

CLIC Professional Development Workshop  
*The Significance of Learners' Errors*

**Activity 1:** Analyzing learner language

Lightbown, P. M. & N. Spada. (2013). *How languages are learned*. Oxford, p. 43-44.

Read the texts given on p. 43-44 and answer the following questions:

1. Can you understand what each learner is trying to say?
2. Examine the errors made by each learner. What kinds of errors interfere most with your ability to understand?
3. Do both learners make the same kinds of errors?
4. In what ways do the two interlanguages differ?

**Activity 2:** Teacher-student and student-student interactions

Lightbown, P. M. & N. Spada. (2013). *How languages are learned*. Oxford, p. 129-37.

Look at the transcripts given on p. 129-137. Consider the following questions for each:

1. Errors: Are there errors in the language of the teacher or the students?
2. Feedback on errors: When students make errors, do they receive feedback? From whom?
3. Genuine questions: Do teachers or students ask questions to which they don't know the answer in advance?
4. Display questions: Do teachers ask questions that they know the answers to so that learners can display their knowledge of the language (or lack of it)?
5. Metalinguistic comments: Do the teachers and students talk about language, in addition to using it to transmit information?