ABSTRACT

Second language learning has gained much popularity in the world, especially learning Chinese language as second language. The research on second language acquisition has been increasing in numbers and carried out in a larger scale. It contributes much to the application of second language teaching and learning.

One of the theoretical frameworks that has gained much attention from researchers is error analysis. It is a study of how a language error is made, the pattern of the errors, as well as the varied reasons causing the error to appear. It covers the errors of phonetic, grammar, vocabulary and style of the languages. The patterns of errors are commonly known as deletion, addition, substitution and ordering.

This article will collect and analyze the common errors made by the learners of Chinese language as second language. It will discuss the errors dealing with, first, the concepts and meanings of the vocabulary used and, second, the grammatical functions and rules. The causes behind the errors will be unveiled.

There will be two main chapters discussing the error patterns of auxiliary verbs and adverbs respectively. In the last chapter, this article will provide some
suggestions on how to improve the teaching activities based on the conclusion drawn from the analysis in previous chapters.