CHAPTER 1

1.0 THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

People believe and agree that ‘practice makes perfect’. However, when it comes to second language acquisition, it is wiser to modify that idea to ‘accurate practice makes perfect.’ Although simply practicing improves the second language learner’s acquisition, the researcher is convinced that it is essential for the learner to get accustomed to the use of correct English to become successful in this endeavor especially in trying to enhance one’s writing skill. This chapter contains the background of the study, its purpose and the procedure of this research. It also includes statement of the problem, hypothesis and assumption, as well as the definition of terms used in all the three chapters.

1.2 Background of the Study

The researcher has been teaching (English as a Second Language) ESL during the last seven years. Three years were spent teaching English in Paraguay to Paraguayan pre-school to elementary students in Escuela Cristiana Americana, Asuncion, Paraguay. And through teaching those students, she has seen the difficulties that second language learners are experiencing in their study of the English language. When the researcher came back to the Philippines, the she started teaching adult missionary trainees of different nationalities. The researcher has seen and experienced the same issues that second language learners experience in Paraguay. These difficulties are faced by the other nationalities learning English here in the Philippines who are in her class. Thus, this study will focus on finding these difficulties in learning the English language in the form of mistakes and error when they are either writing or speaking. However, to make this study feasible, the researcher will only do the writing part. The research design of this study was primarily quantitative using SLA error analysis. There
was a qualitative component in the evaluation of the form-focused instruction that was designed as treatments in order for the errors to be improved.

1.2.1 The Paul Mission, Inc.

The subjects of this research are the missionary trainees of The Paul Mission, Inc. (TPMI). TPMI is an inter-denominational and international mission organization which is duly registered with the Securities and Exchange Commission (SEC) under the Philippine Government as a non-stock, non-profit religious organization from January 19, 1987. TPMI is also an active member of Philippine Council of Evangelical Churches (PCEC) and Philippine Missions Association (PMA). TPMI started its training and sending of missionaries to different parts of the world since November 1986.

The Paul Mission, Inc. has been existing since November 1986, 31 years to be exact. This organization was founded by Rev. Donghwee Lee, now an 82-year-old passionate Korean missionary/pastor who believes in the need to train more missionaries for a more effective missionary work. The Paul Mission, Inc. conducts six-month training in Korea and then another eight months in the Philippines at Overseas Missionary Orientation Center (OMOC). OMOC has two departmental trainings which is called Korean Missionary Training (KMT) and Frontier Missionary Training (FMT) and it also holds another organization called Filipino Ministry Bank (FMB) which quarterly invites Filipino pastors and church workers to attend a short seminar with various invited experienced pastors/missionaries and professional speakers. Those three departments are now being led by Rev. Dr. Seungil Lee since 2008, the director of Overseas Missionary Orientation Center, son of the founder. The researcher works for those three departments as an English Teacher for KMT, as FMT training coordinator & English teacher for FMT and as a seminar/conference organizer for FMB. The KMT training finished last March and will start by February next year. On the other hand, the FMT training started
this September. The researcher has been involved in the training of FMT since fourth batch in 2008 and was herself trained in the sixth batch in 2010 (FMT Dept. Pamphlet, 2011).

1.2.2 Frontier Missionary Training

Specifically, this study will be done in one of their department, Frontier Missionary Training (FMT). It is a training program under TPMI which provides a six-month training course to Filipinos, Africans (Nigeria, Ivory Coast, Chad, Cameroon, Sierra Leone, Uganda, Niger & Zimbabwe), Vietnamese and Bangladeshi. Its program focuses on five core values, specifically: Life Transformation, Acculturation Exposure, Missiology Extension, Physical Fitness and Spiritual Enrichment (LAMPS). It is composed of varieties of training in partnership with other mission organizations such as Youth With A Mission (YWAM), New Tribes Mission Philippines (NTMP), Creative Evangelism by Operation Mobilization (OM), Children Evangelism Fellowship (CEF), American TESOL training by International Mission Board (IMB), and many other experienced missionaries. They start their day with prayer and quiet time devotion from 5:00am – 6:20am then exercise, preparation, then various lectures/activities every week, taekwondo, and closes their day with devotion, and prayer time again until 8:30pm. After successfully completing the training, the candidates are commissioned as short-term missionaries of TPMI, dispatched to their respective mission fields, and financially supported throughout their 3-year mission term.

As missionary trainees, English writing has a significant part in their training since they will write reports, summaries and insights from mission books, do Quiet Time devotional writing every day and most especially, write newsletter to their prayer supporters. As FMT training coordinator, part of the researcher’s job is receiving and filing their ministry and financial reports from the FMT missionaries in the mission field, especially their newsletters. It is by reading the FMT missionaries’ newsletters which they send every other month that the
researcher has seen the need to train them on how to make newsletters during the training. Writing a missionary letter is not a simple task for beginners because that entails the responsibility of giving accurate well-expressed reports of what God has been doing in and through them in the field, persuading people to continue to support them in prayers and encouraging them to participate in world missions even while they are staying in their own countries. As a non-native English speaker, the researcher understands the difficulty in expressing thoughts you know within you in your own language but cannot be readily articulated immediately in English. The researcher has seen how important it is for second language students to be given more opportunity to not just hear a lecture about how English is used but to provide them opportunities of actual application of what they have learned and let them know not just their strengths in English but their weaknesses as well. Only then will the students know which areas they need to work on more to improve themselves. It is the researcher’s goal to use Second Language Acquisition error analysis to help the ninth (9th) FMT trainees know the areas they need to focus on to improve their English writing. This cohort study will be a significant endeavor in promoting the importance of good newsletter writing skill that will effectively communicate the importance of mission work.

1.3 Theoretical Framework

Generally, the second language written text analysis of grammatical and lexical errors derived from the contrastive (error) analysis that predominated in L2 language learning research in mid-1950s (Hinkel, 2005). Brown (2000:288-290) talked about process-based classification of errors which means the processes through which language learners make errors. He even gave four main processes in classifying errors which are omission, addition, substitution, and permutation. Richards (1971) who was following Corder’s (1967) classification of errors distinguishes three types of errors with respect to their sources: they are interlingual, intralingual and errors which are caused by faulty teaching techniques. The
researcher chose to follow Corder’s categories of errors in her study because she finds Corder’s category of errors to be more specific, organized and practical to use in the context of analyzing a missionary letter writing. This study will be anchored on the work of S. P. Corder (1974), the father of error analysis. He categorized the different errors committed by second language students in their writing. Below is the list of categories and the type of errors under each category which will be used in this study.

According to Corder (1974:277) errors fall into four main categories:

1. **Omission of some required element**: occurs in:
   a. **Morphological** - e.g. leave out singular morpheme -s, the plural marker -s and the past tense inflection -ed. *A strange thing happened to me yesterday.*
   b. **Syntactical** - e.g. *Must say also the names? Vs. Must we also say the names?* Omitted the pronoun “we”; other examples of fixed expressions idioms in English characterized by omission of certain syntactic element: *Beg your pardon? Had a nice day?*
   c. **Phonological** - e.g. leave out a phoneme /t/ next; /r/ in teacher - *“teacha”*

2. **Addition of redundant elements**
   a. **Phonological** - a frequent phenomenon is epenthesis, which consists of the insertion of an additional vowel; some languages have phonotactic constraints on how a work can begin (e.g. in Arabic a word must begin with a consonant) or how it can end (e.g. Japanese words all end in either a vowel or a nasal consonant - *aregatu*);
   b. **Morphological** - overuse the third person singular morpheme -s and the plural marker -s. A learner may say *“I thinks”* and *“The books is here”* respectively.
c. **Syntactical** - learners may produce a wrong combination as for example, using the article with a place name: *“The London”* instead of *“London”*.

d. **Lexical** - learners may add an unnecessary word, e.g. *“I stayed there during five years ago”*, instead of *“I stayed there for five years”*.

3. **Selection of wrong items in pronunciation (phoneme), morphology (morpheme), syntax (structure) and vocabulary (lexical item).**

   a. **Phonological** - this may be characterized by interlingual transfer - the learner substitutes a familiar phoneme from the mother tongue for a target phoneme in English that is difficult to pronounce: for example, the ‘th’ in that is substituted for /d/ in Filipino (Tagalog): *that* - *dat*; /s/ for /th/ in “Thank you” “Senk you” (Vietnamese).

   b. **Morphological** - e.g. the use of *-est* instead of *-er* for the comparative, producing sentences like *“My friend is oldest than me.”*

   c. **Syntactical** - wrong structure e.g. *“I want that he comes here”* instead of *“I want him to come here.”* This error may be induced by interlingual transfer or generalization.

   d. **Lexical** - learners sometimes select words which do not entirely convey their intended meanings. E.g. *Robin referred to as a bird.*

4. **Ordering** - misordering can occur in

   a. **Phonological** - in pronunciation by shifting the position of certain phonemes, e.g. a speaker may say *“fignisicant”* instead of *“significant”*.

   b. **Morphological** - less frequent but in the example *“He’s get upping now.”* The learner attaches inflection -*ing* to the particle of the two-word verb *“get up.”*
c. **Syntactical** - misorder words as in the sentence “He’s a dear to me friend” vs. “He’s a dear friend to me.”

d. **Lexical** - learner may reverse element of a compound word e.g. “car key” may become “key car.”

SECOND LANGUAGE ACQUISITION WRITING ERROR ANALYSIS (Corder, 1974)

<table>
<thead>
<tr>
<th>Categories</th>
<th>MORPHOLOGICAL</th>
<th>SYNTACTICAL</th>
<th>LEXICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMISSION</td>
<td>Omitting a letter in a word</td>
<td>Omitting a word in a sentence</td>
<td>Omitting a word in a sentence that changes its meaning</td>
</tr>
<tr>
<td>ADDITION</td>
<td>Adding unnecessary letter in a word</td>
<td>Wrong Combination</td>
<td>Adding unnecessary word(s)</td>
</tr>
<tr>
<td>SELECTION</td>
<td>Wrong selection that makes the spelling incorrect</td>
<td>Wrong structure induced by interlingual transfer</td>
<td>Wrong choice of words that changes the meaning of the sentence</td>
</tr>
<tr>
<td>ORDERING</td>
<td>Wrong order of letters in a word</td>
<td>Misorder of words</td>
<td>Reversing the word</td>
</tr>
</tbody>
</table>

Table 1. Categories of Errors

Note: *Phonological was not included because it is not applicable for the research.*

This pattern consists of four categories namely: (1) omission, (2) addition, (3) selection and (4) ordering. Each of the categories describes three similar kinds of errors namely: (a) morphological, (b) syntactical and (c) lexical.

The error can be classified as ‘omission’ when the language learner’s writing omitted words that affects the meaning of the sentence, may it be in a form of verb, noun, adjective, etc. The error can also be classified as ‘addition’ when they add something that is not necessary in the sentence or if the word added is a redundancy. Another error category is ‘selection.’ It is classified as ‘selection’ when the language learner chose or selected the wrong words that do not help convey the message clearly and make it ambiguous. And lastly, the most common error category is ‘ordering.’ It can be determined when the language learner
gets confused which part of speech goes first, and is usually committed because of the effect of the first language’s rule in writing.

Although Corder (1974) articulates four different kinds of errors in here, the researcher excluded ‘phonological’ and will only be using the three kinds of errors because the error analysis is limited to writing. Smith (1984:68) commented that readers who are used to (educational) psychological/experimental approach with specific process and methods might find this process of analysis speculative, reflective in style and purely linguistic. However, Corder (1981:24) argues that,

‘we cannot make any principles used by his idiosyncratic sentences to improve teaching unless we understand how and why they occur’.

It is advantageous that through this pattern, the language teacher would discover what the common errors of the students are, to know what particular lessons to prepare to meet the real need for learning of the language by the student. Without the deliberate effort to know the real need of the student, there’s a possibility for the teacher not to teach them in their zone of proximal development (Vygotsky, 1978).

1.4 Conceptual Framework

![Conceptual Framework of the Research](image)

Figure 1. Conceptual Framework of the Research
Having this conceptual framework helps the researcher be directed along the process of her research. It provides a clear step of the order for the research’s progression. The variables involved in this research are the FMTs, newsletter, Error Analysis, Assessment and the result or analysis of improvement. The first variable indicates the subject of the research study, the Frontier Missionary Trainees. They are the ones who will write newsletters which will be analyzed. The second variable is the input that the subject of the study will contribute. There will be three sets of writings that will be analyzed, thirty-three to be exact. The third variable are the errors that will be identified from their newsletter which will be used as a tool to execute the analysis that will serve as a determining factor to know the errors in the newsletter. Four categories of errors by Corder (1974) will be used in analyzing the errors, namely: omission, selection, addition and ordering. The fourth variable is the assessment based on the category of errors identified by Corder (1974). The errors will be evaluated to know the areas that need improvement for the subject. The fifth and the last variable is the result of the analysis of improvement. To know if they have improved or not, \( \alpha = 0.05 \) will be used as the standard for the level of significance. Graphs of the most frequent errors and their percentages, calculation of their improvement with a standard normal curve will be presented for every individual to show the evidence if they have improved or not. The figure also shows that this cohort study is done within the span of two months.

1.5 Statement of the Problem

The study will attempt to find out the errors committed by FMTs in their newsletter writing in English through Second Language Acquisition (SLA) error analysis. Specifically, this study sought to answer the following research questions:

The researcher’s main question was: What is the significance of Second Language Acquisition error analysis in FMT language learner’s writing?
The sub-questions were:

1. What kind of errors do most FMT English Language Learners commit in their writing?
2. How often do they commit errors in their writing?
3. What factors have contributed to committing these errors?
4. How did form-focused instruction help in advancing the FMTs’ writing?
5. Did the Frontier Missionary Trainees have significant improvement of 0.05 through the treatment use of SLA error analysis?

1.6 Hypothesis

Most adult second language learners who didn’t have a background in learning the language before the Critical Period Hypothesis explained in definitions of terms will have difficulty learning the target language or the language that the learner is attempting to acquire, but can have a significant improvement when taught within their zone of proximal development (Vygotsky, 1978). So the hypothesis is that the Frontier Missionary Trainees will have significant improvement of 0.05 through the treatment use of SLA error analysis in their newsletter writing skills over a period of two months.

Null Hypothesis: The null hypothesis is that the Frontier Missionary Trainees will not have significant improvement of 0.05 through the treatment use of SLA error analysis in their newsletter writing skills over a period of two months.

The standard for significant improvement will be 0.05 for the sample group and for the individuals that make up the group. The sub-research questions above are included as steps in the SLA error analysis process and will be reported for each individual and for the group as well.
1.7 Assumption

Based on the hypothesis given above, the researcher assumes that adult second language learners will commit more or less errors in the target language, which is English.

1.8 Significance of the Study

People who are studying the English language have different intentions on why they try to acquire or learn the said language. Whether the English language learner is striving to learn for what Cummins (2000) proposed as Cognitive Academic Language Proficiency (CALP) or for Basic Interpersonal Communicative Skills (BICS), it is essential for them to understand the linguistic system and the accurate use of the English language particularly the writing skill. Some of the FMT ELL are learning for the purpose of CALP, for they are going to use English teaching as their strategy for entering the mission field as English teachers. Yet others are for learning for BICS, so they can easily communicate and make friends among the local people in their respective mission fields.

The researcher has taught three batches of missionary trainees and has edited their journals. The researcher used to only edit and write to their paper the suggestions to make their writing better but didn’t really know how to explain the errors they were committing and didn’t know how to address their needs in learning to improve their writing. The researcher realized that not having explained to them the cause of their errors and understanding why they commit them and addressing the exact lesson they needed made her teaching less effective. So the researcher began questioning and searching for a tool that will help her be more effective in teaching the missionary trainees’ writing, knowing how important writing will be in their ministries.

The purpose of this cohort study is to analyze the factors that affect the improvement of the writing skill of the FMT trainees. The researcher would like to raise the linguistic awareness of the learners through Second Language Acquisition error analysis. The researcher
views SLA error analysis as a tool that helps diagnose the interlingual and intralingual error within the language learner so that the language teacher would be able to give a prescription to the language learner who is in need of dealing with the problem he might not be aware of. This is similar to how a doctor would use a medical instrument to diagnose the disease of a patient to be able to give a prescription that would help the patient treat the disease.

Aside from aiming for missionary trainees who are the subjects of this research to benefit, it is also the intention of the researcher to create a resource that would aid other English teachers to a deeper understanding of what common errors language students are committing, why they commit them, and show the importance of teaching them according to their learning styles and needs with the effective learning strategies.

This study can also contribute ideas to curriculum designers who are responsible in designing the ESL program in their respective schools. Through this, they will be able to perceive important details in producing a more relevant curriculum design that would help develop the linguistic proficiency and competence of the learners. This could also aid other researchers who will be pursuing a research parallel to this study since the nature of the contribution to language development of form-focused classroom activity remains a question in ongoing research (Lightbown & Spada, 2000).

Pastors and teachers nowadays experience the demand to preach and teach in English even in non-American congregations especially in the Philippines. This work can give them more awareness of the accuracy of their English language use so that they could develop their communicative manuscript writing competence. The researcher is presently taking up Master of Arts in Religious Education (M.A.R.E.) major in Language Teaching Ministry. It is her desire to make this research meaningful not just to the mission organization but to other people who can benefit in this study.
1.9 Definition of Terms

The following words are alphabetically arranged. These are the terms used in this study.

Assessment – the act of assessing the newsletter writing of the FMTs.

**Basic Interpersonal Communicative Skills** (BICS) – Language proficiency in context of less cognitively demanding everyday social communication. (Cummins, 2000)

**Cognitive Academic Language Proficiency** (CALP) – Language proficiency related to academic setting; more intellectual, more abstract and has time limit for clarification. (Cummins, 2000)

**Critical Period Hypothesis** (CPH) – the theory that language can be best acquired and developed until puberty (age 13) because they have more ability for adaptation. (Joup, 2005:419)

**Error** – results from writing incorrectly with incomplete knowledge that it was wrong (Richards, Platt & Platt, 1992:127).

**Error Analysis** (EA) – the study of the errors that can be identified in the writing of the English language learners.

**Form-Focused Instruction** (FFI) – any planned instructional activity intended to induce the students to pay attention to the linguistic forms that are difficult for them.

**Fossilization** – (in second or foreign language learning) a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language (Richards, Platt & Platt, 1992:145)

**Global Error** – error that hinders communication and impedes the writer or hearer’s understanding of the message (Brown, 2000:263)

**Interlingual Transfer** – an error caused by the learner’s native language (Richards, Platt & Platt, 1992:187).
**Intralingual Transfer** – one which results from faulty or partial learning of the target language (Richards, Platt & Platt, 1992:187).

**Interlanguage** – the type of language produced by second-and foreign-language learners who are in the process of learning a language (Richards, Platt & Platt, 1992:186).

**Lexical** – it is an adjective derived from the word *lexicon* – the smallest unit in the meaning system of a language that can be distinguished from other similar units is the lexeme (Richards, Platt & Platt, 1992:210).

**Local Error** – error that does not affect the meaning of the sentence and leave it understandable (Brown, 2007:426).

**Mistakes** – committing error as a slip of the tongue or just a mere accidental typographical error and results from some other aspects of performance like fatigue or carelessness (Richards, Platt & Platt, 1992:127).

**Morphology** – the study of how words are structured and how they are put together from smaller parts (McManis, 1987:117).

**Second Language Acquisition** (SLA) – The process by which the second language learner acquire the capacity to speak and understand the target language.

**Syntax** – the study of how words combine to form sentences and the rules which govern the formation of sentences’ (Richards, Platt & Platt, 1992:370).

**Target Language** – the language a learner is attempting to acquire.

**Washback** – a positive or negative influence that a test has on the way in which students are taught.

**English as a Second Language** (ESL) – the English learning of learners who have English as a second language.
1.10 Scope and Delimitations

This study only focused on the analysis of the newsletter writings of the eleven subjects, Frontier Missionary Trainees, of the Paul Mission, Inc. located at Wild Duck Circle, Victoria Valley Subdivision, Cainta, Rizal. Only the newsletter writings at the beginning and at the end of the eleven subjects were analyzed. A proficiency test was given in September and errors were categorized. Corder’s categories of error have four kinds, namely morphological, syntactical, lexical and phonological. The researcher limited the analysis to three excluding phonological since the corpus to be analyzed is only written. The analysis was done only from the month of September to November. This study only focused on the first writing, middle writing and on the final writing analysis on the eighth week of the study. No comparison with other former FMT trainees’ newsletter will be done. Data collection was done through corpus-based analysis and by eliciting the students to write a newsletter.

This chapter showed the details of the contextual overview of this research. It has shown the background of the study, the framework where it is anchored, the concept used in the process of the research, the statement of the problem, the hypothesis, the significance of the study, the description of the linguistic terminologies used and the scope of the study. The research methodology about error analysis and the treatment used in this study will be discussed thoroughly in chapter 3. The next chapter will show a review of the related literature and other significant studies that are related to this research.
CHAPTER 2

2.0 SURVEY OF RELATED LITERATURE AND STUDIES

In the early centuries, the study of English was more challenging compared to the present time. Because of the many language learning books, researches and studies done in the past several decades, language studies have become faster to learn and understand. We owe the convenience that we now have to the people who have dedicated their time and effort to produce books, journals, scholarly articles, and the like, so that the language education would rapidly progress to make language not just easier to learn but easier to teach most importantly. There are many linguists who endeavored to make a plethora of excellent language learning materials that would benefit not just students of the English language, but the researchers and language teachers as well. This chapter combines the literatures and studies concerning the studies of the English language itself and the factors that affect the language learners.

This chapter is divided and organized topically. In addition, it presents the concepts and issues as well as the approaches of language teachers on the idea of introducing effective tools for second language acquisition. The first section is a review of familiar linguistic features that are being studied in this paper. The second section is the result of the frequency of error committed by the language learners who are the subject of this study. The third section is about the different factors that possibly contribute to the errors in language acquisition according to different connoisseurs in this field.

2.1 Familiar Linguistic Features

Soames & Perlmutter (1979:3) expressed that the focus of the study of language is linguistics, which aims to develop a more unified interpretation of all human means of communication. Linguistics deals with a wide variety of different areas involving many
complex and subtle issues. Therefore, to be able to effectively learn and impart it, one has to definitely exert added effort to grasp the extent of linguistics studies.

The following are the subfields of linguistics that are important to be understood by the language teachers and language learners in general.

2.1.1 Morphology

Morphology is the study of how words are structured and how they are put together from smaller parts (McManis, 1987:117). There is this popular notion that the word is the smallest meaningful unit when morpheme is actually the smallest unit. A morpheme is the minimal linguistic unit which has a meaning or grammatical function (McManis, 1987:119). This term in linguistics may not be that familiar even to the students and beginner teachers of English language, but it is essential to have a good grasp of this for a more effective language teaching.

Lehmann (1976:124-5) describes morphemes as the entities of language that convey meaning. Although morphemes are considered as a section of syntax in some extent because sentences are analyzed into smaller constituents, this study will analyze morphemes separately from syntax. Lehmann added that their value is determined by their relationships in any given language (Lehmann, 1976:20).

