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Study on the Appreciation and Perception of Canada's Official Languages

Prepared for the Department of Canadian Heritage Government of Canada

Final Report

Canadian Heritage

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(AVAILABLE UNDER A SEPARATE COVER)

Certificate of Political Neutrality

I hereby certify as founder and Executive Director of Vox Pop Labs that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Communications Policy of the Government of Canada and Procedures for Planning and Contracting Public Opinion Research.

Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, and standings with the electorate or ratings of the performance of a political party or its leaders.



Clifton van der Linden

Founder and Executive Director

Vox Pop Labs Inc.

1. Executive summary

Context, Objectives, and Methodology

In the past 15 years, the Department of Canadian Heritage has had the opportunity to survey the Canadian population on different occasions (GPC 2002, Environics 2005, Decima 2006, Ipsos-Reid 2007, TNS 2012, Ad Hoc 2016) on topics related to their appreciation of Canada's two official languages.

In an effort to better understand the views and attitudes of Canadians towards official languages and to contribute to program evaluation, the Official Languages Branch commissioned Vox Pop Labs inc. to conduct a pan-Canadian public opinion survey asking Canadians about their opinion on themes such as their appreciation of linguistic duality, linguistic majority/ minority relations, official bilingualism and linguistic rights, official language knowledge and learning opportunities and public participation in Canada's linguistic landscape.

To that end, from March 8th 2018 to March 22nd 2018, Vox Pop Labs conducted a web survey among 1,500 Canadians. The median duration of the questionnaire was 9.5 minutes.

The information collected with this survey will allow the Official Languages Branch to update a series of program indicators. This, in turn, will help the Official Languages Branch to fulfill the requirements associated with the deliverology approach of the Treasury Board Secretariat in the matter of program evaluation and performance results framework.

Main Results

The key findings to emerge from the analysis are as follows:

- 1) Overall, Canadians agree that linguistic duality in Canada is a source of cultural enrichment (66% agree), that this duality is an important part of what it means to be a Canadian (60% agree) and that knowing English and French improves the chances of finding a job (83% agree).

- 2) A large majority also agrees that high school graduates should have a working knowledge of English and French (68% agree). However, whereas 86% of Francophones¹ strongly agree with that statement, the proportion is only 42% among Anglophones.
- 3) Perception of the role of the Canadian government
 - The role of the Federal government is seen as important. 70% of Canadians believe it should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.
 - A small majority of Canadians (53%) see the government of Canada's official languages policy as supporting national unity.
 - A small majority (54%) also believes that the government of Canada is effective in protecting both of Canada's official languages. On this, however, Francophones agree to a lesser extent than Anglophones. Whereas a majority of the latter agrees with the statement (57%, of which 32% strongly agree), only 39% of Francophones do so with only 14% strongly agreeing.
- 4) Access to services
 - Canadians consider it to be important to have access to services offered by the federal government in the official language of their choice (84% agree) and this is also true when in a linguistic minority situation (84% agree).
 - Language groups slightly differ in their ratings of children's access to learning the other official language in their region. 77% of Francophones believe that children have access to learning English in their region while 63% of Anglophones say the same about learning French.

¹ In this report Francophones and Anglophones have been determined using the following question: "Regardless of the other languages you speak, which of the two official languages English or French, do you consider your first official language or your main official language?"

5) The state of languages and bilingualism in Canada

- Canadians are divided on the notion that French is threatened in Canada. Whereas 43% disagree with the statement, of which 26% strongly disagree, an almost equal proportion, 42%, agree with it (with 22% strongly agreeing).
- Francophones are much more likely to see French as threatened. 62% of Francophones strongly agree with the statement while only 13% of Anglophones do so.
- There is also an important asymmetry in the interest that Canadians have for cultural products in the other official language and in the frequency with which they consume them. A large majority of Francophones (79%) is interested in cultural products in English, while a third of Anglophones (34%) say the same.
- That interest translates into actual behavior. 38% of Francophones report that none of the artistic or cultural events they have attended over the last year were in English whereas 76% of Anglophones report that none of the events they have attended were in French. Given the difference in access, it is notable however that 19% of Anglophones report having attended at least some cultural events in French.

6) Relationships across Language Groups

- A little over a majority agrees (55%) that in Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago. Of those, 25% strongly agree.
- Those percentages are lower when the question is about one's community with 47% agreeing that relationships are more positive, of which 25% strongly agree.
- Although the most common answer is that relationships between Francophones and Anglophones in Canada or in the respondent's region are stable, it is important to note that in both cases, there are almost three times more people who agree with the view that relationships are more positive today compared to 10 years ago than that disagree with it.

- In terms of personal contact with people from the other language group (friends, neighbours, relatives or co-workers), two thirds of Canadians report being regularly in contact with at least one member of the other language group.
- The two most common answers for both Anglophones and Francophones is having contacts with many people or none at all. 33% of Anglophones say they are in regular contact with more than two Francophones while that percentage is 43% among Francophones. Close to a third in each group report no contact at all (32% for Anglophones and 30% for Francophones).

7) Education and Learning

- For Canadians, the main advantages of having a working knowledge of both official languages is that it increases one's chance of getting a job (27%), it makes it easier to communicate with others (25%), and is a source of personal enrichment (17%).
- At the other end of the spectrum, when asked about obstacles preventing them from acquiring a practical knowledge of both official languages, 27% of Canadians cite the fact that it is not necessary to learn the other language to be able to function in Canada. The other two main reasons are a lack of opportunity to practice (21%) and a lack of personal interest in learning the other language (20%).
- As ways of learning languages, 59% would be interested in using an online learning tool to acquire or improve their knowledge of their second official language.
- Both Anglophones and Francophones see discussions and language exchanges as the best way, outside of school, to facilitate the learning of the other official language.
- A large majority of Canadians believe that it is important for their child, or the children in their community, to have the opportunity to learn the other official language as a second language. A larger proportion of Francophones (96%) see it as important than of Anglophones (77%).

Conclusions

Language duality remains at the core of Canadian identity. The results show that a majority of Canadians agree that it is an important part of the Canadian identity (60%), a source of cultural enrichment (66%) and that it reinforces national unity (53%).

Perhaps the largest consensus among Canadians is on whether bilingualism improves one's chance of finding job. Overall, 83% agree with the statement of which 62% strongly agree. Agreement with this statement is present across different subgroups such as age and education as well.

Francophones and Anglophones also agree to a large extent on the need for services to be offered by the federal government in one's preferred language wherever one may live in Canada and on the importance for children to have the opportunity to learn the other official language.

On the other hand, the views of Francophones and Anglophones differ with regards to some aspects of linguistic duality. For instance, Francophones are much more likely to agree that high school graduates should have a working knowledge of English and French. There are also important differences in cultural products consumption with Francophones being much more likely than Anglophones to be interested and consume products in the other official language.

Finally, Francophones perceive French as being threatened to a much larger extent than Anglophones do (62% strongly agree compared to 13%) and find that the Government of Canada could be more effective in protecting both of Canada's official languages. However, a majority of Canadians from both language groups agree that the Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.

SUPPLIER NAME

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\$23,730.00

2. Background, Objectives and Methodology

Background

In the past 15 years, the Department of Canadian Heritage has had the opportunity to survey the Canadian population on different occasions (GPC 2002, Environics 2005, Decima 2006, Ipsos-Reid 2007, TNS 2012, Ad Hoc 2016) on topics related to their appreciation of Canada's two official languages.

In an effort to better understand the views and attitudes of Canadians towards official languages and to contribute to program evaluation, the Official Languages Support Programs Branch commissioned a new pan-Canadian public opinion survey through an online survey of 1,500 Canadians.

Objectives

The main objective of this public opinion research is to have a better understanding of Canadians' appreciation of the country's linguistic duality. This include their attitudes toward:

- linguistic majority / minority relations;
- official bilingualism and linguistic rights;
- official language knowledge and learning opportunities;
- public participation in Canada's linguistic landscape.

Methodology

The study was fielded by Vox Pop Labs based on the following methodology:

POPULATION UNDER STUDY

All Canadians aged 18 and older.

COLLECTION METHOD AND TOOL

The study was fielded to 15,000 members aged 18 and older of Vox Pop Labs' proprietary research panel, one of the largest and most diverse of its kind in Canada. The survey was live between March 8th 2018 and March 22nd 2018 and collected 1,500 validated responses. The median completion time of the questionnaire was 9.5 minutes.

The bilingual questionnaire (English and French) was developed by the Government of Canada, and adapted for online distribution by Vox Pop Labs.

WEIGHTING

As with conventional surveys in which participation is not mandatory—including those that make use of probability samples—there are differences between the population of interest and the sample of individuals who opt to respond. As a consequence, estimates of the frequency of opinions or behaviours calculated from the sample data can differ systematically from that which one is trying to estimate in the population. All surveys, regardless of their mode—whether online, by telephone, or through other means—result in differential non-response. As a result, no non-mandatory survey in Canada is fully representative, and all therefore rely on statistical adjustment of the sample to the population based typically on socio-demographic, behavioural, and/or attitudinal variables for which researchers have population-level values.

The sample for the present study was thus both pre-stratified and post-stratified on gender, age, province of residence and mother tongue to ensure representative results. The 2016 Canadian Census was used as part of the weighting process, which employed raking in order to derive survey weights.

As per the Standards for the Conduct of Government of Canada Public Opinion Research, there can be no statements made about margins of sampling error on population estimates when non-probability samples are used. For comparison purposes, a probability sample of 1,500 respondents would have a margin of error of +/- 2.53%, 19 times out of 20.

SOCIAL DESIRABILITY

The present survey differs in one important aspect from those commissioned in the past by the Department of Canadian Heritage. Previous surveys on appreciation of Canada's two official languages were conducted using phone interviews while this one relies on a web panel. Survey mode can affect answers especially for questions about sensitive topics where social desirability can bias respondents' answers. Following in the footsteps of past research¹, recent evidence from Canada has shown that social desirability bias is large when measuring attitudes toward minorities including linguistic minorities when the survey is conducted on the phone². By providing more anonymity and less social pressure, online surveys suffer much less from social desirability bias and are therefore more likely to accurately reflect public opinion.

PRESENTING RESULTS

For questions that are on a 0-10 measurement scale, we display the full distribution in graphical form but use the following collapsed categories in the text to facilitate reading.

CHART APPEARS ON NEXT PAGE

- 2 Chang, Linchiat and Jon. A. Krosnick. 2009. "National surveys via RDD telephone interviewing versus the internet comparing sample representativeness and response quality." *Public Opinion Quarterly* 73: 641-78; Kreuter, Frauke, Stanley Presser and Roger Tourangeau. 2009. "Social desirability bias in CATI, IVR, and Web surveys the effects of mode and question sensitivity." *Public Opinion Quarterly* 72: 847-65.
- 3 Breton, Charles, Fred Cutler, Sarah Lachance and Alex Mierke-Zatwarnicki. 2017. "Telephone versus Online Survey Modes for Election Studies: Comparing Canadian Public Opinion and Vote Choice in the 2015 Federal Election" *Canadian Political Science Review* 50 (4): 1005-1036.

Measurement Scale	Aggregate Scores	Collapsed Descriptor
Agree — 0 (totally disagree) to 10 (totally agree)	8 – 10	Strongly Agree
	6 – 7	Somewhat Agree
	5	Neutral
	3 – 4	Somewhat Disagree
	0 – 2	Strongly Disagree
Importance — 0 (not important at all) to 10 (extremely important)	8 – 10	Very Important
	6 – 7	Somewhat Important
	5	Neutral
	3 – 4	Not Too Important
	0 – 2	Not Very Important
Interest — 0 (not interested at all) to 10 (extremely interested)	8 – 10	Very Interested
	6 – 7	Somewhat Interested
	5	Neutral
	3 – 4	Not Too Interested
	0 – 2	Not Very Interested
Access — 0 (no access) to 10 (full access)	8 – 10	Very Accessible
	6 – 7	Somewhat Accessible
	5	Neutral
	3 – 4	Not Very Accessible
	0 – 2	Not Accessible at All

3. Profile of Respondents

Socio-demographic Profile

FIG. 1
Age

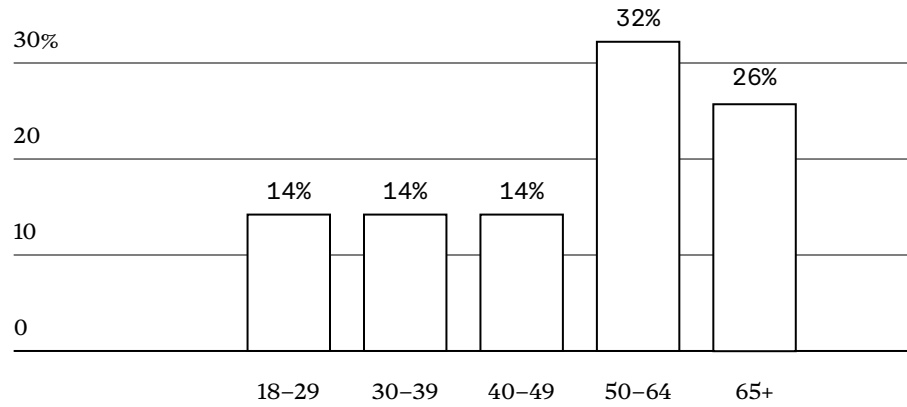


FIG. 2
Gender

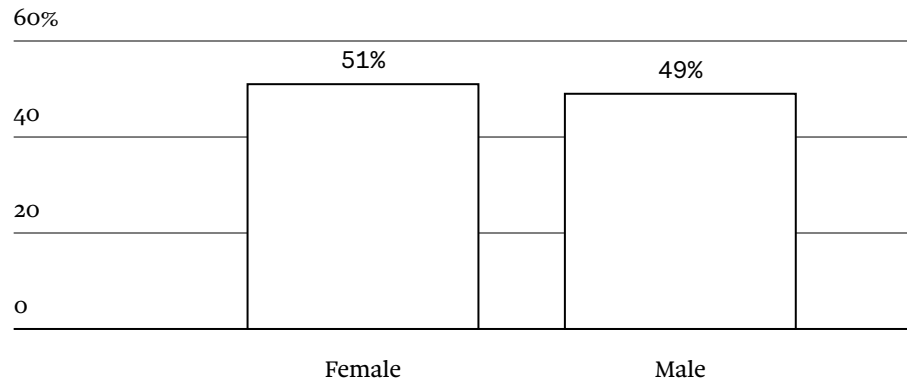


FIG. 3
Education

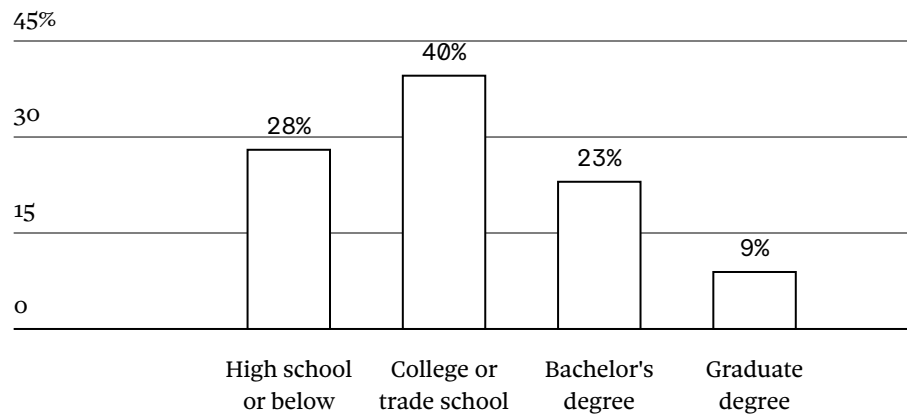


FIG. 4
Income

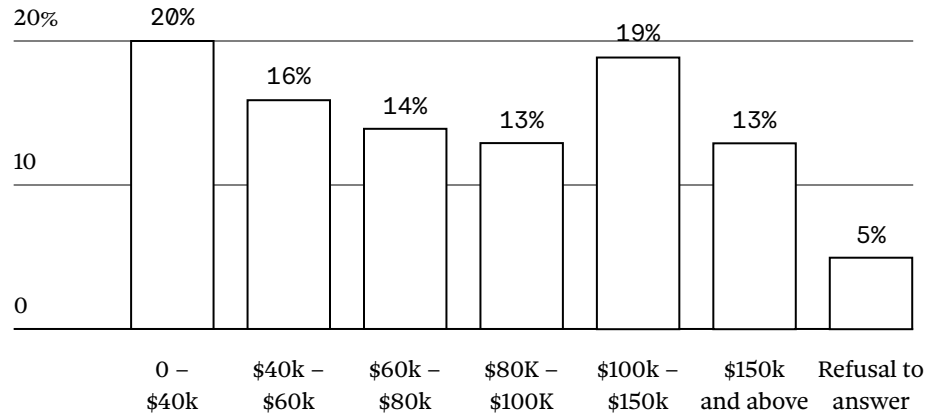
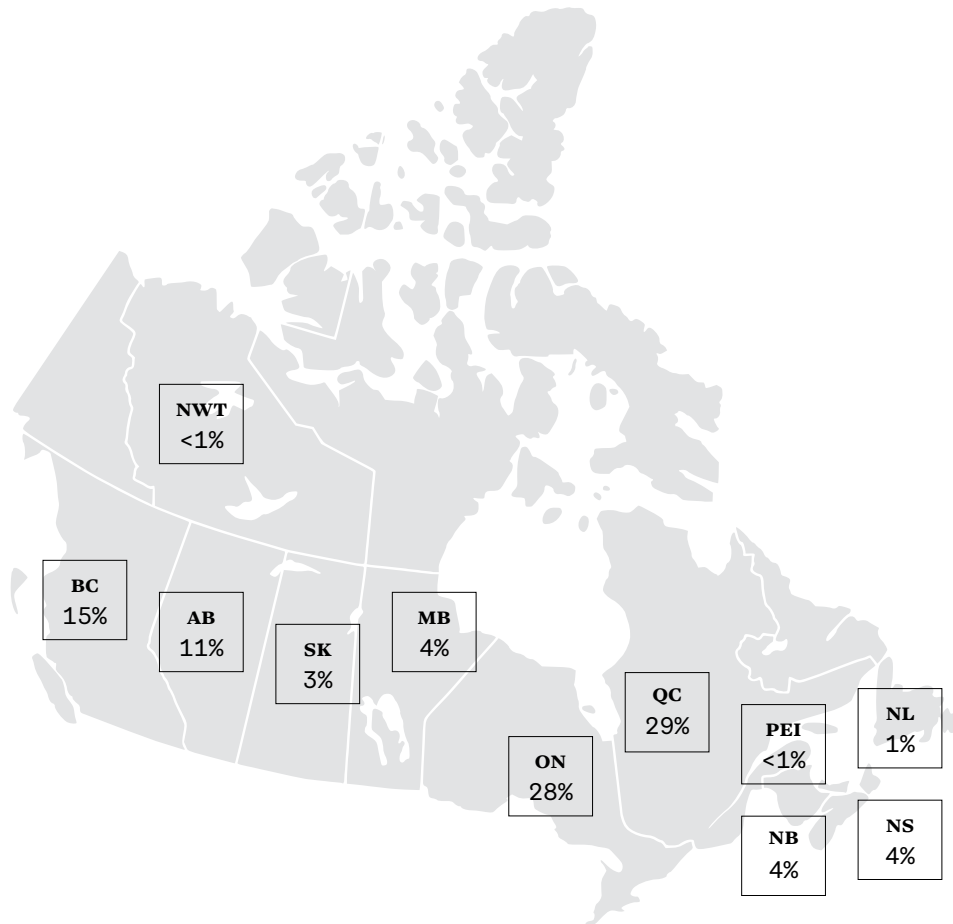


FIG. 5
Region



Linguistic Profile

FIG. 6 *What is your mother tongue, that is the first language that you learned at home (n=1500) in childhood and still understand?*

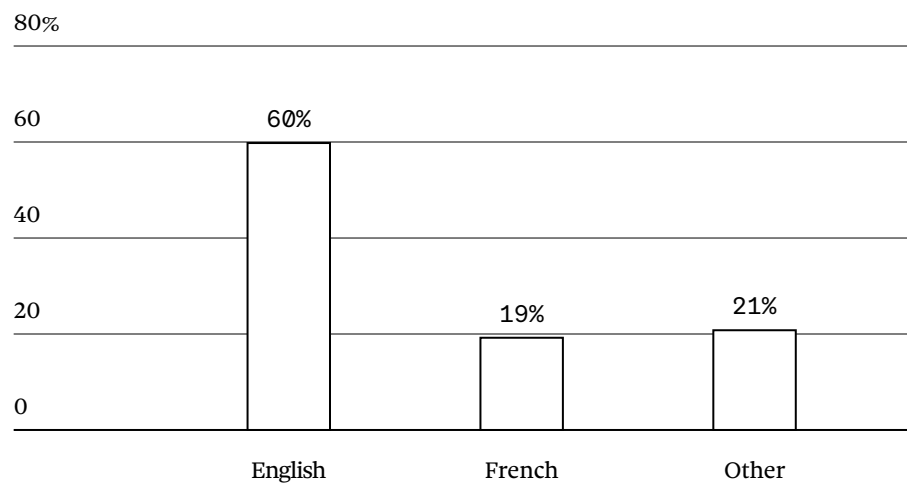
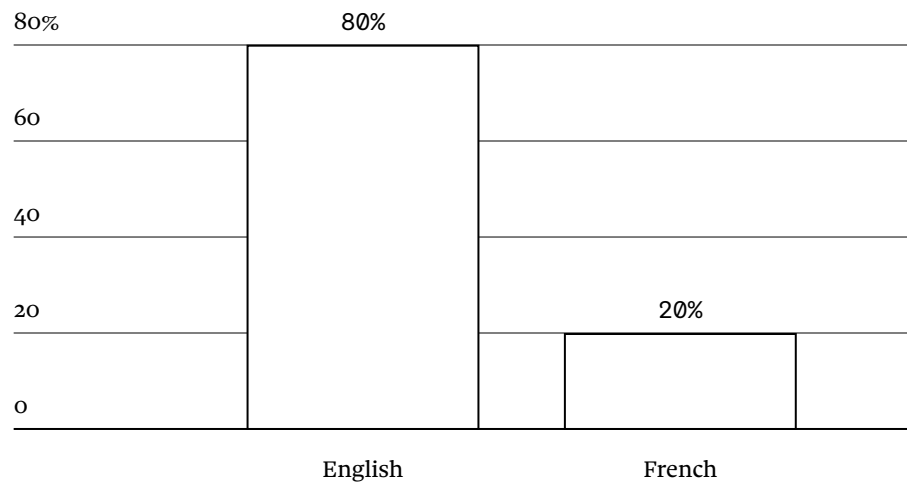


FIG. 7 *Regardless of the other languages you speak, which of the two official languages English or French, do you consider your first official language or your main official language?* (n=1500)



4. Detailed Results

In the following section, we give the detailed results for all the questions contained in the survey grouped by theme. For each theme, we first describe overall results then present a breakdown by official languages, and highlight some other significant differences across different socio-demographic subgroups such as age, education, and region of residence. For items where the difference across language groups is such that an overall result would not be useful, we only analyze the comparison between Francophones and Anglophones.⁴

Bilingualism

There are important differences across language groups in the ability to understand and speak the other official language.

