

The beneficial use of podcasts in the teaching of English to students in qualifying education

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Erratum

The beneficial use of podcasts in the teaching of English to students in qualifying secondary education.

Location of the mistake	Mistake	Correction
p.1, 2 nd paragraph, 5 th line	*frameworks which might...	frameworks, which might...
p.2, 4 th paragraph, 3 rd line	*specific genre of podcast	specific genre of the podcast
p.3, 1 st paragraph, 9 th line	*teachers who showed a real interest in such a project has...	teachers, who showed a real interest in such a project, has...
p.5, 1 st paragraph, 8 th line	*of great importance to later in this dissertation.	of great importance to later parts of this dissertation.
p.6, 1 st paragraph, 9 th line	*An example thereof are schools belonging to the Secrétariat Général de l'Enseignement Catholique (SeGEC) are part of the "réseau libre".	An example thereof would be schools belonging to the Secrétariat Général de l'Enseignement Catholique (SeGEC), which are part of the "réseau libre".
p.7, 1 st paragraph, 2 nd line	*sometime	sometimes
p.7, footnote number 5, 5 th line	*which validation is mandatory	which validation are mandatory.
p.8, 2 nd paragraph, 2 nd line	*podcasts	podcast
p.10, 1 st paragraph, 16 th line	*approach as well as the now recommended action-oriented approach by the CEFR.	approach, as well as the action-oriented approach now recommended by the CEFR.
p.11, 2 nd paragraph, 2 nd line	*varie	varies
p.11, footnote number 15, 3 rd line	*indicate that the higher level of proficiency is targeted in skills pertaining to the reception (LC and RC).	indicate that the thematic fields pertaining to the higher level of language proficiency are targeted.
p.12, 1 st paragraph, 9 th line	*of the oral interactions as depicted...	of the oral interactions, as depicted

p.14, 1 st paragraph, 5 th , 10 th , 14 th , 19 th lines	The various quotes were translated, but this was not indicated.	My translations.
p.14, 1 st paragraph, 21 st line	*the discrepancies which ...	the discrepancies, which
p.16, 1 st paragraph, 10 th line	*Each of these have their own specific features, with some of which linking them all back to the main textual genre of the advertising.	Each of these has their own specific features, some of which link them all back to the main textual genre of advertising.
p.16, 1 st paragraph, 19 th line	* <i>type of texts</i>	<i>type of text</i>
p.16, 1 st paragraph, 20 th line	*, and which	, which
p.17, 1 st paragraph, 1 st line	*the textual genre	a textual genre
p.17, 2 nd paragraph, 8 th line	*Schneuwly and Dolz, ...	Schneuwly and Dolz ...
p.18, 1 st paragraph, 12 th line	*omitting	omit
p.19, 1 st paragraph, 10 th line	*Schneuwly to form “groupings of textual genres” (2016: 85), also called “family of textual genres” ...	Schneuwly, to form “groupings of textual genres” (2016: 85), also called “families of textual genres”
P.20, title of Figure 3	*(2019)	(2019a: 57)
p.21, 1 st paragraph, 6 th line	*(5)	(2018: 5)
p.21, 1 st paragraph, 7 th line	*family	families
p.22, 2 nd paragraph, 6 th line	*definition of the found	definition found
p.23, 1 st paragraph, 11 th line	*that of podcasts	that of the podcast
p.24, 1 st paragraph, 16 th line	*the freedom this peculiar genre provides...	the peculiar genre of the podcast provides...
p.25, 1 st paragraph, 2 nd line	*work	works
p.25, 2 nd paragraph, 4 th line	*categories which	categories, which
p.25, 3 rd paragraph, 2 nd line	*which nevertheless all ...	* which, nevertheless, all ...
p.25, 3 rd paragraph, 15 th line	*, here is what ...	, here, is what ...
p.28, 2 nd paragraph, 1 st line	*podcast	podcasts
p.31, 2 nd paragraph, 2 nd line	*Paltridge	Simons
p.31, 3 rd paragraph, 3 rd line	* <i>broadcasts</i>	<i>broadcast</i>
p.32, 2 nd paragraph, 12 th line	*If it has...	It has...