2.1.2 Syntax

Syntax is ‘the study of how words combine to form sentences and the rules which govern the formation of sentences (Richards, Platt & Platt, 1992:370). It is the advice of Soames & David (1979) that the best way to learn syntax is not simply to study it, but to do it. They have found that the key to meeting the needs of studying linguistics and other related
fields is focusing on syntactic argumentation. They find syntactic argumentation crucial for the student who desires to pursue further studies in linguistics. (Soames & David, 1979: xi).

2.1.3 Lexicon

The smallest unit in the meaning system of a language that can be distinguished from other similar units is the lexeme (Richards, Platt & Platt, 1992:210). Lexicon is the vocabulary and lexical is the adjective form of this word. It is an advantage if the language learner has the ability to lexicalize (Stolova, 2015: 61) the words in the target language because that can help them explore the skill of sentence construction.

2.2 Frequency of Errors Committed by English Learners (Error Analysis)

Hinkel states that since the development of applied linguistics as a discipline in the 1950’s and 1960’s, three large domains of research have focused on various properties of L2 written text: structuring of the information flow in discourse, syntactic, lexical and rhetorical features employed in L2 text, and to a smaller extent, L2 grammar, and lexical errors. Generally, the analysis of grammatical and lexical errors in L2 written text is derived from the contrastive (error) analysis that predominated in L2 learning research between the 1950’s and 1960’s. Error analysis was based on an assumption that many (if not most) L2 errors are an outcome of L1 to L2 transfer of syntactic and lexical regularities and language properties (Hinkel, 2005:615). Hinkel adds that analyzing written discourse paradigms and text has become the goal of many studies that worked with L1 writing of NSs of English as well as those in the English L2 writing of speakers of many other languages (Hinkel, 2005:616). There are many research studies that investigated the different uses of discourse markers, cohesion and coherence, and many others in L2 prose (Connor & Johns, 1990). Corder (1967) in his book ‘The Significance of Learner’s Errors’ states the significance of knowing the
learner’s errors benefits not just the student but the teacher and researchers as well. ‘First, errors tell the teachers if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, errors provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Third, errors are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner is testing his hypotheses about the nature of the language he is learning. The making of errors then is a strategy employed both by children acquiring their mother tongue and by those learning a second language (Coder, 1967).’ By doing the error analysis, they will be mindful of their troublesome written productive and receptive errors (Corder, 1973:262), and confirm their strengths and weaknesses. In this practice of writing, students will be able to know which approach they need to emphasize to enhance themselves as they write.

Mercer & Mercer (2004) emphasized that, ‘Writing is a literacy skill and a complex form of self-expression. It is an exhibition of cognitive, visual, conceptual and motor potentials.’

It is indeed a very complex thing to do especially for non-native speakers, who had to deal with the complexity of having their own native language. Therefore, tools that would aid a better writing is essential, especially for the subjects of this research.

2.3 APPROACHES THAT CONTRIBUTE TO THE STUDY OF ERRORS IN SLA

There are three approaches that contribute to the transfer of language which has dominated many studies. The first is called contrastive analysis, then came error analysis, and lastly, an analysis of transitional system called “interlanguage.” Contrastive analysis was the
first one to be developed, later on based on contrastive analysis, error analysis was developed. In the same way, interlanguage evolved from error analysis.

Other researches see the first language as one of the great hindrance of the language learning of the learners (Ellis 1985:229). It is seemingly a negative factor that keeps the learners from focusing on the new system of the second language being learned. In this section, the three will be discussed chronologically.

2.3.1 Contrastive Analysis

Contrastive analysis is the comparison of the linguistic systems of two languages (Richards, Platt & Platt, 1992:83). The main innovation that has been proposed by an American school of contrastive analysis which follows the work of Charles Fries and Robert Lado was that the gaps in the midst of the learning process of the learner were generally filled, and that some of the accurate understanding of the language was replaced with confusion, by the grammar of the learner’s first language (Spolsky, 1989:31).

Lado (1957) who formulated the Contrastive Analysis had the following assumption:

…the student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult (1957:2).

There were many experts who agreed and supported this idea. One among many of them was Troike (2006:34) who explains Contrastive Analysis as an approach which involves predicting and explaining learner problems based on a comparison of L1 and L2 to determine similarities and differences that possibly affect the language learning of the learner. Brown (1994) agrees with this and states that it is deeply rooted in the behavioristic and structuralist approaches of the day, the Contrastive Analysis Hypothesis claimed that ‘the principal barrier to second language acquisition is the interference of the first language system with the second language system, and that a scientific, structural analysis of the two languages in question would yield a
taxonomy of linguistic contrasts between them which in turn would enable the linguist to predict the difficulties a learner would encounter’ (Brown, 1994:193). Lee (1968) stipulates that ‘the prime cause, or even the sole cause, of difficulty and error in foreign language learning is interference coming from the learner’s native language.’

Generally, these researchers and writers are all agreeing to the validity of the idea that the negative transfer or interference leads the learners to making language errors. The effect of L1 to L2 is undeniably apparent, and these researchers found it really stimulating to see the factors that greatly affect the effective learning factors of English learners and the teacher-learner dyads. It is common for language learners to get confused on the linguistic system of their first language if we look at it in the context of linguistic and discourse competence. And adding another language could conceivably create more confusion especially in the area of accurate grammatical use of the second language.

However, Dulay-Burt (1973) and George (1972) made an analysis to test whether the above hypotheses were true. They proved that predicted mistakes made with the use of contrastive analysis were not always made and the mistakes made could not always be traced back to the L1. Felix (1980) also argued that ‘many errors L2 learners made could not be easily classified whether the cause is by interference or by other factors, for instance, by a general developmental constraint’ (Felix, 1980:40). Although these researchers have a point about the difficulty of doing contrastive analysis hypothesis and the uncertainty of its results, we cannot deny the fact that the researchers/writers in favor with contrastive analysis have contributed a lot to the field of Second Language Acquisition.

What differences exist between contrastive analysis and error analysis? While contrastive analysis focuses on the relationship of the first language to the second language being learned, error analysis examines the errors attributable to all possible sources, not only based on the negative influence of the native language of the learner (Brown, 2007:259)
2.3.2 Error Analysis

Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner’s errors have long been interesting for second and foreign language researchers. The basic task of error analysis is to describe how learning occurs by examining the learner’s output and this includes his/her correct and incorrect utterances (Khansir, 2012). Error analysis developed as a branch of Applied Linguistics in the 1960s, and was set out to show that many learner errors were not always due to the learner’s mother tongue but mirrored universal learning strategies. Therefore, error analysis was offered as an alternative to Contrastive Analysis (Richards, Platt & Platt, 1992:127).

The words ‘error’ and ‘mistake’ have to be carefully distinguished in second language acquisition. ‘Error’ is the incorrect use of grammar without the learner’s awareness of what is correct, while ‘mistake’ is committing that error as a slip of the tongue or just a mere accidental typographical error. An error results from incomplete knowledge and a mistake made by the learner in writing can also be caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Richards, Platt & Platt, 1992:127). There are two kinds of grammatical errors mentioned by Brown (2007) in his book Teaching by Principles. First is the local error and the other one is global error. Local grammatical errors are errors that do not necessarily affect the meaning of the sentence and are usually delayed until the learners have completed one or two drafts of a paper. On the other hand, global errors impede the meaning that causes the use of the language to be difficult to understand or not understandable at all (Brown, 2007:426). In the other book of Brown (2000:263), he mentioned that global errors hinder communication and prevent the writer or hearer from understanding some parts of the message that makes it difficult to interpret the message accurately. And local errors are just
minor violations of one segment or part of the sentence, and so the message can still be perfectly understood despite some doubts at first.

There are possible dangers according to Brown (2007) in encouraging to put too much attention to learner’s errors. Although errors indeed reveal more areas where the language could be better, there’s a greater possibility for the language teacher to become more focused with noticing errors that correct utterances and writing in the second language go unnoticed. Comprehension data is of equal importance in trying to cultivate an understanding of the process of SLA (Brown 2007:259).

Brown (2007: 380) defines error analysis as ‘the study of learners’ ill-formed production in an effort to discover systematicity.’ This error analysis evolved into the study of “interlanguage.” Selinker, along with Swain and Dumas (1975) gave meaning to it as a ‘system’ that is ‘distinct from both the native language and the target language (Connor, 1996:13). Corder (1967) referred to it as the ‘transitional competence of the L2 learner. Those who are doing researches on error analysis saw themselves as students of psycholinguistics (Connor, 1996:14).

2.3.3 Interlanguage Theory

Corder (1981) maintains that interlanguage can be seen as a restructuring or a recreating continuum and, therefore, evaluates their role in second language acquisition. Selinker (1972) coined the term interlanguage to explain the dynamics between first language and target language. He intended to explain how systematic knowledge of the second language is independent of both the mother-tongue and the second language (Ellis 1985:229). The concept of interlanguage started in the mid-1960s. The principal contribution that interlanguage gave was its primary claim that the L2 learners’ knowledge is to be viewed as an integrated whole, in which new knowledge is weaved in and systematically reorganized with
the previous knowledge of the native language. In that view, there are actually no gaps waiting to be filled for the learner’s knowledge is a complete whole intrinsically, and is critically different from that of the L1 learner (Spolsky, 1989:31).

Other sources of errors that contribute greatly in committing errors are ‘interlingual transfer,’ ‘intralingual transfer’ and ‘context of learning’ (Richard, 1971). Interlingual transfer is an important cause of errors for L2 learners. The starting periods of learning L2 are the most vulnerable time to interlingual transfer from the L2 (Corder, 1974). This is also called interference. Before the learner can be familiar with the second language, he/she already has the foundation of the L1 in his linguistic system, and that is what makes it difficult.

2.3.4 Sources of Error

Brown (2000:222) mentioned different categories for description of errors in research on learner language based on Lennon (1991). He enumerated the four generalized breakdown of errors namely, addition, omission, substitution, and ordering. This is similar with Corder’s category of errors except for the term ‘substitution’ which was called ‘selection’ by Corder (1973). Although the terminology was quite different, the thought is still the same for they are synonymous. Corder and Lennon both have considered naming the levels of language within each category and there are some differences in what they gave. Lennon (1991) called the levels of language as phonology or orthography, lexicon, grammar and discourse. On the other hand, Corder (1973) called them phonology, morphology, syntax and lexicon.

There were also many studies done on intralingual causes. At the outset, it was believed that most language errors were possibly caused by the transfer process from one native language to the target language. Thus, it is necessary to take into consideration to look at those errors that appear to result from the influence of their student’s first language. Later, they observed evidence from language acquisition research suggesting that for some language features, “learners of different L1 backgrounds may face similar types of struggles in their L2
learning (Collins, 2007:295). Richard (1971) challenged the belief that the errors of the L2 learners were the effect of the L1 transference and argued that

Many of the learner’s errors came from the strategies that they use in language acquisition and the reciprocal interference of the target language items. Error analysis would allow the teachers to figure out what areas should be focused on and what kind of attention is needed in a L2 classroom. So, the language teachers can be better able to develop a curriculum and select materials that can facilitate L2 learning processes (Richard, 1971:208).

A study done by Kim (1988) investigated the errors in English verbs with reference to tense, mood and voice. The 120 11th grade Korean EFL learners who were the subjects of the study were asked to translate 42 Korean sentences into English. The results revealed that the most frequent errors were in mood (903), followed by errors in voice (885) and tense (720), among the total of 2,508. With regard to the sources of errors, overgeneralization that was 65% occurred the most while L1 transfer (22%) and simplification (13%) occurred the least.

In this respect, another researcher Kim (2001:159) conducted another study. The study focused in analyzing the errors in writing samples of college students to examine L1 interference phenomenon. He emphasized that, “it is widely believed that Korean learners of English often show incorrect use of English expressions due to their L1 interference. Kim (2001:160) continued that despite such prevalent belief, the sources of learner’s errors and L1 interference were not clearly identified. So he continued the investigation by collecting 30 more writing samples from college freshmen students and did a more thorough and specific study about the sources of errors. The result was that most of the students’ errors were omission of prepositions, articles and conjunctions.

It is interesting to observe that second language theories have proposed contrasting and complex views of the concept of knowledge of language. In the early 1950s most scholars would have assumed that knowing a language entails knowing its potential system. The language learner was viewed as a student of language with an imperfect knowledge of the
arrangement of the language he/she was learning, and that they have gaps that are waiting to be filled in their learning of the language (Spolsky, 1989:31).

Other factors that influence the learning and therefore contribute to the errors of the learners in second language acquisition are the internal and external factors that Lightbown and Spada (2013) and Macaro (2010) were pointing out. These authors were saying that internal factors such as age, personality, motivation (intrinsic), experiences, cognition and the native language of students plays a huge role in acquiring the language. There are also external factors such as curriculum, instruction, culture and status, extrinsic motivation, and access to native speakers that characterize the language learning.

**Intrinsic Motivation.** Intrinsic motivation has been found to correlate strongly with educational achievement. Students who enjoy language learning and take pride in their progress will do better than those who don’t. That makes motivation a significant factor in learning especially the language (Lightbown & Spada, 2013).

**Personality.** Studies show that anxiety affects the learning progress of persons. Anxious learners usually make slower progress (Ohannessian, 1999). Introverted learners are the less likely to take advantage of opportunities to learn and practice the language they are learning while the extroverted people are not worried about the inevitability of making mistakes (Lightbown & Spada, 2013). Personality is a big contributing factor to learning.

**2.3.5 Hierarchy of Difficulty**

Contrastive Analysis Hypothesis reached its heyday that other linguist researchers agreed and studied about it further. Some of those were Stockwell, Bowen, and Martin (1965), who proposed what they called a *hierarchy of difficulty* that measures the difficulty of a language for a learner through which the learner could know the level they are in.
These three researchers devised their hierarchy for English and Spanish only, but they claim that what they proposed can be applied universally (Brown, 1994:195). Although I believe they could be right in some context, I am still convinced that it is not applicable for every English language learner who came from different language speaking countries. Granting that English came from West-Germanic then Proto-Germanic, and Spanish from Latin then Proto-Italic, still both languages originated from Proto-Indo-European (Ringe, 2006: 4). That is why there are many words that are closely related to each other. A few of the many examples of this are ‘plate – plato,’ ‘flowers – flores,’ ‘determine – determinar,’ and especially for most nouns like ‘adoration – adoración,’ ‘exaltation – exaltación,’ and ‘obligation – obligación.’ They are cognate with one another. However, if we compare English with an Asian language like Korean which did not necessarily originate with other family of languages, there could be a different result. Here are some examples related to the samples given above, ‘plate – 접시 (jeobsi),’ ‘flower – 꽃 (kkoch),’ ‘determine – 결심하다 (gyeolshimhada) and even for the nouns given like ‘adoration – 숭비 (sungbi),’ ‘exaltation – 높임 (nop-im) and ‘obligation – 의무 (uimu).’ Another example applicable to this is the Tagalog and English comparison for the word rice. In English, ‘rice’ is only called ‘rice.’ In Tagalog, ‘rice’ has varieties of names like ‘palay’ for planted rice, ‘bigas’ for the uncooked rice, ‘kanin’ for the cooked rice, ‘bahaw’ for the old rice, ‘tutong’ for the burned rice, ‘sinangag’ for the recooked rice.

We see through the given examples that not all language has connection with English. The difficulty that the Spanish-speaking people would encounter is far lesser than for Koreans who still need to learn to transliterate and memorize a totally different written and pronounced words. Languages all vary in the level of difficulty and in my opinion, it is important to consider those factors before generalizing an idea. This observation made the
researcher mindful in the difference of the languages of the language learners especially when teaching students with different background levels, ages and nationalities.

There are many other factors that contribute to the challenge of language learning. Some limitations in study of Schumann shows how an adult Spanish speaking English language learner failed to learn fluency in English as the target language are ability, age, and social and psychological distance from native speakers of English (Brown, Gonzo, 1995:265). These factors including the attitude of the learner towards learning the target language are great considerations that one should remember either when planning to learn a second language or teach English second language learners.

Another important factor in learning another language apart from the first language is fossilization. Spolsky (1989) states that interlanguage grammars can be very different from natural language grammar in that they may show permeability, fossilization and backsliding. In the fall of 1973, there were four persons including Schumann who did a ten-month longitudinal study of the untutored acquisition of English participated by six Spanish speakers with the equal balance of two children, two adolescents and two adults (Brown, Gonzo, 1995:263). The result was the 33-year-old Costa Rican named Alberto, showed a very little linguistic progress during the ten-month project in comparison to others. That is why Schuman (1978) also views that not having the target language speakers as a correcting model can be a factor that affects fossilization. If there will be no real model of approximation, the learner's interlanguage fossilizes at the pidginized stage.

2.4 Theories of Language

In language acquisition theory, Ioup (2005) shares that there is a concept of a time frame for optimal acquisition of a language called critical period hypothesis. It was first proposed by Lenneberg in 1967 with an onset of 2 years of age and a close at puberty (Ioup,
2005:419). However, opinions vary about at what age is truly a perfect age advantageous for learning the language. Patkowski (1980) and Johnson and Newport (1989) set the cut-off point to a higher age in the mid to late teens. Mayberry (1993) did a study and compared the L1 and L2 acquisition of American Sign Language at different ages. Mayberry suggests that the optimal period closes much earlier. Several researchers have proposed the existence of multiple critical periods, each according to the different component of language (Ioup, 2005). Several of those researchers was Seliger (1978) who discussed that plasticity in the language proportions of the brain terminated according to different schedules, phonology is the first to close. Other researchers like Long (1990) and Eubank and Gregg (1999) suggested that the critical period for phonology closes at age 6, but for the understanding of morphology, syntax and other areas of language learning, it terminates near puberty. But they emphasized that the acquisition of lexical semantics remains obtainable for life. It is of great advantage that the learner starts learning the language before the Critical Period Hypothesis (CPH) or the age before puberty. If a person has learned only the mother tongue or the first language until he became an adult, it is quite more challenging for them to start in the journey of learning other languages because their skill has been already stabilized.

Another important and exceptional concept in order to elaborate the learning that takes place in the acquisition of language is the zone of proximal development which was proposed by Vygotsky (1978:85). This concept of zone of proximal development provides psychologists and educators with a tool which the internal course of development can be understood. Through the use of this method, we can take account of more than just the cycles and maturation processes that are presently in a state of formation, that are just starting to mature and develop. Consequently, the zone of proximal development permits us to define the child’s immediate future and his dynamic developmental state, permitting not just for what has already been achieved developmentally but also in the course of maturing (Vygotsky, 1978:87).
Vygotsky summarizes that the most essential feature of the hypothesis about zone of proximal development is the notion that developmental processes do not coincide with learning processes. Rather, the developmental process lags behind the learning process; this sequence then results in zones of proximal development (Vygotsky, 1978:90). In his other book Thought and Language, experience shows that with a larger zone of proximal development, the person can do better in learning. This way of measuring the mental capacity of the person gives a more helpful clue than basing on the mental age to the dynamics of intellectual progress (Vygotsky, 1986:187).

The following are the review of related studies done by different researchers both foreign and local. The methodologies used abroad will first be explored and it will be followed by examples of researches done locally.

2.5 Methodologies in Applied Linguistics (Foreign Studies)

Tsushima (2015) in his study about Methodological Diversity in Language Assessment Research discussed that mixed methods research approaches have been used to improve the end results of language assessment investigations, basing on language testing and assessment in second language education (Tsushima, 2015:1). There are indeed various ways to test and assess the development of language pedagogy.

Gass and Mackey (2007) have tried and suggested many methodological tools for data collection in applied linguistics which include tests, interviews, naturalistic data, surveys, verbal reports, prompted production, prompted responses, and grammar analysis techniques. Furthermore, Tsushima also explained that sociocultural views of language assessment have developed more variety of methods or tools to measure and develop a more conducive classroom learning. Even in the 1990s, qualitative research methodologies were also manipulated in a complimentary manner with or without being labeled as mixed method
research (e.g., Anderson, Bachman, Cohen, & Perkins, 1991; Clapham, 1996; Weigle, 1994), which was a sign of further methodological spread in this domain. In the study of Johnson and Lim (2009), they emphasize that language performance assessments typically require human raters who would introduce possible errors made in the writing. This type of assessment provides the advantage of directly measuring candidates’ productive language skills. In their study, the result indicates that there is no discernible pattern of language background-related bias in the ratings for that set of MELAB (Michigan English Language Assessment Battery) writing tests perhaps because majority of the raters were (NS) native speakers and only four were NNS of English who came from only a few L1s. They admittedly said that it is unknown whether the finding would hold for raters from other L1 backgrounds, or even for others from the same L1 backgrounds.

Another study has been done by Aalto, Eija and Tarnanen (2015) about the assessment of second language writing of student teachers, to assess their ability to analyze learner’s language skills, knowing that language knowledge is needed in planning and creating a study program that would cater the exact need of the language learners. The findings of their study provided a representation of the pedagogical language knowledge that future subject teachers are able to draw on in their encounters with SL learners and in their pedagogical decisions. The result points out that while student teachers’ orientations to the language learner performance varied, many of them made a noticeable effort to analyze the performance of the learners in a wider context. Nevertheless, it was obviously difficult for those student teachers to understand the difficulties of the L2 learners since their own learning experiences do not mostly provide enough insight into learning in a L2. Peacock (2001) previously built language beliefs and knowledge about language and use are most likely to remain unchanged despite of a long study after the formal language learning is finished.
Assessing, even with other methods is very necessary. Prince (2013) admittedly claimed that with the use of dictogloss in his research in France, he didn’t use assessment. Not doing so made it difficult for him to assess if the progress noted was due to improved capacity. Colby-Kelly and Turner (2007) observed that recent trends in classroom evaluation seek innovative formative assessment intended to benefit learning, called assessment for learning, which is mostly the unresearched area in the second language classroom field (Rea-Dickins, 2004).

Belcher (2012) observed that for L2 writing researchers, the past has been burdened with confusing findings and notable contentiousness over such issue of corrective feedback (Ferris, 2003; Truscott, 1996) and the equanimity or even this of assuming culturally-influenced writing styles (Connor, 2011; Kubota & Lehner, 2004). Another investigation was conducted by Ramirez and Jones (2013) about the writing process with written recasts on second language achievement. Its purpose was to explore how literacy-based practices that included teaching use of the writing process with a writing assignment, and teacher employment of written recasts affect second language achievement. The outcome informs instructional practices that increase students’ opportunities to be exposed to comprehensible language that would positively affect their social change (2013:73). Writing skill plays a significant role in gaining the confidence of the language learner for their social development in the use of the second language.

For Cerezo and Amengual (2013:i), language testing is a washback that shows a clear interface between fundamental principle in language assessment and second language teaching and learning. In the studies of different linguistics researchers (Alderson & Wall, 1993; Bailey, 1996; Burrows, 2004) it has been amply proved now that language testing has an influence on teaching and learning. Furthermore, communicative language testing gave special emphasis on the promotion of positive washback in order to enhance communicative teaching
and therefore assist desired instructional practices and learning (Green, 2007). Although Rea-Dickins, (2007) says that washback seems to be an extremely multifaceted phenomenon, Alderson and Wall (1993) insist that washback does exist. Douglas (1995) approves the idea of language testing when he wrote:

As language testing continues to grow and develop into the twenty-first century, concern for such issues as public accountability, fairness to test takers, the uses of test results, and technical qualities of tests (validity, reliability, construct definition, scale definition, score interpretation) must be clearly and explicitly stated and monitored by the international language testing community (Douglas, 1995:176).

