

Interlingual Rendition: A Vehicle for Self-Expression in English among College Students

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Abstract

Founded on the concepts of direct and interlingual rendition writing methods, this experimental study sought to determine the effectiveness of interlingual rendition as a method of self-expression in English essay writing among college students; direct writing means writing an essay directly in English while interlingual rendition refers to writing first in Filipino then decoding it in English. Participants were 60 first year English 2 students composed of 30 high performing (with GPA of 87-93) and 30 low performing (with GPA of 75-79) based on their performances in English 1. These two categories were divided into pairs of 15 high performing and 15 low performing creating four (4) groups in all. Assignment of which group will be using which writing method was carried out through drawing of lots. One high performing and one low performing groups used the direct method, and the remaining groups wrote their essays using the interlingual rendition. Codes were assigned to conceal participants' identities. All groups had the same essay topic, limited to 250 words. Three qualified raters were invited to assess the essays using a validated rubric. Criteria included focus on topic, support for topic, sequencing, introduction and conclusion. The highest rating is 4, and the lowest is 1. The consistencies of the scores/ratings were tested using the Bivariate and Multiple Correlation Coefficient. Resulting correlational coefficients at 0.01 level of significance implied consistency on the scores. Scores were simplified and summarized using means, standard deviation and two-way ANOVA. All hypotheses were tested at 0.10 level of significance. Findings showed that while high performing students have the same quality of writing regardless of the method, the low performing groups' scores revealed that those who used the interlingual rendition executed better. These lead one to conclude that the use of interlingual rendition is one effective means of helping low performing students write essays well.

1. The Problem and Review of Related Literature

Writing is an art. It requires great effort to craft a masterpiece. One should be good in vocabulary, grammar, spelling, sentence construction, discourse organization, paragraphing and cohesion.

In today's society, the act of writing is ingrained in every aspect of human life and will continue to shape human interaction as people head full force into the 21st century. The ability to write articulately gives one the power and opportunity to share and influence thoughts, ideas, and opinions with others, not only in day-to-day situations, but across time and space. As Mary Heller writes, "The value that we place on reading and writing arises out of our shared need to be literate people, this is a function of our society and of our culture" (1991, p.13). As writers, it is important to produce quality works, and as an educator, one should learn a great deal about what it means to teach others to do the same. This brief offers an overview of research and best practice in teaching the writing process.

Based on the March 2006 Social Weather Stations (SWS) Survey on National Proficiency in English, Filipino students are having difficulty writing in English due to the fact that English proficiency in the Philippines continues to drop. In an economic research conducted in 2005, it was indicated that Philippines is losing its competitive advantage in English -- the global language of business -- while competitors are increasing their English language efforts. Among other examples, 350 million are studying English in China; 100,000 Malaysian teachers are taking remedial English; a large number of Koreans are coming to the Philippines to study English; and English is becoming the most popular foreign language in most Asian countries.

On the same article, Filipinos' self-assessed proficiency in the English language has declined noticeably compared to the levels reported from earlier SWS surveys in December 1993 and September 2000.

More so, the data of the National Achievement Tests (NAT) in school year 2004-2005 show how poorly public high schools fare in English, Math, and Science. Only 6.6% of senior high school students in public schools have a mastery of English, with 49% at near mastery level, and 44% with no mastery.

The NAT data showed a decline in all aspects of English proficiency, most notably in the ability to speak English. About two-thirds of Filipino adults (65%) say they understand spoken English; another 65% say they read English; about half (48%) say they write English; about a third (32%) say they speak English; a fourth (27%) say they think in English; while 14% say they are not competent in any way when it comes to the English language. All these self-assessments on English proficiency compare unfavorably with the results of surveys taken in 2000 and 1993.

Based on the same article, self-assessed English proficiency is also higher in Metro Manila than in other areas, in urban than in rural areas, among upper than among lower classes, among the younger than the older age groups, and among those with higher education.

As far as personal usage of English is concerned, 5% of Filipino adults said they make full use of the English language; a third (35%) said they make fair use of the English language; a fourth (27%) said they make partial use of the English language; about a fifth (19%) said they make almost no use of the English language; while 14% said they are not competent in any way when it comes to the English language. Personal usage of English is greater in Metro Manila and in the Visayas than in other areas.

Thus, writing methods might play a role in letting the students explore their writing abilities, one of which is interlingual rendition (translation), which embraces any linguistic transfer of a message from a source language into a target language (Nunan, 2005). The main purpose of interlingual rendition (translation) is to interpret the content and organization of an essay written in Filipino first then in English.

Nunan also stated that interlingual rendition is undoubtedly, the most widely used form of interlingual transfer between different cultures. It may be oral original to oral rendition, oral original to written rendition, and so on, and it may reduce the original by any percentage. While, direct writing, is a form of writing where in a composition is written straightforwardly in one language.

Peregoy (2005) articulated that second language writers make use of their budding knowledge of English as they create texts for different audiences and different purposes. The author further reiterated that students new to English are apt to experience some limitations in expressive abilities in terms of vocabulary, syntax and idiomatic expressions. In addition, English learners may not have had the exposure to written English that comes from reading.

According to Scott (1996), in Foreign Language writing, the process of idea generation and the use of long term memory are more complex. Students are confused between long-term memory information (ideas) on the topic and the language of expression. This confusion, according to Scott, hampers the process of idea generation. On the other hand Wilss (1980) stated that translated writing deals with a form of writing which is an inter-textual performance requiring subtle ability of source-language and target language text synchronization on the syntactic, semantic and pragmatic-stylistic level. In addition, Wilss even pronounced that translation is a psycholinguistic formulation process, by a sequence of textually concatenated code switching operations.

Guiora (1999) further proved that the native language is significant in light of studying second language. Native language is the prime vehicle for the transmission and for the maintenance of psychological and cultural essence; it is an ever-present embodiment of self representation, incorporating and expressing a view of the world and of oneself, carrying a national-cultural epistemology.

As revealed in Scott (1996) in the L1 writing, the long term memory retrieval is likely to be related to the topic. In other words, ideas come from stored knowledge and experiences directly related to the topic. These ideas may be stored in the long-term memory in the form of language, or they may be stored as concepts and kinetic images not yet formulated in words. Furthermore, if the topic is familiar to the writer, there will be more ideas than if the topic is unfamiliar.

On the other hand, Scott divulged that in L2 writing, the process of the idea generation and long-term memory are far more complex. Firstly, because students are unlikely to consciously distinguish between long-term memory information on the topic and information on the language expression. In fact, the writer considers the linguistic information more important than the ideas on topic. This clash of topic and grammar information in long-term memory may hamper the idea generation phase of the second language writing process. Additionally, if the topic is not culturally related and somewhat unfamiliar to the writer, generating ideas will be even more difficult, since the writer will have less related information stored in the long-term memory.

