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THE COMPOSING PROCESSES OF FOUR FILIPINO
BILINGUAL WRITERS

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by

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ABSTRACT

Recent studies have shown the importance of the composing process in the teaching of writing to both native and non-native speakers of English. However, studies attempted on composing process abroad have been almost negligible and in the Philippines no such study has been done so far.

The study was undertaken to determine the composing processes in English of four Filipino First Year college bilingual writers enrolled in regular and remedial English classes. Two were considered more proficient than the other two, based on criteria set by the researcher and the English teachers handling the students under study.

This study attempted to answer the following questions:

1. Does a Filipino bilingual writer compose in a linear or recursive order?
2. Is there a relationship between the amount of L1 involved in the L2 text by a Filipino writer and his proficiency in L2?
3. What aspects of composing does a Filipino writer find most difficulty with?
4. How do the findings of this study compare with the findings of Raimes (1985), Zamel (1982) and (1983) and



other similar studies on composing process of ESL writers?

The subjects wrote two compositions each, a total of eight. They thought aloud while composing on a tape-recorder. The think-aloud protocols were transcribed, coded, and analyzed, and interpreted using the coding scheme of Raimes (1985), a modified version of Perl (1981) coding system used on her native language students.

The results of the findings yielded the following answers: The four Filipino bilingual writers composed in two ways. They followed the non-linear or recursive pattern in composing, though not all of them had similar degree of recursiveness.

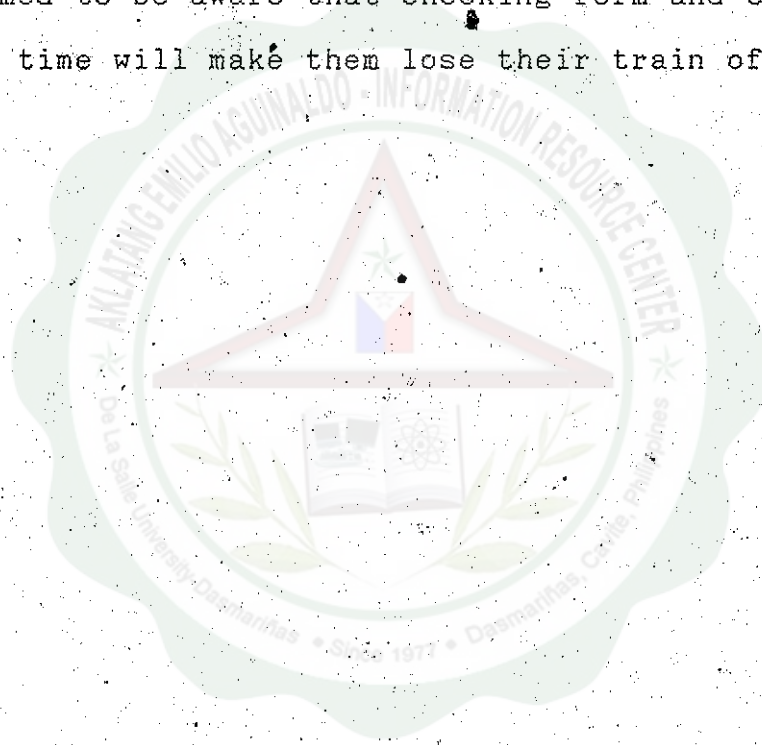
In composing an L2 text, the use of their L1 seemed to have facilitated their task. L1 use, however, lessened as they composed their second topic. L1 did not interfere in the generation of ideas, an important finding all other researchers have discovered in their studies of either native or ESL writers.

Furthermore, the transcribed protocols indicated that the four Filipino bilingual writers had difficulty in establishing semantic relationships between words, phrases, or clauses on the sentence level than in establishing transition between sentences.

Vocabulary, spelling, pronunciation marks,



sentence structures, and tenses were some of the troublesome areas for less proficient students while composing, whereas these did not cause the more proficient writers made changes in form and mechanics when formulating ideas, while more proficient writers paid less attention to these aspects during actual composing since they seemed to be aware that checking form and content at the same time will make them lose their train of thought.



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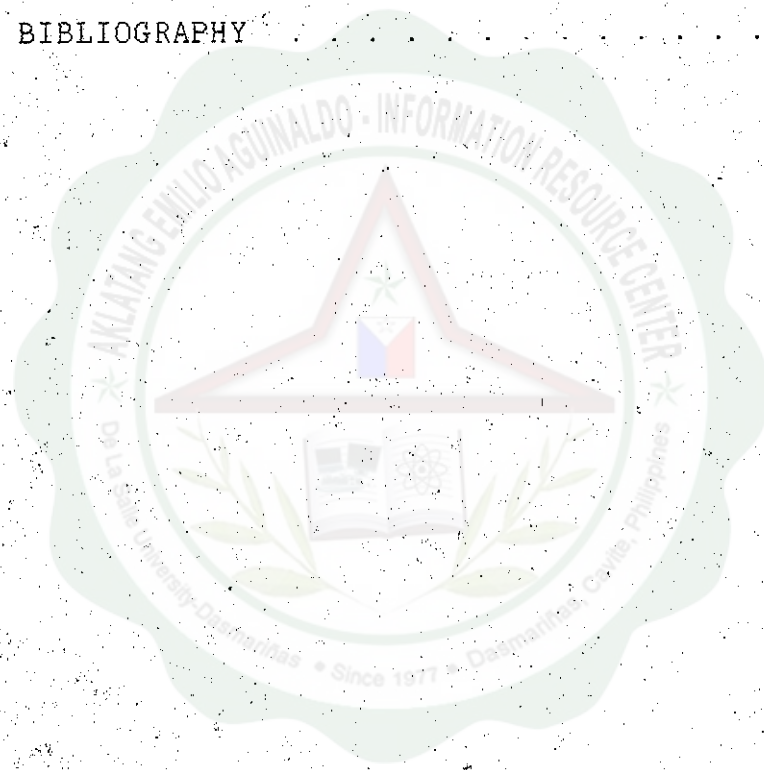
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