

Annexe 2

QUESTIONNAIRE

Contexte : l'entretien se passe via Teams, le/la futur·e enseignant·e est confronté à un ensemble d'exemples tirés des manuels *English in Mind – Students' book 2 et 3*.

Questions de recherche :

- Est-ce que les futur·es enseignant·es remarquent spontanément les biais de genre ? Si la question est guidée ?
- Est-ce que les biais de genre sont mieux repérés ?
- Les interviewé·es proposent-ils des solutions et alternatives intéressantes ?
- Est-ce qu'il y a une différence de réponses et de solutions proposées entre celles fournies par les futur·es enseignant·es et celles fournies par les jeunes n'ayant pas reçu de formation en didactique et/ou fait l'agrégation ?

Public :

- 3 à 4 étudiants ayant effectué un master en didactique et/ou une agrégation ou étant en cours de réalisation de cette agrégation.
- 1 à 2 étudiants n'ayant pas de formation en didactique et/ou l'agrégation

Méthode : entretien individuel en français via un appel Teams d'une durée maximum de 30 minutes et enregistré.

L'entretien se déroule en 3 temps :

- l'interviewé·e est confronté·e aux 5 éléments pour voir s'il capable de repérer spontanément les stéréotypes de genre (il/elle ne connaît pas le sujet de l'enquête)
- l'interviewé·e reçoit l'information que le sujet de l'enquête porte sur les stéréotypes de genre – demande : quelque chose à ajouter à la suite de l'annonce du sujet ? (Reprendre les 5 éléments un à un)
- l'interviewé·e est interrogé·e sur les solutions ou alternatives qu'il / elle souhaiterait proposer à cet élément

Matériel : 5 éléments (exercices, consignes, titres, illustrations, exemples) tirés des deux manuels

7 Jobs

Write the letters in the correct order to find the jobs. Write the name of each job beside the correct picture.

hacitterc netidts ørœœt
thlifg tentatdan relawy lipot
heitgfierfr posh santasist
cheerat tve



1 *doctor*



6



2



7



3



8



4



9



5



10

1 exercice - EIM2 p.90 (élément 2)

5 Read

a Who do you think the girl in the photograph is? What do you think she has done? Read the magazine article to check your ideas.

b Answer the questions.

- 1 Why does Jenny think boys don't create web content?
- 2 In what three web-related areas are girls more active than boys?
- 3 In what ways would boys need to be different to change the numbers?
- 4 What is strange about the number of women and men in computer-related jobs?

c What do the underlined words from the text mean?

- 1 the pioneers of the internet (paragraph 1)
- 2 Girls are ahead of boys (paragraph 3)
- 3 an interactive e-zine (paragraph 5)
- 4 in the job market (paragraph 6)

On the internet, it's **GIRL TIME!**



Experts say that, among young internet users, it's not the boys who create most web content. The pioneers of the internet at the moment are the girls.

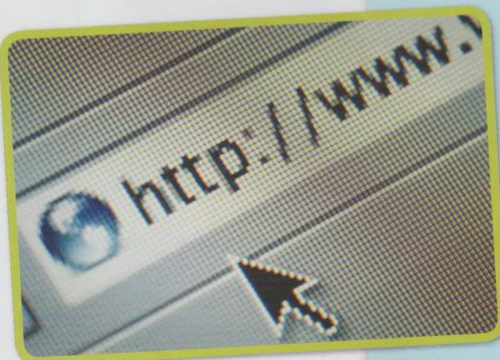
According to Jenny Baker, whose hobbies are designing icons, layouts and 'glitters', most boys just aren't patient enough for blogging, uploading photographs, and creating their own websites. Jenny posts her graphics on her own website, and believes that most boys don't often have their own sites. She thinks it's mainly girls.

And Jenny is right. A study shows that, among internet users aged 12 to 17, a lot more girls blog than boys (35 per cent of girls compared with 20 per cent of boys). A lot more girls also work on their own web pages (32 per cent of girls compared with 22 per cent of boys). Girls are also ahead of boys in working on websites for other people.

Girls also seem to be more active in creating their own web business. Some of them have their own teenage podcasts which have become very successful and sometimes the creators have their own TV shows too. When asked what they think about the study that shows girls are more active on the web, they say that they're not surprised because girls are very creative, and sometimes more creative than boys.

Other girls have started interactive e-zines with articles written for girls by girls. 'Girls from everywhere read our articles, and they ask lots of questions,' they say. 'I think girls like to help other people more.' One expert said: 'If boys were more interested in helping other people, the numbers would be different.'

But if girls are more enthusiastic about computers, why do women only have 27 per cent of computer-related jobs? Maybe this will change in the future – after all, girls like these will be in the job market before too long.



8 Speak

- a** Think of five famous people, or people in your class, and compare how they do things. Start each sentence with 'He' or 'She'. Use the verbs and adjectives in the box.

play speak work sing
dance run write learn
act ... [your ideas]

good hard bad clear
fluent quick ... [your ideas]

He plays tennis better than Rafael Nadal.

She works harder than anyone else in the class.

- b** In pairs tell each other your sentences. Who is your partner thinking of?

1 exemple - EIM3 p.48 (élément 4)

C Work with a partner. Take turns to make sentences about yourself and your family and friends using the phrases in Exercise 5b.

My dad always makes a mess when he cooks.

Vocabulary bank Turn to page 114.

Get it right! Turn to page 118.

9 Grammar

* Present perfect simple with *just*

a Look at the example. Then complete the rule.

I've just read Ken's post.

RULE: We can use with the present perfect simple to say that an action happened a very short time ago. Put *just* between and the

b Use the words to make a sentence about each picture. Use the present perfect simple with *just* and *yet*.

1 get a letter / open

She's just got a letter, but she hasn't opened it yet.

2 go to bed / switch off light

3 buy new bike / ride

4 eat dinner / do the washing-up

5 make some fruit juice / drink

6 score goal / win

