi-structured interview guides and questionnaires were validated by supervisors in the department of educational Administration, Curriculum and Teaching at UEAB.

Both the experimental and control classes were taught by the same teacher during the experiment. English composition writing was taught blended with smart phones in the experimental class and in the control class on conventional methods without the smart phones were used. The variables under observations were attitude to English composition writing and performance in English composition writing.

Summary of Findings

1. Students had a negative attitude towards English composition writing before the experiment.

2. There is a significant difference in attitude towards English composition writing between the control class and experimental class.

3. There is a significant difference in performance in English composition writing between the control class and experimental class.

4. There is no interactive effect of gender and method when using the face-to-screen method in teaching English composition writing. Students perform better in English composition writing when using the face-to-screen method whether they are male or female

5. There is more positive social interaction like mutual respect, task related support and collaboration when using the face-to-screen method of teaching English composition writing.

6. Teachers perceived smart phones as potential tools in the teaching of English composition writing at secondary school level.

Conclusions

The research findings led to the following conclusions:

1. Students in both the experimental and control classes had a negative attitude towards composition writing before the experiment.

2. Students who underwent the experiment displayed an attitude towards English composition that significantly differed from that of those in the control class after the experiment. While the control class was still negative, for the experiment class, the face -to- screen method caused a dramatic attitude change to positivity.

3. The experiment class performed significantly better than the control class showing that students perform better in English composition writing when taught using the -face to- screen method.

4. The face -to- screen method is a gender neutral method. Students' performance improved in the posttest irrespective of whether they were male or female.

5. The face -to- screen method of teaching English composition writing improves social interactions among students and between the students and the teacher during English composition writing lessons.

6. Teachers generally viewed the smart phones as favorable for integration in English composition writing lessons. They agreed that properly incorporated, they are more user-friendly than desk top computers and laptops due to their ready connectivity and portability.

Recommendations

The following are the major recommendations that the researcher suggests as a result of the study.

1. The face -to- screen method be used in the teaching and learning of English composition writing at form two level.

2. In-servicing teachers on how to successfully integrate smart phones in the teaching and learning of English composition writing through the face-to-screen method.

3. Training of teachers on how to monitor all phones in a lesson to avoid disruptions through applications on internet like Classkick.

4. A re-evaluation of the ban on smart phones in public secondary schools as teachers perceived the smart phone as a potential tool for the teaching and learning of English composition writing.

Recommendations for Further Study

1. The study employed the mixed method approach. Replication of the same study may be done qualitatively only in order to unearth more on smart phone use in the classroom for better performance.

2. The positive effects of the face-to-screen method in English composition writing teaching on performance, motivation and social interactions should be tested on other aspects of English language teaching like grammar and reading.

3. The study can be replicated with smart phones of the same models, phone content control and Classkick application.

4. The study to be replicated using a longer period of study instead of six weeks only.

5. Further experiments be done using different models of digital technology in the classroom to test attitude and effect on other areas of teaching English namely reading, grammar and language acquisition

6. Investigations be carried out to find ways of using cloud technology for the classroom.

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APPENDICES

Appendix A: Semi-Structured Interview Schedule

Smart phone as integration tool for composition teaching and learning

i)   What can you say about the ban that is there in schools on smart phones?

ii)   What do you think are the implications to your English Composition class if students are allowed to bring smart phones to class?

iii)   Do you think students should be allowed to bring their smart phone to class for integration in English composition lessons? Explain your answer.

iv)   Are there other issues that you would like to say about smart phones in the classroom in relation to teaching English composition?

Appendix B: Questionnaire for Students

Do not write your name anywhere in the questionnaire. My name is Alice Dhliwayo, a PhD student at the University of Eastern Africa Baraton, Kenya who is conducting a study entitled **Effect of 'screen-to-face' method of teaching on secondary school students' performance and affective learning in English composition writing in Gweru district, Zimbabwe.** I am humbly requesting you to fill in the questionnaire below. This study is purely academic and all the information gathered will be treated with utmost confidentiality and will be used only for this study. Thank you for your time.

