

Integration Experiences of Francophone Newcomer Students in English Provinces: A Literature Review

Canadian Journal of School Psychology
1–23
© The Authors 2023
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/08295735231155045
journals.sagepub.com/home/cjs



Katerina Palova¹, Amielle Pagtalunan¹ ,
Louai Rahal^{2,3}, and Anusha Kassan²

Abstract

This literature review explores the integration experiences of francophone newcomer students in anglophone provinces in Canada. It outlines scholarly findings regarding factors that impact the integration of newcomer students into French public-school systems in predominantly English provinces. We identified two themes related to the integration of francophone newcomer students, including (1) school integration experiences, and (2) out-of-school integration experiences. With respect to school integration, three sub-themes were developed: (a) educational and cultural gaps, (b) language diversity, plurilingualism, and identity, and (c) multiple marginalization of newcomers. Some of the factors that were found to affect integration include: differences between pre- and post-immigration educational contexts, English language proficiency, and (mis)recognition of the diversity within the francophone population. Following the review, gaps in the literature are identified, avenues for future research are proposed, and implications for school psychology are discussed.

Keywords

francophone minority education, newcomer students, school integration, plurilingualism, school psychology

¹The Immigrant Education Society, Calgary, AB, Canada

²University of British Columbia, Vancouver, Canada

³Fairleigh Dickinson University-Vancouver Campus, BC, Canada

Corresponding Author:

Amielle Pagtalunan, Research and Program Development, The Immigrant Education Society, #200 – 3675
63 Ave N.E., Calgary, AB T3J 5K1, Canada.

Email: amielle.pagtalunan@outlook.com

Supporting the growth of francophone communities is a priority and a legal imperative in Canada. According to the most recent *Official Languages Regulations* (Government of Canada, 2022), if at least 5,000 persons or 5% of a local population belong to that province's English or French linguistic minority, the area must be served in both languages. While most francophone Canadians live in the province of Quebec, the French-speaking population in predominantly English provinces across Canada has been consistently increasing. Between 2003 and 2019, more than 60,000 francophone immigrants were admitted outside of Quebec, an average of 3,500 per year (Immigration Refugees and Citizenship Canada [IRCC], 2021a). The Canadian Government supported this increase when they announced that they were targeting the admission of 4.4% French-speaking newcomers outside Quebec by 2023 (IRCC, 2019). A recent IRCC initiative *Meeting Our Objectives: Francophone Immigration Strategy* has dedicated \$28 million dollars in funding to over 50 organizations providing settlement services to francophone newcomers. An additional \$11 million dollars will be invested to support the settlement of francophone newcomers. This initiative also includes building communities, where francophone newcomers feel welcome, increasing capacity building for federal government employees and strengthening communication with communities and French-speaking newcomers (IRCC, 2019).

As Canada's newcomer population grows, so are newcomer youth across the country. Currently, the number of newcomer youth between the ages of 15 and 35 is nearing 3 million (Nichols et al., 2020). Even though francophone youth are critical to the future of Canada's bilingualism, research on their integration into society and, more importantly, into the public school system is extremely limited. Francophone students have several options when it comes to public schooling in anglophone provinces. They can study in anglophone schools, some of which offer French immersion programs where most of the courses are taught in French. Alternatively, they can study in francophone schools where French is the primary language, and all classes and activities are conducted in French. In several anglophone provinces, francophone schools are part of a separate public-school board. For example, in BC the Conseil scolaire francophone de la Colombie-Britannique (CSF) became the public-school board overseeing all the 46 francophone schools across the province. The establishment and growth of the CSF have been the outcome of a series of court cases, of which the grassroots efforts of francophone parents were essential (CSF, 2020; Kenny, 2020).

Francophone newcomers face unique challenges when they reside in predominantly English-speaking provinces. That is, they typically need to maintain their knowledge of French in the academic setting but also master English to operate in most community spaces (Jacquet et al., 2008). In the context of immigration, it is important to consider that newcomer students in francophone schools may already be operating in their second or third language. Further, they often bolster (willingly or unwillingly) the francophone aspect of the bilingual dichotomy associated with Canadian linguistic identity (Levasseur, 2016). Because French-speakers are the linguistic minority in all provinces outside of Quebec, there is a certain responsibility that is placed on this group to grow and uphold not only the language but also the culture. This is placed even more so on young individuals because they have more

opportunities to learn about French-Canadian language and culture. To gain a better understanding of the needs and experiences of francophone newcomers in predominantly English-speaking provinces, a literature review was conducted and was guided by the following research questions:

- How do francophone newcomer students experience school in English-speaking provinces?
- How do these experiences influence their integration into French public-school systems?

To the best of our knowledge, this type of review has not been conducted to date. Given the varied roles that school psychologists play within educational settings, this review has important implications for this group. To contextualize this review, key definitions are presented, our search process is outlined, significant themes are presented, and future research and implications are discussed.

Key Definitions

This review was framed by certain key terms, including that of immigrant, newcomer, francophone, and successful integration. It is important to note that definitions and understandings of these terms are constantly changing and evolving.

Newcomer

The most common definition of a newcomer is an individual who has been in Canada for less than 5 years (IRCC, 2018). Of note, some studies pertaining to newcomer youth integration vary in the time frames used (Chuang, 2010; Li et al., 2017) while others allowed the participants to self-identify as newcomers in their recruitment processes (Deckers & Zinga, 2012). Despite the inclusion of studies pertaining to immigrants, refugees, and newcomers in this review, it was geared to understand and assist francophone newcomers (i.e., recently arrived individuals) in schools.

Francophone

The most frequently used definition of francophone is “those whose mother tongue is French” (Statistics Canada, 2015). This definition has been criticized for being too narrow and has recently been expanded by provincial and federal governments to include those whose first official language is French or those who commonly speak French (IRCC, 2021b; Prasad, 2012).

Successful Integration

According to studies conducted with newcomer, immigrant, and refugee participants, successful integration has various meanings, but two common goals: (1) the

maintenance of one's culture of origin, and (2) the development of knowledge and skills that are useful within a Canadian environment (Newton, 2019). Additionally, immigrants' conceptualization of successful integration includes "achieving pre-arrival aspirations – dreams and goals set prior to the arrival in the host country" (Kyeremeh et al., 2021, p. 650). Researchers in the field of francophone minority education in BC defined school integration as "a sense of social, cultural, psychological, and academic well-being that helps young immigrant students achieve their full potential in school" (Jacquet & Masinda, 2014, p. 288).

