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STUDENTS' LIVED EXPERIENCES OF A UNIT ON INTERNATIONAL CAPABILITIES IN THE LEARNING LANGUAGES CLASSROOM

A THESIS PRESENTED IN PARTIAL FULFILMENT OF THE
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I dedicate this thesis to my little boy, Beauden. I hope that as you grow, that you have the opportunity to be involved in the dialogue pertaining to your education and that your voice is heard and valued by educators and policy makers alike.

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CHAPTER 1: INTRODUCTION

In 2014, the New Zealand Ministry of Education presented a Summary Report of the research conducted by the NZCER on the potential measurement of a New Zealand student's International Capabilities in their two final years of secondary schooling. As with most educational reform proposals (Alghamdi, 2014; Claxton, Chambers, Powell & Lucas, 2013), the need for an International Capabilities Framework, was justified from a national economic standpoint, with the argument that it would enhance New Zealand's productivity on a global scale.

The concept of International Capabilities is not new to educational reform, however, consensus on a concrete definition of what constitutes this term is wide and varied, using abstract terms that are hard to quantify and measure in the classroom (Hunter, 2006; Lambert, 1996; Reimers, 2013; Swiss Consulting Group, 2002; Shields; 2012). These definitions are often constructed by policy makers with an economic objective, and while the aim of the educational reform is described as facilitating a positive outcome for the student in terms of academic and personal development, the student experience of these reforms is often sorely lacking (Sands, Lydia, Laura & Alison, 2007). As long as student perspectives are left out of educational reforms, these efforts will be "based on an incomplete picture of life in classrooms and schools, as well as how that life could be improved" (Cook-Sather, 2002, p.3).

In the context of the International Capabilities Framework (NZCER, 2014) in New Zealand, whilst student, teacher and business focus groups were consulted initially on how an internationally capable student could present themselves, there has not been an opportunity for students to experience the Framework, with its concrete criteria based around the New Zealand Curriculum's Key Competencies of Thinking; Language Symbol & Text; Managing Self; Relating to Others; Participating and Contributing, and to give their feedback on this experience. As student voice has not been collected, it is impossible for policy makers to know if in fact the educational reform they are proposing is effective and relevant. Likewise, without student voice on the experiences of International Capabilities in the classroom, teachers can neither gain a complete

picture of the needs of the students nor the strategies that best support student learning and eventual academic success (Alghamdi, 2014).

The purpose of this thesis is to examine students' lived experiences of a unit on international capabilities in a Learning Languages classroom in NZ. The study aimed to gather the lived experience of a group of Year 12 and 13 students who were learning French. The choice of the Learning Languages curriculum as the area in which to collect student voice is appropriate, as the literature acknowledges that learning a second or foreign language is one of the most effective ways for students to develop cross-cultural communicative competence and an awareness of other cultures and worldviews (Fantini, 2001; NZCER, 2014; The Royal Society of New Zealand, 2013). Having experienced the International Capabilities Framework in the process of a unit of work in the French classroom, the students were able to act as "expert witnesses" (Alghamdi, 2014) in identifying effective instructional practices to help teachers adapt their practice and context to the Framework. Likewise, the collection of student voice will help bridge the gaps in the reform proposed, with particular reference to the debate on how students should be measured for their International Capabilities in the future.

CHAPTER 2: LITERATURE REVIEW

“The 21st century isn’t coming; it’s already here. And our students have the opportunity and challenge of living and working in a diverse and rapidly changing world. Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society.”

- *Dennis Van Roekel, President of the National Education Association, USA quoted by the National Education Association (2010 p. 1)*

2.1 The International Capabilities Framework

In June 2014, the New Zealand Ministry of Education announced its intention to measure the country’s students for their international capabilities, stating “it is important for our students to be able to act effectively and with confidence in intercultural contexts, internationally and here in New Zealand.”(NZCER, 2014, p. i) They identified international capabilities as “the knowledge, skills, attitudes and values that enable people to live, work and learn across international and intercultural contexts” (NZCER, 2014, p. ix). These skills are becoming increasingly important as we learn to co-exist and interact in an increasingly interconnected world largely due to the realization that “our economic future will be determined by interactions with the rest of the world,” (NZCER, 2014, p. 9) whether face to face or in the virtual world with international collaborators.

A research paper was written by the New Zealand Council for Educational Research (2014), investigating how New Zealand students could be measured for International Capabilities and a subsequent entry added to the New Zealand Curriculum based on these initial findings, but there has been little movement beyond these initial 2014 proposals thus far. Thus the International Capabilities Framework remains a theoretical educational reform that has yet to be put into teaching practice.

2.2 Educational Reform and Economic Considerations

According to Alghamdi (2014) the educational system of a country is a core component of a nation’s identity and advancement. It is this system that socialises children and youth and turns

them into productive members of society as directed by policy makers. Reform in education comes about as governments seek to increase the efficiency and effectiveness of school, since quality is directly linked to the economy and a country's productivity. Within the New Zealand context, Codd (2005) argued that the New Zealand education system was transformed by "neo-liberal policies in the 1990s that promoted marketization, school self-management, local governance and strong centralised forms of control and accountability" (p. 193). Indeed, for current and future New Zealand school students, there are social and economic benefits to a student learning to be Internationally Capable, supporting the reform suggested. The Ministry of Education's NZCER (2014) Summary Report identified the following:

- The achievement of success in a globalised world
- The ability to make NZ attractive for international migrants
- Becoming a positive contributor and leader in culturally diverse social settings
- Being open to intercultural interactions in the community as the learner has a sense of identity, place and belonging
- Enjoying richer overseas experiences and subsequently becoming better ambassadors
- The ability to work effectively in New Zealand's culturally diverse workplaces / overseas businesses, virtual space with international collaborators

A complementary New Zealand Government document entitled *The Leadership Statement for International Education* (2011, p.5) highlighted the fact that New Zealand's "economic future will be determined by interactions with the rest of the world". Furthermore, according to the NZCER report, (2014) latest research suggests that employees lacking International Capabilities contribute to their firms missing out on business opportunities.

Claxton, Chambers, Powell & Lucas (2013 p. 18) criticised the neo-liberal economic approach to educational reform that is prevalent in Western countries, stating that governments have justified educational reform as "an investment in national competitiveness and prosperity," with the aim of creating a highly skilled workforce of creative and adaptable people who are able

to compete in global marketplaces. But schools for the most part are struggling to produce large numbers of students who possess these characteristics. John Dewey (1916) wrote that conventional methods of teaching have encouraged passivity in students, particularly if the learning is content driven. He advocated that schools rethink their pedagogy and become places for analyzing, sifting and active problem-solving instead of being places for listening and absorbing. The current model of schooling runs the risk of imposing a teacher's own world view on students rather than encouraging them to critically think and discover the world and how they should interact within it for themselves (Shields, 2012).

Claxton, Chambers, Powell & Lucas' (2013) research showed that regardless of the country, "employers are crying out for people who can think for themselves, show initiative and collaborate effectively" (p. 18). Furthermore, the international survey commissioned by Edexcel, *Effective Education and Employment: A Global Perspective* (Playfoot & Hall, 2009), found that there was an international consensus that schools were disconnected from the needs of twenty-first century employers. The survey highlighted that students often entered the workforce with "certificates" based around content knowledge rather than effective skills, attributes and qualities of mind that make a desirable worker; skills such as problem-solving, creativity, empathy, initiative, responsibility, team-work and communication – skills that are alluded to in the International Capabilities framework (Bolstad, Hipkins & Stevens, 2014)

2.3 International Capabilities Reform – A Global Phenomenon

The New Zealand Ministry of Education is not the first governmental body to explore the concept of international capabilities for educational purposes. Whether it be termed cosmopolitanism or global citizenship, many scholars, business organisations and governments have long advocated for the need for education to include some form of global education for students (Reimers, 2013). Notions of social justice on a universal level have been present as early as the Enlightenment and throughout history there is evidence that such theories that essentially advocated 'how to improve the world' were particularly prevalent after periods of conflict in particular, where one can see the need to alleviate human suffering. After the chaos of the Great Wars, a series of political bodies were created, such as the United Nations; and reforms

and documents were drawn up with a particular emphasis on human rights and social justice, such as the Universal Declaration of Human Rights (Reimers, 2013). Up until the 1990s a range of education initiatives in several countries, but particularly the United States, focused on international understanding with an emphasis on cooperation and actions.

This advocacy of global citizenship education has continued into the millennium as educational reformers seek to define what will characterise twenty-first century education. It is clear from the literature (Hunter, 2006; Lambert, 1996; Reimers, 2013; Shields, 2012; Swiss Consulting Group, 2002) that coming to a consensus on the definition of global competency has proved to be extremely difficult. Past models are not built for the student of today, particularly given the use of social media and technology which have the potential to empower students as citizens of the world.

As Ali (2011) notes, the Internet has revolutionized the lives of mankind, particularly in the Western world. It has significantly altered the way that we lead our everyday lives, complete daily tasks and communicate with one another. People rely on the Internet for social interaction – making new friends and staying in contact with loved ones. The Internet allows us to have access to more and more news from around the world, while offering us the ability to pick and choose our sources. It is changing the very language that we use to communicate with others (Ali, 2011). Students not only have a knowledge of current events, due to the 24/7 nature of technology, but are also bombarded by the various values, commentaries and perspectives of others, which they may not always agree with. Technological developments are driving a new form of global citizenship and thus “digital communications are new tools for cultural expression as they enable citizens to participate more to shape new forms of cultural ties” (Grizzle, 2014, p. 18). Jenkins (2009) calls it a “participatory culture”, where the focus is no longer solely on “individual accomplishment” but instead on “the emergence of a cultural context that encourages the global community to participate in the production and distribution of media” (p. 4).

Grizzle (2014) believes that the focus of global citizenship in a digital age has moved from principles of media, technology and film to instead focus upon individuals, communities and their

interaction with information and knowledge. Therefore, the emphasis of global citizenship should now be on “how citizens effectively participate in development processes; engaging with media, information and technology to promote cultural exchange and tolerance, economic development, good governance, equality and peace” (Grizzle, 2014, p. 19). International bodies, such as UNESCO, see international capabilities in this era as:

“A new kind of literacy, on a par with the importance of reading and writing skills or numeracy: cultural literacy has become the lifeline for today’s world, a fundamental resource for harnessing the multiple venues education can take... and an indispensable tool for transcending the clash of ignorances. It can be seen as part of a broad toolkit of world views, attitudes and competences that young people acquire for their lifelong journey.” (Skirbekk, V., Potančoková, M., & Stonawski, M., 2013, p. 5)

The message to educational reformers is that intercultural interactions have become a constant feature of modern life. Along with New Zealand, countries such as England and Finland are pushing for “education to promote character, resilience and communication skills, rather than just pushing children through exam factories” (Garner, 2015) and there are already well-established international qualification boards that acknowledge the ideal of a well-rounded global citizen, such as the International Baccalaureate Organisation (2005 (b)), which requires students to demonstrate the capacity to analyze, synthesize and evaluate knowledge through an independent, self-directed piece of research, finishing with a 4,000-word paper. The PISA 2018 assessment, developed by the OECD (2016), has built a single scale (Figure 1 below) that measures the extent to which students are able to use their knowledge and understanding; to recognize relationships and perspectives; and to think critically about a specific global or intercultural issue:

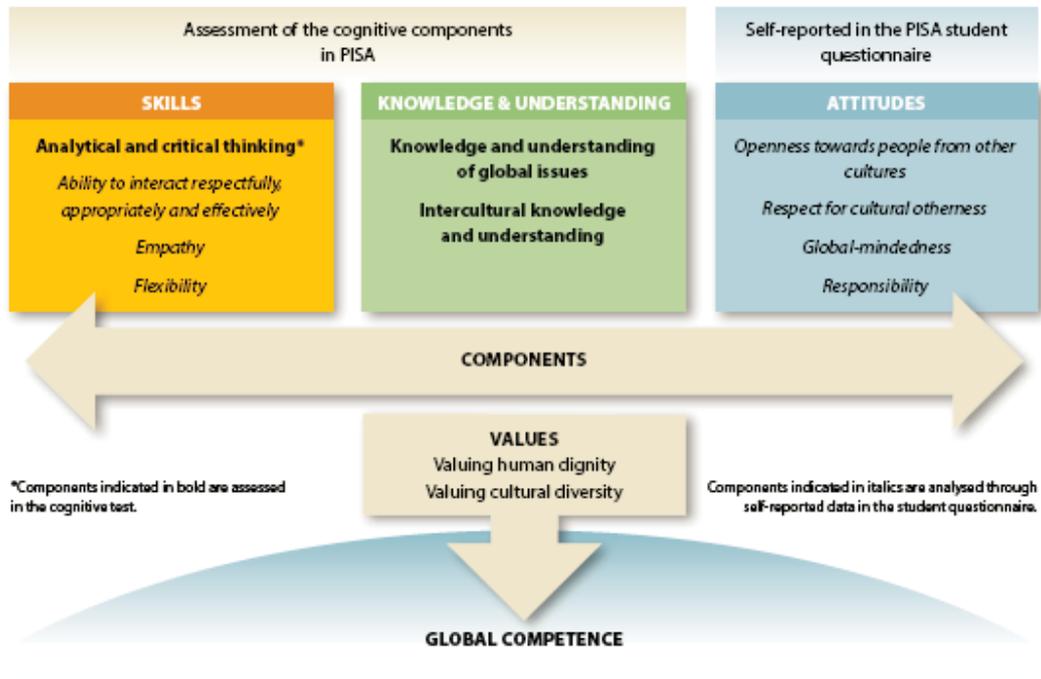


Figure 1: OECD Global Competence Scale (OECD, 2016, p.6).

The scale in Figure 1 has been designed by the OECD to be used internationally and it is likely that New Zealand will participate in the process of gathering data on the criteria above. However a criticism of such a model is that a focus on a set of standardized global competence cognitive items and thus a standardized measurement of International Capabilities for all participating countries, will not factor for the diversity of the participants in terms of access to educational systems and curriculum, socio-economic and socio-cultural dynamics factors and thus the results may inadequately describe a country’s educational system (Reimers, 2013).

More importantly, the OECD (2016) plan to collect their data, through a generic student questionnaire, and expect to gain information on the skills (e.g. empathy) and attitudes (e.g. openness) that people need to effectively use their intercultural knowledge and skills. From a pedagogical standpoint, the OECD are not providing any concrete specifications as to how abstract components such as “empathy” or “openness” will be defined. Thus any data collected using this descriptive method has the potential for error and subjectivity, in that questions are designed with predetermined, prescriptive answers in mind and the presentation of the

subsequent responses may ignore data that does not conform to the project's hypothesis (Murphy, 2017).

The International Capabilities Framework and the OECD Global Competence Scale are concurrent education reforms that both have the measurement of student competence as their central focus. However, unlike the OECD scale, the International Capabilities Framework has been designed to develop the particular needs of the New Zealand student and is directly linked to the New Zealand Ministry of Education's Curriculum Document (2007 (a)). The researchers (Bolstad, Hipkins & Stevens, 2014) were aware of the particularities of the education system in New Zealand and have thus designed a framework that suits the particularities of the country, its students, teachers and communities.

2.4 An International Capabilities Framework attached to a national curriculum document

The advent of international capability assessment has the potential to herald an exciting new direction for the New Zealand Curriculum Framework and teacher pedagogy beyond an economic motivation directed by policy makers or a certificate of content knowledge, or a standardised test. It encourages the profession to rethink the learning areas of the curriculum and rebuild twenty-first century teaching and learning around an integrated focus on culturally inclusive pedagogy and key competencies, rather than remaining in mutually exclusive subject silos. Additionally, it may be the first framework of its kind that is developed in direct reference and with direct applicability to a country's national curriculum document.

The New Zealand Curriculum is an aspirational document. From the very beginning of the document there is an emphasis on the importance of values, attitudes and communication skills as a critical complement to cognitive knowledge and skills. The intention of International Capabilities is for students, equipped with the values of rights, respect and responsibility, to gain knowledge and understanding of global concerns while developing critical thinking and cooperative skills to meet the challenges of our complex world (Thomson, 2015). The suggested framework is built around the five key competencies that appear at the front end of the New Zealand Ministry of Education's (2007 (a)) Curriculum Document – Thinking, Using Language,

Symbol & Text, Managing Self, Relating to Others, Participating & Contributing. If International Capabilities are to become a requirement of teaching and learning programmes in New Zealand schools, both teacher and student will need to understand the intention of each of these Key Competencies and how they have been adapted for the purpose of measuring International Capabilities.

According to the online version of the New Zealand Curriculum document (2007 (a)), **Thinking** involves “using creative and critical processes to make sense of information, experiences, and ideas. Intellectual curiosity is at the heart of this key competency.” However, educational literature widely recognizes that the barrier to a student acquiring the ability to critically think, is in fact the teacher. As the predominant focus in classrooms is often content coverage, rather than the process of learning, schools have failed to effectively make students life-long learners, who are aware of how take control of their learning, use their minds, emphasize their learning strengths and integrate their learning across subject silos (Paul & Elder, 2007). In terms of developing an internationally capable student, teaching content rather than process is particularly damaging as this sort of approach creates “docile citizens who will later follow authority and not ask questions” (Pestalozzi, in Hull, 2012, p. 28). Thus the teacher needs to ensure that students in their class are not crammed full of facts that they regurgitate; students should instead experience an education that requires them to be curious, critical thinkers who look at the world with open minds (Nussbaum, in Hull 2012).

With a key competency named “**Language, Symbol and Text**” one could be forgiven for assuming that this addresses merely literacy and numeracy. However, as the New Zealand Ministry of Education explains in its online Key competency site for parents, this competency explores how we make meaning in different contexts and use different modes of communication (New Zealand Ministry of Education, 2007 (a)). The online site (New Zealand Ministry of Education, 2007 (a)) states that “languages and symbols are systems for representing and communicating information, experiences, and ideas.” Regardless of curriculum area, every subject has a code that is used to construct knowledge and students need to learn to crack these codes to understand the nature of the subject they are learning. People use languages and symbols to produce various text types:

“written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognize how choices of language, symbol, or text affect people’s understanding and the ways in which they respond to communications.” (New Zealand Ministry of Education, 2007 (a)).

With the use of technology becoming a constant in our day to day lives, competency in Language, Symbol and Text has lately needed to grow to encompass the appropriate use ICT to access, provide and communicate information to and with others.

The International Capabilities framework (NZCER, 2014, p. 10) identifies three criteria related to Language Symbol and Text –

1. Ability to use another language
2. Ability to be considered and deliberate in the choice of communication technology and use of that technology (e.g. tone, style, content)
3. Being open to new learning discourses and extending those already begun at school (e.g. other languages, subject-specific ways of thinking, speaking and representing knowledge)

The inclusion of the ability to use technology within this competency could be considered somewhat controversial in light of some of the latest research which has found a correlation between low literacy and the use of devices in the classroom. The OECD has released data that implies that the use of laptops and tablets in class, may in fact be diminishing students’ abilities in Language Symbol and Text (Coughlan, 2015). However, as Grizzle (2014) explains, global citizenship in the digital age requires the integration of literacy, numeracy, intercultural and interreligious competencies in the form of dialogue – both written and oral – and an understanding of how digital media requires citizens to play a “key role in the reception of information, whether it is to critically evaluate the contents of information or to promote accountability” (p. 20) Technology ensures that the student has real-life encounters with being internationally capable, being able to communicate directly and effectively with real world

partners and access current authentic resources regardless of language. This communication, whether written or oral, allows students to reflect on how language is structured and how their own language can be used as a tool for communication, persuasion and negotiation.

The initial motivation behind **Managing Self** as a Key Competency in the New Zealand curriculum was for students to have a good understanding of how they learn. It requires them to describe how their ideas and skills change over time and why they think, act and respond the way that they do. The documentation around this competency highlights that students should be willing to take risks, make mistakes, reflect on process and become resilient learners. It encourages self-motivation and discipline (Ministry of Education, 2007 (a)). The International Capabilities Framework moves away from focusing on how an individual student manages their learning, to a focus on interaction with others and how the student manages themselves ethically when placed in circumstances that are perhaps foreign to them or with people of differing opinions.

The Ministry of Education (2007)(a) states that **the Relating to Others** competency involves both knowledge and skills. Students learn about how and why they are different from others and how they might negotiate these cultural and interpersonal differences in order to have a better understanding of how to connect with others and make the most of work and learning situations with these people. When planning a unit of work, the Ministry advises that teachers make sure that students have opportunities to work in different and diverse learning groups, or on tasks where different points of view can be heard. The International Capabilities framework does not deviate much from these original intentions.

In terms of the final Key Competency, **Participating and Contributing**, The Ministry of Education (2007)(a) states that learning should be active meaning-making, where student interaction and contribution produces greater understanding. This learning becomes greater when there are authentic contexts that engage students in exploring their personal values within the community that they are part of. Participating in a group is not the essence of this key competency, the idea of action competency is key, with students being ready, willing and able to respond to an action challenge. The capacity to be the leader or a participant in an organization

should be experienced in practical contexts and provide links between the world of learning at school and the outside world. The International Capabilities Framework is centered on one element regarding this key competency: whether a student is an active and engaged change agent in global contexts, either as a leader, a follower or an entrepreneur.