Section A: Demographic information (tick your response)

Age: Below 14 ( ) 14 ( ) 15( ) above 15 ( )

Gender: Male ( ) Female ( )

Section B

On the scale given below of 1 – 4, please rate your attitude to using the smart phone for your composition lessons. Tick the appropriate box. 4 Strongly Agree; 3Agree; 2 Disagree; 1Strongly Disagree

Student attitude to using phone for composition learning	4	3	2	1
1	I enjoy composition lessons				
2	Composition writing is exciting				
3	I am afraid of English composition writing.				
4	I am bored by composition lessons most of the time				
5	I look forward to doing composition lessons				
6	I enjoy doing composition homework				
7	Composition writing make me feel uneasy				
8	I feel confused and unhappy when writing composition lessons				
9	Learning composition is interesting and fun				
10	I am never absent for my composition lessons				

Section C

What else can you say about the way you feel about your composition writing lessons?

Appendix C Reliability

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I enjoy composition writing	21.74	26.375	.674	.728
Composition writing is exciting	21.76	27.030	.519	.747
*I am afraid of english composition writing	21.37	31.927	.076	.803
*I am bored by composition lessons most of the time	21.59	26.114	.706	.724
I look forward to doing composition lessons	22.67	28.002	.527	.748
I enjoy doing composition homework	21.91	27.148	.398	.767
*Composition writing make me feel uneasy	22.00	25.422	.598	.734
*I feel confused and unhappy when writing composition lessons	22.26	28.642	.384	.765
Learning composition is interesting and fun	21.85	28.887	.424	.760
I am always present for my composition lessons	20.41	32.070	.184	.782

Appendix D: Lesson plans

FLETCHER HIGH SCHOOL

PER SCIENTIAM AD VIRTUTEM

ENGLISH LANGUAGE DEPARTMENT

NAME OF TEACHER: DHLIWAYO ALICE

EC NO.: 0349222N

SCHEME-CUM-PLAN FORM: 2

LEVEL: ZJC

TIME : 2 BY 35 MINUTE LESSONS PER WEEK

GENERAL AIMS

- To enable pupils to express themselves creatively and in imaginative writing,

- To enable pupils to write coherent and vivid introductions,

- To further develop pupils` linguistic knowledge and skills ,

- To develop reading skills that motivate pupils to develop a life –long reading habit for enjoyment and knowledge,

- To provide enjoyment and intellectual stimulation,

- To develop the ability to use English effectively for purposes of practical communication.

TEXTBOOKS

RECCOMMENDED: Step ahead 2

SUPPLIMENTARY TEXT

- Focus on English 2

- Structures and skills 2

- Past examination papers

- Newspaper articles

- Library novels

Week 1

Topic/ Content: A photo for Santa

Objectives Learners should be able to:	Methodology/ Activities/ Assumed Knowledge	Competencies/ crosscutting skills	Source/ Media	Evaluation
Write a pretest composition test, topic: The Day I will never Forget. **With phones & Control** Make a class phone policy for the next 6weeks. Create a story In pictures and captions of a holidaying family. **HOMEWORK** Composition: A holiday to remember.	**With phones** Make a class phone policy. Stick the policy in ex books. Discuss holiday areas they know. Class discussion on what happens when families go on holiday. Group work: going out for photo-shoot of the holiday. Groups' report backs. **Control** Discuss in groups a make-belief holiday in family groups of 5 outside the class. Groups' report backs	Critical thinking Creativity Problem solving	Step Ahead bk2 P9 Syllabus p10 - 11	

Week 2

Topic/Content: A trip to Victoria Falls

Objectives: Learners should be able to:	Methodology/Activities/Assumed knowledge	Competencies/ Cross cutting skills	Source/ media	Evaluation
With phones and without -tour the Victoria Falls with a guide -discuss major aspects of the falls **Control** -Read adverts from newspapers advertising the Victoria Falls -discuss major aspects of the Victoria Falls.	<u>Assumed knowledge</u> Pupils know about going on school trips, also about the existence of the Victoria Falls **With phones** -put phones on internet -class discussion on places of tourist attraction in Zimbabwe -Virtual touring of the Falls in groups http://www.airpano.com/360Degrees-VirtualTour.php?3D=Victoria-Falls-Tour-Zambia-Zimbabwe -discussing highlights of the falls from the tour guide Control -class discussion on tourist areas in Zimbabwe -looking at various pictures of the falls -reading adverts on the activities in groups Composition writing **Without phones** Pls to say what the falls look like Tr asks pls to say what they see in the t/bk about the falls Group discussions on activities at the fall using given pictures Groups report Composition writing	Critical thinking Observation Teamwork	Syllabus p 11 Step Ahead bk 2 p12-15 Smart phone Newspapers White board pictures	