54% of Francophones⁵ have an advanced knowledge of English, enough to understand complex situations (ex. at the hospital with a doctor, at the bank, etc.) with only 1% saying that they do not understand English at all.

By opposition, only 9% of Anglophones report having advanced knowledge of French with 19% answering that they have no understanding at all.

The difference between language groups is similar when it comes to speaking the other official language. 40% of Francophones report having an advanced knowledge of English, enough to communicate their ideas in complex situations whereas only 7% for Anglophones report being able to do the same in French.

On the other hand, while 30% of Anglophones admit to not speaking French at all, only 2% of Francophones say they do not speak English at all.

⁴ To make the interpretation of results easier, the report omits non-responses. The proportion of non-response by question can be found in the cross-tabulations available under a separate cover.

⁵ In this report Francophones and Anglophones have been determined using the following question: "Regardless of the other languages you speak, which of the two official languages English or French, do you consider your first official language or your main official language?"

FIG. 8 With regards to your ability to understand English [if Francophone] / French [if Anglophone], would you say that you:

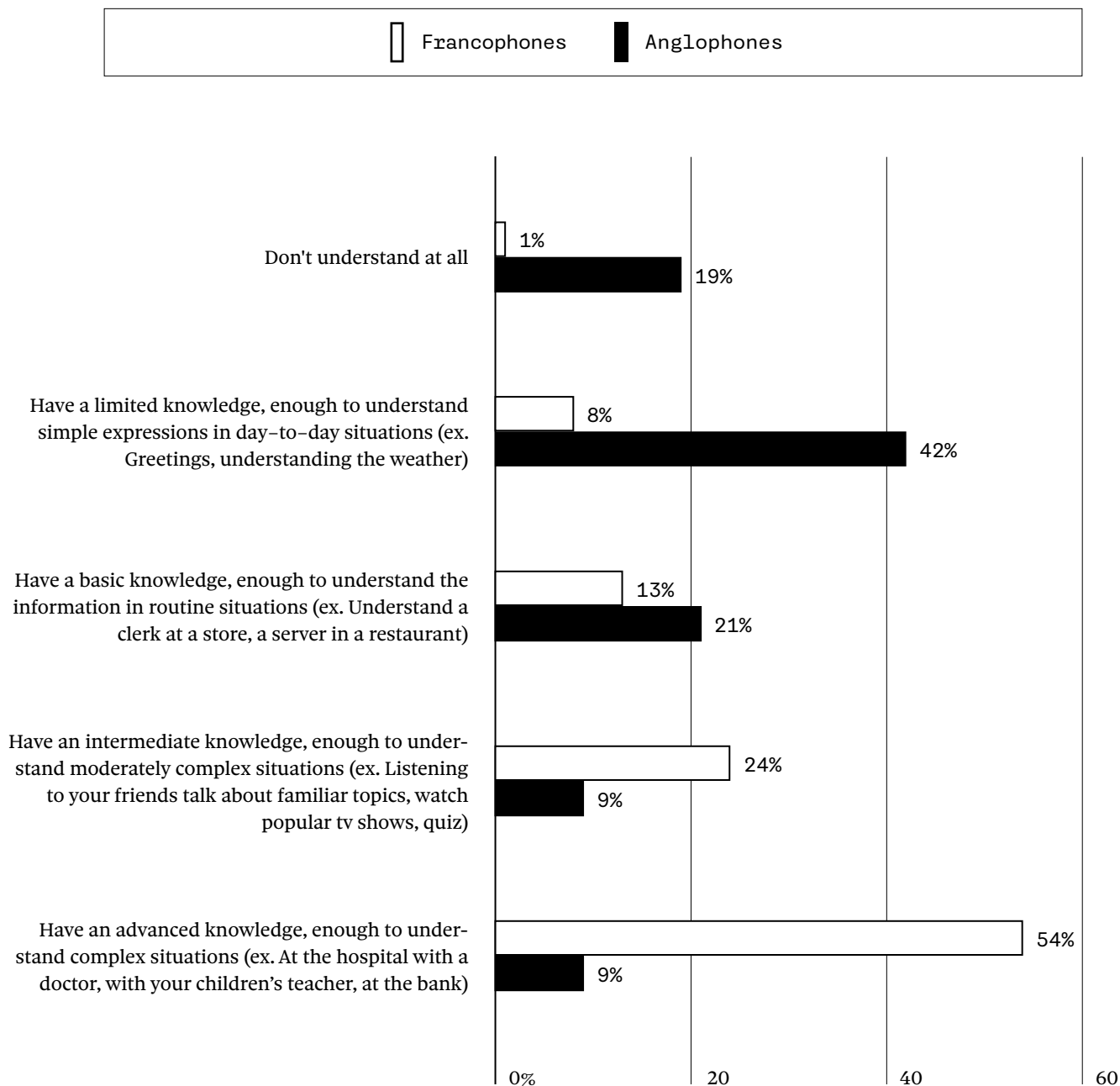
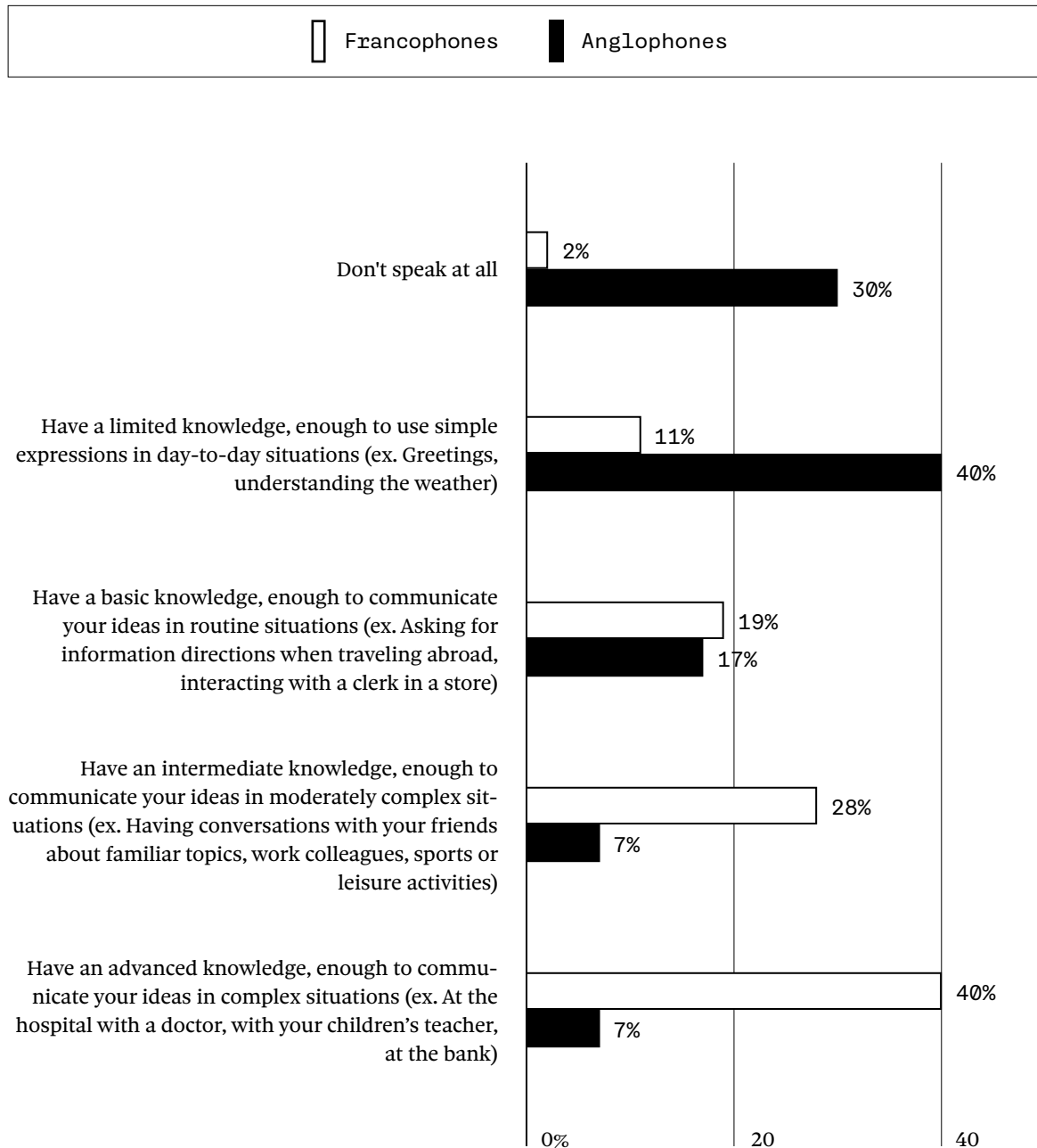


FIG. 9 With regards to your ability to speak English [if Francophone]/French [if Anglophone], would you say that you:



Perceptions of official languages and of their impact

OVERALL

A majority of Canadians agree that the two official languages are an important part of what it means to be Canadian (60%) and that this linguistic duality is a source of cultural enrichment (66%).

There is a consensus that the Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones (70% agree, of which 54% strongly agree).

Canadians also believe that bilingualism improves one's chances of finding a job (83% agree, of which 62% strongly agree) and that all high school graduates should have a working knowledge of both English and French (68% agree, of which 52 strongly agree). However, on those two questions, the language disparities are large.

A small majority (54%) agrees that the Government of Canada is effective in protecting both of Canada's official languages and that the official languages policy supports national unity (53%).

FRANCOPHONES AND ANGLOPHONES

On whether the two official languages are an important part of what it means to be Canadian, the distributions are similar across language groups but there is more agreement among Francophones with 71% agreeing with the statement as opposed to 57% among Anglophones.

Francophones (82%) are much more likely than Anglophones (57%) to strongly agree that bilingualism improves one's chances of finding job and that all high school graduates should have a working knowledge of both official languages. On the latter, 96% of Francophones agree while that proportion is 61% among Anglophones.

Views differ over the state of the French language in Canada. Whereas 81% of Francophones agree that the future of French is threatened, only 32% of Anglophones do so. On the other hand, Anglophones are more likely to agree that the Government of Canada is effective in protecting both official languages (57% agree compared to 39% among Francophones).

Where both language groups agree however is on the role of the official language policy in supporting national unity: an identical 53% of Anglophones and 52% of Francophones agree with the statement.

OTHER COMPARISONS

Ontario and Quebec are the two provinces where people are most likely to see the two official languages as an important part of what it means to be Canadians. In both provinces, just over 50% of respondents strongly agree.

Education is also associated with different perceptions of the role of linguistic duality in Canada. 78% of those who have a university degree agree that linguistic duality is a source of cultural enrichment. That proportion is 62% for those without a university degree. Similarly, while 70% of those with a university degree agree that linguistic duality is an important part of what it means to be Canadian, only a small majority (56%) of those without a degree say the same.

People aged 18-29 are also more likely to agree that linguistic duality is a source of cultural enrichment (76% compared to 64% of those over 29).

FIG. 10 *The fact that there are two official languages (English/French) in Canada is, for you, an important part of what it means to be a Canadian.* (n=1500)

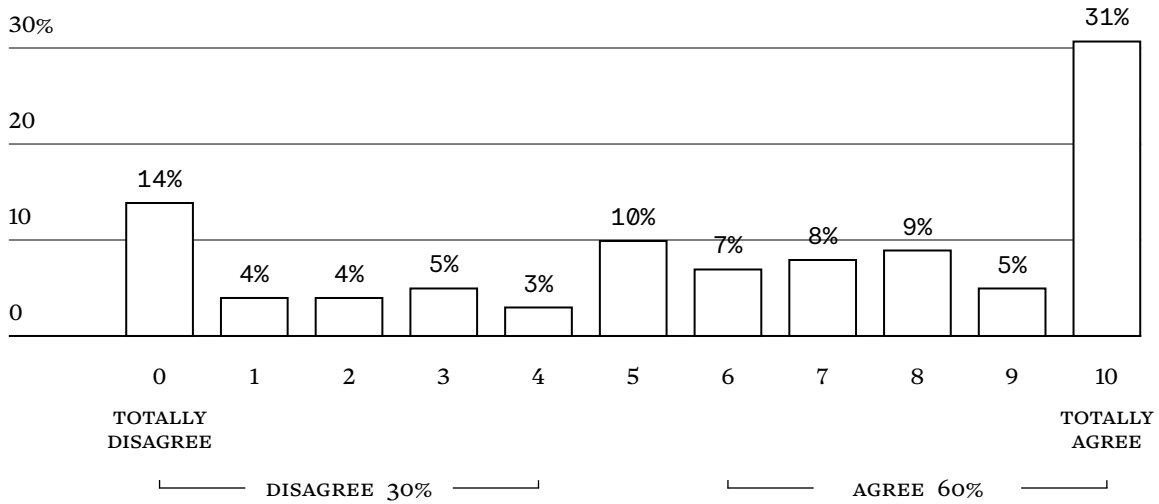


FIG. 11 *The fact that there are two official languages (English/French) in Canada is, for you, an important part of what it means to be a Canadian.* (n[En]=1044; n[Fr]=455)

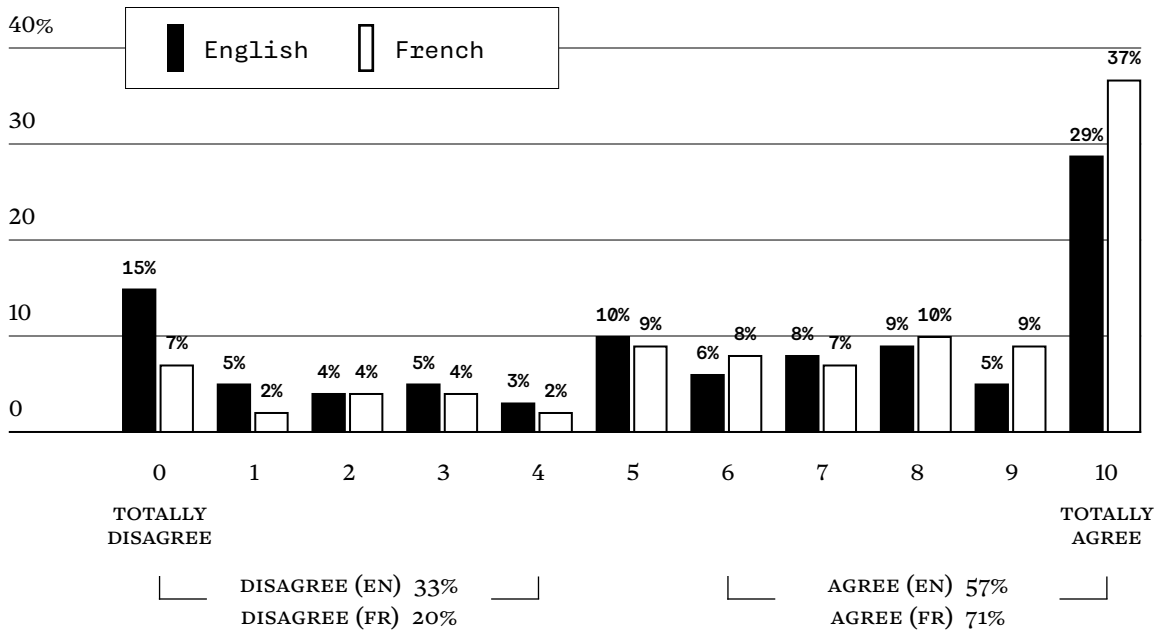


FIG. 12 *In Canada, knowing English and French improves the chances of finding a job.* (n=1495)

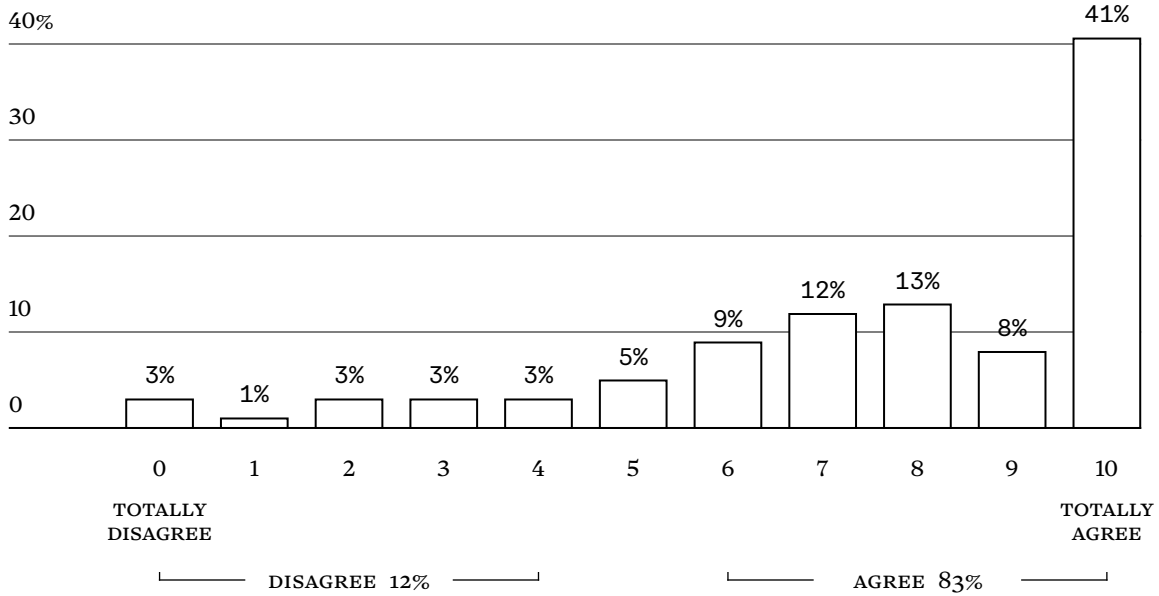


FIG. 13 *In Canada, knowing English and French improves the chances of finding a job.* (n[En]=1039; n[Fr]=456)

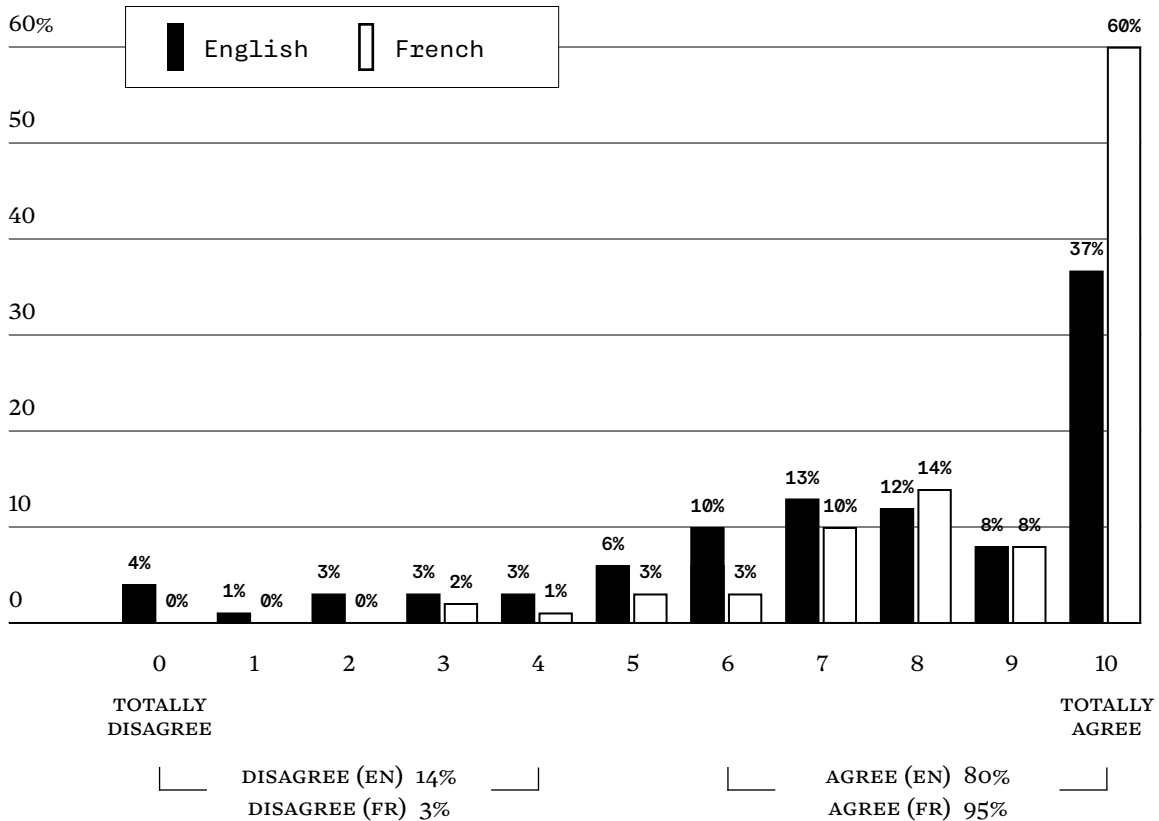


FIG. 14 *All high school graduates should have a working knowledge of English and French.* (n=1499)