Literature Review Process

This literature review explores the scholarly literature pertaining to francophone newcomers' experiences of schools in predominantly anglophone provinces. It aims to address research gaps in the area of school integration. To find articles, a systematic search of academic databases (i.e., ERIC, Google Scholar, PsycInfo) was conducted for the past 20 years. The following keywords were used, in English and French: immigrant, newcomer, refugee, francophone/French-speaking, student, youth, and the names of the Anglophone provinces in Canada. Article titles and abstracts of the studies were used to determine relevance to our research questions. All studies that addressed the integration experiences of immigrant francophone youths in anglophone provinces were included. Studies and reports that focused exclusively on non-francophone newcomers or on francophone newcomers to Quebec were excluded from the review.

Following the initial search, the studies' suitability to our research question were assessed through a full screening of 69 texts. We found reference list searches to be extremely valuable in further locating relevant studies. Two primary authors conducted the search independently in both stages—first, title and abstract screening and second, full-text review. Following a text review discussion between the two authors, 22 studies and two broad themes were identified. The studies on newcomer francophone youth were conducted in the provinces of BC, Manitoba, New Brunswick, Nova Scotia, Ontario, and Saskatchewan (see Table 1). A review of the research revealed that some studies specifically focused on francophone newcomers (L. Carlson Berg, 2011; L. D. Carlson Berg, 2010; Jacquet et al., 2008; Liboy & Patouma, 2021). However, other studies addressed the experiences of newcomers as part of a broader discussion on the experiences of immigrants and racialized minorities (Farmer, 2008; Gérin-Lajoie, 2020), the lack of policies to school integration for English and French schools (Gallant & Denis, 2008), and overlooking student linguistic and cultural diversity to promote the preservation and acquisition of francophone traditions (Bangou et al., 2021; Brisson, 2018; Gérin-Lajoie & Jacquet, 2008; Jacquet, 2009; Levasseur, 2016; Prasad, 2012).

School Integration Experiences

Following a review and analysis of the 22 studies, two notable themes related to the integration of francophone newcomer students were created, including (1) school

Table 1. An Overview of the 22 Papers Reviewed.

	References	Province	Methodology	Key points
1	Bangou et al. (2021)	Ontario	<ul style="list-style-type: none"> Semi-structured interviews with 5 principals and 11 teachers from 4 school boards who are linked to a French language program offered to individuals who are not proficient in French. 	<ul style="list-style-type: none"> Many school employees prioritize the promotion of French language and culture, viewing linguistic diversity in terms of how they aid or impede French-speaking skills.
2	Benimmas et al. (2017)	New Brunswick	<ul style="list-style-type: none"> Semi-structured interviews with 14 immigrant parents of francophone school students ranging from kindergarten to Grade 12. 	<ul style="list-style-type: none"> According to parents, ethnic differences play a large role in the integration of their children. Parents raise concerns regarding differences in school systems, values, behaviors, diversity, and bilingualism.
3	Bouchamma (2008)	New Brunswick	<ul style="list-style-type: none"> Interviews with 2 settlement service professionals, and 10 principals and 34 staff members from 9 elementary and secondary schools. 	<ul style="list-style-type: none"> School staff perceived immigrant students as a source of benefit in their promotion of the French language and concerns in their sometimes low proficiency in French. Three barriers to immigrant student integration are the lack of French proficiency in students and the lack of resources to aid them, absence of preparation on the New Brunswick school system, and difficulty communicating with parents.

(Continued)

Table 1. (Continued)

	References	Province	Methodology	Key points
4	Brisson (2018)	BC	<ul style="list-style-type: none"> Ethnographic study of Grade 6 francophone school students using audio recordings of classroom communication, with a focus on 4 plurilingual students. Participants included 19 students and 2 teachers. 	<ul style="list-style-type: none"> Francophone minority schools challenge the legitimacy of student transnational identities and characterize the francophone subject position as preferred and most valid.
5	L. D. Carlson Berg (2010)	Saskatchewan	<ul style="list-style-type: none"> Semi-structured interviews with 14 francophone immigrant parents and 13 students. 	<ul style="list-style-type: none"> Two barriers reported by participants are unfamiliarity with Canadian schooling practices and instances of racism and exclusion.
6	L. Carlson Berg (2011)	Saskatchewan	<ul style="list-style-type: none"> Semi-structured interviews with 3 principals. 	<ul style="list-style-type: none"> Participants acknowledged the increasing diversity in schools and advance inclusion initiatives. Participants are reluctant to challenge the systems of power and privilege prevalent in current institutions.
7	Farmer (2008)	Ontario	<ul style="list-style-type: none"> Ethnographic and discourse analyses of school and immigrant community procedures in 12 elementary schools, 3 secondary schools, and 1 community initiative using individual and group interviews, observations, and official documents. Ethnographic study in one established suburban school, and interviews with parents, teachers, and students between the ages of 9 and 10 from that school. 	<ul style="list-style-type: none"> Some barriers to school participation are the regular movement of family and staff, school inequalities, limited rights, restricted access to registration, and limited anti-racism policies. School interaction with immigrant families often emphasized difference, which may feel exclusionary. Schools suffer from lack of official policy and resources.

(Continued)

Table 1. (Continued)

	References	Province	Methodology	Key points
8	Fleuret et al. (2013)	Unspecified province	<ul style="list-style-type: none"> • Semi-structured interviews with 10 principals and focus groups with 33 teachers from elementary and secondary schools. 	<ul style="list-style-type: none"> • In a school that has implemented a francization program, the legitimacy of student linguistic diversity was often challenged and cultural topics were often treated as “folkloric”
9	Gallant and Denis (2008)	New Brunswick and Saskatchewan	<ul style="list-style-type: none"> • Document analysis of two provincial government policies and school integration programs. • Interviews with individuals who are in charge of the programs 	<ul style="list-style-type: none"> • Both provinces lacked immigrant school integration programs, especially francophone schools. • Both provinces’ lack updated discourses and policies regarding immigration and multiculturalism.
10	Gérin-Lajoie and Jacquet (2008)	Ontario and BC	<ul style="list-style-type: none"> • Critical analysis of official policy approaches to the promotion of immigrant student inclusion. 	<ul style="list-style-type: none"> • Official discourse sometimes fails to consider the complexities of increasing diversity in student identities.
11	Gérin-Lajoie (2020)	Ontario	<ul style="list-style-type: none"> • Document analysis of provincial policies on immigrant student inclusion. 	<ul style="list-style-type: none"> • Historically, different policies in Ontario francophone schools prioritized longevity of the schools, assimilation, and survival of the francophone identity. • Although there is an increase in the incorporation of multiculturalism, official policies often exclude those who are culturally and linguistically diverse, viewing them as unable to help in maintaining a francophone identity.