Week 3

Topic/ content: A football Match

Objectives Learners shld be able to:	Methodology/ Activities/ Assumed Knowledge	Competencies/ cross-cutting skills	Source/Media	Evaluation
Describe a football match they saw. Identify descriptive words that go with football games. Create adverts for an upcoming match. Mimic a football presenter	**With Phones** List types of games that people compete in Discussion of teams that are popular in soccer. Discussions in groups on events at a soccer match. Students log on to the internet. http://www.youtube.com/watch?v=b4dWBdRH2EI Watching a soccer match In groups, advertising an upcoming match Class report backs with mimics of presenters Class listing appropriate words associated with soccer matches **Control** Discussing events at a soccer match Mimicking soccer presenters Listing words for soccer Written work: composition- A match I enjoyed.	Team work Observation problem solving creativity	Step Ahead bk2 Syll p13 Charts Pictures of footballers	

Week 4

Topic/content: Garbage control in cities and towns

Objectives Learners should be able to:	Methodology/Activities/Assumed Knowledge	Competencies/ cross cutting skills	Source/ Media	Evaluation
Define garbage Discuss garbage control in the school List solutions for garbage control Drawing the sewage cycle and its uses in the community	**With phones** Class discussion on what garbage is. Going outside to tour a sections of the school and note how garbage is controlled In groups come up with solutions for control in Gweru town. Watch a video with a commentator on garbage control in a city: https//www.youtube.com/watch?V YL7w14RQAyo Discussing in groups waste management and give suggestions for their town **Control** Looking at pictures of garbage problems in towns and cities Discussing solutions to garbage issues Reading about waste management from a newspaper Discussing solutions to waste management in their town Composition writing: Waste management problems in towns and cities.	Problem solving Critical thinking Team work	Step Ahead bk2 Newspa per cutting	

Week 5

Topic/content: Games

Objectives Learners should be able to:	Methodology/Activities/Assumed knowledge	Competencies/ cross cutting skills	Source/Media	Evaluation
Identify importance of choosing good games. Listings games they play Choosing games to play in groups	**With phones** Listing games students play in their spare time Discussing importance of good games to school work Choosing games in groups Discussing and reporting to class benefits of chosen games Log to the net: choose and play games in groups of six Report to class how the game is played **Without phones** Listing games learners play Discussing benefits of such games Playing games of choice in groups of six **Written work**: Describe a game you like to play and its educational benefits.	Team work Creativity Critical thinking Manipulation	Structures and skills bk 2 Syll p13-14	

Week 6

Topic/content: News Reporting: Inauguration of the new President

Objectives Learners should be able to:	Methodology/Activities/Assumed Knowledge	Competencies / Cross cutting skills	Source/ Media	Evaluation
Differentiate a newspaper article and a composition. Comparing newspaper reports Listing appropriate language when reporting	**With Phones** Discussing events that are reported in newspapers Comparing the same story from two newspapers Discussing events as reported in the newspapers on president's inauguration Watching the inauguration on you tube as it happened. Groups pretend to gather news fro reporting. **Without phones** Discussing events that are reported in newspapers Comparing the same story from two newspapers Discussing events as reported in the newspapers on president's inauguration **Writing exercise**: Report- the Inauguration of the President of Zimbabwe	Team work Critical thinking Creativity	English today bk2 Newspaper cuttings	

Appendix E: Class Phone Policy

FLETCHER HIGH SCHOOL

FORM 2W CLASS PHONE POLICY

TERM 1 2018

1. All phones to be submitted to Mrs Dhliwayo on arrival into the school.
2. All phones to be charged in Mrs Dhliwayo's office at 4pm the day before the lesson.
3. All internet vouchers to be collected from the computer lab at 4pm the day before the lesson.
4. There shall be no visiting of social sites during the lesson.
5. No navigation to other cites or viewing of any other content not given by the teacher during lessons unless permitted by the teacher.
6. All requests to phone home to be done between 4 to 5 pm on Tuesdays and Fridays.
7. All phones to be surrendered to Mrs Dhliwayo soon after the lesson before she leaves the classroom.