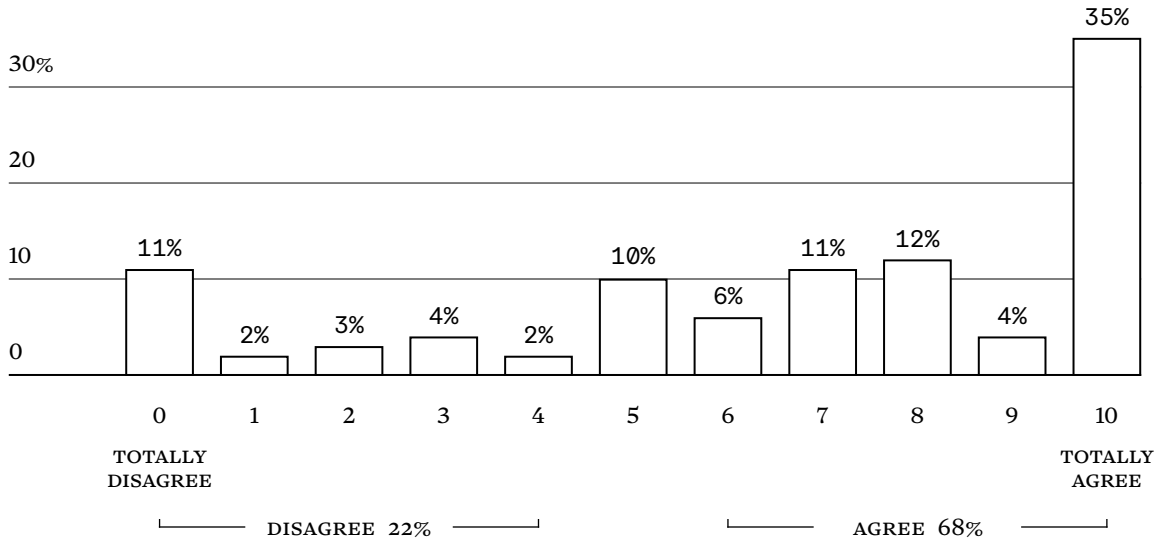


FIG. 15 *All high school graduates should have a working knowledge of English and French.* (n[En]=1043; n[Fr]=456)

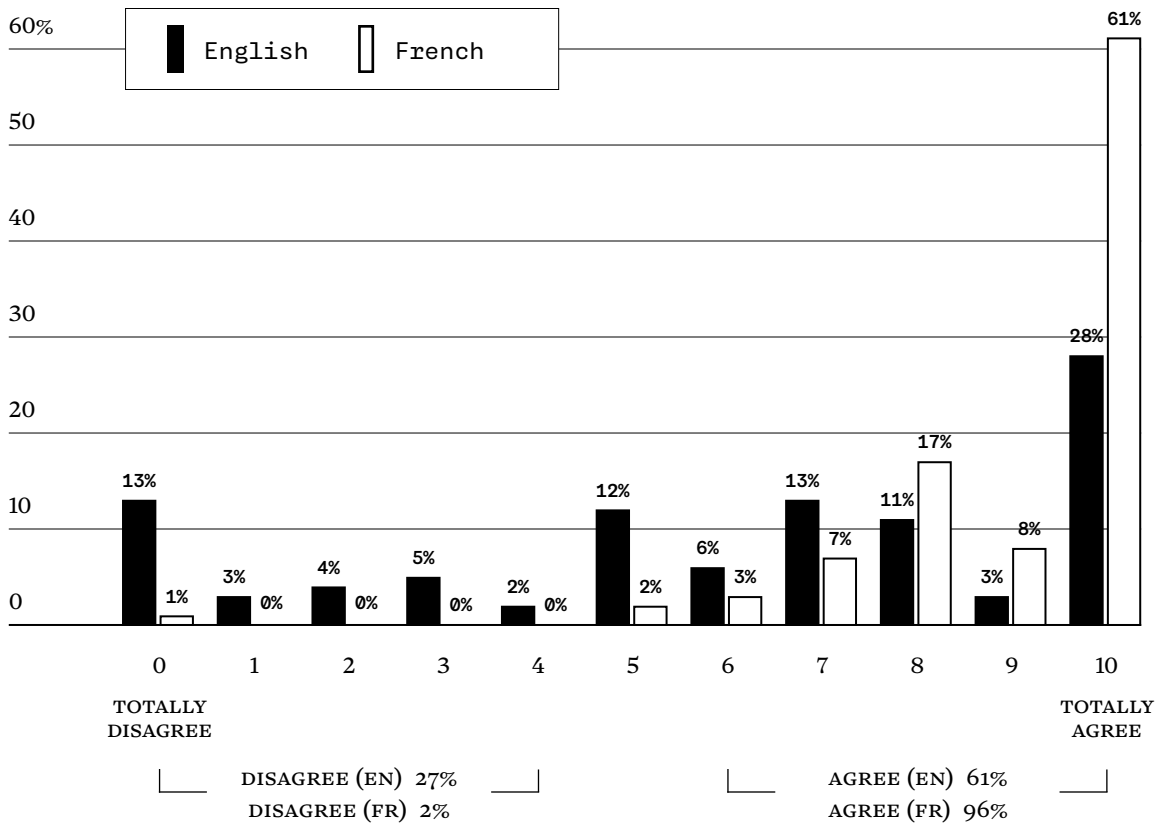


FIG. 16 *The Government of Canada is effective in protecting both of Canada's official languages.* (n=1498)

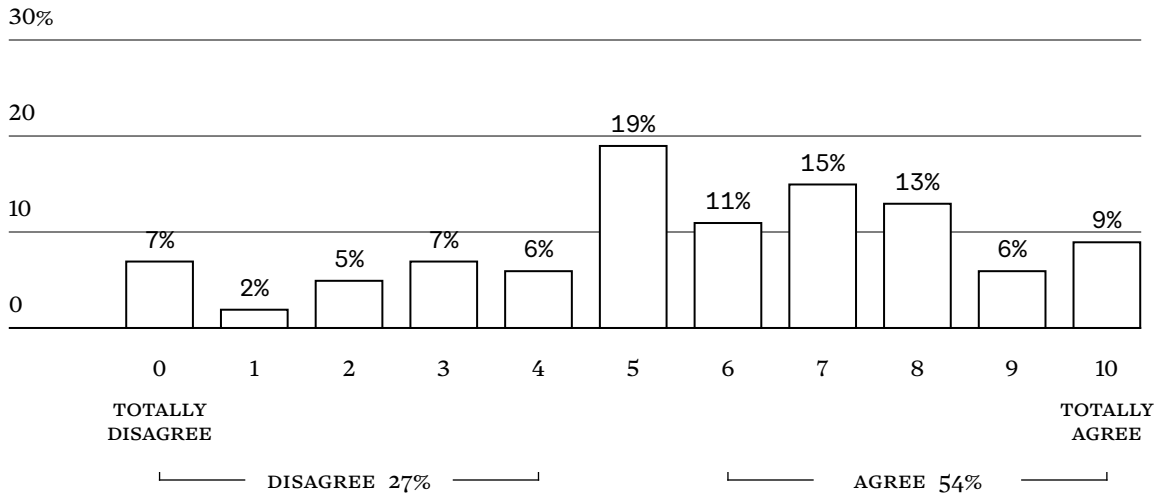


FIG. 17 *The Government of Canada is effective in protecting both of Canada's official languages.* (n[En]=1042; n[Fr]=456)

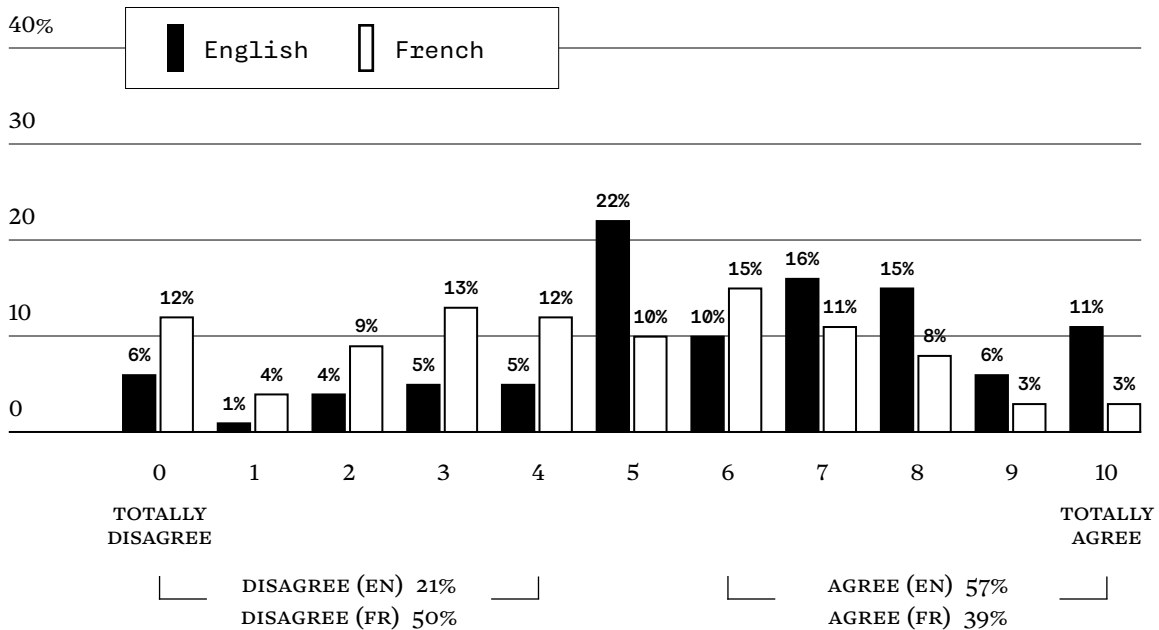


FIG. 18 *The Government of Canada's official languages policy supports national unity.* (n=1499)

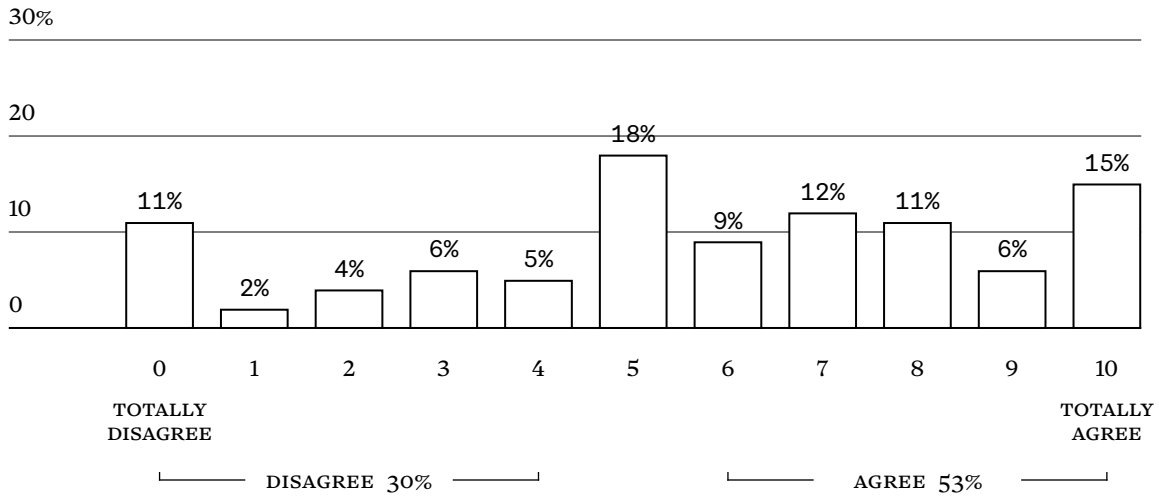


FIG. 19 *The Government of Canada's official languages policy supports national unity.* (n[En]=1043; n[Fr]=456)

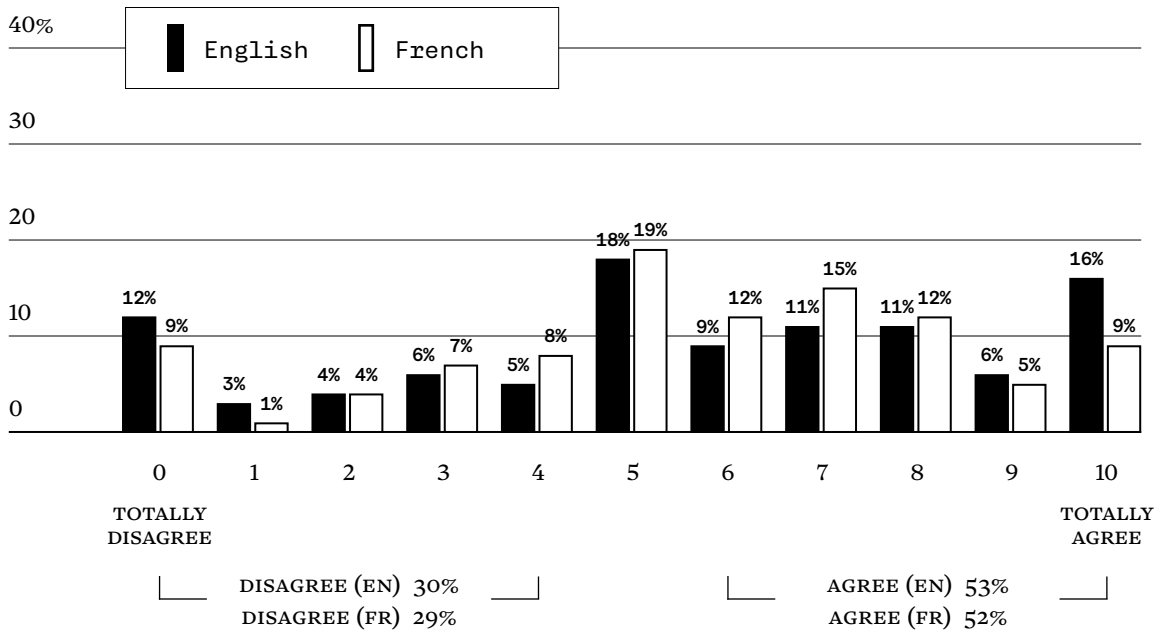


FIG. 20 *The future of French in Canada is threatened.* (n=1498)

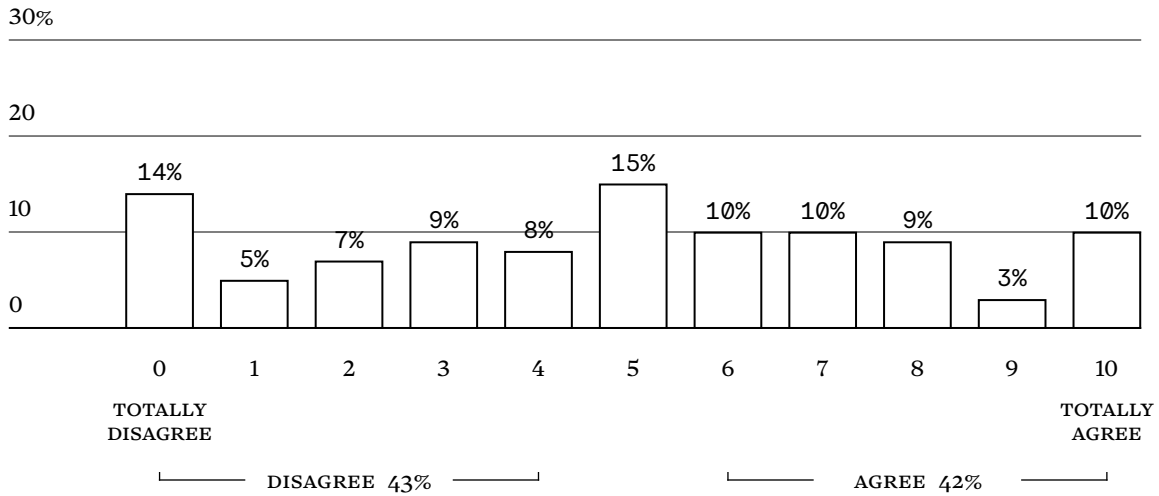


FIG. 21 *The future of French in Canada is threatened.* (n[En]=1042; n[Fr]=456)

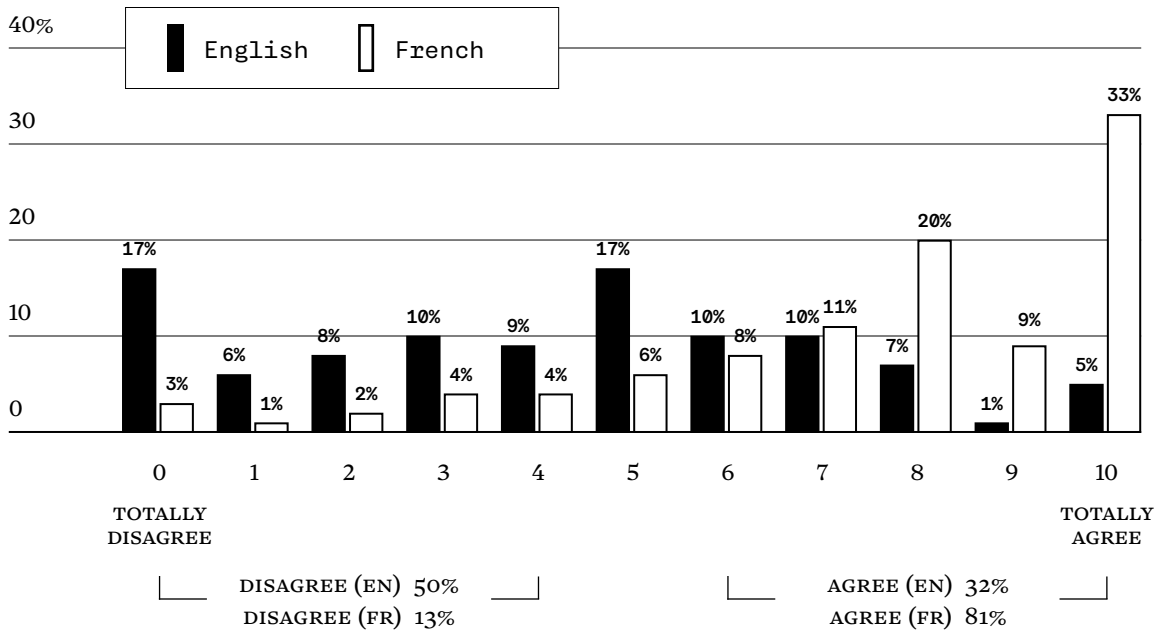


FIG. 22 *Linguistic duality in Canada is, for you, a source of cultural enrichment.* (n=1497)

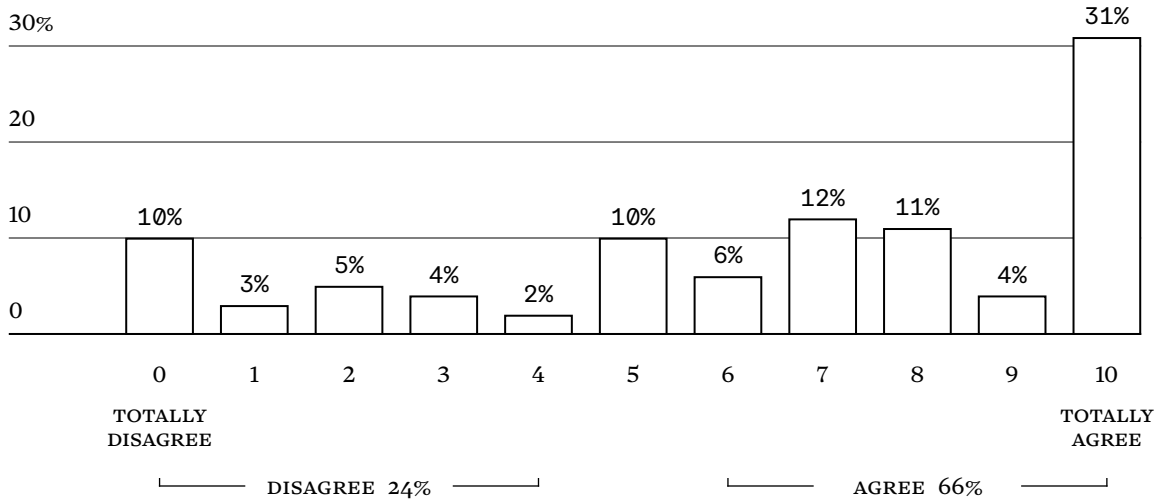


FIG. 23 *Linguistic duality in Canada is, for you, a source of cultural enrichment.* (n[En]=1042; n[Fr]=455)