Setting of the Study

In line with the objective of improving the writing adeptness of the students, various researches have already been conducted to test which writing method best works for students.

Currently, the Philippines is one of the countries where English proficiency is drastically declining as proven by the aforementioned literature. The Philippines should be able to arrest and reverse the erosion of its English skills and strengthen its shaky claim to be the third largest English-speaking country in the world. After all, the base of English speakers remains sizeable.

Developing the writing skills of students with the use of interlingual rendition writing method may alleviate the condition of the worsening writing ability of students. Thus, this study is aimed at determining the method's effectiveness in helping college students express themselves in writing essays in English.

Review of Related Literature

This area presents the theoretical literature that rendered the conceptualization of the study codified according to the following sub-topics: Writing Defined, Writing in the Second Language, Language Exposure, Common Errors in Writing in English, Return to the Native Language, Direct versus Translated Writing, First Language-Second Language Strategy Dealing with Thinking about Writing in the First Language, First Language-Second Language Strategy Dealing with Thinking about Writing in the First Language, Translating a Given Text from the First Language to Second Language, Involving Mental Translation from the First Language, Translating a First Language Essay into the Second Language and The Application of Translated Writing to Assessment of Written Language.

Writing Defined

Reinking (1999) defined writing as a form of expression. The deepest thoughts and emotions are poured out in the form of writing. It can help one to deepen his understanding of himself; as well as achieve one's goals. It can help make sense of the information that assaults everyday and present ideas that others should take seriously. And it can broaden one's world by being able to communicate effectively with people.

Reinking further pronounced that writing offers very real advantages to both writers and readers. It gives writers time to reflect on and research what they want to communicate and then lets them shape and reshape the material to their satisfaction. This serves as an avenue for them to reveal what is hidden in their contemplations. Hence, it also makes communication more precise and effective. Through writing, communication becomes more flourishing. It is in the course of writing that understanding comes in as well. Consequently, writing provides a permanent record of thoughts, actions and decisions. Reflections can be documented in writing.

On the other hand, Langan (2010) stated that writing is a skill. It is not an automatic process; for almost everyone, competent writing comes from plain hard work, determination and head-on battle. While Grabe and Kaplan (1996), explore the meaning of writing in terms of the rhetorical triangle in writing. And such triangle consists of the reader, the recipient of the final product of the writing process; the writer, the originator of the message; and the subject matter and text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively, for each one plays a significant role in the journey towards meaning.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols. This representation on paper will have its meaning and content on what the writer intends to communicate to other people.

Campbell (1998) has pointed out that writing is a complex activity. The teaching of such a skill is confounded by the fact that Second Language (L2) writers are faced with differences between the conventions of writing in their first language and that of writing in English, which cause confusion on the L2 learner.

Scott (1991) stated in his article that presenting information is one of the most common purposes of writing. Scott added that persuasion is also another principle of writing. If the writer has strong view on a certain issue, readers may be convinced to agree.

Writing is about expressing oneself (Al-Ansari, 2001). Creative writing includes personal essays, fiction, plays, poetries, journals and diaries. Almost everything that one writes offers a chance to display mastery of words and to enliven prose with vivid images and fresh turns of phrase. More so, Al-Ansari added that another purpose of writing is to entertain the readers with ideas, sentiments and reasons. Some writing merely intends to entertain. A light hearted approach can help readers absorb dull or difficult material.

Second Language Writing

Peregoy (2005) stated that current research confirms the similarity of writing processes for both first and second language writers. Second language writers make use of their budding knowledge of English as they create texts for different audiences and different purposes, just as first language writers do. Thus, the task of English writing should be similar for both first and second language learners.

The author further mentioned that the processes of English writing entail some difficulty. Students new to English are apt to experience some limitations in expressive abilities in terms of vocabulary, syntax and idiomatic expressions. In addition, English learners may not have had the exposure to written English that comes from reading or being read to. As a result, they may not easily translate English into written form.

More so, Peregoy indicated that some students know how to write in their native language, and this knowledge facilitates the English writing task. They are apt to display a sophisticated understanding of the nature and functions of print as well as confidence in their ability to produce and comprehend text in their new language. In addition, to the extent that their native language alphabet is similar to the English alphabet, first language letter formation and spelling strategies will transfer partially to English writing. Peregoy reiterated that the more students read or are read in English the easier for them to write.

Language Exposure

It seems that language education may require expansive approach. Tools and techniques beyond classroom teachings perhaps are a possibility. Educators may have an option of tapping viable outputs such as language exposure on good linguistic models at home, media and other forms of literature. This insight may infer to the social – interactionist theory that suggests the importance of social environment interaction in language acquisition and development (Lucas, 2008).

Al – Ansari (2001) on his case study of undergraduate students' types of exposure as predictor of their success, affirms that competency in a new language is achieved thru constant exposure of the intended language. Fathman (1976) seems to be in agreement stating that learning a second language is shaped by many elements that include the learning environment and the student's attitude. This also supported by Tomasello (2001) in his presentation of the usage – based model of language, where he said that language acquisition for children is through imitation of linguistic expressions that they hear around them.

Li and Yanlong (2005) assess that news writing styles on newspapers, television, magazines and radios are good writing models as they encompass narration, exposition and argumentation. The authors also attest that media in the form of news presentation and gathering observed the standard rules in English grammar. Thus, exposure to these medium allow student access to good writing techniques. Also, constant reading of newspapers and magazines expands learners' vocabulary.

However, Harper and de Jong (2004) argue that language exposure alone is not sufficient to attain language competency. Students require a good grasp of abstract ideas and complex lexical structures that maybe best learned through textbooks and traditional classroom discussions.

Steinberg, Nagata and Aline (2001) certify that children left to the confines of a television or by just hearing conversation made by adults as a form of language learning, did not progress into language acquisition. In fact alternative forms of language exposure such as music, movies and leisure reading materials may contain grammatically incorrect sentences and wrong usage of words. This may disrupt or perhaps confuse the student on the standard lexical format and basic grammar rules.

Mojica (2007) cited that there may be contrasting views on the merits of language exposure. The author said that one cannot debunk the related literatures affirmation to the effectiveness of exposure on language competency which will lead to speculating that increased exposure of the intended language resulting to fewer mistakes on written works of the language learners.

Magno, de Carvalho, Lajom, Bunagan, and Regodon's (2009) study on the level of English language exposure of Taiwanese students, suggest that the more the learners are exposed to English enables them to facilitate the language better. This was concluded after the findings showed that Taiwanese student-participants in the Philippines have higher level of English exposure than the Taiwanese respondents in Taiwan. These samples were administered with a checklist for English language exposure to gauge the frequency of the samples contact with the targeted language.

Common Errors in Writing in English

One of the common problems in writing in English as stated by Peregoy (2005) is losing track of why one has been asked to write. Writing is simply a proof that one can clearly think about certain topics, offer convincing arguments, and perhaps find outside support of your claims. Some students fail to start writing since they are too occupied in thinking of the words to write.

