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**FACTORS THAT INFLUENCE THE TEACHING OF ENGLISH
COMPOSITION WRITING IN SECONDARY SCHOOLS IN WEST POKOT
DISTRICT, KENYA.**



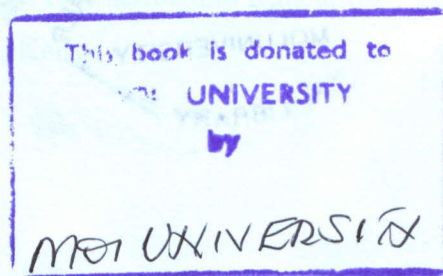
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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF PHILOSOPHY IN ENGLISH EDUCATION,
DEPARTMENT OF CURRICULUM INSTRUCTION AND
EDUCATIONAL MEDIA, SCHOOL OF EDUCATION

MOI UNIVERSITY



NOVEMBER, 2011



ABSTRACT

The purpose of this study was to investigate factors that influence the teaching of composition writing in Kenyan secondary schools. This was accomplished through the study objectives which were to: establish the challenges encountered in teaching and learning of composition writing, investigate if there are adequate resources to teach composition writing, find out the techniques teachers use to teach composition writing, establish whether students are given writing tasks regularly and investigate the role of the feedback given to learners on their writing ability. The study was based on Selinker's (1975) Inter language Theory and Krashen's (1985) Input Hypothesis Theory. The Inter language theory posits that learners develop an Inter language in the process of second language acquisition; and teachers should view errors made by students as a step towards the target language. The Input Hypothesis stresses on the role of input (teaching) on mastery of a second language. The study employed descriptive survey research design. The study was undertaken in the larger West Pokot District. Eight schools were involved in the study. The researcher used stratified random sampling to select the three categories of schools; 3 boys, 2 girls and 3 mixed schools. Systematic random sampling was used to select 20 from three students from each of the selected schools. This formed about 30% of the accessible population, which Kerlinger (1973) recommends as being a representative sample for a descriptive research study. A total of 160 students and 16 teachers participated in the study. The teachers were selected purposively. Frankel and Wallen (2006) recommend at least 100 subjects in a descriptive study. Data was collected through student and teacher questionnaires and a writing task for the students. Both close-ended and open-ended questionnaire were used. Data was analysed using descriptive statistics. The study revealed that writing is not taught effectively in schools and that students are not given writing tasks regularly. It was also evident that remedial work in writing is not done by most teachers and this leaves learners poorly motivated to write. This is due to the heavy workload on the teachers in the study area. English is not oftenly spoken by both teachers and students in schools and this affects their competence in writing. In the light of the study findings, the study recommended that: teachers should give learners writing tasks that motivate them; they should also use techniques such as dramatization, role-play and group writing to get learners involved in the writing process. Feedback should also be given promptly not long after the task has been written. In addition, more teachers should be posted to the study area to curb the problem of workload and schools in the study area should encourage spoken English by both students and teachers.