(Continued)

Table 1. (Continued)

	References	Province	Methodology	Key points
12	Jacquet (2009)	BC	<ul style="list-style-type: none"> • Comparison of school employee perspectives on ethnic diversity, through interviews with 26 secondary school teachers from anglophone schools and 5 from francophone schools. 	<ul style="list-style-type: none"> • Teachers held simplistic perceptions of cultural diversity. • In francophone schools, there was greater emphasis on language and its relationship to francophone identity.
13	Jacquet et al. (2008)	BC	<ul style="list-style-type: none"> • Literature review of African migration in Africa and Canada. • Questionnaires answered by African families with a member enrolled in a francophone school. • Semi-structured interviews with 7 school administrators and principals, 7 teachers, 7 parents, 9 students, and 7 community partners. 	<ul style="list-style-type: none"> • Great variation in BC francophone African immigrant demographics, requiring consideration of specific contexts when addressing the needs of these students. • Findings highlight the significance of stakeholder intercultural competence.
14	Jacquet and Masinda (2014)	BC	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • Developed a definition for immigrant student integration through a discussion of the academic discourse and previous research conducted by authors.
15	Levasseur (2016)	BC	<ul style="list-style-type: none"> • Field notes from school related activities. • Arts-based workshops of 12 students (ages 6–11) from 11 families. 	<ul style="list-style-type: none"> • For students, identification as a member of the francophone community is based on country of origin, having French as a native language, and fluency in French.

(Continued)

Table 1. (Continued)

	References	Province	Methodology	Key points
16	Liboy and Patouma (2021)	Nova Scotia	<ul style="list-style-type: none"> • Semi-structured interviews with 14 school representatives, 4 newcomer parents, 1 social worker, and 1 school board representative from 2 schools. • Focus groups with 10 school stakeholders • A questionnaire filled in by immigrant parents 	<ul style="list-style-type: none"> • “Established francophone schools were not designed to support such a diverse population.” • Participants indicate the need for training in addressing the increasing diversity in schools and refugee mental health.
17	Madibbo (2008)	Ontario	<ul style="list-style-type: none"> • Document analysis and detailed interviews with Black francophone immigrant youth between the ages of 18 and 30, parents, and community professionals. 	<ul style="list-style-type: none"> • There are inadequate French-language supports available to the youth, leading them to use and seek English programs. • There is a lack of cultural and historical representations of Black people in schools. • Participants reported several instances of racial profiling and racism.
18	Prasad (2012)	Ontario	<ul style="list-style-type: none"> • Document analysis official francophone school policies. • Researcher collected field notes, photographs, and recordings during 45-day classroom and school observation. • Interviews with 4 elementary school teachers. 	<ul style="list-style-type: none"> • The author argues that the official discourse surrounding allophone immigrant students as possessing multiple minority identities should be re-framed as “culturally and linguistically diverse (CLD).”
19	Piquemal et al. (2009)	Manitoba	<ul style="list-style-type: none"> • Interviews with 52 elementary and secondary school teachers regarding their experiences of teaching and interacting with newcomers. 	<ul style="list-style-type: none"> • Most participants view immigrant integration policies as beneficial. Teachers are concerned about the exclusion and marginalization they observe in some newcomer students.

(Continued)

Table 1. (Continued)

	References	Province	Methodology	Key points
20	Piquemal and Bolivar (2009)	Manitoba	<ul style="list-style-type: none"> Individual or family interviews with 7 immigrants who are currently attending school or have at least one child attending school. 	<ul style="list-style-type: none"> Some challenges to integration are language barriers (specifically, lack of English proficiency), cultural differences, and racism. Parents highly value the school success of their children.
21	Schroeter (2013)	BC	<ul style="list-style-type: none"> Ethnographic study using participant observation, semi-structured interviews, participatory action research and arts-based research methods with 9 Black African-Canadian refugee students between the age of 15 and 18 years old. 	<ul style="list-style-type: none"> Participants expressed that the importance placed on linguistic and racial backgrounds limits how included they feel in Canadian society.
22	Schroeter and James (2015)	Western Canadian province	<ul style="list-style-type: none"> Participant observation and semi-structured interviews with 9 Black African-born students enrolled in the PFP program between the ages of 15 and 18 years old. 	<ul style="list-style-type: none"> Participants linked their placement on the program with their being Black. Often, students are placed into the program without their consent and they did not find that this program aided in their integration.

integration experiences, and (2) out-of-school integration experiences. With respect to school integration, three sub-themes were developed: (a) educational and cultural gaps, (b) language diversity, plurilingualism, and identity, and (c) multiple marginalization of newcomers.

Educational and Cultural Gaps

One pre-migration factor that has a considerable impact on schools is the different educational levels of newcomer and Canadian students. Immigrants with traumatic backgrounds are particularly affected by this, as they experience interruptions to their schooling (Benimmas et al., 2017). For instance, immigrant students and parents in

one Saskatchewan French school considered the differences in pre- and post-migration educational environments as major barriers to integration (L. D. Carlson Berg, 2010). This includes differences in the classroom such as rules, expectations, teaching methods, and the school systems themselves such as school values and evaluation criteria (Benimmas et al., 2017; L. D. Carlson Berg, 2010). Newcomer parents found such differences in culture to be a difficult adjustment (Benimmas et al., 2017).

This adjustment serves as a barrier for the broader newcomer population as there is often a “hidden curriculum” of accepted norms that are difficult for them to learn (Chuang, 2010, pp. 18–19). Francophone newcomers in Ontario between the ages of 15 and 18 listed more freedom, empathetic teachers, multiculturalism, lower difficulty of school curriculum, and educational resources as positive experiences of school integration (L.-A. A. Brown, 2014). According to newcomer students, different educational and cultural backgrounds play a large role in their school performance and community engagement (L.-A. A. Brown, 2014; Deckers & Zinga, 2012).

Language Diversity, Plurilingualism, and Identity

A rich area of discussion in francophone minority contexts is how newcomer students’ fluency in multiple languages shapes their identity. Language proficiency is one of the most common barriers to economic and social integration reported by immigrant students and school personnel (Jacquet, 2009; Jacquet et al., 2008). In a minority language context, proficiency in the dominant language is necessary to participate in everyday tasks. A series of studies on immigrant youth across six Ontario organizations found that proficiency in English was a significant barrier to youth integration (Anisef & Kilbride, 2003). This applied to francophone immigrants in anglophone provinces. French-speaking youth encountered difficulties in accessing services, obtaining employment, integrating into school, and building social networks (Anisef & Kilbride, 2003; Madibbo, 2008; Piquemal & Bolivar, 2009).

