

MASTER'S THESIS

Effectiveness of bottom-up discourse approach on teaching of writing through a picture story: a case study

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**EFFECTIVENESS OF BOTTOM-UP DISCOURSE
APPROACH ON TEACHING OF WRITING
THROUGH A PICTURE STORY
A CASE STUDY**

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Abstract

The objective of this dissertation is to explore the effectiveness of bottom-up discourse approach on teaching writing a picture story. It is hoped that the study provides ESL teachers with a framework of teaching writing and pedagogical insights in enhancing students' writing proficiency.

Twenty F.5 students of a band three secondary school were selected as our sampling subjects. They are evenly divided into two groups --- experimental group and control group. The bottom-up discourse approach was carried out in the experimental group for six months while the usual practice was offered in the control group. The writing outputs of both groups were examined to check their improvement on writing proficiency. Questionnaires were also completed by the samples of the study to find out if students' learning attitude had been changed during their learning process.

The data gained from the study revealed that the students whose English teacher adopted bottom-up discourse approach had improvement on their writing proficiency and there was a positive change of their learning attitudes towards writing. Hence, it is verified that bottom-up discourse approach is effective on teaching writing the picture story.

摘錄

這份學術論文的研究目的是，探索“由下往上的講釋寫作方法”(Bottom-up Discourse Approach) 在教授寫作圖畫故事上的效用。我希望這項研究能為英文老師提供一個英文寫作的理論架構，也令他們深思現時的英文寫作教學法，藉此提升學生們的寫作能力。

在這個研究中，我從一所屬第三級別的中學選了二十個就讀中五級的學生，作為我的研究對象。他們平均分成實驗群組及控制群組。“由下往上的寫作方法”會在實驗群組推行共六個月，而控制群組即用以往慣常的教學法去教授寫作，他們兩組同學的文章作品(圖畫故事)會被仔細分析，確定他們在寫作上有否進步。另外，我也會以問卷方式，調查他們在實驗的過程中，對寫作的學習態度有否轉變。

從研究中獲得的數據及資料顯示出，若果老師採用“由下往上的寫作方法”去教授學生，他們的寫作能力有一定的進步。同時，學生們對寫作的態度也有正面的轉變。總括而言，這項研究在很大程度上，證實了“由下往上的講釋寫作方法”在教授學生寫作圖畫故事是很有趣的。

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