

L'ÉPREUVE DE COMPREHENSION-RESTITUTION

La clé de la réussite pour cette épreuve reste l'entraînement régulier tout au long de l'année. Il est essentiel de s'y entraîner dès le début de l'année dans les conditions du concours en se concentrant sur les trois points suivants: compréhension globale et détaillée du document sonore, prise de notes et capacité à reformuler.

L'épreuve de compréhension-restitution a permis, encore cette année, aux bons candidats bien préparés de démontrer une compréhension fine de l'anglais et une culture d'angliciste remarquable. Les candidats de 2014 trouveront l'ensemble des documents sur le site web de la Société des Anglicistes.

MODALITES DE L'ÉPREUVE

L'épreuve de compréhension-restitution constitue le dernier volet de l'épreuve sur programme et se passe à la suite de l'entretien avec le jury consécutif à l'explication de texte.

Elle se déroule de la façon suivante:

- Le candidat prend connaissance du titre du document sonore inscrit sur une feuille. Ceci permet au candidat d'anticiper le contenu possible de l'extrait qu'il va entendre et de penser d'emblée à un système d'abréviation spécifique. Par exemple, *Scottish Independence* pouvait s'abréger en *SI*, le terme revenant à plusieurs reprises au cours de l'enregistrement, *Left-Handers* en *LH* ou *Freedom of the Press* en *FP*. Un tel réflexe permet de gagner du temps lors de la prise de notes.

- Le jury lance l'enregistrement qui rappelle les modalités de l'épreuve. Voici les consignes: *You are going to hear an oral document twice. After each listening you will have one minute in which to look over your work and prepare your account of the document in English.*

Il est évident qu'il faut noter un maximum d'informations dès la première écoute et adopter un système de prise de notes qui permette de relier efficacement les notes ajoutées lors de la seconde écoute (présentation aérée ou deux colonnes).

La minute de pause à l'issue de la première écoute permet au candidat de compléter ses notes à l'aide d'éléments encore présents à son esprit.

A la suite de la seconde écoute, la minute de pause doit permettre aux candidats de reprendre leurs notes et de se concentrer sur la logique et l'articulation des arguments évoqués.

A la fin de cette minute, les instructions intégrées au document sonore invitent le candidat à prendre la parole : *Now it's over to you. Please start speaking now.*

Le temps imparti pour la restitution du texte par le candidat n'est pas limité. La durée maximum de l'épreuve sur programme (4 sous-épreuves réunies) étant d'une heure, l'épreuve de compréhension-restitution dure environ 10 minutes.

- A l'issue de la restitution du candidat, le jury peut poser une ou deux questions (pas plus) visant à préciser ou expliciter certains points développés par le candidat ou à inviter celui-ci à compléter ces propos par l'ajout de détails omis.

NATURE DES DOCUMENTS SONORES

La durée des documents se situe entre 2' - 2'15.

Certes, les documents britanniques et américains prédominent, mais il est essentiel de s'entraîner sur des documents comportant aussi des locuteurs irlandais, australien, écossais, canadien ou néo-zélandais. Le jury s'interdit de proposer des documents comportant des interlocuteurs aux accents prononcés ou présentant des bruits de fond (musique, voitures, brouhaha...) qui compromettraient la clarté de l'écoute.

Il n'y a aujourd'hui plus de limites au nombre de « podcasts » disponibles mais nous conseillons les candidats d'orienter leur choix vers les sites des radios suivants : BBC (et tout particulièrement BBC Radio 4: Woman's Hour, In our Time, You and Yours, The Today Programme), Radio 5 Live, Guardian Weekly Podcast, NPR (et tout particulièrement l'émission All Things Considered), RTE, Radio Australia, ABC, Radio New Zealand.

Cette épreuve n'est en aucun cas une épreuve de civilisation ou de culture générale et aucune question lors de l'entretien ne pourra tourner à la question de cours sur le sujet du document. Cependant, une langue est incontestablement associée à son histoire, à sa culture et à l'actualité et le jury attend que les candidats aient un socle de connaissances suffisant sur le monde anglophone pour pouvoir saisir le sens du texte dans son détail. Les candidats sont invités à consulter de manière très régulière la presse anglophone, une bonne connaissance de l'actualité et des sujets de société débattus dans l'année pouvant leur apporter une aide précieuse pour cette partie de l'épreuve, en termes de compréhension du document.