It was emphasized by Hancock (2006: 12) that “foreign or second language teaching and instruction must link testing in deliberate ways.” Cerezo and Amengual (2013: iv) further say that as has been recognized, there may be a great potential for fruitful cooperation between language testing researchers and language teaching researchers. In this respect, many professional writers advocate a greater involvement of tests developers, administrators and language teachers (Clapham, 2000; Standsfield, 2008).

2.6 Error Analysis in Local Studies

A. Asia

Cho and Chanho (2014) in their study about the role of scoring in formative assessment of second language writing, examined how scoring with feedback affects the classroom learning as a foreign language. The study intended to compare two classes, one group with feedback and the other none. Cho and Chanho further explain that differences in attitudes toward writing assignments and efforts to improve writing skills appeared to both groups. They found out that although both groups were attending the most prestigious university in Korea and were competitive, the other group without feedback could have resulted in higher student motivation to improve their writing. The case studies of these students prove that formative
assessment can greatly affect and influence the learning of the student and their actual performance in writing.

Many in the countries in Asia enjoy English language’s prominent role as an effective communication medium at local and international circles. In Pakistan, it is used as a medium of instruction not solely in schools but in government and business field as well. Therefore, English writing learning is a necessary skill in that said country. A study about the opinion of the people in Pakistan was conducted to explore the writing difficulties that are faced by the language learners through survey. Based on the result, the difficulties in English writing are interrelated with each other. It was recommended in that study that teachers should adopt eclectic approach in teaching composition and innovative strategies of teaching appropriate selection of vocabularies. One of the biggest needs of second language learners in the field of study was to be taught how to handle L1 interference especially interference of L1 syntax (Farooq, Muhammad & Wahid, 2012).

There were also many studies done on intralingual causes. At the outset, it was believed that most language errors were possibly caused by the transfer process from one native language to the target language. Thus, it is necessary to take into consideration to look at those errors that appear to result from the influence of their student’s first language. Later, they observed evidence from language acquisition research suggesting that for some language features, “learners of different L1 backgrounds may face similar types of struggles in their L2 learning” (Collins, 2007:295).

Many of the learner’s errors came from the strategies that they use in language acquisition and the reciprocal interference of the target language items. Error analysis would allow the teachers to figure out what areas should be focused on and what kind of attention is needed in a L2 classroom. So, the language teachers can be better able to develop a curriculum and select materials that can facilitate L2 learning processes (Richard, 1971:208).
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**B. Philippines**

Beltran (2014) of Technological University of the Philippines also made a study to examine the grammatical errors of the Filipino Technology student teachers’ utterance structure. The questions about the language backgrounds of the Technology student teachers and their common grammatical errors during on-campus teaching were the point of the research. The result of the study showed that misinformation makes up the most of errors.
Majority of the errors committed were also about omission on “-s/-es/-ies” for verbs. Other errors committed were addition of unnecessary tense markers that were used, and ordering were also produced when correct elements were wrongly put into the right sequence using the types of errors based on surface structure descriptions (Dulay, Burt & Krashen, 1982). Beltran (2014) further noted that there was an interference of Filipino language in the way the words were delivered in the second language.

Another Filipino in the person of Catabay (2016) conducted a research study about Error Analysis on Students’ Writing by the respondents from the College of Business, Entrepreneurship Accountancy. The research method that was used was qualitative-quantitative and frequency account. The study showed that the majority of the errors committed by the students in mechanical error was the wrong use of punctuation; wrong verb tense and use of sentence fragments in the structural category (Catabay, 2016: 147). She concluded that the students are very weak in sentence construction and that their errors can also be due to their inadequate knowledge in English language. She also said that the students lack knowledge in the application of the principles governing the consistency in the use of the verb tenses and SVA. After giving the conclusion to the result of the study, she gave further recommendations to help the subjects improve their weakness in the area of English language learning.

This chapter presented the terminologies, results of the frequency of errors and the different factors related to the language acquisition. The next chapter will present the research methodologies and procedures for this study including how the data would be treated.
CHAPTER 3

3. RESEARCH METHODOLOGY AND PROCEDURES

This study primarily used a quantitative research data (SLA Error Analysis) along with some qualitative data because of the FFI. Mixed methods research data has been employed. It was the intent of the researcher to focus on the objective data that expresses the result of this research in numbers (Acero, Leuterio, 2006:4-5). Researchers rarely want to accept the null hypothesis (Gall, Gall, Borg, 2007:142), and so does the researcher of this study. Given researchers’ curiosity in discovering the relationship of the differences and effect in a study, they want to maximize the likelihood of rejecting the null hypothesis when in fact it is incorrect. To help the researchers do that, they use statistical analysis, which is a way for studying the probability that a certain test of statistical significance will be enough to reject a false null hypothesis (Gall, Gall, Borg, 2007:143). This research was done as a statistical-analytical study.

This chapter intends to make a detailed description of the research process done in this study. It includes the sources of data, sample selection, procedures followed in research-gathering, method of the study, data-gathering instruments, statistical treatment of data, and group result of frequency of errors.

3.1 Sources of Data

The data of the preliminary study was collected from the newsletter writing of the eleven missionary trainees of Frontier Missionary Training under The Paul Mission, Inc. The following are the demographic information about the subjects who are participating in this research study. This information was included here so that the reader of this research could have a good grasp of the background of the subjects which are related to the study and as a source of information in analyzing the factors that could have affected their performance.
## Frontier Missionary Trainees’ Description

<table>
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<tr>
<th>MT</th>
<th>Age</th>
<th>Gender</th>
<th>Nationality</th>
<th>Years Learning L2</th>
<th>Native Language</th>
<th>English Level</th>
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<td>Upper Intermediate</td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>Male</td>
<td>Filipino</td>
<td>21</td>
<td>Hiligaynon</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

Table 2. Demographic information of 9th FMT

All the subjects are past the age of critical period hypothesis (CPH) having ages from nineteen to thirty-five. There are seven males and four females. Seven of them are Filipinos, two Ivorian, one Nigerian, and lastly, one Vietnamese. The table also shows that the subjects have different length of period of second language study, and for others, English is their third language. They also vary in their level of English proficiency. An English proficiency test was done before the subjects started their class. There are no foreseeable difficulties with gathering the data or final newsletter writing because the researcher works in the organization and has access to all the writing activities of the subjects.

The number of the subjects is only eleven. It could be thought that the sample size seems so small to determine the reliability of this study. Burke & Johnson (2012:234) included the sample size of ten (10) as enough size of a population group to be studied. The table they have used was based from Krejecie and Morgan (1970:608). And this study is intended to be useful for the Paul Mission, Inc. which trains an average of eight to sixteen missionary trainees for every batch. The sample size of eleven is a good representation of the average number of
trainees being trained every batch. Hence, the researcher is convinced that the sample size used in this research is just a perfect number for the study.

3.2 Sample Selection

This research is a purposive sample because the researcher’s purpose is to gain competence with the practice of error analysis as a language teacher for missionaries. At the same time, to be of help to The Paul Mission, Inc. in finding more strategies/methods that will help in reinforcing the effectiveness of the English training for missionaries. For that reason, the researcher chose to do the study not to missionaries of other organization but to TPMI FMT missionaries themselves because they can best represent the language learners that the researcher will mostly have even in her future language teaching ministry. The researcher chose to do the study only with FMT missionaries because the researcher believes that the 9th batch FMTs can best represent the whole missionary trainees because they are composed of different nationalities who have been trained and will continue to be trained in the mission center. And the researcher doesn’t see the need to compare it with another group since the study is about comparing the language learners’ improvement using their own writings itself. The researcher believes that the results which will be taken from this study with these subjects can be generalizable and is statistically probable.

3.3 Research-Gathering Procedure

The researcher first collected the writing activity and read them carefully. Second, the researcher identified the errors that each student committed. Third, the researcher categorized the error according to Corder’s (1974) category of errors. Fourth, the researcher created a table that would show the categories as well as the kinds of errors committed. The researcher also included a specific column that would explain why the specific item was an error. Fifth, the
researcher assessed the result of the error analysis and used it to design a form-focused instruction that would serve as a treatment to help the subjects improve in their English writing skill. Sixth, the researcher conducted English classes with the subjects and met them one by one to help them know the areas where they need to improve. Seventh, the researcher elicited some more newsletter writings and did SLA error analysis to two more sets of writing to know whether the subjects were advancing in their English writing skill. Finally, the researcher did statistical calculations to show whether the subjects did improve significantly above 0.05 to prove the effectiveness of form-focused instruction. These are the preliminary steps that have been done in this research.

As mentioned in the hypothesis in chapter 1, the researcher will conclude whether each individual had shown advancement in their English writing skill by determining the mean, standard deviation and z-score to see where the values fall on the standard normal curve (Yount, 2006:17-6). A 1-tailed test was used, with the critical value of z-score being 1.65 which is equivalent to \( \alpha = 0.05 \) to show whether each subject had significant advancement. The same standard of 0.05 was used for the sample group, and for the individuals that compose the FMT group to be able to accept or reject the null hypothesis. This standard was used instead of 0.01 to have a stronger assessment of the evidence against the null hypothesis.

### 3.4 Method of the Study – Data Analysis

This study tried to discover the more profound factors that affect the language learner’s learning and the language teacher’s teaching. This also tried to take a glimpse of the dynamics between the language learner and the language teacher. The method that was used was error analysis by Corder (1974). The method included the collection of the elicited newsletter writing.
What followed was the **error identification.** Questions about what constitutes an error; how to determine if a deviant form is a mistake or an error; how to determine covert errors; and lastly asking if the contents are accurate and appropriate were considered.

Next was **error description.** In this step, the errors committed in the writing were described and errors were categorized for the research question. It was described whether it is omission, addition, selection or ordering. Then it was followed by **error explanation.** There are three ways of error classification above that is closely related to our errors.

The next step was **error evaluation.** Its purpose was to determine the effect errors have on readers of the writing in terms of comprehension. The errors were assessed by comparing it to other errors and analyzing if there were differences in the evaluation made by Native Speaker (NS) and Non-Native Speaker (NSS).

Finally, **discussion** and **recommendation** were given by the language teacher to the language learner for their benefit. Errors were gently used to show them the areas in grammar where they need to focus in their studies of the target language.

Before doing the Second Language Acquisition error analysis, the table below was used to collect and analyze the data. Sample collections were made about the factors and their descriptions to further understand some details of the background of the language learners.

Table 3. Sample Collection:

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Medium</td>
</tr>
<tr>
<td>Genre</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>L1</td>
<td></td>
</tr>
<tr>
<td>L learning background</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td></td>
</tr>
<tr>
<td>Manner of Collection</td>
<td></td>
</tr>
<tr>
<td>Period of Time</td>
<td></td>
</tr>
</tbody>
</table>

*Second Language Acquisition (SLA) Error Analysis by Corder (1918 – 1990)
3.5 Data-Gathering Instruments

Aside from the corpus that has been gathered from the subjects, the researcher had the advantage to also see how the subjects used English not only in other writings but in other areas like speaking, reading and listening as well. Although the research’s focus was on the analysis of the newsletter writing, the advantage of being with them every day has helped the researcher know necessary issues that affected their writing which helped her in understanding the reasons that triggered the errors that they committed.

3.6 Statistical Treatment of Data

In the quantitative approach of this study, the researcher was motivated to give an analytic response to the data that has been gathered. The performance which were assessed was the pre-test/activity taken when the FMT started their training in September 12, 2017. The z-score calculations were used for the presentation of the 1-tailed test. The following figures of the 1-tailed test standard normal curve presentation below show whether each of the individual subjects showed a significant improvement by passing $\alpha=0.05$ or z-score 1.65 that determined whether the null hypothesis (Ho) was to be rejected or accepted. We have seen that each calculation was presented basing from $X_1$, $X_2$, $X_3$ which referred to the first, second and third writings. The mean was calculated using the formula: $\bar{X} = \frac{\sum X}{n}$ and the standard deviation was calculated using the formula $\sigma \sqrt{n}$, the $\mu$ is the last result of the data (Moore, McCabe, 1998:453), and the z-score using the formula $Z=\frac{\bar{X}-\mu}{\sigma/\sqrt{n}}$ (Mendenhall, Beaver, Beaver, 1999:339). A chart about the 1-tailed test showing the standard critical value of $z=1.65$ and the z-score of each individual were also presented.

The researcher determined whether a difference is significant by using a criterion, or critical period. The lines that did not pass the 1.65 critical value meant that the null hypothesis was to be accepted, shaded with gray. The ones that passed the 1.65 critical value meant that the null hypothesis was to be rejected, shaded with black.
The researcher presented the individual statistical calculation that served as the evidence as to the treatment made a difference to the FMTs or not. The complete analysis about error explanation and error evaluation of the data were carried on while the researcher was writing the thesis.

This chapter presented the description of the sources of data, the sample selection. It also showed the research-gathering procedure and the method of how the data were analyzed using second language acquisition error analysis. The statistical treatment of data that was used in this study were also explained in the next chapter.
CHAPTER 4

4.0 PRESENTATION AND INTERPRETATION OF FINDINGS/DATA

The purpose of this chapter is to show the answers given to the researcher’s main question and sub-questions. The researcher’s main question was: *What is the significance of Second Language Acquisition error analysis in FMT language learner’s writing?*

The sub-questions were:

1. What kind of errors do most FMT English Language Learners commit in their writing?
2. How often do they commit errors in their writing?
3. What factors have contributed to committing these errors?
4. How did form-focused instruction help in advancing the FMTs’ writing?
5. Did the Frontier Missionary Trainees have significant improvement of 0.05 through the treatment use of SLA error analysis?

These questions made the researcher be more interested in exploring the dynamics of changing methods and strategies in teaching second language acquisition, especially in acquiring the writing skill. Each of the research questions have been given attention which composed the division of this chapter into different sections, with the attempt to answer the questions as they were stated above.

Q1. What kind of errors do most FMT English language learners commit in their writing?

4.1 Different Kinds of Errors that FMTs Committed in the First Writing

There are basically two types of data-collection procedures: spontaneous and elicited (Ellis, 1994:49). Using the category of errors by Corder (1974), the 11 subjects’ initial newsletters have been elicited, collected and analyzed. The result of this analysis shows which area in English writing the language learner should be alert in order to avoid committing the same error repeatedly. After receiving the first newsletter writings from the FMTs, the
researcher has done a Second Language Acquisition error analysis using the said writings to know the most frequent errors that they were committing. The result of the analysis has been used by the researcher to create a lesson plan that would serve as the form-focused instruction to deal with the needs of FMTs in their English learning related to their writing skills. Note that the English being taught grammatically was American English, and that was the standard used in doing the error analysis. The following table was the result of the first writings of the FMTs.

<table>
<thead>
<tr>
<th>Omission</th>
<th>Selection</th>
<th>Addition</th>
<th>Ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S L</td>
<td>M S L</td>
<td>M S L</td>
<td>M S L</td>
</tr>
<tr>
<td>1st</td>
<td>18 49 5</td>
<td>67 25 8</td>
<td>25 17 3</td>
</tr>
<tr>
<td>%</td>
<td>31.2%</td>
<td>43.3%</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

Table 6. First Writing SLA Error Analysis Result

The result shows that on the first writing, the FMTs had the most difficulty in the area of M - morphological selection (67% in the category labeled selection above). It could mean that the majority of them were having confusion with the following:

- **Spelling** - e.g. (essential / essential) / (trainess / trainees) / (Privileged / Privileged) / (possible / possible)
- **Capitalization** - e.g. (His Word / an Intensive) / (God's Glory / glory) / (Jesus Christ / Jesus Christ)
- **The use of tenses** - e.g. (have / had / raised / raised) / (be sent / sent) / (dealt / dealt) / (gave / gives)

The next most frequently committed type of errors was in the S column was syntactical omission (68% in the category labeled omission). It could mean that they were also having problems with omitting some words that affected the meaning of the sentence being written.

- **Preposition** - e.g. (I write to you as... /)
- **Conjunction** - e.g. (urban mission and field exposure / even if I am
- **Verb (past of be)** - e.g. (I was supposed / There are six
- **Verb** - e.g. (God wants / before I come back / who has called us / I give you thanks
It is important to note that the examples given above are from the subjects’ actual errors found in the first elicited writing. The researcher has observed that most of the subjects are also having a difficulty in those areas given as an example above not just in writing but in other English skill as well. Basing on the first elicited writing and observation, the researcher has then prepared the lessons that would best serve as the treatment using form-focused instruction to help the FMTs improve in their writing skill.

4.1.1 Comparison of the Frequency of Errors of the First, Second and Third Writings

The table below shows the frequency of errors committed in the writing from the first to the third sets. Under the four categories which are omission, selection, addition, and ordering, the types or the kinds of errors are placed namely: morphological, syntactical and lexical.

<table>
<thead>
<tr>
<th></th>
<th>Omission</th>
<th>Selection</th>
<th>Addition</th>
<th>Ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M S L</td>
<td>M S L</td>
<td>M S L</td>
<td>M S L</td>
</tr>
<tr>
<td>1st</td>
<td>18 49 5</td>
<td>67 25 8</td>
<td>25 17 3</td>
<td>3 8 3</td>
</tr>
<tr>
<td>2nd</td>
<td>24 43 3</td>
<td>25 12 11</td>
<td>15 12 2</td>
<td>4 4 0</td>
</tr>
<tr>
<td>3rd</td>
<td>16 26 0</td>
<td>16 19 2</td>
<td>3 6 0</td>
<td>0 2 0</td>
</tr>
<tr>
<td>Total</td>
<td>58 118 8</td>
<td>108 56 21</td>
<td>43 35 5</td>
<td>7 14 3</td>
</tr>
</tbody>
</table>

Table 7. Overall Frequency of Errors

We could observe from the table above that a majority of the errors committed from the first writing have declined in the second and to the third result. But we could also notice that even though most of these had a declination from the first to the third writing, 33% in the second writing did not show a natural declination (numbers shaded with gray). Generally, the highest committed error was syntactical omission (118), followed by morphological selection (108), which were both more than one hundred errors each. Next were morphological omission with almost the same frequency as syntactical selection (58, 56). If we would
compare the frequency of errors, we can notice that in almost all the errors, the frequency got lower after form-focused instruction. Morphological omission which started 18 became 16 (not a big difference). Syntactical omission from 49 became 26. Lexical omission from 5 became 0. Morphological selection from 67 became 16. Syntactical selection from 25 became 19. Lexical selection from 8 became 2. Morphological addition from 25 became 3. Syntactical addition from 17 became 6. Lexical addition from 3 became 0. Morphological ordering from 3 became 0. Syntactical ordering from 8 became 2. And lastly, lexical ordering from 3 became 0.

![FREQUENCY OF ERRORS](image)

**Figure 2. Frequency of errors of the FMTs as a group**

The graph above shows the details of the errors committed by the subjects from the first to the third writing. It shows that in the first writing, the most frequent error committed was morphological selection (67), followed by syntactical omission (49). In the second writing, syntactical omission (43) was the highest followed by morphological selection (25). And in the third writing, syntactical omission was again the highest (26), followed by morphological omission and selection (16).
Q2. How often do they commit errors in their writing?

4.2 Individual Second Language Acquisition (SLA) Error Analysis (First to Third)

The following graphs show the result of the first writing, the second writing and the third writing. The first graph on every left side of this section shows the percentage of the kinds of errors committed for every category, namely: morphological, syntactical and lexical. The next graph on every right side of this section showed the percentage of the committed errors based on the categories, namely: omission, selection, addition and ordering. As both of these two graphs are shown for each writing of all the trainees, an explanation is provided below for a better understanding of what the graphs mean. Note that the percentages in the graph are compared per category. The exact number of errors for every kind and categories follows after the individual report.

**MT1**

**MT1: 1st Writing**

![Graph showing the results of the first writing for MT1](image)

**Figure 3. MT1’s Result of First SLA Error Analysis**

In the first writing, MT1 has the most errors in the category of morphological *addition*. It is followed by morphological then syntactical *selection*. And the least was syntactical *omission*. The overall error percentage is 2.5%. The strengths of MT1 in this elicited writing are morphological and lexical omission; lexical selection, syntactical and lexical addition; and all kinds of ordering in sentence construction.
MT1: 2nd Writing

Figure 4. MT1’s Result of Second SLA Error Analysis

In the second writing, MT1 has the most errors in the category of morphological selection. It is followed by morphological omission. The overall error percentage is 0.67%. The strengths of MT1 in this elicited writing are morphological, syntactical and lexical addition and ordering; syntactical and lexical omission and selection.

MT1: 3rd Writing

Figure 5. MT1’s Result of Second SLA Error Analysis

In the third writing, MT1 has the most errors in the category of syntactical selection. It is followed by morphological omission and addition and syntactical omission. The overall error percentage is 1.7%. The strengths of MT1 in this elicited writing are lexical omission, selection, addition and ordering, morphological selection and ordering, and syntactical addition and ordering.
This figure shows the progress from the first writing to the second writing to the third writing of MT1. The scores are: first writing (2.5), second writing (0.67), and third writing (1.7). The percentage of improvement is 32%. The factor that could have affected the small percentage of improvement was that the first performance was almost perfect to begin with and there is no longer room for .05 improvement in writing.

MT2

MT2: 1st Writing

MT2 has the most errors in the category of morphological selection and syntactical selection. It is followed by syntactical omission. Then next is morphological addition. And the least was syntactical ordering. The overall error percentage is 5.6%. The strengths of MT2
in this elicited writing are morphological and lexical omission; lexical selection, syntactical
and lexical addition; and morphological and lexical ordering.

**MT2: 2\(^{nd}\) Writing**

Figure 8. MT2’s Result of Second SLA Error Analysis

In the second writing, MT2 has the most errors in the category of morphological
*selection*, followed by morphological *omission*, next is lexical *selection* then morphological
*addition*, and the least is syntactical *omission*. The overall error percentage is 4.9%. The
strengths of MT2 in this elicited writing are morphological ordering; syntactical selection,
addition and ordering; and lexical omission, addition and ordering.

**MT2: 3\(^{rd}\) Writing**

Figure 9. MT2’s Result of Third SLA Error Analysis

In the third writing, MT2 has the most errors in the category of syntactical *omission*,
followed by morphological *selection*. The overall error percentage is 2.6%. The strengths of
MT2 in this elicited writing are morphological *omission, addition and ordering*; syntactical *selection, addition and ordering*; lexical *omission, selection, addition and ordering*.

![MT2's Final Progress Chart](image)

**Figure 10. MT2’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT2. The scores are: first writing (5.6), second writing (4.9), and third writing (2.6). The percentage of improvement is 53%.

**MT3**

**MT3:**

![MT3 Result of First SLA Error Analysis](image)

**Figure 11. MT3 Result of First SLA Error Analysis**

MT3 has the most errors in the category of syntactical and morphological *omission*. It is followed by morphological and syntactical *selection*. Then next is syntactical *ordering*. And
no error in *addition* was found. The overall error percentage is 1.5%. The strengths of MT3 in this elicited writing are lexical omission; lexical selection; morphological and lexical ordering; and all kinds of addition.

**MT3: 2nd Writing**

![Figure 12. MT3’s Result of Second SLA Error Analysis](image)

In the second writing, MT3 has the most errors in the category of syntactical omission, followed by morphological omission, addition and ordering, next is lexical selection and syntactical ordering. The overall error percentage is 1.9%. The strengths of MT3 in this elicited writing are morphological selection; syntactical selection, addition; lexical omission, addition and ordering.