Immigrant students often possess writing and speaking skills in multiple languages. Recent studies in francophone schools in BC have highlighted such plurilingualism. Brisson (2018) used an ethnographic case study of one Grade 6 plurilingual student in a CSF school. The student, born in BC, lived in Poland for several years and then moved back to BC. Transnationalism was common in the classroom, with almost half of the students speaking non-official languages at home. Through observation of classroom interactions, Brisson concluded that speaking only French—monolingualism was recognized as the most valid francophone identity among students. Students who spoke French but not as a first language were often not considered francophones.

Similarly, an ethnographic study by Levasseur (2016) found that the participants, students from a CSF school between the ages of 6 and 11 enrolled in a francization program, had a stereotypical conceptualization of what being a francophone meant. The study found that the students identified francophones as people from Quebec or France who spoke French as their first language, spoke it well, and frequently. Levasseur also observed that through the school policy that barred other languages from being spoken in the school and the organization of events related to Quebecois

culture, students learned that “Francophone must be monolingual” (p. 54). Because they spoke English and, in many cases, a third language, some students were unable to identify with either a francophone or anglophone identity. This characterization of francophones as monolingual or as having French as the first language leaves no room for multilingual francophone immigrants who have been a large contributor to the increase in the French-speaking population (Statistics Canada, 2011). Thus, there is a need for immigrants to increase the francophone population of Canada, but at the same time francophones want to ensure the preservation of their culture (Bouchamma, 2008). It may be difficult for established francophones in English provinces to notice this contradiction because their identity as minorities who prioritize survival does not connect with the idea that the same identity will in turn assimilate other cultures (Bouchamma, 2008). Consequently, some newcomer francophone students may feel alienated from the established francophone community (L. D. Carlson Berg, 2010; Farmer, 2008; Gérin-Lajoie, 2020; Piquemal et al., 2009). L. D. Carlson Berg (2010) notes that in the past, Saskatchewan’s francophone community relied on its “close knit nature” for longevity, but “when its survival depends on opening to others, this characteristic may be working against the community” (p. 296).

Difficulties with identification with a francophone identity were also found among older students from the general francophone student population. Group interviews with Vancouver CSF secondary school students from different backgrounds (including newcomers), discovered that only a small number of them identified with francophone identity (Lai-Tran, 2020). Most students were bilingual, and they noted the variety of vocabularies, dialects, and accents being spoken in the schools. Additionally, there was a sense among students that there is no French-Columbian identity, especially compared to francophones from Quebec (Lai-Tran, 2020). Instead, there was variation in identity definition and formation in different contexts. Essentially, “students express their affiliation with the Francophonie through their bilingualism or their plurilingualism” but at the same time, “bilingual or plurilingual self-definition is not necessarily incompatible with the commitment to Francophone identity” (Lai-Tran, 2020, p. 87). There were also different views on what the Canadian identity constitutes. Most students believed that the preservation of French is important to the preservation of Canadian culture, but others view plurilingualism and multiculturalism as equally important to Canadian identity (Lai-Tran, 2020).

A comparison of how school employees understood ethnic diversity in French and English schools in BC found that there was a greater focus on language in French schools because of their position as the minority language group in the larger provincial structure (Jacquet, 2009). These views are shared by teachers and principals in other provinces, where French elementary schools heavily advocated for students to acquire francophone linguistic and cultural skills, often disregarding the diverse backgrounds of multilingual students (Bangou et al., 2021; Fleuret et al., 2013).

Limited understandings of diversity also exist in French school policies, which greatly influences the experiences of racialized students (Gérin-Lajoie & Jacquet, 2008). Emphasis on monolingualism in francophone minority schools fails to account for the increasing cultural diversity in classrooms (Brisson, 2018; Levasseur, 2016;

Prasad, 2012). In some cases, students were rewarded if they participated in monolingualism, indirectly punishing those who did not (Bangou et al., 2021). As one elementary school principal phrased it, the two options for French-school students were “French or silence” (Bangou et al., 2021, p. 12). This can serve as a barrier to integration because the discourses surrounding francophone identity overemphasize the links between language and identity (Jacquet, 2009).

The integration process requires the adaptation of recent immigrants and franco-phone communities to different backgrounds, cultures, and languages (Laghzaoui, 2011). French schools have not sufficiently adjusted to account for that diversity, as transnational and plurilingual students feel left out of the anglophone-francophone dichotomy. Prasad (2012) argued that there is a need for plurilingualism and multiculturalism to be viewed “as resources for learning rather than limitations to their academic integration and success” (p. 6).

Multiple Marginalization of Newcomers

In general, racialized immigrant students in Canada have described negative experiences based on social categorizations like race, religion, class, and immigration status. Recently, particular attention has been paid to the integration experiences of franco-phone African students because they make up a considerable portion of recent franco-phone immigrants. Scholars have been interested in their “triple minoritization” experiences, which refer to students’ status as immigrants as well as members of racial and language minorities (L. D. Carlson Berg, 2010; Jacquet et al., 2008, p. 28). In one study, Schroeter and James (2015) explored the perspectives of African Canadian French-speaking students on the Professional Development Programme (PFP; Programme de formation professionnelle) in one major Western Canadian city (name of the city was not revealed to protect the confidentiality of participants). PFP was offered to students who were unlikely to pass their courses, graduate, or go to post-secondary school. This was meant to address the aforementioned educational gaps that served as a barrier to academic success. However, from the students’ view, they did not choose to participate in the program, and they did not believe it was helping their situation. Most students in the program were Black, and one student indicated that she believed that this was the reason for their placement in the program (Schroeter & James, 2015, pp. 31–33).

Prasad (2012) argued that instead of being classified as having multiple minority statuses, immigrant students should be perceived as culturally and linguistically diverse (CLD). Prasad observed and documented classroom practices and interviewed teachers and administrators in an Ontario French school. She found that through a CLD lens, teachers can use inclusive pedagogical practices to empower the students and aid in their integration.

Out-of-School Integration Experiences

The research on newcomer integration experiences in schools has contributed to the knowledge on factors affecting the integration of youth and their families outside of

schools. Examining these factors helps explicate the reciprocal relationship between integration inside and outside of schools.

Two sub-themes were identified in this category, including (1) integration experiences of parents, and (2) racism out of school.

Integration Experiences of Parents

Interviews with young newcomers from Alberta, BC, Nova Scotia, and Ontario illustrated how integration takes place beyond school and into family life (Chuang, 2010). When asked to describe perceived barriers to integration for their family, the most common answers included financial and linguistic challenges (Chuang, 2010). The tension between immigrant parental values and those of Canadian parents has also been noted by scholars (Benimmas et al., 2017; Kassan et al., 2019). On top of such challenges, francophone immigrants in anglophone provinces find it difficult to fully relate to French and English-speaking communities and integration services are more available to all immigrants (Anisef & Kilbride, 2003; Jacquet et al., 2008; Schroeter, 2013). This has been improving and in 2019, 51% of francophone newcomers reported using services offered by Francophone organizations outside of Quebec compared to 44% in 2018 (IRCC, 2021b).

