

ADOPTING A FORMATIVE APPROACH TO TEACHING AND ASSESSING

Identifying how learners' errors are dealt with in the CEFR

See Chapter 6 of the CEFR

*Extract 1: What attitude should the teacher adopt when confronted with learners' errors?*

6.5.1 Attitudes towards errors. Choose the one which seems the best to adopt.

Several attitudes are possible vis-à-vis learners' errors, for example:

- a. Mistakes and errors are proof of the learner's failure to learn
- b. Mistakes and errors are proof of teaching inefficacy
- c. Mistakes and errors are proof of the learner's wish to communicate, in spite of the risks
- d. Errors are inevitable; they are a transitional product in the development of learners' interlanguage. Mistakes are inevitable in language use, even by native speakers of a language

*Extract 2: Which are the possible methods of dealing with errors?*

6.5.2 Measures to adopt. Mark the two most and least formative measures, in your opinion.

Measures to adopt vis-à-vis learners' errors can include:

- a. All learners' mistakes must be immediately corrected by the teacher
- b. Immediate mutual correction should be systematically encouraged in order to make errors disappear
- c. All errors must be indicated and corrected when they do not interfere with communication
- d. Errors must not only be corrected but also analysed and explained at the appropriate time
- e. Errors which are just occurrences of lapsus linguae (missteps) must be ignored but systematic errors must disappear
- f. The teacher should only correct errors which interfere with communication
- g. Errors must be accepted as a manifestation of a "transitional language" and ignored.

**IMPORTANT!!! FOR METHODS OF ADOPTING A FORMATIVE APPROACH AT THE MICRO LEVEL, I.E. DURING EACH LESSON, SEE ONLINE: NATALIE REGIER, BOOK 2: 60 FORMATIVE ASSESSMENT STRATEGIES, 2012**

**[http://www.stma.k12.mn.us/documents/DW/Q\\_Comp/FormativeAssessStrategies.pdf](http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf)**