The NZCER (2014) has recommended the:

“adoption of the term international capabilities which more accurately reflects the relationship of ‘international knowledge, skills and attitudes’ to the Key Competencies, which are capabilities for living and lifelong learning. As the expression of the Key Competencies in international and intercultural contexts, international capabilities include knowledge, skills, attitudes and values. International capabilities work together and influence each other, just as the Key Competencies do in domestic, non-intercultural contexts. International capabilities can be developed and applied by young people right now, and in myriad different situations over their lifetime.” (p. 3)

The NZCER (2014) has additionally moved beyond the generic descriptors of the past that were used to define a globally competent person. Instead, they have worked with the Key Competencies from the New Zealand Curriculum and consulted with teachers, students and work place professionals to not only redefine global competency as “International Capabilities,” but also suggest the framework in Figure 2 below. Figure 2 shows three key International Capabilities (Engaging Cross-Culturally; Being an Active and Engaged Change Agent in Global Contexts; Making Post-School Learning and Work Choices in a Global Context) integrated with the five Key Competencies from the New Zealand curriculum. As illustrated in Figure 2, the result is a set of concrete criteria for students and teachers to work towards and measure a student’s international learning within the classroom:

Key Competency	International capabilities		
	Engaging cross-culturally	Being an active and engaged 'change agent' in global contexts	Making post-school learning and work choices in a global context
Thinking	Critical thinking during and about cross-cultural interactions	Curiosity: taking an interest in the world and in other people's lives Systems thinking: being able to tease out and make connections between multiple dimensions of both local and global issues Awareness of possibility of opposing interests Deliberately remaining open-minded while all dimensions of a problem are considered	Ability to imagine multiple and different possible futures for oneself
Using language, symbols and texts		Ability to use another language Ability to be considered and deliberate in choice of communication technology and use of that technology (e.g. tone, style, content)	Being open to new learning discourses and extending those already begun during school (e.g. other languages; subject-specific ways of thinking, speaking and representing knowledge)
Managing self	Self-awareness: of one's own culture and its points of difference to other cultures Being open-minded: not judging others by their differences to self Being tolerant but able to hold own values as appropriate Awareness of own cultural biases	Acting with due carefulness and self-control Awareness of ethical dimensions of actions and communications	Taking responsibility for own choices Being proactive in furthering existing opportunities, developing new ones Understanding and constructively positioning oneself in relation to a team which may be culturally and linguistically diverse
Relating to others	Ability to 'walk in other shoes' Willingness to actively seek points of connection and develop communication based on these Ability to work well with others in a team Ability to access a repertoire of possible responses and purposefully	Knowing how to connect with others (how, when, with whom) in order to advance a project or plan or to seek input, guidance or critique Looking for points of connection with others Checking for meaning made by group members	Seeking out opportunities to work with and get to know diverse others (not just sticking with 'people like me') Making the most of work and/or learning opportunities to learn from and with others Awareness of impact of own actions on others, in learning and work environments
Participating and contributing		If a follower: action competencies to carry out plans devised by others If a leader: awareness of possibilities for action and being ready, willing and able to take action Entrepreneurial skills	

Figure 2: The International Capabilities Framework (NZCER, 2014 p. 10).

Where this Framework differs from that presented by the OECD is that teachers and students know the learning objectives for each abstract descriptor (in this case, the Key Competencies). Millar (2013) believes that if we as teachers, do not know what we will accept as evidence of the achievement or non-achievement of any given learning objective, then we do not really know what that objective is, or means. It is therefore not appropriate to only think about the summative assessment at the end of a program of teaching. Assessment should be considered at every stage of the planning process, because identifying ways that students will be assessed, and what the success criteria will be, helps clarify what the desired learning is, and what the most suitable learning activities are.

This is a particularly important consideration, if New Zealand teachers are expected to insert the components of the International Capabilities Framework into their content area. The NZCER (2014) study reveals that currently, New Zealand teachers have little idea as to how a student could demonstrate international capabilities, let alone how to implement them into the classroom. Likewise, the NZCER (2014) also commented that the student groups that they consulted on International Capabilities education did not have a uniform view of what these international capabilities could be, and struggled to adequately identify whether they currently experience this learning on a day to day basis. Ultimately the introduction of an International Capabilities Framework provides the opportunity for schools to revisit parts of the New Zealand Curriculum's (Ministry of Education, 2007 (a)) vision, including the notion of students being "international citizens."

2.5 The reform of curriculum AND assessment method?

Education Reform, such as the International Capabilities Framework, often goes hand in hand with assessment reform. Linn (1995) argues that performance based standards are naively expected to serve as an impartial barometer of educational quality, while at the same time acting as an instrument of educational reform. Petrie (1987) labels assessment as "the engine for implementing educational policy" (p. 177). According to Thurlow (2017) education reform initiatives are predominantly large-scale, standards-based assessments that measure students against a set of state, district, or national standards. Thus, what students know and are able to

do, is compared to standards of knowledge, rather than to the individual student's growth and qualities, attributes and skills such as problem-solving, creativity, empathy, initiative, responsibility, team-work and communication - criteria that were earlier identified as essential for the current and future work force (Playfoot & Hall, 2009).

According to Thurlow (2017), assessments used for education reform have tended to be large-scale assessments because large groups of students are tested in a relatively short period of time and under uniform conditions so that results can be compared across groups of students. These assessments are designed to both measure the status of the education system for all students and act as an instrument for reform. They are a tool for ensuring accountability, often holding the school responsible for student learning. However, there is a growing school of thought amongst educators that assessment should be adapted to fit the modern learner. This modern learner is identified as being one who plays an active role in their learning, seeking out information and building their own knowledge, rather than passively receiving information from their teachers (Linn, 1995).

The International Capabilities Framework is representative of how educational reform can spark additional debate on assessment reform and in particular, launch a growing discussion on the active role that students can take in the measurement of their learning. If New Zealand schools are to begin assessing their students according to the International Capabilities framework, a larger discussion needs to take place as to how this will be achieved and whether the status quo of standardized testing will sufficiently capture the student experience of this framework. In light of this, the NZCER (2014) *Summary Report on International Capabilities* suggests four potential means of measuring students for their international capabilities:

a) *An externally devised assessment framework and national sampling approach.* "This assessment may include a range of measures, including direct student measures and measures gathered from teachers, school leaders, or others about school practices, systems, and structures. It is most common to use standardized summative forms of assessment" (NZCER, 2014, p.18). There is a fear in some educational circles that an externally developed formative assessment or external exam runs the risk of being too generic and inflexible. This means of

measuring student knowledge was proposed in Queensland, Australia during a period of reform and certain submissions highlighted that “external assessment is unable to adequately capture various skills across a subject and unable to be tailored to local contexts or to the needs of individual students, with particular disadvantage identified for some groups including Indigenous students” (Queensland Catholic Education Commission, 2014, p. 6). For example, The Programme for International Student Assessment (PISA) is at present developing an assessment of global competence, “in consultation with OECD member countries,” which is designed to “offer the first, comprehensive overview of education systems’ success in equipping young people to support the development of peaceful, diverse communities”(OECD, 2016 p. 3). Reimers (2013, p.14) argues that there are several components of global competency that should be assessed such as:

“religious literacy, world history and geography, as well as knowledge of supranational charters or institutions, such as the Universal Declaration of Human Rights, the United Nations and its functions and governance, or other entities such as regional economic zones, or global governance organizations.”

But is such a test equitable, given the diverse natures, histories and population of the participating countries?

b) Formative assessment tools for schools. Similar to national sampling, this approach to assessment could later translate into the development of a self-assessment tool for schools with some components being collected in a ‘standardized’ way” (NZCER, 2014, p. 19). Whilst this option allows for schools to somewhat design tools that would best assess their own students, the suggestion of collecting data in a standardized way is problematic in terms of educational research. Children do not have similar intelligences, consistent behavior, and identical family circumstances, and likewise, researchers and educators currently apply varying forms of pedagogy to promote International Capabilities, which means that currently, a standard, randomized group test could not be employed to provide explicit evidence of a student’s International Capabilities. Teenagers by nature are extremely diverse which creates “substantial

problems” when standard research methodology is employed to assess a range of students and their capabilities (National Research Council, 2001, p. 193).

c) *Use of NCEA to assess and record data.* The NZCER suggests that “review and redevelopment of assessment standards within specific areas of the New Zealand Curriculum could be undertaken in order to provide opportunities to explore international capabilities and their expression by students in context” (NZCER, 2014, p. 19). Given that the NZCER Report (2014) found that teachers have little idea as to how a student demonstrates international capabilities, let alone how to implement them into the classroom, relying on current assessments that teachers and students are familiar with could remove any anxiety associated with additionally teaching the concepts of International Capabilities. The two main purposes of assessment are generally identified as formative and summative (Newton, Yates, Shearn & Nowitzki, 2009). Formative assessment is concerned with using assessment information to promote an individual’s learning during a period of instruction. Summative assessment, such as NCEA Achievement Standards, summarizes an individual’s learning at the end of a period of instruction – the focus is content knowledge rather than process (Pepper, 2012)

d) *Lifelong learning/learner-empowerment.* Such a measurement approach highlights that the most important reason for devising an assessment is to support learners to become more capable and more self-aware of their capabilities, and furthermore, it allows students to identify areas they can work on and next steps for their own learning and development (NZCER, 2014, p. 20). This thesis argues that this option would be the most beneficial to students particularly given the focus on key competencies. The New Zealand Curriculum (2007) (a) defines key competencies as "capabilities for living and lifelong learning" (NZCER, 2014, p.12). The use of the word "capability" cues a focus on what students are capable of doing and becoming. This has implications for how we think about the types of learning experiences that will really stretch students as they encounter purposeful key competency/learning area combinations. Jääskeläinen (2011, p. 75) states that “amidst the rapid change of the world, even competence cannot be static and it is therefore necessary to leave room for continuous reflection, new questions, and definitions.” The best means by which to ensure this, is through ongoing dialogue and interaction between students and teachers on

decisions and issues important to both—the learning journey becomes a joint enterprise (Lodge, 2005; Mitra, 2008).

2.6 Where is student voice in educational reform?

“Student voice” describes the process undertaken in schools and educational research, to break with the traditional model of the passive learner and increase the status of students, to include them in discussions and decision making around their education. (Fielding, 2001). Indeed, even though educational reform aims to promote student achievement, the voice of the students themselves is usually lacking, despite the knowledge that this voice could inform the debate further (Sands, Lydia, Laura & Alison, 2007). Not only does this occur at a policy level, but also within schools, who leave students out of the equation when struggling to develop a strategy of school-wide improvement. There is evidence that whilst schools have evolved over time, they have done so without listening to the voices of students, who are directly impacted by reform and school strategy (Arnot, McIntyre, Peddar & Reay, 2004; Mitra, 2004).

Lodge (2005) argues that for successful reform of learning in schools, a constructive dialogue needs to take place between all members of the learning community, including the students. However, the way in which our schools are set up often acts as a major challenge to embedding student voice as a means of good practice in implementing reform (Alghamdi, 2014). The premises of control and management are at the core of educational institutes and student voice can be perceived to challenge them by some educators (Alghamdi, 2014). However, if such a dialogue is undertaken, stakeholders in the educational reform being proposed will then all receive benefits:

- a) Policy makers are able to gather a more complete picture of life in classrooms and schools to inform as to how constructive educational reform could enhance the academic and personal development of students (Alghamdi, 2014; Cook-Sather, 2002). Furthermore, student involvement in reform will enable policy makers to observe whether students are making explicit connections between the content they are learning in schools and the real world work environment that they will be

a part of in the future (Alghamdi, 2014) effectively responding to the criticisms of educational reform referred to earlier in this review.

- b) Schools can create a positive learning environment where students, parents and teachers feel that they are active participants in the education process and that they will have ongoing say in the ongoing discussion on the direction of education in the school community (Cook-Sather, 2009)
- c) Teachers are able to reflect upon their own classroom practices in response to student observations (Yonezawa & Jones, 2009). Student input allows teachers to gather a more complete picture of student needs and the practices and strategies that could best support learning and academic success (Alghamdi, 2014). Teachers have their own views on educational issues and strategies, so much so that they are can be predisposed to observe only what they have expected or perceived in their classrooms (Alghamdi, 2014; Cook-Sather, 2009). Alghamdi (2014) argues that as students do not have any preconceived expectations of a particular educational reform or teaching strategy, their observations are more universal and provide more rounded insights that teachers can then capitalize on to make effective change in their teaching practice.
- d) Students are able to connect with and find relevance within their national curriculum (Alghamdi, 2014). It also enhances student motivation and engagement with the educational system as they are valued as expert witnesses of effective instruction (De Fur & Lori, 2010).

It is clear that educational reform will be more successful if students are actively involved. The research of Dunne and Zandstra (2011) could perhaps be considered as a point of departure as to how to plan for the embedding of student voice in educational reform. They explicitly support a view of the student as ‘active collaborator’ and ‘co-producer’, with the potential for transformation within the context of their own learning. They provide the education model shown in Figure 3 to consider:

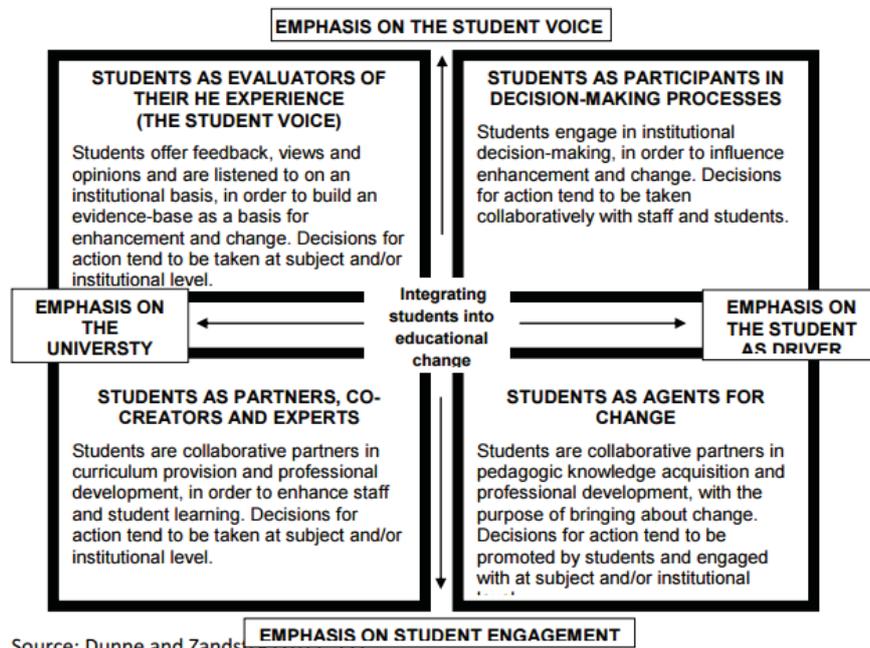


Figure 3 A theoretical model for students as change agents

Essentially, the concept of this model is that the students take the initiative to make decisions about the direction that their learning should take and advise their teachers and / or institutions for the betterment of their cohort and those following them. According to Dunne and Zandstra (2011), students can do this through the following suggested roles:

- Pedagogical consultants and ambassadors, encouraging co-construction of learning experiences with their teacher. Students would therefore show leadership by deciding about how a course should be taught
- Co-designers of courses, encouraging partnership in the development of the curriculum on offer and also allowing for student initiated course work. Student would be agents in changing the courses and content offered
- Co-designers of assessments, empowering students to be involved in the choice of the topic and mode of assessment. Students would therefore have the agency to decide how they are assessed

An example of students as co-designers of courses and assessments can be seen at secondary school level, in the documentary *Most Likely to Succeed* (Whitely & Dintersmith, 2015).

Teachers at High Tech High in America have changed traditional curriculum areas for integrated project based learning, with a team of teachers working to facilitate student based learning. Their mode of assessment is termly student presentations to parents on the projects they have been working on, and an end of year self-assessment to the team of teachers, where they talk about how they have grown as learners. In answer to critics who were concerned that the removal of the focus on content would be detrimental to students when they did their national testing, students who attend High Tech High have matched or out-performed national averages in the SATs.

Regardless of what model policy makers and teachers choose, student voice is essential. The research behind the International Capabilities Framework serves to illustrate this argument further. The NZCER (2014) undertook research using three different types of focus groups; a student group, a teacher group and a wider community group in an effort to establish what learning opportunities help develop International Capabilities. The student data revealed a surprising picture of the current situation in classrooms, showing that experiences of student international capabilities were predominantly occurring outside of the classroom through extra-curricular activities, the school environment and their social interactions with one another. Tellingly, these students made no reference to their learning in class, the key competencies or how these were being developed within each curriculum area to encourage International Capabilities.

The use of student voice therefore showed policy makers that greater work would need to be done to embed International Capabilities into curriculum areas. This led to the establishment of the Framework that emphasizes the key competencies of the New Zealand Curriculum. The decision to use the key competencies is important as New Zealand teachers are expected to include them in their planning, regardless of subject area (although some curriculum areas are identified as more amenable to International Capability teaching than others). Teachers are expected to also strengthen a student's capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future (acknowledging Cook-Sather's argument (2006) that an effective curriculum is one that is deemed relevant by the students). However, since the creation of the International Capabilities Framework, there has

been no research published that gathers student voice around their experiences of these key competency criteria within the classroom. The NZCER (2014) Summary report acknowledges that this is the next step needed in the literature:

“If the long term goal is to improve or transform schooling practices to better meet 21st century learning needs, we need to understand what opportunities students have to develop these capabilities, as well as what they actually learn from those experiences.” (p. 49)

2.7 Collecting student voice on their experiences of International Capabilities in the Learning Languages Curriculum area

The languages classroom is a suitable location for collecting student voice within the International Capabilities Framework as it is acknowledged as a learning area where it may be easier to embed international capabilities (Fantini, 2001; NZCER, 2014; The Royal Society of New Zealand, 2013). Martin East, a key researcher of language education in New Zealand schools states that “In the knowledge society of the twenty-first century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. For too long we have lagged behind as a nation in our capability to contribute fully as multilingual and culturally aware citizens” (East, 2008). Fantini (2001) believes that the process of learning another language often results in the student transforming how they understand and think about the world. Furthermore, the lack of a second language constrains a person to continue to think about the world through lenses that are determined by the views and perspectives of their home country, depriving them of a valuable aspect of the intercultural experience.

In The New Zealand Curriculum (2007)(b), the desired outcome for the ‘learning languages’ learning area is for students to be able to communicate effectively in their chosen language or languages when they leave school. The learning area has a core strand of communication, and two supporting strands, language knowledge and cultural knowledge. The New Zealand Curriculum states that in the cultural knowledge strand of language learning:

“Students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognise different elements of the belief systems of speakers of the target language. They become increasingly aware of the

ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.” (Ministry of Education, 2007 (b), p. 24)

In direct reference to the curriculum description above, the Newton Report (2009) emphasises that whilst communication is the primary goal of language learning, culture and language are closely linked. Culture is always present when language is used, thus cultural skills are as important as language skills in language learning. An emphasis is placed on interculturality—“the development of a deeper awareness of one’s own language and culture as one is learning the target language and culture, and understanding the dynamic interplay between them” (Rivers, 2010, p. 4) Indeed the NZCER (2014) acknowledges that:

“learning a second or foreign language is considered by some to be one of the most effective ways for students to develop cross-cultural communicative competence and an awareness of other cultures and worldviews. Although studying about the world in one’s native language is meaningful, it does not provide the possibility of experiencing seeing, thinking, and feeling as people who speak other languages do. Gaining facility in another language allows a person to subtly and emotionally relate to people in the country or countries where that language is spoken.” (p. 12).

Furthermore, The New Zealand Royal Society’s report (2013) recognises that the Learning Languages curriculum learning area plays “an essential role in all areas of this development such as education, social and economic mobility, access to public services, identity building and cultural maintenance, engagement with an increasingly globalised trade and diplomatic environment” (p. 1).

Good language teaching pedagogy states that “students who are learning a language benefit the most from an environment with as much immersion in the language and culture as possible” (Ministry of Education, 2002, p. 36). It is clear that language is central to our ability to communicate with one another, but it also reflects our own personal identities as human beings, as it “provides the means to express and experience, culture and personal individuality”

(The Royal Society of New Zealand, 2013, p. 1). The New Zealand Curriculum (2007) (b) recognises that language cannot be separated from social and cultural contexts. In learning a new language, we acquire not only the ability to communicate with people from another culture, but we gain an understanding of; and are able to critically analyse our own personal world that we have grown up in. Thus when we learn a new Language and its associated cultures we effectively develop “our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users” (New Zealand Ministry of Education, 2007 (b)).

Essentially, to be classed as globally competent, students not only need to be proficient in a language, but also have the strategic and intercultural competence required to use this language in the correct manner. It is therefore essential that students are exposed to situations that require them to use the language in real-life situations. Due to New Zealand’s geographical isolation, only a small percentage of students are able to immerse themselves in a language and culture through a study abroad experience, so language classrooms become a place of discovery, where students become aware of the delicate way in which language reflects a culture. Traditionally, language courses have had a focus on vocabulary and grammar, rather than the subtle cultural nuances that are inherent in language. For example, in the French class, students will all encounter the formal and informal ways to address different people, but in the past, they may have not been instructed on the cultural dimensions of power distance.

A curriculum area often has certain attributes beyond the content being taught. The Learning Languages area is first and foremost a curriculum area that develops all five of the key competencies. Indeed, the Ministry of Education (2002) guide to Learning Languages states that “proficiency is enhanced where there is extensive target language use in the classroom, where collaborative learning strategies are employed, and where self-access and self-directed learning are an integral part of the teaching and learning environment,” (p. 64) showing that all key competencies are essential in the language classroom.