p.33, 2 nd paragraph, 1 st line	*discussed both genres	discussed by both genres
p.34, 2 nd paragraph, 2 nd and 3 rd lines	* If the former does not have a prescribing function on the latter, it is worth reminding that the CEFR does still give a variety of suggestions regarding FL teaching.	The former does not have a prescribing function on the latter. It is, however, worth reminding that the CEFR does still give a variety of suggestions regarding FL teaching.
p.34, 2 nd paragraph, 18 th line	*podcasts are	podcast is
p.34, 3 rd paragraph, 1 st line	*that of podcasts	that of the podcast
p.35, 1 st paragraph, 6 th line	*among similar other such as ‘type of support’.	among others similar, such as ‘type of supports’, which were searched.
p.36, 1 st paragraph, 11 th and 12 th lines	*(CL and CA) [...] (EO [...] EE)	(RC and LC) [...] (OE [...] WE)
p.37, 1 st paragraph, 10 th line	*The item conversation being intrinsically linked to languages in general has ...	The item conversation, being intrinsically linked to languages in general, has ...
p.37, 1 st paragraph, 12 th line	*three documents which ...	three documents, which
p.38, 3 rd paragraph, 1 st line	*If description were, indeed, available, the answer ...	Descriptions were, indeed, available. However, the answer ...
p.39, 1 st paragraph, 1 line	*invalidate	invalidated
p.39, 2 nd paragraph, 8 th line	*podcast	podcasts
p.39, 3 rd paragraph, 2 nd line	*the experimentation	the experiment
p.41, 1 st paragraph, 6 th line	*initial answer but did not go through with the experiment.	initial answer, but did not go through with the experiment.
p.41, 2 nd paragraph, 4 th line	*in their participation as well as ...	in their participation, as well as ...
p.42, 2 nd paragraph, 2 nd line	*This claim	This decision
p.43, 2 nd paragraph, 1 st line	*the fourth hypothesis regarding the potential lack of knowledge of FL	the fourth hypothesis, regarding the potential lack of knowledge of FL

	instructors regarding the concept of textual genres proved to be right.	instructors regarding the concept of textual genres, proved to be right.
p.44, 1 st paragraph, 3 rd line	*factors which ...	factors, which
p.44, 1 st paragraph, 5 th line	* If an item was found in both responses, it was deemed significant enough...	Items found in both responses were deemed significant enough...
p.45, 2 nd paragraph, 6 th line	*were therefore of ...	were, therefore, of ...
p.46, 2 nd paragraph, 5 th line	*as well as the number of periods dedicated to English classes the participating pupils followed per week.	as well as the number of periods, dedicated to English classes, participating pupils followed per week.
p.47, 1 st paragraph, 6 th line	*L1; hence the two...	L1. Hence, the two...
p.48, head of table 6	*Q1a	Q1.1
p.49, head of table 7	*Q1b	Q1.2
p.51, 2 nd paragraph, 5 th line	*their internship T2 clarified	their internship, T2 clarified
p.51, footnote number 56		Needs to be erased
p.52, 2 nd paragraph, 2 nd line	*is mentioned	was mentioned
p.52, 2 nd paragraph, 3 rd line	*appear	*appeared
p.53, 1 st paragraph, 1 st line	*is highlighted	was highlighted
p.54, head of table 10	*the following helped	the following items helped
p.56, 1 st paragraph, 21 st line	*Teacher 2	Teacher 3
p.57, T2, 5 th line	*to exercise	the exercising of
p.57, 1 st paragraph, 7 th line	*didactic sequence as well as the very nature of the textual genre of the podcast were ...	didactic sequence, as well as the very nature of the textual genre of the podcast, were ...
p.58, 1 st paragraph, 2 nd line	*or modifications which ...	or modifications, which ...
p.61, 1 st paragraph, 3 rd line	*Each of the item...	Each of the items...
p.61, 1 st paragraph, 11 th line	*does not hinder but rather	does not hinder, but rather
p.61, 1 st paragraph, 13 th line	*students need	students needed
p.61, 1 st paragraph, 16 th line	*starting point even if...	starting point, even if...
p.62, 1 st paragraph, 1 st line	*whom	which