Heller (1991) stated that grammar, spelling and punctuation should not be the primary concern of a writer. These concerns may hinder one's thought and may lead to "writer's block".

In a study conducted by Chen (2002) entitled *An Investigation on the Relationship between the Language Exposures and Errors in English Essays of High School Students* sampled freshmen and sophomore Taiwanese students', the participants' recounted vocabulary (60.7%) and grammar (50%) as problem areas in writing. Meanwhile the study of Al-Hazmi and Scholfield (2007) which deals with the students' peer feedback in English as Foreign Language (EFL), it indicated that the difficulties their participants experienced in English as Secondary Language (ESL) writing were basic English language problems as well as discourse organization, paragraphing and cohesion. Salem's (2007) research on student errors lexicogrammatical continuum on the other hand, categorized written difficulties made by Hebrew-speaking EFL learner respondents as word dependent, lexical and grammatical.

Thomas (1963) observed that American educators in their thrust towards science education, seems to have overlooked that some average senior students cannot correctly spell, put the right punctuation marks and generally shows vague line of thought in sentence construction.

Taylor (1976) even suggested that practice and training in English sentence writing are not only limited to ESL (English as Secondary Language) students but to native speakers as well.

Return to the Native Language

Guiora (1999) proved that Native Language is significant in light of studying second language. Native language is the prime vehicle for the transmission and for the maintenance of psychological and cultural essence; it is an ever-present embodiment of self representation, incorporating and expressing a view of the world, carrying a national-cultural epistemology.

In addition, Guiora declared that as a rule, the native tongue acquisition process precedes the foreign language learning process. There is a connection between mother tongue and foreign language learning which has often been lost sight of in the development of recent foreign language courses and curricula.

Cumming (1989) pronounced that translation in foreign language goes beyond the border of a pedagogical exploration strategy or to quote an “operational pedagogique”. They act as additional motivation both for the teacher and for the learner. The teacher can activate his pedagogical imagination and make FLT (Foreign Language Translation) move diversified, more challenging; the learner can actively acquaint himself with specimens of a certain textual domain and learn how to handle such texts interlingually, both from a receptive and from a reproductive angle.

Direct Writing versus Interlingual Rendition (Translation Writing)

Wilss (1984) defined translation as a psycholinguistic formulation process, in the course of which, the translator, by a sequence of textually concatenated code-switching operations, reproduces a Source Language (SL) message in a Target Language (TL) in order to enable the Target Language native speaker, who has no knowledge of the respective SL, to understand this particular message and to act, or to be more precise to react, according to his own discretion.

Wilss reiterated that there are various functions of Translation in Foreign Language. Initially it is the descriptive in nature, where one can show the student that a language, as a rule, offers several possibilities of roughly equal qualitative rank for the target language reformulation of a source language sentence.

Uzawa (1996) added that Translation can be characterized as a stylistic working process. This is to say that the target language result depends on the stylistic preferences of the respective translation. Another one is the evaluative aspect which deals with any translation consists of a semantic and stylistic equivalence dimension. Finally the “undirectionality” or “irreversibility” of the respective translation procedure becomes obvious; the translation of the target language sentence becomes into the source language indicates that the syntactical inventories of the individual languages are specifically organized, a fact which has both linguistic and socio cultural implications.

Most studies that have compared first-language (L1) and second-language (L2) writing found that there are similarities among the strategies used for the two processes; both English as Secondary Language (ESL) and Foreign Language (FL) studies point to a transfer of writing strategies from L1 to L2 writing, particularly for planning and revision strategies. In one such study on the use of writing strategies, verbal report data collected from eight ESL students showed that the students used strategies for L2 writing that were similar to those of many L1 writers: engaging in limited prewriting and planning, and using much rescanning (Raimes, 1987).

Raimes added that ESL students did tend to edit and correct their work more than what L1 writers did. Of the eight students, those who were in non-remedial ESL classes also tended to revise and edit more and to be more attuned to issues of audience than those ESL students who were in remedial ESL courses. Background experience with the target language and with writing instruction in general seemed to have more relevance than did language proficiency scores on the kinds of composing strategies used.

First Language -Second Language Strategy Dealing with Thinking about Writing in the First Language

Among studies contrasting First Language (L1) and Second Language (L2) strategies, there have been those that have dealt with how students revert to the L1 in order to think about the writing task. In one of the early and often cited studies on the transfer of writing strategies, it was found that six Spanish-speaking adults in an ESL program used the same writing strategies for writing in L1 as for writing in the target language (Jones & Tetroe, 1987).

Those who normally planned L1 writing in terms of abstract goals or who engaged in global planning for the essay planned in similar ways in the L2. Moreover, for the L2 writing tasks, those who planned in L1 were able to do so in more detail than those who planned in L2. Language proficiency was found to play a role in how much planning was used but not in determining the kind of planning used.

In another small-scale study undertaken by Uzawa and Cumming (1989), the writing processes in Japanese and English of four intermediate learners of Japanese as a foreign language were compared (Uzawa and Cumming, 1989). The students wrote expository essays in which they had to include some given historical information, producing two individual essays, one in Japanese and one in English on the same topic (where the two essays were not translation equivalents). All four of the students had initially reported that they generally used the L1 (English) extensively for generating ideas, searching for topics, developing concepts, and organizing information.

In the aforementioned study writers 1 and 2 provided little verbal report about their writing processes in the two languages but performed similarly on the essays: providing essentially the same content information in the two essays but simplifying the target language (TL) Japanese version semantically, syntactically, and lexically. Writer 3, with beginning level proficiency in Japanese, relied heavily on the first language (L1) essay, attempting to retain the L1 organization and information while simplifying the Japanese essay. Writer 4 was unable to produce an essay in Japanese and reported generally translating in order to complete homework assignments. When these writers attempted to compose in the Foreign Language (FL), they reported limiting the amount of the information in the essay, simplifying the syntax and the vocabulary, and neglecting questions of audience. The authors suggested that having students try to think through the FL at this level may actually result in weaker writing.

One study in the category of first language (Friedlander, 1990) planning involved responses to two letters by 28 Chinese-speaking students whose second language is English, their responses were planned in either Chinese or English and then written in English. The analysis revealed that when writers planned in Chinese on a Chinese culture topic and in English on an English culture topic, their plans and texts were rated significantly better than when they did the reverse. The participants also wrote longer plans and essays when there was a language and culture match. Being allowed to plan in the L1 increased the number and kinds of ideas the students could generate for topics that subjects had dealt with primarily or exclusively in their L1.

