

The term 'problem' has multiple meanings in linguistics, as Cook and Wei (2009) describe. During the height of audiolingualism, errors were to be avoided to prevent forming incorrect language habits; however, since Corder's (1967) work, errors have come to be seen as a natural part of foreign language learning, making them a controversial topic that requires investigation. Errors, thus, exemplify the diverse meanings of language problems, fitting into all five categories of the semantic range. Applied linguistics now emphasizes addressing these language problems in real-world contexts, focusing on practical issues involving language. They are learning difficulties for students, challenges for teachers, controversial issues, and interesting phenomena for researchers. It can refer to a research question or something that has gone wrong and needs solving, reflecting a range from negative to near-neutral. Linguists view 'problem' in five ways: (a) error, (b) controversial issue, (c) difficulty, (d) challenge, and (e) curious phenomenon. Errors, representing something wrong, are learning errors made by students learning a second language, deviating from standard norms.