Common communicative tasks and activities in the Learning Languages classroom allow students to develop critical thinking on both a local and global context, with particular emphasis

on understanding human nature, examining how differing perspectives arise between cultures, making cross-cultural comparisons and finally making decisions on how to communicate effectively and culturally appropriately in the language that they are studying. However, “in order for students to respect another’s opinion or perspective, it is necessary that they understand what life experiences generated that opinion” (Nussbaum, in Hull, 2012, p. 12). Activities such as role plays and debates, occur regularly in the Learning Languages classroom, which help to cultivate the ability to see something from someone else’s perspective through the employ of imagination. Likewise, the act of translation also helps the development of International Capabilities, as “Seeing how another group of intelligent human beings has cut up the world differently, how all translation is imperfect interpretation, gives a young person an essential lesson in cultural humility” (Nussbaum in Hull, 2012, p. 5)

The learning environment of the languages classroom also provides key components to ensure the development of International Capabilities. In the New Zealand languages classrooms, students in their final years of study have often studied their chosen target language together for their entire secondary school education. This is important as “the highly multicultural social interactions and friendship groupings that students experience in their schools is hugely significant to them” (NZCER, 2014, p. xii). More importantly, “the consequences of these social bonds seemed considerable in terms of how internationally minded, or comfortable with diversity and difference, they believed themselves to be” (NZCER, 2014, p. 36). The frequent addition of international students to the languages classroom only serves to enhance international-mindedness, as they bring diverse cultural and international perspectives into classroom discussions. A teacher can draw upon the cultural diversity of the students present to create an international capability learning opportunity. The NZCER (2014) highlights the importance of these interactions for International Capability development as in order to have “a positive and meaningful discussion with someone of another cultural background, students will need to draw on or learn the Key Competencies of Thinking, Managing self and Relating to others” (p. 13).

The student language learner and their motivation is also important when considering International Capabilities. In terms of the Learning Languages classroom, Dörnyei (2009) states

that motivation is one of the key factors that influence the rate and success of foreign language learning. Motivation both initiates the choice to learn a language and later sustains the often demanding learning process. Therefore appropriate curricula and good teaching are not enough, the student must have sufficient motivation. Even individuals with the most remarkable abilities cannot accomplish long-term goals and ensure their own achievement, without motivation. Gardner and Lambert (1972) emphasize that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, it can be easily overridden by motivational factors.

2.8 The applicability of International Capabilities findings across the curriculum

Although the Learning Languages curriculum area is identified as one where a student can significantly experience the learning and the application of the International Capabilities Framework, the fact remains that in the New Zealand education system, language learning is under-represented. Currently, New Zealand does not have a policy on learning languages and if one looks at the statistics, Year 13 enrolment in language studies is extremely low with 80% of schools unable to offer a viable Year 13 languages class due to low numbers (8 students or less) (Jones, 2014). The graph in Figure 4 below demonstrates the dropping numbers of students learning international languages in their final year of high school, with only te Reo Maori, showing growth:

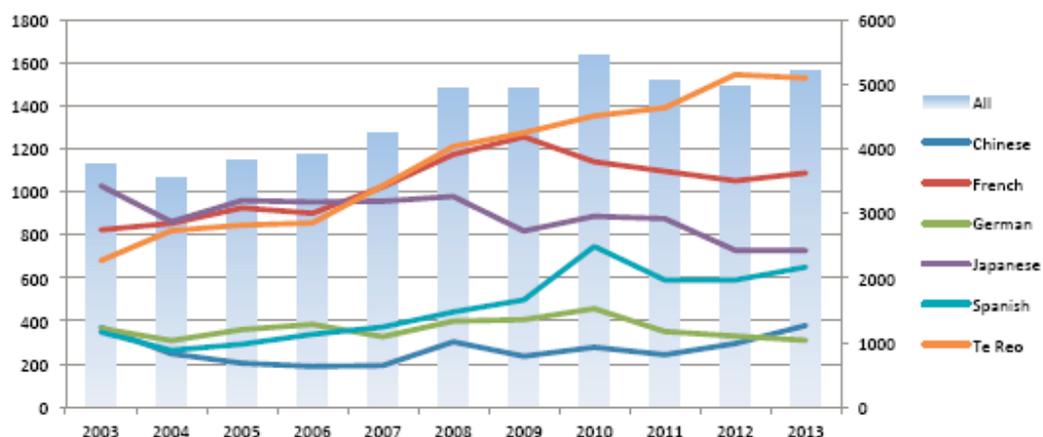


Figure 4: Students learning languages in Year 13, (Bolstad, Hipkins and Stevens, 2014, p. 12)

Whilst this thesis locates its data within the Learning Languages curriculum area, ultimately, International Capabilities is something that could and should be embedded into any curriculum area. The American Council of Foreign Language Teachers (2014) online position statement on global competence acknowledges that “individuals will follow different pathways to reach global competence. Developing global competence is a process that needs to be embedded in learning experiences in languages and all subject areas from prekindergarten through postsecondary.” The NZCER Report (2014) also notes that a feature of many modern New Zealand classrooms is having a variety of cultures represented, “with one quarter of the New Zealand population now born overseas, the ethnic make-up of the New Zealand-born population changing, and our hosting of around 500 exchange students and 16,000 full fee-paying international students in New Zealand schools each year” (p.13). Thus a teacher can embed international capability understanding by “bringing diverse cultural and international perspectives into classroom discussions, by drawing on the cultural diversity of the students present” (NZCER, 2014, p. 13)

With the International Capabilities Framework, New Zealand has the opportunity to lead the world in redirecting how students experience, participate and collaborate in their learning. What is most important to remember as education is reformed to include International Capabilities, and as teachers are encouraged to implement the reform into every day practice, is that there is “value in continuing to involve young people in shaping a New Zealand discourse on what it means to be internationally capable, as their lived experiences might offer insights on international or intercultural capability that differ from those of adult policymakers or teachers” (Bolstad, Hipkins and Stevens, 2014, p. 14).

The Learning Languages classroom is a good starting point to collect student voice on the experience of the International Capabilities Framework. It is a learning environment that already encourages students to confront their own views of the world on a day to day basis as they encounter a new language and it’s inevitably attached socio-cultural elements. It also provides a view of what is currently happening in the classroom that can inform future research into this area.

CHAPTER 3: METHODOLOGY

3.1 The Research Question:

The main research question that this study aims to consider is: *What are students' lived experiences of a unit on international capabilities in the Learning Languages classroom?* The study aims to gather the lived experience of a group of Year 12 and 13 students who are learning French.

3.2 The Research Method:

In order to best gather a range of student experience of International Capabilities in the Learning Languages classroom, a qualitative research project is required. A research project “seeks answers to questions by examining various social settings and the individuals who inhabit these settings” (Berg 2009). Furthermore, the intent of the research question is to collect the student *experience* of the International Capabilities Framework. The goal is to therefore capture these stories, rich in student voice and provide a detailed narrative of their perspectives, which numerical descriptors would fail to convey. Qualitative data collected includes the observation of students and their work within the classroom, in addition to student interviews and reflective journals.

The research project has used case study methodology, which Berg (2009) defines as the systematic attempt to investigate an event or series of events with the intent of describing, examining and explaining that event. This research has attempted to describe, examine and explain the student experience of a unit of worked designed for the French classroom to illicit capabilities described by the NZCER (2014) to be “international.” Therefore, it is an example of the case study method in that it “provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” (Cohen, Manion & Morrison, 2007, p. 253). Additionally, student voice represents a current gap in the literature dedicated to International Capabilities teaching. Case study offers a robust method of gathering data from real students, within the real situation of learning French, with the underlying aim of experiencing International Capabilities.

3.3 The Research Design:

After gaining approval from both the Massey University Human Ethics Committee (MUHEC) and the Board of Trustees of the school where research was undertaken, the design was carefully constructed based on the concept of 'pacing' advocated by Morse and Richards (2002) and Berg (2009). Thus the processes of data gathering and data analysis were carefully sequenced based upon a 12 week timeframe, designed to fit within the first school term in New Zealand, between February and April. This timeframe allowed an entire unit to be taught, eliciting various forms of data both informal, formative and summative in nature. Additionally, data collection in Term One ensured that there were no clashes with formal school requirements such as mock exams and internal assessment periods.

3.4 Data Collection and Analysis

The data was collected at a secondary school in a large New Zealand town. The participating school is a single sex girl's school, but students from the local boys' school attend language classes. The school's cohort is varied, as students come from both urban and rural environments, with some travelling for some time to get to school every day. The participants involved in this study were members of a multi-level French class that I was teaching made up of Year 12 and 13 students. This class was chosen as the review of the Ministry of Education literature had indicated that these year levels are likely to be targeted when assessing International Capabilities.

A variety of techniques have been employed to collect the data for this case study as suggested by Berg (2009). These include observational notes, interviews, tape-recording, video-recording, analysis of student work, student journals and focus groups. To maintain the integrity of the case study, triangulation was used throughout the data collection process. This consisted of pattern matching, explanation building, and having a peer reviewer and supervisor (Berg, 2009; Viskovic, 2006) of the following data collection techniques.

After providing an information sheet and gaining consent (see Appendix 1), data collection began with an analysis of the unit plan (see Appendix 2) that was going to be taught that term. Learning experiences within the plan were categorized against Bolstad, Hipkins &

Stevens (2014) International Capabilities Framework to identify potential activities that could target the key criteria that define an internationally competent student within the New Zealand learning environment. Once the unit plan was categorized using the International Capabilities Framework criteria, four learning episodes were identified as having the potential to elicit several criteria across the range of capabilities that center around the five Key Competencies in the New Zealand Curriculum – Thinking, Using Language, Symbol & Text, Managing Self, Relating to Others and Participating and Contributing (see Appendix 2).

The second phase of data collection were observations made from video-recording the four selected learning episodes identified in the unit plan. This was carried out with the intention to capture interactions between all students as they experienced tasks. According to Loizos, (2008) video recording is necessary when observing the classroom, as it is too difficult for one observer to capture, and subsequently describe, the entire scope of complex human actions and conversations that are taking place. Furthermore, video recording captures momentary on-off events which are often likely to escape direct observation (Sadalla & Larocca, 2004). As I am both researcher and teacher, video recording ensured that data was collected through a researcher's lens rather than as a teacher's impressions of what happened in each learning episode. These videos were analyzed to find patterns and potential explanations which then contributed to the formulation of questions and activities for the fourth phase of data collection, the focus group.

The third phase of data collection consisted of analysing the individual work completed by students. Student work is defined as data or evidence that is collected by teachers that reveals information about student learning, and that places the *learner* at the heart of the research (Langer & Coulton, 2005). Student work during the four lessons, was collected and analysed against the International Capabilities Framework, with key competency development being noted for each student. Likewise, three summative assessment tasks (a written film review, a speech presentation and a conversation between student and teacher) were also gathered as evidence for analysis in the same manner. This data revealed how specific student's understanding had evolved over the course of the unit and determined next steps for the focus group stage, complementing the data collected from the video observation.

The data collected in these first three phases was collated on a large spread sheet after each learning episode. It was then analysed for key words and ideas and measured against the International Capabilities Framework criteria and assessed for commonalities. Based upon this data triangulation, a focus group was chosen for the fourth phase of data collection. Given the ethical consideration that I am both teacher and researcher of the participants, the choice to run a focus group had the potential to address the issue of power balance, provided that I facilitated the focus group in such a way that the interests of the participants to direct and control the discussion were upheld (Berg, 2009). Furthermore, the advantage of this method is that it allowed for large amounts of data to be collected in a relaxed environment that encourages increased participant contribution (Morgan, 1997). The nature of the focus group, with its negotiated and interactive responses gives additional depth to the data collected (Bagnoli & Clark 2010). A risk that the participant responses may be influenced by the tendency towards agreement was important to acknowledge. Information about the characteristics of the participants and the degree of involvement, therefore, needed to be noted by the facilitator (Vicsek, 2010).

For the purpose of this study, the focus group consisted of two Year 12 and four Year 13 French students. As these students have been studying French for 4-5 years and for the most part have been taught by me throughout their learning, an introductory exercise as suggested by Berg (2009) was not required to create a rapport with the participants nor to create a relaxed environment as this is long established in the learning environment.

A brief initial presentation introducing the study was given at the start of the unit in Term One 2016. At this time the ethical issues around informed consent and conflict of interest were addressed (see ethical implications further in the chapter). A consent letter was sent home explaining the purpose of the study, the methodology, voluntary participation, the anonymity of participants and the lack of reward or penalty for involvement. Consent from the school Board of Trustees was also gained around recruitment of the school's students, resources and data.

a) Participants

Of the twenty students in the class, six students gave full consent to participate in each element of the data collection. These students are the voices of the focus group. As this is a case study for a Master’s thesis, six participants was a manageable load and provided rich data around the experiences of the learners in the learning languages classroom, particularly given that it is a small class in any case. Whilst the sample size is small and thus the findings are not able to be generalized, this does not mean that the student voice collected is not valuable. Following the procedures set out above, six students became the focus of this research. Each student brought their own perspectives and backgrounds that ensured that the data collected was rich in narrative and varied. These perspectives and backgrounds are described in the table below:

FOCUS GROUP PARTICIPANTS’ BACKGROUNDS:

Participant:	Year Level:	Highest French Qualification	Reasons for studying French:
Student 1	12	NCEA Level One Endorsed with Excellence (2015) DELF A2	Initially a parental decision at Year 9. Selected it for Year 12 as she believes that it is important to have a language if she wants to compete on a global scale for employment.
Student 2	12	NCEA Level One (Achieved) (2015)	A social decision. As the same girls have studied with her since Year Nine, she sees her class as a second family. She is not motivated by grade scores.
Student 3	13	NCEA Level Two Endorsed with Merit (2015) DELF A2	Enjoys French, but also believes in follow through. She sees no point in taking a subject throughout high school only to drop it in the final year.
Student 4	13	NCEA Level Two Endorsed with Excellence (2015)	Enjoys French but only makes the decision to continue each year once her external exam results are released and she can be sure that she has gained an Excellence endorsement.

Student 5	13	NCEA Level Two Endorsed with Excellence (2015) DELF B1	A social decision. The French classroom represents a home away from home. Where subjects and teachers change every year at school, her French classmates and teacher have remained constant, which has provided a sense of security.
Student 6	13	NCEA Level Two Endorsed with Merit (2015) Scholarship French (2015)	A citizen of New Zealand, her parents live in a francophone country, where she intends to return to do her university study.

As mentioned above, each student also entered the focus group sessions with diverse perspectives on themselves, their language capabilities and what an internationally capable student could look like. This had a direct impact on their interactions within the focus group and resulted in a rich and diverse narrative of their experiences of the International Capabilities Framework in the Learning Languages classroom. These individual perspectives are described in the following paragraphs.

Student 1 is a high achieving Year 12 student both in French and in her other subjects. Up until this year, she has been the most able student in the French classes she has attended. Prior to the study taking place, Student 1 noted that she was struggling with the composition of the language classroom this year. As a Year 12 student within a mixed ability Year 12 and 13 class, with both males and females attending, Student 1 admits to feeling lost, in the sense that she is acutely aware of her perceived deficits in knowledge as she is confronted by the more advanced skills and abilities of her Year 13 classmates. This is a both challenging and uncomfortable position for a student who is used to being first in class. Thus, Student 1 makes an interesting inclusion to this research in that she can test the hypothesis put forth in the Ministry of Education's case study on International Capabilities, that the framework be assessed in the penultimate year of school. Student 1 received the same access to resources and ideas as her

Year 13 classmates, but does she have the skill to demonstrate her mastery of the International Capabilities Framework as a Year 12?

Student 2 is perhaps the antithesis of Student 1. For this student, Year 12 French is a social environment rather than one of academic rigor. Student 2 is very aware of her shortcomings in French, perhaps to the point where she undersells her ability. As a Year 11, she actively avoided the internal assessment periods due to her lack of confidence in the language. However, in external exams she performed higher than projected, gaining Merit grades in both the listening and reading papers. Unfortunately, as a result of not submitting her internal assessment, she was unable to gain a French certificate with an endorsement of Merit overall. Given that she has low confidence in her ability and has had mixed results in her achievement, Student 2 makes an interesting addition to the focus group for the following reasons –

1. Her experiences in the French classroom that have ensured her continuation of French into her final years of study
2. Given her limitations in the target language, the extent to which she has experienced the development of her key competencies in an internationally capable way, within the learning languages curriculum area.

Despite Student 2's difficulties with the mastery of French, she identifies the language classroom as one of the learning areas in the New Zealand curriculum that develops her international capabilities the most.

Student 3 entered Year 13 with thinking skills that already showed a predisposition for thinking critically about and during cross-cultural interactions, having been a peer mentor. Her teachers at school identify that she has an awareness of ethical dimensions of actions and communications. As one teacher said of Student 3, she is the barometer by which a teacher can judge how far they can take a class beyond a politically correct format. While Student 3 clearly demonstrates the ability to “walk in others shoes,” an element of Relating to Others, she in fact tends to walk in the shoes of those who are oppressed, rather than considering all sides to an argument. As a result there was some concern that she may hinder those with differing viewpoints from expressing themselves, particularly on such sensitive topics as immigration and religion. However, for the purpose of this research, this candidate's voice was captured for this

specific reason, in order to see how the elements of Managing Self, Relating to Others and Participating and Contributing developed in particular.

Student 4 is very similar in disposition to Student 1. She was named the top of French in both Year 11 and Year 12 and has a very academic focus when it comes to her subjects. Student 4 tends to be a perfectionist which means that in the past she has (like Student 1 currently) had a focus on the formation of the language and tends to memorize ideal phrases that she believes will “meet the standard” rather than focusing on developing real fluency or perhaps conveying her own ideas and opinions. As a result, she is nervous about Year 13 French, as the assessment places greater emphasis on fluent conversation rather than memorized presentations, than in previous years. Conversation for her represents “the fear of the unknown” and gives her a sense of unpreparedness. Due to her very analytical nature, Student 4 can be quite blunt and at times politically incorrect when taking part in class discussion. She has mastery of language symbol and text and has advanced thinking skills, but may struggle more to be internationally capable when interacting with others.

Student 5 immigrated to New Zealand when she was five years old. She has grown up in a bilingual family environment and thus finds it very natural to now study a third language. Student 5 also has excellent grades, but contrasting to Student 4, she is a divergent thinker and likes to experiment with language in order to get her ideas across. She is not afraid of mistakes, but rather, views them as learning experiences. As a result, Student 5’s spoken fluency in the target language is strong. She has developed exceptional strategic competency which sees her manipulate that language that she does know to overcome her deficits in knowledge in order to communicate. She thrives in challenging situations such as talking with native speakers. In terms of the classroom, Student 5 sees the French class as a constant, a safe haven. Her teachers, classmates, subjects and rooms change every year, but French always stays the same. Her role amongst her peers is often one of mediation as she exhibits the skills to listen and see all sides, before making balanced statements herself. Student 5 was chosen to take part in the focus group as whether formatively or summatively, she represents what I as a teacher would have envisaged an internationally capable student to be, but does she view herself this way?

Student 6 has experienced most of her schooling in a francophone country, arriving in New Zealand to complete her final two years of high school. She is studying French to ensure its upkeep, as she intends to do her university study in a French-speaking environment. As she is fluent, content knowledge has been extremely easy for her and her ability to use the language ensured that she gained a Scholarship in French as a Year 12. However, that same year, she only gained a Merit endorsement at NCEA Level 2 as whilst she has mastered Language, Symbol and Text, her ability to understand implied meaning and think cross-culturally, was not so acutely developed. Student 6 is able to contrast two educational environments in terms of developing her international capabilities.

b) The Focus Group

Each focus group occurred after a selected learning episode. Participants were asked to discuss each of the key competencies in the New Zealand curriculum (Thinking; Language, Symbol & Text; Managing Self; Relating to Others; Participating & Contributing) in light of the lesson they had participated in and their own learning. The way you ask questions matters a lot in terms of what and how much you can discover (Farrell, 2016). Questions for the focus group were open-ended as the objective was to gather richer data than that which could be provided from closed yes / no answers. Questions were designed to encourage students to tell their stories and describe their experiences of a lesson in depth (see Appendix 2 for sample questions). Given the small number of participants (6) there is little statistical significance in summarizing responses to closed questions. However, Farrell (2016) argues that if you can get users to talk in depth about a question, you can absolutely derive rich qualitative information from a smaller amount of participants. For the purpose of collecting this data, a sound recorder was used.

The fifth cycle of data was collected from individual journals kept by the focus group participants. While focus groups produce interactive group opinions, they do not provide individual information to a sufficient depth (Vicsek, 2010). The anonymity of the journal may encourage participants to be more forthcoming in their personal opinions than what they would be in face-to-face interactions with other focus group participants (Berg, 2009). After each focus

group, participants were encouraged to write a personal account about their experience of the learning episode discussed and any thoughts they had in the process of or post focus group.

The sixth and final data point came from my personal journal that I constructed after each of the four teaching episodes selected. The journal entries provided an interesting juxtaposition to the student journals as they may prove the point made in the literature review that “teachers are predisposed to observe only what they expect to observe and this results in them missing the things that they are not looking for” (Alghamdi, 2014, p. 6). It is also important to provide a voice for teachers in studies centered on student voice, as Gunter & Thomson (2007) state that student voice can have the undesirable effect of leading to an exclusion of teachers entirely.

