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

Final Report

Prepared for Department of Canadian Heritage

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Ce rapport est aussi disponible en français

Canada 

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

Prepared for Department of Canadian Heritage and Canada Council for the Arts by Environics Research Group.

Delivery Date: November 29, 2022

This public opinion research report presents the results of an online survey conducted by Environics Research Group from October 20-November 3, 2022.

Cette publication est aussi disponible en français sous le titre *Appréciation et perception des deux langues officielles du Canada 2022*.

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Note: Detailed banner tables are provided in a separate document.



Executive summary

Background and objectives

Since 2002, the Department of Canadian Heritage has been conducting an ongoing series of surveys of the Canadian population on topics related to their appreciation of Canada's two official languages (OL). The purpose of these studies has been to better understand the views and attitudes of Canadians toward official languages, and to contribute to program evaluation. The Official Languages Branch contracted Environics Research to conduct the next wave of this study in 2022.

Specific objectives of the study included, but were not limited to, the following:

- 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.

Methodology in brief

This study consisted of an online survey with a representative sample of 5,020 Canadians (aged 18 and older) in the provinces and territories. *As the online survey uses an opt-in panel, this is a non-probability sample, and no margin of sampling error is calculated. For more information, see the Methodology section in Appendix A.* The online survey was conducted from October 20 to November 2, 2022.

The following table shows the number of completed interviews by jurisdiction.

Jurisdiction	Total	BC	Alberta	MB/SK	Ontario	Quebec	Atlantic	Terri-tories
Number of completed interviews	5,020	671	574	337	1,930	1,156	337	15
Regional distribution % of completed interviews	100%	13%	11%	7%	38%	23%	7%	<1%

The sample was randomly drawn from an opt-in online panel; because it is not a random probability sample, the results cannot be extrapolated to the actual population and no margin of sampling error can be calculated.

Contract value

The total contract value for the research was \$101,982.50 (including HST).

Use of findings of the research

Results of this survey enable the Department to ensure its programs continue to respond to, and report on, the behaviours and preferences of Canadians. The information collected with this survey will allow the Official

Languages Branch to fulfil the requirements associated with the approach of the Treasury Board Secretariat in the matter of program evaluation and performance results framework. The data will therefore allow to update a series of program indicators.

Political neutrality statement and contact information

I hereby certify as Senior Research Associate of Environics Research Group 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, standings with the electorate, or ratings of the performance of a political party or its leaders.

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Vice President, Corporate and Public Affairs

Research Firm: Environics Research Group
PWGSC contract number: C1111-220163
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For more information on this report, please contact the Department of Canadian Heritage at: [PCH.info-info.PCH@canada.ca](mailto:info.PCH@canada.ca).

Key findings

All in all, the research found that Canadians are very positive about the country's linguistic duality. There is strong support for access to services in both languages and acknowledgement of the importance of children having access to learning the other official language. English remains the dominant official language in Canada, and most French speakers have adapted to this by learning at least some English. This is not reciprocated by English speakers to the same extent, and they also tend not to share the view of French speakers that the future of the French language is threatened.

The key findings of the research are summarized below.

A. Speaking and understanding

- Eight in ten (80%) Canadians identify English as their main official language and 20 percent say it is French. This is strongly correlated with mother tongue, with most Allophones saying their main official language is English.
- Just over four in ten (42%) have at least a basic understanding of the other official language (considerably higher among those stating French is their main official language (83%, vs. 31% whose main official language is English). One-quarter (24%) do not understand the other language at all (29% of English speakers and 4% of French speakers).
- Just under four in ten (38%) Canadians have at least a basic knowledge of how to *speak* the other official language (80% of those with French as their main official language vs. 27% with English). One-third (32%) do not speak the other language at all (38% of English speakers and 6% of French speakers).

