



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

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To LINC instructors,

You most likely have learners who have French as a first or second language in your classes. Many of your learners may be curious to know more about Francophone minority communities in Canada.

As a LINC instructor:

- You have the opportunity to support French-speaking students you may have in your class by helping them become active part of a French-language community while at the same time teaching them English to facilitate their integration into the community.
- You can help all your students discover Canada's French-language communities.

However, where do you start? Where do you find information on Canada's French-language communities?

The Center for Canadian Language Benchmarks (CCLB), with the financial support of Immigration, Refugees and Citizenship Canada (IRCC), has developed a self-reflection tool to facilitate the Francophone immigrant's establishment in Canada's French-language communities. This tool will also help you introduce Francophone communities to all learners.

If you want to know more about the importance of Francophone immigration for the communities, [click here](#) to read *Time to Act for the Future of Francophone Communities: Redressing the Immigration Imbalance* published by the Office of the Commissioner of Official Languages.

To use the tool efficiently:

- a. **Support Francophone immigrants:**
 - i. Identify the learners who speak French fluently
 - ii. Distribute the self-reflection tool to these students
 - iii. You might also want to send the following link by email so they can access the on-line document from home: [Le parcours d'intégration francophone LINC](#)
- b. **Present the Francophone communities to all your learners in the classroom:**
 - i. Inspired by the self-reflection tool, develop a lesson plan that includes real world tasks to talk about Canada's Francophone minority communities to all your learners.





- Some of the websites presented in the self-reflection tool are in French only. To present in class, you can
 - use federal government sites which are bilingual
 - or use the following links to English web pages on Francophone communities:
 - ✓ <https://rvf.ca/en/communities>
 - ✓ www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_1-eng.pdf
 - ✓ <http://strengtheningruralcanada.ca/the-initiative/francophone-communities/>
 - ✓ www.noslangues-ourlanguages.gc.ca/en/blogue-blog/francais-canada-french-eng
 - ✓ www.thecanadianencyclopedia.ca/en/article/french-language
 - ✓ www.thecanadianencyclopedia.ca/en/article/french-immigration-in-canada
 - ✓ www.clo-ocol.gc.ca/en/statistics/infographics
 - ✓ On this page, the infographics offer easy to read information on French communities and other issues related to linguistic duality in Canada.

ii. Suggestions for your lesson plan:

- Have learners work in small groups assigning each group to research an aspect of the local French community
- At the end of the lesson, each group could present in front of the class
 - a statistic or fact discovered about Canada's Francophone communities while completing their research.
- You could finish the lesson on a musical note by listening to one of these two songs of Ontario Francophone ethnocultural community artists.
 - [YAO— Nomade \(official video\)](#)
 - [MEHDI CAYENNE— Je te vois \(official video\)](#)

We hope that this document will be useful for you and your learners. If you wish to obtain more information about Francophone minority communities in Canada, we invite you to consult the document "[For a Better Understanding of French Language Communities](#)" developed by CCLB for LINC instructors.

Thank you!

The CCLB team