Racism Out of School

In Ontario and Manitoba, newcomer, immigrant, and refugee young adults have expressed their concerns regarding the racism they noticed in francophone institutions (Madibbo, 2008; Piquemal & Bolivar, 2009). This included school-related concerns such as the lack of representation of Black history and culture and discriminatory practices by school personnel, but also instances of racism (e.g., racial profiling) that they face outside of school as a significant barrier to their integration (Madibbo, 2008). Meanwhile, in the BC francophone community, discrimination, cultural differences, and previous traumatic experiences have been cited as challenges to integration (Jacquet et al., 2008). However, it should be noted that these insights have mostly come from the perspectives of adults such as administrators, teachers, and parents. More research on integration from the perspectives of the students themselves is crucial for a better, more complete understanding of student everyday integration experiences.

Discussion

Schools are one of the primary spaces where young newcomers learn about Canadian society and interact with non-newcomer students (Gallucci & Kassan, 2019). Research on the experiences of young francophone newcomers has shown that this unique group encounters several challenges, including language barriers, exclusionary policies, discourses in place in French schools, and experiences of racialization and racism. Research has also revealed cultural and linguistic differences within the francophone

community that should be recognized. Better cultural awareness among students and staff could address this issue and help change the narrative of anglophone-francophone/majority-minority language in Canada. Francophone newcomer students are particularly important for ensuring that the French language persists, but school stakeholders must also consider this group's variety of backgrounds and experiences.

In everyday contexts, increased availability of French-language settlement services and events would help francophone youth and their families address their needs and foster a sense of community and belonging. This is especially important because francophone students have expressed that as members of a minority community, they do not feel part of the two linguistic identities that Canada's bilingual status has established (Levasseur, 2016). Francophone students represent a diverse group who hold linguistic and cultural diversity. Scholars have argued that the French school systems in anglophone provinces were not designed for such a diverse group, and hence are often not equipped to address the complexities of backgrounds that newcomer, immigrant, and refugee students bring (Liboy & Patouma, 2021). The increasing diversity of immigrants who speak French, or who learn French upon arrival to Canada, requires a shift in the discourse on language majorities and minorities especially as decision-making authority largely belongs to members of the majority group (Bisson & Ahouansou, 2013).

As Canada continues to target increased francophone immigration outside of Quebec, more support for the newcomer communities is needed, especially in equipping school administrators with the skills to work in more diverse settings. The history of activism to safeguard the presence of the French in some anglophone provinces (Kenny, 2020), along with the increase in the number of francophone immigrants to these provinces, makes the integration experiences of francophone youth an important arena for future research.

Gaps in the Literature

The major gap in the literature is that studies have rarely addressed the experiences of newcomer youth specifically. Because the focus of the research was on plurilingualism and immigration, newcomers in the studies only made up a small portion of the students interviewed. More focus on positive and negative influences on integration in young francophone newcomers is needed to better understand the challenges this group faces. This would aid the development of appropriate programs to support this unique group of newcomers.

There is also a need for the use of a broader definition of francophone as the narrow definition excluded francophone students from access to educational experiences (Jacquet et al., 2008). For example, a mother whose deceased husband and children spoke French was unable to keep her children in a French school because of her difficulties in communicating with the school (Jacquet et al., 2008).

Another potential area for research is whether there are similarities and differences in the integration experiences of francophone youth in francophone and anglophone schools. A comparison between the two systems could identify whether some positive

and negative integration experiences are unique to francophone schools. This would result in a comprehensive understanding of appropriate educational support for students.

In addition to the theoretical gaps identified above, there also seem to be some methodological gaps in the literature. Most of the research reviewed in this study was based on traditional qualitative methods, such as individual and group interviews, participant observation, and document analysis. These methods have several limitations including time and reliability (Alsaawi, 2014; Nurani, 2008). One recommendation is to increase the use of participatory methods in qualitative research. Scholars of qualitative inquiry have long advocated the need for more participant-centered methods that give partakers more agency and influence over the research process (A. Brown et al., 2020; Moskal, 2010). Using participatory methods in research with newcomer youth is a good tool for providing space and tools to the youth and for the researchers to accurately capture and interpret findings that were revealed by the youth themselves (Cahill & Dadvand, 2018). More importantly, there is a need for variation in the data that is being collected. We recommend that future research on francophone newcomer integration considers qualitative, quantitative, and mixed-methods approaches to gather data, to provide a breadth of knowledge on the topic.

Implications for School Psychologists

Given the critical role that school psychologists play in public school systems, they are ideally positioned to help facilitate the successful integration of francophone newcomer students. To do so, we recommended that school psychologists attain knowledge and understanding of the unique challenges newcomer francophone students face in a minority language context (Houle et al., 2014; Mc Andrew et al., 2008). In addition to differences in cultural and educational backgrounds, newcomer youth must adapt to an anglophone setting where they interact with others outside of school, and in French, which in some cases is the only language they are permitted to use in school. An awareness of how the link between speaking French and francophone identity affects the integration of multilingual students is also needed (Lai-Tran, 2020; Lupul, 2019).

As the reviewed literature has shown, programs that overrepresent racialized students can appear exclusionary and restrictive to the students they are meant to support (Schroeter & James, 2015). The *Canadian Multiculturalism Act* (1988) promotes both cultural and linguistic diversity provided that such diversity does not undermine the position of the two official languages. Multiculturalism in Canada can mean that programs and policies in French schools are able to shift from viewing plurilingualism as an obstacle to an asset (Prasad, 2012). Therefore, school psychologists should promote programs that account for the increasing plurilingualism and multiculturalism in French schools.

The mandate of francophone schools is to “protect, enhance and transmit the French language and culture,” including supporting newcomer youth in their French educational path (Government of Ontario, 2022). An important aspect for newcomer youth

however is not only the focus on enhancing their language skills and learning about the French-Canadian culture but also on supporting their psychological needs. The fulfillment of psychological needs is a complex task that requires attention to the lived experiences of students and, as this literature has shown, the lived experiences of newcomer francophone youth are diverse and some of its aspects have been overlooked. One theory that could support schools in meeting the psychological needs of newcomer students is the Self-Determination Theory (SDT) of motivation. SDT has identified three basic psychological needs that students have: autonomy, relatedness, and competence (Deci et al., 2013).

