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Enhancing descriptive writing of secondary school students through digital lesson contents in Zanzibar

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Abstract. This study aimed to find out whether there was a significant difference in descriptive writing enhancement among secondary school students who were taught through digital lesson contents (DLCs) or not. A quasi-experimental pre-test and post-test through single group design was used for the study. One hundred twenty (120) students from three selected secondary schools were drawn using a purposive sampling technique. First, they were given a pre-test, and then teachers used DLCs for teaching descriptive writing within one month. After that, students were given post-tests to determine the variation of the two test scores. A mixed method approach was applied to focus group discussions and student achievement tests. The data of students' tests were analysed by inferential statistics using a t-test with the help of SPSS program version 25. However, data from focus group discussions were analysed thematically. The findings revealed that the performance of the students improved after the use of DLCs for teaching and learning descriptive writing. There is a decrease in the proportion of students with low marks (<2) from the pre-test to the post-test, while there is an increase in the proportion of students with high marks (2–5) from the pre-test to the post-test. The findings from participants revealed that DLCs had an impact on raising the students' interest and motivation as well as improving students' descriptive writing ability. The study concludes that using DLCs for teaching and learning is a catalyst because it supports and motivates students to achieve sufficient ability in descriptive writing. Based on the findings, the study recommends that effective availability of instructional materials such as computers, projectors and smart TVs should be highly considered for secondary schools to improve the quality of education.

Keywords: digital lesson contents, enhancing, teaching and learning, descriptive writing, Zanzibar

1. Introduction

Improvement of science and technology encourages changes in educational curriculum in order to compete in the global economy. In the early 21st century, digital tools have been emphasised in the education system. Through digital tools, people can design digital lesson content (DLC) as a pedagogical tool for supporting them in teaching and learning. The DLCs increase students' attention and active participation in the lesson. Thus, DLCs are used as a means and catalyst for reducing difficulties in teaching and learning in order to achieve quality education. Four topics through Form One English language syllabus were designed, namely, Daily routine, Expressing past events, Expressing future plans and Letter Writing. Based on that, the study was intended

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to enhance teaching and learning descriptive writing to Form One (F1) students in Zanzibar.

Globally, digital lesson contents have been acknowledged as crucial for teaching and learning descriptive writing because they involve different senses in the learning process [4, 10, 29]. Before, during and after the coronavirus pandemic (COVID-19), various countries used digital lesson contents to enhance the teaching and learning process [32, 33]. For example, in Latin America, digital lessons are a crucial component in improving teaching and learning style in descriptive writing for young learners because they make them see and hear simultaneously [30]. In Indonesia, digital lesson contents increase students' enjoyment and interaction during teaching and learning descriptive writing [27, 31]. In Pakistan, digital lesson content helps teach descriptive writing to students because it makes the class attentive and increases active participation as well as understanding [22, 28]. It indicates that digital lesson content supports students' daily learning situations. Therefore, serious action is needed towards using digital lesson content to improve students understanding to get competent and talented people in descriptive writing.

For this reason, language teachers also tend to use digital lesson contents using electronic boards, projectors, and audio and video devices in order to improve the quality of teaching and learning descriptive writing [8, 18, 29]. This indicates that using digital lesson content is necessary for enhancing the teaching and learning process. The current study was in dilemma of whether digital lesson contents impact teaching and learning descriptive writing in ordinary secondary schools in Zanzibar or not.

Despite the importance of digital lesson content for teaching and learning descriptive writing, some countries face challenges in using digital lesson content for teaching descriptive writing. For example, in Ethiopia, the availability of fewer teaching materials and poor teaching techniques were significant problems for teaching and learning descriptive writing through digital lesson contents [37]. In South Africa, the major challenges for teaching and learning via digital lesson contents were the lack of appropriate teaching materials and poor teaching techniques in descriptive writing [23]. In Libya and Pakistan, the teaching process focused on using modern materials for teaching descriptive writing, but teaching descriptive writing remains a problem due to ineffective digital lesson contents and low competence in using digital lesson contents for teaching descriptive writing [9, 11, 12]. As a result, secondary school learners have low knowledge and skills towards descriptive writing skills, especially in syntax, coherence, basic sentence structure and choice of appropriate vocabulary [5, 17, 21]. This gives an image that descriptive writing is still a challenge for secondary school students caused by inappropriate teaching and learning materials.

