

Synthèse des rapports de jurys: admission

Remarques générales:

- Une réunion se tiendra la veille des épreuves orales.
- Les membres du jury oral ne connaissent pas la note d'admissibilité.
- Déroulement de l'épreuve:
30 mn de préparation: l'essentiel doit être consacré au sujet donné.
le dossier RAEP doit en effet avoir été relu et la présentation réfléchie avant la préparation (quelques notes suffisent).
- 60 mn d'oral dont 20 mn en anglais
 - il est impératif de connaître les programmes du lycée et du collège, le CERL et le socle commun.
 - il ne s'agit pas d'un cours : possibilité d'utiliser le tableau, de s'asseoir ou pas...
 - positionner sa voix, contrôler le débit, regarder les membres du jury.
 - utiliser un registre de langue adapté; pas d'expressions familières.
 - il est conseillé de s'entraîner avec un collègue exerçant déjà les fonctions que l'on brigue pour adapter l'attitude, la tenue, rectifier les éventuels tics de langage, la posture...
 - le candidat dispose du dossier pendant la préparation seulement.

*** 1ère partie**

10 points

10 mn de présentation du RAEP en français

20 mn d'entretien en français

A/ La présentation autonome du RAEP:

- l'anglais est déjà évalué à travers les propositions d'énoncés mentionnées.
- veiller à l'équilibre des parties.
- une connaissance parfaite du dossier RAEP est nécessaire, le dossier n'étant pas mis à disposition des candidats.
- une présentation problématisée, pertinente et dynamique est attendue.
- il faut mettre en perspective, présenter de façon synthétique, prendre du recul pour proposer un nouvel éclairage et de nouvelles stratégies, montrant une évolution de la réflexion depuis la remise du dossier écrit.
- il ne s'agit pas de se contenter d'une simple redite de ce qui est écrit.
- c'est une épreuve de communication: il faut donc être convaincant.
- faire un brouillon clair, avec des notes structurées et aérées, facilement utilisables, même en situation de stress.
- La plus grande partie de l'exposé doit être consacré à l'analyse de la séquence et non du parcours professionnel.

B/ L'entretien:

- réagir positivement aux questions du jury.
- argumenter et défendre ses choix.
- envisager d'autres pistes que celles proposées dans le dossier.
- justifier la pertinence d'une activité et expliquer en quoi elle va aider l'élève.
- prendre le temps de réfléchir avant de répondre.
- le jury attend souvent un cheminement, une réflexion plutôt qu'une «réponse».
- approfondir les éléments contenus dans le dossier, expliquer certaines parties, les mettre en perspective.
- se montrer capable de s'auto-évaluer.
- proposer des exemples concrets tirés de la pratique: productions ou réactions d'élèves par exemple.

* 2ème partie

10 points

10 mn de présentation en français

20 mn d'entretien en anglais

A/ La présentation autonome du sujet donné:

- Le sujet est donné par le jury à l'entrée en loge en début d'épreuve à partir de l'expérience professionnelle du candidat décrite dans le dossier. Il porte sur un des points du programme, un des éléments de formation correspondant à son enseignement ou à une action de formation ou d'insertion.
- Il est issu de citations de la 1ère partie du dossier RAEP.
- Il s'agit de montrer une connaissance réfléchie du contexte institutionnel (programmes, réformes, approches pédagogiques, missions et compétences des professeurs, processus d'acquisition des savoirs par les élèves, contenus culturels, place des savoirs et savoir-faire, traitement de l'hétérogénéité, place du manuel, plus value des TICE).
- Il faut étudier chaque terme de la question puis dégager une problématique.
- L'exposé doit être clair et témoigner d'une réflexion approfondie.
- Il doit mettre en lumière les compétences acquises.
- La capacité à communiquer est capitale: se détacher de ses notes, s'adresser au jury en le regardant.
- Les concepts abordés doivent être mis en lien avec la pratique ; il faut absolument s'appuyer sur la pratique personnelle.
- Le candidat doit utiliser tout le temps imparti.
- Veiller à ne pas mélanger anglais et français, par exemple: «Je fais repérer le stress»
- Quelques exemples de sujets:

En vous appuyant sur les programmes institutionnels et sur votre expérience professionnelle, vous répondez à la question suivante:

Quelle est la place et le rôle de l'erreur dans l'apprentissage d'une langue vivante étrangère?

En vous appuyant sur les programmes institutionnels et sur votre expérience professionnelle, vous répondez à la question suivante:

Le recours au numérique dans un scénario d'apprentissage constitue-t-il toujours une plus-value?

En vous appuyant sur les programmes institutionnels et sur votre expérience professionnelle, vous répondez à la question suivante:

Quel est l'enjeu de la pédagogie différenciée et quelles en sont les différentes formes?