Voici un aperçu des thèmes d'actualité abordés lors de la session 2014: the Scottish independence referendum, women's rights in the wake of the Arab spring, the future of the US constitution, the US government shutdown.

CRITERES D'EVALUATION

Comme son intitulé l'indique, les compétences évaluées lors de cette épreuve sont la **compréhension de l'oral** et l'**expression orale**. L'épreuve a pour but d'évaluer d'une part la compréhension précise du document sonore, dans son détail, et d'autre part la capacité du candidat à restituer de façon claire les éléments compris dans un **anglais authentique et correct**.

- Les meilleurs candidats commencent par une **introduction** ou chapeau précisant la source, le nombre d'intervenants et le thème général du document. Nous conseillons aux candidats de se familiariser en amont avec le lexique nécessaire à l'accomplissement de cette tâche (ex: *radio programme/broadcast, dealing with/discussing/which explores the question of, presenter/host/anchorwoman, interviewee/guest, etc.*)
- Le jury attend une restitution exacte et **détaillée** des éléments du document sonore, de façon quasi exhaustive. Il convient d'identifier chaque locuteur, par son nom, ainsi que par sa fonction (métier, appartenance à une institution). Une restitution précise est également exigée des chiffres, dates, noms de lieux, acronymes et sigles. Il est vivement conseillé au candidat de s'appuyer sur les articulations logiques et temporelles du document pour structurer son compte rendu, et d'indiquer clairement les changements de locuteurs afin de faire ressortir les différents points de vue et

arguments/oppositions exprimés. La chronologie du document doit être respectée et la restitution se fait à la troisième personne et au style indirect (ex: *the journalist explains that.../she then goes on to add that.../Professor X replies that...*).

- La restitution doit se faire sous forme de **reformulation**. Les meilleurs candidats ne se contentent pas de répéter à l'identique les termes et expressions employés dans le texte, mais reformulent les informations en employant leurs propres mots, sans en dénaturer le sens. Seul un travail soutenu sur le lexique et les collocations permet d'améliorer les compétences dans ce domaine. Les verbes de discours tels *wonder, ask, explain, retort, counter, insist, disagree/agree* permettent de faire ressortir l'articulation des arguments exprimés. La correction de la langue est évaluée au même titre que l'anglais produit lors de l'explication de texte.
- Le jury s'attend à ce que la prononciation des noms propres **connus** cités dans le texte (parfois à de multiples reprises) soit correctement repérée et intégrée dans la restitution des candidats. De nombreux candidats ont commis des erreurs sur la prononciation de Boleyn (bʊ'li:n), Kentucky (Ken'tucky), Aragon ('æ:rəgən).

L'ENTRETIEN

Le jury est toujours bienveillant. Aucun piège n'est tendu. Les questions, pas plus que deux ou trois au total, portent essentiellement sur des détails omis et cherchent à vérifier la compréhension de segments qui semblent mal perçus. Une question peut entraîner une autre, mais toujours dans le but d'aider le candidat à clarifier ses propos et à expliciter le sens. Le jury attend des candidats une certaine réactivité. Lors de cette phase, l'ajout d'informations complémentaires, même minimes, repérées mais non restituées ou des explications supplémentaires pour clarifier le sens serviront à améliorer la note finale.

CONSEILS

- S'entraîner à la prise de notes (rapidité, abréviations, organisation, mémoire)
- Ecouter régulièrement les médias audiovisuels de langue anglaise (podcasts, diversité d'accents)
- Se familiariser avec les grandes thématiques de l'actualité, politiques, sociales et culturelles (lexique, tournures, idées)
- Prendre régulièrement la parole en anglais (argumenter, débattre, échanger)

TITRES DES DOCUMENTS SONORES DU CONCOURS 2014

(les documents audio sont disponibles sur le site de la SAES)

US Government Shutdown

Egypt and Women's Rights

Walmart and its Employees

Left-Handers

Scottish Independence

Men and Feminism
Mail Order Brides
Singles Holidays
Anne Boleyn
Kerry in the Middle East
One Roof, Many Generations
Smart Roads
The End of Freedom of the Press
The Global War on Terror
Ditching the US Constitution
A Living Wage

EXEMPLES CONCRETS DE PROPOSITION DE RESTITUTION

Exemple n° 1:

Titre du document sonore: *Egypt and Women's Rights*

Source: *BBC Radio 4 Woman's Hour*

Document audio comprehension-restitution: *agreg anglais02*

Presenter: Now it's three years since the Arab spring and a poll by the Thompson Reuters Foundation concludes that Egypt is the worst place to be a woman in the Arab League, worse than Syria, Yemen, Somalia and Saudi Arabia. Mona Eltahawy was born in Egypt, has lived in America, but has now returned home. She's the journalist who was the victim of a sexual and physical assault in March 2011 during a sit-in in Tahrir Square. Well, she was in London this week to speak at the Trust Women Conference. Jane asked her if Egypt really is such a terrible place for women.