p.62, 1 st paragraph, 16 th line	*be made based on the results of the previously discussed items related to the provided tools as well as ...	be made, based on the results of the previously discussed items related to the provided tools, as well as ...
p.62, 1 st paragraph, 18 th line	*future experimentations	future experimentation
p.62, 2 nd paragraph, 2 nd line	*If overall, ...	Overall, ...
p.63, 2 nd paragraph, 5 th line	*to adapt of the various tools	to adapt the various tools
p.63, 4 th paragraph, 1 st line	*bias which might be identified is ...	bias, which might be identified, is ...
p.64, 3 rd paragraph, 2 nd line	*response	responses
p.65, 1 st paragraph, 2 nd line	*factor which,	factor, which
p.67, 1 st paragraph, 5 th line	*Finally Respondent 3	Finally, Respondent 3
p.67, 2 nd paragraph, 5 th line	*“stemmed from the fear to be considered as annoying”	“stemmed from the fear of being considered as annoying”
p.67, 3 rd paragraph, 5 th line	*both Respondent 1 and 3	both Respondents 1 and 3
p.70, 1 st paragraph, 1 st line	*competence	competences
p.70, 1 st paragraph, 4 th line	*regarding competence	regarding the competence
p.70, 3 rd paragraph, 2 nd line	*during the English FL classes	during English FL classes
p.70, 4 th paragraph, 3 rd line	*to determine if the didactic	to determine whether
p.71, 1 st paragraph, 1 st line	*to determine if	to determine whether
p.71, 2 nd paragraph, 3 rd line	*determining if any	determining whether any
p.73, 2 nd paragraph, 1 st line	*to describe what the word	to describe the word
p.74, 1 st paragraph, 4 th line	*‘content of podcasts’ which	‘content of podcasts’, which
p.74, 2 nd paragraph, 1 st line	*determining if	determining whether
p.75, 1 st paragraph, 1 st line	*claimed to not listen	claimed not to listen
p.75, 2 nd paragraph, 1 st line	*Finally, students were asked if they saw any interest in the integration of podcasts in their regular English course would be of any interest to them.	Finally, students were asked whether they saw any interest in the integration of podcasts in their regular English course.

p.76, 3 rd paragraph, 1 st line	*of podcasts in the regular teaching program of English classes were mainly	of podcasts, in the regular teaching program of English classes, were mainly
p.77, 3 rd paragraph, 4 th line	*their mastering listening	their mastering of the listening
p.80, 3 rd paragraph, 1 st line	*faction	factor
p.80, 3 rd paragraph, 3 rd line	*Then <i>vocabulary improvement, ...</i>	Then <i>vocabulary improvement, ...</i>
p.80, 3 rd paragraph, 6 th line	*that podcasts	*that podcast
p.82, 1 st paragraph, 1 st line	*podcasts proposed by students also pointed towards an already established understanding of the textual genre as a crucial component of the previously presented operational definition of the latter were cited.	podcasts, proposed by students, also pointed towards an already established understanding of the textual genre, as crucial components of the previously presented operational definition of the latter were cited.
p.82, 2 nd paragraph, 8 th line	* The various set of lessons which were taught during the experiment seem to have been beneficial to the self-perception of students.	The various set of lessons, which were taught during the experiment, seem to have been beneficial to the self-perception of students.
p.82, 2 nd paragraph, 15 th line	*questionnaire	questionnaires
p.82, 2 nd paragraph, 16 th line	*skill	skills
p.83, 1 st paragraph, 8 th line	*not be opposed starting and listening	not be opposed to starting and listening
p.83, 2 nd paragraph, 2 nd line	*posttest	posttests
p.83, 2 nd paragraph, 4 th line	*questionnaire	questionnaires
p.84, 2 nd paragraph, 3 rd line	*(101)	(1979: 101)
p.84, 4 th paragraph, 6 th line	*to the term	with the term
p.84, 5 th paragraph, 2 nd line	*that despite knowing	that, despite knowing
p.87, 1 st paragraph, 1 st line	*This chapter is, mainly	This chapter is mainly

