
Writer's Statement about "Tug of War: The Writing Process of a Bilingual Writer and his Struggles"

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When I was given the opportunity to analyze my own writing process, I knew I wanted to analyze it through the lens of a bilingual writer. Even though I learned English when I was nine years old, throughout my school career I experienced difficulties in writing. Most of the difficulties can be credited to communicating in my native tongue at home and church, compared to speaking English only in school. I am also able to write in Portuguese, but the sentence structure and verb tenses are completely different. Switching back and forth between these languages contributes to the difficulties of bilingual writers. Being aware of this dilemma, I hoped that the outcome of this study would help not only improve my writing, but of many that share my difficulties.

Many of the struggles that I discovered by doing the writing process study I encountered when writing the study itself, and even as I am writing this statement. But the results and the implications of my study have been molding me to become a better writer. I normally have a tendency to write as if I was the audience, as shown in the study. This unfortunately causes me to be unclear in certain areas of my writing. Dr. Tripp kindly gave me constructive feedback that I included in my paper to improve the effectiveness of relating to the audience. One area of improvement that I made due to the feedback received was being as specific as possible when explaining the outcomes of the study conducted. I confess that it was hard to be specific, but specificity helped the audience to understand the concept that I was trying to portray.

Another problem that I faced when writing this study was trying to carry out the theme of the differences and similarities that native and non-native English writers face. There were various unexpected and remarkable discoveries that I found, and I struggled to unify them into a single idea. I had to keep in mind that native English writers would read the study as well, and I did not want to exclude them from the conversation. Furthermore, I attempted to keep examples and observations as globalized as possible so as to not exclude an audience from another cultural background.

When conducting this study, I kept in mind different audiences. By sharing my difficulties and tendencies, I hoped to acquire substantial results that could also help other bilingual writers. Another audience that I kept in mind was ESL and English teachers. Throughout my elementary, middle, and high school career, teachers treated me as if I had the same writing problems as a native English speaker would have; I did not. Even the writing curriculums in my previous schools were aimed at solving general problems that native English writers face and left out the different problems that non-native English writers experience. Consequently, many of my problems

persisted into college because no one helped me address them. I hope that my study can not only make teachers aware of the difficulties that bilingual students have in their writing class, but also guide them in helping students that have similar issues.