Mona Eltahawy: I think a lot of people were shocked to find out that Egypt was considered the worst of all those countries, but I always like to say it's, you know, that this fight, this argument about we can't be as bad as Somalia, we can't be as bad as Saudi Arabia, is essentially kind of an arm-wrestling match over the best of the worst, because I think it's pretty bleak for women all across the region. But for Egypt, I think it's a combination of things. I think it's how worse it's become for women since the revolution, the perception of how worse it's become, but also, and this is important because it gives me hope, how willing more and more women are to speak out about how bad it is, to speak out about sexual violence, which had always been there, but women had always been shamed into silence about.

Jane: The revolutions, then, how have women and men been affected, presumably very differently?

Mona Eltahawy: Absolutely, because I think men and women went out to confront a regime that oppresses us all in Egypt. This was never a revolution about gender. This was a revolution about bread, liberty and social justice and fighting that regime. But I think that at a certain moment, all the women who were out against that regime and have looked to the Left and the Right at the men that they were standing shoulder to shoulder with and said, 'You know what, you're not on my side. This has got to be a revolution against the misogyny of the society against me.' So the regime oppressed us all, but society oppressed women specifically. So women I think realised we need a double revolution, that we remove the Mubarak from the

presidential palace, but we need to take that revolution home to remove the Mubarak from our mind and from our bedrooms.

Proposition de restitution:

This radio programme explores the question of the effect - or rather the lack of one – of the so-called Arab spring on the lives of women in Egyptian society. We hear the expert opinion of Mona Eltahawy, the renowned Egyptian journalist who was subjected to a violent sexual attack during the events related to the Arab spring in her home country.

The presenter begins by reminding us that three years have now gone by since the Arab spring in Egypt, but that research recently carried out by the Thompson Reuters Foundation has concluded that of all the nations in the Arab League – including Syria, Yemen, Somalia and Saudi Arabia – Egypt is the worst place for women to live. She then introduces her guest, Mona Eltahawy, and briefly retraces her life story, informing the listener that she has recently returned to live in her homeland Egypt, after some years spent in the US. She also reminds us that Ms Eltahawy was the victim of a sexually motivated physical attack in March 2011 during a sit-in of Tahrir Square. The anchorwoman concludes by saying that her colleague Jane met up with Mona Eltahawy when she recently visited the UK to speak at a conference – the Trust Women Conference – and that she asked her for her personal opinion on the question of Egypt being such a dreadful country for women to live in.

Mona Eltahawy begins by saying that many people were horrified by the results of the survey in which Egypt fared so badly, but that she personally believes that squabbling over whether Egypt offers better or worse living conditions for women in comparison with countries such as Somalia or Yemen is a sterile debate. She says this simply boils down to trying to decide which country is a marginally less dreadful place for women to live in than the others. In her opinion, none of the countries cited offer an acceptable existence for women, as is the case across all Arab nations in this part of the world. She then points to two essential facts – first, that conditions for women in Egypt have considerably worsened since the Arab spring and second, on a more positive note, that an increasing number of women are beginning to voice their protestation of this state of affairs. This is particularly true concerning the question of sexual abuse which women hitherto never dared denounce, because of the social stigma and sense of disgrace associated with it.

Jane then goes on to seek confirmation of the idea that women and men have seen their lives changed by the Arab spring in markedly different ways and Mona Eltahawy says this is perfectly true. She points out that the Arab revolutions were not triggered by issues associated with equal rights for women, but rather by the question of having sufficient food to feed one's family, the struggle for freedom and social justice. During the revolution, women fought alongside men, but seemed suddenly to realise that their male counterparts were not true allies. They became keenly aware that bringing down the Mubarak regime would not suffice to rid them of the social shackles of misogyny. The need for a two-fold revolution became clear, on both public and private levels, ridding not only Egyptian society of the tyranny of Mubarak, but also freeing Egyptian women from oppression by men on a very personal level in the intimacy of their homes.