Like other countries, Tanzania before, during and after the COVID-19 pandemic through the Ministry of Education, Science and Technology, the national framework emphasises using ICT and other related technologies to enhance teaching and learning [16]. During and after COVID-19, some secondary school teachers, parents and students use smartphones and tablets to search online materials for teaching and learning practice; however, effective digital lesson content remains a debatable issue in Tanzania (Zanzibar) [16]. This indicates a need to assess effective DLCs for supporting students in descriptive writing.

Several studies have been conducted to evaluate the various ways used to improve students' descriptive writing. For instance, a study conducted in the Ukranian context by Lavrenchuk and Kavytska [15] observed that combining writing and listening skills develops critical and

creative thinking and rhetoric in learners. In Malaysia, the study by Veramuthu and Shah [35] use a collaborative approach in teaching and learning descriptive writing, and it is received as one of its approach which aids English Second Language (ESL) learners to be proficient in writing. Furthermore, the study by Novelti, Kristiawan and Erpidawati [20] developed a descriptive writing model through audio-visual in Indonesia, and it supports students in improving descriptive writing ability. A study conducted by Ikwuka and Samuel [13] in Nigeria revealed that digital lesson contents improved students' achievement in chemistry subject. [31] observed that learning through watching animated movies improved students' writing ability in Indonesia. It revealed various ways to make students competent and proficient in descriptive writing, including a collaborative approach and a combination of writing practice and listening to enhance descriptive writing in secondary school students. Thus, this led to debates on whether digital lesson contents (audio-visual) would be helpful for teaching and learning descriptive writing to F1 students in the Zanzibar context.

2. Research question

The question guided the study, "What is the effectiveness of the digital lesson contents developed to support the descriptive writing ability of F1 students in Zanzibar?"

3. Methodology

3.1. The roles of social constructivist theory

The social constructivist theory of learning was helpful for this study because it helps teachers and students implement the curriculum. It encourages students to learn more, enjoy and actively participate in group discussions. Moreover, it gives students a chance to use their curiosity in learning by considering the social, economic and environmental contexts in which she/he lives. In addition, this theory supports teachers' role as facilitators, guardians, and less talkative in the teaching and learning process.

3.2. Research approach and research design

A mixed methods approach was used in this study. Both quantitative and qualitative approaches were used while collecting data. A quasi-experimental design was applied in this research through a single treatment group. This treatment group used DLCs for teaching and learning descriptive writing to Form One students embedded with a competence-based approach. Three secondary schools were involved in the study, and the researcher gave the students a test to know the pre-knowledge of students in descriptive writing before implementing the designed DLCs in the classroom. The study was conducted in the Wete district in Pemba, Zanzibar-Tanzania because the intervention determined schools that developed DLCs were applied. A simple random sampling technique was applied to select 120 students: 98 were females, and 22 were males from three selected schools taught through intervention lessons for four weeks. The sample size of the study was determined by the number of Form One students per school in order to reduce bias and improve the validity of the data. Data were collected

through students' achievement tests (pre- and post-test) and FGDs (Focus Group Discussions) for students. Inferential statistics analysed the data from students' test scores through a t-test with the help of SPSS version 25. The t-test was used to compare the average of pre-test and post-test results to see if they are significantly different [3]. Additionally, data from FGDs were analysed using thematic analysis through five stages: transcription, coding, categorisation into themes, descriptions and interpretation in relation to the research questions.

4. Findings and discussion

It is observed from table 1 that the study involved a total of 120 respondents. Of them, 98 (81.67%) were females, and the rest were males. Three schools were involved in the study, and Chasasa secondary school had the largest proportion of 36.67%, followed by Shengejuu secondary school with 35.83%. In contrast, Utaani secondary school had the lowest proportion of 27.50%. Most respondents were teenagers since the study involved the lowest grade of secondary school. Many were 14 years (44.17), followed by 15 years (30.83%).

Table 1
Demographic characteristics of the students involved during the study.

