

Asia-Pacific Nazarene Theological Seminary

Second Language Acquisition Error Analysis on the Newsletter Writing of the
Ninth Batch Frontier Missionary Trainees of The Paul Mission, Inc.

A Thesis Proposal Presented to
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In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Religious Education
In Language Teaching Ministry

By

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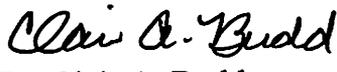
CORDER'S SECOND LANGUAGE ACQUISITION ERROR ANALYSIS ON THE
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TRAINEES OF THE PAUL MISSION, INC.

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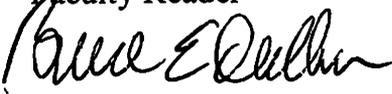

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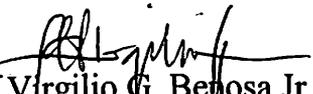

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ABSTRACT

This study explored how second language acquisition error analysis could help in the improvement of newsletter writing of the ninth batch Frontier Missionary Trainees of The Paul Mission, Inc. Second language acquisition error analysis is the analysis of errors in the second language writing of English learners. It was established by Stephen Pit Corder with other colleagues based on the assumption that second language errors are outcomes of first language and second language transfer. SLA error analysis is important for teachers, learners and researchers because it shows the learners' progress that helps the teachers know what more to teach to the learners. It also helps the researchers understand more the dynamics of language learning and provides them evidence of how the language is acquired. The procedure that was used in this SLA error analysis were error identification, description, explanation, evaluation, discussion and recommendation. S. P. Corder has given four categories of errors namely: omission, selection, addition and ordering.

This study was intended to test the null hypothesis that the FMTs will not have significant improvement of 0.05 through the use of SLA error analysis and the designed treatment for their newsletter writing skills over the designated period of two months. The result rejected the null hypothesis on the basis that the FMTs as a group had an improvement of 0.61 or 6.1%. This study also explored the several factors that could influence the second language learning which could have possibly contributed to the errors committed by the FMTs namely: context of learning, interlingual transfer and intralingual transfer.

In this research, 'second language acquisition error analysis' was used to figure out the most frequent errors in the newsletter writing of the ninth batch Frontier Missionary Trainees of The Paul Mission, Inc. It was found out that in their first writing, the most frequent errors committed were morphological selection, followed by syntactical omission. These most frequent errors were used to make a form-focused instruction (FFI) that served as a treatment which designed for the particular need of the FMTs in improving their newsletter writing. Eight classes were spent by the researcher with the FMTs using the FFI, as well as a one-on-one meeting with each of them to explain the errors committed and how they could improve from committing those errors for a period of two months. Their writing in the second stage and their final writing were also analyzed. Comparing all the three writings that were analyzed, the FMTs had a significant declination of errors in their writings. It was observed that the most committed errors were local errors and not global errors. The researcher calculated the result of their writings by getting the z-score to test whether the FMTs passed the conventional critical value of $z=1.65$ that corresponds to the testing standard of 0.05. The result was that two of them did not advance significantly, four of them advanced significantly, and five of them did advance significantly. All of these findings were presented using a 1-tailed test standard normal curve. The FMT's scores were also tested as a group and the result was that they had a significant improvement of 0.61, greater than the standard $\alpha=0.05$. Therefore, the conclusion of this study was that second language acquisition (SLA) error analysis with form-focused instruction (FFI) helped the FMTs to have a significant improvement in their English newsletter writing.

DEDICATION

I dedicate this research to my gracious, merciful and loving God. I also dedicate this work to the leaders and missionaries of The Paul Mission, Inc. who have been my inspiration in writing this thesis. May this humble work somehow be of help in training our second language learner missionary trainees.

Finally, I dedicate this to the Union Church of Manila, for their faithfulness in God's call for them to support many scholars for the expansion of His kingdom.

"With man this is impossible, but with God all things are possible."

(Matthew 19:26, NIV)

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LIST OF ABBREVIATIONS

EA – Error Analysis

SLA – Second Language Acquisition

ESL – English as a Second Language

TPMI – The Paul Mission, Inc.

FMT – Frontier Missionary Training / Frontier Missionary Trainees

CALP – Cognitive Academic Language Proficiency

CPH – Critical Period Hypothesis

BICS – Basic Interpersonal Communicative Skills

L2 – Second Language

L1 – First Language

NS – Native Speaker

NNS – Non-Native Speaker

MM – Mixed Methods

FFI – Form-Focused Instruction

LP – Lesson Plan

ZPD – Zone of Proximal Development