B. Opinions about official languages

- Most Canadians agree with positive statements about official languages, with the highest agreement being that, in Canada, knowing English and French improves the chances of finding a job (77%), followed by agreeing that language rights are as important as any other rights guaranteed by the Constitution (68%).
- Fewer than half agree with three statements about official languages: that in Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago (42%); that the future of French in Canada is threatened (41%); or that the future of French in Quebec is threatened (32%). However, high proportions of those whose main official language is French agree that the future of French in Canada is threatened (83% French vs. 30% English) and that the future of French in Quebec is threatened (78% French, vs. 21% English).
- Strong proportions of three-quarters or more agree with statements about ensuring access to federal government and education services in both official languages, and that children should have access to learning the other official language in their region. Agreement is highest that people should still get access to federal government services (89%) or children's education (86%) in their preferred OL if they were to relocate to a location where theirs is the minority language. Canadians also agree, but to a lesser extent (76%), that children should have the opportunity to learn the other official language as a second language in their region.

C. Cultural products, cultural activities and contact

- Just under four in ten Canadians (38%) indicate they have at least some interest in cultural products (like books, music or films) in the other official language. French speakers are over twice as likely to express some interest in English cultural products (66%) than do English speakers about French cultural products (31%).
- Only small proportions of both language speakers say most or all of the events they attended were in the other official language, although this is higher among French speakers (16%, vs. 4% of English speakers). Just under seven in ten (68%) say no events they attended were in the other official language (72% English as OL, vs. 53% French).
- Half of Canadians regularly engage with at least one person who speaks the other official language (i.e., who is an Anglophone or a Francophone); this is marginally higher among French speakers (57%) than English speakers (50%). One-third of French speakers (34%) regularly have contact with more than two Anglophones, compared to one-quarter (23%) of English speakers who engage with more than two Francophones.

D. Opportunities and resources

- Just under seven in ten (68%) of the small number of French speakers who do not understand or speak English at all say English would be the most important other language; one in seven (14%) say Spanish. Among English speakers who do not speak or understand French at all, Spanish (37%) and French (33%) are the two most frequently mentioned other languages, followed by Mandarin Chinese (18%).

- The greatest advantages to having a working knowledge of both of Canada's two official languages are thought to be getting a job (29%) or being able to communicate with others more easily (27%). Somewhat fewer indicate it is useful for travel (14%) or for personal enrichment (12%). Six percent do not think there is an advantage.
- Canadians are most likely to indicate a lack of necessity in their region as being a barrier to learning the other official language (29%, or 30% of English speakers and 25% of French speakers). Around two in ten indicate either a lack of personal interest (21%) or a lack of practice opportunity (20%) as being barriers. One in ten each cite poor quality instruction (11%) or limited access to learning in their region (11%).
- Four in ten (41%) think discussions and language exchanges would be the most useful activities (outside of school) to facilitate learning the other official language, followed by television (29%) and being in a workplace environment (28%). Two in ten each think online activities (21%) or film (20%) would be beneficial.
- Just under six in ten (58%) Canadians living in locations where theirs is the majority official language (French speakers and Quebec and English speakers outside of Quebec) think children in their region have some or full access to learning the other official language. This is somewhat higher among French speakers in Quebec (65%) than English speakers outside Quebec (56%).
- Around half of Canadians (52%) indicate they have at least some interest in using an online learning tool to learn or improve their knowledge of the other official language. French speakers are notably more likely to express interest in such a tool than are English speakers (63% vs. 49%).

Introduction

Since 2002, the Department of Canadian Heritage has been conducting an ongoing series of surveys of the Canadian population on topics related to their appreciation of Canada's two official languages (OL). The purpose of these studies has been to better understand the views and attitudes of Canadians toward official languages, and to contribute to program evaluation. The Official Languages Branch contracted Environics Research to conduct the next wave of this study in 2022.

Objectives

The information collected with this survey allows the Official Languages Branch to fulfil the requirements associated with the approach of the Treasury Board Secretariat in the matter of program evaluation and performance results framework. The data will therefore allow to update a series of program indicators.

