

**A RESEARCH INTO A CHINESE LEARNER'S PHONOLOGICAL,  
GRAMMATICAL, VOCABULARY, AND PRAGMATIC  
COMPETENCE IN THREE GIVEN TASKS WITH A VIEW TO  
ASSESSING THE IMPLICATIONS FOR THE SUBJECT'S  
CONTINUING LANGUAGE DEVELOPMENT AS WELL AS  
IMPLICATIONS FOR TEACHING IN LANGUAGE CLASSROOM**

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**ABSTRACT**

Studies in Second language acquisition (SLA) seek to find answers to how language teaching and language learning takes place. Why learners make errors is one of such questions. 'Learners', Ellis (1994, p.47) points out 'make errors in both comprehension and production'. To account for this, error analysis emerged. This study was carried out at the University of Leeds recently and it focused on a Mandarin Chinese. Bo Lu, as he was called was studying Human Resources Management at Master's level at the University of Leeds. The research was an attempt by the writer to systematically investigate four areas (phonological, grammatical, vocabulary, and pragmatics) in a learner language where errors can possibly be identified. This was followed by an analysis of how the errors identified were accounted for in the literature. Next the paper discussed the strengths and weaknesses of the learner in the areas identified. Finally, the implication for the continuing language development of the learner and teaching in the language classroom was examined.

**Keywords:** Second language acquisition, learner errors, Chinese, phonological errors, grammatical errors, vocabulary errors.