3.5 Ethical Considerations:

The principles of Massey University’s (2015) *Code of Ethical Conduct for research, teaching and evaluations involving human participants* have been applied at all times in the course of this research. The key ethical considerations for this research are as follows:

a) Researching own students:

The Code of Ethical Conduct (Massey University, 2015) states that “where possible, researchers should avoid recruiting participants who perceive themselves to be in a dependent relationship with the researcher (e.g. students)” (p. 11). Traditionally, in a school-based situation, adults are considered to hold the greater power due to their superior knowledge (O’Brien & Moules, 2007). However, as this project concerns student voice, this premise will be challenged. It was important to share the power with the participants as essentially they were the holders of the information being investigated. As this situation was unavoidable, Massey’s specified requirement that the researcher must state in the Information Sheet that non-participation will not affect studies/treatment/employment, was applied.

Additionally, Berg (2009) suggests that the teacher – researcher maintain impartiality and ensure that they do not negatively influence any data that is gathered or analyzed. A range of data collection methods were used to increase the trustworthiness of the data and avoid potential bias collected through researcher lenses than as a teacher's impressions. All

participation was voluntary and no undue influence was placed on students to participate. Potential power imbalances or pressures that could affect ongoing teacher-student relationships with others and affect decision-making procedures were addressed by gaining the informed consent from participants (see Appendix A) and by ensuring anonymity for some of the data collection process.

b) Informed consent:

Massey's Code of Ethics (2015) requires that participants sign a consent form that contains all information regarding the project as "researchers must ensure the rights, privacy and welfare of the people and communities that form the focus of their studies" (Berg, 2009, p. 60). An initial presentation was given to students informing them that participation in the research was: voluntary, with no reward and / or penalty for participation, and no negative implications for their schoolwork. As the participants are all aged under 18 years of age, consent letters (see Appendix A) were sent home to gain parental consent. These letters explained the purpose of the study, the methodology, voluntary participation and student anonymity. Students were advised that they had the right to withdraw at any stage without penalty and that they were able to remove themselves from any data collection activities that they were not comfortable with. To address issues of governance and creative commons, the permission of the principal and Board of Trustees was also sought. The findings of the research will be made available to the students and school through the school library.

c) Anonymity:

Massey's (2015) Code of Ethical Conduct requires that researchers be "responsible for keeping information (including the identity of participants) confidential and secure from interception or appropriation by unauthorized persons or for purposes other than the approved research" (p. 10). As such, identification codes must be stored separately from the data. Researchers are also responsible for the safekeeping and confidentiality of signed Consent Forms.

In the case of this research, participants' anonymity is protected through the use of pseudonyms – Students 1-6. Furthermore, information collected from the research participants has been treated in confidence and will not be disclosed or used for unrelated purposes.

In summary, the project “Students’ lived experiences of a unit on international capabilities in the Learning Languages classroom” is qualitative in nature. It is centered upon six students who are studying French in their final two years of high school in New Zealand. Multiple means of data collection were used and Massey University’s (2015) Code of Ethical conduct was adhered to. In particular, issues around conflict of interest, informed consent and anonymity have been addressed. Data has been safely saved and stored digitally with the participants understanding that they have the opportunity to review their individual results should they require.

CHAPTER 4: DATA FINDINGS:

STUDENT EXPERIENCES OF THE INTERNATIONAL CAPABILITIES FRAMEWORK IN THE FRENCH CLASSROOM: AN ANALYSIS OF THE KEY COMPETENCIES

	<i>BEFORE WE BEGIN THIS STUDY, HOW WOULD YOU DEFINE SOMEONE WHO IS INTERNATIONALLY CAPABLE?</i>
<i>Student 1</i>	“Someone who can relate to different cultures and understand their ways”
<i>Student 2</i>	“The ability to respect, accept and embrace the different cultures, religions and individuals both around the world, and at home.”
<i>Student 3</i>	“All people, as part of the world, are global citizens and thus share a common bond to work together, rather than designating them to man-made borders”
<i>Student 4</i>	“Being aware that not every culture fits the mould of our culture and that’s not necessarily a bad thing.”
<i>Student 5</i>	“Able to understand and be open to other cultures from around the world that are different to your own. Also recognizing that other people hold different aspects of life to varying degrees of respect to what you may.”
<i>Student 6</i>	“being capable of behaving and talking appropriately anywhere in the world taking into account cultural differences.”

The NZCER report on International Capabilities (2014) suggests that the types of assessment required to measure international capabilities are the same as for the Key Competencies. Thus, in order to gain insight into the student experience of International Capabilities Framework, the data collected has been collated into this chapter under the subheadings of the Key Competencies – Thinking, Using Language Symbol & Text, Managing Self, Relating to Others, Participating & Contributing. The NZCER Report (2014) has allocated each of the five competencies a set of criteria that are considered to have the attributes required of an Internationally Capable Student. The student experience of said criteria in the French classroom has been collated in this chapter, and their observations of how they best came into contact with that competency noted. A table that shows the range of student experience (Student 1-6) of each criteria in the framework is included in each section below. Bold asterixed numbers indicate a criteria that the respective student felt was dominant in their development in the activities.

4.1 Key Competency: Thinking

The learning languages area offers students a unique opportunity to develop student ability to think and reflect critically in an intercultural manner. It offers students the opportunity to see how others view and interpret the world differently based on their cultural identities and practices. The focus group data support this notion, with all students reporting that they experienced the development of their **thinking** capacities according to the International Capabilities framework:

ENGAGING CROSS-CULTURALLY	BEING AN ACTIVE & ENGAGED 'CHANGE AGENT' IN GLOBAL CONTEXTS	MAKING POST SCHOOL & WORK CHOICES IN A GLOBAL CONTEXT
Critical thinking during and about cross-cultural interactions 1 2 3 4 5 6	Curiosity: Taking an interest in the world and in other people's lives 1 2 3* 4* 5* 6 System's thinking: being able to tease out and make connections between the multiple dimensions of both local and global issues 2* 4* Awareness of possibility of opposing interests 1 2* 3* 5 6 Deliberately remaining open-minded while all dimensions of a problem are considered 1 2 4 5 6	Ability to imagine multiple and different possible futures for oneself 5 6

The focus group research highlighted five areas that were key to students developing **thinking** skills in an internationally capable manner:

a) The role of teacher as facilitator, the importance of questioning, and choice of activity

According to the students of the focus group, the teacher who best provides a lesson that stimulates international thinking is one who facilitates the lesson but allows students to process their own thoughts and opinions. Direction is only given through the use of poignant and reflective questions. Consensus or the ability to regurgitate content is not promoted. Participants highlighted this by citing an episode where the class was discussing stereotypical statements made by the French about immigrants. To make the students critically think about these stereotypes using the target language of French, the teacher would always follow up a stereotype by asking in French if the students had also heard these statements uttered in a New Zealand context. This questioning was key in ensuring that the students made connections with

the problem of immigration on both a local and global scale. The classroom recordings show that at times, students were hindered in expressing themselves completely in the target language, resulting in a smattering of “franglais” (a mix of French and English). However, this Franglais still demonstrated that critical thinking on cultural interactions was occurring in the French classroom.

Student 5 clarified that the success of this lesson also hinged on how the teacher presented themselves – as facilitator, the teacher must create an atmosphere where all students’ views and ideas are valued and heard; the teacher’s opinion then becomes one of many in the group. Student 5 admitted that it is unavoidable that teachers will have an influence over students but where her teacher is successful is in creating a supportive, equitable environment. For most of the students, they have had the same teacher throughout their time at high school. Therefore they all agree that they are at the stage now where they believe themselves to be pretty set in their own beliefs and feel comfortable to tell the teacher.

Student 2’s journal highlights the need for teachers to structure their lessons with poignant questions that encourage critical thinking in an internationally capable way, particularly when trying to get the student to consider cross-cultural interactions. Of the first lesson observed (immigrants and stereotypes) Student 2 said that the work was interesting and also relatable as there are immigrants in her town. Her teacher asked questions from the text, but put them into a context for the students (making them about their hometown instead of France). She thus found that she was able to relate more easily and understand some of the struggles an immigrant might have when moving to NZ or any new country as a result of this task. She felt that she had experienced an activity that allowed her to tease out and make connections between the multiple dimensions of both local and global issues, despite finding the language of the text extremely difficult and not managing to reply to her teacher’s questions in French.

b) The influence of language symbol and text

Across the focus group, the extent to which the students thought their thinking competency was developed in terms of the International Capabilities criteria, was largely linked

to their confidence in their ability to use Language, Symbol and Text, another key competency that appears in the framework. Student 1, who is driven by academic achievement, was far more focused on advancing her language skills given that she and her fellow Year 12s are in a combined class with Year 13s, who consequently have a further year's language proficiency. Thus the imperative to build skills in critical and systems thinking were less as she struggled to match her older peers. Student 2, another Year 12, has a tendency to be overwhelmed when asked to focus on form in language classes, and activities that required communication in the target language would prevent her from participating in activities and in fact detract from her capability to learn. However, given the opportunity to communicate in a language that she feels comfortable with, in this case English, she then felt that she was able to show that she could in fact think critically in cross-cultural contexts, make connections and show an awareness of opposing interests.

For the Year 13 student, the thinking competency and the languages, symbol and text competency are inseparable. The students of this year level integrate the skills associated with thinking and those associated with language, symbol and text, acknowledging that the skill of learning to translate the language successfully requires the ability to critically think about deeper meaning and find appropriate cross cultural references where a literal translation may not be appropriate.

As the Year 13 students of this focus group felt more confident in their manipulation of French, they were less inclined to approach a resource in the target language as a document solely to translate and subsequently dissect in terms of language structure. Instead, these resources were analyzed in terms of their deeper meaning. Students quickly sought to ascertain what intercultural comparisons they could make. Furthermore, when faced with texts on immigration, which is both a local and global issue, the Year 13s sought to evaluate such documents in terms of their implied meanings and bias. In the first recorded lesson of this research period, while both Year 12 participants (Students 1 & 2) can be heard translating the text word by word, Student 4 can be observed discussing the underlying meaning of the text on stereotypes and debating the translation of words having understood the implied meaning in French but struggling to find the equivalent in English. Where students 1 & 2 were trying to dissect how vocabulary is put together in a sentence to make meaning, Student 3 was observed

in a heated debate with Students 5 & 6 about the value of survey data, questioning the validity of the inferences being made –

“We were given a sheet that had survey responses and statistics from a survey (I don't know if it was real or not) about French people's opinions of immigrants. We were trying to discuss these reactions, and I brought up the fact that the way the questions were worded meant that you couldn't tell if the responses came from a place of xenophobia/racism, or if people were concerned about how the system was supporting immigrants and simply wanted changes. For example, there was a question about immigrants in Paris learning French, and I can't remember the exact question but the way it was worded meant that people who answered 'yes' might have been coming from a place of elitism and racism and 'oh learn the language you useless immigrants etc.', or they may have been meaning 'yes these immigrants should have the opportunity to learn the language and be a part of our culture'. This meant that we couldn't tell what the answers really showed about people opinions” (Student 3, journal entry)

The Year 13 students all readily admit that in the previous year of study, they experienced the same deficit in language, symbol and text as their Year 12 classmates were currently struggling with, which meant that the other key competencies were less prominent in their learning. In order to progress to higher order international capabilities such as critical thinking, they all agreed that Year 12 was essential in providing a key base of vocabulary and grammar with which they now have the opportunity to adapt and mold to suit their purpose, be it Relating to Others, Participating and Contributing or Thinking.

c) The unique role that learning a language has

All students of both learning levels agree that the language classroom provides them with a unique environment to develop critical thinking skills that show consideration for cultural differences. For each, the languages classroom was designed to help advance thinking in an internationally capable way through “discussions on French culture and life, different customs, and how different transliteration is to straight translation that does not cross cultural language barriers help me to think in an internationally capable way” (Student 3). This acknowledges that

the skill of learning to translate the language successfully requires the ability to critically think about deeper meaning and find appropriate cross cultural references where a literal translation may not be appropriate. This is not a skill or task that the focus group students believe they have encountered in any other learning area of the curriculum.

d) The influence of other students

For the Year 12 participants of the group, it was often times difficult for them to engage cross-culturally with a resource in French due to the difficulty of the language being used. Instead, the addition of international students to the language class room was a means to engage cross-culturally. Both Student 1 & 2 noted that the experience of being able to talk with exchange students about their experiences and views of New Zealand and the differences between their home country and New Zealand was key to their critical thinking. As an example Student 2 spoke of her discussion with a German exchange student in the French classroom and her realization that often countries aim for the same outcome when faced with issues that need to be resolved, but the process to get there is different according to culture.

e) Formative versus summative assessment

Across all focus group participants, students identified that formative tasks such as discussion and debates provided them with more of an experience in developing systems and critical thinking in particular than their summative assessments did. They attributed this to the fact that often, they are aware of a marking schedule that specifies certain requirements to achieve the summative assessments. Therefore, the evidence that they prepare in the target language tends to be regurgitated phrases copied from the board and manipulated to make it seem like the words that they write are their own, rather than that of the teacher. In particular, the Year 12 students view speeches and conversations as tests of their ability to memorize key words and phrases and put them together in a logical progression. While memorization definitely has many valuable uses, fostering critical thinking is not among them. Year 12 students admit that their summative assessments are in fact exercises in piecing together memorized phrases that meet the standard required to achieve the task. Their more limited language capability together with their motivation to gain good grades and subject endorsements means that

students are unprepared to take risks and make mistakes by using unprepared statements that reflect their actual thinking. This is also observable in certain Year 13 students depending on their motivation for learning and their fear of error.

Student 4, who is motivated by grades alone, has entire chunks of language rehearsed to slot into her final conversation assessment, that tick the box in terms of critical thinking and analyzing a film –

« Le film m'a fait peur. Je crois que c'est important pour moi, une jeune de la Nouvelle Zélande de voir ce film. Le film est très sombre, le film est sans couleur en noir et blanc, c'est une bonne idée car l'ambiance de film était plus facile à comprendre sans couleur, il ne me faisait pas heureuse. »

(The film scared me. I think that it is important for me, a young person of New Zealand, to see this film. The film is dark, the film is without color, in black and white. It's a good idea as the setting of the film is easier to understand without color, it didn't make me happy")

When asked to explain her thinking, she initially struggles to convey her thoughts beyond simple sentences that don't show an attempt to critically analyze her statements:

« En NZ j'habite à (home town), une petite ville, donc habiter dans une grande ville est différente, je pense que les gens ne sont pas aussi heureux. »

(In New Zealand I live in ..., a small town, so living in a big city is different. I think the people aren't as happy)

However, after a period of her teacher encouraging her, Student 4 begins to gain confidence in her language ability and thus some richer phrases in the target language appear that also show critical thinking:

« Je pense que le film Bienvenue chez les Ch'tis exprime la vie française mieux dans une sens culturelle. La Haine est honnête mais choquant et cynique, et parle que des immigrés. Tous les personnages dans Bienvenue chez les Ch'tis sont blanches –et donc notre stéréotype de la France. »

(I think that the film Bienvenue chez les Ch'tis explains French life better in a cultural sense. La Haine is honest but shocking and cynical, and only speaks of immigrants. All the characters in Bienvenue chez les Ch'tis are white – and thus our stereotype of France.)

Student 4 needed ten minutes to produce the statements above in her conversation assessment. In contrast, Student 3, who enjoys the intercultural context of the class, enters her conversation assessment with nothing prepared, her conversation assessment takes a total of 5 minutes and her consequent critical thinking on the spot can be observed while her use of the French language results in a more natural conversation, despite a few errors in grammar and vocabulary choice:

« Je pense que c'est un film dramatique... c'est intéressant, je ne pense pas que c'est un film joyeux ou sympa mais c'est intéressant... C'est différent à autres films qui s'agit de la France et il offre une vue différente. Je ne sais pas si je dirais j'aime ça mais je pense que c'est un film qu'on doit regarder. Je ne le regarderais pas encore pour le plaisir. Le jeu des acteurs et très bons mais les personnages qu'ils jouent ne sont bons, c'est-à-dire que le jeu des acteurs est bon car je n'aime pas les personnages grâce aux acteurs. »

(I think that it's a dramatic film... it's interesting, I don't think that it's a joyful or nice film, but it's interesting... its different from other films about France and it offers a different view point. I wouldn't say that I like that but I think that it is film that you should watch. I wouldn't watch it again for pleasure... the acting is very good but the characters they play are not good. So, the acting is good because I don't like the characters thanks to the actors.)

The observation of formative tasks such as class discussion and group debate revealed an interesting reflection on student abilities in terms of international capabilities. Prior to the research period, the teaching focus was on the use of the French language both in the classroom and in assessments. In the case of Student 2, her lack of production in the target language, had fostered an assumption by both her French teachers, that she was not gaining anything or developing any skills in the languages classroom. Excerpts from her final conversation assessment show that her struggles with the target language inhibit her ability to show critical thinking, never truly moving beyond simple sentences –

« Il y a trois jeunes.... Hubert et mon préféré... il est sympa et il est visionnaire. Je n'aime pas Vinz parce qu'il est violent... J'aime la langue et les gens dans ma classe. Il y a beaucoup de différences – (home town) est petit – Paris est une grande ville. L'école est différente parce que en Nouvelle Zélande il y a l'uniforme, mais en France il n'y a pas d'uniforme »

(There are three youth ... Hubert is my favorite... he is nice and a visionary. I don't like Vinz because he is violent... I like the language and the people in my class... There are a lot of differences – (hometown) is small – Paris is a big city. School is different because in New Zealand there is a uniform but in France there isn't a uniform"

However, upon focusing on how Student 2 was developing her International Capabilities, using the Thinking competency as a key indicator, Student 2 was able to demonstrate that she was taking the French texts used in class and developing critical thinking, ethical action and open-mindedness. Student 2 commented that the unit overall allowed her to reflect on “the importance of holistic thinking and not viewing a person as someone that needs to be stereotyped into a label.” However she demonstrated this ability through her contribution to discussions in class and in focus groups using her first language – English.

The student voice provided, shows that the Key Competency of Thinking has been experienced in the Learning Languages classroom and has contributed to the development of International Capabilities. The student experience has identified effective instructional practices to best implement the criteria attributed to the Key Competency, Thinking, in the International Capabilities Framework for the teacher in terms of their role, classroom activities the language used and the classroom environment. For the policy maker, the student experience recounted in this section contributes to the discussion as to how International Capabilities should be assessed and the unique role that the Learning Languages curriculum area provides to develop the Thinking competency according to the Framework. It also shows how students are making the explicit connection between their learning in the Learning Languages area and the real world environment that they will join in the future, in terms of critical thinking, regardless of whether that future involves the use of French or not.

4.2 Key Competency: Language, Symbol and Text

The ability to use another language addresses far more than the facility to use correct vocabulary, grammar etc. to construct meaning. Using a language implies an element of intercultural competence, with the learner also acquiring the aptitude to see the world through different eyes, through different cultural lenses. Students reflect about how words and phrases are constructed to represent a culture’s information experiences and ideas. Students then take a considered approach in the languages classroom as to how they are going to communicate their ideas in a manner that is culturally appropriate to the target language being learnt. Learning Languages is a curriculum area that students can readily extend beyond the classroom, testing the “code” that they have acquired through communication with native speakers. Of all the International Capability areas, Language, Symbol and Text was the competency that the students of the focus group universally agreed was experienced in the French classroom:

ENGAGING CROSS-CULTURALLY	BEING AN ACTIVE & ENGAGED 'CHANGE AGENT' IN GLOBAL CONTEXTS	MAKING POST SCHOOL & WORK CHOICES IN A GLOBAL CONTEXT
	Ability to use another language 1*23*4 56* Ability to be considered and deliberate in the choice of communication technology and use of that technology (e.g. tone, style, content) 1 5 6	Being open to new learning discourses and extending those already begun at school (e.g. other languages, subject-specific ways of thinking, speaking and representing knowledge) 1 3 4 5 6*

This can be largely attributed to the nature of the learning environment, given that it is in the Learning Languages area of the curriculum where they are growing their ability to use French, with a subject specific discourse that is applicable outside of the classroom, and the consequent formative and summative assessment which all students are required to complete is submitted online, using their choice of publishing system. However, the focus group identified four key aspects beyond this scope, related to Language, Symbol and Text, that they considered an essential part of their language learning experience, enabling them to improve their International Capabilities:

a) Year 12 focus on Literacy versus Year 13 growth of fluency

The study clearly shows that students feel that there is a well-defined distinction between Year 12 & Year 13 students in terms of Language, Symbol and text and International Capabilities. The evidence highlights a focus on literacy at Year 12, whereas Year 13 students in their final year of study have progressed to fluency. Therefore Year 13 represents the intention of this key competency, that students not only have the ability to use the language in a literate way, but are also able to demonstrate socio-cultural and strategic competence in their choice of language.

