Teaching English Poetry through Social Media in the Classroom at Advanced Level in High Schools in Zimbabwe

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Abstract:
The purpose of the study was to establish the extent to which social media could be used to teach English poetry at advanced level in high schools in Gweru District, of Zimbabwe. The study was done through a descriptive survey. The population of the study consisted of eight high school teachers of Literature in English from seven high schools which offered poetry at advanced level in Gweru district, Zimbabwe. A five point Likert scale type questionnaire with 23 items was used to collect data from the teachers. The research questionnaire was validated by the experts at Solusi University. The collected data was coded and analyzed using the Statistical Packages for Social Sciences (SPSS) version 16.0. The descriptive statistics and factor analysis were employed. The study revealed that eight factors accounted for 77.843% variance in using social media to teach English poetry at advanced level. These were Email, Facebook, YouTube, Whatsapp, teacher innovation, teacher competence, class discipline and teacher attitude. The study revealed that teacher competence and teacher attitude were major challenges in using social media to teach English poetry at Advanced level in Gweru district, Zimbabwe. Based on the findings, recommendations were made.

1. Introduction

Literature is broadly perceived in three categories or genres; prose, drama and poetry. According to Moody (1987), the poem was the most intricate of the three; unlike in prose and drama, much was said in a few words. Das and Mohanty (2004) described a poem as a way of allowing feelings and ideas to travel big distances in a very condensed form. It was this characteristic of poetry that sometimes made teachers shy away from its study. In this compressed manner, poems tended to open speculation and imagination through an appeal to the emotions of the reader. The poet pointed on an aspect of life that hitherto had not been obvious to the reader prompting wider thought and speculation on the part of the reader (Long, 2004).

Is it important to study Literature, in particular, poetry? The answer is obviously, yes. One obvious reason is that poetry brings joy and beauty and also brings one to a place of dreams and magic. Long(2004) explained that a hundred men may pass a hayfield and see only the sweaty toil of those preparing the hay, but on reading Wordsworth's "Yesterday's flowers am I" they can never again see hay without recalling the beauty that the hay used to have but was hidden from their eyes until the poet found it. The other reason was that poetry, like other Literature works, was a written record of a race, including all its history, science and politics (Moody, 1987). Poetry reflected passions and emotions, love and hate, joy and sorrow, fear and faith, dreams and aspirations, which are an essential part of our human nature and existence. In other words, poetry is universal as it reflects mankind and his endeavors to preserve his history, dreams and ideals. Long (2004) maintained that poetry was the most important and delightful subject that could occupy the human mind.

The love and appreciation of poetry is something which each generation inherits from the previous one, adds its own experiences and passes on to the next through its education system. Moody (1987) asserted that the study and appreciation of poetry offered special possibilities in the wholesome development of effective members of a community in a convenient and concentrated way. If this was the case, it becomes a matter of concern if our present learners in Zimbabwe, especially at Advanced Level, are not receiving this wisdom as they should.

The Zimbabwe School Examinations Council (ZIMSEC) has made the Comment and Appreciation paper Literature in English, syllabus 9153/01 compulsory. This paper had been optional, it was called Comment and Appreciation paper also referred to as, Unseen Paper. It involves drama, prose and poetry from unseen texts. Before, it was syllabus 9153/03, Shakespeare and other dramatists which was compulsory. The Examinations Council realized that its goal of developing lifelong skills in appreciating literature and literary works in students of literature was not realized as most schools opted out of the poetry paper. In its preamble to the syllabus, the Council (2002) states that, for that reason (of developing lifelong skills...), the Comment and Appreciation paper

would be compulsory (ZIMSEC 9153 syllabus, 2002). Thus a way to quicken pupils' interest in poetry at the same time improving their performance has to be found.

Today's young people, born into a world of laptops and cell phones, text messaging and tweeting are called digital natives and they spend on average, more than eight hours a day exposed to digital technology (Deli-Amen, 2011). Thus, a poetry teacher can use this digital exposure to academic profit by making sure that time-on-task on poetry analysis is increased in a pleasant way on the phone which would ultimately result in the enhancement of their overall performance. It is in this regard that this research sought to investigate the extent to which social media could be used in teaching English poetry at Advanced Level in Gweru District, Zimbabwe.

2. Literature Review

2.1. Present Performance of Advanced Level Students in English Poetry

The ZIMSEC move to make the Comment and Appreciation paper compulsory, forced teachers to teach poetry which they had hitherto side-stepped in preference for drama and prose (Duffy, 2010). The specifications of the paper are that it is 3hours long, comprising of poetry, drama and prose. The texts are drawn from those written after 1550AD. The paper contributes 33 1/2% of the overall mark from all the three genres, the other 2 papers of choice also contribute 33 1/2% each, (ZIMSEC syllabus 9153).This syllabus demand meant that teachers have to impart the skill needed to be able to draw logical and intelligent responses to poetry from pupils. The fact that the paper is unseen, meant that a very wide variety of poets and poems from 1550 AD onwards, have to be studied in preparation for public examinations.