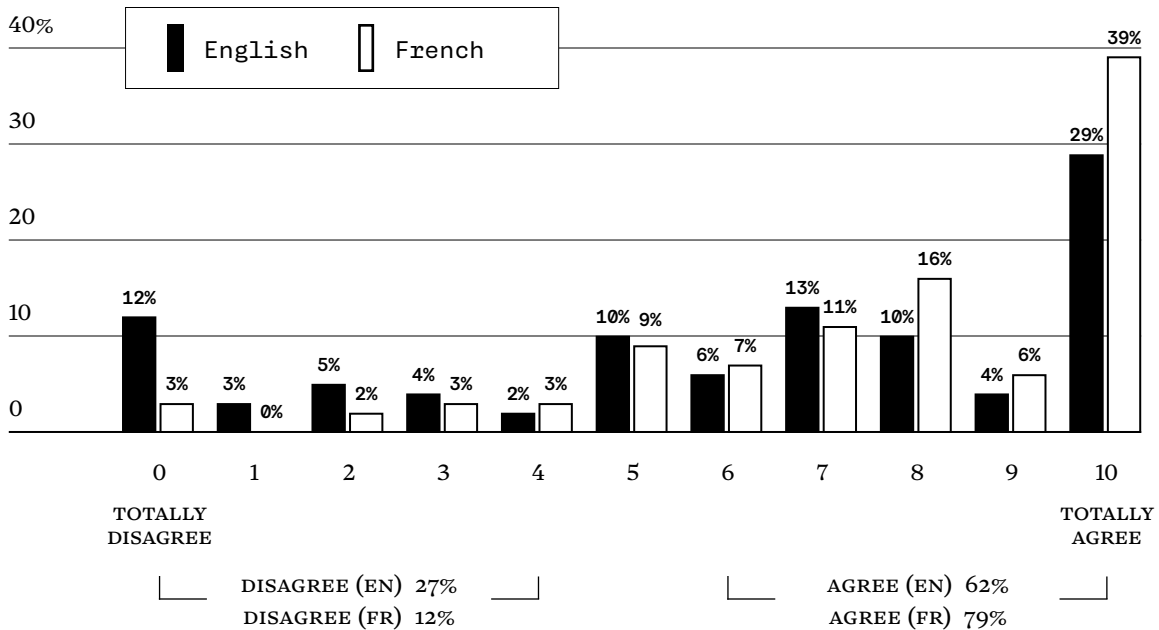


FIG. 24 *The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.* (n=1495)

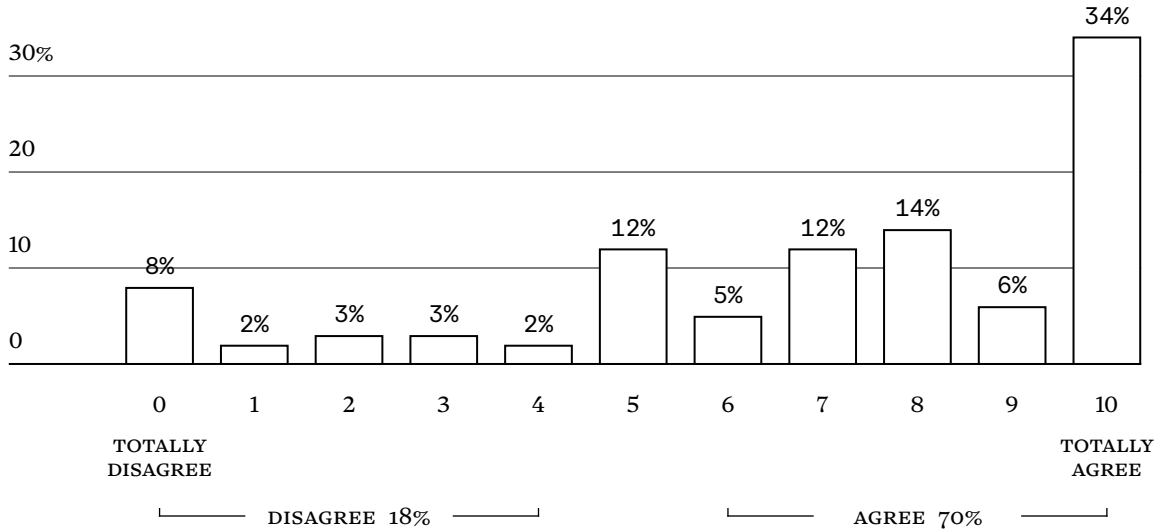
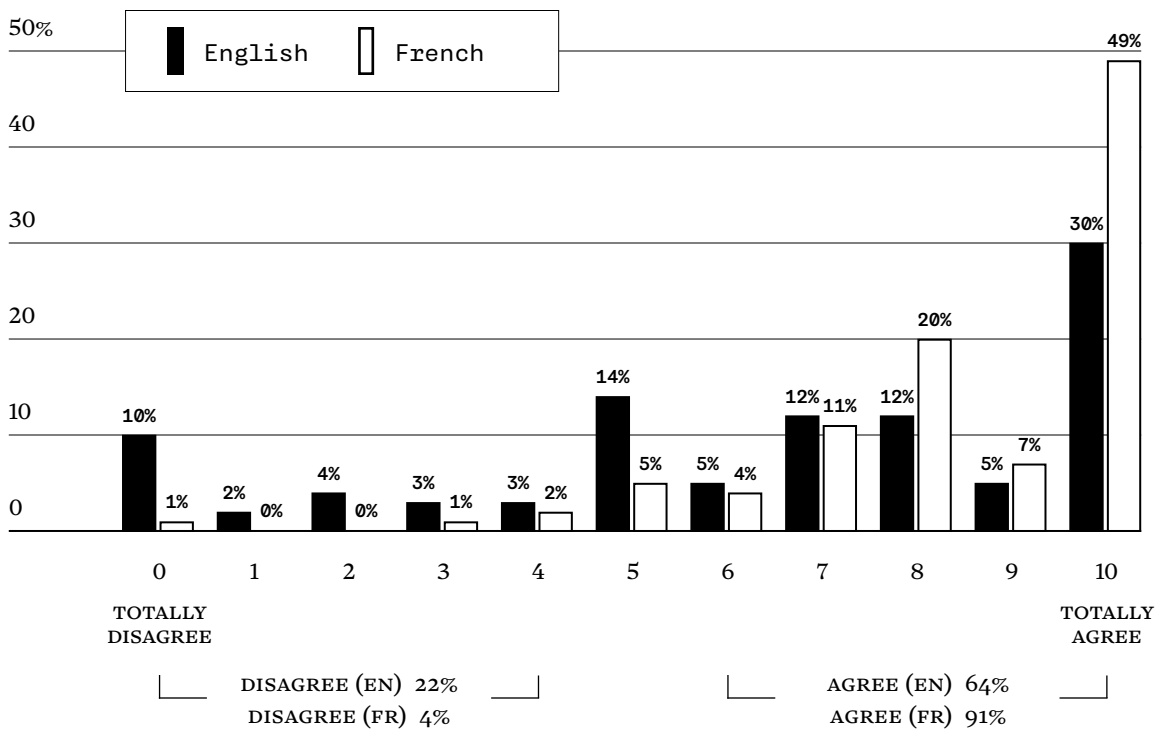


FIG. 25 *The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.* (n[En]=1040; n[Fr]=455)



Relationships across Language Groups

OVERALL

A little over a majority agrees (55%) that in Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago. Of those, 25% strongly agree.

Those percentages are lower when the question is about one's community with 47% agreeing that relationships are more positive, of which 25% strongly agree.

Although the most common answer is that those relationships are stable, it is important to note that for those two questions, there are almost three times more people who agree with the view that relationships are more positive today (in Canada or in the respondent's region) compared to 10 years ago than that disagree with it.

A majority of Canadians also agree (69% of which 53% strongly agree) that learning both languages contributes to a better understanding among Canadians.

In terms of personal contact with people from the other official language group (friends, neighbours, relatives or co-workers), two thirds of Canadians report being in contact with at least one member of the other language group.

FRANCOPHONES AND ANGLOPHONES

There is a consensus across language groups that learning both official languages contributes to better understanding among Canadians. Although agreement is more important among Francophones (84%, of which 71% strongly agree), a majority of Anglophones also agree with the statement (65% agree, of which 48 strongly agree).

When it comes to contact with members of the other official language group, the two most common answers for both Anglophones and Francophones is having contacts with many people or none at all. 33% of Anglophones say they are in regular contact with more than

two Francophones while that percentage is 43% among Francophones. Close to a third in each group report no contact at all (32% for Anglophones and 30% for Francophones).

OTHER COMPARISONS

On relationships between Francophones and Anglophones over the last 10 years, the distributions of answers are similar across provinces when the question is about the country as a whole. However, provinces differ when the question is about communities specifically with Quebec seeing the relationships as improved the most (68% agree) and the Atlantic being the region where perceptions are the most negative with 32% disagreeing with the statement.

76% of young Canadians (18-29 years old) would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities. The proportion is 66% for those over 29 years of age.

The numbers are highly similar when it comes to agreement with the idea that learning both official languages contributes to better understanding among Canadians. While 77% of those between the age of 18 and 29 agree, that proportion is 67% for those over 29.

Canadians with a university degree are more likely to say that they would be (or would have been) interested in participating in school-based language exchanges with people from the other official language communities than Canadians without a degree. The proportions are 77% and 64% respectively.

FIG. 26 *In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.* (n=1497)

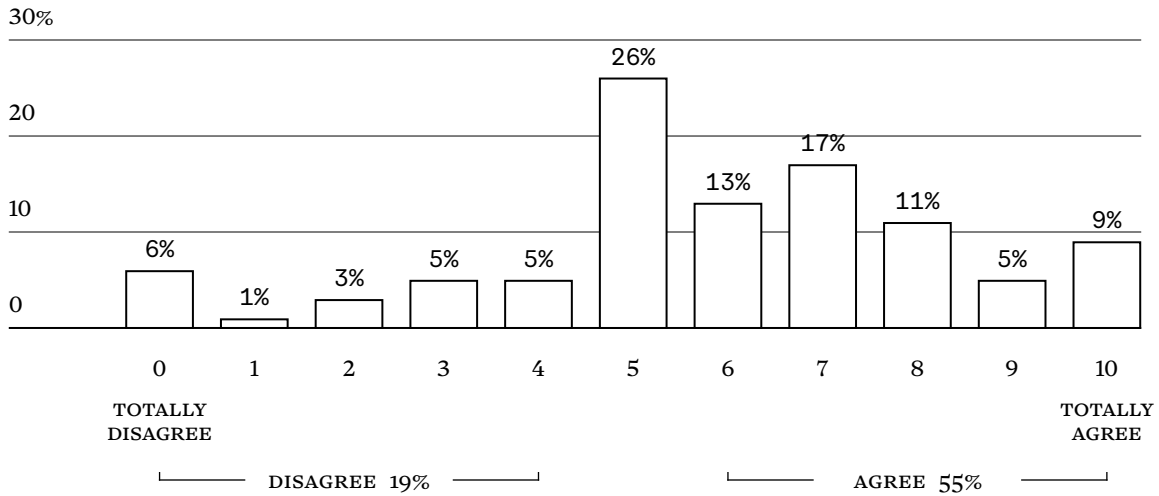


FIG. 27 *In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.* (n[En]=1041; n[Fr]=456)

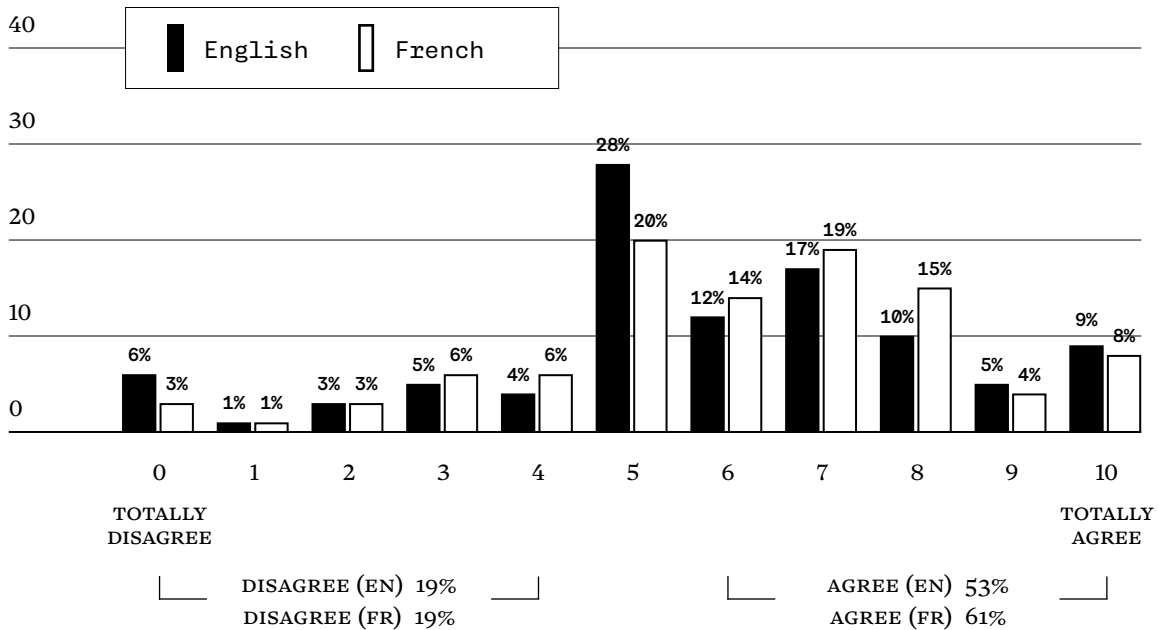


FIG. 28 *In your region, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.* (n=1491)

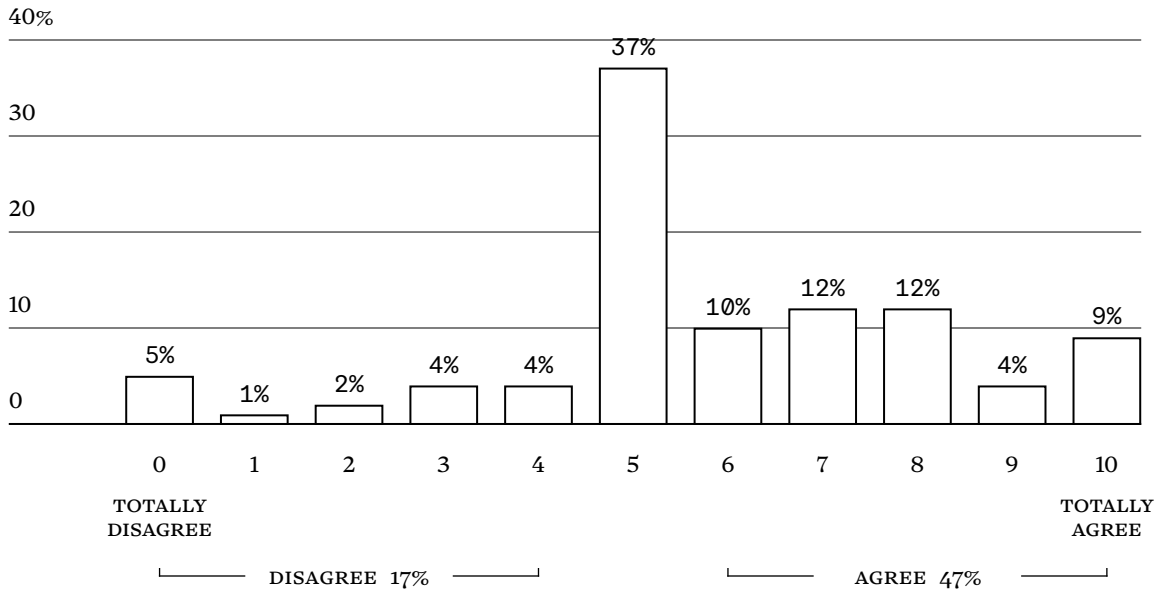


FIG. 29 *In your region, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.* (n[En]=1038; n[Fr]=453)

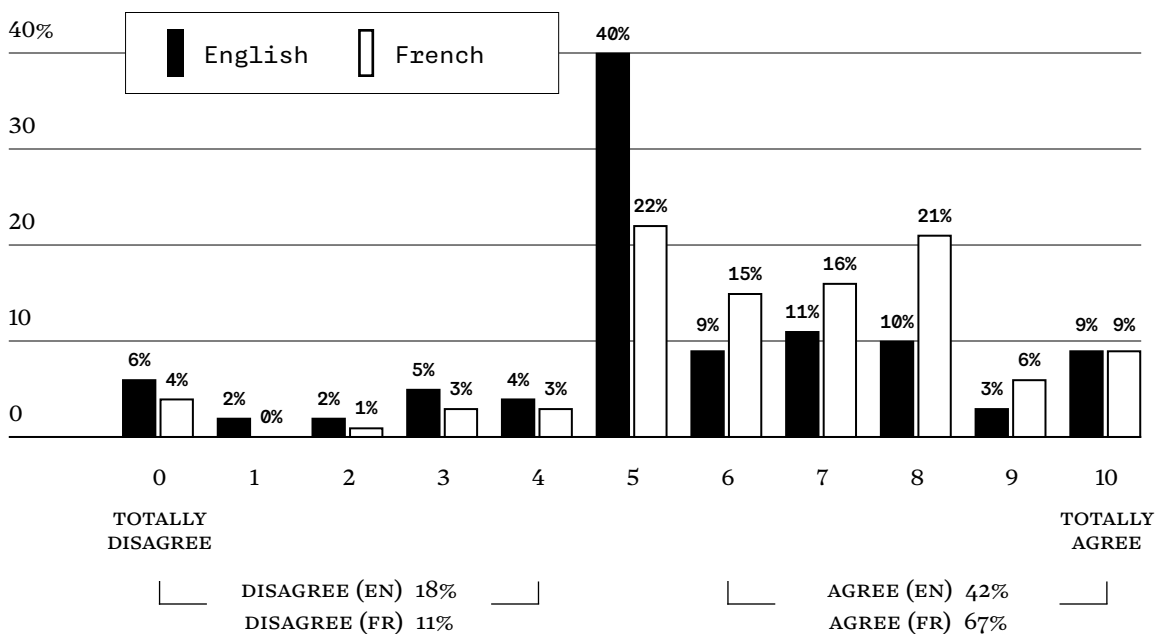


FIG. 30 [Individual from your own linguistic community], from other countries, are welcome in your linguistic community. (n=1497)

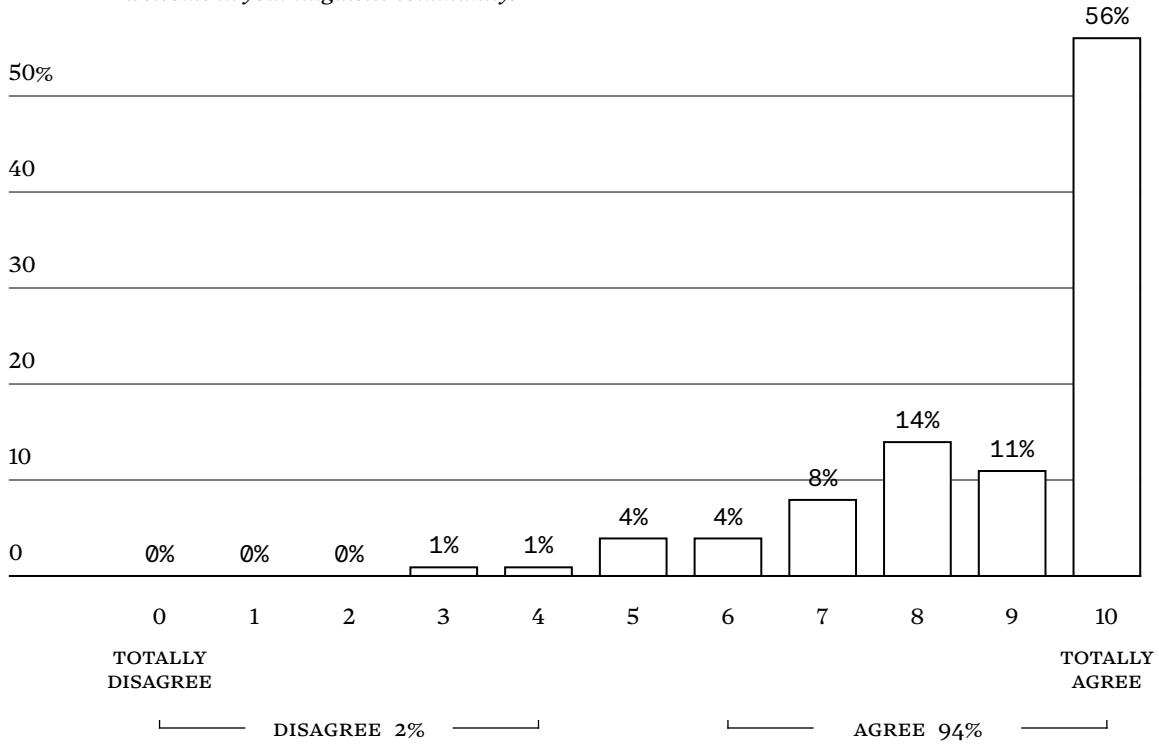


FIG. 31 [Individual from your own linguistic community], from other countries, are welcome in your linguistic community. (n[En]=1041; n[Fr]=456)

