

THE EFFECT OF TIME GIVEN FOR GUIDED CLASSROOM TALK ON IMAGINATIVE WRITING SKILLS IN ENGLISH OF PUBLIC BOYS' SECONDARY SCHOOL STUDENTS IN KIMILILI/BUNGOMA SUB COUNTY, KENYA.

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ABSTRACT

Writing is a process that must follow an established structured approach that is used for every assigned paper in one way to create independent writers and ensure generalization of writing skills. A typical writing process consists of steps. These steps form a method used by teachers to lead students from random thoughts to a cohesive, written paper. In a classroom, teachers meet learners who are diverse hence differentiating writing instruction for a population of diverse learners may sound difficult; but, it does not have to be. Scaffolding or guided classroom talk is one process that allows teachers to organize a writing activity systematically to meet the needs of all students. This study therefore focused on the effect of guided classroom talk on imaginative writing skills of public boys' secondary school students. The study was anchored on Output hypothesis. The study was guided by research objective: determine the effect of amount of time given for guided classroom talk on imaginative writing skills of public boys' secondary school students. The study used prospective self-control cohort research design. The study was carried out in Kimilili-Bungoma Sub-County. The target population of the study comprised Form Three students of public boys' secondary schools and their English language teachers. The study randomly selected one public boys' secondary school and used purposive sampling to select 400 Form Three students in that school together with 10 English language teachers. Data were collected using teacher questionnaires and individual interviews, classroom observation and documentary analysis checklists and pre- and post-tests. Data were analyzed using descriptive and inferential statistics with aid of SPSS. The finding of the study indicated that time has a significant effect on students' imaginative writing skills. This meant that guided classroom talk has an effect on students' imaginative writing skills. It is recommended that more time should be given to students' talks or collaborative activities in class, teachers should avoid using phrases that signal lapse of time during classroom talks and teaching writing should be done in a free and friendly environment. Findings of the study should form the basis

for policy reviews by the Ministry of Education on teaching imaginative writing in secondary schools in Kenya. Scholars can use these findings to establish effect of guided reading on imaginative writing skills.

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