According to Deci et al. (2013), autonomy refers to the need for having control over one's life, in educational contexts this translates to the need for having control over one's learning experiences. Relatedness refers to the need for belonging to a group and/or a community, when this need is unmet, the individual experiences isolation and distress. Finally, competence refers to the need for mastery, and in the educational contexts this translates to successful learning and the production of high-quality works of art and science. There has been extensive research supporting the validity of these three constructs and their predictive value: when these psychological needs are unmet in schools, problem behaviors and low motivation arose; in contrast, when these needs have been met, students' motivation has increased (Guay, 2022). The impact goes beyond schools: students who perceived themselves as competent during elementary school attained higher educational degrees than their peers a decade later (Guay et al., 2004).

Interpreting the findings of this review from an SDT lens, we believed that school psychologists should be aware of several potential risk factors among francophone newcomer students. First, not all newcomer francophone youth feel autonomous in French school environments. That is, many of them report being dissatisfied with how schools have assessed their French language competence. Further, racial bias has been identified as a factor that affects how they are perceived by school administrators. It is important to note here that a high level of perceived racism is associated with anxiety symptoms among youth in schools across Canada (St-Pierre et al., 2022).

Second, not all francophone newcomer students feel like they belong to the francophone community and the mainstream definition of "francophone" has functioned to exclude them and consequently cause feelings of isolation (Prasad, 2012). Educators (e.g., teachers and school psychologists) can play an important role by introducing students to a more diverse history of the French language and a more diverse conception of Francophonie. For example, it is important to introduce students to the French literature that was produced as part of anti-colonialism, such as Frantz Fanon's seminal text *The Wretched of the Earth (Les Damnés de la Terre)* and Kateb Yacine's famous statement "I write in French to tell the French that I am not French" (*J'écris en Français pour dire aux Français que je ne suis pas Français*). Such texts can support francophone youths in understanding the French language as a mean for expressing their autonomy, these texts also allow youths from diverse ethnic and cultural backgrounds to connect with the language and find a place for themselves within a more inclusive concept of Francophonie.

Third, the biased assessment of francophone youth could result in them feeling less competent than their peers and consequently disrupt the development of their achievement and motivation. Biased assessment has mostly been reported by francophone youth of color, in particular Black francophone youth. It is important for school psychologists to be aware of the history of biased assessment and its harmful impact on the competence and academic achievement of Black students (Schroeter & James, 2015). It is also important to share with Black students and students of color, francophones and non-francophones, empowering texts and stories of resistance to this biased assessment.

Limitations

The literature that we draw our conclusions from is few and restricted by the methods and parameters set forth by each study. One example of this is that the papers included in our review cover only six of Canada's ten provinces. Additionally, the papers use similar methodologies, opting for qualitative methods such as ethnographic studies, interviews, and document analyses. As previously mentioned, there is a need for more variation in data-gathering methodologies. Quantitative methods are not present in the reviewed studies, nor the mix-methods approaches. Finally, many of the papers presented in this literature review focused on the perception of adults—teachers and school administrators with limited voices given to newcomer parents. There is also an identified scarcity of newcomer youth participating in the research which certainly is a major limitation of this study and an identified gap in the scholarly work. In order to understand francophone youth school experiences and the process of integration, researchers and scholars should include newcomer youth's perceptions.

Conclusion

The aim of this review was to unearth literature that could help inform school psychologists about the needs and experiences of French-speaking newcomer youth immersed in francophone public schools in predominantly English-speaking provinces in Canada. Our review process revealed a limited, but insightful set of studies centered on the school integration of francophone newcomer youth as well as out-of-school integration experiences. These studies highlight the impact of several factors (i.e., educational and cultural gaps; language diversity, plurilingualism, and identity; multiple marginalization; parents' experiences, and racism) on the lives of francophone newcomer youth. Given the varied roles that school psychologists play across various educational settings, it is critical for them to develop knowledge about the unique needs and experiences of francophone newcomer students.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) disclosed receipt of the following financial support for the research, authorship, and/or publication of this article: We acknowledge the financial support of the Social Sciences and Humanities Research Council of Canada.

ORCID iD

Amielle Pagtalunan  <https://orcid.org/0000-0002-8649-6355>

References

- Alsaawi, A. (2014). A critical review of qualitative interviews. *European Journal of Business and Social Sciences*, 3(4). https://www.researchgate.net/profile/Alis-Alsoawi/publication/280155117_A_Critical_Review_of_Qualitative_Interviews/links/5ba93b6845851574f7e2ec65/A-Critical-Review-of-Qualitative-Interviews.pdf
- Anisef, P., & Kilbride, K. M. (2003). Overview and implications of the research. In P. Anisef & K. M. Kilbride (Eds.), *Managing two worlds: The experiences and concerns of immigrant youth in Ontario* (pp. 235–272). Canadian Scholars' Press.
- Bangou, F., Fleuret, C., Mathieu, M. P., & Jeanveaux, B. (2021). Promoting inclusive plurilingual practices in Ontario's Francophone elementary schools: The views and practices of principals and teachers. *Journal of Belonging, Identity, Language, and Diversity*, 5(2), 5–24. https://bild-lida.ca/journal/wp-content/uploads/2021/07/J-BILD_5-2_Bangou_etal.pdf
- Benimmas, A., Boutouchent, F., & Kamano, L. (2017). Relationship between school and immigrant families in French-language minority communities in Moncton, New Brunswick: Parents' perceptions of their children's integration. In G. Tibe Bonifacio & J. L. Drolet (Eds.), *Canadian perspectives on immigration in small cities* (pp. 235–253). Springer International Publishing.
- Bisson, R., & Ahouansou, P. (2013). *Intégration des jeunes réfugiés en milieu scolaire dans les communautés Francophones en situation minoritaire de cinq provinces: Colombie Britannique, Saskatchewan, Manitoba, Ontario, Nouvelle-Écosse*. Fédération des communautés Francophones et acadienne. https://immigrationfrancophone.ca/images/documents/30_mai_2013_-version_finale_rapport_refugies_fcfa_bisson.pdf
- Bouchamma, Y. (Spring, 2008). The challenges that francophone minority community schools face in integrating immigrant students. *Canadian Issues*, 109–112.
- Brisson, G. (2018). Plurilingualism and transnational identities in a francophone minority classroom. *Jeunesse Young People Texts Cultures*, 10(2), 73–99. <https://doi.org/10.1353/jeu.2018.0018>
- Brown, A., Spencer, R., McIsaac, J. L., & Howard, V. (2020). Drawing out their stories: A scoping review of participatory visual research methods with newcomer children. *International Journal of Qualitative Methods*, 19, 1–9. <https://doi.org/10.1177/1609406920933394>
- Brown, L.-A. A. (2014). *Newcomer youths' experiences of school* (Publication No. 2047) [Master's thesis, The University of Western Ontario]. Electronic Thesis and Dissertation Repository.
- Cahill, H., & Dadvand, B. (2018). Re-conceptualising youth participation: A framework to inform action. *Children and Youth Services Review*, 95, 243–253.
- Carlson Berg, L. (2011). Un regard critique sur les initiatives d'éducation inclusive des élèves immigrants en milieu scolaire fransaskois. *Francophonies d'Amérique*, 32, 65–86. <https://doi.org/10.7202/1014045ar>