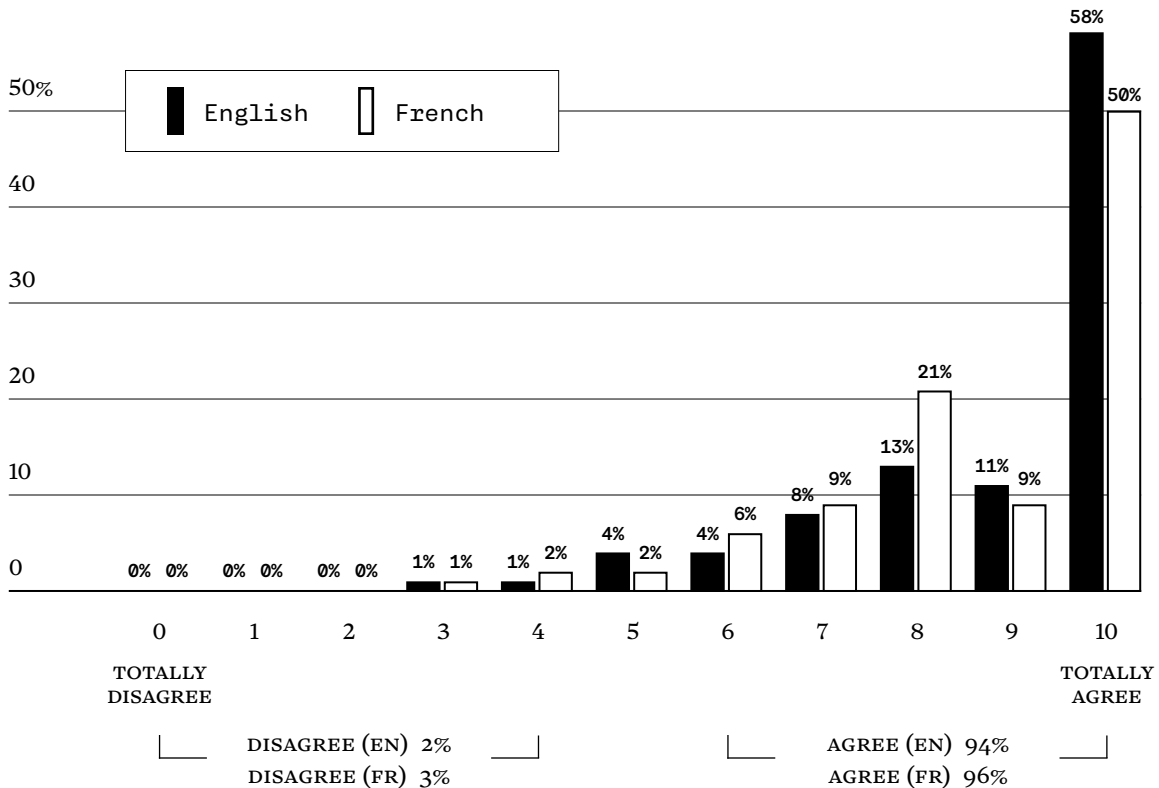


FIG. 32 You would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities. (n=1499)

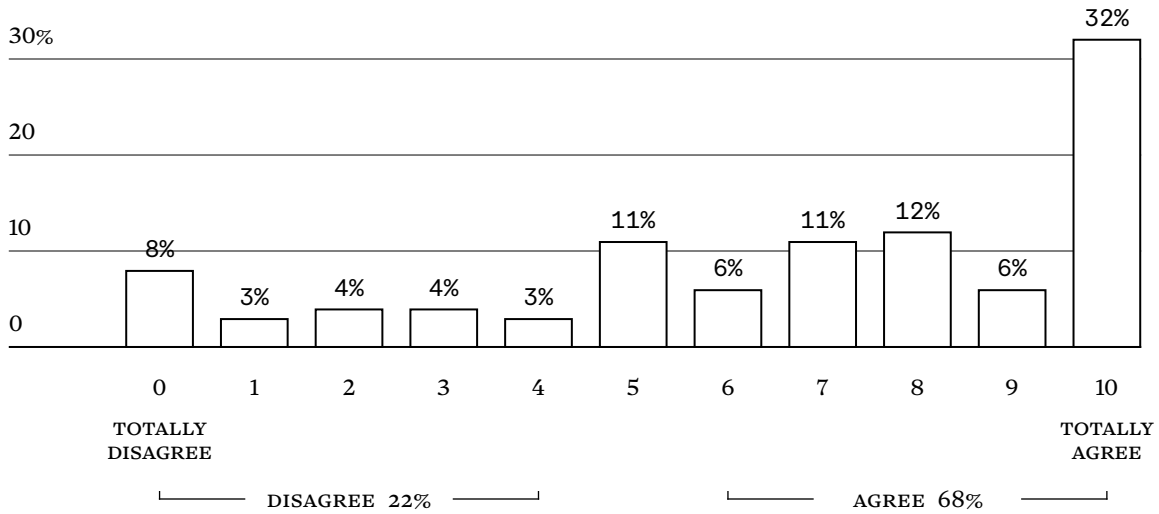


FIG. 33 You would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities. (n[En]=1043; n[Fr]=456)

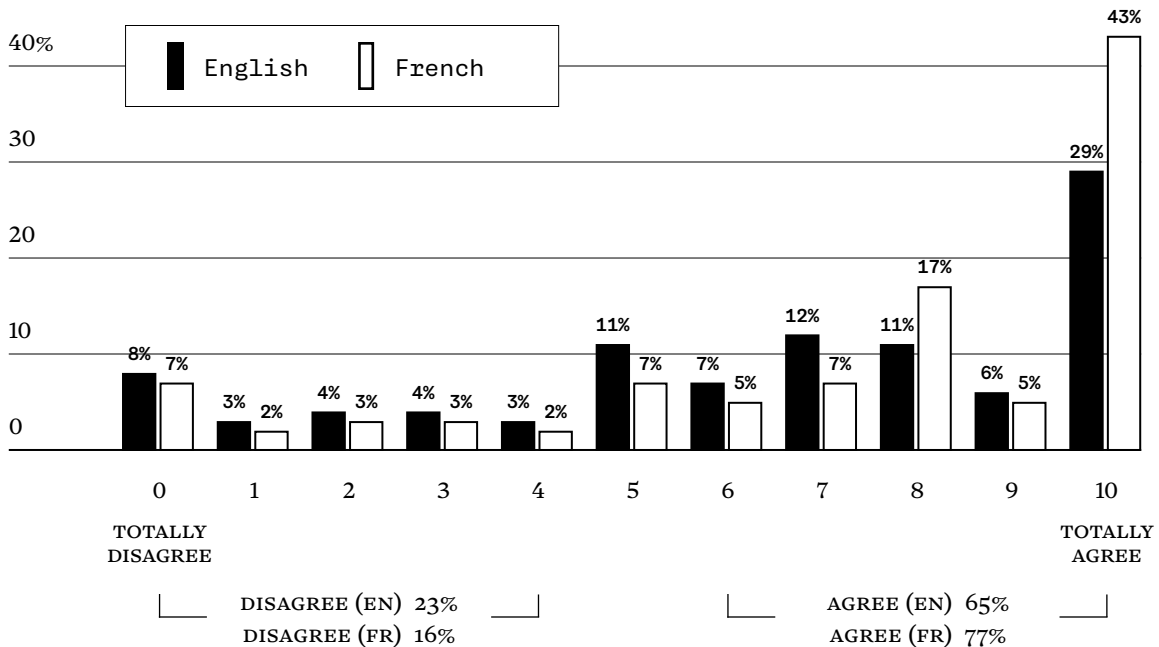


FIG. 34 *Learning both official languages contributes to better understanding among Canadians.* (n=1497)

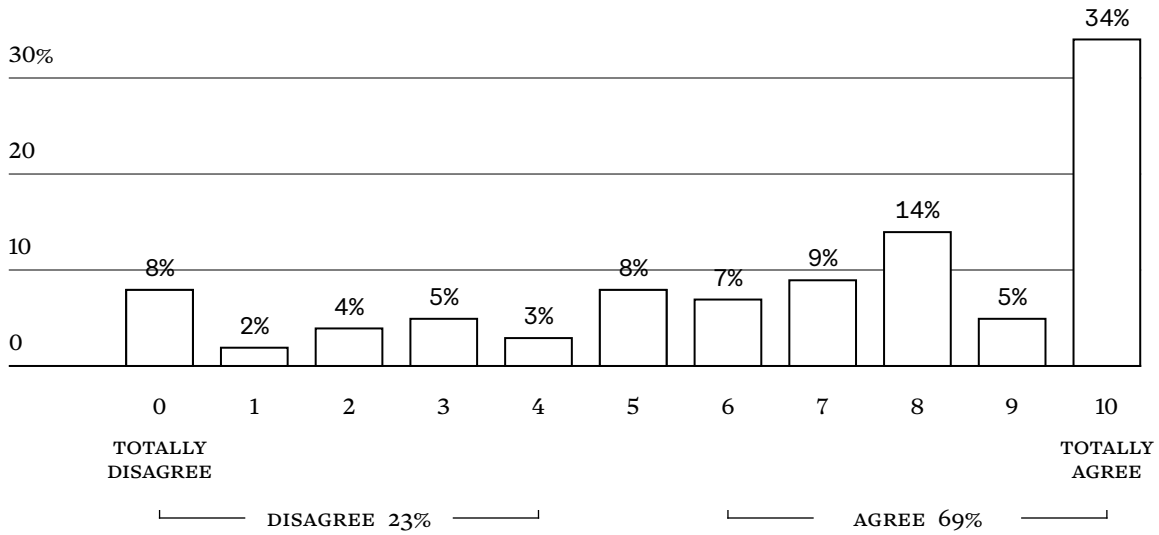


FIG. 35 *Learning both official languages contributes to better understanding among Canadians.* (n[En]=1044; n[Fr]=453)

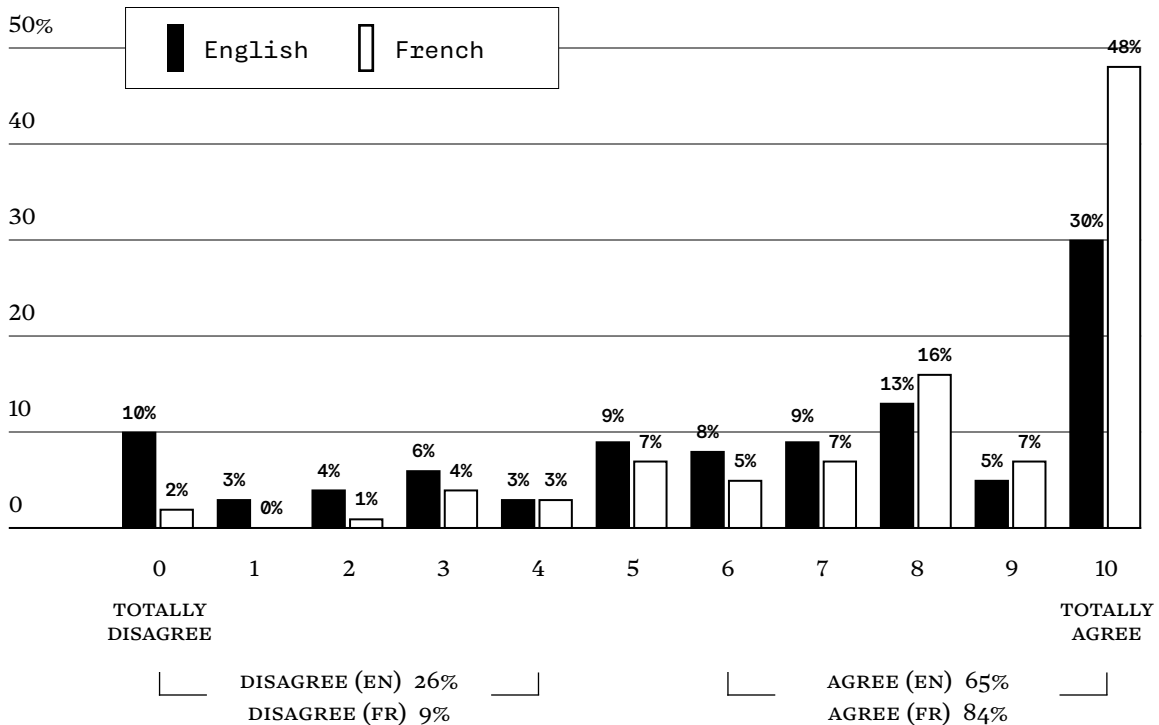


FIG. 36 *Thinking about your personal contact with people from the other official language group like friends, neighbours, relatives or co-workers, how many people from the other language group would you say that you are regularly in contact with?* (n=1418)

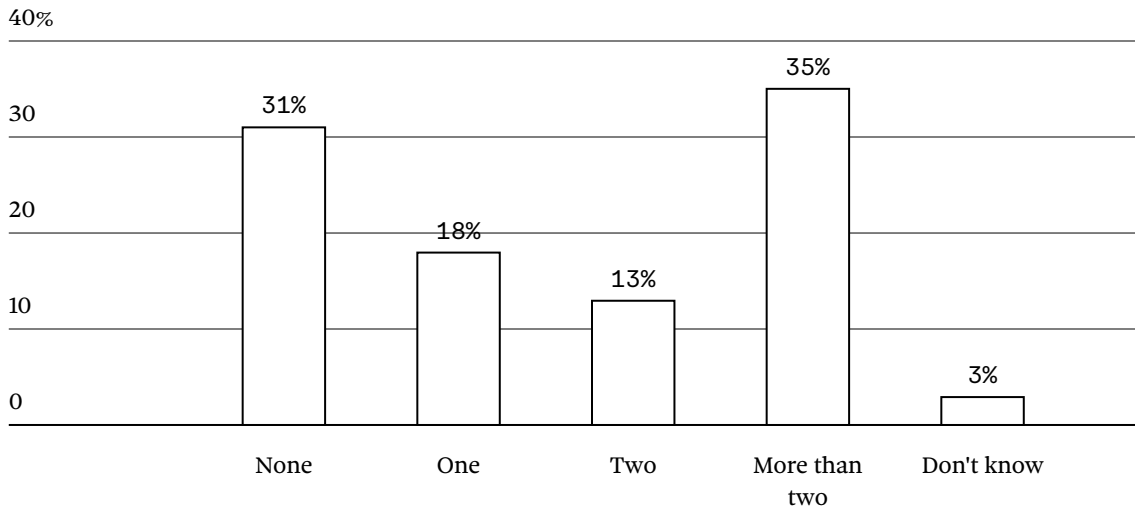
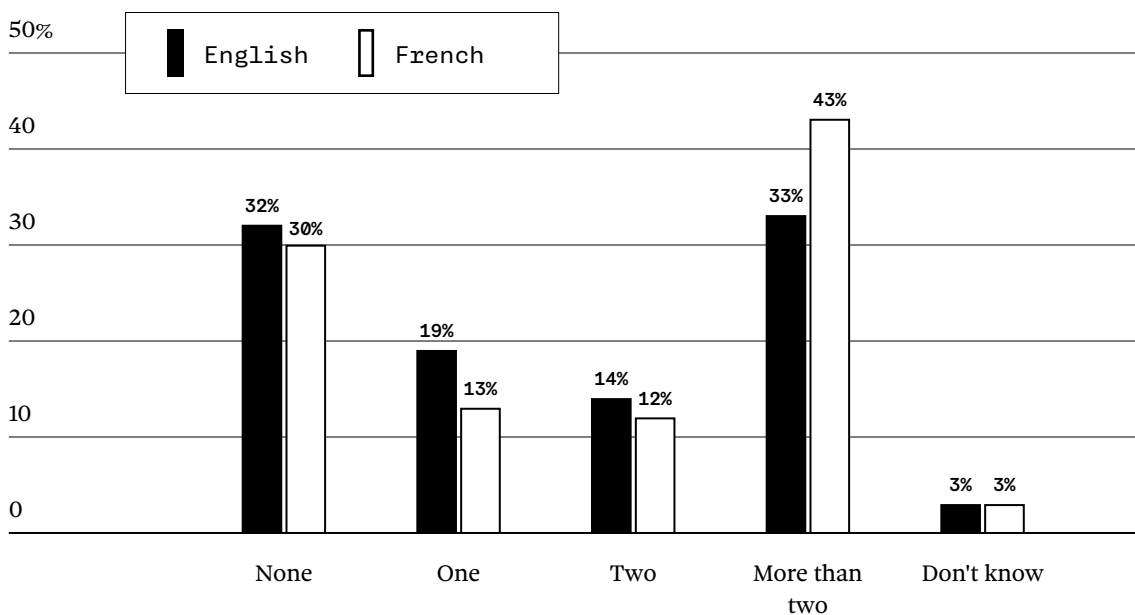


FIG. 37 *Thinking about your personal contact with people from the other official language group like friends, neighbours, relatives or co-workers, how many people from the other language group would you say that you are regularly in contact with?* (n[En]=1012; n[Fr]=406)



Access to Services

OVERALL

Canadians consider it to be important to have access to services offered by the federal government in the official language of their choice (84% agree) and this is also true when in a linguistic minority situation (84% agree). In both cases, a majority (53% and 50%) even signified that it was “extremely important” by choosing 10 on the 0-10 scale.

Canadians believe that it is important for their child, or the children in their community, to have the opportunity to learn the other official language as a second language in their region (81% agree of which 69% strongly agree).

FRANCOPHONES AND ANGLOPHONES

Language groups slightly differ in their ratings of children's access to learning the other official language in their region. 77% of Francophones believe that children have access to learning English in their region while 64% of Anglophones say the same about learning French. In both groups, a similar proportion (21% and 20%) believes that children in their region have a full access to learning the other official language.

When it comes to children having the opportunity to learn the other official language in their region, a larger proportion of Francophones (96%) see it as important than of Anglophones (77%). In fact, 72% of Francophone sees it as “extremely important” compared to 41% of Anglophones.

OTHER COMPARISONS

In terms of region, it is in Manitoba and British Columbia that Anglophones rate access to French the lowest.

The importance of having access to services by the Federal government in one's language of choice remains important, even for the younger generation. 94% of those aged 18 to 29 see it as important. In contrast, 81% of those over 29 agree with the statement.

FIG. 38 That Canadians have access to services offered by the federal government in the official language of their choice (English or French). (n=1498)

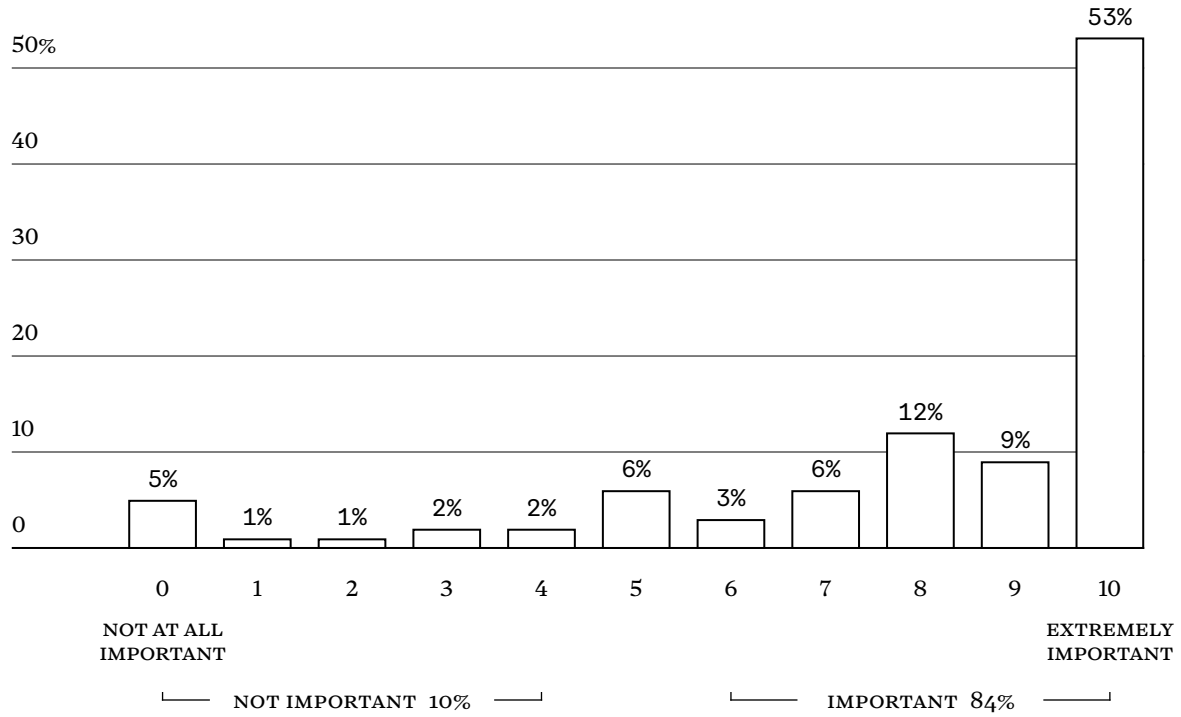


FIG. 39 That Canadians have access to services offered by the federal government in the official language of their choice (English or French). (n[En]=1043; n[Fr]=455)

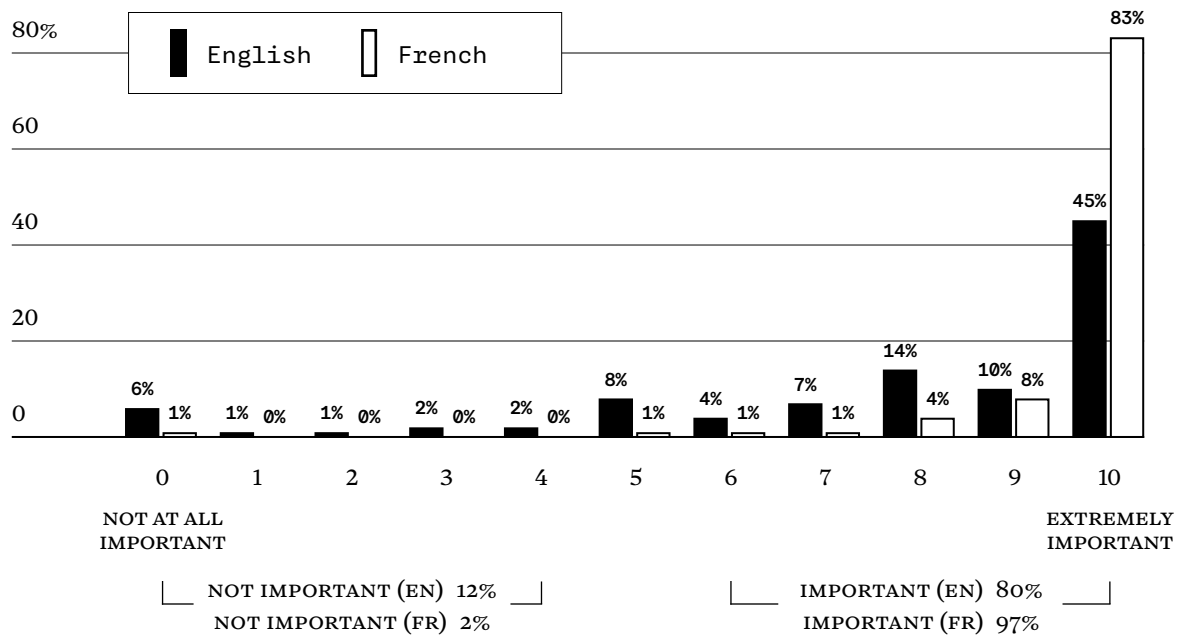


FIG. 42 For your child, or the children in your community, to have the opportunity to learn English/French as a second language in your region? (n=1495)