The examiner's comments in the report highlighted the fact that students generally lacked in their performance in poetry. The report showed that most candidates said nothing on the poem titles and their relevance, the form, structure, tone and poetic devices (ZIMSEC Report Syllabus 9153, 2012). In other words, what they called a poetic analysis was just a general summary of the poem itself without analyzing the poetic devices and their effectiveness in bringing out themes. The report stated that candidates showed that their skills of close reading, critical analysis and evaluation were shallow at many centers (ZIMSEC Report Syllabus 9153, 2012).

The report showed a concern on how candidates were really performing dismally in poetry at Advanced Level. It was also an indication that teachers may be failing to help students grasp the essential skills needed for analysis and appreciation. In the recommendations section of the report, examiners stated that skills of selecting and analysis of relevant points had to be taught and developed in learners. Therefore, the poetry teacher must find methods that help impart the necessary skills needed in this genre to enhance student performance.

Allowing students to use their phones in the classroom as learning and teaching devices may go a long way in enhancing students' performance in poetry. According to Lenhart, *etal* (2010), the social media was a fact of life for today's generation and more so for the young.

2.2. Multimodal Methods

Modern education thought has moved from the traditional lecture to the concept of multi-modal learning. It explores the multiple modes of teaching which are the spoken, written, printed and digital media. Jewitt (2006) described multimodality as teaching and learning with technology-mediated materials such as, among other things, websites, and the internet and computer games. Social media therefore falls under multimodal methods of teaching, the goal being enhancement of student performance in poetry. Using Whatsapp and You Tube group discussions in and outside the classroom could make students have fun at the same time giving them the opportunity to analyze peer contributions on given poems.

The Smart phones help make this way of learning possible. Lin (2008) argued that students loved to have their phones next to them in their Literature class as they offer them a variety of user options: internet, audio, video and camera. He stated that, mobile phones could make them more interested in learning poetry instead of the hard copy text reading in the classroom. As they knew how to use their smart phones very well, students believed that phones simplified learning; they could Google about the poem, ask Wikipedia to explain difficult words and at the same time discussed the poem with peers and even others besides their teacher and classmates.

Teachers, especially of Literature, are charged with leading their students in keeping up with the rapid changes taking place with digital technologies. It is very important for teachers to embrace innovation in teaching and learning by incorporating new technological discoveries and social media to enhance their professional practice as well as their students' performance (Deli-Amen, 2011). Every teacher should realize that they should have an open mind as to classroom practice in a complex milieu and create environments that foster progress in order to prepare their pupils well for the global village (Lin, 2008).

2.3. Social Media Technology

Social media generally refer to media used to enable social interaction. Ellison, Steinfield and Lampe (2007) defined social media technology as internet applications on cell phones where individuals and organizations can share information in a variety of ways. The use of social media through mobile devices had become widespread. Currently, the most prominent are Facebook, Whatsapp, YouTube and email (Ellison, Steinfield & Lampe 2007).This variety of social media modes work together to provide a totally engaging media experience which have become easily accessible through mobile devices like phones (Lin 2008).

One of the most outstanding characteristic of the use of social media in teaching is that it provides different potential pathways to learning. Since the advent of the internet and integration of email into people's personal and work lives, human ways of

communication have changed. However, it was not until the creation of Facebook, twitter and other social media that the world has seen global online connectivity (Deil-Amen, 2011). Therefore, given such a scenario, banning the social media through cell phones from the classroom becomes illogical and retrogressive.

2.4. Types of Social Media Technology

2.4.1. Facebook
One of the most powerful and highly popular social media platforms is Facebook. Beer (2008) defined Facebook as a popular social networking website that allowed registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues. Facebook is ideal for poetry lessons. It allows students to find peers interested in the same poems and interact. They can create and promote a public page on poetry analysis and chat around the poem not only locally but globally

2.4.2. Electronic Mail
Every teacher knows that students learn better with multimodalities than without. Exposing them more to the electronic mail (E-mail) adds variety to poetry learning and increases their motivation and interest. E-mail is a method of exchanging digital messages from an author to one or more recipients.. The teacher could use it to drop poetry homework for his/her students after school hours. Students could use their phones to download the work and do it preparatory for the following lesson. Students themselves could send poems to members of their groups for future discussions. Lin (2008) described today's student as coming to school well versed in social networking technology.

2.4.3. WhatsApp
This is arguably the most popular application on internet with both the young and the old. Lenhart *et al* (2010) defined Whatsapp as a messaging application that lets users text, chat and share media, including voice messages and videos with individuals or groups. This is a social media that is really made for the poetry class. Students could be divided into groups and linked on Whatsapp and chat over a poem after school. The teacher is linked to all the groups and monitors and facilitates their discussions all at once, which he/she may fail to do in a classroom. Whatsapp is an endless two way chat room for almost free. Lenhar t*et al* (2010) explained that it made it possible for the teacher to conference with the students whenever and wherever they would be.