For both Student 1 & 2, Using Language, Symbol and Text revolves around language formation, essentially the act of translation and the ability to write about certain topics covered in the classroom in a true and accurate way, identifying the use of correct accents and punctuation as a necessary skill. Students of Year 12 may have difficulty expressing their ideas on difficult topics, such as immigration, in their first language, let alone expressing themselves in a second language that they have only been learning for four years. The first lesson in the series of recorded teaching episodes highlights this point. Both Year 12 participants (Student 1 & 2) work through a text on stereotypes of immigrants, but their focus is not on gaining the general cultural perspective that is communicated through the choice of language, but rather, word by word translation. Focus is either on the actual form of the word “In that one the o and the e are linked;” or the translation of individual words “I don’t know what that word means, let’s look it up.... Customs!” “Search that, search that as well... (Referring to dictionary)... Unemployment.” Only once each individual unit of vocabulary is translated do they begin to apply their meanings to the larger context of the sentence “Baisser means lower – you know like when the school average goes down.” When pressed by the teacher to create an opinion statement in French on the stereotypes, the time expended on translating each word resulted in a lack of time to understand the underlying meaning of the paragraphs. Thus a generic thinking statement occurred that did not show much development of any critical thinking skills or the ability to see the underlying cultural perspective that was being communicated in the text: “Some of them are true... and some of them are... just a stereotype.”

On the other hand, during the focus groups, the Year 13s recounted experiences of the Language, Symbol and Text competency in the French classroom that highlight not only their ability to communicate both orally and in a written format, but also the ability to use texts from francophone cultures that have contextual significance which then allows them to better understand the social, political, economic differences between their culture and French culture, furthering their awareness for the diversity of societal structure of foreign countries (Student 4). They highlight examples such as how the ability to use the French language has taught them how other cultures view informal versus formal interactions (the use in French of tu versus vous) (Student 5).

The Year 13 class recordings show that students are less focused on breaking down the language word by word, but rather have progressed to fluency. Student 3, 4, 5 & 6 have discussions that revolve around their opinions on the statements, how they fit within the society that they come from and whether the style of communicating these perspectives is appropriate. One can observe students expressing that they are understanding the intention of sentences without having to translate, and at times, if they try to translate, they don't succeed in finding an English equivalent despite understanding the intention in French. In one particular instance, previously discussed in the Thinking Key Competency data, a large debate breaks out between Student 3, 5 & 6 about the intention of the language used in a survey and whether the way it is communicated is correct and lends cultural validity. Essentially, Student 3 was concerned that the way the questions were worded meant that she couldn't tell if the responses came from a place of xenophobia/racism, or if people were concerned about how the system was supporting immigrants and simply wanted changes. This led to a rather heated argument around the tone of the text, with Students 5 & 6 suggesting that 3 was reading too much into the language and its communicative intentions. As this debate is ensuing, Student 2, is overheard in the background commenting on the composition of a word that is in the imperfect tense, highlighting how each Year level is experiencing the task in a different way – literacy versus fluency.

b) The choice to assess International Capabilities in either the target language or the mother tongue

Regardless of which Year level they are studying, students unanimously report on the internal battle to suppress their mother tongue (in most cases, English) when in the French classroom. They can all also relate incidences of this battle in moments outside of the classroom, when they have encountered native speakers of French, whether in the local community or when travelling abroad.

Recordings of Student 2's classroom experiences reveal that using language, symbol and text is the most difficult competency for her to master, particularly the form of the language. One moment captured during the first lesson on stereotypes of immigrants indeed shows that if Student 2 feels overwhelmed by the form of the language, she becomes tunnel-visioned and thus her ability to experience and demonstrate the other key competencies are lost. In the process of translating a text, she becomes transfixed on the conditional form of the third person plural -

"Oh my goodness there are so many vowels on the end of that word it's not even funny (talking about comprendraient) how do you even say that... The further into the past tense and then the conditional you get the more syllables there are... I understand a limited amount of French, like very limited."

In the meantime, Student 2 has missed the first part of the class discussion, which had other key competencies as a focus.

Hence Language, Symbol and Text becomes a large focus for the Year 12 student. On a basic level they feel they can express their opinion in the target language but not to the depth that they can in their first language. Taking the summative assessment of both Year 12 focus group participants, the target language shows that both Student 1 & 2 have clearly memorized certain statements that would in fact meet the criteria of the assessment, rather than entering into a conversation or natural piece of writing that would show their natural ability to manipulate language symbol and text and thus communicate other key competencies. However, both Year 12s communicate that they understand the intention of the Language, Symbol and text

competency and how it applies to their language learning through the International Capabilities framework. Student 2 states:

"I can't express myself very well in French, mainly because I'm not very good at French. It's much harder to express your opinion in another language because you have to think about what you know how to say, and then express what you want to say using that knowledge. It makes your thoughts more concise because you actually have to think about what you're saying and the way you're saying it instead of just using your subconscious mind."

The Year 13 students also acknowledge that whilst the principle of international capability that they experience in class is the ability to use another language, the act of generating one's opinion is a difficult task. Student 4 commented in the focus group:

"We think out opinions in English on these social issues, then having to translate your opinion from one language to another is really difficult, especially on something that I'm not entirely sure about. Having an opinion on it in English is quite hard but then having to translate that to French... I had to work hard to translate it without sounding stupid."

However, where the Year 13 students differ from their Year 12 counterparts is that their summative assessments in the target language are far more likely to demonstrate their ability to consider how they want to communicate their own perspective whereas Year 12 assessments show the ability to adapt the phrases written by their teacher to imply that they have an opinion in French. There is a direct correlation between the observed translation exercises that have been chosen by the teacher, worked on by the students and corrected in class on the whiteboard, and the phrases that appear in the Year 12 assessments.

However in focus groups, the students debated the extent to which the ability to use a foreign language should influence how they are rated in terms of International Capabilities. Students appreciated having texts in the French language to stimulate discussion, but then highlighted the fact that the ability to learn a language is but one criteria in the framework. No other criteria is qualified by the use of a foreign language. For example, the framework does not declare that they have to show that they can critically think about cultural interactions and

demonstrate this ability through the use of French. They therefore emphasized that they believed that some of the students in classroom still had the ability to show their international capabilities through the use of their mother tongue. They identified class discussions in English on stimulus texts written in French as a key experience in the classroom to developing other key competencies. Language teachers therefore will need to consider to what extent “ability to learn a language” is expected when assessing other areas of the International Capabilities Framework. What is more important – content knowledge in relation to language formation, or processes of understanding cultural perspectives, regardless of the language used by student to express themselves? This question will be considered further in the discussion chapter.

c) The use of ICT in class

Although not all students ticked the box above to indicate that they had experienced the ability to be considered and deliberate in the choice of communication technology and use of that technology (e.g. tone, style, content) in the unit studied, all students did identify in focus group discussions that this was a key skill developed in order to complete their writing portfolios for their summative assessment. As all assessment was to be submitted online and the task conditions themselves required them to submit a minimum of three text types, students were forced to think about the publishing documents they were using, the style of communication technology they were using, the tone of language required to fit the style of the writing piece and the content and subsequent language, symbols and text needed in French to communicate the intent of the piece. An example of a film review produced in French by Student 4 for her writing portfolio is in Appendix Three. Her piece shows consideration of the tone and language needed for the audience it is intended for as well as planned formatting using ICT to reflect the purpose of the text. This shows Student 4’s ability to envisage the needs of the reader, the language that will appeal to them and the ICT tools that can be used to accomplish this. Thus the use of ICT has not only developed language, symbol and text, but also measured her ability to relate to others and critically think about how best to communicate with an audience.

d) Real life applicability

Year 12 & 13 students have the same experience of Language Symbol and Text in one further way – the international capability criteria that appears in the Framework, requiring them to be “open to new learning discourses and extending those already begun at school (e.g. other languages, subject-specific ways of thinking, speaking and representing knowledge”(NZCER, 2014, p.10). They emphasize the fact that learning languages has its applicability once it moves from an academic function in the classroom to real-life situations in the real world which means that they need to extend the learning done in the classroom to help them communicate with others, whether it be in conversation or in writing (e.g. to pen pals or friends on social media). In Focus Group 2, Student 1 shared her experience of learning a language to enhance her international capabilities at a local community level -

'I learned French and in my opinion this has helped me a lot, not just by being able to learn about different cultures. Because my family owns a holiday park we often have guests from France staying and since learning French I am able to speak with them and I have found myself being able to help them with words they don't know when translating into English. I would say it has also helped my grammar in English.'

Other students also explained the immediate utility of speaking French when working in either the retail or hospitality industry. Given that the local community relies heavily on the tourism industry, all students could relay to the group of moments when they were able to put their language, symbol and text into good use, whether it be working as a “check-out chick” at the local supermarket or a waitress in a central restaurant.

The student voice collated in this section, shows that the Key Competency of Language, Symbol & Text has been experienced in the Learning Languages classroom and has contributed to the development of International Capabilities. The student experience has identified effective instructional practices to best implement the criteria attributed to the Key Competency, Language, Symbol & Text, in the International Capabilities Framework for the teacher with particular emphasis on the role of the target language to demonstrate mastery of this key

competency that is directly related to the social makeup of the classroom. For the policy maker, the student experience recounted in this section contributes to the discussion as to how International Capabilities should be assessed and in particular, the language of assessment. Again, student voice also shows how students are making the explicit connection between their learning in the Learning Languages area and the real world environment that they are living in now, in terms of the application of Language, Symbol & Text.

4.3 Key Competency: Managing Self

The International Capabilities Framework adapts this competency, which creates some confusion for students trying to demonstrate it in their actions and schoolwork. The students in this focus group for example, all initially defined **Managing Self** as per the curriculum intention, with explanations that focused on their organizational skills– e.g. did they come to class equipped? Did they complete their homework and assignments on time? When the focus group became aware of this different interpretation of **Managing Self**, with a central focus on how they manage their behavior with others, they all agreed that the languages environment was a key subject area where they would experience this competency in every lesson, particularly in the Engaging Cross-Culturally category:

ENGAGING CROSS-CULTURALLY	BEING AN ACTIVE & ENGAGED 'CHANGE AGENT' IN GLOBAL CONTEXTS	MAKING POST SCHOOL & WORK CHOICES IN A GLOBAL CONTEXT
Self-awareness: Of one's own culture and its point of difference to other cultures 1*2* 3* 4* 5* 6* Being open-minded: not judging others by their differences to self 1*2* 3 4* 5 6 Being tolerant but able to hold own values as appropriate 1 2 3 4* 5 7 6 Awareness of own cultural bias 2 3* 4 5 6	Acting with due carefulness and self-control 1* 2 4 6* Awareness of ethical dimensions of actions and communications 1 2 3 4* 6	Taking responsibility for own choices 1 2 3 4 6 Being proactive in furthering existing opportunities, developing new ones 6 Understanding and constructively positioning oneself in relation to a team which may be culturally and linguistically diverse 2 4 5*

a) Strategic topic choice by the teacher

All focus group participants stressed that the choice of topic or theme was key to whether they could truly experience what it means to **Manage Self** according to the International Capabilities framework. Student 4 spoke of how past topics on generic cultural norms, such as

food, do not “wind them up” as much as a social issue such as religion would. In her opinion, a good topic for this competency will require the students to get to know a lot more about each other in terms of their morals, their ideas, their beliefs and their values. The topics need to go beyond the immediate school and day to day environment and rather focus on the outside world and its issues.

Student 5 stressed the need for the teacher to strategically choose a topic that will highlight the differences amongst classmates, in order for them to learn to find commonalities, to confront their own bias, remain open-minded and act with self-control and ethics. Student 5 therefore believes that language teachers should take advantage of the unique language classroom environment, which often mixes nationality, ethnicity, socio-economic groups and family situations, who all enter the classroom with different sets of beliefs, values and morals. When questioned whether she thought the topics of race and religion was an acceptable topic she observed that teachers often hesitate over whether to include such as topic in the syllabus, but it is an important topic, provided you look at all perspectives and all religions. After having participated in the series of lesson built around religion and Islam in particular, she is now disappointed that growing up, her teachers have only presented one aspect of religion – Christianity – and as a result her world view has been based upon one perspective, meaning that she has not had the opportunity to engage cross-culturally with the topic up until this point.

Student 2 further supported this argument, with particular reference to the languages classroom. She sees that a successful topic while learning a language encourages students to think less about themselves and their immediate world, and more of other people and their world. The topic of religion, for example, taught her to control her opinions,

“because what is a cultural norm for others may seem crazy or weird to me. I know that because we have different backgrounds we have had different influences on us to make these opinions, so I can't make a judgement before I try something, experience it myself, or talk in depth with someone about their perspective.”

b) Written versus oral activities in class

Focus group participants all were of the same opinion that written and oral activities provided different contexts for experiencing **Managing Self** in an internationally capable manner in the French classroom. They highlight that both are essential in order for the students to really reflect upon their interactions with others and how they position themselves in relation to others who may have different beliefs from their own. Student 2 observed that the need to act with due-carefulness and control became more muted when taking part in the online writing of opinions on religion using the padlet tool (see Appendix 3).

She felt that the padlet allowed the students to write their own personal thoughts without regulation. When the class participated in the spoken discussion, she saw that individuals had to be more cautious about other people's opinions because they were talking about religion and their personal opinions. The face to face act of having a discussion means that participants are much more aware of people at a personal level. When an individual is able to express themselves anonymously, all focus group students remarked that it was easier for them to share their personal opinions without censure because they knew that it could not exactly come back to them. Thus **Managing Self** has an inter-relationship with **Relating to Others**.

During the focus group discussion on the experience of the padlet lesson, Student 3 explored the dynamics of **Managing Self** in anonymous written tasks further acknowledging that the nature of an activity that requires you to write anonymously does make a student implicitly aware of how they are managing themselves online. However due to the anonymity, the student can make a choice to act ethically and with tolerance or take advantage of the situation to shock or even insult others:

“Because the padlet is anonymous you have more freedom to compose your opinion and you have to manage yourself and write in the language. On the padlet, you still have to make the decision, like I’m going to write this down, you wouldn’t know if we didn’t. You still have to think about what you’re going to write, you just don’t have the obligation about what people will think of it.”

Face to face spoken activities evoke more of an obligation to manage oneself appropriately in a group. Student 5 confirmed in the same focus group that –

“asking directly, making you verbalize it makes you more aware of what you think and by having other people do it around you, it makes you aware of what they think and it sort of gives you a perspective of how other people see the world in comparison to how you see the world. When you speak, people know that it’s you speaking, so you censor yourself in some ways, you don’t always say what you truly mean – you’re influenced by the environment around you sort of.”

c) Students taking ownership of the competency

Students highlighted the role of the teacher during discussion of these more controversial topics. All students expressed their pleasure in the discourse around religion during this unit of work, as it is not a topic that many people openly talk about. However they emphasize that the teacher carefully sets the environment for discussion, ensuring that all students first discuss their own background and experience of the issue, before entering into debate. This ensures that all students are aware of their own cultural bias and what the positions of others are from the outset, ensuring the all students then act in a controlled and ethical manner towards others. Thus the teacher can essentially remove herself from the mediation role and let the students take control of the discussion.

Focus group members also noted the benefit of the languages classroom, is that they have had the same teacher throughout their schooling, thus they now feel that they are at a stage where they don’t feel that they have to manage themselves and manipulate their opinions based on what they think their teacher wants to hear. They all readily admit that it is unavoidable that teachers have some influence over how they behave in class, but with a teacher that has been consistent over time, they become more comfortable to speak their mind, as some of the boundary between teacher and student is essentially broken down due to familiarity with each other. Student 5 comments that given their age, students are more set in their beliefs, and as they have a close relationships with their teacher, they feel comfortable to express them, even if

they are of a contrary opinion. However, given this familiarity, it is rare for students to lose self-control as the codes of contact in the languages classroom have been established for such a long time, that it is second nature to all students.

The art of Managing Self is therefore more tested in scenarios between students, rather than between teacher and student. It is reliant on students finding a middle ground to walk, although for some students this is an easier competency to master than for others. In her journal, Student 6, for example, offered her perspective of the argument mentioned earlier, where she had a heated discussion with Student 3 over the validity of survey results that they were analyzing:

“(Student 3) and I do not see eye to eye on a lot of things and are used to arguing our opinions, however, I know how to let things go and (Student 3) does not. She thinks that her opinion is the only right one and is not open minded to changing her thoughts on subjects she thinks she knows everything about.”

As a result, this aspect of self-control tends to be more tested in group work scenarios, where students are encouraged to be respectful, accepting and unprejudiced towards everyone. Student 5 sums it up effectively –

“I think that it has a lot to do with being open minded and listening to the perspectives and opinions of others, especially when forming an opinion, you need to consider all sides. But also being internationally capable means that you become less judgmental because you’ve opened yourself up to a range of different views.”

In this section, the student voice gathered captures clear evidence that the Key Competency of Managing Self has been experienced in the Learning Languages classroom and has contributed to the development of International Capabilities. The student experience has identified effective instructional practices to best implement the criteria attributed to the Key Competency, Managing Self, in the International Capabilities Framework for the teacher with particular emphasis on strategic topic choice as well as learning that is student-led, encouraging

the role of the teacher as facilitator. Additionally, it suggests that the teacher should be very aware of the social dynamics of the classroom when planning for the Managing Self Competency and include both written and oral activities to embed this competency. For the policy maker, the student experience recounted in this section contributes to the discussion as to the correct method of assessing International Capabilities and who should be involved in the process, favoring student led scenarios. Again, student voice also shows how students are making the implicit connection between their learning in the Learning Languages area and the real world environment that they are living in now, in terms of the application of Managing Self immediately with their peers.

4.4 Key Competency: Relating to Others

In the context of the International Capabilities Framework, as stated above, students felt that Relating to Others and Managing Self were inextricably linked. What’s more, as with Managing Self, focus group participants felt that these Relating to Others criteria were not necessarily in evidence in their summative assessment, but rather observed through participation in classroom discussion and in formative tasks such as the debating. Of note however, is that the participants identified this competency as having the most potential for them to make post school and work choices in a global context:

ENGAGING CROSS-CULTURALLY	BEING AN ACTIVE & ENGAGED ‘CHANGE AGENT’ IN GLOBAL CONTEXTS	MAKING POST SCHOOL & WORK CHOICES IN A GLOBAL CONTEXT
Ability to “walk in others shoes” 1* 2 3 4 5* 6* Willingness to actively seek points of connection and develop communication based on these 3 4 5 6 Ability to work well with others in a team 2 4 6 Ability to access a repertoire of possible responses and purposefully 3 4 5 6	Knowing how to connect with others (how, when, where, with whom) in order to advance a project or plan; or to seek input, guidance or critique 1 3 4 5 6 Looking for points of connection with others 2 3 4 5 6 Checking for meaning made by group members 3 5	Seeking opportunities to work with and get to know diverse others (not just sticking with ‘people like me’) 1 2 4 6 Making the most of work and / or learning opportunities to learn from and with others 1 2* 3 4 5 6 Awareness of impact of own actions on others, in learning and / or work environments 1 2* 3 4 5 6

Students believed that the following concepts were key to experiencing the Relating to Others competency in a manner that reflected the criteria of the International Capabilities Framework:

a) Learning a language is relating to others

For all focus group participants, the choice to continue learning a language that they all have found arduous at times, reveals that they have long experienced an environment in the French classroom that stems from the Relating to Others key competency. As the Year 12 & Year 13 cohorts have studied together with their peers in the same classroom for four to five years, they have already established the international capability of working well with others in a team. They have already formed points of connection, are aware of how they impact upon the group and know how to make the most of each other's abilities to learn with or from each other. One could say that the International Capabilities associated with the Relating to Others competency are linked to an established routine and a consistency of learners from year to year.

Language activities in class only enhance this capability. In her French spoken presentation, Student 2 alludes to this –

“(Translated) I study French because I think it’s very beneficial to learn a language. It helps you to communicate with others and it gives you an appreciation for your mother tongue. I also like the people in my class. They are my second family as we have studied French together for such a long time.”

In fact, in Student 2's case, high motivation around her relationships with others helps to mitigate considerable deficiencies in her language aptitude.

In addition to the social composition of the class, the nature of the learning is Relating to Others, according to student experience. According to Student 6, there is far more interactive discussion in the language classroom than in other curriculum areas, which means that students get to know each other faster and better. Student 5 emphasizes that a full range of activities such as talking, watching and listening to different cultures and each other's opinions ensures that students experience Relating to Others in an internationally capable manner on a day to day

level. Student 4 highlights that discussion in class (with teachers and classmates) and the teacher's encouragement to do so with others outside of the classroom (with exchange students, French living in the community, online pen pals etc.) has enabled her to "understand how the French language helps to build relationships with others."

The skills that are developed as part of the Learning Language curriculum area, focused around intercultural competence, mean that all students identified cultural sensitivity and understanding as necessary in order to communicate with people around the world. Student 3 considers that "when learning a language, in order to be fluent and to talk to others you do need to have understanding about the culture/s that language is from - and to have an open mind about that." This became particularly apparent in the class debate about whether the burqa should be banned. Whilst she did not herself want to wear the burqa, she had made points of connection with texts that described why a woman may want to cover her head and communicated these reasons without judgement:

"As far as I'm concerned, a woman can wear what she wants. It should be noted that head scarves and veils can be used to suppress women - but when people limit what a woman can wear, such as the head scarf, they become the oppressors. I think that the burka should be permitted." (Translated from French)

b) Forcing students out of their comfort zones

Students highlighted the value of taking part in activities that forced them to get out of their comfort zones in order to better experience "walking in another's shoes." For example, the debate on the burqa, observed in class, while pushing many students out of their comfort zones (in terms of using French to argue a point, or being expected to argue a point of view that was not their own) allowed students to 'connect with others to get their input and guidance' through group planning of their team's argument, while also 'making the most of learning opportunities to learn from and with others' in order to better understand the varying perspectives on the burqa, secularism, the rights of the state and the individual. Although many students found themselves debating a topic that was not what they personally believed, they found it beneficial

to think about what other people's perspectives may be on topics such as women being able to wear a burqa or not, to see what the other teams came up with for their issues. For example, Student 1 remarked that even though she didn't believe that burqas should be forbidden, for the sake of her team to advance their argument, she needed to argue the other side which she found difficult, but it did allow her to walk in another's shoes on this issue and for a moment consider what they may think.