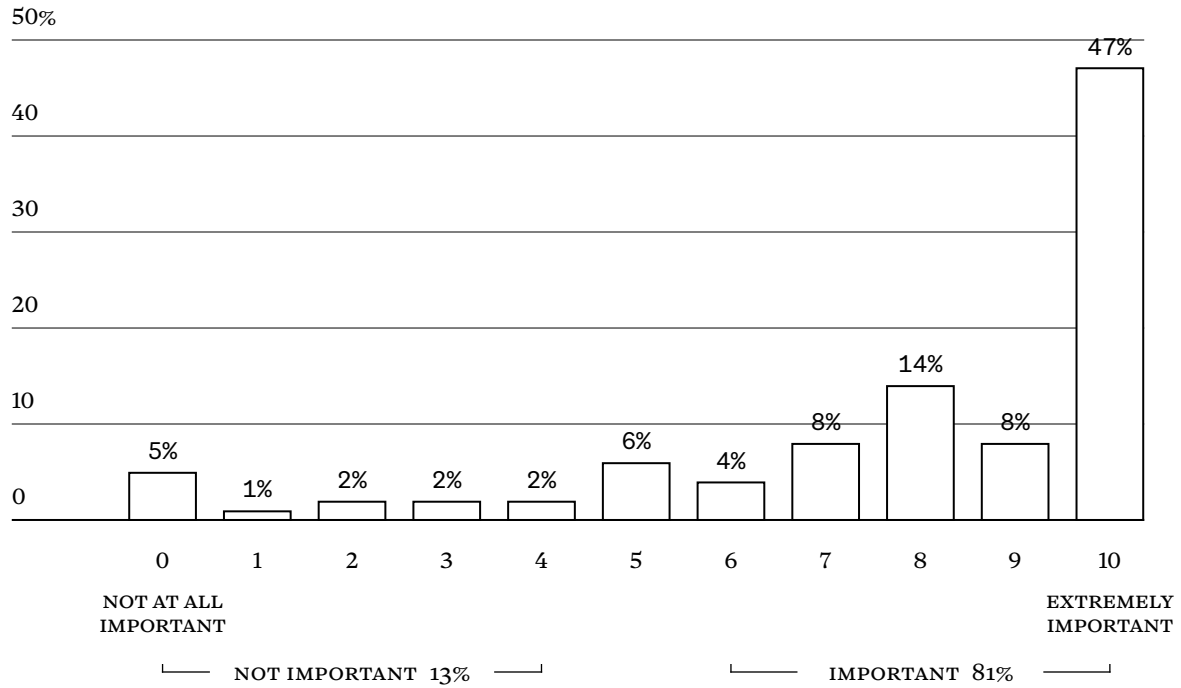


FIG. 43 For your child, or the children in your community, to have the opportunity to learn English/French as a second language in your region? (n[En]=1041; n[Fr]=454)

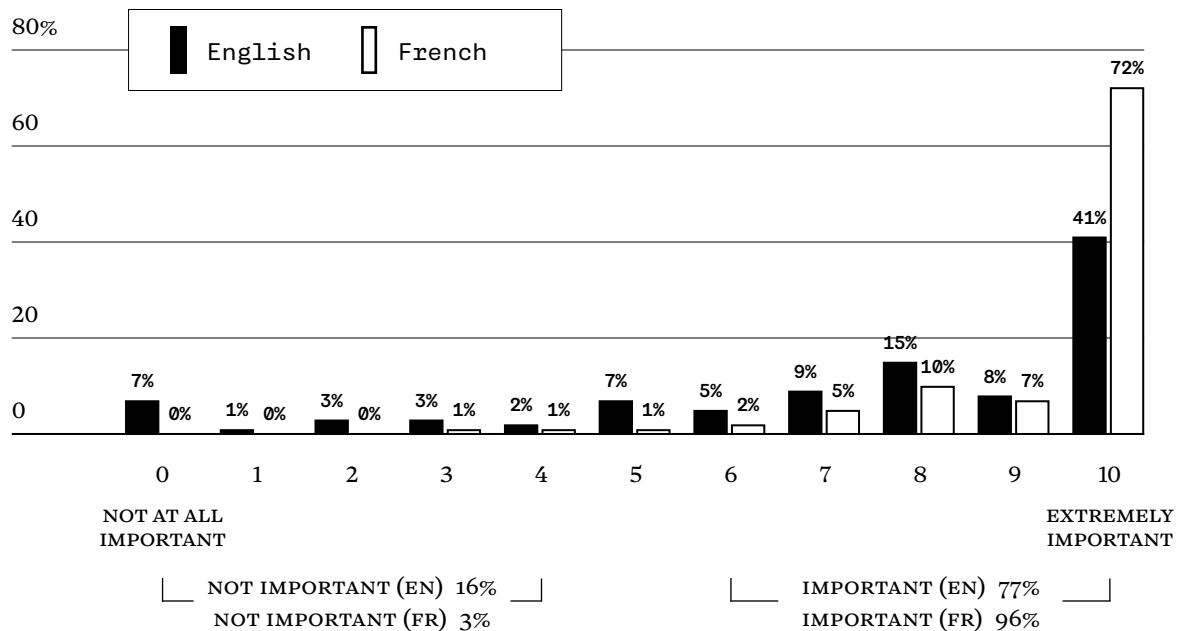


FIG. 44 *If you were living in Québec/outside Québec, how important would it be for you to have access to federal government services in English/French?* (n=1413)

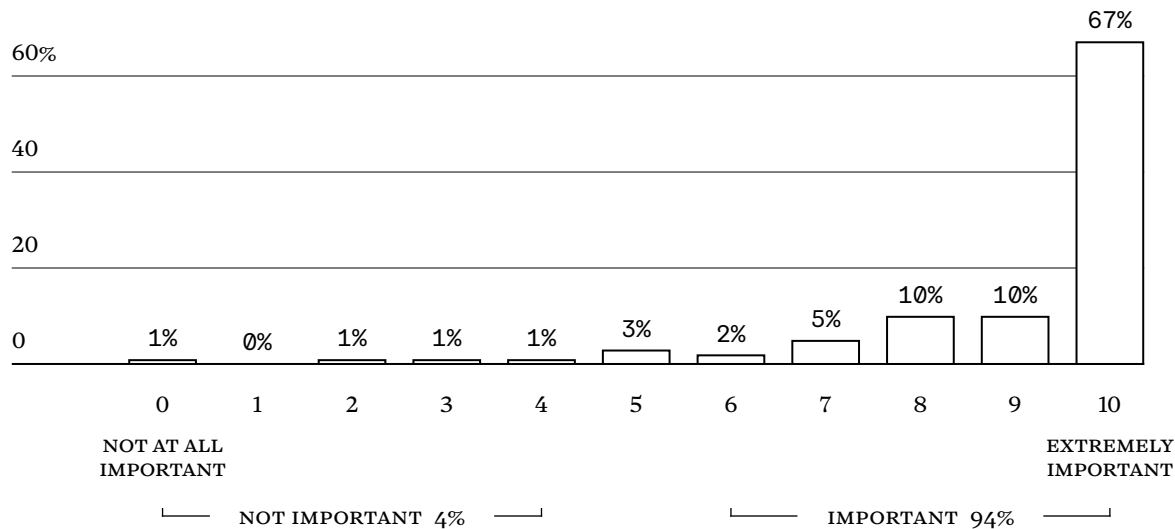


FIG. 45 *If you were living in Québec/outside Québec, how important would it be for you to have access to federal government services in English/French?* (n[En]=1011; n[Fr]=402)

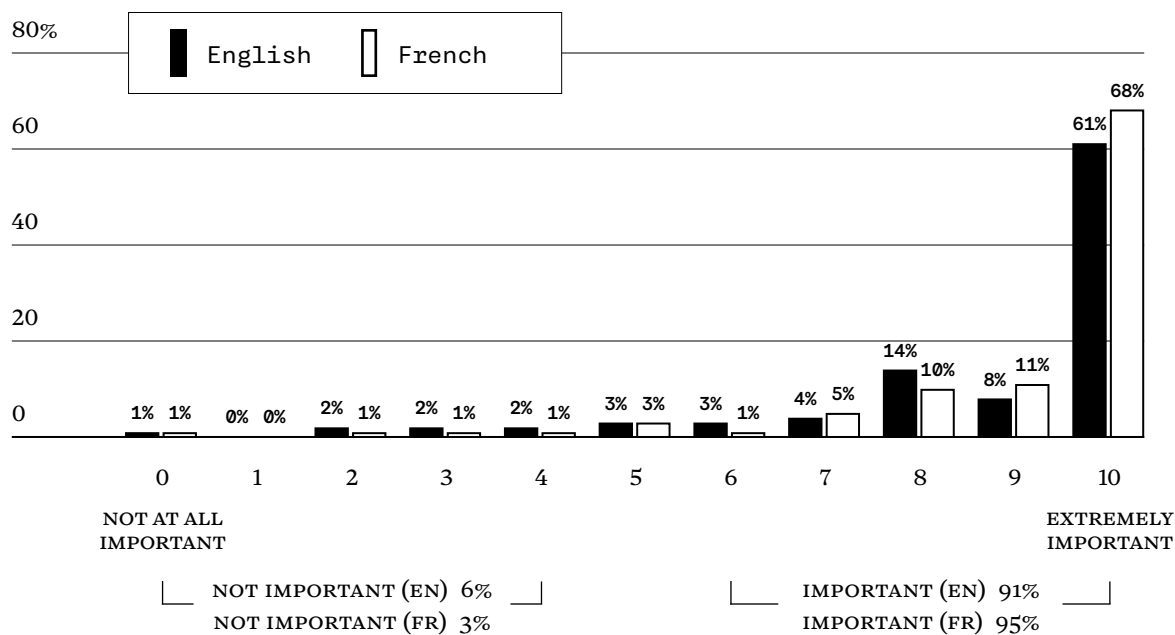


FIG. 46 *If you were living in Québec/outside Québec, how important would it be for you that your children or the children in your community have access to an English /French school system?* (n=1414)

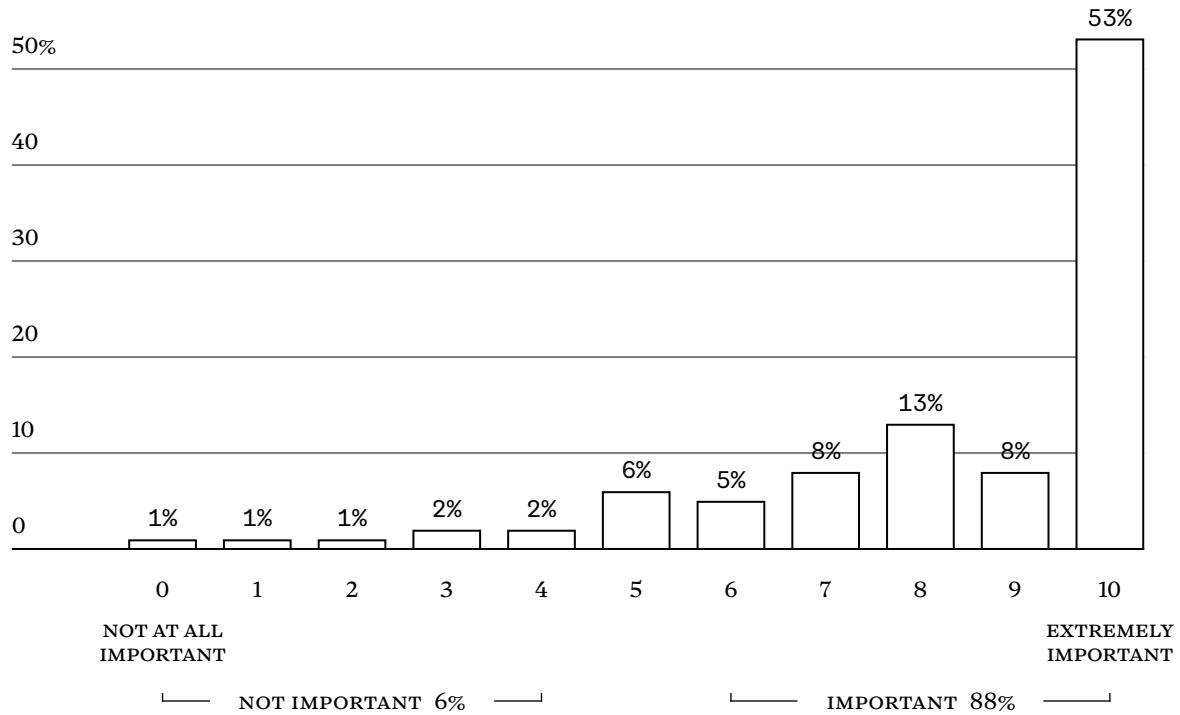


FIG. 47 *If you were living in Québec/outside Québec, how important would it be for you that your children or the children in your community have access to an English /French school system?* (n[En]=1012; n[Fr]=402)

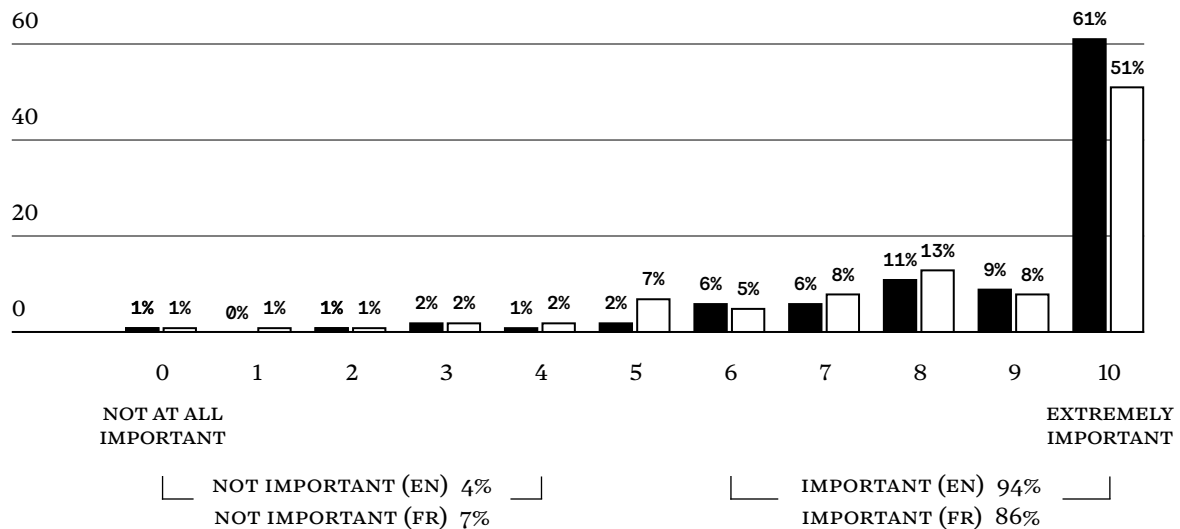


FIG. 48 How would you rate your child's access, or that of children in your community, to learning English/French as a second language in your region? (n=1415)

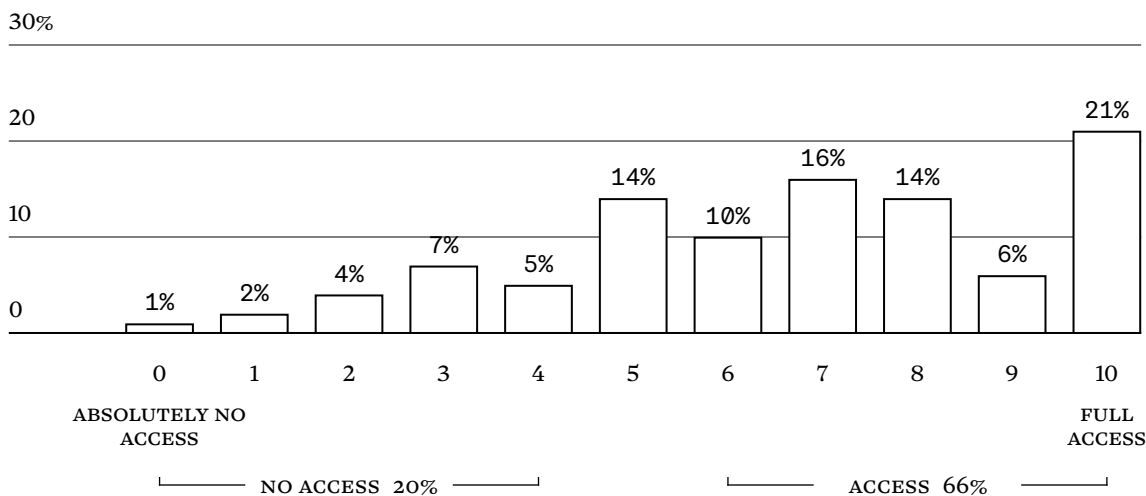
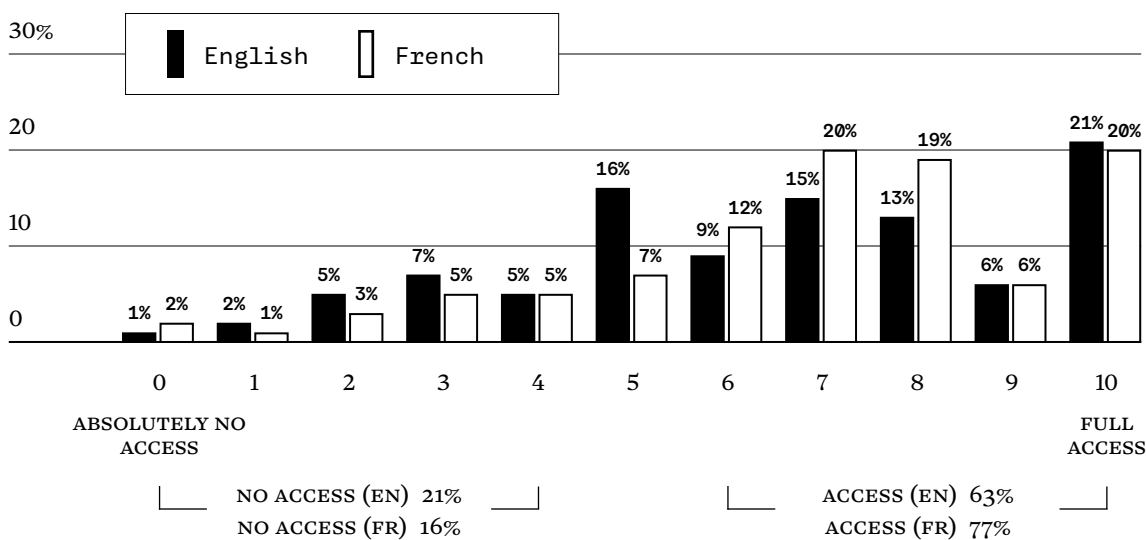


FIG. 49 How would you rate your child's access, or that of children in your community, to learning English/French as a second language in your region? (n[En]=1010, n[Fr]=405)



Cultural Products

FRANCOPHONES AND ANGLOPHONES

The interest Canadians have for cultural products in the other official language and the frequency with which they consume them vary greatly between the two language groups. Whereas a majority of Francophones is very interested in cultural products in English (56%), 31% of Anglophones chose 0 on the 0 to 10 scale indicating that they were not interested at all in consuming cultural products in French.

That interest translates into actual behavior. While 38% of Francophones report that none of the artistic or cultural events they attended over the last year were in English, three quarters of Anglophones report that none of the events they have attended were in French. Given the difference in access, it is notable however that 19% of Anglophones report having attended at least some cultural event in French. A majority of Francophones (54%) report that at least some of the cultural events they attended were in English.

OTHER COMPARISONS

The youth (18-29) consume more cultural products in the language that is not their main language. 60% of those in that age bracket mentioned that they consume products in the other official language. Only 39% of respondents over 29 years old do the same.

University graduates are also more likely to consume cultural products in the official language that is not their main language (55% compared to 39% of respondents without a degree).