2.4.4. Youtube
Students enjoy viewing and sharing visual content online. Visual tools create a connection between the content and the viewer, McKenzie (2008). Youtube falls under what are known as televisuals. The New World College Dictionary (2005) defined televisual as anything having to do with television program or broadcast, internet, filming and video watching. Youtube is just like Google, where students search for videos clips with information they want. When introduced to videos on poetry, they would equally enjoy searching for lectures on poetry by some other teachers somewhere to watch and discuss. McKenzie (2008) argued that when used properly You tube would reinforce classroom discussions and engage students due to the images and audio in them.

2.5. Cell Phones in the Classroom
The cell phone is one gadget that almost all students own from at least 10years old. From a general observation, children love their phones more than they do their text books. Therefore, it becomes logical to assume that they would want to use them in the poetry classroom. Ingram (2011) suggested that students would like to use their phones in their poetry lessons. They were eager to see their teachers develop a curriculum that incorporated phones in the classroom. As they already spend much time on the phone, they would not be averse to a situation where mobile phone assisted poetry learning if adopted in their classrooms.
Students would rather have their phones next to them in the classroom as they offer them a variety of user options: internet, radio, audio, camera and mp3. (Ingram, 2011). In addition, the mobile phone is handy and user friendly for poetry work in and outside the classroom. According to Brattin (2014), students believed that mobile phones could make them more interested in learning poetry instead of reading a hard copy in class. As they knew how to use their smart phones very well, it was logical to assume that cell phones could simplify poetry learning, students could Google about the poem as they learn, ask Wiki on definitions and at the same time discuss poems with peers outside their classroom through social media.
Because of the advancement in technology, students of today are more visual oriented than those of old. They have easy access to televisions, laptops and phones, all of which have a lot to do with visuals rather than audio. Brattin (2014) argued that teaching methods are slow to change to accommodate this visual aspect in students resulting in high failure rate in poetry among students. He went on to argue that schools have become more test and result based and this has removed fun and creativity from the poetry class which used to be its hallmark. Social Media would definitely liven up poetry classes which might result in better grades.

2.6. Teacher Experience, Competence and Attitude to Social Media
The existence of a large variety of smart phones is evidence that most people are on to social media. There is no question that both teachers and students use social media personally with their friends on Facebook, Whatsapp, Email and on Youtube. Most jobs seen advertised today call applicants to use e-mail when responding to them. Therefore, social media is used by both teachers and students

in their private lives. The question is, to what extent do teachers wish to see the use of smart phones as part of teaching and learning aids in their classrooms (Deil-Amen, 2011).

The general observation is that most teachers and school administrators are hostile to phones in their classrooms. Lin (2008) suggested that the hostility maybe a result of the fact that teachers knew how to use smart phones but could not confidently use them on their present curriculum as they were not trained to do so. Therefore, they fail to take advantage of the potential and presence of the networked smart phones. The other reason maybe that poetry teachers, like all other teachers, do not see phones as welcome gadgets in their classrooms as they maybe afraid that students may misuse them and disrupt lessons. The traditional methods of teaching largely prevail.

Teachers are not taught at training on how to use mobile phones as teaching tools in the classroom. As a result, they are skeptical of their use in teaching and learning of poetry. According to Decker (2012:216), "No professional teacher worth his worth would mortgage classroom management to the whims and caprices of his learners' dictates because adequate attention is highly desirable at every time." This shows that although teachers are aware that students would like to use their phones and that they would readily use them in their poetry lessons, they were skeptical as to their overall ability to enhance learning.

Generally educators are aware that despite the ban on cell phones, students would always find ways of bringing them into the classroom. In other words, children would be walking around with very useful computing power which teachers would not be able to put to use profitably to enhance performance but are unwilling to take cognizance of (kolb, 2011). He also asserted that pupils argue that their phones are calculators, internet browsers, video cameras, calendars and much more which they would want to use in the classroom for lesson enhancement. According to Kolb (2011), students would rather use their cell phones for class projects, homework assignments and for communication with both their teachers and peers.

3. Research Methodology

The research used the descriptive survey to find out the present situation in the performance of students in poetry and possible ways it could be enhanced. It is concerned with provision of answers to the question on the perception of both teachers and students on the extent to which social media can be used in teaching poetry at advanced level.

The design helped in the collection of data from high school teachers of Literature in English especially those who offered poetry at Advanced Level in Gweru District, Zimbabwe, to verify the extent to which social media could be used to teach poetry at Advanced Level. The design made it possible to verify the participants' attitude towards use of social media in teaching and learning of poetry in reference to Whatsapp, Email, Facebook and Youtube.

3.1. Population and Sample

The study population comprised of all the Advanced Level teachers of English Literature in the Gweru District, Zimbabwe. There were seven high schools in Gweru district which offered poetry at Advanced Level and all the eight teachers from these schools were purposively selected. This was the target population which had specified characteristics and experiences relevant to the research (Tuckman, 2006). The sample for this research comprised of purposively selected seven high schools out of 13 which offered poetry at Advanced Level and all the eight teachers of literature from the seven schools. A Likert type of questionnaire was used to measure the extent to which social media through the cell phone was being used to enhance performance in poetry.