Specific objectives of the study included, but were not limited to, the following:

- 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.

About this report

This report begins with an executive summary outlining the key findings of the research, followed by a detailed analysis and breakdown of the results. A detailed description of the methodology used to conduct this research is presented in Appendix A, and the survey instrument is provided in Appendix B.

Results are based on the entire sample unless otherwise noted. ***In this report, results are expressed as percentages unless otherwise noted. Results may not add to 100% due to rounding or multiple responses.***

Provided under a separate cover is a detailed set of "banner tables" presenting the results for all survey questions by subgroup segments. These tables are referenced by the survey question in the detailed analysis. In this report, results are expressed as percentages unless otherwise noted.

Terminology note: In this report, we refer to those whose main official language is English as *English speakers* and those whose main official language is French as *French speakers*, rather than using the terms Anglophone and Francophone. The "main official language" categories also include individuals whose mother tongue is neither English nor French.

I. Detailed findings

A. Speaking and understanding

1. Main official language

When asked about their first or main official language, 80 percent answered English and 20 percent answered French. Main official language correlates strongly with mother tongue.

Main official language – by mother tongue
Total sample (n=5,020)

Q2 Even though you may speak other languages, which of the two official languages (English or French), do you consider your first official language or your main official language?	Total
English	80%
Mother tongue is English	68%
Mother tongue is French	2%
Mother tongue is neither English nor French	10%
French	20%
Mother tongue is English	0.4%
Mother tongue is French	19%
Mother tongue is neither English nor French	0.6%

2. Ability to understand the other official language

Just over four in ten Canadians have at least a basic knowledge of the other official language. French speakers are far more likely than English speakers to understand the other language.

Just over four in ten (42%) Canadians indicate they have at least a basic understanding of the other official language, but this is considerably higher among those who indicate French is their main official language (83%, vs. 31% of those whose main official language is English). Four in ten French speakers (39%) indicate an advanced level of knowledge when it comes to understanding English, compared to fewer than one in ten English speakers (7%). One-quarter (24%) do not understand the other language at all (29% English speakers and 4% French speakers).

Ability to understand the other official language – by main official language Total sample (n=5,020)

Q3/4 With regards to your ability to understand <English/French>, would you say that you...	Total	Main official language	
		English (n=3,962)	French (n=1,058)
Don't understand at all	24%	29%	4%
Have a limited knowledge, enough to understand simple expressions in day-to-day situations	34%	40%	13%
Have a basic knowledge, enough to understand the information in routine situations	16%	16%	19%
Have an intermediate knowledge, enough to understand moderately complex situations	12%	8%	26%
Have an advanced knowledge, enough to understand complex situations	14%	7%	39%

Not understanding the other official language *at all* is higher among the following groups:

- Residents of Alberta (40%), Manitoba/Saskatchewan (35%) and B.C. (34%)
- Age 55 to 64 (31%)
- Men (26%, vs. 22% of women)
- Anglophones (29%) and Allophones (32%, vs. 4% of Francophones)
- English speakers living outside Quebec (31%, vs. 2% of English speakers in Quebec)
- Less than high school education (55%)
- Household incomes under \$40,000 (31%)
- Born outside of Canada (41%).

3. Ability to speak the other official language

Just under four in ten have at least a basic ability to speak the other official language, but as is the case with understanding, this is driven more by French speakers being able to speak English.

Similar to *understanding*, just under four in ten (38%) Canadians have at least a basic knowledge of how to *speak* the other official language, and once again this is considerably higher among those reporting French as their main official language (80%, vs. 27% of those whose main official language is English). Just over one-third of French speakers (36%) indicate an advanced level of knowledge in speaking English, compared to fewer than one in ten English speakers (7%). One-third (32%) do not speak the other language at all (38% of English speakers and 6% of French speakers).

