

Sujet inédit n° 1 corrigé

Tout pour réussir le CLES 2 – Anglais – 2012-13 – Vuibert – Pierre COUTURIER

Vous disposez de 2 h et 45 minutes pour faire les trois premières parties (CO, CE et PE).

Situation.

Dans le cadre de votre master en sciences de l'éducation, vous êtes amené à effectuer un stage dans une administration locale du ministère de l'Éducation britannique. Vous travaillez dans un service qui s'intéresse plus particulièrement à l'enseignement des langues étrangères au Royaume-Uni et aux difficultés que rencontrent ces disciplines à l'heure actuelle.

Tâche écrite

Votre chef de service vous demande de rédiger une synthèse à partir d'une série de documents audio ou vidéo et de documents écrits. Vous devrez présenter les principales idées de ces documents dans une synthèse structurée.

Tâche orale

Vous allez participer à un débat avec un(e) autre candidat(e) sur le sujet présenté au début de la situation. Au cours de ce débat, vous présenterez et défendrez la position qui vous sera attribuée par tirage au sort.

Documents proposés

Document oral 1 (audio): « Foreign Languages », fichier n° 18, académie de Caen

Document oral 2 (vidéo): « Dropping modern languages in UK schools », SKY News, 24 août 2010

Texte 1 : « Huge fall in number of schools where pupils must study a language », *The London Evening Standard*, 21 février 2011

Texte 2 : « Language crises facing UK schools », *The Guardian*, 3 décembre 2006

Texte 3 : « Universities betraying foreign languages », *The Telegraph*, 20 octobre 2009

Activités de compréhension orale (30min)

Les deux documents oraux utilisés dans cette partie sont accessibles directement sur Internet.

[-www.discip.crdp.ac-caen.fr/anglais/documents/cottenceau/PE/ concoursFE2004.htm](http://www.discip.crdp.ac-caen.fr/anglais/documents/cottenceau/PE/concoursFE2004.htm)

[-www.youtube.com/watch?v=qqp5-pMtaKw](http://www.youtube.com/watch?v=qqp5-pMtaKw)

Document 1: "Foreign Languages"

Exercice 1:

For David Cornwall, primary school teachers may be if they have to teach foreign languages.

Exercice 2:

David Cornwall talks about a campaign that is supported by Unions. The name of the campaign is

Exercice 3:

Speaking of teaching foreign languages in primary schools, Mr Cornwall concludes by saying that "at the moment, there just isn't time"

Exercice 4:

Say whether the following statements are right or wrong. Do not justify your answers. Tick (✓) the right solution.

	Right	Wrong
David Cornwall will participate in a BBC Radio 4 programme next Monday to discuss the problem.		
The pilot project will include 2,000 or 3,000 secondary schools.		

Exercice 5:

What expression used by Mr Cornwall shows that primary school teachers already have a lot to teach?

.....

Exercice 6:

The Ambassador explains that participating schools will receive He also says there's one other issue:

Document 2 : "Dropping modern language in UK schools"

Exercice 7:

How are foreign languages ranking in the chart of favourite subjects? For the first time ever, languages are

Exercice 8.

What new subject do students choose instead?

.....

Exercice 9.

The woman says that maybe, this is an indication

The journalist answers that it's rather the indication that

Exercice 10.

Say whether the following statements are right or wrong.

	Right	Wrong
For the examination at the end of high school, children are not obliged to take a foreign language.		

The journalist says that when she was a child, she never had to pass a language test.		
According to the second journalist, British children should have to study one foreign language.		
The two interviewees agree that English is the language of business.		
Both men believe it is necessary to speak German.		

Exercice 11.

How does the second journalist qualify the attitude of the British Nation?

.....

For him, it is necessary to know a little bit of the language of

Activités de compréhension écrite

Durée : 1 h 15 a 1 h 30

Texte 1

Anna Davis, "Huge fall in number of schools where pupils must study a language", *The London Evening Standard*, February 21, 2011.

Nine out of 10 London state schools allow pupils to drop languages before they take their GCSEs, new research shows today. The number of schools where studying a language past the age of 14 is compulsory has fallen from 32 per cent to 10 per cent in a year. More and more pupils are being allowed to drop the subjects even though it means they cannot obtain the new English Baccalaureate qualification for which a foreign language is required.