NB

Those who do will be grounded by being banned from using their phones for two consecutive lessons.

This copy should be kept pasted on the inside cover of your English composition exercise book.

Appendix F: Marking Guide

ZIMBABWE

SCHOOL EXAMINATIONS COUNCIL

(ZIMSEC)

ZIMBABWE GENERAL CERTIFICATE OF EDUCATION

(ZGCE)

For Examination in June/November 2013 – 2017

O-Level Syllabus

ENGLISH LANGUAGE (1122)

Subject 1122. ENGLISH LANGUAGE

AIMS

The aims of the syllabus are to:

3.1 promote in pupils an awareness of

3.1.1 The usefulness of the English Language as a medium of national and

International communication;

3.1.2 The value of effective language command and use for personal and

National development.

3.2 develop reading abilities and skills that

3.2.1 are useful for everyday life such as reading instructions, newspapers,

reports;

3.2.2 are essential for reading books on various subjects across the curriculum,

Including appropriate techniques for intensive and extensive reading such

As skimming and scanning;

3.2.3 Will motivate pupils to develop a lifelong reading habit for enjoyment and

Knowledge.

3.3 provide the opportunity for pupils to obtain sufficient understanding

And knowledge of the English Language in order to

3.3.1 Become effective users of English in a place of work;

3.3.2 Communicate effectively in both spoken and written English in different

Situations and registers;

3.3.3 Write different kinds of letters, notes and reports;

3.3.4 Express themselves creatively in imaginative writing.

4.0 ASSESSMENT OBJECTIVES

NOTE: Assessment objectives outline the skills which may be assessed by public

Examinations. However, teachers should not limit themselves to these

Objectives. They should use the aims above to derive the language skills

to be developed throughout the four – year course.

COMPOSITION (FREE AND GUIDED)

By the end of the two-year course, pupils should be able to:

- Use grammatical conventions accurately,

- Construct good sentences,

- Spell and punctuate correctly,

- Apply a wide range of vocabulary,

- Write on any given topic,

- Organize work in a structured manner,

- Use a style appropriate to a specific piece of writing,

- Write free and guided compositions.

- Out of 20 (15 marks for error density and 5 marks sequencing).

Symbol	Description
A	Excellent English. Interesting, well-organized, fluent, thought-provoking, appropriate vocabulary, mechanically sound,i.e. grammar,

	spelling, sentence construction and punctuation.
B	Good English containing many of the qualities of an A grade essay. There are some minor mechanical errors in spelling and grammar for example.
C	A passable essay. It is either mechanically sound but unimaginative and uninteresting, or weak in content and expression.
D	A fail symbol. It contains too many basic errors in grammar and spelling and it is often off the point.

4.2 Writing skills

At the Ordinary Level examination, candidates should be able to:

4.2.1 Write a continuous narrative, an argument and a piece of descriptive or

Informative writing such as that of a process, of a character, a scene or of

An event;

4.2.2 Write letters, both formal and informal, and a report from notes, diagrams,

Statistical data, pictures;

4.2.3 Write in a style and register appropriate to the subject matter, displaying a

Range of vocabulary and idiom appropriate to that subject matter;

4.2.4 Make general points and exemplify them;

4.2.5 Organize their work satisfactorily into paragraphs and show a sense of

Cohesion /coherence within paragraphs;

4.2.6 Show an awareness of discourse markers that include 'however',

'Moreover', 'on the other hand', 'first', 'thus';

4.2.7 Write with grammatical accuracy, spell accurately and punctuate their work

Correctly. In particular, in punctuation, they should be able to mark

Sentence boundaries and direct speech.

Appendix G: Sample of Students' Qualitative Responses

Section C

What else can you say about the way you feel about your composition writing lessons?

About my composition writing lessons, I feel very happy because when
using phones, I gain more new words to write my composition

Section C

What else can you say about the way you feel about your composition writing lessons?

Literally, composition writing is all about experience, a portable
reason why We use smartphones, therefore I feel as if experiencing
the occasion, its exciting.

Section C

What else can you say about the way you feel about your composition writing lessons?