**MT3: 3rd Writing**

![Figure 13. MT3’s Result of Third SLA Error Analysis](image)

In the third writing, MT3 has the most errors in the category of morphological omission, followed by syntactical omission and selection, next is morphological selection. The overall error percentage is 1.4%. The strengths of MT3 in this elicited writing are
morphological *addition* and *ordering*; syntactical *addition* and *ordering*; lexical *omission*, *selection*, *addition* and *ordering*.

**Figure 14. MT3’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT3. The scores are: first writing (1.5), second writing (1.9), and third writing (1.4). The percentage of improvement is 6.7%. The factor that could have affected the small percentage of improvement was that the first performance was almost perfect to begin with and there is no longer room for .05 improvement in writing.

**MT4**

**MT4: 1st Writing**

**Figure 15. MT4 Result of First SLA Error Analysis**
MT4 has the most errors in the category of morphological, syntactical and lexical selection. It is followed by both morphological and syntactical omission and addition. Then next is the syntactical ordering. The overall error percentage is 7.3%. The strengths of MT4 in this elicited writing are lexical omission; lexical addition; and morphological and lexical ordering.

**MT4: 2nd Writing**

![Figure 16](image)

**MT4: 3rd Writing**

![Figure 17](image)
In the third writing, MT4 has the most errors in the category of morphological omission, followed by syntactical selection. The overall error percentage is 1.2%. The strengths of MT4 in this elicited writing are morphological selection, addition and ordering; syntactical omission, addition and ordering; lexical omission, selection, addition and ordering.

![MT4 Final Progress Chart](image)

**Figure 18. MT4’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT4. The scores are: first writing (7.3), second writing (2.7), and third writing (1.2). The percentage of improvement is 83%.

**MT5**

**MT5: 1st Writing**

![MT5 1st Writing Chart](image)

**1st Result Using Category of Errors**

![1st Result Chart](pie-diagram)

**Figure 19. MT5 Result of First SLA Error Analysis**
MT5 has the most errors in the category of morphological and syntactical selection. It is followed by both morphological and syntactical omission. Next is the morphological and syntactical addition. And the least is morphological and syntactical ordering. The overall error percentage is 9.6%. The strengths of MT5 in this elicited writing are lexical omission, selection, addition and ordering.

**MT5: 2nd Writing**

![Figure 20. MT5’s Result of Second SLA Error Analysis](image)

In the second writing, MT5 has the most errors in the category of syntactical addition, followed by morphological omission and selection, next is syntactical omission and selection, and the least is lexical omission. The overall error percentage is 4.4%. The strengths of MT5 in this elicited writing are morphological addition and ordering; syntactical addition and ordering; lexical omission, selection, addition and ordering.

**MT5: 3rd Writing**

![Figure 21. MT5’s Result of Third SLA Error Analysis](image)
In the third writing, MT5 has the most errors in the category of morphological selection, followed by syntactical omission and selection, and the least is morphological omission and lexical selection. The overall error percentage is 2.9%. The strengths of MT5 in this elicited writing are morphological addition and ordering; syntactical addition and ordering; lexical omission, selection, addition and ordering.

![MT5's Final Progress Chart](image)

**Figure 22. MT5’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT5. The scores are: first writing (9.6), second writing (4.4), and third writing (2.9). The percentage of improvement is 69.8%.

**MT6**

**MT6: 1st Writing**

![1st Result Using Category of Errors](image)

**Figure 23. MT6 Result of First SLA Error Analysis**
MT6 has the most errors in the category of morphological, syntactical and lexical addition. It is followed by morphological then syntactical and lexical selection. Next is the morphological and syntactical ordering. The least error is morphological addition. The overall error percentage is 4.7%. The strengths of MT6 in this elicited writing are syntactical and lexical addition; and lexical ordering.

**MT6: 2nd Writing**

![Graph](image1)

**Figure 24. MT6’s Result of Second SLA Error Analysis**

In the second writing, MT6 has the most errors in the category of syntactical omission, followed by syntactical selection and lexical addition, next is morphological omission and selection. The overall error percentage is 2.3%. The strengths of MT6 in this elicited writing are morphological addition and ordering; syntactical addition and ordering; lexical omission, selection, and ordering.

**MT6: 3rd Writing**

![Graph](image2)

**Figure 25. MT6’s Result of Third SLA Error Analysis**
In the third writing, MT6 has the most errors in the category of morphological and syntactical *omission*, followed by syntactical *selection*. The overall error percentage is 2%.

The strengths of MT6 in this elicited writing are morphological *selection*, *addition* and *ordering*; syntactical *addition* and *ordering*; lexical *omission*, *selection*, *addition* and *ordering*.

![Figure 26. MT6’s Final Progress Chart](image)

This figure shows the progress from the first writing to the second writing to the third writing of MT6. The scores are: first writing (4.7), second writing (2.3), and third writing (2.0). The percentage of improvement is 57.4%.

**MT7**

**MT7: 1st Writing**

![Figure 27. MT7’s Result of First SLA Error Analysis](image)
MT7 has the most errors in the category of syntactical, morphological and lexical omission. It is followed by morphological and syntactical addition. Next is the morphological and syntactical addition. The least error is syntactical ordering. The overall error percentage is 4.9%. The strengths of MT7 in this elicited writing are lexical selection, lexical addition and morphological and lexical ordering.

**MT7: 2nd Writing**

![Bar Chart and Pie Chart for Second Result Using Category of Errors]

*Figure 28. MT7’s Result of Second SLA Error Analysis*

In the second writing, MT7 has the most errors in the category of syntactical omission and morphological selection, followed by morphological omission, and the least are syntactical and lexical selection, and syntactical addition. The overall error percentage is 3.1%. The strengths of MT7 in this elicited writing are morphological addition and ordering; syntactical ordering; and lexical omission, addition, and ordering.

**MT7: 3rd Writing**

![Bar Chart and Pie Chart for Third Result Using Category of Errors]

*Figure 29. MT7’s Result of Third SLA Error Analysis*
In the third writing, MT7 has the most errors in the category of syntactical omission, followed by morphological omission, and the least is morphological addition. The overall error percentage is 1.9%. The strengths of MT7 in this elicited writing are morphological selection and ordering; syntactical selection, addition ordering; and lexical omission, selection, addition, and ordering.

![MT7's Final Progress Chart](image)

**Figure 30. MT7’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT7. The scores are: first writing (4.9), second writing (3.1), and third writing (1.9). The percentage of improvement is 61.2%.

**MT8**

**MT8: 1st Writing**

![MT8 Result of First SLA Error Analysis](image)

**Figure 31. MT8 Result of First SLA Error Analysis**

MT8 has the most errors in the category of all kinds of selection. It is followed by syntactical and lexical omission. Next is the lexical ordering. The least error is syntactical and...
lexical *addition.* The overall error percentage is 23.9%. The strength of MT8 in this elicited writing are morphological omission; morphological addition; and morphological and syntactical ordering.

**MT8: 2\textsuperscript{nd} Writing**

![2nd Result Using Category of Errors](image)

**Figure 32. MT8’s Result of Second SLA Error Analysis**

In the second writing, MT8 has the most errors in the category of syntactical *omission,* followed by syntactical *selection,* next is syntactical *addition,* then morphological *omission,* and the least are morphological *selection,* *ordering* and syntactical *ordering.* The overall error percentage is 15.3%. The strengths of MT7 in this elicited writing are morphological *addition*; and lexical *omission,* *selection,* *addition,* and *ordering.*

**MT8: 3\textsuperscript{rd} Writing**

![3rd Result Using Category of Errors](image)

**Figure 33. MT8’s Result of Third SLA Error Analysis**

In the third writing, MT8 has the most errors in the category of syntactical *omission,* followed by syntactical *selection.* The overall error percentage is 3.8%. The strengths of MT8
in this elicited writing are morphological omission, selection, addition and ordering; syntactical addition and ordering; and lexical omission, selection, addition, and ordering.

![MT8's Final Progress Chart](image)

**Figure 34. MT8's Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT8. The scores are: first writing (23.9), second writing (15.3), and third writing (3.8). The percentage of improvement is 84%.

**MT9**

**MT9: 1st Writing**

![1st Result Using Category of Errors](image)

**Figure 35. MT9 Result of First SLA Error Analysis**

MT9 has the most errors in the category of all kinds of selection. It is followed by all kinds of omission. Next is all kinds of ordering. The least error is syntactical ordering. The overall error percentage is 8%. The strength of MT9 in this elicited writing are morphological and lexical ordering.
MT9: 2nd Writing

![2nd Result Using Category of Errors](image)

Figure 36. MT9’s Result of Second SLA Error Analysis

In the second writing, MT9 has the most errors in the category of syntactical omission, followed by morphological omission, selection and syntactical addition, next is syntactical and lexical selection and morphological addition, the least is morphological ordering. The overall error percentage is 5.6%. The strengths of MT in this elicited writing are lexical omission, addition, and ordering; and syntactical ordering.

MT9: 3rd Writing

![3rd Result Using Category of Errors](image)

Figure 37. MT9’s Result of Third SLA Error Analysis

In the third writing, MT9 has the most errors in the category of syntactical omission and morphological selection, followed by syntactical and lexical selection, and morphological and syntactical addition. The overall error percentage is 2.8%. The strengths of MT9 in this
elicited writing are morphological omission and ordering; syntactical ordering; and lexical omission, addition, and ordering.

Figure 38. MT9’s Final Progress Chart

This figure shows the progress from the first writing to the second writing to the third writing of MT9. The scores are: first writing (8.0), second writing (5.6), and third writing (2.8). The percentage of improvement is 65%.

MT10

MT10: 1st Writing

Figure 39. MT10 Result of First SLA Error Analysis

MT10 has the most errors in the category of all kinds of selection. It is followed by syntactical omission. Next is the syntactical addition. No error in the category of ordering was found. The overall error percentage is 5.7%. The strength of MT10 in this elicited writing
are morphological and lexical omission; morphological and lexical addition; and all kinds of ordering.

**MT10: 2nd Writing**

![2nd Result Using Category of Errors](image)

**Figure 40. MT10’s Result of Second SLA Error Analysis**

In the second writing, MT10 has the most errors in the category of syntactical *omission*, *selection*, and *addition* and morphological *ordering*. The overall error percentage is 1.5%. The strengths of MT10 in this elicited writing are morphological *omission*, *selection* and *addition*; syntactical *ordering*; and lexical *omission*, *selection*, *addition*, and *ordering*.

**MT10: 3rd Writing**

![3rd Result Using Category of Errors](image)

**Figure 41. MT10’s Result of Third SLA Error Analysis**

In the third writing, MT10 has the most errors in the category of syntactical *selection*, followed by morphological *selection*. The overall error percentage is 0.8%. The strengths of
MT10 in this elicited writing are morphological omission, addition, and ordering; syntactical omission, addition, and ordering; and lexical omission, selection, addition, and ordering.

![MT10's Final Progress Chart](image1)

**Figure 42. MT10’s Final Progress Chart**

This figure shows the progress from the first writing to the second writing to the third writing of MT10. The scores are: first writing (5.7), second writing (1.5), and third writing (0.8). The percentage of improvement is 85%.

**MT11**

**MT11: 1st Writing**

![MT11 Result of First SLA Error Analysis](image2)

**Figure 43. MT11 Result of First SLA Error Analysis**

MT11 has the most errors in the category of morphological and syntactical omission. It is followed by morphological and syntactical addition. The least error is morphological and
syntactical selection. No error in the category of ordering was found. The overall error percentage is 10.3%. The strength of MT11 in this elicited writing are morphological omission; morphological addition; and morphological and syntactical ordering.

**MT11: 2nd Writing**

![Figure 44. MT11’s Result of Second SLA Error Analysis](image)

In the second writing, MT11 has the most errors in the category of syntactical omission and morphological addition, followed by morphological omission, morphological and lexical selection, and the least is lexical omission. The overall error percentage is 10.2%. The strengths of MT11 in this elicited writing are morphological ordering; syntactical addition, selection, addition, and ordering; and lexical addition, and ordering.

**MT11: 3rd Writing**

![Figure 45. MT11’s Result of Third SLA Error Analysis](image)

In the third writing, MT11 has the most errors in the category of syntactical omission, followed by morphological selection, next is syntactical selection, then syntactical addition,
then morphological omission, and the least is syntactical ordering. The overall error percentage is 13.6%. The strengths of MT11 in this elicited writing are morphological addition and ordering; and lexical omission, selection, addition, and ordering.

Figure 46. MT11’s Final Progress Chart

This figure shows the progress from the first writing to the second writing to the third writing of MT11. The scores are: first writing (10.3), second writing (10.2), and third writing (13.6). The percentage of improvement is -32%. This is the only trainee who shows negative improvement or no improvement at all. The form-focused instruction did not work for this person. Other factors could have affected his performance such as less intrinsic motivation, cognition, and less experience of writing in English. Intralingual and interlingual transfer could also be considered as reasons for his lack of improvement.

What you have just seen was the individual report of the progress of each subject in their writing from the first, to the second and to the third writings. The last charts for every individual were the summaries of their improvement, including their scores and percentage of improvement.

The next three tables that are shown are the group results of a) the first, b) second and c) third elicited writings. It presents the details of the results that includes the number of the missionary trainees using their pseudonyms, the number of sentences they have each written,
and the number of words written by each trainee that serves as the determining factor of how
the percentage will be given. It also includes the four categories of errors namely: omission,
selection, addition and ordering, and under them are the numbers of different types or kinds of
errors, followed by the total number of errors and lastly, the percentage of errors for each
individual. Below the table is the detailed report of the total number of frequency of errors for
each type or kind or error and for every category. The next white box is the total number of
errors committed and the total percentage of errors calculated as a group.
4.2.2 1st Writing Result of Group SLA Error Analysis

Based on the result of the first analysis shown above, the following are the chronological order of the result of the FMTs’ first elicited writing from the highest to the lowest percentage.

The most frequent committed category of error was selection, followed by omission, next was addition and the last was ordering. Specifically, the most committed error was first morphological selection; second, syntactical omission; third, syntactical selection tied with morphological addition; fifth, morphological omission; sixth, syntactical addition; seventh, lexical selection tied with syntactical ordering; ninth, lexical omission; and tenth, lexical addition, and morphological & lexical ordering fall with only three errors each. These results show that the FMTs had the most difficulty in selecting the right word but find it easiest to put the words of the sentences in order.

Table 8. General Result of 9th FMTs’ First SLA Error Analysis

<table>
<thead>
<tr>
<th>MT</th>
<th>No. of Sentences</th>
<th>No. Of Words</th>
<th>Omission M S L</th>
<th>Selection M S L</th>
<th>Addition M S L</th>
<th>Ordering M S L</th>
<th>Total Number of Errors</th>
<th>Error Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
<td>324</td>
<td>0   2   0   2  1  0</td>
<td>3   0   0   0</td>
<td>0   0   0</td>
<td>8</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>215</td>
<td>0   4   0   3  1  0</td>
<td>3   0   0   0</td>
<td>0   1   0</td>
<td>12</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>454</td>
<td>1   3   0   1  1  0</td>
<td>0   0   0   0</td>
<td>0   1   0</td>
<td>7</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>23</td>
<td>394</td>
<td>3   3   0   11 4  1  2</td>
<td>4   0   0   1</td>
<td>0   1   0</td>
<td>29</td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>23</td>
<td>332</td>
<td>2   2   0   20 3  0  2  1   0  1  1  0</td>
<td>32</td>
<td>9.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>466</td>
<td>6   4   1   3  1  1  2</td>
<td>0   0   2   2</td>
<td>0   22</td>
<td>4.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>405</td>
<td>1   6   1   3  1  0  3   4   0   0  1   0</td>
<td>20</td>
<td>4.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>71</td>
<td>0   2   2   5  2  1  0  1   1   0</td>
<td>3  17</td>
<td>23.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>17</td>
<td>413</td>
<td>1   6   1   9  5  3  2   3   2   0  1   0</td>
<td>33</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>262</td>
<td>0   5   0   6  1  2  0   1   0   0  0  0</td>
<td>15</td>
<td>5.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>348</td>
<td>4   12  0   4  5  0  8   3   0  0  0</td>
<td>36</td>
<td>10.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Frequency</th>
<th>Omission M S L</th>
<th>Selection M S L</th>
<th>Addition M S L</th>
<th>Ordering M S L</th>
<th>Total Number of Errors</th>
<th>Error Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td>49</td>
<td>5</td>
<td>67</td>
<td>25</td>
<td>8</td>
</tr>
</tbody>
</table>
4.2.3 2nd Writing Result of Group SLA Error Analysis

<table>
<thead>
<tr>
<th>MT</th>
<th>No. of Sentences</th>
<th>No. Of Words</th>
<th>Omission</th>
<th>Selection</th>
<th>Addition</th>
<th>Ordering</th>
<th>Total Number of Errors</th>
<th>Error Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27</td>
<td>451</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<td>407</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>525</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>446</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>343</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>391</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>351</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>111</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>29</td>
<td>411</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>266</td>
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<td>1</td>
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<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td>304</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Frequency: 24 43 3 25 12 11 15 12 2 4 4 0 155 52.57%

Table 9. General Result of 9th FMTs’ Second SLA Error Analysis

Based on the result of the second analysis shown above, the following are the chronological orders of the result of the FMTs’ second elicited writing from the highest to the lowest percentage.

The most frequently committed category of error was omission, followed by selection, next was addition and the last was ordering. Specifically, the most committed error was first syntactical omission; second, morphological selection; third, morphological omission; fourth, morphological addition; fifth, syntactical selection tied with syntactical addition; seventh, lexical selection; eighth, morphological tied with syntactical ordering; tenth, lexical omission; eleventh, lexical addition and finally there was no error on lexical ordering. These result shows that the FMTs had the most difficulty in omitting words that are necessary for the sentence to be understood in its context, but find it easiest to put the words of the sentences in order just like the previous result.
### 4.2.4 3<sup>rd</sup> Writing Result of Group SLA Error Analysis

<table>
<thead>
<tr>
<th>MT</th>
<th>No. of Sentences</th>
<th>No. Of Words</th>
<th>Omission</th>
<th>Selection</th>
<th>Addition</th>
<th>Ordering</th>
<th>Total Number of Errors</th>
<th>Error Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31</td>
<td>346</td>
<td>1 1 0 0 0 3 0 1 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>1.7%</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>78</td>
<td>0 1 0 1 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2.6%</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>367</td>
<td>2 1 0 1 1 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>1.4%</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>347</td>
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<td></td>
<td></td>
<td></td>
<td>4</td>
<td>1.2%</td>
</tr>
<tr>
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<td>32</td>
<td>309</td>
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<td></td>
<td></td>
<td></td>
<td>9</td>
<td>2.9%</td>
</tr>
<tr>
<td>6</td>
<td>39</td>
<td>400</td>
<td>3 3 0 0 2 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>319</td>
<td>2 3 0 0 0 0 1 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>1.9%</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>79</td>
<td>0 2 0 1 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>3.8%</td>
</tr>
<tr>
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<td>28</td>
<td>286</td>
<td>0 2 0 2 1 1 1 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>2.8%</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>393</td>
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<td>0.8%</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>265</td>
<td>4 11 0 8 6 0 0 5 0 0 2 0 0</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**Table 10. General Result of 9<sup>th</sup> FMTs’ Third SLA Error Analysis**

Based on the result of the third analysis shown above, the following are the chronological order of the result of the FMTs’ third elicited writing from the highest to the lowest percentage.

The most frequently committed category of error was *omission*, followed by *selection*, next was *addition* and the last was *ordering*. Specifically, the most committed error was first *syntactical omission*; second, *syntactical selection*; third, *morphological omission* tied with *selection*; fifth, *syntactical addition*; sixth, *morphological addition*; seventh, *lexical selection* tied *syntactical ordering*; and no error was committed in the areas of *lexical omission, addition* and *ordering*, as well as in *morphological ordering*. This result shows that the FMTs have generally improved in all the categories of errors.

Those tables were the result of all the second language acquisition error analysis done.
by the researcher to of all the thirty-three writings of the 9th Batch FMTs. They have shown the most common errors that the FMTs have committed.

Q3. What factors have contributed to committing these errors?

4.3 Factors Contributing to Committing Errors

Each of the FMTs have displayed different capacities and advancement in writing the missionary newsletters based on the z-score level (see Q5). Five have improved significantly, four have almost reached the significant improvement but two had a negative result. All of them received the same lessons, spent the same amount of time with the teacher and did the same activities. But why is it that they all received various results? What are the other factors that influenced the progression of their newsletter writing development?

Lightbown and Spada (2013) as well as Macaro (2010) have summarized the learner variables (internal and external factors) in second language acquisition that could possibly affect or influence the process of learning that was stated in chapter 2. The researcher took into consideration to name some internal and external factors specifically and relate it to the FMTs in general. The table below shows some demographic information about the FMTs.

### 4.3 Frontier Missionary Trainees’ Description

<table>
<thead>
<tr>
<th>MT</th>
<th>Age</th>
<th>Gender</th>
<th>Nationality</th>
<th>Years Learning L2</th>
<th>Native Language</th>
<th>English Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>Male</td>
<td>Nigerian</td>
<td>27</td>
<td>Hausa</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>Female</td>
<td>Filipino</td>
<td>18</td>
<td>Tagalog</td>
<td>Intermediate</td>
</tr>
<tr>
<td>3</td>
<td>31</td>
<td>Male</td>
<td>Filipino</td>
<td>24</td>
<td>Tagalog</td>
<td>Advanced</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>Male</td>
<td>Filipino</td>
<td>18</td>
<td>Waray</td>
<td>Upper Intermediate</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>Male</td>
<td>Ivorian</td>
<td>6</td>
<td>French</td>
<td>Pre-Intermediate</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>Male</td>
<td>Vietnamese</td>
<td>15</td>
<td>Vietnamese</td>
<td>Advanced</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>Female</td>
<td>Filipino</td>
<td>17</td>
<td>Hiligaynon</td>
<td>Intermediate</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>Female</td>
<td>Ivorian</td>
<td>0</td>
<td>French</td>
<td>Beginner</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
<td>Female</td>
<td>Filipino</td>
<td>12</td>
<td>Bisaya</td>
<td>Pre-Intermediate</td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>Male</td>
<td>Filipino</td>
<td>21</td>
<td>Tagalog</td>
<td>Upper Intermediate</td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>Male</td>
<td>Filipino</td>
<td>21</td>
<td>Hiligaynon</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

Table 11. Demographic Information of 9th Batch FMTs
The table above shows the demographic information from chapter 3. The researcher will base the possible factors that could have affected or influenced the subjects in committing the errors they had in their writing on the demographic table above.

**Age of Acquisition.** The ages of the FMTs were ranging from 20-35 years old with eight persons in their 20’s and three persons in their 30’s. They all have passed the age of critical period hypothesis which was discussed in the previous chapters as the age below 13 years old. From the result of the statistical analysis (z-score), the ages seemed to have contributed as a big factor in the writing progress. MT2 (25 years old) had the greatest improvement in the last writing, second was MT8 (26 years old), third was MT9 (20 years old), fourth was MT7 (24 years old), fifth was MT4 (25 years old). The tenth was MT1 (35 years old) who did not advance, and the last who did not advance at all was MT11 (28 years old). By observing the data stated, we could notice that the younger FMTs were the ones who advanced greater than the older ones especially compared to MT1 who was the oldest.