Translating a Given Text from First Language to Second Language

A study of Uzawa (1996) looked at both writing and translating processes, attention patterns, and quality of language use. Twenty-two Japanese ESL students studying at a Canadian college performed three tasks individually in randomized order, after receiving training in thinking aloud. One task was to write a first draft of an essay in Japanese L1. The second task was to write an ESL essay on a different topic. The third task was to translate a short journal article from Japanese to English. The investigator sat alongside, taking observational notes and recording the sessions. The protocols were coded according to metacognitive level attention, discourse level attention, linguistic level attention, and personal comments. These think-aloud protocols were analyzed and then supplemented by the observational notes and interviews, and the writing samples were evaluated. The data analysis was performed by two trained judges for each language with attention to theories in writing processes.

Uzawa realized in his study that most students used a "what-next" approach both in the first language (L1) and second language (L2) writing tasks and a "sentence-by-sentence" approach in the translation task; attention patterns in the L1 and L2 writing tasks were very similar, but quite different in the translation task—attention to language use in the translation task was significantly higher than in the L1 and L2 writing tasks; and scores on language use in the translation task were significantly higher than on the L1 and L2 writing tasks., which were not significantly different from each other. Consistent with the findings from the previously mentioned studies, the author noted that it was the lower proficiency students who benefited most from the translation task.

The frequent attention to the language used during the translation process seems to have assisted the writers in being more accurate. They were "forced" to use words and expressions slightly beyond their levels when they translate. Uzawa further noted that L2 writing may be conducted where the students may use only words and expressions readily accessible to them in their inter-language and thus avoid expressions and syntax that they feel are too difficult. The translation approach was also seen to help at the presentation and organization levels especially if the material has been prepared by a skilled or professional writer. It can, according to the investigator, constitute a learning experience.

Another study involving translation of a given text was a case study of a female adult Chinese-English bilingual, which explored the extent and nature of translation from L1 in ESL writing and problem-solving (Qi, 1998). The subject performed two tasks in each of the following categories: first, writing an essay in ESL, second, translating a text from Chinese (L1) into English (the texts presented had been originally in English and then translated into Chinese), and lastly completing a mathematical problem-solving task in English.

In each set, one task required a high level of knowledge and another low level of knowledge in order to be completed. On the basis of think-aloud protocols and retrospective interviews, it was determined that the subject switched to the first language when capturing the beginning of an idea, when developing a thought, when verifying lexical meaning, and when working memory was overloaded.

In addition, those tasks requiring a high level of knowledge were also associated with language switches, and according to the author such tasks may even have provoked the language switches.

Involving Mental Translation from the First Language

Mental translation in first language (L1) is involved as well in the actual second language (L2) composing process. A case study involving think-aloud verbal report data from four Chinese ESL students revealed that when the subjects found it difficult to write in the L2, they switched to the L1 and relied on their L1 writing strategies to complete the writing tasks (Lay, 1982). In particular, the students reported translating key vocabulary words from the L1 in order to generate ideas for the essay, especially on topics associated with their native cultures or on new topics that were very unfamiliar. Consequently, the use of L1 seemed to be beneficial in generating ideas to include in L2 writing.

A case study of twenty-three adult ESL learners at a bilingual English-French university program in Ontario found that the writers reportedly used the L1 to search out and assess appropriate wording, compare cross-linguistic equivalents, and, though less frequently, reason about linguistic choices in the L2 (Cumming, 1990).

The frequency of their thinking in the L1 was found to be related to the learners' writing expertise in L1, not to their levels of L2 proficiency. In another paper analyzing data from the same study, Cumming (1989) categorized the students into three levels of writing expertise and two levels of ESL proficiency. The expert writers in the study were found to use their L1 strategies when writing in the L2, while the weaker writers demonstrated problems in several areas related to planning and maintaining coherence when writing in the L2.

Proficiency in the L2 did not seem to affect the type of writing strategies used by the writers; instead higher L2 proficiency levels allowed the writers to exploit their levels of writing expertise when in the L2. The investigator suggested that L1 writing expertise and L2 proficiency combined to influence L2 writing performance (Cumming, 1989).

Translating First Language Essay into the Second Language

Full translation of a draft written in the L1 has also been explored. These studies have suggested that translating may bring some benefits in terms of organization and complexity to the TL essay, especially for students at the lower proficiency levels. One such study involved translated versus direct English as Foreign Language writing with 48 fourth-year Japanese university students at two proficiency levels (as determined by an oral interview and a standardized grammar test) (Kobayashi & Rinnert, 1992).

In the study of Kobayashi and Rinnert, one group was instructed to write their first essay in Japanese L1 and then translate it into the foreign language, English, while a second group wrote directly in English first. The next day the groups reversed tasks and wrote their second essay on another topic. The compositions written in the translation mode demonstrated higher levels of syntactic complexity, showed benefits in the areas of content, style and organization, and had more clearly stated theses. Students at lower levels of proficiency benefited from translation whereas those at higher levels did not. When the students were asked for their writing preference, 77% reported preferring direct composition to translation. They based their view on the difficulty of conveying subtle nuances of meaning when translating, and on the tendency to use familiar words and structures and simpler ideas when writing directly.

It is also mentioned that several indicated preferring the direct approach because they wanted to think in English. As for the advantages of translating, the students felt that the ideas were easier to develop, thoughts and opinions could be expressed more clearly, and words could be more easily found through the use of a dictionary. Students reportedly were able to think more deeply in their native language and better express their thoughts and opinions. Translating was also viewed by some as helping in vocabulary acquisition (Kobayashi & Rinnert, 1992).

The investigators asked for retrospective self-report from the students as to "how much Japanese they thought they were using in their minds while they were writing directly in English." Since 55% of the higher-proficiency students and 87% of the lower-proficiency students reported using Japanese half the time or more when supposedly writing directly in English, the direct writing treatment was actually somewhat less direct than the label would imply.

The researchers suggested that on the basis of their results at least for students at a lower proficiency level, a translation strategy in writing might be beneficial, and that as their proficiency improves, they would switch more to direct foreign language writing, depending on what they were writing.

At the same time that the Kobayashi and Rinnert study was being conducted, another study of writing through translation was being conducted, examining the effect of using translation as a writing strategy in writing for French as a foreign language (Brooks, 1996). Thirty-one intermediate-level students participated by preparing similar pre-writing activities and two compositions on similar topics.

One composition was written directly in the target language (French), while the other was translated from a native language rough draft (in all cases, English). The findings showed that participants received higher overall scores in the translation mode than in the direct writing mode. When ratings of performance were broken down by categories (accuracy, cohesion/coherence, and argument), the translated versions of the essays were rated significantly higher on the cohesion/coherence dimension (i.e., the extent of cohesion as a contributor to coherence). These results may be explained by an analysis of syntactic complexity in the writing, where higher levels of subordination and coordination were viewed as indicators of "good writing" (Brooks, 1996).