FIG. 50 What level of interest do you have in cultural products (books, music, films, television) in English/French? (n=1496)

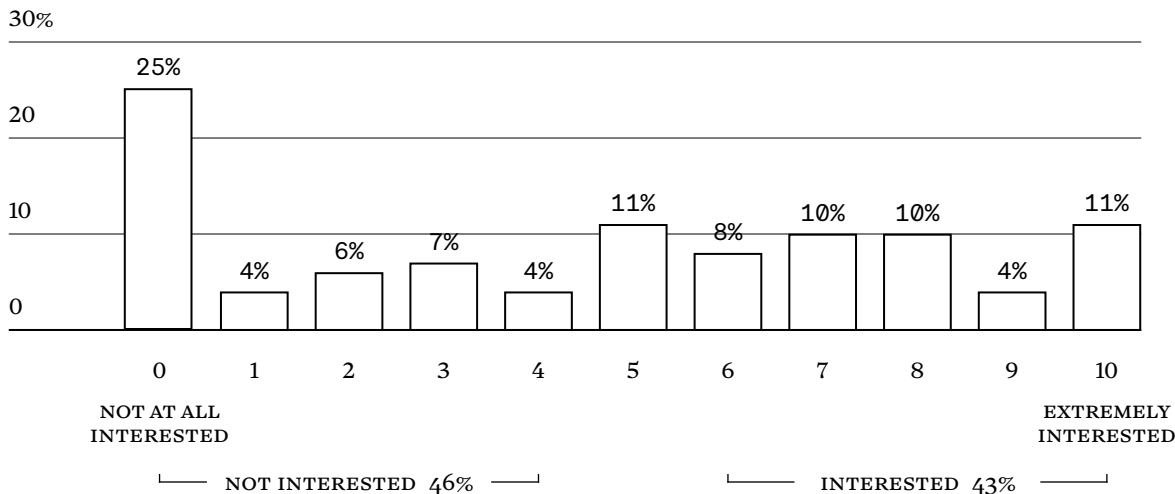


FIG. 51 What level of interest do you have in cultural products (books, music, films, television) in English/French? (n[En]=1041, n[Fr]=455)

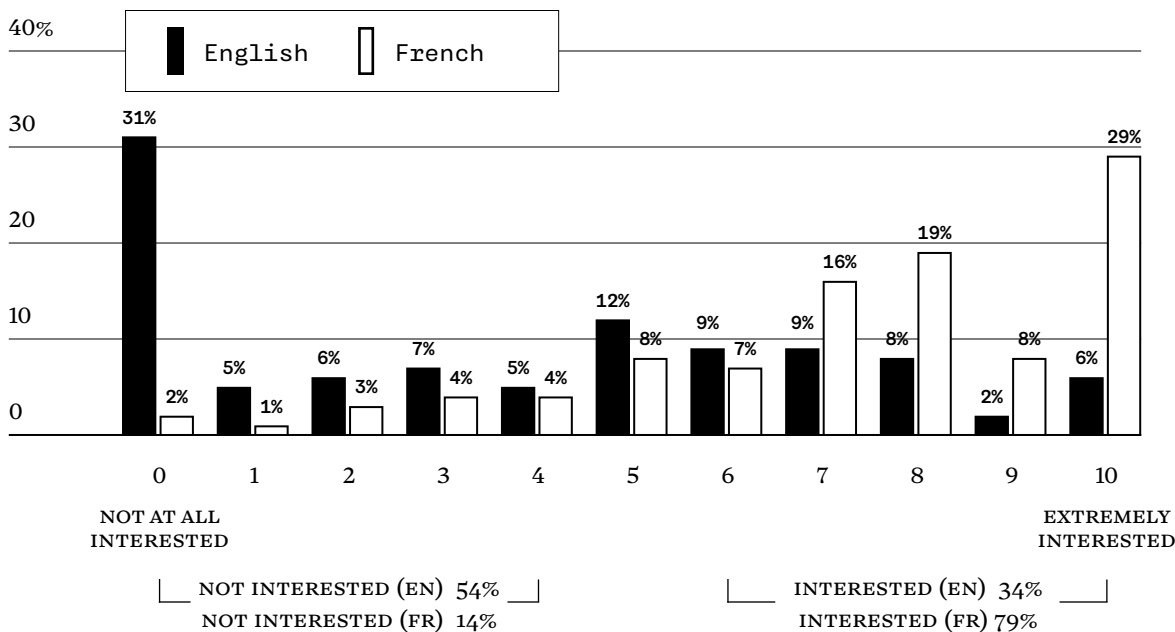


FIG. 52 Among the artistic and cultural events (shows, festivals, exhibitions, etc.) you have attended over the past 12 months, how many were presented in the other official language? (n=1415)

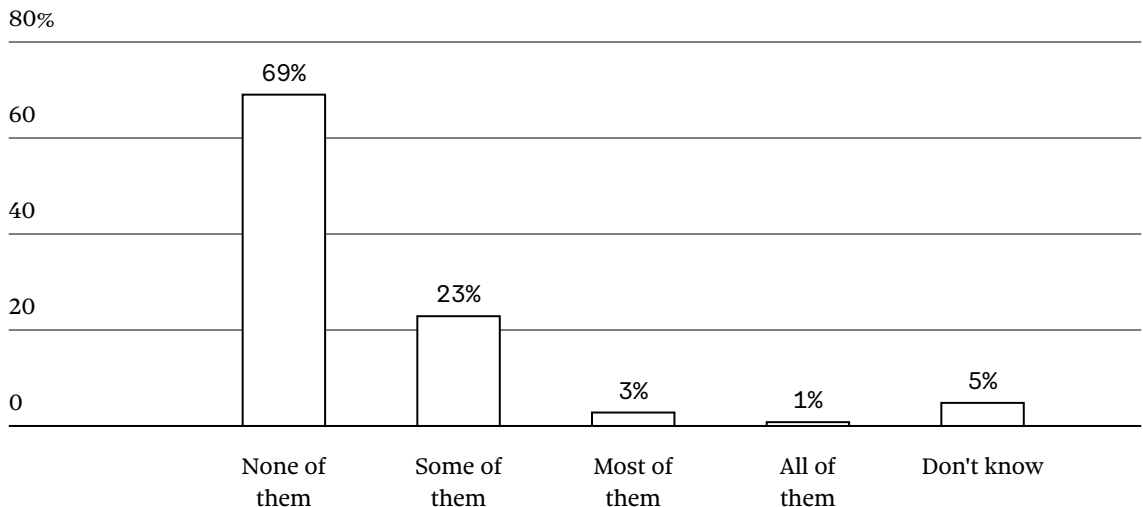
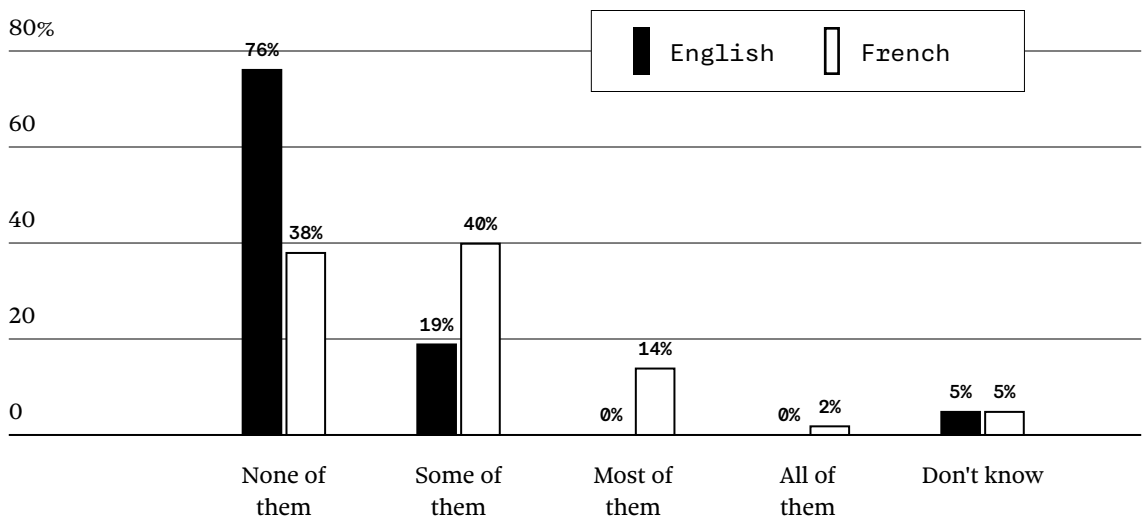


FIG. 53 Among the artistic and cultural events (shows, festivals, exhibitions, etc.) you have attended over the past 12 months, how many were presented in the other language? (n[En]=1009; n[Fr]=406)



Advantages and Obstacles to Learning

OVERALL

For Canadians, the main advantages of having a working knowledge of both official languages is that it increases one's chance of getting a job (27%), it makes it easier to communicate with others (25%), and is a source of personal enrichment (17%).

At the other end of the spectrum, when asked about obstacles preventing them from acquiring a practical knowledge of both official languages, 27% of Canadians cite the fact that it is not necessary to learn the other language to be able to function in Canada.

The other two main reasons are a lack of opportunity to practice (21%) and a lack of personal interest in learning the other language (20%).

As ways of learning languages, 60% would be interested in using an online learning tool to acquire or improve their knowledge of their second official language (41% very interested and 18% somewhat interested).

FRANCOPHONES AND ANGLOPHONES

Both Anglophones and Francophones see discussions and language exchanges as the best way, outside of school, to facilitate the learning of the other official language.

OTHER COMPARISONS

71% of the 18 to 29 years old would be interested in using an online learning tool to learn or improve their fluency in the other official language while only 58% of those over 29 would be interested in doing so.

FIG. 54 *In your opinion, what is the greatest advantage of having a working knowledge of both Canada's official languages?* (n=1494)

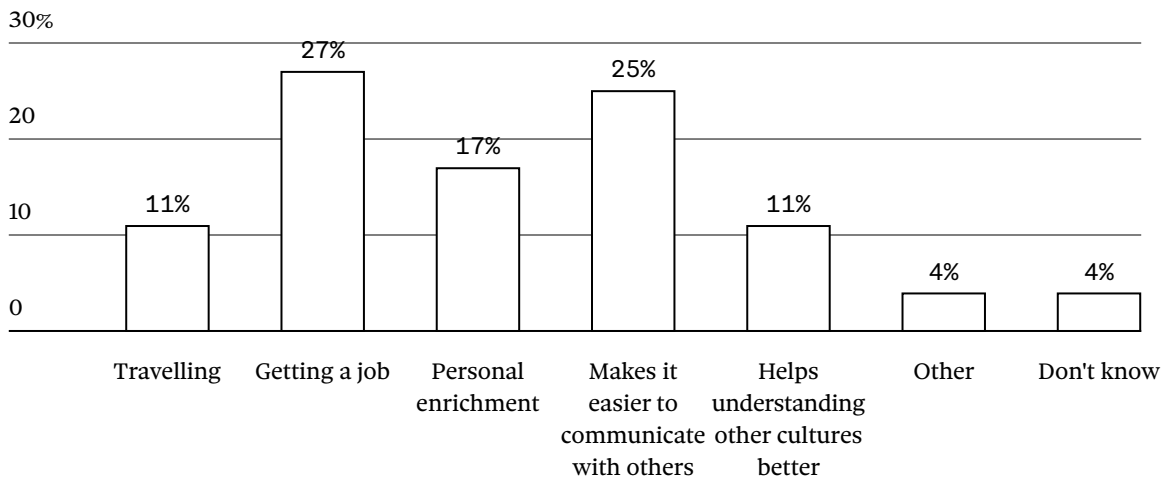


FIG. 55 *In your opinion, what is the greatest advantage of having a working knowledge of both Canada's official languages?* (n[En]=1042; n[Fr]=452)

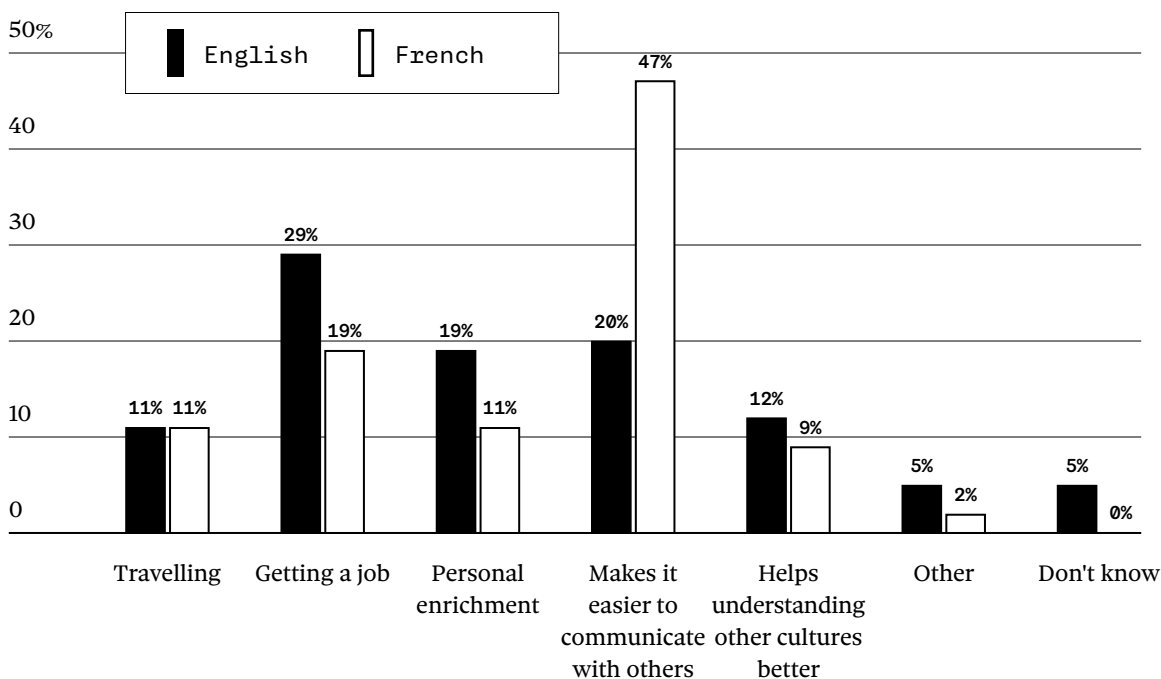


FIG. 56 *In your opinion, what is the biggest obstacle preventing Canadians from acquiring a practical knowledge of both official languages?* (n=1494)

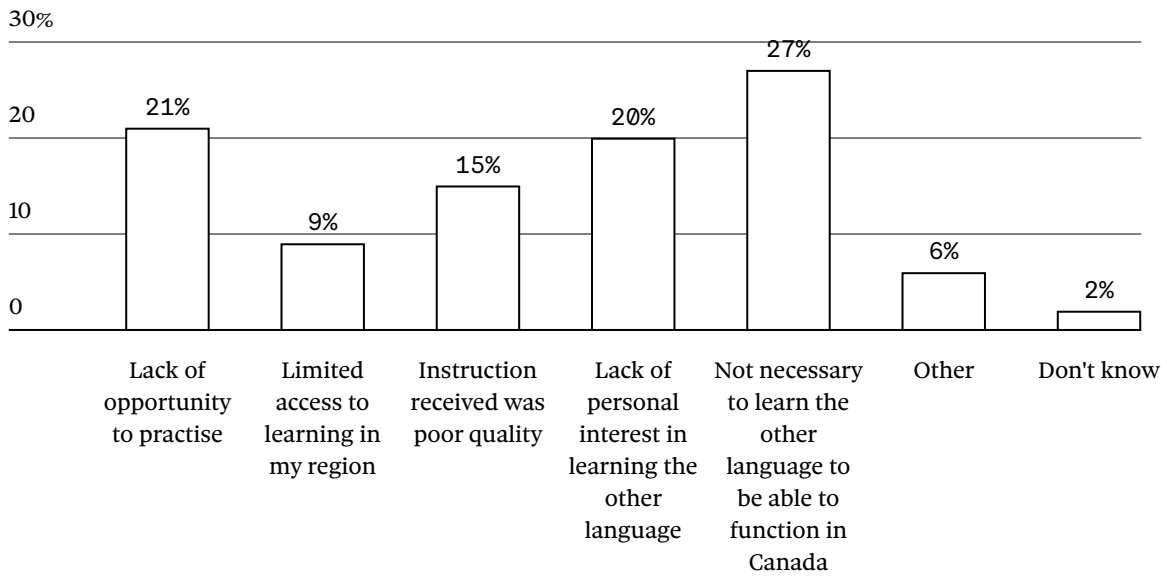


FIG. 57 *In your opinion, what is the biggest obstacle preventing Canadians from acquiring a practical knowledge of both official languages?* (n[En]=1041, n[Fr]=453)

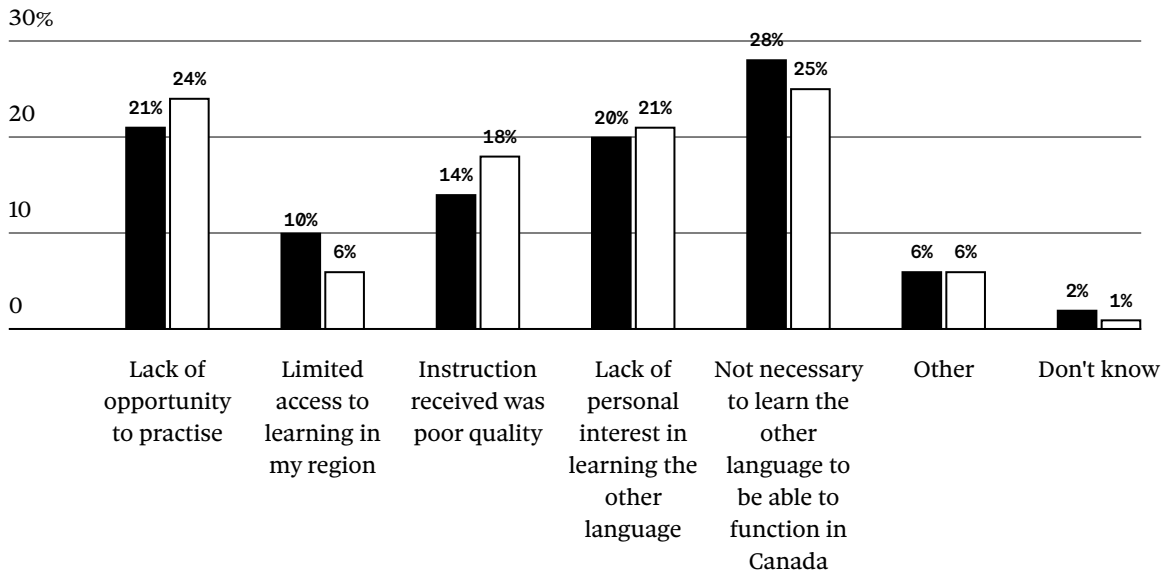
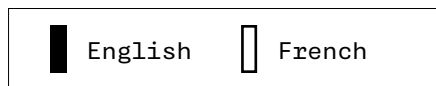


FIG. 58 *In your view, outside of school, what activities could most facilitate the learning of the other official language in your region?* (n=1496)

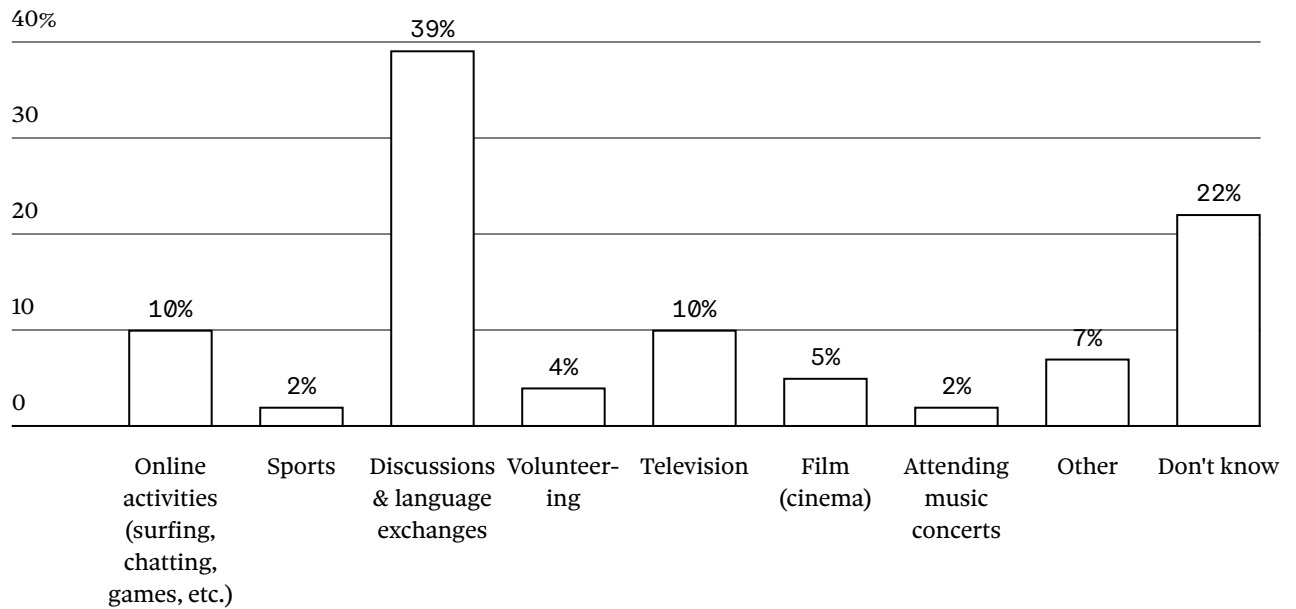


FIG. 59 *In your view, outside of school, what activities could most facilitate the learning of the other official language in your region?* (n[En]=1044; n[Fr]=452)