- Carlson Berg, L. D. (2010). Experiences of newcomers to Fransaskois schools: Opportunities for community collaboration. *McGill Journal of Education, 45*(2), 287–304. <https://doi.org/10.7202/045609ar>
- Chuang, S. S. (2010). *New start for youth study: An examination of the settlement pathways of newcomer youth*. Canadian Immigrant Settlement Sector Alliance. https://www.cissa-acsei.org/wp-content/uploads/2016/08/New_Start_for_Youth_Study_final_final041210.pdf
- Conseil scolaire francophone de la Colombie-Britannique. (2020). History of the CSF. <https://www.csf.bc.ca/csf-eng/history-of-the-csf/>
- Deci, E. L., Ryan, R. M., & Guay, F. (2013). Self-determination theory and actualization of human potential. In D. M. McInerney, H. W. Marsh, R. G. Craven, & F. Guay (Eds.), *International advances in self research. Theory driving research: New wave perspectives on self-processes and human development* (pp. 109–133). IAP Information Age Press.
- Deckers, C. M., & Zinga, D. (2012). Locating home: Newcomer youths' school and community engagement. *Canadian Journal of Education, 35*(3), 30–47. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/996/1319>
- Farmer, D. (Spring, 2008). "My mother is from Russia, my father is from Rwanda": The relationship between immigrant families and the school system in francophone minority communities. *Canadian Issues, 113*–115.
- Fleuret, C., Bangou, F., & Ibrahim, A. (2013). Langues et enjeux interculturels: Une exploration au cœur d'un programme d'appui à l'apprentissage du français de scolarisation pour les nouveaux arrivants. *Revue canadienne de l'éducation, 36*(4), 280–298. <https://www.jstor.org/stable/canajeducrevucan.36.4.280>
- Gallant, N., & Denis, W. B. (2008). Relever le défi de la diversité: Une comparaison des idéologies en éducation en contexte minoritaire et majoritaire au Nouveau-Brunswick et en Saskatchewan. *Éducation et francophonie, 36*(1), 142–160. <https://doi.org/10.7202/018094ar>
- Gallucci, A., & Kassan, A. (2019). "Now what?": Exploring newcomer youth's transition to post-secondary education. *Canadian Journal of Counselling and Psychotherapy, 53*(1), 39–58. <https://cjc-rcc.ucalgary.ca/article/view/61197>
- Gérin-Lajoie, D. (2020). Les politiques scolaires et l'inclusion des élèves issus de l'immigration dans les écoles de langue française en Ontario. *Éducation et francophonie, 48*(1), 164–183. <https://doi.org/10.7202/1070105ar>
- Gérin-Lajoie, D., & Jacquet, M. (2008). Regards croisés sur l'inclusion des minorités en contexte scolaire francophone minoritaire au Canada. *Éducation et francophonie, 36*(1), 25–43. <https://doi.org/10.7202/018088ar>
- Government of Canada. (2022). *Official languages (Communications with and services to the Public) regulations, SOR/92-48*. <https://laws.justice.gc.ca/eng/regulations/sor-92-48/page-1.html>
- Government of Ontario. (2022). *French-language education*. <https://www.ontario.ca/page/french-language-education>
- Guay, F. (2022). Applying self-determination theory to education: Regulations types, psychological needs, and autonomy supporting behaviors. *Canadian Journal of School Psychology, 37*(1), 75–92. <https://doi.org/10.1177/08295735211055355>
- Guay, F., Larose, S., & Boivin, M. (2004). Academic self-concept and educational attainment level: A ten-year longitudinal study. *Self and Identity, 3*(1), 53–68. <https://doi.org/10.1080/13576500342000040>
- Houle, R., Pereira, D., & Vorbeil, J.-P. (2014). Statistical Portrait of the French-speaking Immigrant Population Outside Quebec (1991-2011). Citizenship and Immigration

- Canada. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/research/statistical-portrait-french-speaking-immigrant-population-outside-quebec-1991-2011.html>
- Immigration, Refugees and Citizenship Canada. (2018). Immigrant demographics, Vancouver B.C. *New2BC*. <https://newtobc.ca/wp-content/uploads/2021/02/2018.11.30-Vancouver-Immigrant-Demographics-3.pdf>
- Immigration, Refugees, and Citizenship Canada. (2019). *Meeting our objectives: Francophone immigration strategy*. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/francophone-immigration-strategy.html>
- Immigration, Refugees and Citizenship Canada. (2021a). *CIMM – Francophone immigration outside Quebec*. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/committees/cimm-feb-15-17-2022/francophone-immigration-outside-quebec.html>
- Immigration, Refugees and Citizenship Canada. (2021b). *2020 annual report to parliament on immigration*. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/annual-report-parliament-immigration-2020.html>
- Jacquet, M. (2009). La dimension marginale de l'inclusion de la diversité ethnique à l'école: l'exemple de la Colombie-Britannique. *Canadian Ethnic Studies*, 41(1), 95–113. <https://doi.org/10.1353/ces.2009.0009>
- Jacquet, M., & Masinda, M. T. (2014). Réflexions sur la notion d'intégration scolaire des jeunes immigrants. *International Journal of Canadian Studies*, 50, 277–296. <https://doi.org/10.3138/ijcs.2014.015>
- Jacquet, M., Moore, D., Sabatier, C., & Masinda, M. (2008). *Integration of young Francophone African immigrants in Francophone schools in British Columbia* (MBC Working Paper Series No. 08-13). Metropolis British Columbia Centre of Excellence for Research on Immigration and Diversity. <https://www.deslibris.ca/ID/215145>
- Kassan, A., Priolo, A., Goopy, S., & Arthur, N. (2019). *Investigating migration through the phenomenon of school integration: Anaya's experience of resettlement in Canada* [Conference session]. 2018 Canadian Counselling Psychology Conference, pp. 41–55. <http://hdl.handle.net/1880/111410>
- Kenny, N. (2020). Constitutional rights at the kitchen table: British Columbia francophones and the making of a minority-language educational system. *Historical Studies in Education*, 32(3), 148–171. <https://doi.org/10.32316/hse-rhe.v32i2.4841>
- Kyeremeh, E., Arku, G., Mkandawire, P., Cleave, E., & Yusuf, I. (2021). What is success? Examining the concept of successful integration among African immigrants in Canada. *Journal of Ethnic and Migration Studies*, 47(3), 649–667. <https://doi.org/10.1080/1369183x.2019.1639494>
- Laghzaoui, G. A. (2011). *Paroles d'immigrants! Représentations sociales et construction identitaire chez les enseignants immigrants francophones en Colombie-Britannique* (Publication No. NS23192) [Doctoral dissertation, Simon Fraser University]. ProQuest Dissertations & Theses Global.
- Lai-Tran, T. (2020). Construction identitaire des jeunes des écoles francophones en Colombie-Britannique. *Éducation et francophonie*, 48(1), 73–92. <https://doi.org/10.7202/1070101ar>
- Levasseur, C. (2016). When children challenge what's "obvious". Identities, discourses, and representations from the perspective of schoolchildren in Vancouver, Canada. In R. Lawson & D. Sayers (Eds.), *Sociolinguistics research: Application and impact* (pp. 45–65). Routledge.