An effort at replicating the Kobayashi and Rinnert study with Arab learners of English as a second language (Ali, 1996) produced results that favored direct writing in English rather than translation from Arabic. Sixty native Arabic-speaking university students wrote 60 essays in Arabic, 60 in English, and also translated 60 essays from Arabic into English on four topics during regular class hours. On the basis of holistic ratings of writing ability, direct writing in English as a second language was rated higher than writing translated from the L1, Arabic. So, for this configuration of students in this given context, direct writing in English was rated more positively.

In the translation approach to writing in the Target Language (TL), past research would suggest that cohesion (e.g., through markers of transition) and syntactic complexity (e.g., clause variety) would be enhanced. Likewise, breadth of expression might benefit as well since writers would be attempting to use a broader vocabulary and set of phrases, consistent with L1 expression. In such studies it is always important to determine the writer's ability to be cohesive, use syntactic complexity, demonstrate breadth of expression, and be grammatical in the first language writing since lack of any of these abilities in the second language writing may simply reflect a similar lack in the L1. Another area of interest is that of cross-language comparisons.

The Application of Translated Writing to Assessment of Written Language

Language testers make every effort to "bias for best" in their assessment practices (Swain, 1984). Since language behavior is complex and since any assessment of it is just a snapshot in time, the burden is on the tester to construct the instrument in such a way that students have an opportunity to perform at their very best. One way to do that has been to use more than one task in order to assess a given modality (e.g., speaking, listening) (Shohamy, 1984). Thus if respondents perform poorly on one task, especially if it is one where the stakes are high, such as in a testing situation, they still have at least one more opportunity to demonstrate their proficiency.

Although language assessment has over the years included translation tasks, there has been little or no systematic effort to utilize translated and direct written essays as a means for obtaining a more complete assessment of writing. Shohamy indicated that a translated version of an L1 essay may in some ways be a reduced version of the L1 essay, there is also an indication that this approach to FL writing may nonetheless enhance certain aspects of the writing, such as the cohesion and coherence of the piece, the breadth of vocabulary, the sophistication of clause use, and control of certain grammatical forms.

Synthesis

Reinking (1999), Scott (1991) and Al-Ansari (2001) agreed that writing is a form of expression. The deepest thoughts and emotions are poured out in the form of writing.

Campbell (1998) has pointed out that writing is a complex activity. The teaching of such skill is confounded by the fact that Language 2 (L2) writers are faced with differences between the conventions of writing in their first language and English, which cause confusion on the L2 learner.

Chen (2002) and Thomas (1963) are one in saying that common errors in writing are the vocabulary, grammar, spelling, sentence construction, discourse organization, paragraphing and cohesion.

Al-Ansari (2001) and Fathman (1976) agreed that competency in a new or second language is achieved through constant exposure of the intended language.

However Cumming (1989) and Harper and de Jong (2004) argue that language exposure alone is not sufficient to attain language competency. Students require a good grasp of abstract ideas and complex lexical structures that may be best learned through textbooks and traditional classroom discussions. More so, writers reportedly used the first language to search out and assess appropriate wording, compare cross-linguistic equivalents, and, though less frequently, reason about linguistic choices in the second language.

Peregoy (2005) indicated that most students know how to write in their native language, and this knowledge facilitates the English writing task. They are apt to display a sophisticated understanding of the nature and functions of print as well as confidence in their ability to produce and comprehend text in their new language.

Wilss (1984) and Uzawa (1996) are one in saying that translation can be characterized as a stylistic working process. This is to say that the target language result depends on the stylistic preferences of the translation.agree

Consequently, Jones and Tetroe (1987) and Uzawa and Cumming (1989) are of the same opinion that those who write in First Language were able to do so in more detail than those who planned in the Second Language. Language proficiency was found to play a role in how much planning was used but not in determining the kind of planning used.

More so, Kobayashi and Rinnert (1992) and Brooks revealed that students think more deeply in their native language and better express their thoughts and opinions. Translating was also viewed as help in vocabulary acquisition.

Cumming (1990), Jones and Tetroe (1987), Friedlander (1990) and Lay (1982) agreed that Foreign Language writers use their First Language to plan their writing for text generation, transfer their L1 knowledge to L2 writing contexts, develop ideas and produce text content and organization, conduct heuristic searches and make evaluations of their texts.

Brooks (1996), Uzawa and Lay established that scores on language use in the translation task were significantly higher than foreign language writing tasks. The authors also noted that it was the lower proficient students who benefited most from the translation task.

Qi (1998) determined that writers switched to the first language when capturing the beginning of an idea, when developing a thought, when verifying lexical meaning, and when working memory was overloaded.

Woodall (2002) and Shohamy (1984) stated that switching to a L1 permeates a variety of writing processes at the level of planning, text production, and editing and revision. More so, it enhances certain aspects of the writing such as the cohesion and coherence of the piece, the breadth of vocabulary, the sophistication of clause use and control of grammatical forms.

In addition, those tasks requiring a high level of knowledge were also associated with language switches, and according to Shohamy (1984) such tasks may even have provoked the language switches.

Raimes (1987) on the other hand argued that that English as Secondary Language (ESL) students tend to edit and correct their work more than what first language writers did. Background experience with the target language and with writing instruction in general seemed to have more relevance than did language proficiency scores on the kinds of composing strategies used.

This study is similar with that of Kobayashi and Rinnert (1992) and of Ali (1996) on the context of describing the direct writing and interlingual rendition methods. Unique to the present study is its use of true experiment in determining the effectiveness of interlingual rendition versus direct writing as a method of self-expression in English essay writing among college students.

Conceptual Framework

This study is founded on the concepts of direct and interlingual rendition writing methods (as found in Cohen, 2000 and Scott, 1996) which sought to identify possible means of helping students express themselves well in writing essays in English.

Cohen (2000) stated that most studies that have compared first-language and second-language writing have found that there are similarities among the strategies used for the two processes. Both English as Secondary Language and Foreign Language studies point to a transfer of writing strategies from L1 to L2.

Scott (1996) revealed that in the First Language writing, the long term memory retrieval is likely to be related to the topic. Ideas come from stored knowledge and experiences directly related to the topic. These ideas may be stored in the long-term memory in the form of language, or they may be stored as concepts and kinetic images not yet formulated in words. Furthermore, if the topic is familiar to the writer, there will be more ideas than if the topic is unfamiliar.

Scott added that translation studies are aimed at the observation of transfer-process oriented and transfer-result-oriented facts, and thus at creating the pre conditions for the buildup of a linguistically and psycho-linguistically based, empirical, descriptive and explanative frame of reference.

Direct writing deals with writing thoroughly in English: while, interlingual rendition (translation) take accounts of writing in Filipino then translating it in English with consideration on its content and organization.

Scott further divulged that in L2 writing, the process of the idea generation and long-term memory are far more complex. This is due to students are unlikely to consciously distinguish between long-term memory information on the topic and information on the language expression. In fact, the writer considers the linguistic information more important than the ideas on topic.

