

The text genres of the recipe and the menu in the teaching of English

Auteur : Hendricé, Estelle

Promoteur(s) : Simons, Germain; Tunca, Daria

Faculté : Faculté de Philosophie et Lettres

Diplôme : Master en langues et lettres modernes, orientation germaniques, à finalité didactique

Année académique : 2019-2020

URI/URL : <http://hdl.handle.net/2268.2/10755>

Avertissement à l'attention des usagers :

Tous les documents placés en accès ouvert sur le site le site MatheO sont protégés par le droit d'auteur. Conformément aux principes énoncés par la "Budapest Open Access Initiative"(BOAI, 2002), l'utilisateur du site peut lire, télécharger, copier, transmettre, imprimer, chercher ou faire un lien vers le texte intégral de ces documents, les disséquer pour les indexer, s'en servir de données pour un logiciel, ou s'en servir à toute autre fin légale (ou prévue par la réglementation relative au droit d'auteur). Toute utilisation du document à des fins commerciales est strictement interdite.

Par ailleurs, l'utilisateur s'engage à respecter les droits moraux de l'auteur, principalement le droit à l'intégrité de l'oeuvre et le droit de paternité et ce dans toute utilisation que l'utilisateur entreprend. Ainsi, à titre d'exemple, lorsqu'il reproduira un document par extrait ou dans son intégralité, l'utilisateur citera de manière complète les sources telles que mentionnées ci-dessus. Toute utilisation non explicitement autorisée ci-avant (telle que par exemple, la modification du document ou son résumé) nécessite l'autorisation préalable et expresse des auteurs ou de leurs ayants droit.

The text genres of the recipe and the menu in the teaching of English**Erratum**

Location of the mistake	Mistake	Correction
Acknowledgments, 1 st paragraph, 4 th line	*rather than only pointing out...	instead of pointing out...
Acknowledgments, 5 th paragraph, 1 st line	*deserve	deserves
p.1, 1 st paragraph, 5 th line	*and make them	and making them
p.1, 1 st paragraph, 6 th line	*its inner structure	their inner structure
p.1, 2 nd paragraph, 4 th line	*the foreign language they are studying	the foreign language that they are studying
p.2, 2 nd paragraph, 4 th line	*will be detailed below	will be detailed in the first chapter
p.3, 1 st paragraph, 2 nd line	*as well as the two	as well as about two
p.5, 1 st paragraph, 2 nd line	*in the field of the foreign languages...	in the field of foreign languages...
p.5, 1 st paragraph, 3 rd line	*why researchers determined it	why researchers determined that it
p.5, 1 st paragraph, 4 th line	*for foreign language pedagogy	for foreign languages
p.6, 2 nd paragraph, 3 rd line	*but it only reveals	but this definition only reveals
p.6, 2 nd paragraph, 13 th line	*the characteristics they have in common	the characteristics that they have in common
p.6, 2 nd paragraph, 14 th line	* « a genre is composed...	“a genre is...
p.6, 2 nd paragraph, 17 th line	*communicative situation”	communicative situation
p.8, 2 nd paragraph, 2 nd line	*As mentioned above, ...	As mentioned before, ...
p.9, 1 st paragraph, 15 th line	*as well as students. (2014, p.3).	as well as students (2014, p.3).
p.10, 1 st paragraph, 1 st line	*or critics that can...	or criticism that can...
p.10, 2 nd paragraph, 14 th line	*Jacquin, Simons & Delbrassine	Jacquin, Simons and Delbrassine
p.10, 2 nd paragraph, 19 th line	*d’être évidentes.” (2019, p.2).	d’être évidentes” (2019, p.2).
p.11, 1 st paragraph, 13 th line	*it would better prepare students	it would prepare students better
p.12, 1 st paragraph, 6 th line	*it seems important make students students	it seems important to make students
p.12, 4 th paragraph, 9 th line	*their student’s difficulties	their students’ difficulties
p.12, 4 th paragraph, 10 th line	*teacher can design	teachers can design
p.13, 1 st paragraph, 1 st line	*(l’approche par compétences in French)	(‘l’approche par compétences’ in French),
p.13, 1 st paragraph, 8 th line	*as easily as other students could	as easily as other students would
p.13, 2 nd paragraph, 2 nd	* it is the fact that thanks to genres,	it is the fact that, thanks to genres,