Variable	Frequency	Percent
Sex of students		
Male	22	18.33
Female	98	81.67
Schools of the students		
Utaani secondary school	33	27.50
Shengejuu secondary school	43	35.83
Chasasa secondary school	44	36.67
Age in years of students		
13	12	10.00
14	53	44.17
15	37	30.83
16	12	10.00
17	4	3.33
18	2	1.67

4.1. Pre-test and post-test results from students

The pre-test and post-test were developed for all the selected schools before the intervention. The purpose of the study was to assess the effectiveness of the intervention through a comparison between pre-test and post-test scores from individual students. After the pre-test, all the selected schools were given the intervention materials for teaching and learning descriptive writing within four weeks. After four weeks, the post-test was done for all the selected students through their respective schools. The achievement test was used as an instrument for collecting data from the students. It noted that both pre-and post-tests were administered by the researcher,

assessment reporters and the selected teachers. The test consisted of three essay questions, which involved 30 items. The test was carried out within two hours in their classrooms, which were appropriately arranged. In order to avoid extraneous variables, the study started the test at 8:00 a.m. for all of the selected schools. All the tests were done on the same day and date. All students were given similar plan papers from the researcher to avoid cheating. Different questions were asked in the test to measure descriptive writing ability among students. Both tests' results were categorised into two categories for each question. For questions one and two, since the highest marks were five and the lowest 0, it was divided into less than two (<2) and from two to five (2-5). The test results were as depicted in the table 2.

Table 2
Scores of the test.

Statement	<2		2-5	
	pre-test, *N* (%)	post-test, *N* (%)	pre-test, *N* (%)	post-test, *N* (%)
Write your full name and school's name	91 (75.83)	7 (5.83)	29 (24.17)	113 (94.17)
Express the name and position of the teacher who registered you	108 (90.00)	23 (19.17)	12 (10.00)	97 (80.83)
Who is the best friend at secondary school? Give reason(s)	113 (94.17)	20 (16.67)	7 (5.83)	100 (83.33)
Describe school requirements needed during reporting day	116 (96.67)	36 (30.00)	4 (3.33)	84 (70.00)
Express announcement had you given on the first day	118 (98.33)	50 (41.67)	2 (1.67)	70 (58.33)
How did you feel to join in this school?	119 (99.17)	72 (60.00)	1 (0.83)	48 (40.00)
Would you advise others to join this school?	114 (95.00)	73 (60.83)	6 (5.00)	47 (39.17
) Name your father's and mother's name	105 (87.50)	28 (23.33)	15 (12.50)	92 (76.67)
Describe your father's and mother's job	104 (86.67)	30 (25.00)	16 (13.33)	90 (75.00)
Express the number and names of brothers and sisters you have	103 (85.33)	34 (28.33)	17 (14.17)	86 (71.67)
Describe where you enjoy visiting. Give reason(s)	107 (89.17)	43 (35.83)	13 (10.83)	77 (64.17)
Explain the number of grandfathers and grandmothers you have	107 (89.17)	48 (40.00)	13 (10.83)	72 (60.00)
	0-14		**15-35**	
Prepare a short diary and then explain the activities you are going to do next week	120 (100.00)	63 (52.50)	0 (0.00)	57 (47.50)

Table 2 shows the reality of the pre-test and post-test. Based on the first question on personal and school names, it was observed that in the pre-test, 75.83% got <2, but only 5.83% got 1<2 in the post-test. It was observed that 24.17% got 2-5 in the pre-test while 94.17% got 2-5 in the post-test. Regarding the name and position of the teacher, it was observed that 90.00% of the students got <2 marks in the pre-test while 19.17% of students got <2 marks in the post-test. However, it was observed that 10.00% of the respondents got 2-5 marks in the pre-test while 80.33% of the students got 2-5 marks in the post-test. For question two, concerning writing an essay about their family, the results were as follows: regarding the father's and mother's name,

it was observed that 87.50% of the students got <2 in the pre-test while 23.33% got <2 marks in the post-test.