**Aptitude.** It is good if a language learner learns quickly because memorizing and understanding the grammatical rule are necessary. We could observe from the result of the proficiency test above that those who are in a higher level in English committed fewer errors. MT1 (proficient) and MT3 (advanced) were the ones who committed errors that were less than 10 or (2.5% and 1.5%) on the first writing. MT1 on the second writing committed the least errors with only 0.67%.

**Cognition and Experiences.** Among the FMTs, MT1 and MT3 were the ones who were in advanced English level based on the table given above. Both of them also had the longest time of learning English, MT1 having 27 years and MT3 having 24 years. They were two of the four who did not have significant advancement and improvement because they had started really well already in the first writing. MT1 started with only 2.5% of errors and MT3 started
with only 1.5% errors. They had a very small room to improve because they cannot exceed the 100% standard.

**Native Language.** All the FMTs have other languages as their mother tongue. They all grew up speaking the language they have been using since they were young and have been practicing their own language when talking with people who speak the same language as them. It is noteworthy to include the more specific factor that could have contributed to their errors in writing which is interlingual errors which came from the confusion with the native language.

**Curriculum.** Another factor that could have influenced their writing errors is the English learning curriculum they had when they were studying English before. The table above about their demographics shows that majority of them have been studying English since they were very young which means that they studied English in their own countries. In view of that, the FMTs could have had intralingual transfer which has to do with the errors learned and carried from learning the target language. During their training, the short curriculum they have used in learning the newsletter writing is the same for each of them with a teacher who like them has English as her second language (see FFI lesson plan in Q4). Context of learning that led the students to commit errors in writing are also considered as factors that contributed to their errors.

**Extrinsic motivation and access to native speakers.** All of the FMTs were encouraged to use English as means of communication any time inside the missions training center (as stated in chapter 1.2.2 of this thesis) where they had trainings that were different to them including with some American native speakers and English was required to be used.

These reasons given above could possibly have contributed to their learning and repeating or to committing the errors.
Q4. How did form-focused instruction help in improving the FMTs’ writing?

4.4 Form-Focused Instruction

Instruction constitutes an attempt to intervene in the process of language learning. This intervention is of two types: direct intervention and indirect intervention (Ellis, 2005). Ellis points out that the first question that is of considerable practical and theoretical importance that has to be asked is whether the learners actually learn the grammatical features they are taught. The researcher’s question is, if it takes time for a learner to fully internalize a grammatical form, like how she experiences it as a second language learner herself, up to what extent can a language learner learn in a short span of time using FFI? This research led the researcher to be more interested in knowing the dynamics of intentionally trying to cause an effect in treating the need of the student in their study of the target language. The researcher, as the English teacher of the FMTs has created a lesson plan especially made to help treat their language learning necessity.

Upon knowing the most frequent errors committed by the FMTs, a form-focused instruction treatment was designed to deal with the need of these language learners. A lesson plan for eight times of classes was created by the researcher to deal with the SLA analyzed most frequent errors that the subjects have committed in their first elicited writing. The researcher conducted eight English classes with the subjects within two months.

The first day in the given lesson plan was spent to give the FMTs a proficiency test to know their zone of proximal development (Vygotsky, 1978) that would give the researcher an idea on how to do scaffolding in their English studies. It is important to note that the English teaching was not only focused on grammar learning but a variation was also added to take advantage the use of this class to encourage, motivate and make them think more about mission-related thoughts. The class’ schedule of dates and times was planned by the director and the researcher together while considering the other activities scheduled as part of the training as well. It was the intention of the director as a missionary trainer and the researcher
as well as the coordinator of the training to combine English teaching and mission so that it will be more beneficial for the missionary trainees. The classes were done eight times, using not only grammar studies but other books as well such as The Grammar Book (source for Tense and Aspect System), Chicken Soup for the Soul, and Express Yourself.

The table below is the **form-focus instruction (FFI)** that served as a pedagogical intervention for the declination of linguistic errors of the FMTs. It shows the date, time, topic, objective, lessons procedure and activities given to the FMTs as the form-focused instruction that serves as treatment for the FMTs to help them improve in their English writing skills. It is important to note that this FFI was made based on the result of the errors on the first writing. But some parts of the treatment such as tongue twister, were not limited specifically to writing only. It was included to help the FMTs with their pronunciation skill as well as a part of the organization’s holistic approach. Written on the white boxes are the lesson plans that the researcher has done based on the first performance of the subjects in their writings. It is followed by a journal on the gray boxes that served as the confirmation that the lesson plan had been implemented and how it had been done.
<table>
<thead>
<tr>
<th>DATE / TIME</th>
<th>TOPIC</th>
<th>OBJECTIVE</th>
<th>PROCEDURE</th>
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</table>
| 9/15/17 (2:00 – 5pm) | English Proficiency Test (2.5 hrs.) | * To evaluate their present English level.  
* To know their zone of proximal development (ZPD) for the preparation of activities/lessons. | 1. Give the exams for grammar, spelling, reading, listening and writing.  
2. Check the exam.  
3. Do error analysis on the corpus. |

On September 15, 2017, at 2pm, an English proficiency test has been given to FMTs so that their English level could be assessed. They were given a test paper, along with a paper for writing. Proficiency test exam is attached in the appendix section. After the exam, it has been checked by the researcher and the first step of second language acquisition error analysis which is error identification had been performed. It was done so that the researcher would have ideas on which area in grammar she should be teaching. It has been identified that the students are having more difficulties in morphological selection and syntactical omission. Those errors implied the need to discuss the tense and aspect system and/or the use of the tenses, capitalization, spelling, prepositions, conjunction, adding and omitting significant words to make the sentences more appropriate, new vocabulary and most importantly, creating a lot of opportunities for them to practice writing in class. The FFI lessons were planned after the analysis and were carefully prepared by the researcher as a treatment to cater to the needs of the FMTs and help them to improve in their writing.

<table>
<thead>
<tr>
<th>DATE / TIME</th>
<th>TOPIC</th>
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<th>PROCEDURE</th>
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| 10/13/17 (9:30 – 12nn) | I. Tense and Aspect System (General) (1 hr.) | * The students will be able to familiarize themselves and understand the general rule of the Tense and Aspect System. | 1. Using PPT, present Tense & Aspect System table, explain the basic concepts and general use of the tense and aspect intersect in English.  
2. Practice: The teacher will be giving sentences and the students will tell what tense and aspect of the verb was used while looking at the table.  
3. Sentence writing practice with corrective feedback. |
| | II. Tips in Newsletter Writing (45 mins.) | * The students will be able to familiarize themselves on what should be the content of a missionary newsletter.  
* The students will be able to develop their persuasive writing skill. | 1. Give out samples of newsletters written by a former missionary.  
2. Discuss 10 Tips in writing a missionary newsletter. |
2. Have them group themselves into two teams and debate whether short-term mission is effective or not. |

On October 13, 2017, at 9:30 – 12noon, the first class started at the FMT lecture room. The class was divided into three parts: tense and aspect system, tips on how to write a newsletter, and debate on short-term mission’s effectiveness. It was divided into three parts to make variations so that the students will have more interest in learning using different teaching strategies and methods.
The first lesson that was taught is the introduction of the tense and aspect system in general. A power point presentation was used for a more effective visual aid considering if there are more visual learners in the class. The goal of the first class was to help the FMTs know/get reviewed about the tense and aspect system, to familiarize themselves with it and to understand the rules about it. Using a PPT, the concepts of tense and aspect system were explained as well as the general use of the tense and aspect intersect in English. Practice with the students was also done by having the students identify what tense and aspect were the sentences given by the teacher. The students were also asked to write short sentences using the tense and aspect system, had the papers exchanged, and with the classmates and teacher, a corrective feedback was given for them to learn more. (Break Time)

For the next lesson, tips were given on how to write a newsletter. The researcher shared about 10 tips in writing a newsletter to the FMTs, since the writing that they need to develop is about newsletter writing. Its goal was to help the FMTs know what should be the content of a missionary newsletter. Another intention is to help them learn to write a persuasive letter that will be helpful for them in writing a letter that can persuade their supporters/friends to continue to partner with them in missions. Sample newsletters were distributed to give them an idea on how to write and make a template for their newsletters. The sample newsletters that were distributed were the newsletters sent by the researcher when she was in Paraguay as a missionary. The ten tips in writing a missionary letter were discussed and they were given a chance to ask questions. (Break Time)

The researcher had observed the need to develop not just the FMTs writing skill, but their reasoning and speaking skill as well. For that reason, the researcher prepared a debate activity about short-term mission’s effectiveness to help them think and express their opinions in English. The researcher gave them a short essay about short-term mission and gave them ample time to read through it to get ideas from other’s points of view. The researcher had them be grouped into two teams which facilitated the debate. The students were actively participating, and at the end of the debate, the researcher concluded the session. After the class, one student was asked to close in prayer.

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</table>
| (2) 10/23/17 (2pm – 5pm) | I. Present Tense and Aspect System (1 hr.) | * To practice the use of present tense in different aspects.  
* To practice thinking: an example of sentences using present tense faster. | 1. Discuss the present tense and aspects in a slower pace to give time for their questions. Give examples.  
2. Practice: The teacher will give an aspect in the present tense randomly and the student who gets the ball will give an example sentence using what the teacher says/gives.  
3. Sentence writing practice with corrective feedback. |
| | II. Narrative writing about their training & Prayer Requests (1 hr.) | * To improve their narrative writing skill.  
* To update their supporters about what God is doing in their training. | 1. Have them write a newsletter applying what they’ve learned about present tense in narrating what they are doing in the training. |
| | III. Chicken Soup for the Soul “Glenna’s Goal Book” (45 mins.) | * To learn new vocabulary.  
* To use the learned vocabulary in making their own goal book.  
* To help them reflect on their goals again, encourage them & help | 1. Have them listen to the audio of Glenna’s Goal Book story.  
2. Introduce the new vocab from Glenna’s Goal Book.  
4. Have them make their own goal book using PPT. |

Materials:
1. Tense and Aspect PPT  
2. Ball  
3. Writing paper  
4. Audio of Glenna’s Goal Book  
5. New vocab PPT  
6. Teacher’s own goal book
On October 23, 2017, at 2-5pm, the second class was conducted at the FMT lecture room. The class was divided into three parts. First, present tense and aspect system to help them focus on the present tense in different aspects, and to give the trainees practice in thinking faster to give real example sentences using the said tense. Second, narrative writing about their training and sharing their prayer requests to help them improve their narrative writing skill in updating their supporters about what God has been doing in and through them in their training. Third, lesson from Chicken Soup of the Soul, a real story about Glenna’s goal book which was intended for them to learn new vocabulary, use the learned vocabulary in sentences and to help them reflect again on their goals. It was divided into three parts to make variations so that the students will have more interest in learning and different teaching strategies and methods.

During the first part of the class, a lesson specifically about present tense and aspect system was discussed. The discussion was done at a slower pace to give them ample time to process the learning. Examples using present tense and aspect were also given by the researcher and they were given time to raise their questions as well. The researcher prepared a game for them to have fun in learning. Using a ball being passed by the FMTs to whoever they like, they took turns in giving actual sentences using present tense and aspect while the teacher was dictating which present tense and aspect sample to give. (Break Time)

During the second part of the class, the researcher had the students write a newsletter applying the lessons they’ve learned from the present tense and aspect in narrating what they were doing in the sessions. While the FMTs were writing, the teacher went around to the students to give corrective feedback. (Break Time)

During the third part of the class, the researcher distributed a copy of the Glenna’s Goal Book story and had them listen to the audio of a woman reading the story which was downloaded from the internet. As they were following with their eyes, they were asked to underline the vocabulary words that were not familiar to them. Afterwards, the researcher had it read with the students so that they would have a better understanding of the story. The researcher then introduced the new vocab learned from the story with the dictionary definition. After that, the researcher shared her own goal book in a PPT, following the pattern of how Glenna did in her story. Then the students were also given time using their laptops to create their own goal book writing down sentences beside the pictures they depicted. Afterwards, they shared one by one what was in their goal book after the researcher shared hers. Closing prayer followed which was led by a student.

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<tr>
<th>DATE / TIME</th>
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<th>PROCEDURE</th>
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<tbody>
<tr>
<td>(3) 10/30/17 (2pm – 5pm)</td>
<td>I. Past Tense and Aspect System (1 hr.)</td>
<td>* To practice the use of past tense in different aspects. * To practice thinking: an example of sentences using past tense faster.</td>
<td>1. Discuss the past tense and aspects at a slower pace to give time for their questions. Give examples. 2. Practice: The teacher will give an aspect in the past tense randomly and the student who gets the ball will give an example sentence using what the teacher says/gives. 3. Show the students a picture of people and have the students write something using past tense according to what they see in the picture then have them exchange their writings for corrective feedback discussion.</td>
</tr>
</tbody>
</table>

Materials:
1. Prepared PPTs
2. Ball
3. Audio of ‘Friends’
4. Open-ended questions
5. Dialogue cloze copies
On October 30, 2017, at 2-5pm, the third class was conducted at the FMT lecture room. The class was divided into three parts. First, *past* tense and aspect system to help them focus on the past tense in different aspects, and to allow them practice in thinking faster to give real example sentences using the said tense. Second, writing of the most meaningful part of the training using the past tense. It was intended as well to give them time to recall and share their most meaningful training experience. Third, *Express Yourself / Issue 7*, which is about ‘friends.’ It was intended to help them develop their listening ability and comprehension.

During the first part, past tense and aspect system was discussed, rules were emphasized and they were also given time to ask questions. The same game involving the passing of the ball was played using the past tense, the FMTs gave actual sample sentences to practice what they have learned. Then the researcher had them write past tense sentences based on what they saw on the picture shown. Corrective feedback was given. (Break Time)

During the second part, the researcher had them write the most meaningful part of their training using past tense in a newsletter style sharing the experiences they had in their training. The teacher went around the class while they were writing for purposes of giving corrective feedback. (Break Time)

During the third part, the researcher had the FMTs listen to the audio of the essay “Friends” from the book Express Yourself. They then read the essay together to practice speaking and correct pronunciation of some words they found difficult to pronounce. The researcher then had them tell who their best friends are and share about the unforgettable kindness they received from their friends using past tense. Open-ended questions were also answered which was part of the activity in the book used. Then the FMTs were given a copy of a dialogue cloze and had it performed with partners taking turns. They had a closing prayer led by a student at the end of the class.

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<th>PROCEDURE</th>
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<tbody>
<tr>
<td>10/31/17 (2pm – 5pm)</td>
<td>I. Future Tense and Aspect System (1 hr.)</td>
<td>* To practice the use of future tense in different aspects. * To practice thinking: an example of sentences using future tense faster.</td>
<td>1. Discuss the future tense and aspects in a slower pace to give time for their questions. Give examples. 2. Practice: The students will throw the ball to anyone in class and will give an example of real future tense sentences from the given tense-aspect of the one who throws the ball.</td>
</tr>
<tr>
<td>Materials: 1. PPT Tense and Aspect System</td>
<td></td>
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</tbody>
</table>
II. Mission & Vision and Prayer Requests (1:45 hr.)

* To affirm that what they’re doing is something worth pursuing.
* To help them prayerfully analyze their mission and vision.
* To write a plan on what they will do in the mission field using future tense.

1. Have them analyze the ministry they are currently doing.
2. Have them prayerfully write down the skills that they think they can share to the local people in their mission field.
3. Have them write down their mission and vision for their mission creatively.

On October 31, 2017, at 2-5pm, the fourth class was conducted at the FMT lecture room. The class was divided into two parts. First, future tense and aspect system to help them focus on the past tense in different aspects, and to allow them practice in thinking faster to give real example sentences using the said tense. Second, mission and vision writing to cause them to prayerfully analyze and think deeply about the commitment they are making before God. It was also intended to help them write a plan about what they will do in the mission field using future tense.

During the first part, the researcher discussed and explained the future tense and aspects with the FMTs and many examples were given about the future tense. They again had the game that were previously played using a ball so that the students could practice giving actual sentences using what had been learned. Then they were given time to write sentences again, and corrective feedback followed afterwards. (Break Time)

During the second part, the FMTs were asked to share about their ministries before coming to the training and they were asked to think and write about the ministries they would want to do in the mission field. Then the researcher had them do a creative writing assignment about their mission and their vision of the things they will be doing in their respective mission fields using the future tense. Closing prayer followed at the end of the class.

**DATE / TIME** | **TOPIC** | **OBJECTIVE** | **PROCEDURE**
--- | --- | --- | ---
(5) | I. Newsletter Writing (2 hrs.) | * To compose their free thoughts in writing a missionary letter. * To see if they have improvement in writing. | 1. Have them do a free newsletter writing that they would send to their supporters, family and friends. *(2nd SLA Error Letter Analysis)*
11/1/17 (2pm – 5pm) | II. Group Activity (Random Mission-Related Questions) (45 mins.) | * To generate a relaxed ambience while answering thought-provoking questions. * To help create a mutual trust and understanding in the group. | 1. Have them sit in circle. Play catch-the-cat game. Have the persons who get caught answer the mission-related questions they draw from the box placed in the center of the table.

Materials:
1. Hanky
2. Box of mission-related questions

On November 1, 2017, at 2-5pm, the fifth class was conducted at the FMT lecture room. The class was divided into two parts. First, newsletter free writing to see if they have improvement in writing. Second, answering of random mission-related questions to enhance their skill in answering thought provoking questions related to missions. It was also the intention of the researcher for them to
get to know one another more to create mutual trust and understanding within them and to practice their analytical thinking and speaking in English as well.

During the first part, the FMTs were asked to write a newsletter that they would send to their supporters, family and friends. This was the writing used in doing second language acquisition error analysis for the second time. (Break Time)

During the second part, random questions about missions was prepared by the researcher and put in a box. A ‘catching game’ was played, and every time an ‘it’ was caught, he/she answered the questions openly. At the end of the final activity, one from the group closed in prayer.

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<th>OBJECTIVE</th>
<th>PROCEDURE</th>
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</thead>
<tbody>
<tr>
<td>11/13/17</td>
<td>I. Spelling</td>
<td>1. To know more the words which are commonly misspelled.</td>
<td>1. Hand the students a copy of the common misspelled words.</td>
</tr>
<tr>
<td>(2pm – 4pm)</td>
<td>‘Wordliness!’</td>
<td>2. Using their spelling mistakes, to learn the words that they themselves have misspelled in their writings.</td>
<td>2. Have them familiarize themselves with the new words.</td>
</tr>
<tr>
<td></td>
<td>(1 hr.)</td>
<td></td>
<td>3. Conduct a spelling contest with the two teams.</td>
</tr>
<tr>
<td></td>
<td>II. Tongue Twister</td>
<td>* To practice their tongue with the right pronunciation of words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contest</td>
<td>* To train themselves to memorize a complicated English sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Peter Piper’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Susie sells</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>seashells’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 hr.)</td>
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</table>

On November 13, 2017, at 2-4pm, the sixth class was conducted at the FMT lecture room. The class was divided into two parts. The first part was spelling. Because part of the common errors in the result of the second language acquisition was spelling, the researcher searched on the internet about the commonly misspelled words and included the common misspelled words from their writing as part of the lesson for them. It was intended for them to know and learn the commonly misspelled words and the words they themselves misspelled. Second came the tongue twister challenge (Peter Piper… and Susie sells seashells…) to practice their tongue with the right pronunciation and help develop their speed in speaking. It was also intended to train them to memorize a complicated long English sentence.

During the first part, the researcher handed the students a copy of the common misspelled words she has copied from the internet together with the misspelled words of the FMTs from their newsletter writing. The researcher gave them time to review/familiarize themselves in the correct spelling of the words. Afterwards, the researcher divided them into two groups and conducted a spelling contest using PPT. (Break Time)

During the second part, the researcher prepared a copy of two tongue twisters on PPT. The researcher had the FMTs read the tongue twister (considered the lower level by giving them a shorter one). She had the FMTs read and practice the tongue twister many times. Afterwards, with a timer, the researcher recited the tongue twister 5 times for 22 seconds and challenged them to beat the score. The FMTs did their best, and MT6 was able to beat the score for 20 seconds and won the prize. It was fun to see them really trying their best. Then they had a closing prayer led by the FMT.
### Materials:
1. Handout of ‘Abraham Lincoln Didn’t Quit’
2. Audio file
3. PPT preposition and conjunction lessons.
4. Preposition & Conjunction practice paper

### Procedure

#### I. Preposition & Conjunction (1 hr.)
- *To learn their common mistakes in using, adding, selecting or omitting prepositions.
- *To review the use of conjunctions.

1. Lesson about prepositions.
2. Lesson about conjunctions.
3. Hand them a paper with sentences that were missing prepositions/conjunctions for them to complete.
4. Sentence practice with the prepositions and conjunctions.

#### II. Vocabulary ‘Abraham Lincoln Didn’t Quit’ (1.5 hr.)
- *To learn new vocabulary
- *To be encouraged to move forward and not quit in their training.

1. Hand them a copy of the essay ‘Abraham Lincoln Didn’t Quit.’
2. Have them listen to the audio of the reading of the essay.
3. Have them underline the new words and look at the meaning in their dictionaries.
4. New vocab discussion.
5. Have them write sentences for each word.

---

On November 15, 2017, at 2-4pm, the seventh class was conducted at the FMT lecture room. The class was divided into two parts. The first part was a lesson about prepositions and conjunctions. It was intended to give them a time to deal with the common mistakes they had in the previous writing about those two topics and to give them time to practice the correct use of them. The second was the learning of new vocabulary so they could have some additional vocabulary learned through the written essay about Lincoln’s success and defeats. At the same time, the researcher intended to use this lesson to encourage the FMTs to move forward in their training and not lose courage.

During the first part, the lesson about the prepositions and conjunctions was taught by the researcher. The FMTs were handed a practice paper for them to practice the use of prepositions and conjunctions. They were also practiced to construct sentences using prepositions and conjunctions. (Break Time)

During the second part, the researcher handed the FMTs a copy of the essay “Abraham Lincoln Didn’t Quit.” The researcher then had them listen to an audio file of a native English speaker reading the essay. She then had them underline the new words, had them look at the meaning of the words later on with their dictionaries and had a vocabulary discussion with the group. The researcher then had them use the new vocabulary learned by using it in a sentence through writing. Later on, they shared what they had written. Closing prayer was done after the class work were finished.

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### Materials:
1. Paper for writing

### Procedure

#### I. Sharing for Motivation (1 hr.)
- *To practice English speaking by sharing about the person(s) who have influenced them in missions.
- *To think on how they can influence others as missionaries.

1. Have them think about the person who has greatly influenced them why they wanted to become missionaries.
2. Have them share one by one the name of the persons and how they have affected their lives.

#### II. Free Newsletter Writing (1.45 hr.)
- *To apply what they’ve learned from the previous lessons.
- *To make themselves aware of their writing by encouraging them to review before submitting.

1. Write a newsletter.
2. Remind the students to be cautious in their writing and review thoroughly the grammar they use.
3. Have them write their final newsletter writing.
On November 30, 2017, at 2-5pm, the eighth class was conducted at the FMT lecture room. The class was divided into two parts. The first part was sharing for motivation. It was intended to help them practice their speaking skill by sharing about the person(s) who had influenced them most why that person motivated them to join missions. It was also the intention of the researcher to cause them to think of how they themselves can influence others positively towards missions. The second part of the session was free newsletter writing. This was intended to give them a time to apply the things they have learned from the previous lessons. It will also be a time to check whether they have improved in their writings by doing second language acquisition error analysis after the writing.