p.87, 2 nd paragraph, 1 st line	*This chapter starts, by	This chapter starts by
p.88, 2 nd paragraph, 13 th line	*the initial and final task	the initial and final tasks
p.89, 2 nd paragraph, 8 th line	*(Simons 2022: 40) but also	(Simons 2022: 40), but also
p.89, 2 nd paragraph, 15 th line	*do work or not in that	do work, or not, in that
p.91, 3 rd paragraph, 2 nd line	*how the self-perception	how self-perception
p.91, 3 rd paragraph, 3 rd to 4 th lines	* true for textual genre	true for textual genres
p.92, 2 nd paragraph, 2 nd line	*This, stage particularly	This stage particularly
p.92, 3 rd paragraph, 1 st line	* “language ...	“linguistic ...
p.92, 3 rd paragraph, 3 rd line	*This is, usually	This is usually
p.93, 1 st paragraph, 3 rd line	*mobilize every learnt resource to solve the ‘problem’ which	mobilise every resource learnt to solve the ‘problem’, which
p.94, 1 st paragraph, 1 st line	*instructions which do not give them the right amount of autonomy might	instructions, which do not give them the right amount of autonomy, might
p.95, 3 rd paragraph, 1 st and 2 nd lines	*One of the challenges which might discourage teachers to use authentic material is the inherent difficulty to understand those for students.	One of the challenges, which might discourage teachers to use authentic material, is the inherent difficulty for students to understand those.
p.96, 2 nd paragraph, lines 12 to 14	*In other words, the didactisation of texts gathers both the advantages of authentic and pedagogic texts as it provides documents which still stand as examples of some components of the targeted genre whilst showcasing attainable features which	In other words, the didactisation of texts gathers both the advantages of authentic and pedagogic texts as it provides documents, which still stand as examples of some components of the targeted genre. This, whilst showcasing attainable features, which students

	students might exploit in their own production.	might exploit in their own production.
p.97, 2 nd paragraph, 3 rd line	*the data already given.	the already given data.
p.97, 3 rd paragraph, 11 th line	*the FTC, for instance.	the FTC.
p.98, 2 nd paragraph, 2 nd line	*through the whole experimentation.	through the whole experiment.
p.99, 3 rd paragraph, 1 st line	*allowed the student	allowed the latter
p.99, 3 rd paragraph, 5 th line	*it and therefore is to be considered as	it and is, therefore, to be considered as
p.100, 2 nd paragraph, 3 rd line	*As mentioned previously (see 4.3), which are each discussed in the following subsections.	Sentence to be erased.
p.100, 2 nd paragraph, 5 th line	*involved teachers	teachers involved
p.101, 1 st paragraph, 6 th line	*The latter represented	The latter were represented
p.101, 2 nd paragraph, 9 th line	*the exercises which might be overlooked	the exercises, which might have been overlooked
p.101, 2 nd paragraph, 10 th line	*However, were encouraged	However, teachers were
p.101, 2 nd paragraph, 12 th line	*briefly mentioned the hereby toolbox	briefly mentioned in the hereby related toolbox
p.102, 1 st paragraph, 4 th line	*taught the didactic sequence	taught in the didactic sequence
p.102, 1 st paragraph, 6 th line	‘recommendations’ was	‘recommendations’ were
p.102, 3 rd paragraph, 5 th line	*The part of the podcasts which were kept in the final edited version selected also showcased a set of interesting, fixed expressions and along vocabulary already known or targeted by students in the “reception	The parts of the podcasts, which were kept in the final edited version, also showcased a set of interesting, fixed expressions and vocabulary words already known by students in the ‘reception and tourism agent’ qualifying option.