Students also highlighted that in order to experience Relating to Others in a global context, stimulus material that took them out of their comfort zones was also key in getting them to walk in another's shoes and possibly consider points of connection with others. In particular, students identified popular sources such as film and music as being good stimulus material over textbook articles. Such resources tend to be "more real," less censored and in a vernacular that allows students to understand more about the author and their reasons for producing their text.

All students chose the film 'La Haine' set in Paris as a key source to engaging with a culture outside of their comfort zone, and whilst both the language and the content of the film were difficult, they all felt that it allowed them to walk in a Parisian immigrant's shoes. With its black and white scenes of racial bias, police brutality and immigrant desperation, for all students it was a stark contrast to the Paris that these focus group students have typically dreamed of. For Student 2 & 5, studying the film really opened their eyes to the multicultural society and racism that lives in the Paris suburbs, especially since Paris is often very often romanticized in the way it's portrayed in media. So to see a film that addresses what is typically swept under the rug was rather an eye opener for them, and definitely broadened the way they think about the city. Student 1 identified the benefit of this task as being that it definitely helped in allowing the students in class to be able to understand different cultures better by seeing how much damage racism and discrimination can have to a person. For her own personal reflection, this allowed her to become more internationally capable by allowing her to think about how she accepts and understands different cultures, particularly given the nature of the local community, which has a growing immigrant populace.

c) The skills learnt in French have real life application in an internationally capable context.

This was but a quick observation made by students as they were completing the final activity of the focus group – identifying which criteria in the International Capabilities Framework they felt they had experienced over the course of the unit studied in French. Relating to Others was the only Key Competency that students could easily see having post school application. They highlighted again that the nature of the class, with its focus on communication, cultural understanding and interaction had ensured that they could work in diverse groups, regardless of composition, and make connections to produce appropriate outcomes – skills they thought were transferable to the real world and their post school endeavors. The debate was a key example of their success as they were deliberately put into mixed level, mixed gender teams with other classmates who they typically did not sit with each lesson.

In this section, the student voice captures clear evidence that the Key Competency of Relating to Others has been experienced in the Learning Languages classroom and has contributed to the development of International Capabilities. The student experience has identified effective instructional practices to best implement the criteria attributed to the Key Competency, Relating to Others, in the International Capabilities Framework for the teacher with particular emphasis on activities and resources that force students out of their comfort zones. For the policy maker, the student experience indicates that there needs to be further discussion on the role of the Learning Languages curriculum and the current lack of a language policy in New Zealand, particularly as student voice shows that learning a language **is** relating to others. This is the first key competency where student voice has made an explicit connection between their learning in the Learning Languages area and the real world environment that they are living in now and their future work environment, in terms of the application of Relating to Others through the means of communication.

4.5 Key Competency: Participating and Contributing

Whilst students felt that they had the ability to participate and contribute to class activities and tasks, they did not identify any specific activity where they felt that they could demonstrate that they were an active and engaged ‘change agent’ in global contexts. Very few focus group participants felt that they had the opportunity to experience being an active and engaged change agent in the French class, with their hesitance being based around the word “active:”

ENGAGING CROSS-CULTURALLY	BEING AN ACTIVE & ENGAGED ‘CHANGE AGENT’ IN GLOBAL CONTEXTS	MAKING POST SCHOOL & WORK CHOICES IN A GLOBAL CONTEXT
	If a follower: actions competences to carry out plans devised by others 3 6 If a leader: awareness of possibilities for action and being ready, willing and able to take action 2 3 6 Entrepreneurial skill	

As Student 5 succinctly explained to the focus group, the French class experience subconsciously causes students to think differently even if they are not aware of it at the time. In her particular context, she believed that:

“getting to think about how other cultures are, particularly concerning the difficulties people face... makes you more self-aware of your own actions towards others and makes you more sympathetic. Which I think is important for being a better, caring person. The class doesn’t necessarily make me want to get out there straight away and go and change something though.”

Given that the students themselves could not identify an express activity that they experienced in class that directly indicated the Participating and Contributing elements of the International Capabilities Framework, one of the focus group discussions was structured in order to gather how students thought that they could potentially experience them. Two interesting reflections occurred:

a) The roles in a combined Y12 / 13 class – opportunities for leadership.

Students debated what an 'active change agent' could look like in the French class in the focus group. When it came to the topic studied during this research, students explained that there was a lot of activity time devoted to why change should happen, but no authentic context provided where they would actively have to get out into the community and make that change, using the French language. They felt that their geographical location, given that they live in a smaller town, rather than a big city, meant that the opportunity to do so was less than say if they lived in Auckland, which they saw as cosmopolitan and multicultural. However they did like the idea of potentially having a project that would require them to make a change for the French in the local community – they felt that this should be student driven, rather than teacher directed.

Students did agree that the composition of the class did somewhat allow them to experience leadership and / or being a follower, when there were group activities that had a clear outcome that needed to be achieved in a short amount of time. Given that the Year 13 students have a greater degree of language capability, the focus group observed that in these situations, it would be a Year 13 who took control of the group, designated roles, helped with language barrier and generally ensured the project was complete. The Year 12 students admitted that they were happy to follow these instructions as they appreciated the help that they were getting.

This is clear when observing the class debates on the burqa. All first speakers were Year 13 students, who set the scene, explained what their team members would do and supported these members through their presentations. The students all thought that in this way they were experiencing change at an individual level – Year 12 students were following instructions and thus changing in terms of the comprehension and confidence in communicating, Year 13 students were leading and changing their thinking from that of a student to critically thinking about how they were going to guide and help a peer. Because the learners are all friends, the Year 13 focus group members all agreed that they were ready, willing and able to take action on behalf of their Year 12 classmates to help them learn further, whilst the Year 12 participants agreed that they in general actioned the advice given to them by the Year 13 students, to help with their learning. These Year 12 students also admitted some excitement along with trepidation, about potentially

having to become the leaders when the next academic year begins and a new cohort joins them as Year 12 learners and they become Year 13 mentors.

b) The relevance of adding entrepreneurial skills to the International Capabilities Framework

As the Participating and Contributing table above shows, no student felt that entrepreneurial skills were experienced in the French classroom. What's more, when asked if there were any criteria that they felt did not belong on the framework, the majority identified entrepreneurial skills as being a misfit. When asked to provide reasoning, the focus group came to the conclusion that being a successful entrepreneur required a degree of business acumen, not necessarily a level of global awareness. Given that the data collection took place during the United States of America Republican Nominee for President, one student cited Donald Trump as an example in his run for the Presidential Candidacy – he is an entrepreneur, but in their opinion, he showed no international capability as defined by any of the key competencies. Students also struggled to suggest a way in which such a skill could be developed in the languages classroom.

4.6 Summary of Data Findings

As indicated in the New Zealand Curriculum, (2007, p. 12) the key competencies underpin everything that happens in the teaching and learning in the languages classroom, but they “are not separate or stand-alone.” The data shows that the key competencies, as part of the International Capabilities Framework, are not taught or assessed in isolation but are integrated within the design of a unit for the greatest success in the French classroom. The student voice captured has the ability to inform New Zealand teacher practice in terms of implementing a pedagogy to address the International Capabilities Framework, while also providing areas of education reform that need to be further considered by New Zealand policy makers, particularly in regards to the means of assessing the framework.

The data that has been collated and presented per individual key competency, has provided a rich information on classroom environment, unit planning, topic choice, classroom

activities and resources, student- teacher relationships, language use and means of assessment. There are several commonalities that require further discussion. These implications have ramifications for who, how and when students should be assessed for their International Capabilities and moreover, how teachers can effectively structure their lessons to ensure that these competencies are acquired by students. To determine these ramifications further, these data findings will need to be considered in relation to the literature around global competency, and in particular with reference to the proposals suggested within the International Capabilities case study (2014) conducted by the NZCER.

CHAPTER 5: DISCUSSION

This study aimed to investigate the learners lived experience of International Capabilities in the Learning Languages Classroom. The data analysis presents a plethora of student voice that has the potential to help advance the implementation of the International Capabilities Framework into regular teaching and learning, while also providing clear indications of what successful measurement could look like. As the literature review explained, for successful educational reform to take place, students should be provided with the opportunity to play an active role in the decisions being made in their schools about their learning (Alghamdi, 2014; Cook-Sather, 2002; Holdsworth, 2000; Mitra, 2004; Sands, Lydia, Laura & Alison, 2007). Any change in practice that is made without student voice risks being ineffective, as policy makers and teachers tend to observe only what they expect to observe (Alghamdi, 2014; Cook-Sather, 2009).

Bolstad, Hipkins and Stevens' (2014) believe that continuing to involve young people in shaping a New Zealand discourse on what it means to be internationally capable is valuable, as their lived experiences might offer insights on international or intercultural capability that differ from those of adult policymakers or teachers. In the case of the International Capabilities Framework, student input helps to develop a more complete picture for policy makers, schools and teachers of what is currently happening in the classroom, enabling the introduction of effective strategies to improve the current situation.

The three roles that Dunne and Zandstra (2011) suggest for students (pedagogical consultants, co-designers of courses / curriculum, co-designers of assessments), will be used for this discussion, to examine how student voice helps to inform policy makers, schools, teachers and the student body about how to implement and measure the International Capabilities Framework effectively. Dunne and Zandstra's work has been chosen as a framework for this discussion as the three roles suggested for students closely match the roles that the focus group took during the data collection process.

5.1 The student as co-designer of assessment to measure International Capabilities

Whilst the initial consultation on the International Capabilities Framework (NZCER, 2014) involved student, teacher and community voice, the approach to the potential measurement of students has firmly remained far from the perspective of the policy maker. As a result, the Framework has a list of criteria that explain what teachers should expect to see in reference to the Key Competencies, but not a clear indication of the method of assessment that would be best to apply. The addition of student voice to this discussion is invaluable, as the students who participated in the research had no pre-conceived notions of how International Capabilities should be measured. Their suggestions have therefore been based on their real experiences in the classroom and provide some very clear paradigms for policy makers to consider in terms of the measurement of International Capabilities:

a) The measurement of International Capabilities should follow the Learner Empowerment Model

If New Zealand schools are to begin assessing their students according to the International Capabilities framework, a larger discussion needs to take place as to how this will be achieved. The experiences of the focus group students indicate that such an endeavor is most successful within the classroom. Formative based activities, such as a debate, that encouraged students to speak their mind and use their imagination were more effective than formalized summative testing, such as the written film review. Students approached the film review with the aim of meeting the prescribed assessment criteria, rather than expressly conveying their personal perspectives. This supports the NZCER (2014) findings that favor the 'Lifelong learning/learner-empowerment model', where assessment is designed to support learners to become more capable and more self-aware of their capabilities, and to identify areas they can work on and next steps for their own learning and development.

The students of this study rejected the other models of measurement discussed in the NZCER (2014) report as they felt that there was potential that they may perform comparatively poorly on externally devised or standardized tests due to a wide variety of factors, including

inherent biases or flaws in test designs. Students were concerned that societal, socioeconomic, cultural, familial, academic and linguistic differences across cohorts mean that students will have different experiences of the key competencies and have different interactions on a global scale, which mean that an externally devised assessment cannot equitably assess every participant. These concerns mirror the critiques of external assessment in the literature, contending that such assessment methods are unable to be tailored to local contexts or to the needs of individual students (National Research Council, 2001; Queensland Catholic Education Commission, 2014). The students of this study themselves believed that they were at a disadvantage due to their smaller community and felt that if they lived in a larger multicultural city that they would have more chance to develop their International Capabilities and thus be successfully measured.

Likewise, at no stage in the course of collecting data for this case study, did the student participants mention that their summative assessment for the National Certificate of Educational Achievement (NCEA) in New Zealand was key in developing their International Capabilities. In fact, summative assessment was not mentioned at all. This begs the question whether such assessments would provide as rich a source of data as student participation in formative tasks and subsequent self-reflection of their learning experiences. External assessments such as NCEA in New Zealand are still largely content driven, rather than being driven by the key competencies. Thus subjects such as French could be excluded from an International Capabilities measurement if the assessment specifications are misunderstood by policy makers and are deemed to target little to no elements of the framework as the focus is content knowledge rather than process (Pepper, 2012).

This is a simple mistake to make. For example, when asked to consider the two French external assessments for Year 13 students, (*Achievement Standard 91543: Demonstrate understanding of a variety of extended spoken French texts* or *Achievement Standard 91546: Demonstrate understanding of a variety of extended written and/or visual French texts*), the students of this research initially felt that the assessments did not allude to any key competencies other than language symbol and text, and moreover, only one criteria for this key competency on the International Capabilities Framework - ability to use another language (refer back to Figure 2). Based on the data collected in this study, it is clear that the Learning Languages curriculum

area is not limited to this one element of the International Capabilities Framework but the criteria of the individual Achievement Standards mean that the students are not able to necessarily see a context that requires them to explore their International capabilities beyond Language Symbol and Text.

The student voice has therefore identified how improvement could be made to the assessing of International Capabilities. Based upon the student experience of International Capabilities in the Learning Languages classroom during this study, the Learning Empowerment Model (discussed in Section 2.5 of the Literature Review) would be the most beneficial to students particularly given the focus on Key Competencies. The New Zealand Curriculum (2007)(a) defines Key Competencies as "capabilities for living and lifelong learning" (p.12). The use of the word "capability" cues a focus on what students are capable of doing and becoming. This has implications for how we think about the types of learning experiences that will really stretch students as they encounter purposeful key competency/learning area combinations. Jääskeläinen (2011, p. 75) states that "amidst the rapid change of the world, even competence cannot be static and it is therefore necessary to leave room for continuous reflection, new questions, and definitions."

The summative assessment (conversation, written portfolio, spoken presentation) that was completed by the students, demonstrates that there is crafted French language that discusses International Capabilities in a superficial way, but these statements are prepared and often designed to meet the criteria of the assessment, rather than accurately representing a student's actual perspective, (of which this research is aware of as a result of the focus group discussions in English).

The majority of the data collected on student experience of International Capabilities came from classroom work, the focus groups and the student journals. Furthermore students in this study were "actively involved in decision-making about their learning and assessment in a way other assessment approaches do not allow for", a direction that the Ministry of Education supports for future assessment strategy (NZCER, 2014, p. 20). The Ministry of Education encourages a shift away from "assessment approaches that gather data on 'how internationally

capable are students in New Zealand?’ and instead ask educators to center on the more open question of ‘what could the international capabilities of students in New Zealand be?’”(NZCER, 2014, p. 20) This thesis has modelled this fundamental change to assessment, empowering the participants to talk about their own perspectives of learning and thus providing more informative data on International Capabilities than standardized assessments.

In Section 2.6 of the Literature Review, High Tech High in America was identified as an example of a school that has attempted to use student voice to reform assessment. Perhaps their model of assessment could be considered as a future direction for the measurement of International Capabilities. The school has changed traditional curriculum areas for integrated project based learning, with a team of teachers working to facilitate student based learning. Their mode of assessment is termly student presentations to parents on the projects they have been working on, and an end of year self-assessment to the team of teachers, where they talk about how they have grown as learners. In answer to critics who were concerned that the removal of the focus on content would be detrimental to students when they did their national testing, students who attend High Tech High have matched or out-performed national averages in the SAT. (Whitely & Dintersmith, 2015)

b) Student voice on factors that need further clarification around the measurement of International Capabilities.

Whilst the student data was collected from students who chose to learn French and enjoyed the learning environment, students expressed some concern as to measuring capabilities and language. They understand the principle of the Newton Report (Newton, Yates, Shearn & Nowitzki, 2009), that learning a language and culture are inextricably linked and the more a student can understand and think in a foreign language, the greater chance they have of developing the other key competencies in the International Capabilities framework. Likewise, they have seen the Ministry of Education’s (2007) (b) guide to learning languages, which states that “proficiency is enhanced where there is extensive target language use in the classroom, where collaborative learning strategies are employed, and where self-access and self-directed learning are an integral part of the teaching and learning environment,” (p. 64) showing that all

Key Competencies are essential in the language classroom. Students acknowledge that the act of learning a language has ensured that they have also grown in terms of their International Capabilities.

However, the participants showed some concern at the concept of being measured for International Capabilities in the target language. The argument they presented for policy makers and teachers to consider is the following: If a student in a language class can aptly demonstrate the five Key Competencies as a reflection of their International Capabilities, should we penalize them should they not use the target language that they are purported to be learning in class? Student 2 is a prime example of a student who struggles to express themselves in French, but was remarkably eloquent when discussing her International Capabilities and the process of acquiring them in the French classroom, using her first language, English during focus groups and in her written journals.

The voice of the Year 12 participants builds further upon this concern. The Year 12s have considerably more difficulty in expressing themselves in the target language of French on day to day items, let alone the way they have developed their International Capabilities. Even though it is a clear deviation from the pedagogy advised for the Learning Languages Curriculum area, it may be important to rethink the use of target language as a means to express International Capabilities in relation to the competencies aside from Language Symbol and Text. This commentary is by no means designed to detract from the value and importance that learning a language has in terms of developing International Capabilities. It is clear that the curriculum area offers a unique experience for learners to engage in thinking cross culturally, Relating to Others and Managing Self (East 2008; Newton, Yates, Shearn & Nowitzki, 2009; NZCER, 2014; The Royal Society of New Zealand, 2013). However, the use of the target language to express individual opinions can be problematic if the student does not yet feel proficient in that language.

Aside from the Language Symbol and Text criteria of the International Capabilities, Year 12 students did not categorize their ability in the other key competencies by their level of target language use. Students clearly thought that language did not matter when experiencing

Managing Self and Relating to Others, rather it was the act of interaction with others and how they behaved that was of significance.

The literature has shown us that often teachers and policy makers are predisposed to look at assessment through the lens of the content that they are teaching, particularly at secondary level (Alghamdi, 2014; Cook-Sather, 2009). The student voice here is asking policy makers and teachers alike to look holistically at the intention of measuring International Capabilities, in addition to content considerations. If a student in a language class can aptly demonstrate International Capabilities in their first language, should we penalize them should they not use the target language that they are purported to be learning in class, particularly considering that “ability to use another language” is but one criteria of several on the International Capabilities framework?

Policy will need to consider this matter further. However, the decision whether or not to give students autonomy in the assessment and language used to measure International Capabilities has significant implications for schools, teachers and students to consider further. This will be discussed in the third section that refers to students as co-designers of pedagogy.

5.2 The student as a co-designer of courses / curriculum that support International Capabilities

The participants of this study all believed that including the International Capabilities Framework into the school curriculum was an important educational reform and one that was directly relevant to their lives. This is encouraging for both policy makers and teachers, as it shows that students are making an explicit connection between what they are learning and the real world (Alghamdi, 2014). Typically, schools have been reluctant to hand over control when considering a new direction in curriculum. However the student voice from the data reveals that a new curriculum direction is more successful if their voices are part of an ongoing discussion (Cook-Sather, 2009). The student voice has suggested the following considerations for schools who will implement the International Capabilities in the future:

a) A curriculum that explores International Capabilities needs to acknowledge the diversity of the student body and allow them to participate in dialogue equitably.

The classroom observed for this study was diverse, with one foreign fee payer, two exchange students, one immigrant, one NZ citizen born overseas, and a range of students with diverse family, cultural and socio-economic backgrounds. As a result, much like the literature over the decades that has sought to define what an internationally capable student could look like, there were initially different degrees of student understanding concerning what made an internationally capable student. The NZCER Report (2014) notes that a feature of many modern New Zealand classrooms is having a variety of cultures represented, “with one quarter of the New Zealand population now born overseas, the ethnic make-up of the New Zealand-born population changing, and our hosting of around 500 exchange students and 16,000 full fee-paying international students in New Zealand schools each year” (p.13).

Therefore, the school and teachers must provide a curriculum that promotes integration and collaboration and that encourages students to create a strong, supportive and understanding environment in order for International Capability learning to take place. The Learning Language curriculum area has the additional benefit that often cohorts have been together throughout their secondary schooling, thus strong bonds are formed by the time that students reach their final years of study, however teachers in this context need to carefully manage the introduction of new students to this setting also. Thanks to the literature, we know that the highly multicultural social interactions and friendship groupings that students experience in their schools is hugely significant to them and can have a considerable influence in terms of how internationally minded, or comfortable with diversity and difference, students believe themselves to be (NZCER, 2014).