However, it was observed that 12.50% got 2-5 marks in the pre-test while 76.67% got the same marks in the post-test. Regarding the number of grandfathers and grandmothers that they had in the category of <2 marks, 89.17% got in the pre-test while 40.00% got marks in the post-test. However, it was observed that 10.83% got 2-5 marks in the pre-test while 60.00% got the same marks in the post-test. Generally, it is observed that the performance of the students improved after the use of digital lesson content for teaching and learning descriptive writing. There is a decrease in the proportion of students with low marks (<2) from the pre-test to the post-test, while there is an increase in the proportion of students with high marks (2-5) from the pre-test to the post-test.

4.2. Paired t-test of the marks gained by the respondents before and after the intervention

As was explained in the methodological part, a paired t-test was performed to assess the effectiveness of the digital lesson contents in secondary schools. From this study, the paired t-test of the marks was as shown in table 3.

Table 3
Paired t-test of the marks gained by the respondents before and after the intervention.

Statements	Mean	(StdDev)	Mean change (post-pre)	t-value	p-value
Expression on your first day of joining this school					
post-test	18.93	(9.78)	15.6542	18.51	<.0001
pre-test	3.33	(2.52)			
Essay about your family					
post-test	15.75	(9.02)	12.1625	15.81	<.0001
pre-test	3.58	(2.83)			
Diary for one week about activities you are going to do next week					
post-test	15.89	(12.36)	15.3884	12.96	<.0001
pre-test	0.45	(1.36)			
Total marks					
post-test	49.69	(24.73)	42.3292	20.08	<.0001
pre-test	7.36	(5.30)			

Based on the results in table 3 and figure 1, it was observed that the mean change for the first question, which was on the expression on 'your first day to join the school' was 15.6542, and it was statistically significant with the p-value of <.0001. The mean change for question two, on writing an essay about your family, was 12.1625, statistically significant, with a p-value of <.0001. It was also observed that the mean change for question three, which was about writing a diary for the week about 'activities you are going to do next week', was 15.38884, which was statistically significant with a p-value of <.0001. However, after summing up all the marks for