Ability to *speak* the other official language – by main official language Total sample (n=5,020)

Q5/6 With regards to your ability to speak <English/French>, would you say that you...	Total	Main official language	
		English (n=3,962)	French (n=1,058)
Don't understand at all	32%	38%	6%
Have a limited knowledge, enough to understand simple expressions in day-to-day situations	31%	35%	14%
Have a basic knowledge, enough to understand the information in routine situations	15%	14%	21%
Have an intermediate knowledge, enough to understand moderately complex situations	10%	7%	23%
Have an advanced knowledge, enough to understand complex situations	12%	7%	36%

Similar to the previous question, not speaking the other official language *at all* is higher among the following groups:

- Residents of Alberta (47%), Manitoba/Saskatchewan (45%) and B.C. (43%)
- Age 55 to 64 (39%)
- Men (35%, vs. 29% of women)
- Anglophones (38%) and Allophones (42%) (vs. 6% of Francophones)
- English speakers living outside Quebec (40%, vs. 3% of English speakers in Quebec)
- Less than high school education (55%)
- Household incomes under \$40,000 (36%)
- Born outside of Canada (48%).

B. Opinions about official languages

1. Level of agreement with statements about official languages

Most Canadians agree to some extent with statements indicating that having two official languages is beneficial to Canada and to individuals, but many who speak English are not convinced the French language is threatened.

Canadians were shown a series of statements about official languages and bilingualism, and asked to indicate their level of agreement using an 11-point scale, where 0 meant they 'totally disagree' and 10 meant they 'totally agree' with the statement. In the following analysis, *net agreement* includes scores from 6 to 10, and *net disagreement* includes scores from 0 to 4.

Most Canadians agree with these statements, with the highest level of agreement being that, in Canada, knowing English and French improves the chances of finding a job (77%), followed by agreeing that language rights are as important as any other rights guaranteed by the Constitution (68%).

Fewer than half agree with three statements: that in Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago (42%); that the future of French in Canada is threatened (41%); or that the future of French in Quebec is threatened (32%). It should be noted that strong proportions of those whose main official language is French agree with those last two statements, compared to English speakers: that the future of French in Canada is threatened (83% French, vs. 30% English) and that the future of French in Quebec is threatened (78% French, vs. 21% English).

Level of agreement with statements about official languages
Total sample (n=5,020)

Q7-23 For the next series of questions, please 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...	Agree (score 6-10)	Neutral (score 5)	Disagree (score 0-4)
In Canada, knowing English and French improves the chances of finding a job	77%	10%	12%
Language rights are as important as any other right guaranteed by the Constitution of Canada	68%	15%	17%
Learning both official languages contributes to better understanding among Canadians	64%	14%	22%
The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones	63%	16%	21%
Francophones/Anglophones from diverse backgrounds... make a positive contribution to your language community*	63%	22%	15%
The appointment of bilingual individuals to key positions in the federal government ensures proper functioning of the country	61%	15%	24%
Canada must have bilingual orgs/individuals to foster harmonious relations between English and French speakers	60%	18%	22%
All high school graduates should have a working knowledge of English and French	59%	15%	27%
Linguistic duality in Canada is, for you, a source of cultural enrichment	59%	16%	26%
The Government of Canada is effective in protecting both of Canada's official languages	55%	21%	24%
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.	54%	16%	29%
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.	54%	15%	31%
The Government of Canada's official languages policy supports national unity	53%	22%	25%
In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago	42%	30%	28%
The future of French in Canada is threatened	41%	18%	41%
The future of French in Quebec is threatened	32%	18%	50%

* Those whose main official language (OL) is French were shown "Francophones"; those whose main OL is English were shown "Anglophones"; results shown in have been combined for reporting purposes.

For most statements, those whose main OL is French are more likely to agree than are English speakers; the sole exception is agreeing the GOC is effective in protecting both official languages (58% English, vs. 42% French).