Scale	Responses	Mean Scale	Interpretation
5	Strongly Agree	4.51- 5.00	Strongly Agree
4	Agree	3.51 – 4.50	Agree
3	Neutral	2.51 -3.50	Neutral
2	Disagree	1.51 – 2.50	Disagree
1	Strongly Disagree	1.0- 1.50	Strongly Disagree

Table 1: Interpretation of Mean Scores

4. Data, Analysis and Interpretation

This chapter presented data presentation, analysis and interpretation. Descriptive statistics and factor analysis were used to analyze data that was first collected then coded accordingly. The analysis was done using the SPSS version 16.0. This chapter presents the results of the findings and their interpretation.

4.1. Research Question One

→ What were the perceptions of teachers on the extent to which Social Media could be used in the teaching and learning of poetry?

The use of social media in the teaching and learning of English poetry has been critically discussed. The attitude of teachers towards social media as a multimodal method of teaching poetry, the general competence of the teachers in using social media in the classroom and the experience of teachers in using social media and control of cell phones in the teaching and learning of poetry in the classroom. Tables 2 to 16 below showed the data from the study.

ITEMS	SA	A	N	D	SD	M	St Dev
I use email with my friends.	4(50%)	3(37.5%)	1(12.5%)			4.3750	.74402
I use email for my poetry lessons.		6(75%)	2(25.0%)			3.7500	.46291
My pupils respond readily to learning using email.	3(37.5%)	2(25.0%)	3(37.5%)			4.000	.92582
Average						4.0417	.54736

Table 2: Email (n=8)

The results of the analysis for research question one were presented by tables 2- 8. Table 2 above reflects teachers' perceptions towards the extent to which email could be used in the teaching of poetry. The table showed that teachers were using email to teach poetry and had a positive attitude towards using it with means of 3.7500 and 4.000 respectively. The standard deviations of .46291 and .92582 showed that the respondents were homogeneous in their responses. The mean, 3.7500 showed that teachers agreed that they used email to teach poetry and mean 4.000 showed that the pupils responded readily which proved teachers' competence in using email.

This evident teacher competence and positive attitude in the use of email for teaching English poetry tallied with Thurlow (2011)'s view that teachers should promote technology in education to help their students fit in the global village which was fast becoming digital.

Youtube is social media easily accessible on the cell phone. Table 3 below, showed that teachers were undecided as to whether they were using Youtube or not in teaching poetry as indicated by the mean of 2.6250. The standard deviation of .51750 showed that the respondents were homogeneous. This was evidence that teachers might not be using Youtube because they might not be competent in using it, especially for teaching English poetry and at the same time might be a result of their negative attitude towards Youtube as a method of teaching English poetry at Advanced Level.

The mean of 2.8650 showed that teachers were also undecided as to whether their pupils would love to watch poetry lessons on Youtube or not. The standard deviation of .64087 showed homogeneity of the respondents.

ITEMS	SA	A	N	D	SD	M	St Dev
I am experienced in the use of You Tube			5(62.5%)	3(37.5%)		2.6250	.51750
My pupils love to watch poetry lessons on You Tube		1(12.5%)	5(62.5%)	2(25.0%)		2.8650	.64087
All my pupils know how to use You Tube	3(37.5%)	1(12.5%)	3(37.5%)			3.6250	1.40789
Average						3.0417	.78553

Table 3: Youtube (n=8)

On the item which says, 'all my pupils know how to use Youtube' the mean of 3.6250 showed that teachers agreed that the pupils were able to use Youtube. However, the standard deviation of 1.40789 indicated heterogeneity of respondents. Despite the evidence that teachers were not comfortable with using Youtube to teach English poetry at Advanced Level, their pupils on the other hand knew how to use it. Responding neutral to the issue of their experience in using Youtube might be evidence of the teachers' negative attitude towards the use of Youtube as a method in teaching English poetry. To this end Bates (2001) explained it well when he stated that teachers were not taught at training on how to use mobile phones as teaching tools in the classroom therefore might be hesitant to try them.

Facebook is another social media investigated and the results shown on Table 4

ITEMS	SA	A	N	D	SD	M	St Dev
I have a facebook account which I use for teaching poetry.	2(25.0%)	1(12.5%)	3(37.5%)	1(12.5%)	1(12.5%)	3.2500	1.38873
Facebook makes my teaching of poetry fun.	2(25.0%)	3(37.5%)	1(12.5%)	2(25.0%)		3.6250	1.8773
Facebook has improved my teaching of poetry.	3(37.5%)	2(25.0%)	1(12.5%)	1(12.5%)	1(12.5%)	3.6250	1.50594
Average						3.5000	1.19523

Table 4: Facebook (n=8)

The Table 4 above showed that teachers agreed that facebook was a desirable multimodal method of teaching English poetry at Advanced Level. With means of 3.2500, 3.6250 and 3.6250 respectively, respondents agreed to use Facebook to teach English poetry. However, the standard deviations of 1.38873, 1.8773 and 1.50594 showed heterogeneity in the responses of the respondents.