line		
p.14, 1 st paragraph, 4 th line	*as Dolz, Gagnon & Vuillet	as Dolz, Gagnon and Vuillet
p.14, 1 st paragraph, 8 th line	*more meaningful for student,	more meaningful for students,
p.14, 1 st paragraph, 11 th line	*already give teachers	already gives teachers
p.15, 1 st paragraph, 2 nd line	*production écrite.” (2016, p.2)	production écrite” (2016, p.2).
p.15, 1 st paragraph, 5 th line	*since students will be able	since students would be able
p.15, 2 nd paragraph, 9 th line	*to change it.” (1987, p.30, cited in Hyland, 2003, p.27)	to change it” (1987, p.30, cited in Hyland, 2003, p.27).
p.15, 4 th paragraph, 2 nd line	*for language teaching. Nonetheless, it...	for language teaching, it...
p.16, 2 nd paragraph, last line	*the disadvantages the authors	the disadvantages that the authors
p.17, 3 rd paragraph, 1 st line	*the amount of various subject	the number of various subjects
p.17, 3 rd paragraph, last line	*taught	taught
p.18, 2 nd paragraph, 1 st line	* <i>the Common European Framework of Reference for Languages</i>	<i>the Common European Framework of Reference for Languages</i>
p.18, 2 nd paragraph, 21 st line	*the methods they can and should use.	the methods that they can and should use.
p.19, 2 nd paragraph, 6 th line	*no longer the langue	no longer the language
p.19, 4 th paragraph, 3 rd line	*One can wonder: how	One can wonder how
p.20, 1 st paragraph, 6 th line	*discussing the context it appears in.	discussing the context in which it appears.
p.20, 1 st paragraph, 15 th line	*social practices. (Simons, 2019, p.42-43).	social practices (Simons, 2019, p.42-43).
p.21, 3 rd paragraph, 3 rd line	*on the language they use	on the language that they use
p.22, 1 st paragraph, 3 rd line	*but also the genres	but also that the genres
p.22, 3 rd paragraph, 8 th line	*perspective.” (2015, p.15).	perspective” (2015, p.15).
p.22, 3 rd paragraph, 11 th line	*but also linguistic resources,	but also linguistic resources.
p.22, 3 rd paragraph, 11 th line	*that way foreign language	That way, foreign language
p.22, 4 th paragraph, 2 nd line	*include a cultural element	includes a cultural element
p.22, 4 th paragraph, 3 rd line	*and never learn about the culture(s)	without ever learning about the culture(s)
p.23, 2 nd paragraph, 4 th line	*can appear not to be quite poor	can appear to be quite poor
p.23, 2 nd paragraph, 6 th line	*advertisement (2019, p.229), does	advertisement (2019, p.229), it does