I find it more easier than before. Since we use our phones, we can
write what we see on our screen unlike writting what you totally do not
know. I am enjoying lessons very much.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel happy using the smart phone for composition writting. I can say that it won't be hard for us to write composition because if you feel confused you can research using your smart phone.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel so composition when writting composition I feel so unhappy and little composition is little enjoyable.

Section C

What else can you say about the way you feel about your composition writing lessons?

I hate them, their boring at least have it once a term thats better, their completely boring. They confuse me and takes tym to think abt them & their too many pages to be written

Section C

What else can you say about the way you feel about your composition writing lessons?

When I am writing a composition I run out of points and board when writting it and also so scared.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel confused, unhappy and like a failer. Sometimes I feel like I want to die because its hard.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel bored when writting composition lessons I feel tired when ever I writting composition lessens

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel bored when I am wr

I feel bored about my camposition writing lessons, sometime

I even suggest to my self if there was

no composition writt writing.

Section C

What else can you say about the way you feel about your composition writing lessons?

The lessons are very boring sometimes I often feel dreary

Section C

What else can you say about the way you feel about your composition writing lessons?

Very boring because you will be needing the

time to think about the events and how to

express them,

Section C

What else can you say about the way you feel about your composition writing lessons?

When writing for composition lesson I feel bore and uneasy. Composition is difficult to understand

Section C

What else can you say about the way you feel about your composition writing lessons?

When writing my composition sometimes I feel sleepy and tired becos it may be a boring composition.

Section C

What else can you say about the way you feel about your composition writing lessons?

The way I felt about composition writing, I feel bad and tired but most of the time I fell asleep in composition lessons.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel uncomfatble and confused.
I am also bored with the lesson.

Section C

What else can you say about the way you feel about your composition writing lessons?

I feel confused and uneasy when writing my
composition.

Section C

What else can you say about the way you feel about your composition writing lessons?

When am writing a composition a feel confused and
off topic and am bored by doing them

Section C

What else can you say about the way you feel about your composition writing lessons?

About my composition lesson I don't even like to write these essays and they consider too much thinking and this makes me feel uneasy

16/01/18

How I felt during this practical lesson

I felt quite ashamed because of the way my group and I performed about the trip we took as a family to Victoria Falls.

25/01/18

What an amazing tour! I felt like I really was at the Vic Falls with this fresh breeze that hallowed amongst us. I felt really free and over the moon. It was quite an experience.

31/01/18

Well, it was also quite an experience because I normally don't watch soccer matches at home but today I watched it visually on my smartphone. Soccer matches aren't that boring to watch all it takes is for one to understand the game and enjoy it as I did today.

07/02/18

I felt really responsible. We learnt about waste management in my school and learnt that litter should be thrown in a bin for recycling for future use, I felt really responsible because I am also one

DIARY: HOW I FEEL DURING MY ENGLISH LESSONS

16-01-18 _A virtual trip to Victoria Falls 1_

It was my first time to learn using a smart phone. I was very excited because experiencing this was fun. We learnt about Victoria Falls. We saw some videos about the falls so that we would be able to write our descriptive compositions. It was an advantage to me because I was able to describe the looks of Victoria falls although I've never been there.

25-01-18 _A virtual trip to Victoria Falls 2_

I felt as if I was in Victoria falls. Being able to see the activities done there.

31-01-18 _A soccer match_

I saw how they advertise soccer and how it is played. The thrill of watching the winning team made me anxious in the whole lesson

7-02-18 _Waste disposal management_

I learnt how they manage to recycle human waste to water. I felt educated since I had never known this process at all.

-02-18 I learnt how to report information as the reporters in the newspapers do. I felt happy about pretending to be a reporter and trying to report some news.

16/01/18   9tet

How I felt about my composition

The day we had our activity I was very so excited because I really enjoyed the lesson.

I used my phone to watch all the exciting videos of the Victoria Falls He took some selpies which were very nice and cool.