It was evident that teachers were competent in the use of Facebook, the mean of 3.6250 in response to, 'Facebook has improved my teaching of poetry' showed that teachers agreed and the mean of 3.6250 on the item, 'Facebook makes my teaching of poetry fun' showed the teachers' positive attitude towards facebook as a method of teaching English poetry at Advanced Level and that they were using it to teach English poetry in the classroom. In this way teachers agreed with Brattin (2014) who argued that today's student belonged to the digital generation that spent hours texting on the phone and the teacher would do well to harness it (the phone), to bring engagement to the 21st century classroom.

The mean value of 4.7500 in Table 5 below, to the item, 'group discussions on Whatsapp were livelier than classroom ones.' indicated that teachers agreed that Whatsapp could be used to teach English poetry. It showed a positive attitude towards the use of social media

to teach English poetry. The standard deviation of .46291 showed that respondents were homogeneous in their responses. The last two items both had the means of 4.6250 indicating that teachers were competently using Whatsapp as a method of teaching English poetry. They also indicated that their pupils found Whatsapp a livelier way of doing group discussions on poetry. The standard deviations on these two items were .51755 and .74402 respectively and showed that the respondents were homogeneous in their responses.

ITEMS	SA	A	N	D	SD	M	St Dev
Group discussions on whatsapp are livelier than classroom ones.	6(75.0%)	225.0%)				4.7500	.46291
I am able to facilitate well group discussions on whatsapp.	5(62.5%)	3(37.5%)				4.6250	.51755
Whatsapp has improved my monitoring of group discussions.	1(12.5%)	6(75.0%)	1(12.5%)			4.6250	.74402
Average						4.6667	.53452

Table 5: Whatsapp (n=8)

The highly positive attitude to Whatsapp by the teachers might be attributed to the fact that it was cheap, easily accessible, one only needed internet connection when downloading, thereafter its not needed; and it was easy to use. It also utilized group discussions in a far much better way than other social media types. Therefore, it could be argued that Whatsapp could contribute highly to the improvement of pupils' performance in English poetry at advanced level when used as a multimodal method in the teaching and learning of English poetry.

The mean of 2.6250on the item, 'all my pupils have cell phones,' in Table 6 below showed that teachers were undecided as to whether their pupils had cell phones or not. This might be a result of the blanket ban of cell phones from schools by the authorities. The situation in Zimbabwe was such that high school students were not allowed to bring cell phones to school. Hence teachers might never get to know whether the phones pupils used at home for school work were theirs or belonged to other members of the family. The standard deviations of 1.06066 showed respondents were heterogeneous in their responses.

ITEMS	SA	A	N	D	SD	M	St Dev
All my pupils have cell phones.		2(25.0%)	2(25.0%)	3(75.5%)	1(12.5%)	2.6250	1.06066
I encourage my pupils to bring cell phones to class.	1(12.5%)		1(12.5%)	4(50.0%)	2(25.0%)	2.2500	1.28174
I send video clips of poetry from my phone to my pupils'.	3(37.5%)	3(37.5%)	2(25.0%)			4.1250	.83452
Average						3.0000	.39841

Table 6: Teaching Resources

The mean of 2.2500 indicated that teachers disagreed with the idea of encouraging cell phones in the classroom against standing policy of barring them from entering schools. The standard deviation of1.28174 showed that the respondents were heterogeneous in their responses. The third item, 'I send video clips of poetry from my phone to my pupils' has a mean of 4.1250 indicating that teachers were using phones as a resource to teach English poetry. The mean also showed that they were competent in the use of the cell phone to teach English poetry, sending video clips of poetry to their pupils.

Although teachers could not encourage pupils to bring phones to class they still used them as a resource in teaching poetry which showed their positive attitude towards using them in the classroom. The standard deviation on the same third item is .83452 indicating homogeneity of responses. Lenhart *et al* (2010) argued that the idea that educators called for the total elimination of the cell phone from the classroom was shortsighted considering that this was the 21st century digital age. It could be suggested that Advanced Level teachers of English poetry should find ways of accepting phones in their classrooms in such a way that they were not disruptive to learning but enhanced it.

Teachers in Gweru District, Zimbabwe perceived themselves as competent in the use of social media in teaching English poetry. Table 7 below indicated on the first item, 'I am a qualified subject specialist of English,' with a mean of 5.0000 and on the second, I enjoy using social media for poetry lessons with a mean of 4.8750. The means indicated that teachers strongly agreed that they enjoyed the use of social media to teach English poetry, which proved that they were using it in their classrooms. Their attitude was also positive towards use of social media as a method because they indicated an enjoyment in its use. The standard deviations were .0000 and .35355 respectively, which were highly homogeneous.

