

Interview with Derek Wright, education consultant in Anglais, langue seconde at the Commission scolaire Marguerite-Bourgeoys

Connections with the Québec Education Program

Q: What are the connections between the Programme d'échanges linguistiques intra Québec – approche nouvelle (PÉLIQ-AN) and the Québec Education Program (QEP) in terms of:

- the broad areas of learning**
- the cross-curricular competencies**
- the subject-specific competencies?**

A: Many connections can be made between PÉLIQ-AN and the QEP. These connections are found in the broad areas of learning and the cross-curricular competencies, as well as in the subject-specific competencies in French, second language and Anglais, langue seconde.

Broad areas of learning

PÉLIQ-AN fits in very well with the broad areas of learning *Citizenship and Community Life*. This is evident in the educational aim *To ensure that students . . . develop a spirit of openness to the world and respect for diversity*, as well as in the focus of development *Culture of peace*, where it speaks of *the right of individuals and groups to express their differences, recognition of the negative consequences of stereotypes and familiarization with situations of cooperation*.

Cross-curricular competencies

Connections can be made between PÉLIQ-AN and the cross-curricular competencies. It is up to teachers to choose which ones to develop and evaluate. For example, when students are working on a final production, the teacher could choose:

- the intellectual competency *To use creativity*
- the methodological competency *To adopt effective work methods* and *To use ICT*
- the personal and social competencies, *To construct his/her identity* and *To cooperate with others*

Subject-specific competencies

Connections between PÉLIQ-AN and the subject-specific competencies in the programs French, second language and Anglais, langue seconde are plentiful and obvious, especially in relation to the first competencies of both programs, *Communicates orally*. PÉLIQ-AN offers students numerous possibilities for interaction.

Connections can also be made between PÉLIQ-AN and the third competency of the programs *Produire des textes variés / Writes and produces texts*. For example, the students have to write texts for the other class in order to introduce themselves, describe their school and talk about their families. They will also write texts as they prepare their final production in collaboration with the students from the other class.

Q: How do learning and evaluation situations support the development of these competencies?

A: Learning and evaluation situations enable students to develop their subject-specific competencies, especially as they are putting them into practice. They place emphasis on the process and present complex situations and varied tasks, as well as numerous opportunities to develop language competencies.

Q: How can teachers use PÉLIQ-AN in the context of their planning?

A: PÉLIQ-AN, especially through learning and evaluation situations, can be easily integrated into teachers' planning, in the short or long term. The program should not be considered an add-on, but an integral part of the learning activities of the students throughout the year.

Q: What are the winning conditions to ensure that PÉLIQ-AN is a success and that students derive full benefit from it?

A: The winning conditions for PÉLIQ-AN's success are few and simple, but they are very important. The first condition is good planning by the teacher with his or her students, as well as cooperative planning between the two teachers.

The second condition, considering that PÉLIQ-AN emphasizes oral interaction, whether in English or French, second language, is that teachers must address their students exclusively in the second language.

The third condition is that teachers must be able to count on the support of the school administrators, the school team, parents and other important stakeholders.

Finally, teachers who decide to integrate information and communication technologies into the exchanges must have easy access to the necessary resources—computers and the Internet—and to technical support, when required.