Net agreement with statements about official languages – by main official language

Q7-23 For the next series of questions, please 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... NET AGREE (SCORE 6-10)	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
In Canada, knowing English and French improves the chances of finding a job	77%	75%	88%
Language rights are as important as any other right guaranteed by the Constitution of Canada	68%	64%	87%
Learning both official languages contributes to better understanding among Canadians	64%	59%	85%
The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones	63%	58%	84%
Francophones/Anglophones from diverse backgrounds... make a positive contribution to your language community	63%	61%	68%
The appointment of bilingual individuals to key positions in the federal government ensures proper functioning of the country	61%	54%	86%
Canada must have bilingual orgs/individuals to foster harmonious relations between English and French speakers	60%	54%	85%
All high school graduates should have a working knowledge of English and French	59%	51%	88%
Linguistic duality in Canada is, for you, a source of cultural enrichment	59%	53%	82%
The Government of Canada is effective in protecting both of Canada's official languages	55%	58%	42%
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.	54%	52%	63%
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.	54%	49%	76%
The Government of Canada's official languages policy supports national unity	53%	52%	59%
In Canada, relationships between Francophones and Anglophones are more positive today than they were 10 years ago	42%	40%	49%
The future of French in Canada is threatened	41%	30%	83%
The future of French in Quebec is threatened	32%	21%	78%

In general, agreement with positive statements about bilingualism is higher among those living in the Eastern part of the country (Ontario, Quebec and the Atlantic region) than in the west (B.C., Alberta and the Prairies). Agreement with positive statements about bilingualism is also higher among those with a university degree or more. Agreement with most statements is lower among those aged 55 to 64, English speakers living outside Quebec and men.

Agreeing that the future of French in either Canada or Quebec is threatened is higher among the following groups:

- Residents of Ontario, Quebec and the Atlantic region
- Francophones
- French speakers either living in or outside of Quebec
- Age 65+
- College/trades/some university
- Household incomes under \$150,000.

2. Importance of official language access

Large proportions of at least three-quarters indicate it is important for Canadians to have access to federal government services and education in their official language of choice, and that children can learn the other official language in their region.

Canadians were shown a series of four situations about official language access to education and federal government services, and asked to indicate how important each is to them, using an 11-point scale where 0 meant 'not at all important' and 10 means 'extremely important'. In the following analysis, *net important* includes scores from 6 to 10, and *net not important* includes scores from 0 to 4.

Three-quarters or more agree with statements about ensuring access to federal government and education services in both official languages, and that children should have access to learning the other official language in their region. The highest levels of agreement are for the statements that, if someone currently lives in a location where theirs is the majority official language were to live somewhere it was the minority, they would still get access to federal government services (89%) or children's education (86%) in their preferred OL. Agreement is lowest, but still three-quarters (76%), that children should have the opportunity to learn the other official language as a second language in their region.

Level of agreement with statements about official language access Total sample (n=5,020)

Q24-30 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?	Important (score 6-10)	Neutral (score 5)	Not important (score 0-4)
If you were living (in QC/outside QC), to have access to federal government services in <your official language> (n=4,754*)	89%	6%	5%
If you were living (in QC/outside QC), how important would it be for you that your children/children in community have access to <your official language> school system (n=4,754*)	86%	8%	5%
That Canadians have access to services offered by the federal government in their official language of choice	82%	10%	8%
For your child/children in community, to have the opportunity to learn (other OL) as a second language in your region?	76%	11%	13%

* Asked of those living in official language majority locations (that is, English speakers living outside Quebec and French speakers in Quebec).