p.23, 3 rd paragraph, 2 nd line	*these genres a more	these genres are more
p.23, 3 rd paragraph, 10 th line	*a considerable effect of all the student's motivation	a considerable effect on all the students' motivation
p.23, 3 rd paragraph, 13 th line	*not always able to do it learning activities	not always able to do it in learning activities
p.23, 3 rd paragraph, 15 th line	*imagine that they will also be more	imagine that these same students would also be more
p.24, 3 rd paragraph, 8 th line	*des élèves » (1998, p.70).	des élèves" (1998, p.70).
p.25, 1 st paragraph, 4 th line	*illustrate this	illustrates this
p.26, 1 st paragraph, 1 st line	*the type most people	the type that most people
p.26, 2 nd paragraph, 4 th line	*The text genre of the recipe include	The text genre of the recipe includes
p.27, first title	*Defining the structure of menus and recipes.	Defining the structure of menus and recipes
p.27, 1 st paragraph, 1 st line	*the text genres this dissertation	the text genres that this dissertation
p.27, 1 st paragraph, 3 rd line	*The following table present	The following table presents
p.28, 2 nd paragraph, 10 th line	*uncommon." (2018, p.61 – 62).	uncommon" (2018, p.61 – 62).
p.29, 1 st paragraph, 5 th line	*Other documents, c curricula	Other documents, curricula
p.29, 1 st paragraph, 12 th line	*The analysis of the reference papers and curricula are supposed	The analysis of the reference papers and curricula is supposed
p.31, 1 st paragraph, 19 th line	*seem to be related and be a matter of...	seem to be related and to be a matter of...
p.35, 3 rd paragraph, 7 th line	*learners should be able to adapting	learners should be able to adapt
p.37, 2 nd paragraph, 11 th line	*Therefore, cooking,	Thus, cooking,
p.38, 1 st paragraph, 6 th line	*are supposed to be able to [...] and find specific information	are supposed to be able to [...] and to find specific information
p.38, 1 st paragraph, 3 rd line from the bottom	*focus on the goal rather on the language	focus on the goal rather than on the language
p.39, 1 st paragraph, 6 th line	*so they become	so that they become
p.39, 1 st paragraph, 9 th line	*a lack of understanding for example.	a lack of understanding, for example.
p.39, 2 nd paragraph, 3 rd line from the bottom	*let's hope that	let us hope that
p.40, 1 st paragraph, 2 nd line	*because they were supposed to	because they are supposed to
p.40, 2 nd paragraph, 10 th line from the bottom	*We can therefore see that the <i>CEFR</i> intends them to be used for learners of lower levels. Only for recommendations at levels B1 or below, and only as receptive competence.	We can therefore see that the <i>CEFR</i> intends them to be used for learners of lower levels and only for receptive skills.

p.42, 1 st paragraph, 1 st line	*They almost exclusively	They are almost exclusively
p.42, title (3.3.1.3.)	*« Compétences terminales et savoirs requis à l'issue des humanités professionnelles et techniques. Langues modernes»	“Compétences terminales et savoirs requis à l'issue des humanités professionnelles et techniques. Langues modernes.”
p.43, 1 st paragraph, 3 rd line	*for a listening skill. The seventh occurrence of ‘recette’	for a listening skill.
p.44, 2 nd paragraph, 4 th line	*the ‘term’ genre	the term ‘genre’
p.44, 2 nd paragraph, 7 th line	*to see the assumption	to see if the assumption
p.44, 3 rd paragraph, 3 rd line	*the ‘Hôtelier-Alimentation’	the ‘Hôtellerie-Alimentation’
p.44, 3 rd paragraph, 3 rd line	*the terms ‘menu’	the term ‘menu’
p.44 & p.45 table 11	The layout of the table was disrupted because it is on two different pages, the ‘correct’ layout is at the end of this erratum.	
p.45, 1 st paragraph, 3 rd line	*both menus and recipe	both menus and recipes
p.46, 2 nd paragraph, 2 nd line	* ‘Task families’	‘situation families’:
p.46, 3 rd paragraph, 4 th line	*mention text genres	mention genres
p.47, 2 nd paragraph, 3 rd line	*in the University curricula for future upper-secondary language teachers.	in the University curricula for future upper-secondary language teachers, at least at the University of Liège.
p.47, 2 nd paragraph, 7 th line	*We share	I share
p.48, 3 rd paragraph, 7 th line	*to prepare their traineeships but particularly	to prepare their traineeships, particularly
p.48, 3 rd paragraph, 12 th line	*a master degree	a master’s degree
p.49, 1 st paragraph, 3 rd line	*advanced level and published	advanced level, published
p.49, 2 nd paragraph, 1 st line	*I devised tables with criteria that would help me	I devised a table with criteria that would help me
p.50, 1 st paragraph, 11 th line	*subsidised of by the WBF	subsidised by the WBF
p.52, 1 st paragraph, 5 th line	*comprehension, and which	comprehension, which
p.57, 3 rd paragraph, 6 th line	*and sent it to	and send it to
p.62, 3 rd paragraph, 3 rd line	*for the first par	for the first part
p.63, 2 nd paragraph, 5 th line	*that space inform respondents	that space to inform respondents
p.66, 4 th paragraph, 5 th line	*If respondents answered “no”, these following questions will make it possible to	For the respondents who answered ‘no’, these following questions make it possible to
p.68, 6 th paragraph, 3 rd line	*the teachers thought other genres	the teachers who thought that other