En vous appuyant sur les programmes institutionnels et sur votre expérience professionnelle, vous répondez à la question suivante:

Dans quel mesure le travail collaboratif permet-il de développer connaissances et compétences?

Ces exemples de sujets sont disponibles à l'adresse suivante :

http://www.ac-grenoble.fr/disciplines/anglais/file/Exemples_de_questions_posees_lors_de_leepreuve_dadmission.pdf

- Faire un brouillon clair; vous trouverez un exemple ci-dessous à l'adresse suivante :

http://www.ac-grenoble.fr/disciplines/anglais/file/Brouillon_depreuve_dadmission_CAPES_reserve_2015_Sandrine_HUBINON.pdf

B/ L'entretien en anglais:

- Il s'agit d'approfondir les différents points développés dans l'exposé et d'élargir le propos.
- Le jury peut poser des questions sur le contexte institutionnel, la culture anglophone, le parcours professionnel, la culture professionnelle de l'enseignant: choix des supports, pratique quotidienne, interdisciplinarité...

- Le candidat peut également être amené à s'exprimer sur les conditions effectives d'exercice du métier ; il doit expliciter ses choix et réagir de façon pertinente.
- Une bonne connaissance du monde anglophone (culturelle, littéraire, historique...) est nécessaire.
- Il faut absolument travailler la qualité de l'expression orale. Un entraînement et une exposition quotidiens à la langue sont absolument nécessaires:
 - lecture régulière de la presse anglaise ou américaine (The Economist, The Guardian, The New York Times, The Independent...)
 - écoute assidue de la radio afin de s'imprégner des schémas intonatifs et d'accentuation
 - écoute de débats sur des thèmes d'actualité:
 - youtube
 - CNN <http://edition.cnn.com/services/podcasting/>
 - NPR <http://www.npr.org/>
 - BBC
 - Radio 4 <http://www.bbc.co.uk/radio4/on-air>
 - Radio 5
 - VOA <http://www.voanews.com/>
 - ABC news <http://www.abc.net.au/news/>
 - CBS news <http://www.cbsnews.com/>
 - Sky news <http://news.sky.com/>
- télévision et films en VO 'soap operas' et séries britanniques (Eastenders, Coronation Street, Emmerdale, etc.) ou américaines (House of Cards, Homeland, etc.).
- entraînement à la pratique de la prise de parole en continue; s'enregistrer et se réécouter régulièrement.
- conversations avec des anglophones.
- séjours réguliers et prolongés dans un pays anglophone.
- travail de la phonologie; les ouvrages et sites mentionnés ci-dessous peuvent aider les candidats à corriger les fautes couramment relevées par les jurys: débit trop lent, trop d'hésitations, tics de langage; ex: «you know», langue trop familière, intonation montante, intonation plate et francisée, déplacements d'accents, voyelles brèves et longues non différenciées, diphtongues mal réalisées, th mal réalisé, h non réalisé, mots courants mal maîtrisés, pluriels mal prononcés, /ed/ mal prononcé.
 - BONNET-PIRON, Daniel & DERMAUX, Edith. The Vocabulary Guide. Nathan, 2010.
 - DUCHET, Jean-Louis. Code de l'anglais oral. Paris, Ophrys, 2000.
 - GINESY, Michel. Mémento de phonétique anglaise avec exercices corrigés. Armand Colin, 2005.
 - LALLEMENT, Brigitte, BRION, Cécile & PIERRET, Nathalie. La Grammaire de l'Anglais. Hachette Education, 2006.
 - <http://www.soundsofenglish.org/>
 - <http://www.howjsay.com/>
- travail de la grammaire; les éléments suivants doivent absolument être maîtrisés: verbes irréguliers, emploi des temps, present perfect/preterit (for et since), présent simple et be+ing, one of / a lot of + pl, prépositions, cas possessif, forme ing, utilisation de the, modaux, verbes pronominaux, formes interrogatives indirectes, passage du discours direct au discours indirect, forme passive, pronoms, pluriels irréguliers.

