

**SCHOOL OF EDUCATION  
UNIVERSITY OF ROEHAMPTON  
SUBJECT SPECIFIC GUIDANCE FOR PGCE SECONDARY AND SCHOOL DIRECT SECONDARY INTERVIEW  
CANDIDATES**

**MODERN FOREIGN LANGUAGES INTERVIEW**

▪ **Preparation:**

- Prepare for the interview, if you can, by arranging a visit to the MFL department in a local state secondary school. You will be asked about your experiences there. If you are already working in a secondary school or have spent time in a school as a volunteer, you will already have had a chance to reflect on what schools are like now.
- Find out about old and new versions of the National Curriculum at Key Stage 3, using the web.
- You will be asked about the relevance of your degree studies to teaching at KS3, KS4 and KS5.
- It is sensible to keep yourself up to date with educational issues in the news so that we can discuss these.

▪ **Interview Day:**

- There will be a **group interview**. To prepare for this, use reflections on school observations to identify an educational issue you would like to discuss. This could be something related to curriculum changes or an aspect of the life of teachers.
- There will be a **short written task in English** common to all secondary subjects. Again, this could be something related to curriculum changes or an aspect of the life of teachers.
- There will be an individual interview with one of the University Subject Tutors.

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▪ **Individual interview:**

- You will be expected to demonstrate your competence, orally and in writing, in the languages you are hoping to teach. This will involve speaking for a few minutes and write a short piece in each language to show that you express yourself appropriately.
- Your main language should be of a standard that will enable you to teach it confidently to A-level and we expect you to offer a good model to pupils in the second language. As we expect you to use the target language to conduct your lessons, you must consider whether the second foreign language you are offering is strong enough to do this.
- You will prepare a five-minute talk in the form of an introduction to a lesson as you would deliver it to a class of thirteen year-old children on the topic of **Holidays in the Past**. You need to think carefully about what you intend the children to learn in the lesson that you are introducing and how you will raise their interest. A computer / laptop will all be available, should you wish to make use of it. The talk should indicate what will be covered in the whole lesson (very briefly) but the **main purpose of the introduction is to stimulate interest and provide an initial explanation of the grammatical focus in the topic**. Please do not panic, we will not expect perfection at this stage of the course and there will not be any real children present! We will, however, be looking for the ability to communicate clearly in a classroom, a feeling for the appropriate level of material and a dash of imagination!

**For any further queries about this Subject Specific Guidance or the Subject Audit below please e-mail the Subject Tutor**  
**[Sonia.Cordones@roehampton.ac.uk](mailto:Sonia.Cordones@roehampton.ac.uk) and [Nicholas.Power@roehampton.ac.uk](mailto:Nicholas.Power@roehampton.ac.uk)**

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**MFL PRE-INTERVIEW SUBJECT KNOWLEDGE AUDIT** Candidate's name:

Everybody's spoken and written skills in their main teaching languages will be checked at interview. There may be aspects of your subject knowledge that you need to develop, and these may be reflected in any offer you receive.

This audit will start you thinking about areas of your knowledge where you feel secure and those where you need to improve or develop your subject knowledge.

Knowing about pupils' common misconceptions and mistakes is an important part of your development. We look at these problems many times in our classes during the course, but it can be helpful to begin to build up your own awareness and understanding of pupils' predictable problems, frequent mistakes and sometimes very original, often fascinating, errors. Being aware of where and why pupils will have difficulties is a good starting-point for helping to avoid or solve them. If you can anticipate their problems you can plan to avoid or explain them.

**Make a list of any aspects of language that you think pupils may struggle with. Can you understand and explain why they will have these problems? You may have already noticed some if you have been observing in a school.**

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- General level of languages

<b>Language</b>	<b>Level of study</b> e.g. at University, at GCSE <i>Add country if abroad</i>	<b>How recent</b> e.g. 6 months ago, twenty years ago	<b>Confidence</b> Colour code High (H) Medium (M) Low (L)	<b>Common European Framework level</b> if applicable (eg. A1, B2...)
Mother tongue: .....				
English <i>if not mother tongue:</i>				
Language 1: .....				
Language 2: .....				
Language 3: .....				
Language 4: .....				

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- **Language specific:**

Please indicate in the grid below those areas where you feel secure in your knowledge of your languages. Where you are aware of limitations, write in the ‘Development needs’ box the sorts of things you need to improve, find out about, seek advice on, etc. We will discuss some of these at interview. **You can expand the boxes as much as necessary to accommodate your comments.**

	Language 1		Language 2	
	Secure	Development needs	Secure	Development needs
<b>Pronunciation</b> – e.g. are there any sounds you are unsure about, or do you trust your knowledge completely?				
<b>Grammatical accuracy</b> – where appropriate, things like irregular verbs, tense formations, pronoun use, noun genders, invariable adjectives, word-order, case endings				
<b>Cultural knowledge</b> – is your knowledge of current life in relevant societies up to date?				
Is there <b>anything else</b> you are aware of that may need working on?				

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