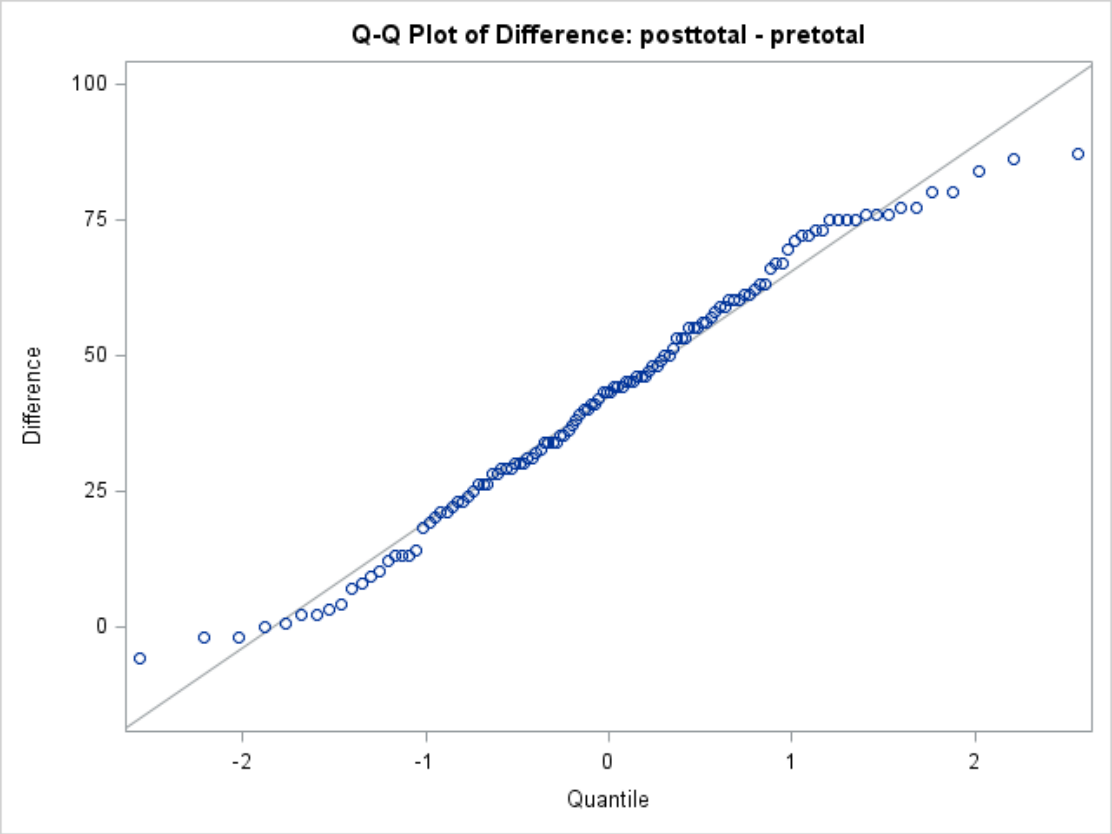

Figure 1: Total marks of pre-test and post-test of students in descriptive writing.

both the pre-test and the post-test, it was observed that the mean change for the total marks was 42.3292 with a p-value of <.0001. This implies that students' descriptive writing ability improved after they were taught by using DLCs. It can be concluded that a significant difference was noticed between post-test scores for the use of DLCs for teaching and learning descriptive writing to F1 students. Therefore, it can be interpreted that the DLCs used for teaching and learning descriptive writing to F1 were significantly effective and applicable to the natural classroom setting.

Furthermore, this study conducted FGDs for students who had used DLCs in learning descriptive writing. The researcher wanted in-depth information from the users (students) about the effectiveness of DLCs for teaching and learning descriptive writing to ordinary secondary school students, mainly F1. The researcher used triangulation methods to harmonise results from students' tests and students' views about the effectiveness of the intervention. The following sub-section reports students' perspectives on the effectiveness of the field-tested intervention programme for enhancing the teaching and learning of descriptive writing. Based on the student's perspective, the emerging ideas engaged the learning environment and facilitated students' understanding of the lesson as shown in table 4.

Table 4
Students' views about the effectiveness of the DLCs for enhancing teaching and learning descriptive writing to F1 students.

Sub-theme	Responses count	Representative quote
Engaging learning environment	23/25	Learning through DLCs raises our interest and makes the learning participation more active. Also, it makes students glued to the lesson and attentive.
Eases students' understanding the lesson	22/25	Using DLCs stimulates students' curiosity and inquisitiveness. Also, students understand the learning concepts in a simpler manner during the teaching and learning process.

4.2.1. Engaging learning environment

This is the first theme that emerged from the data analysis in this section on engaging learning environments. In terms of engaging learning environment, the respondents supported that DLCs were helping them to inspire and motivate students' learning. The participants elaborated that DLCs raised students' interest in the lesson. This was made clear by one of the students who said:

> *Learning in this way makes me interested and motivated. We interact with each other easily, and we get a chance to imitate the animated characters in the video. I think the lesson using digital lesson content is better than other ways because it involves us from the beginning up to the end of the lesson.* (Interview with students 2 April 2023).

Similarly, another student added that *"Learning through DLC raises our interest and makes the learning participation more active. Also, it makes students glued to the lesson and well attentive."* The above comments testify that the intervention materials embedded with DLC improved students' interest in learning descriptive writing. This implies that the intervention helped enhance students' descriptive writing ability. Furthermore, it was observed by the participants that when the students were taught using this innovative strategy, they liked to contribute to the lesson without feeling ashamed. They were also ready to respond to the teachers' questions with no hesitations. These feelings were made clear by one of the students who noted:

> *When teachers use digital lesson contents, it makes us active in interacting with each other, and it makes the lesson active. Through this, I get a chance to do various activities as animated characters do, and we add new vocabulary. I think this intervention has changed our mindsets. When I was learning through the intervention program, it made my learning to be active.* (Interview with students 4 April 2023).

The argument in the quotation above suggests that the intervention materials supported with DLCs cultivated students' active engagement towards descriptive writing lessons compared to their pre-intervention learning experiences. It revealed that teaching and learning through digital lesson content support students and make them active during the learning process.

The current study concludes that teaching and learning through DLCs encourage students' attention and activeness. As a result, the DLCs make students more understood and improve their descriptive writing ability. Therefore, emphasis is needed for teachers to use digital lessons in the classroom situation to improve student's descriptive writing ability.

