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**Interview for the PGCE in Modern Foreign Languages**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The interview will comprise of several different activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with the main webpage. There are two key processes that make up the subject element of the selection process:

**THE SUBJECT INTERVIEW**

In the specialist subject interview, you will explore with me a range of topics; these are likely to include:

* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your previous experience of working with young people in educational settings
* your view of how MFL could/should be taught in the classroom
* your proficiency in your language skills and your associated cultural knowledge

**THE INITIAL SUBJECT KNOWLEDGE AUDIT IN MFL**

Below you will find a copy of the Initial Subject Knowledge Audit in MFL which will help you and I to assess your current level of readiness for the course. I would be grateful if you would return your completed version of this document to me via email at least two days prior to the interview day. Should this not be possible, I would ask you to contact me in advance. My email address is [nick.oakley@canterbury.ac.uk](mailto:nick.oakley@canterbury.ac.uk)

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Best wishes,

Nick Oakley

Secondary Subject Tutor for MFL in Initial Teacher Education

Canterbury Christ Church University



###### Secondary Initial Subject Knowledge Audit

###### in Modern Foreign Languages

**Name:**

**Date:**

Write a paragraph in your first foreign language\* for each of the following four headings, citing evidence wherever possible.

1. **Your experience of living in countries where your main proposed teaching language\* is spoken as a mother tongue, including dates, details of activities and what you learned from your experience. Within this, you should make reference to your overall fluency and linguistic competence including the understanding of grammatical rules of the language(s).**
2. **Cultural awareness. You should evaluate your knowledge of the way of life, society, customs, traditions, current affairs, literature, art, music, history, etc. of the relevant country/countries.**
3. **Your experience of language teaching to date and the approaches you have taken. This might include time spent teaching abroad or TEFL work. If you have no experience so far, then please indicate how you think languages ought to be taught to young learners today.**
4. **Your knowledge of the MFL curriculum in schools in the UK and how you would motivate pupils to achieve the required goals. In order to help you with this, you should consult and reflect upon at least one current GCSE specification for MFL from the main exam boards (either AQA, EdExcel, or OCR).**

*\* If you are a native English speaker, your main teaching language will be either French or Spanish.*

*If you are a non-native speaker of English, (i.e. your first language is not English), then please complete the task in written English.*

In addition, please read the description below of a method that will help you to classify the depth of your subject knowledge with regards to the grammar of your first teaching language. You are asked to write one paragraph **in English** which resumes how you would categorise your knowledge of grammar from the choice below (1-4).

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| **1** | **Some/none** | *I have no idea or am unsure about this; I have insecure knowledge; I know the rules but need to refresh my knowledge/skills.* |
| **2** | **I know and I can do** | *I can quickly recall or answer without a prompt; I know the key information and have the knowledge; I know the rules and can demonstrate skills in this area.* |
| **3** | **I can understand and explain** *Focus on teaching* | *I can explain* ***how*** *to someone else; I can use analogies, models or similar; I can link prior knowledge and next development stages; I understand progression in a topic* |
| **4** | **I can help others to learn**  *Focus on individual student learning and understanding* | *I can interconnect and link topics; I can use the relevance and everyday applications to motivate; I can anticipate problems and difficulties through common misconceptions and other strategies; I understand conceptual structure and can deconstruct learning into manageable chunks; I can enable meta-cognition* |