This study verified which writing method will be best for students with different English 1 performances (Refer to Figure 1). The participants of the study were categorized as high performing and low performing students based on their English 1 grades. Both categories have done direct and translated writing.

Likewise, the study has determined if an interaction exists between the writing method, the category of students' proficiency and their writing performances.

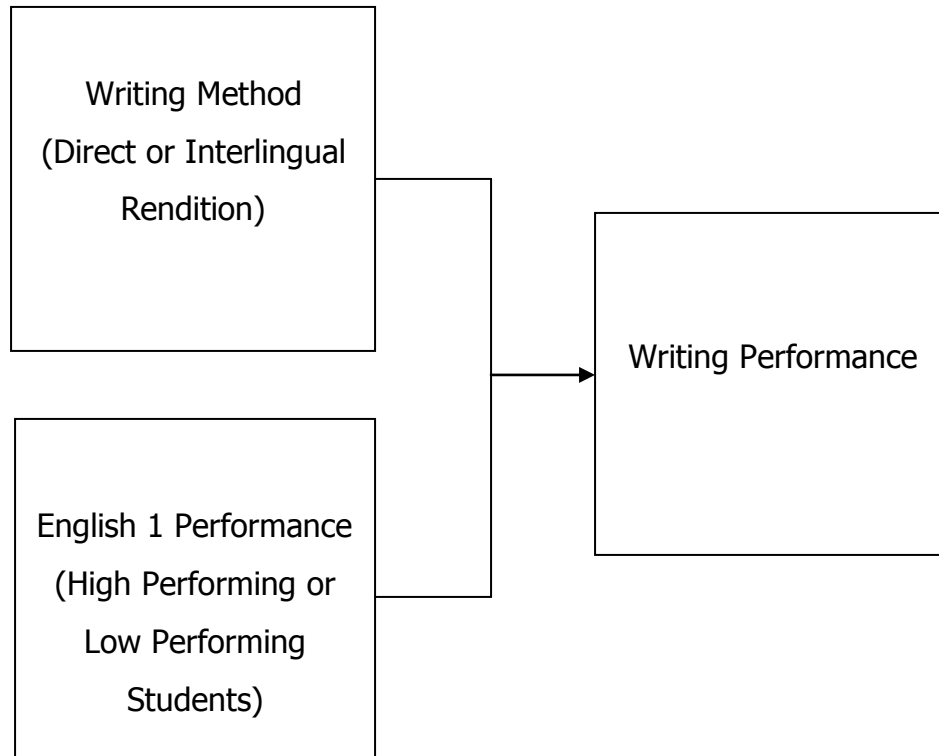


Figure 1: Research Paradigm Interlingual Rendition: A Vehicle for Self Expression in English among College Students

Statement of the Problem

This study seeks to determine the effectiveness of interlingual rendition as a method of self-expression in English essay writing among college students. Specifically, it seeks to answer the following questions:

1. Is there a significant interaction between method of writing and English performance?
2. Is there a significant difference between direct and interlingual rendition (translation) writing method in terms of scores of?
 - 2.1 high performing students;
 - 2.2 low performing students?

Hypotheses

The study seeks to verify the following hypotheses:

1. There is a significant interaction between method of writing and English 1 performance.
2. There is a significant difference between direct and interlingual rendition (translation) writing method in terms of
 - 2.1 high performing students;
 - 2.2 low performing students.

Significance of the Study

In view of the general perception of the staleness yet irrefutable value of writing subjects in the curriculum as previously reiterated by experts in the review of related literature, this study aspires to persuade curriculum developers and colleagues in the academe to integrate both direct and interlingual rendition (translated) writing as methods for students in their writing activities.

More so, this may be an avenue for the instructors to check where their students can excel in writing by trying both techniques. In that way students' ability in writing will be blown into its full potential.

Ultimately, it is desired that this work may provide significant contribution to the existing body of knowledge particularly on effective teaching writing in English.

Scope and Limitation

This study is limited in determining the effectiveness of interlingual rendition as a method of self-expression in essay writing in English among college freshmen by being compared to direct writing method. The experiment was conducted once.

The participants are 60 English 2 college students composed of 30 high performing and 30 low performing.

Definition of Terms

For the purpose of the study, the following terms are defined accordingly:

Direct writing. It is a form of writing where in a composition is written straightforwardly in one language (Nunan, 2005). In this study, it refers to the method of writing an essay directly in English.

English 1 performance. In this study, it signifies the performance of the participants based on their English 1 grade.

High performing students. These are the English 2 students who had a grade of 87 to 93 in English 1.

Interlingual rendition. It is a written communication in a second language having the same meaning as the written communication in a first language (Langan, 2010). In this study, it refers to writing in Filipino first then translating it in English.

Low performing students. These are the English 2 students who had a grade of 75 to 79 in English 1.

Self-expression. This deals with communicative processes and contents (Nunan, 2005). In this study it refers on the quality of writing of students.

Writing performance. This refers to the overall rating obtained by the participants on their essays as evaluated by the three raters based on the criteria of focus on topic (content), support for topic (content), sequencing (organization), introduction (organization) and conclusion (organization).

2. Method

This chapter covers the methodology on how the study was carried out. It includes the type of research, participants and the sampling techniques, the instrument, data gathering procedures and the data analysis.

Type of Research

This is an experimental study which employed the two-group posttest-only randomized experimental design:

R	X	O ₁	(E)
R		O ₂	(C)

This design involves an experimental group (E) and a control group (C) formed using random assignment. Consequently, two equivalent groups are formed which practically eliminates all probable threats to internal validity. This implies that other factors (e.g., IQ, aptitude and writing ability) that may influence the outcome of the study have been discounted. Thus, there can be little argument about the results.

The design notation has two lines indicating two groups. The R at the beginning of each line indicates that the groups were randomly assigned. One group gets the treatment (X) and the other group is the control group and does not get the treatment.

Shuttleworth (2008) stated that true experimental design is regarded as the most accurate form of experimental research, in that it tries to prove or disprove a hypothesis mathematically, through statistical analysis, leading to a minimal degree of doubt on conclusions arrived at.

Participants and Sampling Technique

The participants of the study were 60 first year students who were in English 2 class. The students were grouped into 30 high performing (with GPA of 87-93) and 30 low performing (with GPA of 75-79) based on their performances in English 1. These two groups were further divided into pairs of 15 high performing and 15 low performing creating four (4) groups in all. To create a clear delineation between high performing and low performing students, the middle performing students were excluded from the experiment.

Random selection was employed on what technique of writing will be required to both pairs of fifteen (15) high performing students and fifteen (15) low performing students. Assignment of which group will be using which writing method was carried out through drawing of lots. One high performing and one low performing groups used the direct method, and the remaining groups wrote their essays using the interlingual rendition. Codes were assigned to conceal participants' identities. Table 1 shows the assignment of groups to writing method.

