
The place and interest of creative writing in instructed foreign language acquisition

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

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Erratum

This erratum lists the errors found in my master’s dissertation and provides the corresponding corrections. It should be noted that due to a technical issue, the first two pages have been numbered twice, which is why they will be numbered “0”.

Location of the mistake	Mistake	Correction
p. 0, par. 1, line 4	*During holidays, my sister and I would usually take a moment during holidays to write some postcards [...]	During holidays, my sister and I would usually take a moment to write some postcards [...]
p. 1, footnote 1	*[...] the appendices are made available on USB sticks to the supervisors and to the readers on USB sticks [...]	[...] the appendices are made available on USB sticks to the supervisors and to the readers [...]
p. 19, par. 2	*The following sentences need to be deleted: At the core of the communicative method stands the active participation of the pupils, hence called “action-oriented approach”. According to the Council of Europe (2001), this approach “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone can give	/

	them their full meaning” (p. 9). Here, communication is perceived as a means that, together with “critical thinking, self-reflection, creativity, and adaptability”, contributes to the fulfilment of the task (Germain-Rutherford, 2021, p. 92).	
p. 19, par. 5	* Finally, since the beginning of the 21st century, the action-oriented approach has been advocated by <i>The Common European Framework of Reference for Languages</i> (CEFR). Teachers are advised to [...]	Finally, since the beginning of the 21st century, the action-oriented approach has been advocated by <i>The Common European Framework of Reference for Languages</i> (CEFR). According to the Council of Europe (2001), this approach “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone can give them their full meaning” (p. 9). Here, communication is perceived as a means that, together with “critical thinking, self-reflection, creativity, and adaptability”, contributes to the fulfilment of the task (Germain-Rutherford, 2021, p. 92). Teachers are advised to [...]
p. 32, par. 1	*The following sentence needs to be deleted: At the same time, this tension between coercion and freedom implies that “a unique combination of thought and feeling” is needed to create the “ingenuity of a plot” (ibid.).	/
p. 50, par. 3, line 5	*Based on this, it can be concluded that it is up to the teacher to find a balance between motivating students to write creatively and clearly articulating their expectations.	Based on this, it can be concluded that it is up to the teacher to find a balance between motivating students to write creatively and clearly articulating their expectations.
p. 80, par. 4, line 7	No indention	/