Formulations fautives relevées par les jurys	Formulations correctes
Ø internet	the internet
a Chinese	a Chinese person
the French grammar	Ø French grammar
USA	the USA
the Apartheid	Ø Apartheid

the Queen Elizabeth	Ø Queen Elizabeth
Ø environment	the environment
a pair-work	Ø pair-work
a good knowledge	Ø thorough / extensive knowledge
It was a proof of...	It was Ø proof of...
We worked on Ø simple past	We worked on the simple past
It concerns the young people	It concerns Ø young people
The theme of the redemption	The theme of Ø redemption
Ø UK	The UK
a work a piece of work a work a piece of work	a classroom activity (selon le contexte)
there is too much things	there are too many things
there is many mistakes	there are lots of mistakes
they feels happy	they feel happy
If a pupil ask me...	If a pupil asks me...
People that doesn't know me	People who don't know me
more easy	easier
they work more faster	they work faster
not as good that	not as good as
better that	better than
farer	farther / further
simplier	more simply
more big	bigger
they work more faster	they work faster
not as good like the other one	not as good as the other one
more interesting that	more interesting than
each activities	each activity
all the times	all the time
an information/informations	information
I give them an information	I give them (some) information
The information are...	The information is...
These knowledges	This knowledge
It's a mean to improve...	It's a means to improve...
We watched a television serie	We watched a television series
some video	some videos
many different way	many different ways
There are many interesting thing	There are many interesting things
one of the best film	one of the best films
these approach	these approaches
a team of teacher	a team of teachers

one of my class	one of my classes
Pupils bilingual are...	Bilingual pupils are...
In front of situations very difficult...	In front of very difficult situations...
There are many things interesting.	There are many interesting things.
Actions which are representatives...	Actions which are representative...
Seven millions people...	Seven million people...
trust on someone	trust someone
depend of	depend on
participate to	participate in
interested by	interested in
I went IN England	I went TO England
answer TO a question	answer a question
What happens IN Christmas	what happens AT
go BY feet walk	go ON foot
BY my own	ON my own
take part TO trips	take part IN trips
a song FROM the Beatles	a song BY the Beatles.
consist ON	consist IN
to my view	IN my view
depend OF sth	depend ON sth
discuss ABOUT sth	discuss sth
They think on something	They think about something
It makes me think to that author.	It makes me think of that author.
We discussed about it	We discussed it
I tackled with the problem	I tackled the problem
A play from Shakespeare/A novel of D.H. Lawrence	A play by Shakespeare/ A novel by D.H. Lawrence
I know everything of the subject.	I know everything about the subject.
We went in London	We went to London
We went in a shop	We went into a shop
During the unit	In the course of the unit
Different of / that /	Different from
I'm impressed of the work...	I'm impressed with the work...
I explain them	I explain to them
I said them	I said to them
I asked to them	I asked them
I ask help	I ask for help
They were not interested by literature	They were not interested in literature
To my view	In my view

During March	In March
You can have a sandwich with £3.	You can have a sandwich for £3.
different than what happens in France	different from what
Benefit of	Benefit from
publish IN Youtube	publish ON Youtube
write ON their books	IN their books
I should have give	I should have given
They should have refuse	They should have refused
be understand	be understood
I have choosen	I have chosen
I have teached	I have taught
I've been to the US when I was 16	I went to the US when I was 16
I've been traveling to Ireland when I was young	I travelled to Ireland when I was young
I didn't do that for the moment	I haven't tried that so far
When I was ... I have studied	when I was ... I studied
I couldn't find a pupil who can...	I couldn't find a pupil who could...
I have started learning English from the age of 6.	I started learning English at the age of 6.
I have an assistant at that time.	I had an assistant at that time.
I have been in Ireland for six months (when I was a student).	I was in Ireland for six months (when I was a student).
I've asked them to fill in the blanks, then I've told them to...	I asked them to fill in the blanks, then I told them to...
Last year I've made...	Last year I made...
I live in Paris for ten years.	I have lived in Paris for ten years.
Every time I'm thinking about it, I feel worried.	Every time I think about it, I feel worried.
The picture is corresponding to the topic of the lesson.	The picture corresponds to the topic of the lesson.
I didn't came	I didn't come
He comes	He came
I have never like English	I have never liked English
I asked them to memorized...	I asked them to memorize...
I telled / I have thought / I have choosen / ...	I told / I have thought / I have chosen
When they will be able to speak English, they will travel.	When they are able to speak English, they will travel.