4.2.2. Eases students' understanding of the lesson

Another positive contribution of the intervention materials, as expressed by the students, was easing students' understanding of the lesson. The participants reported that the intervention programme improved and enhanced teaching and learning. In this case, the participants cited increasing students' retention rate as one of the advantages of the intervention programme. They also added that when teachers teach descriptive writing using intervention materials, it supports students' understanding of the concepts in a simple manner. This was evident in the comments by one of the students:

> *I noted that when teachers teach descriptive writing using the intervention materials shared with us, they use less energy to transfer knowledge and skills to us. Teachers also get a chance to repeat the digital lesson much time he/she wants to make their students catch the concepts well.* (Interview with students 3 April 2023).

The text above gives evidence of the student's feelings that intervention materials enhanced their learning potential, further suggesting the constructive contribution of the intervention materials to teachers to use in the teaching and learning process.

In addition, the participants mentioned that intervention materials supported with DLCs stimulated students' curiosity and inquisitiveness. The students' chance of asking questions about different lessons was noted to improve. Unlike before, with this intervention programme, students' ability to develop new innovative ideas about the lesson increased. In this context, one student stated:

> *My ability to seriously ask questions about lessons has increased. I have observed that I can develop new suggestions and innovative ideas about the lesson. I think these practices improve our descriptive writing ability.* (Interview with students 5 April 2023).

Based on the above comments, using DLCs in teaching and learning encourages student curiosity and innovation. This implies that teaching and learning descriptive writing through DLCs makes students more knowledgeable and competent in descriptive writing. Therefore, it is possible to conclude that the intervention materials facilitated students' inquisitive mindset and innovative capacity. These traits are essential in achieving instructional objectives and mastering the intended lesson competencies. Indication of this using digital lesson content in teaching and learning enhances students' capacity and creativity in the learning process. It reveals the necessity of using it to improve the quality of education in our country.

In addition, results from the pre-test and post-test show a significant difference between the overall mean scores of 49.69 (24.73) on descriptive writing among the selected F1 students. The findings indicate that students performed better in the post-test compared to what they did in the

pre-test 7.36 (5.30). These findings imply that the difference was insufficient to mark a significant difference in the descriptive writing ability among students before the intervention. Therefore, it can be concluded that, after being taught using the intervention, students' descriptive writing ability improved. Generally, the results show the positive impact of using digital lesson content for teaching and learning descriptive writing to F1 students.

5. Discussion

Based on the study, it was found that digital lesson contents have important implications for improving students' descriptive writing ability. This aligns with the previous studies [2, 24, 36]. For example, Allay [2] revealed that pre-test achievements were slightly different between the students in the intervention and control schools. In a similar vein, the study conducted by Pembe [24] showed that there was a significant difference between the treatment group and the control group in writing ability. On this part, William [36] observed that pre-test achievements were slightly different between the students in the intervention and control school in Chemistry. This indicates that the control group and treatment group scores show significant differences. This motivated the study to use a single group (treatment group), where the findings show that post-test scores were higher than pre-test scores.

Furthermore, the study collected data from students through FGDs to get their views and suggestions about using DLCs for teaching and learning descriptive writing. The main ideas that emerged were engaging learning environments and easing students' understanding. The results of the current study show that DLCs make it easy for students to explain concepts, raise students' interests, create active learning and improve students' understanding of the lesson.

The findings of this study relate with those of the study by Novelti, Kristiawan and Erpidawati [20] about the development of the descriptive writing learning model using audio-visual media. It was found in this study that teachers used the learning model as a new learning model that can create a learning process that is fun, not burdensome and boring. Similarly, the study by Mshangi [19] observed that digital technologies in education support accessibility, affordability, reliability and efficiency of infrastructure. Similarly, a study conducted by Kayombo and Mlyakado [14] revealed that integration of digital technologies in education improves teachers' knowledge and skills in the teaching and learning process as well as in the assessment. This indicates that DLCs are necessary for supporting students in the learning process and making them critical thinkers and problem solvers.