Net agreement with statements about official language access – by main official language

Q24-30 For the next series of questions, please 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... NET AGREE (SCORE 6-10)	Total	Main official language	
		English)	French
If you were living (in QC/outside QC), to have access to federal government services in <your official language> (English n=3,780, French n=974*)	89%	89%	89%
If you were living (in QC/outside QC), how important would it be for you that your children/children in community have access to <your official language> school system (English n=3,780, French n=974*)	86%	86%	88%
That Canadians have access to services offered by the federal government in their official language of choice	82%	79%	93%
For your child/children in community, to have the opportunity to learn (other OL) as a second language in your region?	76%	72%	91%

* Asked of those living in official language majority locations (that is, English speakers living outside Quebec and French speakers in Quebec).

Across the country and in all subgroups, the dominant response is to feel it would be important to have access to federal government services or school systems in their official language if they were living in an official language minority location, and that children should have the opportunity to learn the other official language in locations where it is the minority, although support for this last statement is somewhat lower in the west of Canada (60% in Alberta, 64% in Manitoba/Saskatchewan and 66% in B.C., versus 77% in Ontario, 81% in the Atlantic region and 90% in Quebec). Interest in children being able to learn the other official language is also higher among those currently living in official language minority locations (88%) than those who live where their language is the majority (75%). Access to official language education for children is also higher among those with a university degree or more than those with less education.

C. Cultural products, cultural activities and contact

1. Interest in cultural products in the other official language

Those whose main language is French are twice as likely to be interested in cultural products in English than the reverse.

Just under four in ten Canadians (38%) indicate they have at least some interest in cultural products (like books, music or films) in the other official language. French speakers are over twice as likely to express some interest in English cultural products (66%) than do English speakers about French cultural products (31%). Just over half (54%) of English speakers are not very or at all interested in cultural products produced in French.

Level of interest in cultural products in the other official language – by main official language

Q31/32 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... cultural products (books, music, films, television) in (other official language)?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
Net: Interested (score 6-10)	38%	31%	66%
5 (Neutral)	15%	15%	13%
Net: Not interested (score 0-4)	47%	54%	21%

Being interested in cultural products in the other official language is higher in the east of the country than in the west: from lows of 23 percent in Manitoba/Saskatchewan, 24 percent in Alberta and 29 percent in B.C., to 35 percent in Ontario and 37 percent in the Atlantic region, to a high of 62 percent in Quebec.

Interest in other official language cultural products decreases as age increases, from a high of 50 percent of those aged 18 to 24, to a low of 32 percent of those age 55 and over. Interest increases as level of education increases, from 31 percent with high school or less up to 48 percent with a post-graduate degree.

Interest is also higher among the following groups:

- Women (42%, vs. 35% of men)
- Francophones (64%) and Allophones (42%) (vs. 30% of Anglophones)
- English speakers in Quebec (55%), and French speakers inside (64%) or outside Quebec (90%).

2. Artistic/cultural events attended in past year in the other official language

Just under seven in ten Canadians do not take in artistic and cultural events in the other official language, but those whose main language is English are more likely to say this than are French speakers.

Canadians were asked to indicate how many of the artistic and cultural events (shows, festivals, exhibitions, etc.) they attended over the past 12 months were presented in the other official language. Just under seven in ten (68%) say none were; this proportion is higher among English speakers (72%) than among French speakers (53%).

Only small proportions of both language speakers say most or all of the events they attended were in the other official language, although this is higher among French speakers (16%, vs. 4% of English speakers). One in ten are unable to say how many other OL events they took in.

Artistic/cultural events attended in past year in the other official language – by main official language

Q33/34 Among the artistic and cultural events (shows, festivals, exhibitions, etc.) you have attended over the past 12 months, how many were presented in <other official language>?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
<i>Net: Most/all</i>	6%	4%	16%
Most of them	4%	3%	11%
All of them	2%	1%	5%
<i>Net: Some/none</i>	84%	87%	74%
Some of them	16%	15%	20%
None of them	68%	72%	53%
Don't know	10%	10%	11%

Saying *none* of the events attended were in the other official language is the dominant response across the country and almost all subgroups; responses range from a low of 53 percent in Quebec to a high of 80 percent in B.C.