The figures were produced by the National Centre for Languages. According to its research, fewer pupils in year 10 are currently studying a language than in year 11, so numbers taking GCSEs in the subjects will continue to fall.

Nationally, languages are compulsory in 89 per cent of independent schools.

French, Spanish and German are the most popular languages in London state schools, followed by Mandarin, Arabic and Urdu. The centre is supporting a campaign calling for all secondary school pupils to have a working knowledge of a second language, and all graduates to be qualified in one.

Baroness Coussins, who chairs the All-Party Parliamentary Group on Modern Languages, said England was joint bottom of a table of 39 developed countries for time spent on the subjects by 12- to 14-year-olds.

She added: "A national languages recovery programme is needed to improve our children's employment prospects and the influence of the UK on the international stage."

Education Secretary Michael Gove introduced the English Baccalaureate this year for students who obtain a good grade in five core subjects: English, maths, science, history or geography and a language.

Kathryn Board, chief executive of the centre, said: "The decision to include languages in the Baccalaureate signals the Government's recognition that a degree of competence in a foreign language is an essential part of everyone's education."

However, Linda Parker, director of the Association for Language Learning, said: "Teachers often have to struggle to get the curriculum time and structures they need to teach languages effectively. "

Texte 2

Isabelle Chevallot, "Language crisis facing UK schools", *The Guardian*, December 3 2006.

Ahead of a major report on how government policy wrecked foreign language teaching, academics demand new start for millions of children.

Teenagers at a school in Manchester were overjoyed when they were told they could drop French this year. Out of 100 pupils just

15 signed up for the GCSE. So few showed an interest in German that the school decided not to offer it at all.

Grace Hallows and her friend Sam Mottershed were among the handful who carried on. 'My Dad said he really regretted not listening in French lessons when he was at school,' said Grace, 14. 'He said it would look good on my CV and be useful for skiing.' Many of their classmates were put off foreign languages because they were 'less fun' than other lessons like PE or art, added Sam, 15. 'Languages are hard. If we were given a choice as to whether or not we took maths I am sure a lot of people would drop that too.' Language teaching in England and Wales is in crisis. Fifty leading academics have written to The Observer this weekend to express alarm about the slump in the number of teenagers taking GCSEs in foreign languages. A letter signed by professors and heads of language departments from dozens of top universities, including Oxford, Cambridge and the London School of Economics (LSE), calls for the government to reverse its controversial policy allowing pupils to drop languages at 14. The move, that came into force two years ago, embedded the notion that 'languages do not matter, that English is enough', the letter says.

University College London is so concerned by the lack of language ability among pupils that it is considering making a language qualification at 16 compulsory for all applicants. The government 'decision was absolutely

crazy', said Helen Wata-nabe-O'Kelly, professor of German literature at the University of Oxford and one of the signatories. 'At the time that other European countries are introducing two languages in schools we are told our children don't need them.' It also bred elitism, she added, because state schools cut back on languages while independent schools added new options, such as Japanese and Chinese. Clarissa Farr, head of St Paul's Girls' school, a leading private school, said the decision was 'benighted'. Along with academics, teachers and campaigners, Farr is hoping that Lord Dearing, who will publish the interim findings of his inquiry into languages in schools next week, may signal a government U-turn. Nick Byrne, director of the LSE Language Centre and lead signatory of today's letter, said reversing the decision would show that learning a language was a core skill like English and maths. 'Compulsion may not generate hundreds of linguists but it is symbolic. It is about what we want a rounded person to be.'

One thing is clear: the UK has a shameful record on foreign languages and there has been a dramatic fall in the numbers studying them. This month, a report concluded that the subjects were fast becoming the preserve of the middle classes. Nearly a third of schools had less than 25 per cent of pupils studying a foreign language after 14, the study by the National Centre for Languages (CiLT) found. The poorest teenagers were least likely to be learning a language, it added. The figures raised fears that a generation of monolingual youngsters would struggle to compete in a global job market. Out of the 25 European Union countries the UK only beats Hungary in the proportion of its citizens able to have a conversation in a second language. A study by the European Commission showed that 30 per cent of people in the UK were able to do this, compared to 91 per cent in the Netherlands, 88 per cent in Denmark, 62 per cent in Germany and 45 per cent in France.

