Title	**Error vs mistake**

Objective(s) To further reflect upon the distinction between errors and mistakes through working with authentic examples of language performance.
To discuss and become aware of different ways of giving feedback to students with regard to language accuracy.

Keywords Errors – mistakes – competence – performance – assessment – feedback reflection – awareness

Ref to the Guide	**Ref to the CEFR**
I.6, IV.5	6.1.3, 6.2.2,6.5, 9.3.1, 9.3.6, 9.3.7

To complete this worksheet you need.... examples of students' oral and written production/interaction.

Task A

Step 1 (♀)

Following the discussions based on Card A, analyse authentic examples of oral and written production/interaction, focusing on different types of errors and/or mistakes.

Choose on examples of students' authentic oral or written production or interaction.

Step 2 (♀ ou ♀ ♀)

Analyse the texts/recordings focusing on linguistic inaccuracies of different kinds. Make a preliminary list of examples, distinguishing between what could be considered errors and mistakes, respectively.

Step 3 (♀ ♀ ou ♀ ♀ ♀)

Discuss the different examples with colleagues, giving arguments for the classifications made; see whether you agree, and if not, try to analyse why. In addition, consider possible similarities and differences between inaccuracies in oral and written language.

Step 4 (♀ ♀ ♀)

Analyse the different examples from the point of view of comprehensibility. In what way do they affect (1) you as a reader/listener; (2) other possible readers/listeners? For example, do the errors/mistakes disturb, hinder or ruin communication?

Task B

Step 1 (♀ puis ♀ ♀)
Reflect upon different forms of feedback to help students develop their language towards increased command, accuracy and confidence. Jot down key-ideas (♀) then discuss with a colleague (♀ ♀).

Step 2 (♀ ♀ ♀)

Considering the distinction between errors and mistakes, discuss positive and constructive ways of giving students feedback regarding linguistic inaccuracies, ways that help them increase their awareness and develop without losing confidence in using their language.