There is only one segment of the population in which a majority reports attending *most or all* cultural and artistic events in the past year in the other official language: French speakers living outside of Quebec (57%).

3. Contact with those who are Anglophone/Francophone

Around four in ten Canadians do not have personal contact with people who speak the other official language, but French speakers are more likely to interact with more than two of these than are English speakers.

Canadians were asked to think about their personal contacts with people who speak the other official language, including friends, relatives, neighbours and co-workers, and to indicate how many of these they regularly contact. Half say they regularly engage with at least one person who speaks the other official language (i.e., who is an Anglophone or Francophone); this is marginally higher among French speakers (57%) than English speakers (50%). One-third of French speakers (34%) regularly have contact with more than two Anglophones, compared to one-quarter (23%) of English speakers who know more than two Francophones.

Contact with those who speak the other official language – by main official language

Q35/36 Thinking about your personal contact with Francophones/Anglophones like friends, neighbours, relatives or co-workers, how many (Francophones/Anglophones) would you say that you are regularly in contact with?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
<i>Net: Any</i>	51%	50%	57%
One	15%	16%	12%
Two	11%	11%	11%
More than two	25%	23%	34%
None	43%	44%	39%
Don't know	6%	6%	4%

Having no regular contact with people who speak the other official language is higher among the following groups:

- Residents of B.C. (51%) and Alberta (51%)
- Age 65 and over (48%)
- Anglophones (45%) and Allophones (46%) (vs. 38% of Francophones)
- Household incomes under \$100K (46%, vs. 39% \$100,000 or more)
- Born outside of Canada (48%, vs. 42% Canadian-born)
- Those not employed (46%) or retired (49%) (vs. 41% working full- or part-time).

D. Opportunities and resources

1. Other language most important to learn

Just under seven in ten French speakers who do not understand or speak English at all say it would be most important to learn English; English speakers who do not understand or speak French at all are divided between those say it would be most important to learn Spanish or French.

Those who indicated they do not understand or speak the other official language at all were asked what other language would be most important for them to learn. Just under seven in ten (68%) of the small number of the qualifying French speakers say English would be the most important other language; one in seven (14%) say Spanish. Among English speakers, Spanish (37%) and French (33%) are the two most frequently mentioned other languages, followed by Mandarin Chinese (18%).

Other language most important to learn – by main official language (Multiple responses permitted)

Q37/38 If you could learn a language other than French/English, in your opinion, what language would be most important for you to learn?	Main official language	
	English (n=1,131)	French (n=45*)
French	33%	n/a
English	n/a	68%
Spanish	37%	14%
Mandarin Chinese	18%	0%
German	7%	0%
Italian	7%	0%
An Indigenous language	5%	6%
Punjabi	4%	0%
Arabic	4%	0%
Tagalog	2%	0%
Another language	10%	0%
Don't know	16%	17%

* Note small base (<50) – caution is advised in interpreting results

The base of French speakers who do not understand or speak English is too small for subgroup analysis. Among English speakers who do not understand or speak French, saying French would be the most important language to learn is higher among the following groups:

- Atlantic region (51%) and Ontario (39%)
- Allophones (45%, vs. 30% of Anglophones)
- Post-graduate education (44%)
- Born outside of Canada (42%, vs. 28% Canadian-born).

French is much less likely to be viewed as the most important language to learn in British Columbia and Alberta, where Spanish tends to be seen as more important.

2. Greatest advantage to having a working knowledge of both official languages

The main advantages of knowing both official languages identified by Canadians are getting a job and easier communication.

The greatest advantages to having a working knowledge of both of Canada's two official languages are thought to be getting a job (29%) or being able to communicate with others more easily (27%). Somewhat fewer indicate it is useful for travel (14%) or for personal enrichment (12%). Six percent do not think there is an advantage.