The architect of the government reforms said it was the poor record in languages that led to the decision to let 14-year-olds to drop the subject, leaving money to spend on far younger children. Baroness Estelle Morris, former education secretary, said it would be a 'tragedy if the government was frightened' into reversing a decision that handed power from Whitehall to headteachers. 'We are lousy at foreign languages and shouldn't be,' said Morris. 'So you have to do something different. You need to decide where you invest the effort, energy and enthusiasm. Not on 15-year-olds who do not want to do it but five to 11-year-olds.' There was not the money to cover both, so primary school children should face compulsion, she said.

'Foreign languages give economic and cultural value,' said Mike Harris, head of education and skills at the Institute of Directors. 'But from our members perspective the argument relating to economic value is overblown. They do not see languages as the main skills gap.'

However, the most powerful academic board at University College London will next week vote on proposals that would require every applicant to have a qualification in a foreign language at 16. Michael Worton, chair of the board and professor of French language and literature, said he hoped to 'aspire' rather than force pupils to keep up languages.

Worton, an advisor to Dearing, said he had once been convinced by forcing pupils to do a GCSE but now thought other methods could remedy the problem. Schools wanting to place children in top universities would have to offer languages, he added. When Dearing sets out his early conclusions late next week he is likely to call for new ways to enthuse young people. Experts claim that GCSEs and A-levels are boring, requiring teenagers to talk about their day at school or directions to the train station. Dearing said he will aim to 'identify the fundamental reasons why languages dropped so sharply in Key Stage 4' and find ways to ensure that courses are 'engaging for teenagers and recognises their different aspirations and interests'. He is also likely to look at provision in primary school where Morris's plans are starting to take effect. Hilary Beynon, a language teacher from Newport, South Wales, usually has A-level students but now runs an after-school class four days a week

where children sing and do role plays in Spanish. 'The way in which they absorb language is amazing,' she said. While most people welcome efforts with younger children they say there is a 'lost generation' who did not learn languages early on and will drop them at 14. 'You did not need to be able to predict the future to know this would happen,' said Linda Parker, director of the Association of Language Learning.

How others do it.

Germany

English has been compulsory for all secondary pupils since the end of the Sixties. Most federal states offer a foreign language at primary level, usually at the age of eight, although some schools offer it earlier. Chinese, Japanese and Czech is also taught in some schools.

Sweden

English is the first foreign language and is compulsory for all children. In the late Sixties, English was introduced at the age of nine or ten. A new national curriculum in 1995 resulted in many

learning it from seven or eight. A second compulsory language is introduced at the age of 11 or 12, from a choice of German, French and Spanish. A third language is optional two years later.

USA

The United States has no official policy. Responsibility for schooling rests with states and not the national government. The majority of states have secondary school foreign language programmes. Spanish instruction has increased, as well as Japanese and Russian.

Texte 3

Graeme Paton, "Universities 'betraying' foreign languages", *The Telegraph*, October 20, 2009.

Universities are being forced to "dumb down" foreign language degrees because of a dramatic drop in the number of teenagers studying French and German at school, according to an official report. Standards have been "betrayed" in recent years as institutions attempt to attract students from a rapidly "diminishing field", it is suggested.

The study said some universities were ditching texts in foreign languages in favour of English translations to make them easier to understand.

University departments are also offering courses focusing on contemporary culture and film to appeal to modern teenagers. The report – funded by the Government's Higher Education Funding Council for England – said that academics were being required to provide "remedial" lessons for first-year students because A-levels fail to give them a decent grounding in basic grammar or language.

It comes amid growing fears over a decline in the popularity of French, German, Spanish and Italian at all ages in the last decade. The study, by Professor Michael Worton, vice-provost of University College London, said that the number of undergraduates studying foreign languages had dropped five per cent and many departments had already closed.

It found that Labour's decision to make the subject optional at GCSE level in England five years ago had sent out a "powerful negative message".