Exemple n° 2:

Titre du document sonore: Anne Boleyn

Source: BBC Radio 4 Woman's Hour

Presenter: Anne Boleyn has been described as that 'goggle-eyed whore' or a 'bewitching beauty.' She's been depicted as blonde and fair-skinned or raven-haired and dusky. The Tudor queen has had a magnetic appeal for centuries and a different creation for every age. But do we know what she was really like? Well, we know that she was the woman King Henry VIII described as 'not of ordinary clay,' the woman he pursued for seven years and for whom he divorced his first wife, Catherine of Aragon, causing the break with Rome and the establishment of the Church of England in 1533. Yet just three years after they married, and following the one successful pregnancy which produced the future Queen Elizabeth I, Anne Boleyn was executed for adultery. In fact a skilled executioner was on his way from France even before Anne Boleyn's trial had begun and Henry had set about destroying her letters, portraits and removing or altering her emblems from the royal residences, although they missed some entwined 'H & A's which remain. Now a new book by Dr Susan Bordo, professor of English and Women's Studies at the University of Kentucky, examines the many myths that have helped create Anne Boleyn. I asked Susan why Henry was so determined to erase all physical traces of the woman he once loved.

Susan Bordo: Henry was someone who believed that he could rewrite history as he pleased. He was always someone to start afresh, you know, to want to see his past mistakes erased and to be celebrated for where he was going forward. And I think the fact that he had invested so many years, split his kingdom in half, into two bloody halves, sent friends and mentors to their deaths, really put so much into those years, to have them turn so badly he saw as a real blot on his legacy and simply wanted to wipe them out. I mean I think there was probably some personal animus there as well, but I think mostly it had to do with his presence as a world-transforming figure and how he wanted to wipe out his big mistake, which is what he began to see Anne Boleyn as.

Proposition de restitution

In this radio programme, a journalist interviews Susan Bordo, professor of English and Women's Studies at the University of Kentucky about the legendary historical figure and beheaded wife of English King Henry VIII, Anne Boleyn.

The presenter begins by evoking the varying, and contradictory, physical descriptions of Anne which have shaped our image of her, from 'goggle-eyed whore' to enchanting beauty, from blonde-haired and fair-complexioned, to dark-haired and olive-skinned. She then goes on to retrace some of the historical facts, reminding the reader that Anne's husband Henry VIII described her as truly exceptional – 'not of ordinary clay' is the phrase he used, – that he pursued Anne for seven years and divorced his first wife Catherine of Aragon to marry her, thereby triggering the separation of the Church of England from papal authority in 1553. Their marriage saw the birth of a daughter, the future Queen Elizabeth I, but after only three years Anne was accused of adultery by Henry and was beheaded by an expert executioner sent over from France especially for the task. We learn that the executioner had in fact left France even before Anne's trial had begun. After her death, Henry made every effort to efface all trace of her existence, destroying letters and portraits. He went so far as to erase or modify her insignia on the royal palaces, even if some interlocking letters H and A, symbolising Henry and Anne's union, were overlooked and may still be seen today.

The presenter then introduces her guest, Dr Susan Bordo, who has recently published a book on the subject of the myths to have forged Anne Boleyn's identity down the years. She asks her why Henry was so keen to destroy all remaining physical signs of the woman he was once so madly in love with.

Susan Bordo explains that Henry was a king who thought he could rewrite the history books as he saw fit. Also, when things went wrong, he had a propensity for turning over a new leaf, as a means of wiping out his own errors and setting himself up as a forward-looking monarch. Yet more importantly, his marriage with Anne had cost Henry dearly, causing years of turmoil and bloodshed, dividing his realm into two fiercely opposing halves and causing the king to have friends and close advisers executed. The fact that all this should have come to naught led Henry to see it as a huge stain on his legacy as a king, a stain he wished to see removed at all costs. Undoubtedly, he also felt a degree of personal hostility towards Anne, but Professor Bordo posits Henry's desire to project the image of what she refers to as a 'world-transforming figure' as the main reason for his vision of Anne as a mistake he so desperately needed to erase.

Rapport établi par Lucy Edwards