- Li, X., Que, H., & Power, K. (2017). Welcome to “the Rock”: Service providers’ views on newcomer youth integration in Newfoundland and Labrador. *Journal of International Migration and Integration, 18*(4), 1105–1122. <https://doi.org/10.1007/s12134-017-0520-6>
- Liboy, M.-G., & Patouma, J. (2021). L’école francophone en milieu minoritaire est-elle apte à intégrer les élèves immigrants et réfugiés récemment arrivés au pays? *Canadian Ethnic Studies, 53*(2), 23–40. <https://doi.org/10.1353/ces.2021.0012>
- Lupul, T. (2019). Francophone immigrants outside Quebec and anglophone immigration in Quebec: A comparative statistical data analysis. *Journal in Historical & Political Sciences, 40*, 119–124. <https://www.doi.org/10.31861/mhpi2019.40.119-124>
- Madibbo, A. (Spring, 2008). The integration of Black Francophone immigrant youth in Ontario: Challenges and possibilities. *Canadian Issues, 45*–49.
- Mc Andrew, M., Garnett, B., Ledent, J., Ungerleider, C., Adumati-Trache, M., & Ait-Said, R. (2008). Laréussite scolaire des élèves issus de l’immigration: une question de classe sociale, de langue ou de culture? *Éducation et francophonie, 36*(1), 177–196. <https://doi.org/10.7202/018096ar>
- Moskal, M. (2010). Visual methods in researching migrant children’s experiences of belonging. *Migration Letters, 7*(1), 17–31. https://www.researchgate.net/publication/46542387_Visual_methods_in_researching_migrant_children's_experiences_of_belonging
- Newton, G. (2019). *Building a life: Integration outcomes among government-assisted refugee newcomers in Greater Vancouver* [Unpublished master’s thesis]. University of British Columbia. <https://doi.org/10.14288/1.0380554>
- Nichols, L., Ha, B., & Tyyskä, V. (2020). Canadian immigrant youth and the education-employment nexus. *Canadian Journal of Family and Youth, 12*(1), 178–199. <https://doi.org/10.29173/cjfy29497>
- Nurani, L. M. (2008). Critical review of ethnographic approach. *Jurnal Sosiologi, 7*(14), 441–447.
- Piquemal, N., & Bolivar, B. (2009). Discontinuités culturelles et linguistiques: Portraits d’immigrants francophones en milieu minoritaire. *Journal of International Migration and Integration, 10*(3), 245–264. <https://doi.org/10.1007/s12134-009-0106-z>
- Piquemal, N., Bolivar, B., & Bahi, B. (2009). Nouveaux arrivants et enseignement en milieu franco-manitobain: Défis et dynamiques. *Cahiers franco-canadiens de l’Ouest, 21*(1–2), 329–355. <https://doi.org/10.7202/045333ar>
- Prasad, G. (2012). Multiple minorities or culturally and linguistically diverse (CLD) plurilingual learners? Re-envisioning allophone immigrant children and their inclusion in French-language schools in Ontario. *Canadian Modern Language Review, 68*(2), 190–215. <https://doi.org/10.3138/cmlr.68.2.190>
- Schroeter, S. (2013). “The way it works” doesn’t: Theatre of the oppressed as critical pedagogy and counternarrative. *Canadian Journal of Education, 36*(4), 394–415. <https://www.jstor.org/stable/canajeducrevucan.36.4.394>
- Schroeter, S., & James, C. E. (2015). “We’re here because we’re Black”: The schooling experiences of French-speaking African-Canadian students with refugee backgrounds. *Race Ethnicity and Education, 18*(1), 20–39. <https://doi.org/10.1080/13613324.2014.885419>
- Statistics Canada. (2011). French and the Francophonie in Canada. *Census Program*. https://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_1-eng.cfm
- Statistics Canada. (2015). Section 1 definitions of British Columbia’s French-speaking population. *Portrait of Official Language Minorities in Canada - Francophones in British*

Columbia. <https://www150.statcan.gc.ca/n1/pub/89-642-x/2011004/article/section1-eng.htm>

St-Pierre, S., Tardif-Grenier, K., & Villatte, A. (2022). Which anxiety symptoms are associated with perceived ethnic discrimination in adolescents with an immigrant background? *Canadian Journal of School Psychology*, 37(2), 175–188. <https://doi.org/10.1177/08295735211039944>

Author Biographies

Katerina Palova is a Manager of the Research and Program Development Department at The Immigrant Education Society. Her background centers around political sciences and international relations in the Middle Eastern Region, and migration/immigration trends with a focus on the settlement of newly arrived newcomers to Canada, both English and French-speaking.

Amielle Pagtalunan holds a Bachelor of Arts in Sociology from the University of Calgary. She currently works for the Department of Research and Program Development at The Immigrant Education Society and is interested in understanding the settlement experiences of all newcomers to Canada through community-based research.

Dr. Louai Rahal is an Assistant Professor in the School of Public and Global Affairs at Fairleigh Dickinson University. He grew up in Lebanon where he completed his K-12 education in francophone schools. He moved to Canada in 2007 to pursue graduate studies at the University of British Columbia.

Dr. Anusha Kassin (Treaty 7 / Métis Nation of Alberta, Region III) is an Associate Professor with a high impact position in child and youth mental health in School and Applied Child Psychology at the University of British Columbia. Her research centres on immigration with various groups, including francophone newcomers.