The act of discussing their learning together has aided the students in their learning processes. They are far more aware of the developments that they have made outside of content and have come to appreciate that learning is more than assessment results. Student 5 as an example commented that she wished that she had been able to experience this type of learning

process throughout her schooling as she would have had a greater appreciation for the role that school has in developing the person. Such a result is a clear development that underscores that student involvement in dialogue around curriculum is beneficial for all involved and also emphasizes that students have found relevance in the International Capabilities Framework.

b) Including a second language in the students learning profile will enhance their global competency capabilities in other subject areas

The data supplied by the participants of this study suggests that the process of learning to read, write, listen, translate and speak in French has not only enabled them to communicate in another language, but to view the world from a cultural perspective different to their own. They have learnt that the way a language is constructed can also aid in cultural understanding. The NZCER (2014) explained that gaining facility in another language allows a person to subtly and emotionally relate to people in the country or countries where that language is spoken. As stated in the Data Findings chapter, the experience of all students of both learning levels in this study was that the language classroom provides them with a unique environment to develop the five Key Competencies that show consideration for cultural differences. For each, the languages classroom was designed to help advance thinking in an internationally capable way “through discussions on French culture and life, different customs, and how different transliteration is to straight translation that does not cross cultural language barriers help me to think in an internationally capable way” (Student 3). This acknowledges that the skill of learning to translate the language successfully requires the ability to critically think about deeper meaning and find appropriate cross cultural references where a literal translation may not be appropriate. This is not a skill or task that the focus group students believe they have encountered in any other learning area of the curriculum.

The question as to why the Learning Languages area does not receive an equitable status to other learning areas in the curriculum, is therefore a question that needs to be considered not only by teachers but by senior managers and the New Zealand Ministry of Education itself. If, as the NZCER Report (2014, p. 12) says, “learning a second or foreign language is considered by

some to be one of the most effective ways for students to develop cross-cultural communicative competence and an awareness of other cultures and worldviews” why is this skill not encouraged in our schools? Literature, such as the Figure 4 graph in the Literature Review, on student numbers studying languages in their final year of high school, clearly shows that few New Zealand students continue with language studies to the penultimate years of their study. Are we victims of geographical isolation and the Anglo-bubble? The Literature Review showed that there is not a fixed pathway to becoming globally competent and that all learning areas, from the early learning years to tertiary study, should therefore be embedding international capabilities into their curriculum (The American Council of Foreign Language Teachers, 2014.) So a question to consider for the future is how can languages be integrated earlier into our primary years so that students are experiencing the world through multiple lenses from an earlier age?

There are several other educational bodies that have considered this and embedded language learning within a greater integrated approach to the curriculum areas. At an international level, The International Baccalaureate requires students “to study in both their best language and in other languages taught as a requirement of the programme” (International Baccalaureate Organization, 2005(a)). In this programme, Theory of Knowledge is a compulsory element of the diploma, requiring students to reflect on the nature of knowledge, and on how they know what they claim to know – much like the thinking competence of the International Capabilities Framework. They justify the compulsory inclusion of language acquisition by stating that learning a language also “develops the student’s knowledge of concepts and cultures, and that these can only be expressed in the language they belong to, thus enlarging the student’s ability to understand and develop their theories of knowledge” (International Baccalaureate Organisation, 2005 (a)).

At a national level, Finland, the country who consistently ranks globally as number one in the PISA education tests, has scrapped traditional teaching by subject in favor of teaching by topic in a cross-curricular manner, with subject specialists co-teaching students. Students work in collaborative groups and provide weekly self-assessment in the form of their choice on the learning that they have acquired, language being a compulsory component (Garner, 2015).

As discussed previously, the literature has shown us that often teachers and senior managers are predisposed to look at curriculum through the lens of their content area particularly at secondary level (Alghamdi, 2014; Cook-Sather, 2009). The student voice here is asking schools and teachers to consider integrating learning so that all learning areas are treated equitably. They are also asking for a curriculum that adapts to the diverse Twenty-First Century needs of a multicultural student body, and responds to their voice.

5.3 The student as a pedagogical consultant on International Capabilities

Student voice has the potential to impact on and inform teacher practice far more effectively than if a teacher were to rely solely on their own perceptions of their classroom and learners. The data discussed in Chapter Four indicates that a teacher has much to gain in consulting their students about their experiences of the International Capabilities Framework. From content, theme, effective tasks and resources, the student voice has provided valuable insight as to what is effective in the classroom.

On a personal level, the data garnered from this research has been invaluable as both a researcher and as a teacher. Consulting my students has provided me with far more understanding as to how and what my students are learning in the classroom, more than solely relying on summative assessment data. In particular, there has been a greater understanding of individual student strengths across the Key Competencies, regardless of their ability in French. As the literature suggests, I have become much more aware of my own pre-dispositions and how previously I had observed a student's International Capabilities based upon what I expected to see as a result of their achievement in French (Alghamdi, 2014; Cook-Sather, 2002).

Bolstad, Hipkins & Stevens (2014, p.49) state that "If the long term goal is to improve or transform schooling practices to better meet 21st century learning needs, we need to understand what opportunities students have to develop these capabilities, as well as what they actually learn from those experiences." This research has enabled myself, as a teacher, to use student voice in order to best structure lessons and mold the learning environment to better enable students to best experience International Capabilities and develop a self-awareness of their

strengths and weaknesses in regards to these capabilities. I have also become more aware of my weaknesses as a teacher, in particular, my misinterpretation of some of the Key Competencies prior to this research. Working in consultation with the students has thus become invaluable to the teacher, as the student participants of this study are expert witnesses on my practice and can provide insights in terms of what had been effective or ineffective to the learning environment.

The New Zealand Curriculum's (2007)(a) aim to produce learners with "capabilities for living and lifelong learning" (p.12) has implications for how we think about the types of learning experiences that we provide for students. In particular, teachers need to provide opportunities for students to experience how key competencies can be applied across all their learning, regardless of content or curriculum area.

Student voice has shown that lessons that successfully allow them to engage with the criteria of the International Capabilities Framework require a focus on critical thinking that emphasizes the perspectives of others, cultural comparisons and how human nature can impact others on a local and global scale. According to Dewey (1916), a living curriculum, encourages students to do more than just know: it involves reflective thinking, both critical and creative, about ideas and behavior. The students of this study all felt that they had developed International Capabilities through the course of their learning in the French classroom. They largely attributed this to the following factors:

- a) *The strategic choice of controversial or socially motivated topics and resources such as religion and immigration.*

This enabled students to have individualized opinions on topics and reactions to resources that may not have occurred if they were studying more generic topics. Essentially, a more socially motivated topic enables students to personalize their learning, as they begin to critically think about and question what has influenced them to have the opinion that they do, whether they can provide justifications for their opinions, and whether they can present their opinions in such a way that they do not insult others in the class who are not of the same opinion. Such exercises in turn mean that students have a greater chance to reflect on their learning overall and weigh

its benefits for them, their current context and their future aspirations. Effective topics are those deemed relevant by the students (Cook-Sather, 2006).

b) *The teacher taking the role of facilitator.*

The participants of this study highlighted the key role that the teacher has in making them experience International Capabilities in a personal and meaningful way. The role of the teacher is to create a setting where students feel comfortable to interact and confront their differences. In particular, the teacher guided them through the provided resources with the use of poignant and rhetorical questions that asked them to relate the topic to their own lives and make reflections. Interactive tasks were set up in such a way that students had ownership and could take discussions, role plays etc. in their own directions, with the teacher only interrupting the process if too wide a tangent was in evidence to reset the parameters of the task or to remind students of the Managing Self competence, when interactions became heated or difficult. An ideal learning environment is one where students are treated as active participants in the process (Cook-Sather, 2009).

c) *Tasks that engage the imagination.*

Students in the focus group highlighted that debating on the banning on the burqa was a task that required them to imagine perspectives other than their own and seek to understand them. They saw that this task directly linked to the International Capabilities Framework particularly in relation to critical thinking and relating to others. Activities such as role plays and debates are essential to achieve this as “imagination helps to cultivate the ability to see something from someone else’s perspective. It is much easier to respect another’s opinion when one understands what life experiences generated that perspective or opinion” (Nussbaum in Hull, 2012).

d) *Tasks that allow for questioning and collaboration not rote-learning.*

Open-ended tasks need to be set to enable students to critically think about topics they are studying. Textbooks are a barrier. Several participants of this study commented that in other subject areas, they had experienced an over-reliance on text books, where they wrote learned

facts and figures, but did not engage on a personal level with the material. The Learning Languages environment for these students is a setting of constant enquiry as they are constantly searching for meaning – both in the sense of the language and in what the meaning means to them in their context (cultural, social, economic etc.). Amongst students there is far more interactive questioning in the language classroom which means that students get to know each other faster and better. A full range of questioning activities around different cultures and personal opinions ensures that students experience Relating to Others in an internationally capable manner on a day to day level (Newton, Yates, Shearn & Nowitzki, 2009).

In this regard, it is important to note that students did not identify using ICT as a good source of collaboration, given the current trend to integrate BYOD programmes into schools, and that modern day definitions of global citizenship include the ability to negotiate online media in a collaborative way (Grizzle, 2014). Unless a collaborative tool such as padlet is used, where students can see and question each other's' writing, the addition of a screen to the classroom dynamic tends to diminish interaction, collaboration, Relating to Others, Participating and Contributing and Managing Self.

e) *Multiple facets to present an opinion.*

The data shows that it is important that students are given the experience of presenting opinions in diverse ways. For example, the act of speaking and writing about opinions on religion allowed students to critically think about how they engage with a forum and how they manage themselves in an ethical manner. This is an important skill to develop in world where material and opinions are increasingly sourced online in written format and the degree of face to face interaction is dropping (Grizzle, 2014)

f) *Tasks with real-life applicability.*

Learning needs a context and whilst students are motivated somewhat by grade scores, a purely assessment driven academic approach will not motivate students long-term, nor will content-driven courses remain enjoyable. In order for a student to develop International Capabilities, the task has to be real and the student needs to see that what they are learning has

future applicability to their lives (Alghamdi, 2014). Students need to be reminded of the key competency that they are developing through their learning so that they can relate it to their needs and learn to appreciate how their education is developing them as an individual person, not as a category (e.g. university applicant, worker, traveler). Participants in this study were most excited when they could class themselves as having achieved personal accomplishments such as communicating, negotiating meaning, interacting etc. in other words, when they made an explicit connection between what they are learning and the real world applicability (Cook-Sather, 2006).

g) A supportive and collaborative learning environment

As stated previously, a lot of the success of this study was a result of the positive social interactions amongst the students, many who have studied together throughout their time at secondary school. The NZCER report (2014) also found that peer relationships can directly impact how internationally minded, or comfortable with diversity and difference, students believe themselves to be.

In terms of the Learning Languages classroom, Dörnyei (2009) believes that motivation is one of the key factors that influence the rate and success of foreign language learning. Motivation both initiates the choice to learn a language and ensures that the student is engaged in the learning process when it becomes more difficult. Therefore appropriate content and a good teacher are not enough, the student must have sufficient motivation. Motivation is key, and if it is lacking, academic achievement can be overcome, regardless of ability. Gardner & Lambert (1972) emphasize that, even with the most remarkable ability to learn a language, motivational factors are key in ensuring an individual's continued success. I believe that these observations can be applied to any subject when observing student motivation to learn.

The data from this study shows that the teacher needs to consider the environment of the classroom and in particular, the dynamic of the students, if they want to implement a successful unit on International Capabilities, as peers often impact on a student's motivation to learn. In Student 2's case, she is motivated to study a second language not for the individual benefits that she could get such as grades, or the possibility of travel but rather for the social environment, "I take French 100% for the people and then like 60-70% for the language because

it's a really pretty language but I'm really awful at it." Student 5 talked about how the French classroom was a home away from home and a consistent haven in a learning environment that otherwise changed every year. All participants highlighted the benefits of having the same people in their French classes from year to year and the same teacher, concluding that there was a supportive setting that encouraged people to participate on their own terms and that had provided them with opportunities to learn how to work well together, even when they disagreed. As a result, it was far easier to get students to interact, relate to others and manage themselves in their day to day classroom activities.

This is not to say that certain later additions to the class did not further enhance the chance to experience International Capabilities. The NZCER Report (2014) found that "bringing diverse cultural and international perspectives into classroom discussions, by drawing on the cultural diversity of the students present, is one of the ways to create an international capability learning opportunity regardless of the subject matter at hand. For a positive and meaningful discussion with someone of another cultural background, students will need to draw on or learn the Key Competencies of Thinking, Managing Self and Relating to Others." (p. 13).

For the Year 12 participants of the group, it was often times difficult for them to engage cross-culturally with a resource in French due to the difficulty of the language being used. They therefore identified the addition of international students and international visitors to the language class room as a means to engage cross-culturally. However, the Year 13 participants emphasized that the way these additions were introduced was key to how it impacted on their motivation to learn, relating experiences in other classes at Year 12 level where the international addition had made them even more aware of their disparity in levels and comprehension.

h) If the International Capabilities Framework is to be assessed in the target language, measurement should only be undertaken in the final year of secondary school

If the ability to use the target language is identified as essential to all components of the Learning Languages curriculum as it relates to International Capabilities, should a language teacher then identify Year 13 alone as the level at which International Capabilities will be

assessed, given that these students feel more literate and have progressed to a form of fluency with their language use beyond that of their Year 12 classmates?

From a teaching position, I have observed over time that that Term One for a Year 12 student in a combined Year 12 and 13 class is “make or break.” Due to the nature of the course, with a transition from language that is immediately relevant to daily life wants and needs, to a focus on communicating about global and social issues, Year 12 students in particular seem to struggle with the realization that they do not have the ability to use the language well enough to express themselves in the way that they would like to. Academically able students are less inclined to communicate in front of their Year 13 counterparts, as they do not want to lose face. They are acutely aware of their perceived deficits in knowledge as they are confronted by the more advanced skills and abilities of their Year 13 classmates. Weaker students tend to be overwhelmed by the sheer amount of vocabulary, grammar and personal expression that is expected. This observation is supported by the data collected from Students 1 & 2. Both students were nervous to interact in French in an unprepared manner during class activities. Summative assessments that saw a greater use of the target language, were largely phrases taken off the board during class time, thus reflecting their teacher’s opinions rather than those of their own.

As explained in the data chapter, Year 13s have progressed from a focus on literacy in the target language to one of fluency. Therefore Year 13 students have the best potential to demonstrate their International Capabilities in the target language as they not only have the ability to use the language in a literate way, but also understand how language is used to demonstrate different cultural perspectives, influence interaction with others and self-management. From the data collated, Year 13 students were far more likely to participate and contribute in French with confidence. Likewise, their summative assessment was more likely to creatively adapt language learnt in class to express their own ideas, opinions and critical responses to texts.

However, it must be questioned to what extent the role of the dual level classroom plays in creating this division. The Year 12 students are far more aware of their deficits in knowledge

as they are constantly confronted with the Year 13s advanced abilities in French. This observation became more pronounced in the final session that was used for data collection where students debated the French ban on the burqa. Due to year level assemblies falling one after the other, students were able to have a language preparation session at their specific level. This enabled Year 12s to start at an easier level and slowly build complexity into the arguments in French that they were constructing. On the other hand, Year 13s did not lose time reviewing over simple phrases that they had already mastered, and could begin directly working on their argument and targeting complex grammatical structures. The final outcome was a robust debate where all students participated in French, giving their perspectives on the burqa, seeking to understand those of others, manage themselves in a debate and think critically about responses to others. Having had the time to learn at the pace and level needed, ensured that the Year 12s felt confident to speak and their final spoken arguments were as strong and forceful as their Year 13 counterparts.

Therefore, in the context of the language classroom, the setting is key as to whether International Capabilities should only be assessed at Year 13, or in both Year 12 and 13 as the Ministry of Education's case study suggests. Given the context of the participants in this class, I would argue that if the target language of French were a necessary component in the assessment of International Capabilities, Year 13 would be the correct year to apply some form of measurement. However, with the correct planning and setting, based on the context of the students and their social makeup, this could be adapted by the teacher.

As with the previous two sections discussed in this chapter, the literature has shown us that often teachers are predisposed to teach based on their own perceptions of what is effective, rather than consulting their students (Alghamdi, 2014; Cook-Sather, 2009). The student voice here is asking teachers to consult them on matters such as classroom environment, tasks, resources, topics and themes in order to increase their motivation to become Internationally Capable. The process becomes invaluable to both the teacher and student. The teacher begins to better understand their students' needs. The students who participated in the focus group

reported feeling more engaged in their learning as a result of this change in focus, as well as more located in the school community. Thus there is clear evidence that the student becomes more motivated in the classroom, as they have been consulted on their views on learning, thus engaging them more when reform of their education occurs.

5.4 Summary of Discussion Chapter

As Bolstad, Hipkins & Stevens (2014) expected, the student voice collected about their experiences of the International Capabilities Framework in the Learning Language classroom has proved the value in continuing to involve young people in shaping a New Zealand discourse on what it means to be Internationally Capable, as their lived experiences have offered insights on international or intercultural capability that differ from those of adult policymakers or teachers. As a result of their involvement in the dialogue there is a more complete picture for policy makers, schools and teachers of what is currently happening in the classroom, enabling the introduction of effective strategies to improve the current situation.

Dunne & Zandstra's (2011) suggested roles for students ensure that the International Capabilities educational reform moves from having an abstract economic motivation to a personally relevant curriculum that students can engage with and link to the real lives. With students as pedagogical consultants, teachers are now better placed to create a learning environment that will encourage the development of Key Competencies according to the International Capabilities Framework. As co-designers of courses / curriculum, students could help move the curriculum into the Twenty-First Century using the International Capabilities' Key Competencies as a guiding framework, and thus resolving the criticism that the current system is not providing students with the skills required for the future work force (Claxton, Chambers, Powell, & Lucas, 2013). Most significantly, the participants of this study have been co-designers of assessments, providing a voice for their current experience in the classroom and indicating that the future measurement of International Capabilities should also capture student voice on their experience, acknowledging that the development of capabilities is a personal learning journey that cannot be measured in a standardized way.

CHAPTER 6: CONCLUSION

This thesis examined students lived experiences of a unit of work on International Capabilities in the Learning Languages Classroom. It examined the New Zealand Ministry of Education's International Capabilities Framework and collated the student experience of each criteria in reference to the New Zealand Curriculum's (2007) Key Competencies. The research has shown the need for student voice at all stages of educational reform and more generally in the school community and classroom environment, in order to ensure that changes to pedagogy, curriculum and assessment will have the targeted outcome of personal and academic success for every student. The literature showed that whilst International Capabilities is not a new phenomenon in the education sector, there was little consensus as to a definition of these capabilities. Whilst the International Capabilities Framework has bridged this gap somewhat for New Zealand teachers, there were not clear clarifications as to how teachers could include these capabilities into their classrooms, nor how students would eventually be measured. The NZCER (2014) indicated that student voice was needed to further clarify these deficits.

The student voice presented in this thesis has provided valuable information in this regard. The students in the focus group have worked to co-design an ideal assessment measurement through the learning empowerment model; they have provided evidence of how schools can work with students to co-design an integrated curriculum that targets International Capabilities; they have additionally shown how a teacher can improve their practice to include International Capabilities within a unit of learning. The data provided has its limitations, given that there were only six participants who come from the same class with the same teacher, in the same school. However, their backgrounds and perceptions have been explained in a way aimed at helping policy makers, schools and teachers to be able to find relevance to their own educational situation.

The student experience of the International Capabilities Framework reframes their understanding of learning in terms of their Key Competencies, rather than a sole focus on curriculum area content knowledge. Their learning has thus become interdisciplinary, meaningful, reflective and relevant to the lives that they currently live and will experience in the

future. Students report feeling more engaged in their learning as a result of this change in focus, as well as more located in the school community.

The student voice has also provided key data on some of the next steps that should be taken in order to successfully implement the International Capabilities Framework in schools, as well as a definitive answer as to how students should be measured. The data has supported a shift from current methods of standardized and / or external assessment, in favor of the student empowerment model. A key message in this regard is that students are individuals and develop capabilities in their own ways, in their own time, thus a one-size-fits all model is not appropriate to measure the intentions of the International Capabilities Framework.

6.1 Future Directions

This study has shown that student understanding of their learning has increased considerably as they reflect upon the Key Competencies and the way in which they can be developed to demonstrate that they are Internationally Capable. Key directions for future studies could start with a trial of the Learner Empowerment model as a measurement of International Capabilities. This model represents a large shift from current models of assessment that exist within New Zealand. Teachers and students will need guidance and clear exemplar in order to implement such a change to the status quo effectively.

Once this research is complete, a further study could examine the implementation of the International Capabilities within the curriculum, using a school as a model. This research could be twofold: (1) examine how the Learning Areas can be adapted and redesigned to equitably address the International Capabilities Framework and include student voice and (2) examine best teacher practice in light of student collaboration to ascertain the best way to embed the framework into day to day classroom practice.

The data of this research is centered within the Learning Languages curriculum area, which has language and cultural understanding at its core. However, global competence education should not be limited to one subject area, but rather, should be taught with an integrated

approach to encourage life-long learning as early as kindergarten, and then continuously through primary, secondary and tertiary education. Future studies should therefore examine student experience in other curriculum areas in order to provide a larger picture for policy makers that encompasses all of the curriculum affected. However, if the Key Competencies sit at the front of the New Zealand Curriculum document before content, a future direction of interest could be to gather students' experiences of an integrated cross-curricular approach to measuring Key Competencies across the International Capabilities Framework. This would enable teachers to examine whether students find more relevance to real life in their learning when a multi-disciplinary approach is encouraged. After all, life outside of school, in our increasingly global world, is not divided into subject silos but rather is an environment that is inter-disciplinary and requires the ideals of the Key Competencies and the International Capabilities Framework to be negotiated capably, on a day to day basis, by its individual members and communities.