I know really my pupils	I really know my pupils
I went also on a trip	I also went on a trip
I'm interested also in...	I'm also interested in
they're most of the time surprised	they're surprised most of the time
We can be not enough ambitious	Not ambitious enough
They're not enough careful.	They're not careful enough.
I loved very much that book.	I loved that book very much.
I asked them what did they understand.	I asked them what they understood.
Can you explain what did you see?	Can you explain what you saw?
They want that their children to learn French.	They want their children to learn French.
I let the pupils to read.	I let the pupils read.
I make them doing the exercise.	I make them do the exercise.
I couldn't help but reading...	I couldn't help but read...
They are used to find keywords.	They are used to finding keywords.
The problem it's that...	The problem is that...
The pupils, they work in groups...	The pupils work in groups...
They haven't the same age.	They aren't the same age.
We took the students to the museum of Madame Tussaud	We took the students to Madame Tussaud's.
The subject we are going to talk about it	The subject we are going to talk about
I asked them what were the missing words.	I asked them what the missing words were
They didn't know who is he.	They didn't know who he is
I don't know what can I add.	I don't know what I can add
I asked myself about what is the reason.	I wondered what the reason was
an exposure	an exposé
you listen your pupils	listen to your pupils
I like create I like to create	I like creating
I was said	I was told
We have not many movies in our town.	We do not have many movies in our town.
There are no many songs.	There are not many songs.
Yes I think.	Yes, I think so.
"Do you have an English assistant?" "No, we don't have."	"Do you have an English assistant?" "No, we don't."
"Have you been to England?" "Yes, I did."	"Have you been to England?" "Yes, I have."
"Do you think you could try another activity?"	"Do you think you could try another activity?"

“Yes, I think.”	«Yes, I do.»
People say you	People will tell you
I explained him	I explained to him

-travailler le vocabulaire: le lexique doit être riche et il faut maîtriser le vocabulaire didactique et pédagogique (portfolio, unit of work, lesson, final task, homework, reactivation, assessment, marks...).

Formulations fautives	Formulations correctes
QCM	MCQ
realise a task	perform / carry out a task
the programmes	the syllabus / the curriculum
a competence	a skill / skills
When I got my licence	when I got my degree/ when I graduated
in my seance	in my lesson plan
my pupils' copies	my pupils' scripts
I was engaged (in a school)	I was hired / taken on
matters	subjects
all along the year	throughout the year
in the same establishment	in the same school
my sequence	my scheme of work / my unit of work
they repair the keywords	they identify / pick out the keywords
a written expression	a piece of writing
the direction of the school	the heads of school / the headmaster
an establishment	a school
the supports	the teaching material(s)
on the TNI (tableau numérique interactif)	the interactive whiteboard
the informatic room	the computer room
in adequation with	which matches / which is in harmony with
they passed the test	they took the test
my RAEP dossier	my professional portfolio
a contractual teacher	a supply teacher
actional approach	task-based learning
a heterogene group	a mixed-ability group
to register my students	to record my students
to arrive to a production	to manage to perform a task
a price of writing	a writing prize
I use the support	I use teaching material
In this unity	In this unit / chapter
I took my classroom to London	I took my class to London

Every year we have a travel abroad.	Every year we have a trip abroad.
Handicapped pupils	Pupils with special needs
To exchange in live	To have a spontaneous dialogue To speak / talk to each other spontaneously
I make an exercise.	I do an exercise.
They do mistakes	They make mistakes
I learn my pupils how to	I teach my pupils how to
I remember my pupils to take notes.	I remind my pupils to take notes.
I've never had the occasion to	I've never had the opportunity to
We travelled with an organism	We travelled with an organisation
An English	An Englishman
We saw a drama	We saw a play
We saw an exposition	We saw an exhibition
We assisted to the assembly	We attended the assembly
actual documents	recent documents
I had the chance to have	I was lucky enough to have
The most difficult is	The most difficult thing is...
We can see two persons.	We can see two people.
All the time (dans le sens de « toutes les fois »)	Every time
I do it to sensibilize the pupils.	I do it to make the pupils aware of I do it to sensitize the pupils to
They are conscious of	They are aware of
aggressivity	aggressiveness
They do their presentations	They introduce themselves
preoccupate / examine / determinate / evocate / confrontate	preoccupy / examine / determine / evoke / confront
a playwright	a playwright
It's an open-minding experience	It's a mind-opening, enriching experience
a discoverment	a discovery
I was welcomed with warmness.	I was welcomed with warmth / warmly.
According to me	In my opinion
The article is extracted from	The article was published in
It talks about	It deals with
determinate	determine
examine	examine
A concurrent	A contender
to precise	to specify

to prevent	to warn
sensible	sensitive
to support	to bear
to assist	to attend
to have facilities	to be good at
to learn	to teach
policy	politics

Sources :

- Rapport du jury 2012 :
http://media.devenirenseignant.gouv.fr/file/capes_int/26/8/anglais_217268.pdf
- Rapport du jury 2013 :
http://cache.media.education.gouv.fr/file/general/83/4/1capes_anglais_reserve_265834.pdf
- Rapport du jury 2014:
http://cache.media.education.gouv.fr/file/reserve/18/0/anglais_347180.pdf
- Rapport du jury 2015:
http://cache.media.education.gouv.fr/file/capes/02/9/anglais_531029.pdf
- Rapport du jury 2016 :
http://media.devenirenseignant.gouv.fr/file/interne/60/0/rj-2016-capes-interne-lve-anglais_614600.pdf

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