Table 1
Distribution of Participants for the Experiment

English Performance	Number of Participants	Writing Method
High Performing Students	15	Direct Writing
High Performing Students	15	Interlingual Rendition
Low Performing Students	15	Direct Writing
Low Performing Students	15	Interlingual Rendition

Instrument

Two sets of instruments for the writing tasks were employed on this study. Both had the same essay topic to be answered. Experts have been consulted on the specific essay topic to be given to students. For the direct writing, students were asked to write an essay directly in English; whereas the students who utilized the translated method were directed to write in Filipino first, and then translate their essay in English. Both must provide 250 words.

Participants were asked to write in a paper where instructions are indicated. An extra sheet was given to those who did the translated writing.

The rubric used for scoring the essays is a modified version of the 6+1 essay rubric authored by Walvoord (2004) from the University of South California. The categories include the focus on topic, support for topic, sequencing, introduction and conclusion. The highest score for each category is 4 while the lowest is 1.

Raters' scores were statistically examined to verify their reliability. According to Colin (2000), interrater reliability is a measure used to examine the agreement between two or more people (raters/observers) on the assignment of categories of a categorical variable. It is an important measure in determining how well an implementation of some coding or measurement system works.

Data Gathering Procedure

The researcher secured a permit from the Vice President for Academic Affairs, College Dean and the concerned instructors of a university. The participants were not oriented regarding the conduct of experiment to avoid dishonesty on the performance of the writing task. The researcher sought the help of the instructors and gave them the direction on how to conduct the experiment.

The concerned instructors acted as the proctors. Students were asked to write an essay either in direct or interlingual rendition methods. A debriefing was made afterwards to inform the students that they just underwent an experiment for a thesis.

Writing session. There was one topic for the writing prompt that was administered to all the participants. They were subjected to write an essay in English. The control group wrote directly in English and the experimental group wrote in Filipino and then translated the same in English. The participants which utilized direct writing were given one (1) hour to accomplish the essay; while the translation method groups had one hour and thirty minutes to finish their writing task. Completed works were retrieved and the raters gave corresponding scores to their essays.

The raters. Three English teachers who have 5 years of teaching experience including grading essays in language courses were asked to grade the essays. They were oriented on the rubric for this essay writing task. The correlation coefficients between and among teachers' scores were computed to verify interrater reliability. Specifically, Pearson r and Multiple Correlation Coefficients were used to establish the consistency of the raters in scoring the essays.

Interrater Scores' Reliability

The table below shows the results of the correlational test employed to determine the reliability of the raters' score.

Table 2
Interrater Scores' Reliability

Rubric Category	Bivariate Correlation Coefficient (Pearson r)			Multiple Correlation Coefficient
	Raters 1 and 2	Raters 2 and 3	Raters 1 and 3	
Focus on Topic	0.424**	0.417**	0.412**	0.491**
Support for Topic	0.343**	0.440**	0.464**	0.551**
Sequencing	0.470**	0.312**	0.529**	0.534**
Introduction	0.434**	0.434**	0.580**	0.602**
Conclusion	0.417**	0.442**	0.538**	0.538**
Total	0.487**	0.500**	0.589**	0.638**

Note: ** refers to being significant at 0.01 level

It can be observed from Table 1 that the raters have significantly correlated scores for the 60 essays of the high performing and low performing students who have employed both the direct and interlingual rendition. The Bivariate and Multiple Correlation Coefficient results indicate that the correlations among the rater scores are all significant at 0.01 level. These suggest the appropriateness of the scoring rubric and the unbiased judgment of the raters.

Data Analysis

The following statistical tools were utilized:

The mean and standard deviation of the scores were computed for each group while two-way Analysis of Variance (ANOVA) was suitably used to determine the existence of significant difference between direct and translated writing in terms of students' scores and the interaction between method of writing and English ranking. Tables were presented to supplement the relationship between variables.

Null hypotheses were tested at 0.10 level of significance. According to Goodman (2005), more conservative researchers conclude that the null hypothesis is false only if the probability value is less than 0.10. Though, the convention is to use an alpha level of 0.05, but there are instances when the researcher wants a higher level of confidence and will opt for an alpha of 0.01 or 0.001, or even a lower level of confidence, in which case he may choose an alpha of 0.10.

3. Results and Discussions

This chapter presents the data gathered and corresponding discussions. Data were presented following the order of the stated problems in Chapter 1.

Method of Writing and English Performance

The interaction between method of writing and English Performance is presented in Table 3. It can be observed that there is no significant interaction between writing method and English performance based on $p=0.339$. However, there is a significant difference between the scores of high performing students and low performing students. It is apparent that the scores of high performing participants are relatively higher than those of the low performing students. This suggests that the self expression of high performing students in terms of writing is evidently superior compared to low performing students.

Moreover, findings suggest that whichever writing method the high performing students will use, they will still have the same quality output for their essays.

Table 3: Method of Writing and English Performance

Source	Type III Sum of Squares	Df	Mean Square	F	p-value
High Performing and Low Performing	2232.60	1	2232.60	34.63	.000
Direct and Interlingual rendition	173.40	1	173.40	2.69	.107
English Performance*Writing Method	60.00	1	60.00	.931	.339
Error	3609.73	56	64.46		
Total	74352.00	60			
Corrected Total	6075.73	59			

High performing students have the qualities of first-rate writers as proven by their ratings in essay. According to Langan (2010), a good writer has love for words. One should know how to play with words until one will find those which really express what they want to say. Imagination also plays an important role in writing. Imagination in the particular sense of putting themselves in the place of the potential reader to make sure that their writing is lucid. These traits may be one of the factors why high performing students do well in writing. On the other hand, there is considerable difference on the low performing participants' scores depending on the method of writing utilized. The results manifested that low performing students perform better in interlingual rendition (translation) method than in using the direct method.

It is apparent in Table 3 that there is a significant interaction on the scores of the low performing students and the writing method they employed. Visibly, low performing students achieved better in writing when employing the translated method. This may be attributed to the fact that students can easily organize their thoughts in Filipino then subsequently do the content translation in English. Kobayashi and Rinnert (1992) stated that the compositions written in the translation mode demonstrated higher levels of syntactic complexity, showed benefits in the areas of content, style and organization. Students at lower levels of proficiency are seen to have benefited from translation.

Thus, translation embraces any linguistic transfer of a message from a source language into a target language. Kobayashi and Rinnert pointed out that translation method is the most widely used form of interlingual transfer between different cultures.

It can be observed that low performing students had a hard time writing directly in English. This can be regarded to the verity that their concept on the topic can be fully executed using Filipino as their medium of expression (Langan, 2010).

Writing Scores of High Performing Students

Table 4 shows the scores of the high performing students both in the direct and interlingual rendition methods. It is evident that whatever writing method the high performing students employ, they still have the parallel ratings for their essays as proven by the mean scores.