ITEMS	SA	A	N	D	SD	M	St Dev
I am a qualified subject specialist of English.	8(100%)					5.0000	.0000
I enjoy using social media for poetry lessons.	7(87.5%)	1(12.5%)				4.8750	.35355
I have no problems with class control on cell phone misuse	2(25.0%)	2(25.0%)	3(37.5%)	1(12.5%)		3.6250	1.06066
I demonstrate for my pupils how to access other poetry cites on their phones.	2(25.0%)	5(62.5%)	1(12.5%)			4.1250	.64087
Average						4.45625	.54691

Table 7: Teacher Competence (n=8)

The item, 'I have no problems with class control on cell phone use,' had a mean of 3.6250 indicating that teachers agreed that they could control the use of cell phones in their classes. The standard deviation of 1.06066 was heterogeneous. Therefore it could be concluded that results showed that teachers as much as they perceived the great advantages of the cell phone as a teaching and learning tool , they had problems of discipline. It suggested that there was need to find solutions to bring about responsible use of phones in schools by the students for their benefit in learning poetry (Barnes & Lescault, 2011). The last item, 'I demonstrate for my pupils how to access other poetry sites on their phones,' had a mean of 4.1250, showing that teachers agreed that they were competent in the use of the cell phone in terms of using it for poetry lessons.

The mean scores in Table 8 below were 4.5000, 4.500, 4.7500 and 4.500 meaning that teachers strongly agreed that social media should be used as a multimodal method to teach English poetry at Advanced Level. The standard deviation of .75593 and .46291 showed homogeneity of the respondents.

Teachers affirmed that social media through the cell phone was a welcome multimodal method in the poetry classroom of Advanced Level students because they agreed that teaching methodology that involved social media was pupil centered, had variety, took teaching and learning outside the classroom and further utilized pupil experiences in the learning process.

ITEMS	SA	A	N	D	SD	M	St Dev
I use social media to teach poetry because it is more pupil centered.	5(62.5%)	2(25.0%)	1(12.5%)			4.5000	.75593
Social media provides me with the variety I need in teaching poetry.	5(62.5%)	2(25.0%)	1(12.5%)			4.5000	.75593
I use social media to give homework and outside school group discussions.	6(75.0%)	2(25.0%)				4.7500	.46291
Social media allows me to utilize pupils' experience when teaching poetry.	5(62.5%)	2(25.0%)	1(12.5%)			4.5000	.75593
Average						4.5625	.54691

*Table 8: Teaching Experience (n=8)*

Teachers agreed with Lin (2008) that social media had variety and thus increased time-on-task leading to higher achievement by students. All teachers agreed that they usedsocial media for homework and outside school discussions. This meant that teachers perceived the opportunity offered by social media to extend the four walls of the classroom.

4.2. Research Question Two
→ What were the dimensions of social media used in teaching English poetry at Advanced Level as extracted by the factor analysis in the perception of Literature in English teachers?

Factor analysis is the process of identifying the variables and how they affect each other. The Kaiser-Mayer-Olkin (KMO) and the Barlett's Test are statistical ways of analyzing the variance between variables of the study. The KMO provided the means of assessing the extent to which variables belonged together. It showed the homogeneity of the variables. Below is Table 9 showing the Kaiser-Mayer-Olkin (KMO) statistic and Bartlett's Test of Sphericity which determined whether factor analysis could continue or not.

Tables 9 to 16 below showed the eight factors responsible for multimodal teaching of English poetry through social media. The results of the factor analysis indicated that the eight factors accounted for 77.843of the total variance in the use of social media in teaching English poetry at Advanced Level. These factors were Email, Facebook, Youtube, Whatsapp, Attitude towards cell phones, Competence in use of cell phones, Teacher competence in class control and Teacher resourcefulness. Lin (2008) confirmed that the cell phone could help both teachers and students to be part of the digital education platform that provided on-the-go affordable and reliable educational content.
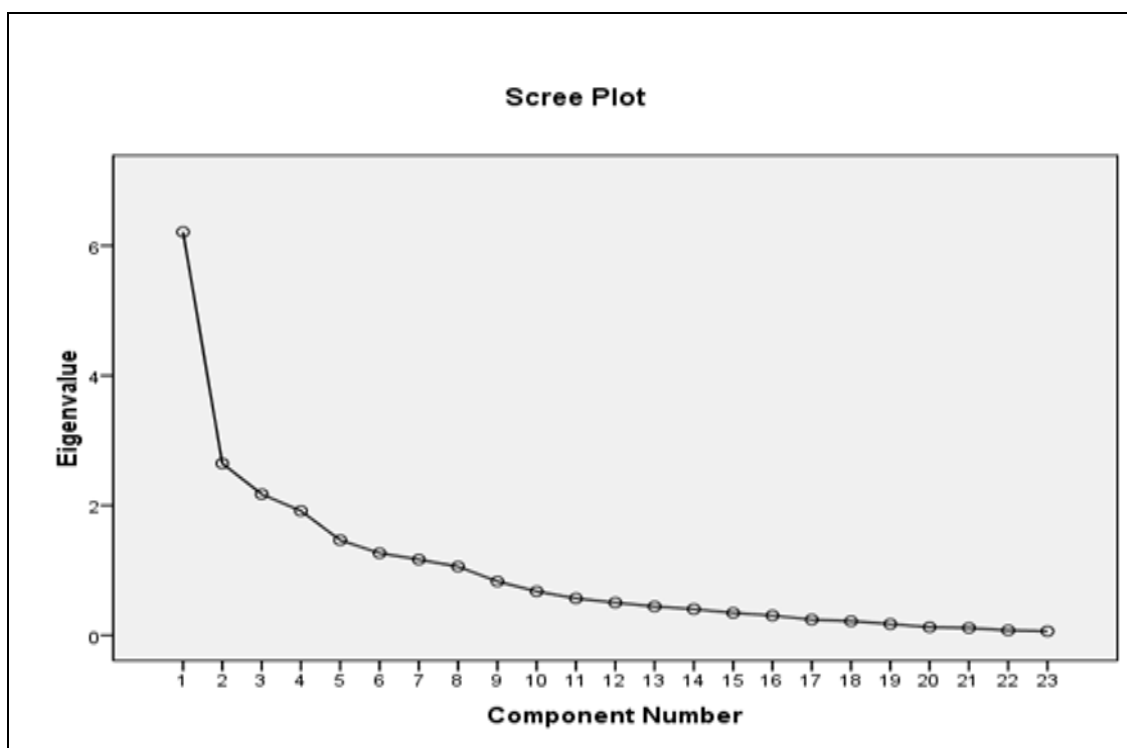
The scree plot above had the role of testing the Eigen values factor success. To be deemed successful, factors must be presented in a simple line plot. The above srcee plot met these requirements, therefore it could be concluded that the factors were successful.

