

## A Case Study from Moncton, New Brunswick

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### INTRODUCTION

**Immigration** is an opportunity to raise French minority demographic, language and cultural status in Canada.

**Integration** poses challenging issues such as isolation, discrimination, linguistic difficulties and socioeconomic insecurities.

**School space** allows and nourishes contacts between newcomers (parents and children) and Canadian society.

### RESEARCH QUESTIONS

**What** are newcomers' perceptions of official English-French duality languages?

**How** does parents' satisfaction contribute to the integration process within the French minority context in New-Brunswick?

### METHODOLOGY

Semi-structured interviews with 14 immigrant participants.

Thematic analysis: 3 steps decoding, coding, & interpretation (Paillé & Mucchielli, 2012)

### RESULTS

**Overall high confidence and positive attitude towards host society and its schools** - *'I wasn't really worried because I was coming to a developed country where children's rights are truly considered'* (**Sanza**)

**Bilingualism matters for long-term social and professional integration** - *'...advised that in order to better fit in, in Canada, it was absolutely necessary to possess a certain level of bilingualism, so I had to send my children to Francophone school'* (**Paul**)

### Parents' expectations

High level of schooling for their children; An educational curriculum that values diversity; Acceptance of cultural differences

*'...my biggest preoccupation is that my daughter be cultivated. ...I don't think they do much to acknowledge, to promote cultural diversity within the school'* (**Kouma**)

*'I would say that the local community isn't well-informed about the capacities and skills of other communities'* (**Paul**)

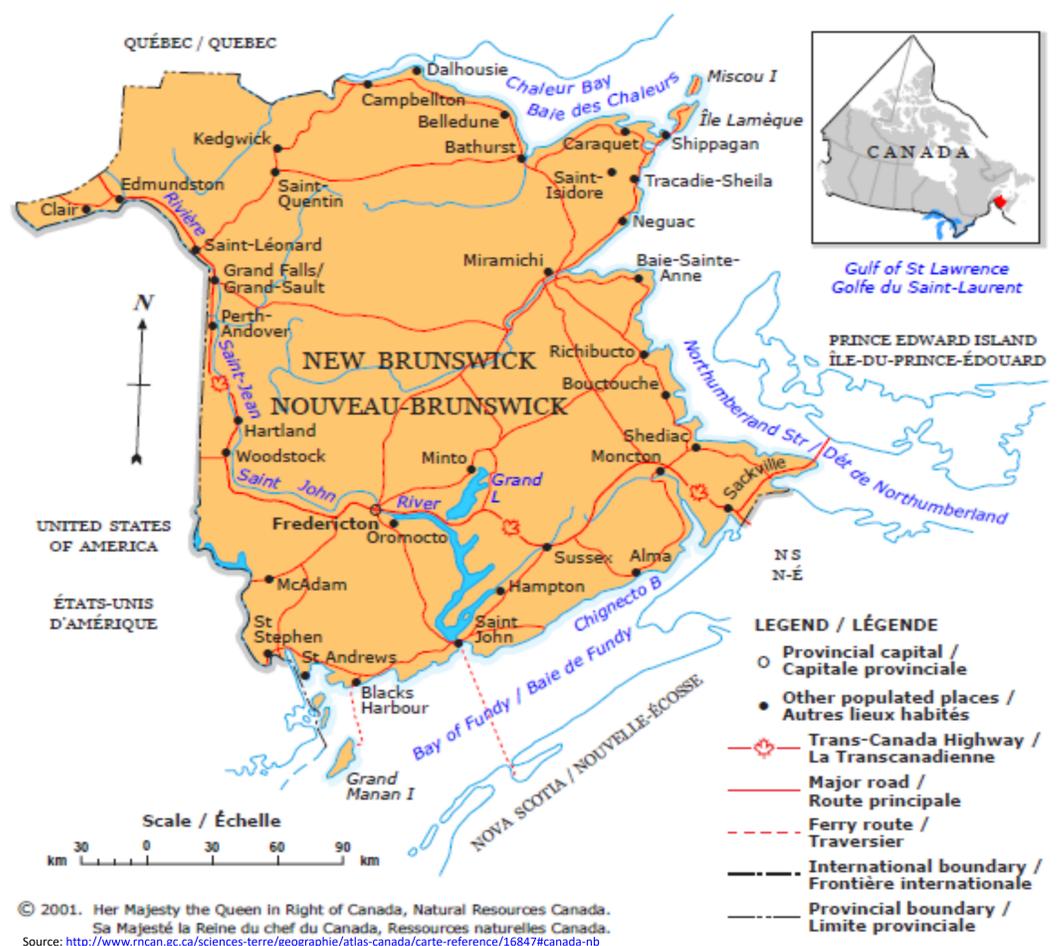
### School integration challenges

French language, mathematic and geography difficulties, knowledge assessment

### Social integration challenges

Isolation and discrimination: skin color and ethnic background, determining factors for friendship and acceptance, ethnic heritage denial

*... She mentioned often, Ah, I am the only black!* (**Bene**)  
*- When I speak another language other than French at school, she stopped me* (**Kouma**) - *...my son only plays with three little black boys at school, they have their little group of four and they play together* (**Bene**) - *...they treat me like someone who doesn't know much about Canada. ...he said that I was a negro, so I give up with him and I am with an other. Now he's saying the same thing* (**Pascal**)



### CONCLUSION

Despite unmet expectations and difficulties, participants' overall perception of school was positive. Participants suggested creating an inclusive multi-ethnic curriculum. They also suggested that schools could become spaces for intercultural communication and nourish a culture of understanding and acceptance.