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APPENDIX A – OFFICIAL DOCUMENTS



Learners' lived experiences of the International Capabilities framework: a case study of French language learners in a New Zealand secondary school

INFORMATION SHEET

Dear parents / whanau,

As well as teaching at Marlborough Girls College, I am currently a Masters of Education student at Massey University, writing a thesis on 'Learners' lived experiences of the International Capabilities framework: a case study of French language learners in a New Zealand secondary school.' It is being supervised by Dr. Karen Ashton and Mrs. Rose Atkins of the Institute of Education.

The main research question that this study hopes to consider is: "How do learners of languages experience International Capabilities in the Learning Languages classroom?" The study aims to gather the lived experience of students in the senior combined Year 12 and 13 class at Marlborough Girls College. It will take place in the last few weeks of Term One, continuing into the first few weeks of Term Two. I would like to invite the students in my combined Year 12 and 13 French class to participate in this research. Their participation is voluntary and will in no way affect their assessment or results for NCEA.

Please read the following information before giving your consent to participate. Students who choose not to participate in any of the four activities below should be aware that there will be a video camera recording the lesson so some of their comments may be recorded however anything they say/do will not be used in the research.

Students can opt to be involved in any of the following activities:

- Three videoed observations of lessons in Term 1 of 2016. These will be done in class time, so the student will not have to give any extra time to this activity. The data collected will be analyzed and used to observe whether international capability indicators are present in student interactions in the classroom. The data will also be used to formulate questions and activities for an in-depth focus

group. Students and parents will have the right to review and edit any transcripts of the commentary.

- Student written work: Completed by students over the ten week period, which will be collected and analyzed against the International Capabilities framework. The data collected will be analyzed and used to observe whether international capability indicators are present in student written work in the classroom. The data will also be used to formulate questions and activities for an in-depth focus group. Originals will be returned to the student after a copy has been made so that there is no impact on achievement.
- Focus Group: Six participants will participate in a 20 minute group discussion about their experience of the three videoed lessons. These will occur at a lunch time, so that no class is missed. The focus group will be videoed for reference. Students and parents will have the right to review and edit any transcripts of the commentary.
- Student journals: Focus group participants will be asked to keep journals on their learning experiences throughout the unit of learning. They are asked to write a minimum of three entries. This is to be done in their own time. Students will select a pseudonym and should type their journals in order to avoid handwriting recognition. Journal entries should be printed and placed into the marked journal submission box at the front of the classroom. The aim of this is for students to be able to write freely about their experiences of what has been learnt in the classroom and discussed in the focus group.

Data Management

Data will be triangulated, analyzed and reported in the form of a thesis. This thesis will be submitted for a Master's in Education at Massey University. A copy will be made available to Marlborough Girls College and Marlborough Boys' College through their libraries.

Data - video, audio and written - will be stored on a hard drive that will be kept in a locked cabinet, accessible only by me. Written work will be scanned and added to the hard drive, the originals will be returned to the students as it will be part of their day to day learning. Student journals will be scanned and stored on the hard drive. All collected data will be stored for 7 years in accordance with Massey University policy.

Participants can ask to have access to the summary of project findings and reserve the right to edit or remove themselves from the research.

Students and parents are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study at any time during the term (the student would still participate in class activities but their commentary and written work would no longer be included in the data collection);
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.
- ask for the camera to be turned off at any time during the observations and /or focus group recordings.

If you have any questions regarding this research project please do not hesitate to contact me either by email hilary.hunt@mgc.school.nz or by mobile (0212140291). Additionally you can contact my supervisors – Dr Karen Ashton, k.ashton@massey.ac.nz or Mrs. Rose Atkins r.atkins@massey.ac.nz

Regards,

Hilary Hunt

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 15/79. If you have any concerns about the conduct of this research, please contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

Te Kunenga
ki Pūrehuroa

Institute of Education

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Learners' lived experiences of the International Capabilities framework: a case study of French language learners in a New Zealand secondary school

PARTICIPANT CONSENT FORM - INDIVIDUAL

I have read the Information Sheet and have had the details of the study explained to me.

My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

Please indicate whether you wish to participate in this research:

I agree / do not agree (circle) to take part in the study being conducted in the Year 12 and 13 French class on students' lived experience of International Capabilities, under the set conditions in the Information Sheet.

If you have indicated that you wish to participate in the research, please complete the following indicating your level of involvement:

1. CLASS OBSERVATIONS:

I agree / do not agree (circle) to my work in three class lessons being image recorded.

2. STUDENT WRITTEN WORK:

I agree / do not agree (circle) to my written work in Term One being collated and analyzed.

3. FOCUS GROUP:

I agree / do not agree (circle) to be part of a Focus Group discussing activities in class.

I agree / do not agree (circle) to the focus group being image recorded.

I wish / do not wish (circle) to have my recordings returned to me.

I agree / do not agree (circle) to write a minimum of three journal entries in my own time, on my learning in class, under a pseudonym.

Student Full Name _____ Signature: _____ Date: _____

Parent Full Name _____ Signature: _____ Date: _____

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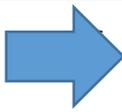
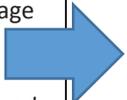
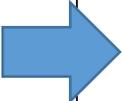
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APPENDIX B – DATA GATHERING

SENIOR FRENCH UNIT PLAN (Y12 & 13)

Thèmes: *La Colonisation, La Francophonie, L'Immigration, Les liens entre France et NZ*

<p><u>Proficiency Descriptor:</u></p> <p>Students can use language variably and effectively to express and justify their own ideas and opinions on the impacts of French colonisation domestically, globally and in New Zealand, and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.</p>	
<p><u>Achievement Objective: Communication</u> In selected linguistic and sociocultural contexts, students will:</p> <ul style="list-style-type: none"> • Communicate information, ideas and opinions through increasingly complex and varied texts • Explore the views of others, developing and sharing personal perspectives • Engage in sustained interaction and produce extended text. 	<p>Written texts:</p> <ul style="list-style-type: none"> • Advertorial on a Francophone travel destination • Letter to the editor on an immigration issue in France • Personal response to the film “La Haine” / “Une longue dimanche de fiancailles • Biography of an important Frenchman with NZ links or NZer with French links <p>Interactions tasks:</p> <ul style="list-style-type: none"> • Choose and explain a francophone travel destination • Debate laïcité in schools • Response to a trip to a museum • Your changing view on the use of learning French <p>Presentation:</p> <ul style="list-style-type: none"> • Y13 A critical analysis of a French film that you have watched • Y12 Present an event or person that has links to NZ and France and explain why we should remember it or them <p>Literacy: AS90826 Analyse the response of a religious tradition to a contemporary ethical issue</p>
<p><u>Achievement Objective: Language knowledge</u> Students will:</p> <ul style="list-style-type: none"> • Analyse ways in which the target language is organised in different texts and for different purposes • Explore how linguistic meanings conveyed across languages. 	<ul style="list-style-type: none"> • Persuasive language: conditional, subjunctive, imperatives, adjectives • Teenage slang : argot, verlan • Expressing a point of view (Y12) • Critical arguments (Y13)
<p><u>Achievement Objective: Cultural knowledge</u></p>	<ul style="list-style-type: none"> • Francophonie => French speaking world



<p>Students will:</p> <ul style="list-style-type: none"> Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences Analyse how the use of the target language expresses cultural meanings. 	<ul style="list-style-type: none"> Colonisation Immigration, racism, laicity NZ & French => Akaroa, Te Puna, Du Fresne, Marlborough geography, World Wars, modern industry
<p><u>Differentiating between L7 & L8:</u> Level 7 Students</p> <ul style="list-style-type: none"> Begin to engage in sustained interactions Produce extended texts Explore the views of others and develop and share personal perspectives. Express and justify their own ideas & opinions Support and challenge the ideas and opinions of others. Respond to increasingly complex and varied texts. 	<p>Level 8 Students:</p> <ul style="list-style-type: none"> Encounter a greater range and complexity of text types Engage in increasingly sustained interactions Produce and respond to a variety of increasingly complex texts Deliberately & effectively select appropriate language & cultural knowledge they need to use to communicate effectively with different audiences and for different purposes

PART 3: IMMIGRATION

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Week 1	<p>What is immigration?</p> <p><u>Resources:</u> Vocab sheets, « Immigration, <u>phenomene</u> <u>universal</u> » Tapis Volant Senior p. 52</p> <p><u>Activities :</u></p> <ol style="list-style-type: none"> Split students into groups of four. Divide paragraphs between them. 5 minutes to summarise their paragraph. Read the French version aloud for pronunciation practice then explain to the group what it means. <u>Debate:</u> <u>Sommes-nous racistes en NZ?</u> 	<p>Talking about immigration: Vocab building</p> <p><u>Resources:</u> <u>Vocab Sheets.</u></p> <p><u>Activities :</u></p> <ol style="list-style-type: none"> Work on vocab sheets Taboo. Explain a word without saying it. PPT quiz on immigration 	<p>The history of immigration in France</p> <p><u>Resources:</u> « La France, Pays d'acceuil » Tapis Volant p. 56-57 « Images de la France <u>multiculturelle</u> » Tapis Volant Senior p. 58-59</p> <p><u>Activities :</u></p> <ol style="list-style-type: none"> In groups read through p 56-57 Cut out chart arranging dates on a timeline with phrases in French that simplify what they have read Discussion <u>en français</u>: One thing that I found surprising... Give out map of Paris with quartiers numbered. Listening task <u>to p.</u> 58-59, students mark what ethnic group lives where 	<p>Perspectives: Immigrants in France today</p> <p><u>Resources:</u> Metis (song) by Yannick Noah <u>Entretiens</u> – Tapis Volant p. 54</p> <p><u>Activities:</u></p> <ol style="list-style-type: none"> Comprehension <u>Aisah</u> in <u>entretiens</u> speak about being an immigrant in France Listen to metis – students put the lines in order. Give each group a part to translate & present to class. Discussion: What is the point of this song? How could it help someone like <u>Aisah</u>?
Week 2	<p><u>Perspectives: French view of immigrants – Recorded session 1</u></p>	<p><u>Perspectives :</u> <u>Le Front National</u></p> <p><u>Resources :</u></p>	<p>Les Sans Papiers (clandestine immigrants)</p>	<p><u>Debate :</u></p> <p><u>Resources :</u></p>

	<p>Resources Survey results: Les Français et l'intégration « Quelques vérités sur des idées fausses » Tapis Volant Senior. P 53 PPT – ou va le racisme</p> <p>Activities :</p> <ol style="list-style-type: none"> 1. Match a stereotypical immigration statement to the reality (cut ups) 2. Read the survey data, use statements to summarise e.g. ce que je trouve..., je constate que... 3. Discussion using the questions at the bottom of p. 53 Homework: PPT – come knowing the vocab and be prepared to discuss this <p>The understanding and discussion of stereotypes allows students to confront their own concepts of immigrant and potentially their prejudices. They will also have to work with others who may have different perspectives from their own.</p>	<p>PPT Front National Posters and anti FN posters Diams song about Marine Le Pen Marine's response to the song</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Discussion about HW powerpoint, can you understand the point of view of those arrested? 2. Introduction to the passive voice 3. Analyse the FN posters using the passive. 4. Listen to the song by Diam about Marine Le Pen. DO you relate to it? Homework: read the response that MLP has to the song, what do you think? Is it adequate? 	<p>Resources : Les Sans Papiers Video – Immigration clandestine Video – les centres des immigrés</p> <p>Activities (in computer room) :</p> <ol style="list-style-type: none"> 1. Group conversation about their thoughts on the MLP response – then group report to class 2. Choice of activity reading about sans papiers or you tube listening clip 3. Based on what you have read / watched, write an story from the perspective of a sans papiers – how did you get to France, what has happened to you, how have people treated you? – written evidence <p>(At same time doing conversation assessment on francophonie)</p>	<p>« un monde qui bouge » p. 94-95 of Atouts Song – Ou veux tu que j'aille ? Activity :</p> <ol style="list-style-type: none"> 1. Give each student one of 6 perspectives. They have to prepare to support this argument. Then put them into groups to debate their point of view 2. Listen to the song. In groups discuss the meaning. Is it fair to be born in a country but be treated like a foreigner because of your genealogy?
Holidays	Students are to watch the movie "La Haine" and complete the movie activity booklet, and a critique of the film using the film vocabulary sheet			
Week 3	<p>Response to La Haine – 2nd recorded lesson</p> <p>Activities</p>	<p>What is religion?</p> <p>Resources: 3 lesson worksheet</p>	<p>Religions of the world</p> <p>Resources: 3 lesson worksheet</p>	<p>Laicity – 3rd recorded lesson</p> <p>Resources: 3 lesson worksheet</p>

	<ol style="list-style-type: none"> 1. Go through film booklet 2. Conversation – thoughts on the movie. <p>This lesson will provide a good example of students using the language This will prepare them for their NCEA speeches, where they have to discuss differing perspectives on the film. They have to put themselves into the shoes of the characters, whose lives are far beyond that of the students in this class.</p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Analyse the quote by Karl Marx, and give your opinion of religion in 100 words 2. Read 3 young peoples point of view on religion and answer the questions 3. Conversation: Are you a believer, a spiritualist, an agnostic or an atheist? 	<p>Activities</p> <ol style="list-style-type: none"> 1. Learn the French words for diverse religions 2. Make statements about each religion, their beliefs and actions – written evidence 3. Conversation (using conditional) If I had to be a religion, I would be a Because... 	<p>Laicity comic</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Look at the French constitution, where is religion covered? 2. Read the cartoon. Come up with your own definition in French of laïcité – written evid. 3. Debate: Should schools be laic? <p>This lesson will provide a good example of students using the language. A debate provides for all the KC components in the framework.</p>
Week 4	<p>The differences between Islam and Christianity</p> <p>Resources 3 lesson worksheet</p> <ol style="list-style-type: none"> 1. Classify words as Muslim or Christian 2. Read a letter to the pope "Islam is not against Christians" comprehension questions 3. TV5 monde report and exercises <p>HW read big article on burqa ready for lesson 3 this week</p>	<p>Fundamentalism</p> <p>Resources 3 lesson worksheet</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Link a religious terrorist act to the year it happened, in your opinion, which religious group did it? (there are examples from both) 2. Videos about a Christian school and a Muslim school with comp gns. 3. Debate: are these schools fundamentalist? 	<p>Banning the hijab / burqa</p> <p>Resources: 3 lesson worksheet Cartoons on burqa vs bikini Video on Belgium Ban Big article on both sides</p> <p>Activity Analyse cartoon portrayals of burqa Watch video on Belgium's reasons for banning Discuss your own perspectives Run through the big article and its principle ideas for and against</p>	<p>Debate: - Fourth recorded lesson</p> <p>Conversation task News article "a student excluded from school because of the religious characteristics of her long skirt.</p> <p>Was this justified? Produce a letter to the student involved that gives your point of view on what has happened to her and how you think MGC would deal with it- writtin evid.</p> <p>This lesson will provide a good example of students using the language. A debate provides for all the KC components in the framework</p>
Week 5	NCEA Speeches: Response to film – recorded speeches will be analysed and focus group will journal their thoughts			

SAMPLE QUESTIONS:

Can you explain whether you were able to build your thinking skills during the lesson on religion?

How did you handle conflicting ideas in class discussion today?

Do you feel encouraged to make a change as a result of the lesson today? Explain why or why not?

What are the challenges of being anonymous online?

What are the challenges of having open and frank discussion in class?

How did you feel about discussing a topic such as religion?

How was conversation in French in class different from conversation with me in your assessment?

Are there benefits to Year 12 and 13 students being together in the same class?

Does learning French provide you with learning experiences that you feel you don't experience in other curriculum areas?

What helped you to develop these skills? (when discussing a certain key competency)

APPENDIX C – STUDENT WORK

La Haine

Mathieu Kassovitz



L'intrigue:

Pourvu que vous aimiez les films provoquants, je crois que vous apprécierez La Haine. Il raconte l'histoire de trois jeunes qui habitent dans un quartier pauvre de Paris. Le personnage principal, qu'il s'appelle Vinz, déteste la façon que la jeunesse de son quartier est marginalisé par la société de France. La police fait des gens comme Vinz des cibles. Dans le fond, la violence, qui est une grande problème dans les cités de France, suit Vinz et ses amis, Saïd et Hubert, pendant le film. Ils battent avec la police et l'action se déroule quand Vinz trouve un pistolet. La fin est une tragédie parce qu'il représente comment le racisme divise les gens. La vérité de société française est examiné dans ce film. Je vous conseillerais ce film pour tout le monde, parce qu'il est très honnête. La Haine n'est pas facile de regarder, mais il enseigne les leçons précieuses.



La Revue:

Le réalisateur, Mathieu Kassovitz, réussit dans son interprétation de trois jeunes désabusés qui représentent une minorité. Il n'y a pas de opportunités pour des gens comme Vinz, donc ils utilisent la violence pour manifester leur frustration. Vincent Cassel, qui joue Vinz, est très impressionnant. Sa représentation du personnage principal est sans concession. Vinz est le produit des défauts de la société française. Son colère est effrayant. Kassovitz traduit clairement ses idées à propos des brutalités policières dans le film. J'étais frappée par l'interprétation négative de la police. Le film était sorti en 1995, et à cette époque, le peuple ont eu une méfiance envers la police en France. La façon que Kassovitz condamne cette violence est provoquant. Il m'a fait penser comment, dans d'autres pays, il y a un fossé entre la loi et les gens.

Le chose le plus frappant ici c'est que même si les garçons sont violents et dangereux, ils deviennent les victimes d'un système raciste. Il faut que vous compreniez que pour des gens comme Vinz, la vie n'est pas facile. Il habite dans la pauvreté et la criminalité, avec beaucoup de drogues. Avant la sortie du film, le public français a essayé d'ignorer la réalité de vie dans les banlieues. Le film a changé le façon que la société française a vu les banlieues. Après avoir regardé le film, il était impossible d'oublier la vie brutale de Vinz, Saïd et Hubert. De ce film, je pense qu'on peut apprécier l'importance de l'harmonie sociale. Je veux que vous regardiez ce film, pour que vous compreniez comment la colère et la haine détruit une société. La Haine montre qu'il est important pour nous d'accepter les gens qui sont différents. Autrefois, notre société sera en ruine.

EXAMPLE OF PADLET TOOL

Les religions au monde - Trouvez les mots en français, puis notez votre avis de la religion en général

Je oons
Je pense que les gens peuvent croire ce qu'ils veulent croire en. Religion est un choix personnel, mais il n'est pas une excuse pour la culture ou la violence.

Bouddhisme
Islam
Chrétiensme
Judaïsme
Hindouisme
Sikhisme
[Foi] Bahá'íe
Jainisme
Athéisme
Taoïsme

Église du monstre de spaghetti volant
C'est un religion formidable!

Il s'appelle "Pastafarianism"

A mon avis
A mon avis, religion est important au beaucoup des gens et nous devrions l'accepter.

Je pense que votre religion est votre choix et il peut créer un sentiment d'identité.

la religion, une simple chose ?
Parfois, on est en droit de poser la question, existe-t-elle vraiment un vrai dieu, ou est-elle placée au-dessus de nous et censée veiller sur nous ? Je ne pense pas qu'il existe une telle chose. J'ai d'avis que toutes les religions ont été créées de toute pièce ou parfois avec une base historique (Jésus a réellement existé) dans le but de répondre au besoin urgent de savoir de quoi est composée l'après-vie. En effet, la mort est une des seules choses auxquelles on a aucun contrôle. Et l'homme, de sa nature, a besoin de contrôler ce qui lui arrive. C'est pourquoi il a inventé différentes religions, afin de rassurer, et de mourir paisiblement, sachant ce qu'il attend. C'est le fondement de toute religion. De plus, les religions n'ont jamais rien apporté tout l'homme que guerres et de la discordance.

Je pense que religion est un bonne chose, mais seulement quand tout le monde acceptent qu'il y a différences entre le foi de chaque personne. Ton religion est n'est pas une excuse pour violence.

Je pense que religion est bonne pour les gens mais beaucoup de monde ne comprennent pas autre religions.

mal, penser a propos de religion

Je pense que ta religion est un choix personnel

Je pense que...
Religion peut être une chose bon, mais ce n'est pas un compétition. Ce n'est pas un dieu singulier. Chaque dieu est valide.

Je pense que tout le monde a des opinions différentes.

Je pense que c'est bien de croire en quelque chose, peu importe ce que c'est.

Je pense que religion est un choix et est importante pour les gens différent

Mon avis
Je n'ai pas des problèmes avec la religion

Je pense que la religion...
a été inventée pour trouver des réponses aux questions auxquelles on ne peut pas répondre.

Pourvu que on n'utilise pas religion pour mal. Par exemple des télévangélistes qui exploitent de la foi de personne pour gagner de l'argent. Chaque personne a le droit à choisir ce qu'ils veulent pour leur vie.

LES RELIGIONS ONT TUÉ PLUS DE GENS QUE LA CIGARETTE... ET TOUJOURS PAS D'IMAGES CHOC

Il est important que tout le monde a des opinions différentes, certaines peuvent être très différents les uns des autres et nous avons à les accepter.

Pour (???)
Yikes
une personne qui utilise maque de religion comme excuse pour la haine est autant mal qu'une personne qui utilise religion comme excuse pour la haine.

DOUBLE CLICK OR DRAG A FILE ANYWHERE TO POST SOMETHING.