During the first part, the researcher had them think of the person(s) who had greatly influenced them concerning why they desired to be missionaries. The researcher had them share one by one who were the person(s) and how they have affected their lives. (Break Time)

During the second part, the researcher had the FMTs write a newsletter. The researcher reminded them to check their writing first before submitting. The researcher has observed that the trainees while reviewing what they have written realized some mistakes and had a chance to correct them. Later on, the researcher did a second language acquisition error analysis to check whether they have obtained the significant improvement of $\alpha=0.05$. This newsletter is what has been used to check whether they have improved or not in their writing.

Table 12. Lesson Plan as Form-Focused Instruction

The researcher also conducted an hour of individual classes with all the subjects using their first writings to explain the details in the areas where they were already performing well and the areas where they needed to improve as well, and to help them correct the errors they had committed in their writing. The table below shows the order of how the subjects were met by the researcher in a random order in parenthesis, the dates and times and the points discussed about the mistakes they had committed on their first writings.

<table>
<thead>
<tr>
<th>Individual Meetings with the FMTs</th>
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<tbody>
<tr>
<td>Points <strong>discussed</strong> and <strong>reviewed</strong> orally with the subjects from the first writings</td>
</tr>
<tr>
<td>Nov. 17 (8:30-9:15) MT7</td>
</tr>
<tr>
<td>1. 9th Batch of Frontier Missionary Trainees (Training)</td>
</tr>
<tr>
<td>2. The training will lasts for six months</td>
</tr>
<tr>
<td>3. The training had (has) started</td>
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<tr>
<td>4. part of this missionary trainee training</td>
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<tr>
<td>5. at The Paul Mission, Inc.</td>
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<tr>
<td>6. purpose. And that is…</td>
</tr>
<tr>
<td>7. in our chosen field</td>
</tr>
<tr>
<td>8. missionary trainee will never be easy</td>
</tr>
<tr>
<td>9. who has called us</td>
</tr>
<tr>
<td>10. In fact, only few…</td>
</tr>
<tr>
<td>11. missionaries. and that As the training</td>
</tr>
<tr>
<td>12. we will also hope to grow</td>
</tr>
<tr>
<td>13. burning desires to win souls</td>
</tr>
</tbody>
</table>
14. one thing I would ask of you
15. and that you will uphold

1. jesus christ (Jesus Christ)
2. the name of the father (Father)
3. holy spirit Holy Spirit
4. God wants you to go
5. whole world
6. to share his word (Word)
7. So I would like to go (came here)
8. in the Phillipinas (Philippines)
9. jesus christ (Jesus Christ)
10. God wants to save him
11. though (tough) decision
12. but (But) it is my dream
13. to be taught for (to be able to) teach others persons.
14. by (By) the grace
15. God Takes (takes)
16. care for (of) me
17. but (But) it is good
18. They (they) explain to me
19. different of (than) our food
20. it ok (it’s okay)
21. The head master (headmaster) director
22. are so kind (kind)
23. Miss eloiza (Eloisa)
24. Philippinas (Philippines)
25. my English level, my vision, (and) my knowledge
26. May God help me.
27. With jesus christ (Jesus Christ)
28. everything is possible (possible)

1. …and unmerited favor …
2. To Him be all the glory...
3. …we feel like a family here.
4. …with other trainess (trainees)
5. Koffi and his wife Ines and their daughter Miracle
6. …plan for ourlives (our lives)
7. I know the that God…

1. I decided to join this training, because In (in) my past year, …
2. I (was) supposed
3. to (have) had an ungodly life…
4. He used other people to saved me.
5. That is the reason why I joined these (this) training.
6. to used my life to serve God
7. so that they can experienced the love
8. the love, favor and the salvation of the Lord
9. like (what) the Almighty Father did to my life.
10. He risen (raised) me up,....
11. the old one has past (was gone).
12. …will help me live a godly, humble and a mature Christian (life).
13. So, that I can be a good servant…

Nov. 23
(8:30-9:15)
MT10
1. all Nations (nations)
2. that I will respond to it.
3. And May His will be done
4. to in my life
5. Direction (direction)
6. and Order (order)
7. to be trained
8. seminars. And finally
9. would be trained
10. for as a missionary.
11. It was (is) an evangelical...
12. Centre (Center)
13. dealt (dealt)
14. I give thanks to our loving.
15. and leading you towards

Nov. 24
(8:30-9:15)
MT6
1. Peace in (of) mind
2. daily needs
3. any letter to (for) you
4. Thoes (Those)
5. but so much precious
6. Remember when we talked?
7. before I come back home.
8. It’s called Frontier
9. pressure and confusing (confusion)
10. exciting
11. from Nigeira (Nigeria)
12. from our study (studies)
13. to even even to our physical health
14. always
15. weight
16. God answered your prayers.
17. For the meal time
18. vegetable
19. so happy over (with) this little thing
20. 6 months of training
21. your prayer to (for) me

Nov. 27
(8:30-9:15)
MT1
1. I write to you as a partner in the gospel…
2. Being in the field has not been smooth as one is thinking (others think)
3. God has provided an opening for missionary training in the Philippines under Paul’s Missions (The Paul Mission, Inc.)
4. The Paul’s Missions is an evangelical missions organization
5. at their Oversea (Overseas) Missionary Orientation Centre
6. creative evangelism, urban mission (and) field exposure among others.
7. These components are essential (essential)
8. as I anticipated (anticipate)
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Text</th>
</tr>
</thead>
</table>
| Nov. 28 | (8:30-9:15) | MT4 | 1. I thank our Great (great) God  
2. as well as for His great faithfulness  
3. concern  
4. that I had (have) experienced  
5. and you are always in my heart  
6. and it is was like I am…  
7. I have taken took heed  
8. took heed to the calling…  
9. through His Word  
10. That is to face another challenge  
11. God’s Kingdom  
12. Glory  
13. Purpose  
14. training ground in as FMT  
15. Previleged  
16. opportunity to be here  
17. part of the 9th Batch  
18. 9th Batch of FMT  
19. There are six Filipinos…  
20. other trainees…  
21. have an intensive  
22. I expect and I hope…  
23. as I face in this new endeavor…  
24. soul purpose  
25. at any costs  
26. Expansion (expansion)  
27. God’s Glory (glory)  
28. and Kingdom  
29. your prayers |
| Nov. 30 | (8:30-9:15am) | MT8 | 1. I give you thanks  
2. for your prayer for my (me)  
3. and for His continuous  
4. of the make work  
5. for my (me),  
6. and enabling me to for forever stay faithful to  
7. god (God).  
8. I am happy of (to) come  
9. for make the formation to be trained as a missionary  
10. I thank fitness whom belonging to me I’m thankful for my personal fitness  
11. envoy in and for being sent to Paul mission (The Paul Mission)  
12. because this is good of obliging god (to be obliged by God)  
13. I am well received I was warmly welcomed,  
14. well nurse (fed)  
15. well lodge (accommodated)  
16. and near for ready to be trained as a missionary |
1. pray for **the** (a) person like me
2. who is in need. **Before anything**...
3. hai (Hi!)
4. Colledge (College)
5. aged of 19.
6. I am asking for
7. and it is not an easy task
8. prepared in (for) mission
9. for God’s **People** (people)
10. Glory (glory) and His kingdom
11. I might be send (sent)
12. even athletes even them undergone trainings
13. achieve, which is The same as me
14. and a willingness to suffer
15. even if I am still young
16. qunqeor (conquer)
17. prayer is (will be) a big help
18. I am (have been) staying in FMT (OMOC)
19. without even a single amount
20. relatives. This afternoon
21. which bothering (bothers) me
22. for money because I do not have money yet
23. amount, but it is (will be) a big help
24. please (Please) pray
25. if time may come
26. that we may (would) feel
27. following Christ is not worth (it) the price
28. and for some of them is in (it might be) the same
29. and I am being persecuted by others
30. for your prayers
31. support. May our Lord

---

1. Welcoming me here
2. for your care
3. and I am willing
4. to be trained
5. ground under in OMOC
6. rules
7. that was given
8. hope (me) to finish
9. training (untel) for 6 months
10. expected
11. accommodation
12. training
13. brethren
14. full of your love
15. effort’s
16. because it equips
17. talent’s
18. word’s
Table 13. Points Discussed as FFI

An ample amount of time was spent by the researcher with the FMTs individually to ensure that their point of confusion in their grammar writing was dealt with. The table above shows the points that were discussed with the subjects. The mistakes were explained concerning why they were wrong, some examples were given to better explain the points, and they were asked to write sentences as an immediate application to the lesson and as a practice for their learning. They were also given a chance to ask the researcher if there were confusions in the grammatical rule for clarification.

The question in this section (related to research Q3) was about how form-focused instruction (FFI) helped in advancing the FMTs writing. Therefore, the researcher found it important to see the results of their writing and check whether they had advanced in their writing after the said treatment. The following table shows the declination of percentages of the error from first to second writing as well as the second to third writing of each missionary trainee. It also shows below Table 14 how much percentage of improvement had happened comparing the first and the second writing as well as the second and the third writing. The column at the very end shows the percentage of the general improvement from the first and third writing as a group.
4.4.1 Error Percentages and Improvement as a Group

<table>
<thead>
<tr>
<th>Missionary Trainees</th>
<th>Error Percentage 1&lt;sup&gt;st&lt;/sup&gt; Writing</th>
<th>Error Percentage 2&lt;sup&gt;nd&lt;/sup&gt; Writing</th>
<th>Error Percentage 3&lt;sup&gt;rd&lt;/sup&gt; Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT1</td>
<td>2.5% (.025)</td>
<td>0.67% (.067)</td>
<td>1.7% (.017)</td>
</tr>
<tr>
<td>MT2</td>
<td>5.6% (.056)</td>
<td>4.9% (.049)</td>
<td>2.6% (.026)</td>
</tr>
<tr>
<td>MT3</td>
<td>1.5% (.015)</td>
<td>1.9% (.019)</td>
<td>1.4% (.014)</td>
</tr>
<tr>
<td>MT4</td>
<td>7.3% (.073)</td>
<td>2.7% (.027)</td>
<td>1.2% (.012)</td>
</tr>
<tr>
<td>MT5</td>
<td>9.6% (.096)</td>
<td>4.4% (.044)</td>
<td>2.9% (.029)</td>
</tr>
<tr>
<td>MT6</td>
<td>4.7% (.047)</td>
<td>2.3% (.023)</td>
<td>2.0% (.020)</td>
</tr>
<tr>
<td>MT7</td>
<td>4.9% (.049)</td>
<td>3.1% (.031)</td>
<td>1.9% (.019)</td>
</tr>
<tr>
<td>MT8</td>
<td>23.9% (.239)</td>
<td>15.3% (.153)</td>
<td>3.8% (.038)</td>
</tr>
<tr>
<td>MT9</td>
<td>8.0% (.080)</td>
<td>5.6% (.056)</td>
<td>2.8% (.028)</td>
</tr>
<tr>
<td>MT10</td>
<td>5.7% (.057)</td>
<td>1.5% (.015)</td>
<td>0.8% (.008)</td>
</tr>
<tr>
<td>MT11</td>
<td>10.3% (.103)</td>
<td>10.2% (.102)</td>
<td>13.6% (.136)</td>
</tr>
<tr>
<td>Total % of the overall errors</td>
<td>84%</td>
<td>52.57%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Improvement per writing</td>
<td>31.43 (37.42%)</td>
<td>17.87 (33.99%)</td>
<td></td>
</tr>
<tr>
<td>General Improvement</td>
<td>49.3 (58%) (1&lt;sup&gt;st&lt;/sup&gt; &amp; 3&lt;sup&gt;rd&lt;/sup&gt;)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14. Improvement of the Error Percentages on the three writings

We have just seen the individual error percentages. Below the table 14, we can see the result in percentage for every writing from the first to the third. It shows that from the first writing to the second writing, the group had 37.42% percent of improvement. It also shows that from the second to the third writing, the group had 33.99% of improvement. And between the first and third writings, the FMT had 58% improvement as a group.

The research hypothesis generally specifies the predicted outcome of the study and predicts the relationship that exists in the given population. On the other hand, the null hypothesis that is typically used for testing purposes specifies that there is no relationship in the given population. The hypothesis of this study is that the Frontier Missionary Trainees will have significant improvement of 0.05 through the FFI treatment used with SLA error analysis. The null hypothesis of this study is that the Frontier Missionary Trainees will not have significant improvement of 0.05 through the FFI treatment used with SLA error analysis in their newsletter writing skills over a period of two months. The researcher would like to decide the probability of the hypothesis by determining the percentages of the declination of
their errors if it passed the 0.05 after the form-focused instruction treatment was given. This will be presented in the Q5 section.

The researcher was also able to conclude whether each individual had shown advancement in their English writing skill by determining the mean, standard deviation and z-score to see where the values fall on the standard normal curve (Yount, 2006:17-6). A 1-tailed test was used, with the critical value of z-score being 1.65 which is equivalent to $\alpha=0.05$ level of significance.

The following is the presentation of the calculation of how the z-score used for the 1-tailed test was derived. The following figures of the 1-tailed test standard normal curve presentation below show whether each of the individual subjects showed a significant improvement by passing $\alpha=0.05$ or z-score 1.65 that would determine if the null hypothesis (Ho) was to be rejected or accepted. We will see that each calculation was presented basing from $X_1$, $X_2$, $X_3$ which referred to the first, second and third writings. The mean was calculated using the formula: 

$$\bar{X} = \frac{\Sigma X}{n}$$

and the standard deviation was calculated using the formula 

$$\sigma' = \frac{\sigma}{\sqrt{n}}$$

where $\sigma$ is standard deviation, $\mu$ is the last result of the data (Moore, McCabe, 1998:453), and the z-score using the formula $\frac{\bar{X} - \mu}{\sigma' / \sqrt{N}}$ (Mendenhall, Beaver, Beaver, 1999:339). The next figure below is a chart about the 1-tailed test showing the standard critical value of $z=1.65$ and the z-score of each individual.

We determine whether a difference is significant by using a criterion, or critical period. The lines that did not pass the 1.65 critical value means that the null hypothesis was to be accepted, shaded with gray. The ones that passed the 1.65 critical value mean that the null hypothesis was to be rejected, shaded with black.

The researcher presented the individual statistical calculation that would serve as the evidence as to the treatment made a difference to the FMTs or not. The tables below present the details about the calculation of the mean, standard deviation, the actual mean and the z-score.
score. It was shown here a) so that it will be easier for the reader to follow and b) to leave a
pattern for other researchers who might seek to do a similar study. The figures of the 1-tailed
test standard normal curve were also presented to see if the subjects have passed the critical value of 1.65 that determined whether they had advanced significantly or not.

4.4.2 Individual Calculations

MT1 Calculations of mean, standard deviation and z-score:

\( (X_1 = 2.5) \quad (X_2 = 0.67) \quad (X_3 = 1.7) \)

\[
\bar{x} = \frac{2.5 + 0.67 + 1.7}{3} = 1.62
\]

\[
\sigma = \sqrt{\frac{(2.5-1.62)^2 + (0.67-1.62)^2 + (1.7-1.62)^2}{3}} = 0.75
\]

\[
Z = \frac{1.62 - 1.7}{0.75 / 1.73} = -0.08 / 0.43 = -0.19
\]

Table 15. MT1’s statistical calculation

The statistical calculation above shows that MT1’s computed mean is 1.62, the standard deviation is 0.75, the actual mean is 1.7 and the z-score is 0.19. The normal curve below presents whether MT1 remained in the first level of performance or advanced significantly.

Figure 47. MT1’s standard normal curve
The 1-tailed test standard normal curve above shows that the standard value used was \( \alpha=0.05 \) with the conventional critical value of 1.65. The z-score of MT1 is -0.19. It summarizes the result that MT1 did not advance significantly.

**MT2** Calculations of mean, standard deviation and z-score:

\[
(x_1 = 5.6) \ (x_2 = 4.9) \ (x_3 = 2.6)
\]

\[
\bar{x} = \frac{5.6 + 4.9 + 2.6}{3} = 4.37
\]

\[
\sigma = \sqrt{\frac{(5.6-4.37)^2 + (4.9-4.37)^2 + (2.6-4.37)^2}{3}}
\]

\[
= \sqrt{1.63}
\]

\[
Z = \frac{\bar{x} - \mu}{\sigma} = \frac{4.37 - 2.6}{1.28} = 1.77
\]

\[
z\text{-score} = 2.39
\]

Table 16. MT2’s statistical calculation

The statistical calculation above shows that MT2’s computed mean is 4.37, the standard deviation is 1.28, the actual mean is 2.6 and the z-score is 2.39. The normal curve below presents whether MT2 remained in the first level of performance or advanced significantly.

**Figure 48. MT2’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \( \alpha=0.05 \) with the conventional critical value of 1.65. The z-score of MT2 is 2.39. It
summarizes the result that MT2 **advanced significantly** over the critical value with a “more than” z-score value of 0.74.

**MT3** Calculations of mean, standard deviation, and z-score:

\[(X_1 = 1.5) (X_2 = 1.9) (X_3 = 1.4)\]

\[
\bar{x} = \frac{1.5 + 1.9 + 1.4}{3} = 1.6
\]

\[
\mu = 1.4
\]

\[
\sigma = \sqrt{\frac{(1.5-1.6)^2 + (1.9-1.6)^2 + (1.4-1.6)^2}{3}} = \sqrt{0.05} = 0.22
\]

\[
Z = \frac{1.6 - 1.4}{0.22 / 1.73} = 0.2 / 0.13 = 1.54
\]

**Table 17. MT3’s statistical calculation**

The statistical calculation above shows that MT3’s computed mean is 1.6, the standard deviation is 0.22, the actual mean is 1.4 and the z-score is 1.54. The normal curve below presents whether MT3 remained in the first level of performance or advanced significantly.

**Figure 49. MT3’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \(\alpha=0.05\) with the conventional critical value of 1.65. The z-score of MT3 is 1.54. It summarizes the result that MT3 **did advance** and almost reached the critical value of z=1.65.
**MT4** Calculations of mean, standard deviation and z-score:

\[(X_1 = 7.3) \ (X_2 = 2.7) \ (X_3 = 1.2)\]

\[
\bar{x} = \frac{7.3 + 2.7 + 1.2}{3} = 3.73
\]

\[
\mu = 1.2
\]

\[
\sigma = \sqrt{\frac{(7.3-3.73)^2 + (2.7-3.73)^2 + (1.2-3.73)^2}{3}} = \sqrt{6.72}
\]

\[
\sigma = 2.59
\]

\[
Z = \frac{3.73 - 1.2}{2.59 / 1.73} = \frac{2.53}{1.5} = 1.69
\]

**Table 18. MT4’s statistical calculation**

The statistical calculation above shows that MT4’s computed mean is 3.73, the standard deviation is 2.59, the actual mean is 1.2 and the z-score is 1.69. The normal curve below presents whether MT4 remained in the first level of performance or advanced significantly.

**Figure 50. MT4’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \(\alpha=0.05\) with the conventional critical value of 1.65. The z-score of MT4 is 1.69. It summarizes the result that MT4 **advanced significantly** over the critical value with a “more than” z-score value of 0.04.
MT5 Calculations of mean, standard deviation and z-score:

\[ (X_1 = 9.6) \ (X_2 = 4.4) \ (X_3 = 2.9) \]

\[
\bar{x} = \frac{9.6 + 4.4 + 2.9}{3} = 5.63
\]

\[
\sigma = \sqrt{\frac{(9.6-5.63)^2 + (4.4-5.63)^2 + (2.9-5.63)^2}{3}} = \sqrt{8.22}
\]

\[
\mu = 2.9
\]

\[
Z = \frac{5.63 - 2.9}{2.87} = 2.73
\]

<table>
<thead>
<tr>
<th>( \bar{x} = 5.63 )</th>
<th>( \sigma = 2.87 )</th>
<th>( Z = 1.64 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \sum )</td>
<td>( \sum )</td>
<td>( \sum )</td>
</tr>
<tr>
<td>( 15.7 + 1.51 + 7.45 )</td>
<td>( 24.66 )</td>
<td>( 24.66 )</td>
</tr>
<tr>
<td>( \frac{3}{3} )</td>
<td>( = \sqrt{8.22} )</td>
<td>( = 2.73 )</td>
</tr>
<tr>
<td>( 3 )</td>
<td>( 1.73 )</td>
<td>( 1.66 )</td>
</tr>
</tbody>
</table>

Table 19. MT5’s statistical calculation

The statistical calculation above shows that MT5’s computed mean is 5.63, the standard deviation is 2.87, the actual mean is 2.9 and the z-score is 1.64. The normal curve below presents whether MT5 remained in the first level of performance or advanced significantly.

![MT5 1-Tail Test](image)

Figure 51. MT5’s standard normal curve

The 1-tailed test standard normal curve above shows that the standard value used was \( \alpha = 0.05 \) with the conventional critical value of 1.65. The z-score of MT5 is 1.64. It summarizes the result that MT3 did advance and almost reached the critical value of \( z=1.65 \).
**MT6 Calculations of mean, standard deviation and z-score:**

\((X_1 = 4.7) \ (X_2 = 2.3) \ (X_3 = 2.0)\)

<table>
<thead>
<tr>
<th>(\bar{x} = \frac{4.7 + 2.3 + 2.0}{3})</th>
<th>(\mu = 2.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\bar{x} = 3.0)</td>
<td></td>
</tr>
<tr>
<td>(\sigma = \frac{\sqrt{(4.7-3.0)^2 + (2.3-3.0)^2 + (2.0-3.0)^2}}}{3})</td>
<td></td>
</tr>
<tr>
<td>(= \frac{2.89 + 0.49 + 1}{3} = \sqrt{4.38} = \sqrt{1.46})</td>
<td></td>
</tr>
<tr>
<td>(\sigma = 1.21)</td>
<td></td>
</tr>
<tr>
<td>(Z = \frac{3.0 - 2.0}{1.21/1.73})</td>
<td>(Z = 1.43)</td>
</tr>
<tr>
<td>(= \frac{1.0}{0.7})</td>
<td>(z)-score = 1.43</td>
</tr>
</tbody>
</table>

**Table 20. MT6’s statistical calculation**

The statistical calculation above shows that MT6’s computed mean is 3.0, the standard deviation is 1.21, the actual mean is 2.0 and the z-score is 1.43. The normal curve below presents whether MT6 remained in the first level of performance or advanced significantly.

