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THE INFLUENCE OF TEACHER FEEDBACK ON STUDENTS' SELF
CORRECTION IN WRITING TASKS IN ENGLISH
IN SECONDARY SCHOOLS
IN WEST POKOT DISTRICT, KENYA

BY



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ABSTRACT

The purpose of this study was to examine the influence of teacher feedback on students' self correction in writing tasks in English in selected secondary schools in West Pokot District. The objectives of the study were to establish: how often writing feedback was given to learners, whether learners understood the modes of composition marking used by teachers, if teachers guided and provided opportunities for learners to correct their written tasks, and how learners used the teacher's feedback in subsequent writing tasks. Vygotsky's social development and interaction theory guided this study. Vygotsky (1978) asserts that interaction with the surrounding culture and social agents such as parents, teachers and more competent peers contribute significantly to a child's intellectual development. The study used descriptive survey research design. The target population comprised 32 registered public secondary schools with a student population of 13400. Simple random sampling technique was used to select 10 secondary schools for the purpose of this study. The sample was drawn from form three students and forms three teachers of English. Simple random sampling was used to select 240 students from the ten schools, 120 students completed the students' questionnaire and the remaining 120 wrote the in-class writing task. This was done to enable the teachers to mark and provide feedback to the students and allow the students to make corrections. Purposive sampling was used to select 10 form three teachers of English. Students' questionnaires, teacher interview schedules and in-class writing tasks were used to collect data. Data collected was analyzed descriptively and presented descriptively in tables, graphs and pie-charts using frequencies and percentages. The data was presented in tables, graphs and pie-charts. The study found out that sixty three percent of the teachers provided regular feedback to their learners. Seventy four percent of teachers explained to the learners the meaning of the symbols used Eighty point eight percent of the teachers guided and provided opportunities for students to correct their errors and that students found teachers' comments helpful. Students correct their errors easily after teachers provide feedback. Therefore, the study recommends the following: teacher training institutions should emphasize on the need to train teachers to provide positive and meaningful feedback to learners because there was disparity in modes of making, the Ministry of Education should carry out frequent inspections to ensure that all teachers give regular writing tasks and provide feedback always. Classroom teachers should diversify ways of error correction and create opportunities for students to self- correct their errors.