	and tourism agent” qualifying option.	
p.103, 2 nd paragraph, 5 th line	*allowing the student	allowing the students
p.104, 1 st paragraph, 1 st line	*students to the experiment	students during the experiment
p.104, 3 rd paragraph, 5 th line	*the textual genre the podcast	the textual genre of the podcast
p.104, 3 rd paragraph, 8 th line	*timeframe of 2 minutes minimum to 3 minutes maximum	timeframe of minimum 2 minutes to maximum 3 minutes
p.104, 3 rd paragraph, 9 th line	*production	productions
p.105, 3 rd paragraph, 2 nd line	*resources to students	resources for students
p.109, 1 st paragraph, 1 st line	*on one hand	on the one hand
p.109, 2 nd paragraph, 2 nd line	*above was constituted	above was made
p.111, 1 st paragraph, 6 th line	*kinds of exercise	kinds of exercises
p.111, 2 nd paragraph, 3 rd line	*the two stages the minimum...	the two stages. The minimum...
p.111, 2 nd paragraph, 12 th line	*they wish	they wished
p.112, 1 st paragraph, 6 th line	*worked on with the students	worked on with students
p.114, 1 st paragraph, 1 st line	*that podcasts which were	that podcasts, which were
p.114, 2 nd paragraph, 3 rd line	*compared to was demanded	compared to what was demanded
p.116, 2 nd paragraph		This paragraph needs to be erased.
p.117, 3 rd paragraph, 1 st line	*production	productions
p.120, 1 st paragraph, 3 rd line	*by Granger et al.	by Granger et al. (2022)
p.123, 2 nd paragraph, 7 th line	*the duration of the podcast	the required duration
p.124, 1 st paragraph, 2 nd line	*Then, another factor which might have helped pupils in producing longer podcasts would...	Then, another factor, which might have helped pupils in producing longer podcasts, would...

p.124, 1 st paragraph, 10 th line	*Hence, increasing the length	Hence, the increased length
p.124, 2 nd paragraph, 10 th line	*The podcasts of students which were oriented towards the interview type saw pupils	The podcasts of students, which were oriented towards the interview type, saw pupils
p.124, 2 nd paragraph, 13 th line	*explanation to the lower number	explanation for the lower number
p.125, 2 nd paragraph, 3 rd line	*in the pretest	in the pretests
p.125, 2 nd paragraph, 9 th and 10 th line	*the that final production.	their final productions.
p.126, 4 th paragraph, 2 nd line	*describes as the lack of	describes as being the lack of
p.127, 1 st paragraph, 1 st line	*the roles designer	the roles of designer
p.127, 3 rd paragraph, 2 nd line	*didactization	didactisation
p.127, 5 th paragraph, 9 th line	*the posttest seems that	the posttest seems to suggest that
p.128, 1 st paragraph, 3 rd line	*pretests does not signify	pretests, it does not signify
p.128, 1 st paragraph, 5 th line	*those in available in the pretest	those available in the pretests
p.128, 2 nd paragraph, 3 rd line	*however other aspect	however, other aspects
p.128, 3 rd paragraph, 2 nd line	*a total of respectively 46 and 43 students participating to the pre- and posttest	a total of 46 and 43 students participating to, respectively, the pre- and posttest
p.129, 2 nd paragraph, 4 th line	*the question whether they	the question of whether they
p.129, 5 th paragraph, 1 st line	*Whilst it seems	Whilst this dissertation seems
p.129, 5 th paragraph, 2 nd line	*qualifying education still needs	qualifying education, this hypothesis still needs
p.131, 1 st paragraph, 5 th line	*as those pupils	and
p.131, 1 st paragraph, 8 th line	*impact the potential	impact that the potential

p.131, 2 nd paragraph, 8 th line	*pupils which were taught the experimental didactic sequence to future students taking part to a similar experiment.	pupils, which were taught the experimental didactic sequence, to future students taking part in a similar experiment.
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Primary literature missing:

Book

Granger, Sylviane, et al. *The Louvain Error Tagging Manual Version 2.0*. 2022.