A drop in the number of pupils studying languages at GCSE and A-level meant the discipline was seen as a "diminishing field", leading to a "loss of status and often of funding". "The absence of foreign languages from the

national curriculum after the age of 14 sends out a powerful negative message, especially in comparison with other countries, be this in continental Europe, the Far East, Central Asia and so on," the study said. "There remains no sense nationally or internationally that the UK is committed to multilingualism."

Prof Worton, professor of French language and literature, was commissioned by Hefce to review languages at English universities amid concerns about falling student numbers and a lack of funding.

He found that moves by the Government to protect funding for science and maths-based subjects amounted to an 11 per cent cut in funding for languages.

A survey of universities conducted for the review said language departments felt "vulnerable and beleaguered" and the importance of the subject was not understood or recognised by the Government or potential students.

In response, he said, languages departments have been forced to alter courses.

The most widely-reported trend was towards a "greater emphasis" on cultural and film studies, the report said, resulting in a decline in literary studies.

It added: "Several departments also reported an increase in the number of courses offering texts taught in translation or other options accessible to non-linguists. This was generally driven by the need to increase student... numbers (and therefore income), but was generally perceived as a form of 'dumbing down' or even a betrayal of the nature and aims of a modern foreign languages curriculum."

The report said that in 2002/3 some 3.3 per cent of all full-time students were studying languages as part of their degree. In 2007/08 this figure was 2.9 per cent, despite a 9.4 per cent increase in the number of students at university overall.

The report found that, despite the overall decline in numbers, there was a rise in interest for Asian, Modern Middle Eastern, African and Iberian studies.

Prof Worton recommended establishing a forum for Government departments, Hefce, universities, schools and employers to agree plans for languages.

David Lammy, the Higher Education Minister, said: "I welcome this contribution to the debate on the health of modern foreign languages.

"I believe that modern languages are of real importance and value, will look carefully at the findings of the report and work closely with [the Department for Children, Schools and Families] and Hefce to take them forward."

Exercise 1:

Say whether the following sentences are true or false. Do not justify your answers. Tick (/) the right solution.

	True	False
The UK is facing a major education crisis as there's been a dramatic fall of interest in all foreign languages leading authorities to worry about the future of the country.		
The decreasing trend in the number of foreign learners numbers may continue, according to the statistics.		
The Government has launched a policy that consists in cutting down budgets on all of the school subjects.		
From a European perspective, the UK has some of the lowest rankings when it comes to learning foreign languages.		

Exercise 2:

What extracts from the texts tend to suggest that learning foreign languages is useful?

Example:

"to improve our children's employment prospects" (texte 1)

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.....

Exercise 3:

What expressions from the texts show that people are not happy with the government's decision to allow children to drop foreign languages?

Example:

"its controversial policy" (texte 2)

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Exercise 4:

For each of the following sentences, choose the appropriate answer.

1. Grace Hallows and Sam Mottershed were.

- forced to continue languages while their friends were overjoyed to drop them off.
- among the small group of students who kept on studying foreign languages.

2.The English baccalaureate.

- offers the possibility for students to pass a foreign language exam.
- requires students to pass at least one foreign language.

Exercice 5:

What are the reasons why less and less children are interested in foreign languages?

Example:

"languages are hard" (texte 2)

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Exercice 6:

Which text(s) deal with the importance of finding new teaching methods so that learners feel more interested?

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Activités de production écrite

Durée : 45 min a 1 h

You have been provided with a set of documents on the issue of the foreign languages teaching crisis in the UK.

You now have to write a summary using and organising the relevant information from the audio and video recordings and from the texts (250- 300 words).

Activités de production orale

Durée : 10 a 15 min

Situation

As a parent, you have decided to participate in a meeting organized by a local high school on the opportunity for children to drop foreign languages.

You will use information from the documents you have been studying to discuss, negotiate, and reach a compromise according to the role assigned to you.

Role A

You are a member of the Parents's Association in your children's high school. You allowed them to drop foreign languages because you believe "English is enough" and because they told you they could pass their exams more easily with other subjects.

Role B

You are a business man. Your children asked you to drop French and Spanish and you refused because you want them to be able to speak other languages fluently. You admit that the way foreign languages are taught is not always adapted, but you keep telling them it's an effort to make for their future life.