This project is not proposing new sets of teaching tools or innovative pedagogies for second language teaching; rather it is about acknowledging an important gap in the curriculum, the absence of some of our closest neighbours, the East-side neighbours. This absence is currently being emphasised by the Asian century that is focusing much of our attention to the North. All of this at a time when many Australian schools are attempting to develop global citizens who will one day become the future leaders of this country. The importance of engaging with Asia is unquestionable and there are many strong arguments that justify why one should engage in Asia, but it is in the interest of all Australians to have knowledge of their close neighbours. Findings from this research could assist in transforming current teaching practice in the French language classroom and in the long term contribute to placing Australia in a stronger position to collaborate with all countries in its region and create a better future for all.

Methodology

This research project is a qualitative and quantitative inquiry guided by a transformative paradigm which incorporates ideas linked with constructivist, phenomenological, existential and critical theory. It was a participatory action research approach and is therefore composed of three main parts: the reconnaissances, the intervention and the evaluation. One of the objectives of this study is to develop a change-oriented curriculum for Grade 8 French which will contribute to developing students’ international-mindedness and knowledge of their East-side neighbours, whilst remaining responsive to the linguistic requirements set by the Australian Curriculum. The investigator has worked in collaboration with 14 other teachers from both Australia and overseas. The data collected during the intervention phase mainly comes from one class of 25 Grade 8 students attending one of the largest state high schools in North Queensland, Australia. The project aims to develop a French-language curriculum that focuses on increasing students’ international-mindedness towards Australia’s East-side neighbours – New-Caledonia, Vanuatu, Wallis and Futuna, and French Polynesia. The data presented in this poster will indicate the levels of knowledge of Australian high school students towards these countries and, based upon these understandings, contribute to the debate about future directions of the curriculum. The future of Australia and its East-side neighbours are intertwined for economic, environmental and social reasons. It is necessary to reimagine how the curriculum connects Australian students with their East-side neighbours.

ABSTRACT: Learning about Australia’s neighbours has become a recent government priority that is reflected in the Australian curriculum. The focus is strongly on Asia, but what about Australia’s other close neighbours? The results presented are part of the reconnaissance stage of an action research project conducted in schools located in North Queensland, Australia. The project aims to develop a French-language curriculum that focuses on increasing students’ international-mindedness towards Australia’s East-side neighbours – New-Caledonia, Vanuatu, Wallis and Futuna, and French Polynesia. The data presented in this poster will indicate the levels of knowledge of Australian high school students towards these countries and, based upon these understandings, contribute to the debate about future directions of the curriculum. The future of Australia and its East-side neighbours are intertwined for economic, environmental and social reasons. It is necessary to reimagine how the curriculum connects Australian students with their East-side neighbours.

The Visible North and the Invisible East

Asia is important for the future of Australia because Asia is growing, Asia is innovative, Asia is close to our nation, but most importantly, Asia is visible.

If Australia is a nation is truly aiming to develop its young people to become internationally-minded citizens through the teaching and learning of different cultures and beliefs, then it does not seem unreasonable to say that young Australians also need to develop an appreciation for their less visible neighbours, the East-side neighbours.

If the national strategic decisions a country makes cannot escape its geography, then Australia should become, not the most Asia-literate country in the Western world, but rather the most Asia-Pacific literate country in the Western world. The Pacific ocean is full of seemingly invisible islands, yet it is home to over 11 million people, and this is predicated to increase to 15 million in 2035 (Pacific Regional Information System, 2011). The Australian government and the literature in general agree that the learning of foreign languages is one of the keys to improving ties between Australia and its closest foreign neighbours. If this is the case, the French language classroom could be the window of opportunity to educate young Australians about some of their other closest neighbours. The French language is used in French Polynesia, Wallis & Futuna, Vanuatu (a former French colony) and New-Caledonia which are located only a few hours away from some of the most populous Australian cities. Australian educators, because of the geographical position of Australia, are uniquely placed to bring to the attention of all young Australian minds what that much of the world currently see as an invisible, empty, large blue patch of water, is in fact a region full of hidden treasures.

Teacher Quotes

“I think currently, it is at the teachers’ discretion to talk about the French Pacific islands. There are some opportunities in the curriculum because we need to teach about the language and the culture. However, often I have found that the resources are a bit lacking. It has not been done very much at all. I think it is very important to try to include it in our curriculum now. I expect the kids to get a lot out of it.”

Kathryn, Senior French Language Teacher

“I have found that the students have a preference to learn about France. It is extremely stereotypical. The students all want to go to Paris and climb the Eiffel tower. I think this new curriculum is going to be a good way to challenge their ideal of France and what it is all about.”

Cathy, French Language Teacher

“I have been to four different schools and worked with three different French teachers. I have not really found that teachers were putting an emphasis on the East-side neighbours. I think teachers are using what resources are available to them. I have noticed that when teachers ask students what they think of the French language, students will automatically think of France.”

Pauline, French Language teacher

“Good neighbours learn to speak each other’s languages […] Good neighbours learn to respect each other’s religious and cultural beliefs. Good neighbours learn to allow for differences and to be inclusive. Good neighbours understand that contentious issues should be resolved through negotiation.”

(Good Sir Peter Cosgrove in National Statement for Engaging Young Australians with Asia in Australian Schools, 2006, p.4)