

MASTER'S THESIS

Teaching writing in a primary school using the process approach: a case study

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**TEACHING WRITING IN A PRIMARY SCHOOL
USING THE PROCESS APPROACH:**

A CASE STUDY

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ABSTRACT

Writing is one of the most important language skills. Among the various methods in teaching writing, the Process Approach is regarded as an effective method.

The aim of this study is to find out how effective the Process Approach is in helping students to organize, and express their ideas, and to write more accurately.

The study was conducted on a small-scale. Sixteen students were invited to participate in the study. Eight were in the experimental group in which they had undergone the different stages of process writing; whereas, the others were in the control group in which no guidance and help were given in the process of writing.

The qualitative and quantitative results of this study indicated that the students in the experimental group outperformed than those in the control group. It was found that they were able to write more accurately and fluently and in a more-organised way after undergoing the writing process. Moreover, it was felt that teacher played a very important role in the study. She not only taught the students to write, but also designed various activities to facilitate learning.

Pedagogically speaking, this study suggests that the Process Approach in teaching writing is worth to be implemented in schools for improving the writing skills of the students. Though there may be some limitations and constraints when using this approach, it is still a good choice.

摘要

寫作在語文技能上佔著重要的一環。在眾多教授寫作的方法中，「寫作過程導向」可說是一種十分有效的教學法。

此項研究的目的是探討「寫作過程導向」如何能有效地協助學生更有系統地、清晰地，與及準確地寫作。

是項研究以小組形式進行。研究對象是一群為數十六人的小六學生；當中八人參予實驗小組，他們經歷了「寫作過程導向」的所有程序；另外八人參予對照標準小組，他們在寫作過程中將不會獲得任何協助。

從研究的質性與量性結果顯視，實驗小組的成員在經過「寫作過程導向」的所有程序後更能準確與流暢地寫作，而他們在寫作的表現上也較對照標準小組的成員優勝。此外，老師在是項研究中亦扮演著重要的角式。除了教導學生怎樣寫作，老師亦同時設計了不同的活動以輔助學生學習。

從教學層面而言，是項研究顯示出「寫作過程導向」確實可以提升學生的寫作技巧。因此，這種寫作教學法委實值得在學校裡推行。縱然，在實行上或許會遇上一定程度上的限制，但它仍然是教授寫作之上佳方法。

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