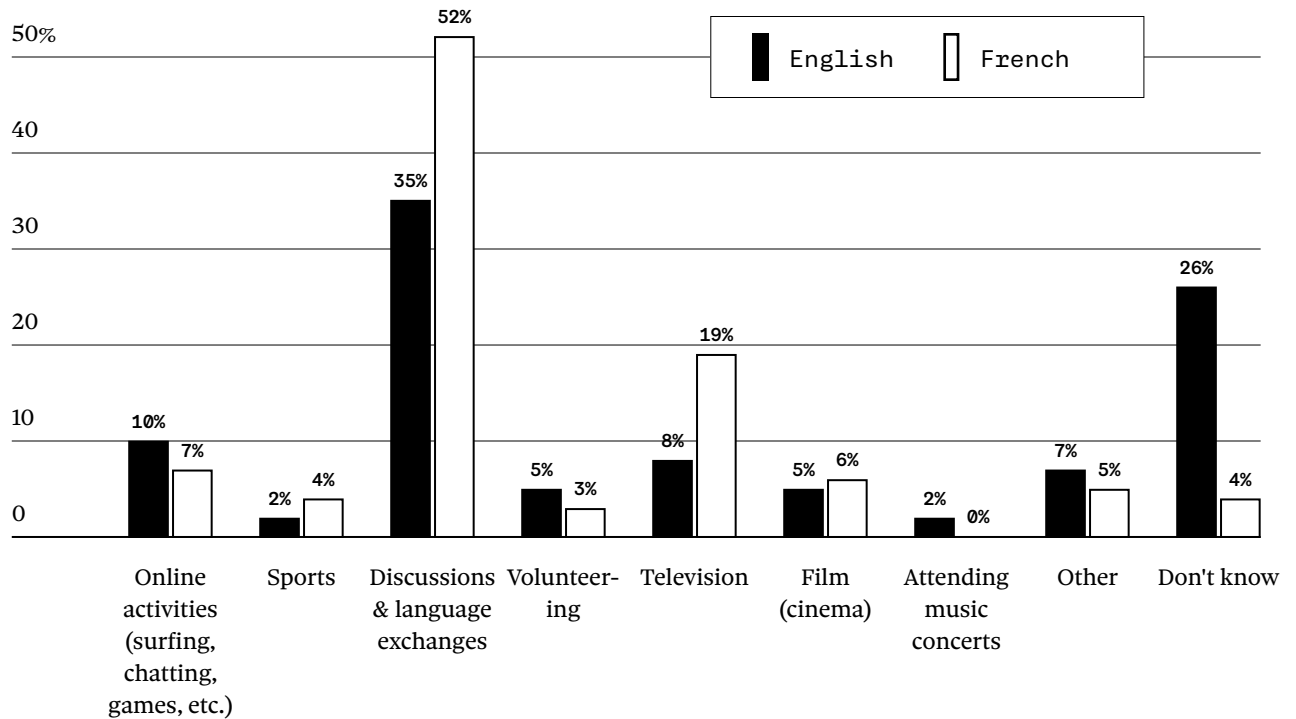


FIG. 60 Indicate the extent to which you would be interested in using an online learning tool to learn or improve your fluency in the other official language? (n=1498)

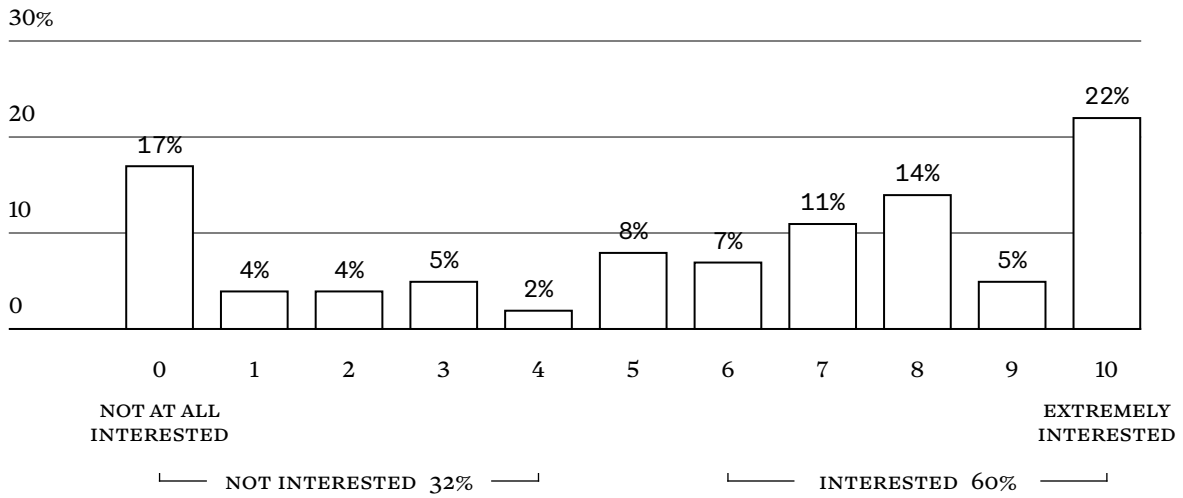
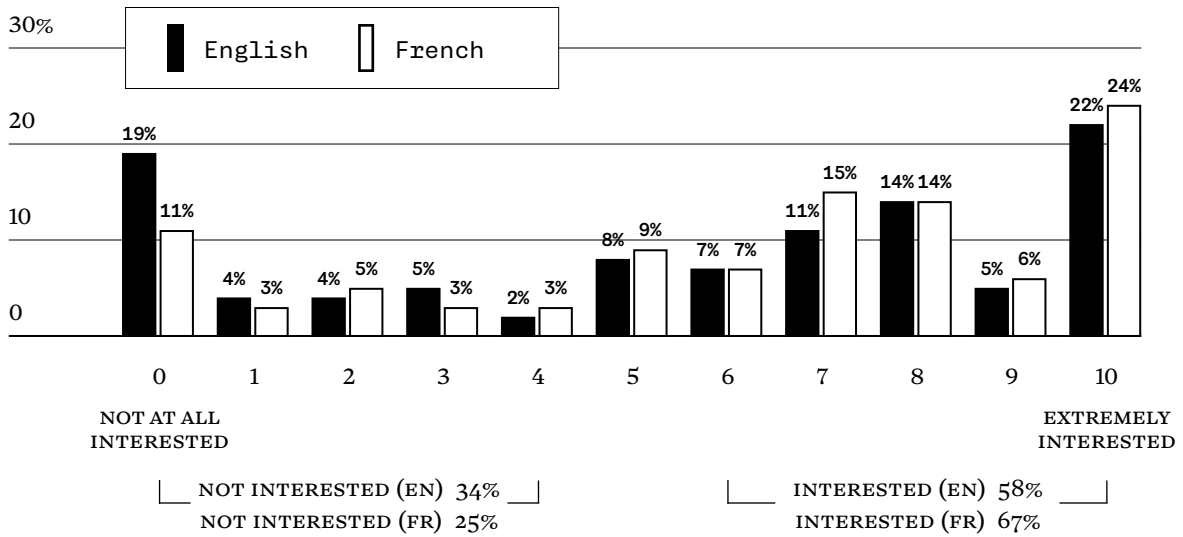


FIG.61 Indicate the extent to which you would be interested in using an online learning tool to learn or improve your fluency in the other official language? (n[En]=1044; n[Fr]=454)



Appendix A

Questionnaire

Heritage Canada Official Languages Survey

START OF BLOCK: INTRODUCTION

Q1 We are conducting a survey across the country for the Government of Canada on the subject of Canada's two official languages, English and French.

This survey is voluntary. All responses will be kept strictly confidential and anonymous, and we respect your privacy.

The survey should take about 10 minutes to complete and is registered with the National Survey Registry System (#20180313-263U).

END OF BLOCK: INTRODUCTION

START OF BLOCK: LANGUAGE

Q2 The first series of questions aim at defining your linguistic profile and inform us about your ability to speak and understand the country's official languages: English and French.

Q3 What is your mother tongue, that is the first language that you learned at home in childhood and still understand?

- English (1)
- French (4)
- Other (5)

Q4 Regardless of the other languages you speak, which of the two official languages English or French, do you consider your first official language or your main official language?

The remainder of the questionnaire will be based on your answer to this question, so please take your time to answer carefully.

- English (1)
- French (4)

END OF BLOCK: LANGUAGE

START OF BLOCK: SPEAKING AND UNDERSTANDING

Q5

Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

With regards to your ability to understand English, would you say that you...

- Don't understand English at all. (4)
- Have a limited knowledge of English, enough to understand simple expressions in day- to-day situations (ex. Greetings, understanding the weather). (5)
- Have a basic knowledge of English, enough to understand the information in routine situations (ex. Understand a clerk at a store, a server in a restaurant). (6)
- Have an intermediate knowledge of English, enough to understand moderately complex situations (ex. Listening to your friends talk about familiar topics, watch popular tv shows, quiz). (7)
- Have an advanced knowledge of English, enough to understand complex situations (ex. At the hospital with a doctor, with your children's teacher, at the bank). (8)

Q6

Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

With regards to your ability to understand French, would you say that you...

- Don't understand French at all. (4)
- Have a limited knowledge of French, enough to understand simple expressions in day- to-day situations (ex. Greetings, understanding the weather). (5)
- Have a basic knowledge of French, enough to understand the information in routine situations (ex. Understand a clerk at a store, a server in a restaurant). (6)
- Have an intermediate knowledge of French, enough to understand moderately complex situations (ex. Listening to your friends talk about familiar topics, watch popular tv shows, quiz). (7)
- Have an advanced knowledge of French, enough to understand complex situations (ex. At the hospital with a doctor, with your children's teacher, at the bank). (8)

Q7

Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

With regards to your ability to speak English, would you say that you...

- Don't speak English at all. (4)
- Have a limited knowledge of English, enough to use simple expressions in day-to-day situations (ex. Greetings, understanding the weather). (5)
- Have a basic knowledge of English, enough to communicate your ideas in routine situations (ex. Asking for information directions when traveling abroad, interacting with a clerk in a store). (6)
- Have an intermediate knowledge of English, enough to communicate your ideas in moderately complex situations (ex. Having conversations with your friends about familiar topics, work colleagues, sports or leisure activities). (7)
- Have an advanced knowledge of English, enough to communicate your ideas in complex situations (ex. At the hospital with a doctor, with your children's teacher, at the bank). (8)

Q8

Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

With regards to your ability to speak French, would you say that you...

- Don't speak French at all. (4)
- Have a limited knowledge of French, enough to use simple expressions in day-to-day situations (ex. Greetings, understanding the weather). (5)
- Have a basic knowledge of French, enough to communicate your ideas in routine situations (ex. Asking for information directions when traveling abroad, interacting with a clerk in a store). (6)
- Have an intermediate knowledge of French, enough to communicate your ideas in moderately complex situations (ex. Having conversations with your friends about familiar topics, work colleagues, sports or leisure activities). (7)
- Have an advanced knowledge of French, enough to communicate your ideas in complex situations (ex. At the hospital with a doctor, with your children's teacher, at the bank). (8)

START OF BLOCK: AGREE / DISAGREE _____

Q9 For the next series of questions, we'll ask you to use a scale of 0 to 10 where 0 means you 'totally disagree' and 10 means you 'totally agree' with the statement. To what extent do you agree with the following statements?

Q10 The fact that there are two official languages (English/French) in Canada is, for you, an important part of what it means to be a Canadian.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q11 In Canada, knowing English and French improves the chances of finding a job.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q12 All high school graduates should have a working knowledge of English and French.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q13 The Government of Canada is effective in protecting both of Canada's official languages.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q14 The Government of Canada's official languages policy supports national unity.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q15 The future of French in Canada is threatened.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q16 Linguistic duality in Canada is, for you, a source of cultural enrichment.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q17 The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q18 In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q19 In your region, relationships between Francophones and Anglophones are more positive today than they were 10 years ago.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q20 Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

Francophones from other countries are welcome in your linguistic community.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q21 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

Anglophones from other countries are welcome in your linguistic community.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q22 You would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

Q23 Learning both official languages contributes to better understanding among Canadians.

- 0 (1) - Totally disagree
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Totally agree

START OF BLOCK: IMPORTANCE

Q24 For the next series of questions, we'll ask you to use a scale of 0 to 10, where 0 means 'not at all important' and 10 means 'extremely important'. What level of importance do you give to the following statements?

Q25 That Canadians have access to services offered by the federal government in the official language of their choice (English or French).

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

Q26 That Francophones living outside Quebec and Anglophones living in Quebec have access to services offered by the federal government in the official language of their choice.

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

Q27 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

For your child, or the children in your community, to have the opportunity to learn English as a second language in your region?

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

Q28 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

For your child, or the children in your community, to have the opportunity to learn French as a second language in your region?

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

- Q29** Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English
And province != Quebec
- If you were living in Québec, how important would it be for you to have access to federal government services in English?**
- 0 (1) - Not at all important
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - 6 (7)
 - 7 (8)
 - 8 (9)
 - 9 (10)
 - 10 (11) - Extremely important
- Q30** Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French
And province = Quebec
- If you were living outside Québec, how important would it be for you to have access to federal government services in French?**
- 0 (1) - Not at all important
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - 6 (7)
 - 7 (8)
 - 8 (9)
 - 9 (10)
 - 10 (11) - Extremely important

Q31 Display This Question:
If Regardless of the other languages you speak, which of the two
official languages English or Frenc... = English
And province != Quebec

**If you were living in Québec, how important would it be for you that
your children or the children in your community have access to an
English school system?**

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

Q32 Display This Question:
If Regardless of the other languages you speak, which of the two
official languages English or Frenc... = French
And province = Quebec

**If you were living outside Québec, how important would it be for you
that your children or the children in your community have access to
a French school system?**

- 0 (1) - Not at all important
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely important

END OF BLOCK: IMPORTANCE

START OF BLOCK: CULTURAL PRODUCTS

Q33 Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

For the next question, we'll ask you to use a scale of 0 to 10, where 0 means you are 'not at all interested' and 10 means you are 'extremely interested'. What level of interest do you have in the following?

In cultural products (books, music, films, television) in English?

- 0 (1) - Not at all interested
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely interested

Q34 Display This Question:

If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

For the next question, we'll ask you to use a scale of 0 to 10, where 0 means you are 'not at all interested' and 10 means you are 'extremely interested'. What level of interest do you have in the following?

In cultural products (books, music, films, television) in French?

- 0 (1) - Not at all interested
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely interested

END OF BLOCK: CULTURAL PRODUCTS

START OF BLOCK: CULTURAL ACTIVITIES AND CONTACT

Q35 Display This Question:
If province = Quebec
And Regardless of the other languages you speak, which of the two
official languages English or Frenc... = French

**Among the artistic and cultural events (shows, festivals,
exhibitions, etc.) you have attended over the past 12 months, how
many were presented in English?**

- None of them (1)
- Some of them (4)
- Most of them (5)
- All of them (6)
- Don't know (7)

Q36 Display This Question:
If Regardless of the other languages you speak, which of the two
official languages English or Frenc... = English
And province != Quebec

**Among the artistic and cultural events (shows, festivals,
exhibitions, etc.) you have attended over the past 12 months, how
many were presented in French?**

- None of them (1)
- Some of them (4)
- Most of them (5)
- All of them (6)
- Don't know (7)

Q37 Display This Question:
If Regardless of the other languages you speak, which of the two
official languages English or Frenc... = English
And province != Quebec

**Thinking about your personal contact with Francophones like friends,
neighbours, relatives or co-workers, how many francophones would you
say that you are regularly in contact with?**

- None (1)
- One (4)
- Two (5)
- More than two (6)
- Don't know (7)

Q38 Display This Question:
 If province = Quebec
 And Regardless of the other languages you speak, which of the two
 official languages English or Frenc... = French

**Thinking about your personal contact with Anglophones like friends,
 neighbours, relatives or co-workers, how many anglophones would you
 say that you are regularly in contact with?**

- None (1)
- One (4)
- Two (5)
- More than two (6)
- Don't know (7)

END OF BLOCK: CULTURAL ACTIVITIES AND CONTACT _____

START OF BLOCK: OPPORTUNITIES AND RESOURCES _____

Q39 Display This Question:
 If With regards to your ability to understand English, would you say
 that you... = Don't understand English at all.
 And With regards to your ability to speak English, would you say
 that you... = Don't speak English at all.

**If you could learn a language other than French, in your opinion,
 what language would be most important for you to learn?**

Regardless of the other languages you speak, which of the two
 official languages English or Frenc... = English

- French (1)

Regardless of the other languages you speak, which of the two
 official languages English or Frenc... = French

- English (4)
- Spanish (5)
- Mandarin (6)
- German (7)
- Italian (8)
- Other Asian languages (9)
- Other languages (10)
- Don't know (11)

Q40 Display This Question:
 If With regards to your ability to understand French, would you say that you... = Don't understand French at all.
 And With regards to your ability to speak French, would you say that you... = Don't speak French at all.

If you could learn a language other than English, in your opinion, what language would be most important for you to learn?

Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

- French (1)

Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

- English (4)
- Spanish (5)
- Mandarin (6)
- German (7)
- Italian (8)
- Other Asian languages (9)
- Other languages (10)
- Don't know (11)

Q41 In your opinion, what is the greatest advantage of having a working knowledge of both Canada's official languages?

- Travelling (1)
- Getting a job (4)
- Personal enrichment (5)
- Makes it easier to communicate with others (6)
- Helps understanding other cultures better (7)
- Other (please specify) (8)
- Don't know (9)

Q42 In your opinion, what is the biggest obstacle preventing Canadians from acquiring a practical knowledge of both official languages?

- Lack of opportunity to practise (1)
- Limited access to learning in my region (4)
- Instruction received was poor quality (5)
- Lack of personal interest in learning the other language (6)
- Not necessary to learn the other language to be able to function in Canada (7)
- Other (please specify) (8)
- Don't know (9)

Q43 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

In your view, outside of school, what activities could most facilitate the learning of English in your region?

- Online activities (surfing, chatting, games, etc.) (1)
- Sports (4)
- Discussions and language exchanges (5)
- Volunteering (6)
- Television (7)
- Film (cinema) (8)
- Attending music concerts (9)
- Other (please specify) (10)
- Don't know (11)

Q44 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

In your view, outside of school, what activities could most facilitate the learning of French in your region?

- Online activities (surfing, chatting, games, etc.) (1)
- Sports (4)
- Discussions and language exchanges (5)
- Volunteering (6)
- Television (7)
- Film (cinema) (8)
- Attending music concerts (9)
- Other (please specify) (10)
- Don't know (11)

- Q45** Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French
And province = Quebec
- Using a scale of 0 to 10, where 0 means absolutely no access and 10 means full access, how would you rate your child's access, or that of children in your community, to learning English as a second language in your region?**
- 0 (1) - Absolutely no access
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - 6 (7)
 - 7 (8)
 - 8 (9)
 - 9 (10)
 - 10 (11) - Full access
- Q46** Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English
And province != Quebec
- Using a scale of 0 to 10, where 0 means absolutely no access and 10 means full access, how would you rate your child's access, or that of children in your community, to learning French as a second language in your region?**
- 0 (1) - Absolutely no access
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - 6 (7)
 - 7 (8)
 - 8 (9)
 - 9 (10)
 - 10 (11) - Full access

Q47 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = French

Using a scale of 0 to 10, where 0 means not at all interested and 10 means extremely interested, indicate the extent to which you would be interested in using an online learning tool to learn or improve your fluency in English?

- 0 (1) - Not at all interested
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely interested

Q48 Display This Question:
If Regardless of the other languages you speak, which of the two official languages English or Frenc... = English

Using a scale of 0 to 10, where 0 means not at all interested and 10 means extremely interested, indicate the extent to which you would be interested in using an online learning tool to learn or improve your fluency in French?

- 0 (1) - Not at all interested
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11) - Extremely interested

START OF BLOCK: GENDER, EDUCATION, ANCESTRY

Q49 What is your sex?

- Male (1)
- Female (2)

Q50 In what year were you born?

- 2015 (134)
- ...
- Would rather not say (270)

Q51 Display This Question:

If In what year were you born? = Would rather not say

Would you be willing to tell me in which of the following age categories you belong?

- 18 to 24 (1)
- 25 to 44 (4)
- 45 to 54 (5)
- 55 to 64 (6)
- 65 or older (7)

END OF BLOCK: GENDER, EDUCATION, ANCESTRY

START OF BLOCK: EDUCATION AND OCCUPATION

Q52 What is the highest level of formal education that you have completed?

- Grade 8 or less (1)
- ...
- Post graduate degree above bachelor's level (18)

Q53 Which of the following categories best describes your current employment status?

- Working full-time, that is, 35 or more hours per week (1)
- Working part-time, that is, less than 35 hours per week (4)
- Self-employed (5)
- Unemployed, but looking for work (6)
- A student attending school full-time (7)
- Retired (8)
- Not in the workforce (full-time homemaker, unemployed, or not looking for work) (9)
- Other (12)

END OF BLOCK: EDUCATION AND OCCUPATION _____

START OF BLOCK: BIRTHPLACE _____

Q54 Were you born in Canada?

- Yes (2)
- No (1)

END OF BLOCK: BIRTHPLACE _____

START OF BLOCK: HOUSEHOLD, LANGUAGE, CHILDREN AND INCOME _____

Q55 Which of the following categories best describes your total household income? That is, the total income of all persons in your household combined, before taxes.

- Under \$20,000 (1)
- ...
- \$150,000 and above (24)

END OF BLOCK: HOUSEHOLD, LANGUAGE, CHILDREN AND INCOME _____

START OF BLOCK: POSTAL CODE _____

Q56 In order to ensure that this survey is representative of the different regions of the country, we ask if you can provide your postal code (e.g. N1N 1N1).

END OF BLOCK: POSTAL CODE _____

START OF BLOCK: FEEDBACK _____

Q57 How much do you agree or disagree with the following statements?

I enjoyed filling out this survey (1)

- Strongly disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

The time it took to complete the survey was reasonable (2)

- Strongly disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

I would fill out a survey like this again (3)

- Strongly disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Overall, this survey was easy to complete (4)

- Strongly disagree (1)
- Somewhat disagree (2)
- Neutral (3)
- Somewhat agree (4)
- Strongly agree (5)

Q58 Are there any comments you would like to make about the topics in the survey or the experience you had completing this survey?

END OF BLOCK: FEEDBACK _____

Appendix B

Cross-tabulations

(AVAILABLE UNDER A SEPARATE COVER)