Moreover, the findings show that DLCs increase students' interests, attention and motivation during teaching and learning. These findings relate to the study conducted by Akhmetshin et al. [1] in Russia, which revealed that DLCs raise students' interest in learning. Similarly, the study by Faizah and Novita [10] revealed that DLCs improve students' writing skills in terms of ideas, grammatical features and organisation. Similarly, the study by Salihu and Umar [29] in Nigeria reported that DLCs improved the teaching and learning process through students' activeness and interest. Again, the study conducted by Cole and Feng [6] in Nigeria observed that DLCs were making teaching and learning more enjoyable and effective.

Moreover, the current study supports Tanzania's (Zanzibar) ICT policy in education, which expects to enhance teaching and learning to improve the quality of education in our country

to cope with the 21st century [34]. This implies that using DLCs for teaching and learning supports students to reach the intended goal easily. The study concluded that there is a need to use DLCs for teaching and learning descriptive writing to address descriptive writing problems for ordinary secondary school learners in Tanzania, particularly Zanzibar.

Additionally, the current findings show that DLCs make lessons easier, and the student gets an opportunity to explain concepts easily. These findings relate to the study conducted by De Jager [7] in South Africa, where it was reported that DLCs improve students' understanding of new concepts and reinforce learning of complex concepts. Again, the study by Masterson [18] in Germany discovered that using DLCs in the teaching and learning process improves students' critical thinking and communicative ability. This shows that DLCs are vital in supporting teachers during teaching and, at the same time, improving students' critical thinking for problem-solving. This implies that in order to get quality education as expected based on the Zanzibar education policy [25] and Zanzibar ICT policy [26], the government should emphasise developing new curricula which cope with the 21st century.

Furthermore, since 2007, in Tanzania, there has been an emphasis on integrating digital lessons in all levels of schooling; until now, there is no special budget (funds) allocated to ICT in education. The results faced challenges such as technical issues, curriculum and contents that support their expectations. This implies that Tanzania is good theoretically, but serious actions are needed to practice digital lessons in classroom situations.

6. Conclusion and recommendations

It can be concluded that using DLCs helped improve the descriptive writing ability of F1 students. Nevertheless, teachers need to be supported by adding more digital lesson content as instructional materials for teaching English and other subjects. This should be done to assist curriculum developers and multimedia experts of the nation to design more DLCs for teaching and learning to get quality education as expected by the Zanzibar education policy and Zanzibar ICT policy in education. This is because the availability of DLCs as instructional materials could support teachers in teaching descriptive writing and students to get an opportunity to improve their descriptive writing ability.

Generally, it can be concluded that using DLCs in teaching descriptive writing in ordinary secondary schools has strengths and weaknesses. Regarding strengths, the DLCs improve student's interest, attention, activeness and understanding. In contrast, as it was found, DLCs depend on technological devices such as computers/laptops, projectors/smart TVs and electricity during the teaching and learning process. Also, DLCs consider the cost and time for designing effective DLCs in the teaching and learning process. Therefore, serious actions are needed by the government, Ministry of Education and Vocational Training in Zanzibar (MoEVT-Z) and other education stakeholders to support and sustain DLCs in secondary education. Moreover, it was noted that teachers' attitude and competence was essential for encouraging students' attention during teaching and learning through DLCs to improve students' descriptive writing ability.

Furthermore, the MoEVT-Z insists on transforming educational curricula from manual (hard-copy) teaching to DLCs. This is because DLCs can add value to the whole teaching and learning

process. Perhaps it is high time that the MoEVT-Z should practice using DLCs in education for better achievement. The study recommends a need to practice ICT policy in secondary education. DLCs are catalysts for change in the curricula from traditional instructional methods to modern interactive and constructivist methods to improve our quality of education. This is because if technology can be used in integrating the school curriculum, it could provide support to attain instructional goals for various subjects. The scope of this study is limited to 120 ordinary secondary school students (Form One) who taught by using DLCs in descriptive writing. Further study could involve a larger sample size and other levels of ordinary education, such as Form Two, Form Three and Form Four, on how to use DLCs in teaching and learning descriptive writing. All in all, using DLCs and digital devices should be added at secondary schools to support education and ICT policy in education to reach the goal of a global economy.

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