25.01.18 A virtual trip to Victoria Falls
I felt as if I was there at Victoria Falls. Seing activities done there.

31.01.18 A soccer match
I saw how they play and advertise soccer and players needed in one game.

07.02.18 Waste disposal management
I learnt how they manage to recycle waste to the water.

15.02.18 I learnt how to report information as the reporter in the newspapers. I of was happy to see this.

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Appendix H: Letters

28 December 2017

TO WHOM IT MAY CONCERN:

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Alice Dhliwayo is a graduate student pursuing the degree **Doctor of Philosophy in Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral dissertation entitled *Effect of screen-to-face method of teaching on secondary school students' performance and affective learning in English composition writing in Gweru, Zimbabwe.*

To establish the reliability of her research instrument, Alice is conducting a pilot study. Please allow her to administer her questionnaires to form two students in your school.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Education
       Office File

2 8 DEC 2017

All communications should be
addressed to "The Provincial
Education Director"
Telephone:054- 222460

Fax: 054- 226482

Ministry of Primary and Secondary Education
P.O Box 737
GWERU

....

Mr/Mrs/Miss: ....

....

....

....

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL
RESEARCH IN SELECTED SCHOOLS IN MIDLANDS PROVINCE

Permission to carry out a Research on:-

"EFFECT OF DIGITAL PEDAGOGICAL INTEGRATION
AS CLASSROOM PRACTICE ON SMARTPHONES THROUGH
THE SCREEN-TO-FACE METHOD IN TEACHING ENGL COMPOSITION
IN GWERU DISTRICT, ZIMBAMBWE"

In the Midlands Province has been granted on these conditions.

1. That in carrying out this you do not disturb the learning and teaching
    programmes in schools.
2. That you avail the Ministry of Primary and Secondary Education with a copy of
    your research findings.
3. That this permission can be withdrawn at anytime by the Provincial Education
    Director or by any higher officer.

The Education Director wishes you success in your research work and in
your University College Studies.

HUMAN RESOURCES OFFICER - (DISCIPLINE)
FOR: PROVINCIAL EDUCATION DIRECTOR: MIDLANDS

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES
AND RESEARCH
UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

December 22, 2017

Alice Dhliwayo
University Eastern Africa, Baraton
School of Education, Humanities and Social Sciences

Dear Alice,

Re: ETHICS CLEARANCE FOR RESEARCH PROPOSAL (REC: UEAB/4/12/2018)

Your research proposal entitled *"Effect of Screen-to-face Method of Teaching on Secondary School Students' Performance and Affective Learning in English Composition Writing in Gweru Zimbabwe"* was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective December 22, 2017 until December 21, 2018. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

Prof. Jackie K. Obey, PhD
Chairperson, Research Ethics Committee

A SEVENTH-DAY ADVENTIST INSTITUTION OF H IGHER LEARNING
CHARTERED 1991

CURRICULUM VITAE (CV)

Surname   Dhliwayo

Given   Name Alice

Date of Birth   February 2 1967

Place of Birth   Kwekwe

Nationality   Zimbabwean

Address   P. Bab 9054, Gweru

Cell   +263779298645

Email   dhliwayoam@gmail.com

Educational Background

2016 – Present   Doctor of Philosophy in Education (Teaching and Curriculum)

                     University of Eastern Africa Baraton

2013 -2016   Master of Education in English (Language and Literature)

                     Solusi University

2006 – 2008   Master of Education in Philosophy

                     Midlands State University, Zimbabwe

2001- 2003   Bachelor of Education in English Solusi University

1991 -1993   Diploma in Education University of Zimbabwe

Work Experience

2013- Present   Adjunct Lecturer Solusi University

2015 – Present   Substantive Deputy Head Fletcher High school

2014-   Substantive D/Head Gunde Adventist High School

2012-2013   Senior Woman Hanke Adventist High school

2010 – 2011   Acting D/Head Hanke Adventist High School

2007 -2009   Senior Woman Hanke Adventist High School

2005 -2006   Head of Department (Languages) Hanke Adventist High School

2003- 2004   English Language Teacher Hanke Adventist High School

1994 -2002   Primary School Teacher Gunde Adventist Primary School

Publications

Teaching English Poetry Using Social Media at Advanced Level in Gweru, Zimbabwe

An Assessment of Zimbabwe Secondary School Teachers' Attitudes towards the Use of Smart Phones in the Classroom: A Case of Midlands Province, Zimbabwe.

Curbing Examination Malpractice in Africa: A Content Analysis

Interests and Hobbies

Reading, Camping, hiking and singing