**Figure 52. MT6’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \(\alpha=0.05\) with the conventional critical value of 1.65. The z-score of MT6 is 1.43. It summarizes the result that MT6 showed positive improvement but **did not advance** significantly.
**MT7** Calculations of mean, standard deviation and z-score:

\[ X_1 = 4.9 \quad X_2 = 3.1 \quad X_3 = 1.9 \]

\[ \bar{x} = \frac{4.9 + 3.1 + 1.9}{3} = \frac{9.9}{3} = 3.3 \]

\[ \mu = 1.9 \]

\[ \sigma = \sqrt{\frac{(4.9-3.3)^2 + (3.1-3.3)^2 + (1.9-3.3)^2}{3}} = \sqrt{\frac{2.56 + 0.04 + 1.96}{3}} = \sqrt{1.52} \]

\[ \sigma = 1.23 \]

\[ Z = \frac{3.3 - 1.9}{1.23} = \frac{1.4}{0.71} \approx 1.407 \]

\[ z\text{-score} = 1.97 \]

<table>
<thead>
<tr>
<th>Table 21. MT7’s statistical calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statistical calculation above shows that MT7’s computed mean is 3.3, the standard deviation is 1.23, the actual mean is 1.9 and the z-score is 1.97. The normal curve below presents whether MT7 remained in the first level of performance or advanced significantly.</td>
</tr>
</tbody>
</table>

![MT7's standard normal curve](image)

The 1-tailed test standard normal curve above shows that the standard value used was \( \alpha = 0.05 \) with the conventional critical value of 1.65. The z-score of MT7 is 1.97. It summarizes the result that MT7 advanced significantly over the critical value with a “more than” z-score value of 0.32.
MT8 Calculations of mean, standard deviation and z-score:

\[(X_1 = 23.9) \quad (X_2 = 15.3) \quad (X_3 = 3.8)\]

\[
\bar{x} = \frac{23.9 + 15.3 + 3.8}{3} = 14.33
\]

\[
\sigma = \sqrt{\frac{(23.9-14.33)^2 + (15.3-14.33)^2 + (3.8-14.33)^2}{3}}
\]

\[
= \sqrt{\frac{91.58 + 0.94 + 110.9}{3}} = \sqrt{67.81} = 8.23
\]

\[
Z = \frac{\mu - \bar{x}}{\sigma} = \frac{3.8 - 14.33}{8.23} = 2.21
\]

Table 22. MT8’s statistical calculation

The statistical calculation above shows that MT8’s computed mean is 14.33, the standard deviation is 8.23, the actual mean is 3.8 and the z-score is 2.21. The normal curve below presents whether MT8 remained in the first level of performance or advanced significantly.

Figure 54. MT8’s standard normal curve

The 1-tailed test standard normal curve above shows that the standard value used was \(\alpha = 0.05\) with the conventional critical value of 1.65. The z-score of MT8 is 2.21. It summarizes the result that MT8 advanced significantly over the critical value with a “more than” z-score value of 0.56.
MT9 Calculations of mean, standard deviation and z-score:

\( (X_1 = 8.0) \ (X_2 = 5.6) \ (X_3 = 2.8) \)

\[
\bar{x} = \frac{8.0 + 5.6 + 2.8}{3} = 5.47
\]

\[
\mu = 2.8
\]

\[
\sigma = \sqrt{\frac{(8.0-5.47)^2 + (5.6-5.47)^2 + (2.8-5.47)^2}{3}} = \sqrt{4.52}
\]

\[
\sigma = 2.13
\]

\[
Z = \frac{5.47 - 2.8}{\frac{2.13}{\sqrt{3}}} = \frac{2.67}{1.23} = 2.17
\]

<table>
<thead>
<tr>
<th>Table 23. MT9’s statistical calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statistical calculation above shows that MT9’s computed mean is 5.47, the standard deviation is 2.13, the actual mean is 2.8 and the z-score is 2.47. The normal curve below presents whether MT9 remained in the first level of performance or advanced significantly.</td>
</tr>
</tbody>
</table>

![MT9's standard normal curve](image)

**Figure 55. MT9’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \( \alpha = 0.05 \) with the conventional critical value of 1.65. The z-score of MT9 is 2.17. It summarizes the result that MT9 advanced significantly over the critical value with a “more than” z-score value of 0.52.
**MT10** Calculations of mean, standard deviation and z-score:

\[(X_1 = 5.7) \ (X_2 = 1.5) \ (X_3 = 0.8)\]

\[
\bar{x} = \frac{5.7 + 1.5 + 0.8}{3} = 2.67
\]

\[
\mu = 0.8
\]

\[
\sigma = \sqrt{\frac{(5.7-2.67)^2 + (1.5-2.67)^2 + (0.8-2.67)^2}{3}} = \sqrt{4.69} = 2.16
\]

\[
Z = \frac{2.67 - 0.8}{2.16 / 1.73} = \frac{1.87}{1.25} = 1.50
\]

**Table 24. MT10’s statistical calculation**

The statistical calculation above shows that MT10’s computed mean is 2.67, the standard deviation is 2.16, the actual mean is 0.8 and the z-score is 1.50. The normal curve below presents whether MT10 remained in the first level of performance or advanced significantly.

**Figure 56. MT10’s standard normal curve**

The 1-tailed test standard normal curve above shows that the standard value used was \(\alpha=0.05\) with the conventional critical value of 1.65. The z-score of MT10 is 1.50. It summarizes the result that MT10 **did advance** and almost reached the critical value of \(z=1.65\).
MT11 Calculations of mean, standard deviation and z-score:

$$(X_1 = 10.3) \ (X_2 = 10.2) \ (X_3 = 13.6)$$

\[
\begin{align*}
\bar{x} &= \frac{10.3 + 10.2 + 13.6}{3} \\
\bar{x} &= 11.37 \\
\mu &= 13.6 \\
\sigma &= \sqrt{\frac{(10.3-11.37)^2 + (10.2-11.37)^2 + (13.6-11.37)^2}{3}} \\
\sigma &= 1.57 \\
Z &= \frac{11.37 - 13.6}{1.57 / 1.73} \\
Z &= -2.23 \\
z-score &= -2.45
\end{align*}
\]

Table 25. MT11’s statistical calculation

The statistical calculation above shows that MT11’s computed mean is 11.37, the standard deviation is 1.57, the actual mean is 13.6 and the z-score is -2.45. The normal curve below presents whether MT11 remained in the first level of performance or advanced significantly.

\[\text{Figure 57. MT11’s standard normal curve}\]

The 1-tailed test standard normal curve above shows that the standard value used was $\alpha=0.05$ with the conventional critical value of 1.65. The z-score of MT11 is -2.45. It summarizes the result that MT11 did not advance significantly at all and even had a worse writing performance.
The tables above were the individual reports to see whether the FMTs significantly advanced in their English missionary letter writing skill.

The table below shows the group report of the calculation of the FMTs’ mean, standard deviation, actual mean, number of data and z-score. This table was added to help see the scores of the group as a whole more conveniently.

### 4.4.3 FMTs Statistical Calculations as a Group

<table>
<thead>
<tr>
<th>MT</th>
<th>X₁</th>
<th>X₂</th>
<th>X₃</th>
<th>$\bar{x}$</th>
<th>$\sigma$</th>
<th>$\mu$</th>
<th>N</th>
<th>z-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.5</td>
<td>0.67</td>
<td>1.7</td>
<td>1.62</td>
<td>0.75</td>
<td>1.7</td>
<td>3</td>
<td>-0.25</td>
</tr>
<tr>
<td>2</td>
<td>5.6</td>
<td>4.9</td>
<td>2.6</td>
<td>4.37</td>
<td>1.28</td>
<td>2.6</td>
<td>3</td>
<td>2.39</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
<td>1.9</td>
<td>1.4</td>
<td>1.6</td>
<td>0.22</td>
<td>1.4</td>
<td>3</td>
<td>1.54</td>
</tr>
<tr>
<td>4</td>
<td>7.3</td>
<td>2.7</td>
<td>1.2</td>
<td>3.73</td>
<td>2.59</td>
<td>1.2</td>
<td>3</td>
<td>1.69</td>
</tr>
<tr>
<td>5</td>
<td>9.6</td>
<td>4.4</td>
<td>2.9</td>
<td>5.63</td>
<td>2.87</td>
<td>2.9</td>
<td>3</td>
<td>1.64</td>
</tr>
<tr>
<td>6</td>
<td>4.7</td>
<td>2.3</td>
<td>2.0</td>
<td>3.0</td>
<td>1.21</td>
<td>2.0</td>
<td>3</td>
<td>1.43</td>
</tr>
<tr>
<td>7</td>
<td>4.9</td>
<td>3.1</td>
<td>1.9</td>
<td>3.3</td>
<td>1.23</td>
<td>1.9</td>
<td>3</td>
<td>1.97</td>
</tr>
<tr>
<td>8</td>
<td>23.9</td>
<td>15.3</td>
<td>3.8</td>
<td>14.33</td>
<td>8.23</td>
<td>3.8</td>
<td>3</td>
<td>2.21</td>
</tr>
<tr>
<td>9</td>
<td>8.0</td>
<td>5.6</td>
<td>2.8</td>
<td>5.47</td>
<td>2.13</td>
<td>2.8</td>
<td>3</td>
<td>2.17</td>
</tr>
<tr>
<td>10</td>
<td>5.7</td>
<td>1.5</td>
<td>0.8</td>
<td>2.67</td>
<td>2.16</td>
<td>0.8</td>
<td>3</td>
<td>1.50</td>
</tr>
<tr>
<td>11</td>
<td>10.3</td>
<td>10.2</td>
<td>13.6</td>
<td>11.37</td>
<td>1.57</td>
<td>13.6</td>
<td>3</td>
<td>-2.45</td>
</tr>
</tbody>
</table>

Table 26. Statistical Calculations for Batch 9 as a Whole

We can see from the table above that there were five (in black box) whose z-scores passed the critical value of 1.65. And four (in gray box) did have an advancement but were not able to reach the critical value of 1.65. And there were two (in white box) who had negative z-scores which means that they did not advance in their writing skill. It is important to note that MT1, having a -0.25 z-score, doesn’t mean this trainee did not do well in the writing tests. We can notice that the second writing (X₂) result of MT1 was the highest in the whole group and getting a score higher from that could mean perfecting the writing. However, MT11 obviously received a negative score, and shows no advancement at all.
Q5. Did the Frontier Missionary Trainees have significant improvement of 0.05 through the treatment use of SLA error analysis?

4.5 Hypothesis Testing

The hypothesis was that the Frontier Missionary Trainees would have significant improvement of 0.05 through the treatment use of SLA error analysis in their newsletter writing skills over a period of two months. The null hypothesis was that the Frontier Missionary Trainees would not have significant improvement of 0.05 through the treatment use of SLA error analysis in their newsletter writing skills over a period of two months. The table below shows the rank of the subjects according to their improvement. It also shows the percentage of improvement per individual. The column shaded in gray shows the decimal point equivalent of the difference between the first and the third writing. It determines whether they have passed the standard value $\alpha=0.05$ and indicates the decision of whether the null hypothesis is rejected or accepted.

### 4.5.1 Decision for the Null Hypothesis

<table>
<thead>
<tr>
<th>Rank</th>
<th>MT</th>
<th>$X_1$</th>
<th>$X_3$</th>
<th>Declination</th>
<th>Decision for the Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>MT7</td>
<td>4.9</td>
<td>1.9</td>
<td>(3)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.2</td>
<td>MT6</td>
<td>4.7</td>
<td>2.0</td>
<td>(2.7)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.3</td>
<td>MT1</td>
<td>2.5</td>
<td>1.7</td>
<td>(0.8)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.4</td>
<td>MT3</td>
<td>1.5</td>
<td>1.4</td>
<td>(0.1)</td>
<td>Improved</td>
</tr>
<tr>
<td>2.1</td>
<td>MT8</td>
<td>23.9</td>
<td>3.8</td>
<td>20.1</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.2</td>
<td>MT5</td>
<td>9.6</td>
<td>2.9</td>
<td>6.7</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.3</td>
<td>MT4</td>
<td>7.3</td>
<td>1.2</td>
<td>6.1</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.4</td>
<td>MT9</td>
<td>8.0</td>
<td>2.8</td>
<td>5.2</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.5</td>
<td>MT10</td>
<td>5.7</td>
<td>0.8</td>
<td>4.9</td>
<td>Accept Ho</td>
</tr>
<tr>
<td>2.6</td>
<td>MT2</td>
<td>5.6</td>
<td>2.6</td>
<td>3.0</td>
<td>Accept Ho</td>
</tr>
<tr>
<td>2.7</td>
<td>MT11</td>
<td>10.3</td>
<td>13.6</td>
<td>-3.3</td>
<td>Accept Ho</td>
</tr>
</tbody>
</table>

Table 27. Decision for Null Hypothesis

Based on the table of decision for the null hypothesis above, the subjects in the ranks 1.1 – 1.4 were removed from the testing of the hypothesis because they were already within the $\alpha=0.05$ range. But it is important to note that they also showed improvement. They started
with a high score and therefore no matter how good they would perform on the second and third writing, they could not exceed anymore to 5% improvement because that would imply exceeding to the 100%. The subjects in the ranks 2.1 – 2.7 have been given the decision whether to reject or accept the null hypothesis, and the result is shown on the last column of the table. The result rejects the null hypothesis for MT8, MT5, MT4 and MT9 because their errors had a declination of more than 0.05 range. On the other hand, the null hypothesis is accepted for MT10, MT2 and MT11. However, two of those three did not show improvement (MT10 and MT2), even though it was not enough to be labeled as “significant” improvement. because they did not reach $\alpha=0.05$ range.

Table 28 below shows the decision as a group whether the null hypothesis has been rejected or accepted.

### 4.5.2 9th Batch FMT Group Decision Result

<table>
<thead>
<tr>
<th>X1</th>
<th>X3</th>
<th>$\alpha = 0.05$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.06</td>
<td>3.90</td>
<td>6.1 (0.062)</td>
<td>Reject Ho</td>
</tr>
</tbody>
</table>

*Table 28. Group Decision for Null Hypothesis*

It is important to note that only the seven (2.1 – 2.7 on Table 27) who were qualified for the testing of hypothesis were included for the calculation of the group mean for $X_1$ and $X_3$ to decide about the null hypothesis for the group. The table shows that the standard value 0.05 has been obtained to 0.062 which passed the standard value 0.05, therefore, the null hypothesis was rejected.

The findings of this study show that the use of error analysis in second language acquisition with the different categories as suggested and advocated by Stephen Pit Corder had been an effective tool used to improve the English writing skill of the 9th Batch of Frontier Missionary Trainees. This study has identified the most frequent errors that the subjects have committed and has shown how those errors can be used to help them improve in their writing skills. It also showed how much improvement happened to each individual who were subjects
of this study and to them as a group as well. In Chapter 5, the results of the findings of this study were summarized and analyzed. Conclusions were drawn and recommendations for the future were given.
CHAPTER 5

5.0 SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The last chapter of this study contains the summary of the study as a whole. It also explains the findings that were presented in chapter four which followed the sequence of the research questions. Included in this chapter are the conclusions made by the researcher about the study. And lastly, incorporated in this are the recommendations for the mission organization where the subjects are being trained, as well as for other English teachers and for other researchers who may be interested in doing a research parallel to what has been done in this study.

5.1 SUMMARY

This research examined the dynamics between the learners of English writing skills who make errors and how the teachers could take advantage of knowing those errors to produce a lesson plan that could benefit the students. The researcher elicited the English newsletter writing samples from the subjects, analyzed them and used their outcomes to design a short curriculum with the intention to purposely cause the learners to learn from their own errors. The tool of SLA Error Analysis was used in this process.

The whole study was concentrated on answering the main research question of this study. The researcher’s main question was: What is the significance of Second Language Acquisition error analysis in FMT language learner’s writing? The main research question was extensive. But it expressed the researcher’s intention to discover the second language acquisition dynamics causing a treatment to develop that would scaffold the student’s effective learning when provided with contextual supports. It was also followed by sub-questions which dealt with:

- The kind of errors that most FMT English Language Learners commit in their writing.
• Frequency of errors in the English writings.
• Factors that contributed to committing the errors.
• Form-Focused instruction’s help in advancing the FMT’s writings.
• Significant improvement through Form-Focused Instruction

The researcher became convinced that all the efforts in the pursuit of this research were worth it; and that the result of this study can be beneficial not just for The Paul Mission, Inc. where the study was done, but for many others who are concerned in improving their own or their students’ linguistic skills. This study is significant because it can provide a pattern for other language teachers to use the linguistic errors of their language students to give constructive instruction to them to enhance their English skills not just in writing but in other areas as well. It is also significant because it can help other researchers to have an idea on how to do a research parallel to this study, leaving them a pattern of what research measurement to use as a standard in evaluating whether their students are showing significant improvement or not.

5.2 FINDINGS

Errors Committed and Frequency of Errors

The errors committed by the learners tell a lot about how far the language learner has progressed and, consequently, what remains for the language learner to learn (Corder, 1981). By looking at these errors, the areas where the FMTs find it more challenging were determined, as well as the areas that do not need as much attention to be emphasized in their language learning. The researcher once again presents the table below for the readers to have a glance at the errors that the subjects committed and how frequently were they committed.
It is evident from the table above that the majority of the errors committed from the first writing had declined in the second and to the third result. But it is also noticeable that even though most of these had a declination, 33% in the second writing did not show a natural declination (numbers shaded with gray). Those categories and kinds of errors were morphological omission (which had additional errors of 6 in the second writing), syntactical selection (which had a declination on the second writing, but had additional errors of 7 in the third writing), lexical selection (which had additional errors of 3 on the second writing) and the least was morphological ordering (which had an additional amount of 1 error). Then, we could notice that the rest, syntactical and lexical omission; morphological selection; morphological, syntactical and lexical addition; and syntactical and lexical ordering, had a natural declination which could possibly mean that the treatment worked better on those areas rather than the other categories and kinds that were just stated earlier.

Generally, the highest committed error was **syntactical omission** (118). That means that the majority of the FMTs have the problem of omitting necessary words (may it be conjunction, preposition, a word, inflection, etc.) that affects the understanding of the meaning when they try to construct a sentence. This is consistent with the researcher’s past years of teaching experience and what she thinks has to be dealt with among the language learners. And therefore, FFI was designed based on the specific errors from the first writing of the subjects in this study.

<table>
<thead>
<tr>
<th></th>
<th>Omission</th>
<th>Selection</th>
<th>Addition</th>
<th>Ordering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>S</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>18</td>
<td>49</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2nd</td>
<td>24</td>
<td>43</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3rd</td>
<td>16</td>
<td>26</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>118</td>
<td>8</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 7. Overall Frequency of Errors
The next most frequent error that was worthy to be addressed was **morphological selection** which was committed almost as frequent as the first one, being only 10 errors lower in general. These are mostly errors related to wrong capitalization, wrong tenses, wrong use of plural morpheme, wrong spelling, etc. But if we would go back to Table 8, which was the result of the first SLA error analysis, we could notice that it was the highest committed error being 67 and syntactical omission was only 49 errors. It means that it was the category and kind of error that needed treatment the most. And that is the reason why the researcher designed a treatment based on these specific errors that had been committed most frequently. After the treatment, this particular error had a declination of \((67-25=42 \text{ errors})\) on the second writing, and a declination of \((25-16=9 \text{ errors})\) on the third writing.

Ellis (1994) said that frequency of occurrence is regarded the distinctive point; errors which have a rather low frequency are considered mistakes or performance errors, and those with high frequency as systematic errors. The researcher would only discuss the two most frequent errors that were given earlier which had a total of more than a hundred each because this study focused on the errors and not necessarily on the mistakes that were committed. We would remember that **errors** are those committed by the learner because of lack of knowledge of the rules of the target language, indicative of the learner’s linguistic system and occurring repeatedly. On the other hand, **mistakes** occur usually because of non-linguistic factors described in the earlier part of the study such as fatigue, strong emotion, lack of concentration, and the like (Corder, 1973:261). This study concentrates on errors, and therefore the other mistakes will not be given emphasis in these findings.

### 5.2.1 Contributing Factors to Errors

If we would review the errors committed by the FMTs, we could see that they have committed most errors in syntactical omission and the next major error was morphological
selection. The question arose as to what could have caused the errors that were frequently committed?

One of the factors that led some FMT’s into committing errors was interference or negative transfer which consequently leads to fossilization. The effect of their native language (internal factor) to the second language they are learning which can also be considered interlingual transfer is undeniably obvious. The researcher finds it very interesting to recognize the factors that were greatly affecting the effective learning of the student and the teacher-learner dyads.

If we would go back to the first writing (see the table of MT5[1] in the appendix), we would see that the best example for morphological selection caused by fossilization was MT5 who speaks French. Some of his errors in the first writing were spelling like “Phillipinas” instead of ‘Philippines’, because that is how ‘Philippines’ sounded in his language, ‘pasible’ instead of ‘possible,’ ‘helpe’ instead of ‘help’. A majority of his errors were with capitalization such as spelling ‘jesus christ’ instead of ‘Jesus Christ,’ ‘Takes’ instead of ‘takes’ and so on. When the researcher asked him during the FFI time why he wrote those words in capital letters, he said, “that’s how we write.” That implies that it was the effect of what he’s used to that caused him to commit the particular errors, although somehow it also shows that he has learned it the wrong way. For Filipinos, it is usually the tenses where they commit errors because the rules for tenses in Tagalog are different from the tense-aspect system in English.

**Intralingual transfer** should also be considered as one of the factors that affect the subjects’ errors. Even though most of them have studied for many years already, the researcher, as one seeing it in an emic perspective, can tell that the opportunities to practice and be trained in English writing for common people who are not in the field of writing are very minimal even in schools. Therefore, regular people who don’t have writing as a
profession are not really familiar with the rules and techniques in writing, which can probably be one of the reasons for the errors that Filipino missionary trainees made, or to some extent, the other nationalities as well.

Other factors that influence the second language acquisition learning and therefore could have possibly contributed to the errors are the internal and external factors which were suggested by Lightbown & Spada (2013) and were also mentioned in chapters 2 & 4 of this research. The age factor didn’t necessarily affect their errors. As reported in chapter 4, according to the result of the analysis, the ones who were older were the ones who performed better than the others, and the youngest subject is the one who had committed the most significant amount of errors. **Lack of cognition, aptitude and experiences** were also factors in the errors they have committed. The external factors that could have possibly affected their errors were the lack of effectiveness of the **curriculum** in English that they had in the past since they had originally started their English learning earlier in their lives or even the FFI they had in the past, which is somehow related with their intralingual transfer. Furthermore, factors such as **lacking intrinsic and extrinsic motivation** and **access to native speakers** probably affected their writing performances.

Other important factors that are worth consideration are the non-linguistic factors that Corder (1973:261) mentioned which were fatigue, strong emotion, memory limitations or lapses and lack of concentration. The FMTs were having an arduous time of training apart from learning English. The FMT’s training was comprised of some physically active activities that caused them **fatigue** such as the taekwondo training, extensive travels and activities related to mission trips & church ministries, and various other activities. **Strong emotion** was a possible factor given the kind of environment (*possible conflict with one another*) that they had while living together and doing the training at the same time. Another distraction that
most people face now is the excessive use of gadgets even in class which can cause a lack of concentration.

5.2.2 Significant Improvement

The researcher once again presents this table about the decision for the null hypothesis to review the result of the analysis to see the extent of the subjects’ significant improvement through the form-focused instruction.