It can be seen from the statistical output that there is no significant difference between direct and translated writing methods among high performing students at 0.10 level. It is apparent that both techniques bring out the writing abilities of the students. Thus, it can be construed that any method in writing essay in English will work the same way for high performing students.

As stated in the study of Cumming (1989), students with higher Foreign Language proficiency allow writers to exploit their levels of writing expertise. Thus, high performing students were able to make use of their budding knowledge in English as they were writing their essays.

Table 4: High Performing Students' Scores Based on Writing Method

Writing Method of High Performing Group	Mean Scores	Standard Deviation	t-test	p-value
Direct	39.13	9.07	0.446	.659
Interlingual Rendition	40.53	8.11	0.446	.659

Cumming (1989) also suggests that individuals who have attained a threshold level in second language proficiency permit of cognitively using the language. Direct writing works for high performing students because they have a great understanding of the English language.

With interlingual rendition, individuals use their First Language to plan their writing for text generation (Cumming, 1989; Jones & Tetroe, 1987), transfer their L1 knowledge to L2 writing contexts (Edelsky, 1982; Friedlander, 1990; Lay, 1982), develop ideas and produce text content and organization (Lay, 1982), conduct heuristic searches (Cumming, 1989, 1990), and make evaluations of their texts (Cumming, 1989; Hall, 1990). The quality of written output of high performing students in interlingual rendition can be attributed to the above cited reasons.

Writing Scores of Low Performing Students

Table 5 presents the scores of low performing students in the two writing methods who have utilized the direct or interlingual rendition method of writing. A difference is evident between their mean scores indicating that they got higher ratings when they used the interlingual rendition than when they wrote using the direct method. It is sufficient to say that low performing students perform better in interlingual rendition compared to direct method.

Table 5: Low Performing Students' Scores Based on Writing Method

Writing Method of Low Performing Group	Mean Scores	Standard Deviation	t-test	p-value
Direct	24.93	6.47	1.995	.056
Interlingual Rendition	30.33	8.24	1.995	.056

Note: alpha set at 0.10 level of significance

The aforementioned finding leads to the conclusion that low performing students execute better in writing when employing the interlingual rendition method. This is similar to the results of the study conducted by Uzawa (1996) which showed that scores on language use in the translation task were significantly higher than foreign language writing tasks. The author also noted that it was the lower proficient students who benefited most from the translation task. More so, Lay (1982) reported that translating key vocabulary words from the first language generate ideas for the essay. The possible reasons why low performing students executed better in essay using the interlingual rendition can be attributed to the results of Kobayashi and Rinnert's study (1992).

They stated that the compositions written in the translation mode demonstrated higher levels of syntactic complexity, showed benefits in the areas of content, style and organization. Students at lower levels of proficiency benefited from translation. Thus, they also cited these grounds why translation works for low performing students. It initiates a thinking episode, facilitates the development of a thought, verifies lexical choices, and avoids overloading working memory. Kobayashi and Rinnert further affirmed that the students felt that the ideas were easier to develop, thoughts and opinions could be expressed more clearly, and words could be more profound in their language and better express their thoughts and opinions. Translating was also viewed by some as helping in vocabulary acquisition.

This observation was further proven in Brooks (1996) with his study on the effect of using translation as a writing strategy in writing for French as foreign language. Findings showed that participants received higher overall scores in interlingual rendition than in the direct writing. This may explain why through interlingual rendition, that is, through writing first in Filipino, that the low performing students in the present study were able to write better in English than when they employed the direct writing method. A more comprehensive study by Woodall (2002) supports the above stated reasons on the better execution of low performing students in interlingual rendition. The author reported that participants with low Second Language proficiency level switched to their First Language frequently, task difficulty was closely related to the duration of switching, and language group affected both the frequency and duration of the writing. Woodall proposed that switching to first language permeates a variety of writing processes at the level of planning, text production, editing and revision.

4. Summary, Conclusions and Recommendations

This chapter presents the summary of findings, the conclusions formed and the suggested recommendations.

Summary

This is an experimental study that aimed to determine the effectiveness of interlingual rendition as a method of self-expression in English essay writing among college students; direct writing means writing an essay directly in English while interlingual rendition refers to writing first in Filipino then decoding it in English.

Specifically, the study sought to answer the following:

1. Is there a significant interaction between method of writing and English performance?
2. Is there a significant difference between direct and interlingual rendition (translation) writing in terms of scores of
 - 2.1 high performing students;
 - 2.2 low performing students?

The hypotheses of the study were:

1. There is a significant interaction between method of writing and English performance.
2. There is a significant difference between direct and interlingual rendition (translation) writing in terms of scores of
 - 2.1 high performing students;
 - 2.2 low performing students.

The participants of the study were 60 first year English 2 students composed of 30 high performing (with GPA of 87-93) and 30 low performing (with GPA of 75-79) based on their performances in English 1. These two categories were divided into pairs of 15 high performing and 15 low performing creating four (4) groups in all. Drawing lots was carried out to assign which group will be using which writing method. One high performing and one low performing groups used the direct method, and the remaining groups wrote their essays using the interlingual rendition. Codes were assigned to conceal participants' identities.

All groups had the same essay topic, limited to 250 words. Three experienced raters were invited to assess the essays using validated rubrics. Criteria covered focus on topic, support for topic, sequencing, introduction and conclusion. The highest rating is 4, and the lowest is 1.

The consistencies of the scores/ratings were tested using the Bivariate and Multiple Correlation Coefficient. Resulting correlational coefficients at 0.01 level of significance implied consistency on the scores. Scores were simplified and summarized using means, standard deviation and two-way ANOVA. All null hypotheses were tested at the 0.10 level of significance.

Summary of the Findings

The salient findings were:

1. There is no significant interaction between writing method and English performance. However, there is a significant difference between the scores of high performing and low performing students. It is apparent that the scores of high performing participants are relatively higher than those of the low performing students regardless of methods used.
2. There is no significant difference between the high performing students' essay scores for both writing methods which showed that they have parallel performance in whatever writing method they used.
3. A significant difference is shown between direct and interlingual rendition as reflected in the scores of low performing students, indicating that they executed better in writing using the interlingual rendition.

Conclusions

Based on the findings of the study, the following conclusions were derived:

1. High performing students can fully express themselves in writing essays compared to low performing students.
2. Both direct and interlingual rendition writing methods work for high performing students.
3. Interlingual rendition enhances the writing abilities of low performing students in terms of expressing their thoughts and ideas in English.

Recommendations

Based from the findings and the conclusions drawn, the following recommendations are presented:

1. Teachers may look into the performance of their students in terms of English proficiency to determine what writing method can be best utilized.
2. Interlingual rendition may be used as an alternative writing strategy for low performing students. It can be an effective technique to hone the writing abilities of students.

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