These exercises will be due at the beginning of class on Monday, April 17.

1. Explain the difference between linguistic competence and linguistic performance, and use this distinction to help explain why many people who learn new languages as adults tend to make more errors in speaking those languages when they are in stressful situations.

2. (This is exercise 10 from the set at the end of chapter ten in the seventh edition of our textbook.) Imagine that you are teaching English to a group of L2 learners. How might you respond to the following nontargetlike utterances? What do you think the intended utterance was? If you tried to explain the nature of the errors, what would you say? (See Section 4.1.)
   a) I very appreciate your help.
   b) My country develops very fast, but between people disappear emotion, friendship, and conscience.
   c) I was disgusted for the film.
   d) I will give some information about who I am, where did I come from, and what has made me who I am today.
   e) Me, I'll not go ever to that place!
   f) Is raining.
   g) I bought in Japan.

3. As an alternative to “focus on form” instruction in language courses for college students, some educational theorists have proposed that class sessions should be organized around “task-based language learning,” in which pairs of students are assigned some simple real-world task that requires cooperation and communication (interpreting a map, for instance, or choosing descriptive hash tags for a blog post) and requiring them to carry it out while speaking entirely in the language they are learning. The primary role of the teacher during such a class session is to direct the attention of the students to the grammatical constructions that are enabling or impeding communications and helping them to get around difficulties that their L2 abilities are not yet adequate to resolve. Although the teacher usually provides some feedback with occasional corrections, more often the students are the ones who help each other out with vocabulary, morphology, and syntax.

   What advantages might task-based language learning have over focus-on-form instruction? What disadvantages and limitations might learners in a task-based course be more likely to encounter?