### Decision for the Null Hypothesis

<table>
<thead>
<tr>
<th>Rank</th>
<th>MT</th>
<th>$X_1$</th>
<th>$X_3$</th>
<th>Error Declination</th>
<th>Decision for the Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>MT7</td>
<td>4.9</td>
<td>1.9</td>
<td>(3)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.2</td>
<td>MT6</td>
<td>4.7</td>
<td>2.0</td>
<td>(2.7)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.3</td>
<td>MT1</td>
<td>2.5</td>
<td>1.7</td>
<td>(0.8)</td>
<td>Improved</td>
</tr>
<tr>
<td>1.4</td>
<td>MT3</td>
<td>1.5</td>
<td>1.4</td>
<td>(0.1)</td>
<td>Improved</td>
</tr>
<tr>
<td>2.1</td>
<td>MT8</td>
<td>23.9</td>
<td>3.8</td>
<td>20.1</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.2</td>
<td>MT5</td>
<td>9.6</td>
<td>2.9</td>
<td>6.7</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.3</td>
<td>MT4</td>
<td>7.3</td>
<td>1.2</td>
<td>6.1</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.4</td>
<td>MT9</td>
<td>8.0</td>
<td>2.8</td>
<td>5.2</td>
<td>Reject Ho</td>
</tr>
<tr>
<td>2.5</td>
<td>MT10</td>
<td>5.7</td>
<td>0.8</td>
<td>4.9</td>
<td>Accept Ho</td>
</tr>
<tr>
<td>2.6</td>
<td>MT2</td>
<td>5.6</td>
<td>2.6</td>
<td>3.0</td>
<td>Accept Ho</td>
</tr>
<tr>
<td>2.7</td>
<td>MT11</td>
<td>10.3</td>
<td>13.6</td>
<td>-3.3</td>
<td>Accept Ho</td>
</tr>
<tr>
<td>Group Score</td>
<td>10.06</td>
<td>3.9</td>
<td>6.1</td>
<td>Reject Ho</td>
<td></td>
</tr>
</tbody>
</table>

Table 27. Decision for Null Hypothesis

Even though the four subjects (1.1 – 1.4) did not qualify for the hypothesis testing because they were already under 0.05 to begin with, all of them showed improvement. Of the group that did qualify for testing (2.1-2.7), only MT11 did not show improvement at all and this subject even had a worse performance in the last elicited writing. Therefore, Second Language Acquisition error analysis did help improve English newsletter writing of the Frontier Missionary Trainees. Below the table shown above, it tells that the FMTs as a whole are rejecting the null hypothesis which was stated negatively that they would not have a significant improvement of 0.05 through the use second language acquisition error analysis.
Thus, the null hypothesis is rejected as a result of this study and the hypothesis stands as proven true – the FMTs as a group did show a significant improvement of 0.05 through the use of SLA Error Analysis. In fact, ten of the eleven subjects all showed improvement and only one did not.

5.3 CONCLUSION

Based on the result of the analysis of this research study, it is concluded that the other minor errors committed by the FMTs were only mistakes, and syntactical omission and morphological selection were considered as the errors which were being the most frequently committed by the subjects. Based on the kind and frequency of errors, pedagogical intervention should be carried out. And by doing that, the practice of the language learner will be an accurate practice that will help them improve significantly in second language acquisition. Through the elicited English writing, the FMTs have known the errors they were repeatedly committing and were given form-focused instruction to help correct them. This study revealed that giving form-focused instruction to the language learners is an effective tool to help them improve significantly as they pursue to improve in their English writing skill. The FMT’s improvement in English writing skill will not only benefit themselves, but it will benefit those people who support them as well. Through sending their well-written newsletters, they will be able to communicate missions more effectively to the people who support them morally, financially and in prayers. They will also be able to motivate Christians and open their eyes to the need of missions by writing efficiently and effectively.
5.4 RECOMMENDATION

1. Recommendations for The Paul Mission, Inc.:
   a. For the Frontier Missionary Training, the researcher recommends that SLA error analysis be used with the other batches of missionary trainees over a longer course of time as a longitudinal cohort study to get the best results.
   b. For the Korean Missionary Training, the researcher suggests that SLA error analysis be used to develop a form-focused instruction that would precisely address the linguistic deficiencies of the language learners being trained in the mission center. It is also suggested that this method be used for the weekly journal writing required of the KMTs to help them enhance their English writing skill through SLA error analysis. The $\alpha=0.05$ can also be a good standard to use to measure their improvement especially for the evaluation/assessment being done after the training.
   c. Based on the studies of (Lightbown & Spada, 2013 and Ohannessian, 1999 mentioned in chapter two) that intrinsic motivation and personality affects the language learning, the researcher also recommends that a personality test be given to the missionary trainees at the beginning of the training so that the English teacher and other lecturers could have an idea about the attitudes of the student towards learning. Through that, the lecturers and language teacher can have more ideas to develop a teaching method/strategy that is appropriate for the trainees.
   d. For a more effective result on the improvement of the trainees, the researcher recommends that the trainees would be given a regular time to learn English and how to teach English (since they can use English teaching as a ministry in the mission field) for the whole training period so that they can have more opportunities to learn and practice their English skills. Developing their English skills can give them a greater advantage and opening for English teaching as a strategy for ministry in their respective mission fields.
2. Recommendation for Second Language Learners:
   a. The researcher suggests that the language learners must be aware of their learning styles so they can maximize their learning.
   b. The second language learners must also be aware of the factors that impede their learning.

3. Recommendation for Second Language Teachers:
   a. It is suggested to the language teacher that they must take time to know their students’ learning style, attitude towards learning, language learning background, and if possible, try to study basic rules of the student’s L1 so that they would understand the causes of interference that take place in the language learning process of each student. Language teachers need to establish rapport with their students so they can infer what their students intend to express to come up with plausible interpretation that could facilitate greater learning.
   b. Second language acquisition error analysis is a tedious work, therefore, the language teacher should be patient and passionate enough in carefully analyzing the errors of the students and spending time with them to explain how they can improve their writing skill. It is highly recommendable that the teacher should base their lesson plan on how to deal with the most frequent committed errors of the students.

4. Recommendation for Second Language Acquisition researchers:
   a. It is recommended for researchers that they must have a wide range of readings about L1 and L2 acquisition for them to be able to articulate the exquisiteness of the dynamics in linguistics.
   b. The researcher highly recommends that the researchers must study at least one way of statistical analysis so they can be more familiar and can easily assess and evaluate the progress of the language learners.
5. Recommendation for further studies:
   
a. The researcher recommends for researchers to continue this study by making a production thesis that will produce a curriculum that teaches the use of second language acquisition error analysis to language teachers. The product of that research could really make a difference in the lives of the students who are learning from their errors and for the teachers who are desiring to make a greater difference in their students.

b. It is also recommended that a qualitative research be done that would deal with the understanding of how the language learners see the effect of SLA error analysis in their improvement or how the language teacher is helped in her effectiveness in teaching through SLA error analysis.

The researcher intends to continue this study as a longitudinal research to be able to create a template that would help other language teachers to get ideas on how to make good use of the errors they discover from their students by using them to create a treatment that would help the students really improve better in their study of the language.

The researcher always reminds herself that the missionaries whom she teaches English are potential teachers of this language in the future in their mission fields. She has seen how English teaching is an effective strategy to get started in building relationships with the local people in the field. And she realized that the more effective the teaching they had in the training, the more effective they could be in imparting what they have learned to others. It is in creating impact to them through English teaching that they could see how to do it, and could also realize how important it is to do the same for their language students in their respective mission fields where they would be sent.
Dear Dr. Lee,

Greetings!

I am conducting a research entitled Error Analysis on Newsletter in Second Language of the Ninth (9th) Batch Frontier Missionary Trainees of the Paul Mission, Inc. as course requirements in Masters of Arts in Religious Education major in Language Teaching Ministry.

In connection with this, I would like to ask for your consent and permission to let the FMT Missionary trainees participate in my thesis by writing newsletters that would be assessed using the Second Language Acquisition Error Analysis.

I appreciate your assistance and support in this particular research endeavor. Thank you very much for your cooperation.

Sincerely,

ELOISA P. VILLAROSA
Master of Arts in Religious Education

Noted by:
Prof. Nancy Culbertson

Approved by:
Rev. Dr. Seungil Lee
I. MULTIPLE CHOICE
Choose the synonym (the same meaning) of the underlined word. Write the correct letter on the given answer sheet.

1. A large number of Americans enjoy watching competitive events on television.
   a. Endure                c. advice
   b. like                   d. remember

2. Scientists have found that speaking gently to chickens make them healthier.
   a. continuously           c. harshly
   b. comically               d. softly

3. Ceramics are generally made from silicates, clays that form the earth’s crust and exist in nearly endless supply.
   a. measurable             c. worthless
   b. limitless               d. infinitesimal

4. A mixture of two or more metals is called an alloy.
   a. combination            c. complication
   b. confusion               d. joining

5. Asthma, a condition that affects breathing, frequently exhibits a hereditary pattern.
   a. resonance               c. respiration
   b. resistance              d. restitution

6. Jim said that it was essential to leave immediately.
   a. unwise                  c. necessary
   b. desirable               d. recommendable

7. I cannot imagine how hard she works.
   a. visualize               c. know
   b. sense                   d. remember

8. John said that it is risky to travel tonight.
   a. unsafe                  c. killing
   b. recommendable           d. fun

9. Some establishments have imposed a ban on smoking.
   a. permission              c. guarantee
   b. fine                    d. prohibition

10. We need a torch to see what’s inside.
    a. knife                   c. mirror
    b. flashlight              d. ladder

11. The office needs a ____________ of supplies.
    a. few                     c. half
    b. many                   d. box

12. The park _____________ at six every morning except Mondays.
    a. opens                   c. is opening
    b. wide-opened            d. widely opened
13. I assume the dollar rate ______________________.
   a. would increase   c. should increase
   b. was increased   d. shall increase

14. If they respected you, they ______________________ you.
   a. would consult   c. would be consulted
   b. will consult   d. will be consulted

15. While everyone was not looking, Jerry ___________________ a pair of gloves in his bag.
   a. was hiding   c. is hiding
   b. hid   d. hides

16. Their son is __________________ I’ve ever met.
   a. the good teenager   c. the better teenager
   b. the best teenager   d. the gooder teenager

17. Vietnam is surrounded ________ Cambodia, Laos, China and the South China Sea.
   a. on   c. with
   b. by   d. for

18. The “father” ________ modern Vietnam was Ho Chi Minh (1890-1969), often called Bac Ho (Uncle Ho).
   a. in   c. of
   b. for   d. by

19. Look for a place near your house, and check out _____________ exercise instructors and personal trainers.
   a. a   c. the
   b. an   d. no article is needed.

20. You should evaluate ___________ equipment and make sure fitness machines are modern and in working order.
   a. a   c. the
   b. an   d. no article is needed.

21. Karen is rich; _____________ her cousin Kate is poor.
   a. therefore   c. otherwise
   b. however   d. because

22. I enjoy reading this new magazine _____________ it has good articles.
   a. because   c. however
   b. nevertheless   d. but

23. The kids didn’t study. _____________, they failed the course.
   a. Therefore   c. Otherwise
   b. Nonetheless   d. Because

24. That house isn’t big enough for us, and _____________, it’s too expensive.
   a. furthermore   b. although   c. hence

25. It was a windy and rainy night. _____________, I decided to go out.
   a. Nevertheless   b. Furthermore   c. Therefore

26. I’m afraid I _____________ your invitation.
   a. can’t accepted   b. shouldn’t to accept   c. might not accept

27. Although it contains many difficult words, I _____________ read this book now.
   a. can’t   b. could   c. may

28. I _____________ understand why you won’t let me in.
   a. couldn’t   b. shouldn’t to accept   c. might not accept

29. Can you fix my car today? Yes, I _____________.
   a. may   b. could   c. can

30. Lunar months are _____________ than Solar months.
   a. more short   b. shorter   c. Shortier
31. How often do you play tennis?
   a. On Tuesday.
   b. For two hours.
   c. Almost every day.
   d. With John.

32. Where do you usually eat lunch?
   a. Sandwich.
   b. With Jane.
   c. At 12:00.
   d. In the cafeteria.

33. Many hours a day do you watch TV?
   a. About two hours.
   b. In my living room.
   c. I watch the news.
   d. On Tuesday.

34. What is your busiest day of the week?
   a. In the morning.
   b. Every day.
   c. Tuesday.
   d. Last week.

35. What did you do yesterday?
   a. I am swimming.
   b. I swim.
   c. I will swim.
   d. I swam.

36. What kind of work do you do?
   a. I work every day.
   b. I’m a piano teacher.
   c. I worked for two hours.

37. Where’s Mike?
   a. At school.
   b. At eight.
   c. For three hours.
   d. No, he isn’t.

38. What were you doing last night at 7:00?
   a. I sleep.
   b. I slept.
   c. I will be sleeping.
   d. I was sleeping.

39. How often do you write letters?
   a. Two pages.
   b. Two times a week.
   c. Two people.

40. When will you mail that letter?
   a. Last night.
   b. To Jane.
   c. After school.

II. SPELLING

Choose the correct spelling and write the letter of the correct answer on the answer sheet.

41. a. entirely  
    b. entirely
42. a. disingenuous  
    b. disinginuous
43. a. euphimism  
    b. euphemism
44. a. erudite  
    b. erodite
45. a. hyperbolee  
    b. hyperbole
46. a. fullfil  
    b. fulfil
47. a. comfortable  
    b. confortable
48. a. luquacious  
    b. loquacious
49. a. apocryphal  
    b. aphocrypal
50. a. puerile  
    b. purile
II. READING

Read the following article and answer the following questions.

**MONEY**

Money is often said to be the permanent source of malice among human beings. We see many people who have become slaves of money. They think money is everything, and that they can do anything if they have enough of it. They also claim money defines our social status. Others think that’s not true, even though they agree money is an important part of life. But serious problems arise when people don’t know how to spend money. Our parents say making money is easier than spending it, and may be afraid that “almighty” money has bad effects on their kids’ character. It is certainly true that spending money wisely requires a lot of practice.

e.g. What possible effect to kids are some parents afraid of about money?

They may be afraid that money has a bad effect on their kids’ character.

51. What happens when people become slaves of money?

52. What does money define?

53. What do their parents say about money?

54. Among human beings, what is being often said about money?

55. According to the author, what is needed to spend money wisely?

---

Read the story and write the correct answers in your answer sheet.

Keiko is worried about her 72-year-old father. He used to be in great health. He played tennis twice a week, went for long walks, and did volunteer work. He was very careful about his diet, too. He ate mostly vegetables, rice, and fish. He didn’t eat too much sugar, salt, or fat. He had a lot of energy, he slept well, and he was rarely sick.

Keiko doesn’t know what happened, but lately her father has changed. He has stopped playing tennis because he says his knees hurt, and he stopped going to his volunteer job. He has been taking naps every afternoon, and he hasn’t been eating enough. He has lost eight pounds. His personality has changed, too.

56. Keiko’s father used to _________.

   a. take naps every afternoon
   b. eat too much sugar and salt
   c. get sick a lot
   d. do volunteer work

57. Recently, Keiko’s father has _________.

   a. slept well
   b. lost weight
   c. had a lot of energy
   d. seen a doctor

58. Keiko’s father stopped playing tennis because _________.

   a. he has changed a lot
   b. he’s experiencing pain on his knees
   c. he wants to take naps every afternoon
   d. he hasn’t been eating enough

59. How was Keiko’s father careful about his diet?

   a. He ate sugar, salt and fat
   b. He was rarely healthy
   c. He slept well
   d. He ate nutritious food

60. How often did Keiko’s father play tennis?

   a. every afternoon
   b. every week
   c. two times a week
   d. seventy two years
III. WRITING

Write a newsletter for your prayer supporters. Tell about your decision to join the training, your present situation and your hopes about the training. (250 words minimum)

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English Proficiency Test
Speaking Test

Criteria for Speaking (Interview)

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Questions for the Interview

1. Tell me about your family.
2. Share about your dreams and aspirations in life.
3. What is your favorite Bible verse and why?
4. What do you expect to achieve through the Frontier Missionary Training?
5. How do you adjust yourself to a new place?
6. What do you do when you have spare time?
7. What is a “happy family” for you?
8. How do you rate your relationship with God? (1-10) Tell me about your relationship with God.
9. How do you handle stress?
10. What do you think is your greatest weakness and strength in English?
11. What are your experiences in English writing?
12. What are your hobbies?
## English Proficiency Test

### Answer Sheet

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V. Listening Test (Placement Test)

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The sun rises 1)_________ the coast of Puerto Rico. A 2)_________ Brown Pelican 3)_________ up in a mangrove tree. She has 4)___________ to fly and now she must learn to 5)_________. Brown Pelican flies 6)_______ a line 7)___________ the other pelicans. She 8)__________ for fish swimming in the water. The pelicans 9)___________ a group of fish and 10)____________ to dive into the water. Brown Pelican is the last 11)_______ go. She hits the water and 12)____________ her large bill. Brown Pelican's bill 13)________ a pouch that is very 14)____________. She closes her bill and traps a 15)________ of water in the pouch. Brown Pelican 16)__________ back to the 17)____________ of the water. She lifts her head and 18)____________ the water drain from 19)__________ bill. The fish she trapped 20)______________ escapes.
The Paul Mission, Inc.
Overseas Missionary Orientation Center
9th Frontier Missionary Training

September 15, 2017
Venue: Worship Hall

Listening Test

Answer Key

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The sun rises 1) off the coast of Puerto Rico. A 2) baby Brown Pelican 3) wakes up in a mangrove tree. She has 4) learned to fly and now she must learn to 5) fish. Brown Pelican flies 6) in a line 7) with the other pelicans. She 8) looks for fish swimming in the water. The pelicans 9) spot a group of fish and 10) start to dive into the water. Brown Pelican is the last 11) to go. She hits the water and 12) opens her large bill. Brown Pelican's bill 13) has a pouch that is very 14) large. She closes her bill and traps a 15) lot of water in the pouch. Brown Pelican 16) comes back to the 17) surface of the water. She lifts her head and 18) lets the water drain from 19) her bill. The fish she trapped 20) somehow escapes.
APPENDIX C
SECOND LANGUAGE ACQUISITION ERROR ANALYSIS*
FIRST CORPUS-BASED ANALYSIS
MT7 (1)

SAMPLE COLLECTION:

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<tr>
<td>Period of Time</td>
<td>Two Months</td>
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**Error Identification**

1. 9th Batch of Frontier Missionary Trainees (Training)
2. The training will last for six months
3. The training had (has) started
4. part of this missionary trainee training
5. at The Paul Mission, Inc.
6. purpose. And that is…
7. in our chosen field
8. missionary trainee will never be easy
9. who has called us
10. In fact, only few…
11. …missionaries. And that As the training…
12. we will also hope to grow
13. burning desires to win souls
14. …one thing I would ask of you
15. and that you will uphold…

**Error Description:**

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<th>ADDITION</th>
<th>ORDERING</th>
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**MT8 (1)**

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Genre: Newsletter  
Content: Missionary Training Update |
| Learner | Level: Beginner  
L1: French  
L learning background: Self-study  
Age: 26 |
| Method | Manner of Collection: Elicited  
Period of Time: Two Months |

**Error Identification**

1. I give you thanks
2. for your prayer for my (me)
3. ..and for His continuous
4. of the make work
5. for my (me),
6. ..and enabling me to for forever stay faithful to
7. god (God),
8. I am happy of (to) come
9. for make the formation to be trained as a missionary
10. I thank fitness whom belonging to me I’m thankful for my personal fitness
11. envoy in and for being sent to paul mission (The Paul Mission)
12. because this is good of obliging god (to be obliged by God)
13. I am well received I was warmly welcomed,
14. well nurse (fed)
15. well lodge (accommodated)
16. and near for ready to be trained as the a missionary..
### Error Description:

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### Second Corpus-Based Analysis

**MT7 (2)**

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</tr>
<tr>
<td>Period of Time</td>
<td>Two Months</td>
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</tbody>
</table>
**Error Identification**

1. since we started our missionary training
2. many things had happened
3. changes occurred
4. realizations took place
5. enabled me
6. never failed us.
7. all of us were strangers.
8. He allowed caused
9. There are times when I failed
10. all his ways
11. Gracious

**Error Description:**

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<th>ADDITION</th>
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**MT8 (2)**

**SAMPLE COLLECTION:**

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<td>Manner of Collection</td>
</tr>
<tr>
<td>Period of Time</td>
<td>Period of Time</td>
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</tbody>
</table>
Error Identification

1. I want to thank God
2. thanks to family Lee our director Lee’s family
3. who gives us their love
4. who encourages us
5. and we support
6. supports us in all
7. God bless them
8. And May God bless
9. mission <-> Paul Paul Mission
10. here that’s was the simplicity
11. He is very simple
12. and it He likes to encourage
13. encouraged people and it gives
14. It gives gave me
15. Children. This
16. others I just cannot
17. others than I just cannot wri

Error Description:

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THIRD CORPUS-BASED ANALYSIS

MT7 (3)

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Error Identification:
1. continues
2. but be rest assured
3. assured that those learning
4. those learnings
5. all the realizations
6. made me be a better person

Error Description:

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<th>ADDITION</th>
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<table>
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<td>Elicited</td>
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<tr>
<td>Period of Time</td>
<td>Two Months</td>
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Error Identification

1. because we **have** are in good health
2. we **are** studying
3. we **are** very happy

Error Description:

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<th>ERROR</th>
<th>omission</th>
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<th>addition</th>
<th>ordering</th>
<th>ERROR EXPLANATION</th>
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<tbody>
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<tr>
<td>2. Syntactical omission</td>
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<td>3. Syntactical omission</td>
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* Full data is provided in this Appendix for MT7 and MT8 as examples. All of the other missionary trainee reports like these two can be made available through the researcher.
REFERENCE LIST

Books


Scholarly Publications


CURRICULUM VITA

Villarosa, Eloisa

PERSONAL INFORMATION

Address: Wild Duck Circle, Victoria Valley Subdivision, Cainta, Rizal, Philippines
        Brgy. 9, Pag-as, Mamburao, Occidental Mindoro
E-mail: asiole_4228@yahoo.com
Cellphone Number: 0950-024-6785

EDUCATION

Bethel Bible College 2002-2004
Malinta, Valenzuela City

All Nations Theological Seminary 2004-2006
Sampaga East, Batangas City
Bachelor of Arts in Theology

All Nations Theological Seminary
Sampaga East, Batangas City
Bachelor of Arts in Christian Education 2007-2008

OMOC, The Paul Mission, Inc.
Victoria Valley Subd., Cainta, Rizal
Frontier Missionary Training 2010

Asia Pacific Nazarene Theological Seminary
Brgy. Dolores, Kaytikling, Taytay Rizal
Master of Arts in Religious Education
        Major in Language Teaching Ministry 2018
### MINISTRY EXPERIENCE

<table>
<thead>
<tr>
<th>Year Range</th>
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<td>2002-2006</td>
<td>Music, Sunday School</td>
<td>JHOAN AG, Q.C. &amp; TLOB AG, Batangas</td>
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<tr>
<td>2006-2007</td>
<td>Assistant Pastor</td>
<td>Christian Fellowship Center AG, Occ. Mdo</td>
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<td>Pastor</td>
<td>Christian Fellowship Center AG, Occ. Mdo</td>
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<td>Radio Gospel Preacher</td>
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<td>2008-2010</td>
<td>Associate Pastor</td>
<td>The Lord Reigns Int’l (Antipolo Chapter)</td>
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<td>2008-2010</td>
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<td>2010</td>
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<td>Filipino Missionary Training, TPMI</td>
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<tr>
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### LANGUAGES

- Tagalog
- English
- Spanish