Table 9 below showed the first factor, Email, extracted through factor analysis. The Email accounted for 47.126% of variance as a social media option for teaching English poetry. The factor loading for the five items under the theme, Email, had high correlation an indication that all the items belonged to the same theme.

Items	Factor Loading	Mean	STDEV
I use email with my friends.	**.835**	**4.2097**	**1.04233**
I use email for my poetry lessons.	.798	**4.1290**	1.01600
My pupils respond readily to learning using email.	.750	3.8548	1.23934
Social media provides me with the variety I need in teaching poetry.	.500	4.5161	.69523
I use social media for homework and group discussions.	.480	4.2742	1.08898
Average		4.2087	1.07895
Total Variance accounted for 47.26%			

Table 9: Factor 1- Email

The overall mean of 4.2087 showed that respondents agreed on Email as a method for teaching English poetry at Advanced Level. The standard deviation of 1.07895 showed heterogeneity in the responses of teachers. Thus, education was no longer limited to the four walls of the classroom or lecture hall (Jewitt, 2006).

Items	Factor Loading	Mean	STDEV
Facebook makes my teaching of poetry more fun.	.830	3.7419	1.25366
Facebook has improved my teaching of poetry.	.824	4.0484	1.29852
I have a facebook account which I use for teaching poetry.	.820	4.0161	1.29933
Social media approach is more pupil- centered than other traditional methods.	.505	4.2258	.89478
Average		4.3465	1.18798
Total Variance accounted for 13.030%			

Table 10: Factor 2- use of Facebook

Table 10 above indicated that Facebook accounted for 13.030% of the total variance in the use of social media in teaching English poetry at high school. The factor loading for the four items under this theme had a high correlation, an indication that all the items belonged to the theme. The average means of 4.3465 showed that teachers agreed on the use of Facebook as an alterative method of teaching English poetry at Advanced Level. The standard deviation of 1.18798 showed heterogeneity in the responses.

Items	Factor Loading	Mean	STDEV
My pupils love to watch poetry lessons recorded on You Tube.	.878	3.4516	1.23710
I am experienced in the use of You Tube.	.848	3.145	1.3410
All my pupils know how to use You Tube.	.706	3.7097	1.43020
I send to my pupils' phones video clips of poetry lessons.	.499	3.2419	1.43362
Average		3.4619	1.32410
Total Variance accounted for 10.983%			

Table 11: Factor 3- Use of You tube

Indications from Table 11 above are that Youtube accounts for 10.983% of the total variance in the teaching of English poetry. The factor loading for the four items under this theme had a high correlation an indication that all the items belonged to the theme.The average mean of 3.4619 showed that the respondents were undecided on the use of Youtube as a method of teaching English poetry at Advanced Level. However, standard deviation showed heterogeneity in the responses.

Items	Factor Loading	Mean	STDEV
Group discussions on whatsapp are livelier than classroom ones.	.912	4.5806	.77984
I am able to facilitate group discussions well on whatsapp.	.805	4.5968	.66430
Whatsapp has improved my monitoring of poetry group discussions.	.539	4.6129	.75433
Average		4.5758	.75433
Total Variance accounted for 10.710%			

Table 12: Factor 4- Use of Whatsapp

Three items made up the table above, Table 12, the use of Whatsapp in the teaching and learning of English poetry in the classroom. The factor loading of the three items under the theme had high correlation, an indication that all the items belonged to one theme. The average mean of 4.5758 showed that the respondents strongly agreed on Whatsapp as a method of teaching English poetry at Advanced Level. The standard deviation of .75433 showed homogeneity in the responses of the teachers.
The table also showed that Whatsapp comprises 10.710% of the total variance in the teaching of English poetry, which was quite significant. This might be attributed to the easy- to- use and more or less affordable nature of the media. Also the fact that one does not need internet to be online for group discussions.