line		genres
p.70, 1 st paragraph, 7 th line	*The goal of question 23 and 24	The goal of questions 23 and 24
p.70, 1 st paragraph, 10 th line	*let students know the same genre	let students know that the same genre
p.73, 1 st paragraph, 2 nd line	*The figure below	The next figure
p.75, 2 nd paragraph, 4 th line	*the hypothesis linked	the hypotheses linked
p.77, 1 st paragraph, 8 th line	*to other culture	to other cultures
p.77, 2 nd paragraph, 3 rd line	*eighty respondents (40,9%) think they master	eighteen respondents (40,9%) think that they master
p.78, 2 nd paragraph, 1 st line	*For questions 8 to 15 used	For questions 8 to 15, I used
p.81, 1 st paragraph, 4 th line from below	*table X	table 15
p.83, 1 st paragraph, 5 th line	*who answered no	who answered 'no'
p.83, 2 nd paragraph, 8 th line	*who has been a teacher for 16 to 22 years.	who has been a teacher for 16 to 20 years.
p.83, 3 rd paragraph, 7 th line	*to be discussed is are the reappropriations, which seem	to be discussed are the reappropriations, which seems
p.84, 1 st paragraph, 1 st line	*the advantages of using in class	the advantages of using text genres in class
p.85, 1 st paragraph, 7 th line of the quote	*même de la généricité ⁸	même de la généricité
p.85, 1 st paragraph, penultimate line	*in class, and they do not think	in class, they do not think
p.86, 2 nd paragraph, 1 st and 2 nd line	*both the Présentation → Fixation → Exploitation and the Situation-Problème instruction types	both the 'Présentation → Fixation → Exploitation' and the 'Situation-Problème' instruction types
p.86, 2 nd paragraph, 3 rd line	*I would personally argue	I would personally argue
p.86, 3 rd paragraph, penultimate line	*and develop the learning objectives	and developing the learning objectives
p.87, 4 th paragraph	*6. Hypothesize about	5. Hypothesize about
p.88, 2 nd paragraph, 2 nd line	*in the way that the judge more adequate	in the way that they judge more adequate
p.88, 2 nd paragraph, 4 th line	*examples of menus and recipe	examples of menus and recipes
p.89, 2 nd paragraph, 3 rd line	*the genre-based has very little importance	the genre-based approach has very little importance
p.89, 2 nd paragraph, 6 th line	*and even in the curricula for HoReCa students, where they are more often mentioned do not use them as text genres	and even the curricula for HoReCa students, where they are more often mentioned, do not use them as text genres
p.89, 2 nd paragraph, 11 th line	*and that they way	and that the way
p.89, 3 rd paragraph, 4 th line	*Moreover, the genre of the menu and the recipe	Moreover, the genres of the menu and the recipe

Table from pages 44 & 45

		'genre'	'menu'	'recette'
These curricula also apply to some schools of the official subsidised network.	<i>Langues modernes : Outil d'accompagnement du référentiel 'Socles de compétences'. 1^{er} degré commun, 4 périodes/semaine. (2018) 143 pages</i>	0	2	5
	<i>Langues modernes outil d'accompagnement du référentiel 'Compétences terminales et savoirs requis à l'issue des humanités générales et technologiques'. 2^e degré de l'enseignement général. Langue moderne 1. 4p/s. (2018) 154 pages</i>	0	4	3
	<i>Langues modernes outil d'accompagnement du référentiel 'Compétences terminales et savoirs requis à l'issue des humanités générales et technologiques'. 2^e degré de l'enseignement général et technique de transition. Langue moderne 2. 4p/s. (2018) 179 pages</i>	0	2	5
	<i>Langues modernes outil d'accompagnement du référentiel 'Compétences terminales et savoirs requis à l'issue des humanités professionnelles et techniques'. 2^e degré TQ. Formation commune. 2 à 4p/s. (2018) 171 pages</i>	0	2	5
	<i>Note pédagogique. Cours de langues modernes dispensés dans les options de base groupées. Secteur 4 : Hôtellerie-Alimentation. Options 'restauration' et 'hôtelier-restaurateur'. (2018) 74 pages</i>	0	5	0

Table 11: Occurrences of 'genre', 'recipe' and 'menu' in the curricula issued by the WBF network.