THE COMPOSING PROCESSES OF PRE-INTERMEDIATE ESL STUDENTS IN THEIR FIRST LANGUAGE AND THE ENGLISH LANGUAGE

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A thesis submitted to the Faculty of Languages and Linguistics, University of Malaya in partial fulfillment of the requirements for the degree of Masters in Teaching English as Second Language 2001
ABSTRAK

Penyelidikan ini mengkaji cara penulisan pelajar ESL peringkat pra-perantara untuk meneliti persamaan dan perbezaan cara penulisan mereka dalam bahasa pertama dan bahasa Inggeris. Ia juga menguji hipotesis samada bahasa pertama adalah bahasa utama yang digunakan oleh pelajar ESL peringkat pra-perantara untuk memikir semasa menulis dalam bahasa pertama dan bahasa Inggeris.


Hasil kajian ini menunjukkan persamaan cara penulisan pelajar semasa menulis dalam bahasa pertama mereka dan bahasa Inggeris yakni cara penulisan dipindahkan dari bahasa pertama ke bahasa kedua. Perbezaan yang diteliti adalah penggunaan cara penulisan yang lebih kerap semasa menulis dalam bahasa pertama dan penggunaan bahasa pertama serta bahasa ketiga iaitu Bahasa Melayu semasa penulisan bahasa Inggeris. Hipotesis juga diuji positif yakni pelajar ESL pra-perantara dalam kajian ini menggunakan bahasa pertama sebagai bahasa utama untuk memikir semasa menulis dalam bahasa pertama dan bahasa Inggeris.
ABSTRACT

This study attempts to trace the composing processes of pre-intermediate ESL students in their first language and the English language. It is also to test the hypothesis that pre-intermediate ESL students use L1 as the dominant language to think when writing in their first language and the English Language.

This is a qualitative research project using a case-study approach obtaining data through multiple data collection method. Sources of data were think-aloud protocol, semi-structured questionnaire, retrospective interview and analysis of students' written products. Five Malaysian Chinese students from a private college were asked to write two descriptive essays using one topic, first in their L1 and then in English, verbalizing as they wrote, which was audio and video taped. After writing, they completed a retrospective process questionnaire followed by an interview.

This study found subjects displaying similar behaviors when writing in their L1 and in English. This finding indicates that pre-intermediate ESL students in this study transfer their L1 writing skills to L2 writing. Apart from similarities, the researcher noted differences such as higher occurrences of behavior in L1 writing and usage of other languages i.e. L1 and Malay language when students composed in English. The present study also validated the hypothesis that pre-intermediate ESL students in this study used L1 as the dominant language to think when writing in their first language and the English Language.
ACKNOWLEDGEMENT

Completing this dissertation has not been an easy task but it is truly God’s will and grace that made it possible. My heartfelt gratitude to my supervisor, Ms Tam Shu Sim who not only gave me the inspiration to do a research on this subject but also patiently guided me throughout the process of writing this dissertation.

I would like to express my appreciation to my thoughtful colleagues especially, Dr. Lim Ho Peng, the Dean of Solla-ICM who generously shared his expertise on the research mechanism; Ms Khaw Li Lian who helped to transcribe and translate; Mr. Chong Eu Choong and Ms Florence Mah who offered their invaluable advice; Ms Linda Tan and Ms Irene Wong who kindly proof read this thesis, and other colleagues who prodded me on. A big thank you to Ms Regina Tan, Ms L.F. Fernandez and my sister-in-law, Ms Yong Hiok Ching for their assistance in facilitating the data analysis.

Last but not least, I would like to thank my husband, Hiok Wong for his encouragement to continue my studies, his understanding of my love of learning and his patience in times of stress. This is specially dedicated to my mother, Madam Chin Siew Ying and my children, Michelle, Alvin and Gavin for being there with their smile and laughter motivating me all along.
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