Items	Factor Loading	Mean	STDEV
I encourage my pupils to bring cell phones to class.	.809	4.3710	.83438
I demonstrate for my pupils how to access other poetry sites on their phones.	.465	2.9032	1.55458
Average		3.6321	1.55458
Total Variance accounted for 7.244%			

Table 13: Factor 5- Teacher Attitude Towards Cell Phones

The table above, Table 13, comprised of two items about teacher attitude towards cell phones. The average mean of 3.6321 showed that teachers agreed that students could bring cell phones to class to facilitate the teaching of poetry using social media. The standard deviation of .87632 showed the homogeneity of the responses.

Items	Factor Loading	Mean	STDEV
I am a qualified subject specialist of English.	.775	4.2903	**.**87567
I enjoy using social media for poetry lessons.	.396	4.3710	.83438
Average		4.2802	.85536
Total Variance accounted for 6.926%			

Table 14: Factor 6-Teacher Competence in Using Social Media

The two factors as extracted by the factor analysis in Table 14 above accounted for 6.926% of the total variance in the teaching of English poetry. The average means of 4.2802 showed that teachers agreed that they were competent in the use of social media in teaching English poetry at Advanced Level. The standard deviation of .85536 showed homogeneity of responses. This was in agreement with Deli-Amen (2011)'s assertion that teachers should embrace innovation in teaching and learning by incorporating new technological discoveries and social media to enhance student performance.

Items	Factor Loading	Mean	STDEV
All my pupils have cell phones.	.806	4.2258	1.27291
I have no problems with class control on cell phone misuse.	.498	1.9355	1.40106
Average		3.8467	1.3452
Total Variance accounted for 6.745%			

Table 15: Factor 7- Teacher Competence in Class Control

There were two items in Table 15 above. Teacher competence in class control accounted for6.745% of the total variance in the teaching of English poetry. The factor loading of the two items under the theme had a high correlation indicating that all the factors belonged to the theme. The average mean of 3.8467 showed that teachers agreed that students had cell phones. The standard deviation of 1.3452 showed that respondents were heterogeneous in their responses. However, the responses also showed that the respondents lacked the competence to control cell phone misuse.

Items	Factor Loading	Mean	STDEV
I show my pupils how to access other poetry teaching sites on the cell phones.	**.**487	1.9355	1.40106
Social media allows me to utilize pupils' experience when learning poetry.	.901	4.2258	.91292
Average		3.7568	.96815
Total Variance accounted for 6.475%			

Table 16: Factor 8- Teacher Experience in Using Social Media

Table 16 above showed that teacher experience in using social media in teaching English poetry accounts for 6.475% of the total variance in the use of social media in teaching English poetry. The factor loading on the two items under the theme had a high correlation indicating that they both belonged to the theme. The average mean of 3.7568 showed that teachers agreed that they were experienced in the use of social media to teach poetry at Advanced Level. Standard deviation of .96815 showed that respondents were homogeneous in the responses. It was in line with Lin (2008) who postulated that adoption of social media for the classroom by teachers could bring much needed variety and enhanced performance by students.

4.3. Summary
The purpose of the study was to find out the extent to which social media could be used in the teaching and learning of English poetry at advanced level in Gweru District, Zimbabwe.
   The following are findings from the study:
1. All teachers agreed that they were using social media to teach English poetry at Advanced Level. However, teacher competence and cell phone control in the classroom were often challenges in the extent to which the use of social media in the teaching of poetry at advanced level could be put while availability of cell phones in the classroom was sometimes a challenge to the extent to which social media could be used in the teaching of English poetry at Advanced Level in Gweru District, Zimbabwe.
2. The results of the factor analysis indicated that the eight factors accounted for 77.843% of variance in the teaching of English poetry at Advanced Level indicating that social media accounts for a significant extent which could improve pupils' performance in English poetry.

4.4. Recommendations
1. For poetry to be compulsory at advanced level Literature studies.
2. The Ministry of Primary and Secondary Education to allow the use of cell phones by pupils in High Schools.
3. The Ministry of Primary and Secondary Education through District Education Officers to carry out workshops for English teachers where they brainstorm for ways to incorporate cell phones in high schools for learning purposes.
4. Ministry to engage high school students through debates competitions and public speaking competitions in awareness campaigns on the benefits of cell phones educationally.
5. Teacher training colleges and universities to include social media as a method of teaching in their curricular.
6. Government through the department of education to encourage bodies like Econet, Telecell and Netone to include educational software and programs in their packages.

4.5. Recommendations for Further Research
1. A similar research could be carried out more extensively in another region in Zimbabwe.
2. Conducting a research on the attitude of high school students on allowing cell phones in high schools.

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