English speakers are more likely than French speakers to say the biggest advantage of being functionally bilingual in both official languages would be getting a job (31% vs. 21%) or to help understand other cultures better (10% vs. 6%); they are also more likely to think there is no advantage (7% vs. 1%). French speakers are more likely than English speakers to indicate easier communication with others (41% vs. 23%) or travelling (19% vs. 13%).

Greatest advantage of knowing both official languages – by main official language (Single response only)

Q39 In your opinion, what is the greatest advantage of having a working knowledge of both of Canada's official languages?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
Getting a job	29%	31%	21%
Makes it easier to communicate with others	27%	23%	41%
Travelling	14%	13%	19%
Personal enrichment	12%	12%	12%
Helps understanding other cultures better	9%	10%	6%
Other mentions (1% or less each)	1%	2%	1%
None/no advantage	6%	7%	1%
Don't know	4%	4%	2%

Indicating that knowing both official languages would help in getting a job is higher among the following groups:

- Residents of Ontario (35%) and the Atlantic region (34%)
- Anglophones (31%) and Allophones (35%) (vs. 21% of Francophones)
- Those under age 65 (31%, vs. 22% of retired Canadians)
- Bachelor's degree (33%)
- Born outside of Canada (33%, vs. 28% born in Canada).

3. Biggest obstacle to practical knowledge of both official languages

The biggest obstacles to learning the other official languages are that bilingualism is not necessary where they live, lack of personal interest, and lack of opportunity to practice.

From a list of potential obstacles to learning the other official language, Canadians are most likely to indicate a lack of necessity in their region (29%, breaking down to 30% of English speakers and 25% of French speakers). Around two in ten indicate either a lack of personal interest (21%) or a lack of practice opportunity (20%); the latter being slightly higher among French speakers (23%, vs. 19% of English speakers). One in ten each cite poor quality instruction (11%) or limited access to learning in their region (11%).

Biggest obstacle to Canadians learning both official languages – by main official language (Single response only)

Q40 In your opinion, what is the biggest obstacle preventing Canadians from acquiring a practical knowledge of both official languages?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
Not necessary to learn the other language to be able to function in my/their part of Canada	29%	30%	25%
Lack of personal interest in learning the other language	21%	20%	22%
Lack of opportunity to practice	20%	19%	23%
Language instruction received was poor quality	11%	11%	13%
Limited access to learning in my/their region	11%	11%	11%
Other (1% or less each)	3%	3%	2%
None	3%	3%	2%
Don't know	4%	5%	3%

The top three responses are similar across the country and most subgroups. Notable differences appear below.

Not necessary to learn the other language to be able to function in my/their part of Canada – highest among:

- Residents of B.C. (37%) and Alberta (35%)
- Age 25 and over (30%, vs. 22% age 18-24)
- Anglophones (30%) and Allophones (31%)
- Household income \$80,000 and over (32%, vs. 25% under \$80,000)
- Born outside of Canada (32%, vs. 28% born in Canada)
- Retired Canadians (32%)

Lack of personal interest in learning the other language – highest among:

- High school or less education (25%, vs. 18% with a university degree or higher)
- Born in Canada (21%, vs. 18% born elsewhere)

Lack of opportunity to practice – highest among

- Ontario (22%) and Quebec (21%) (vs. 15% in Manitoba/Saskatchewan and 17% in Alberta)
- University degree or higher (22%, vs. 17% with high school or less)

4. Activities to facilitate other official language learning

Canadians think the main activities, outside of schooling, that would facilitate learning the other official language are discussions/language exchanges, television and the work environment.

Canadians were shown a list of eight potential activities that might facilitate learning the other official language, and were asked which of these would be most useful (they could also write in additional activities). Four in ten (41%) think discussions and language exchanges would be the most useful, followed by television (29%) and being in a workplace environment (28%). Two in ten each think online activities (21%) or film (20%) would be beneficial; fewer think language learning would be facilitated by sports, volunteering or music concerts.

French speakers are more likely than their English-speaking counterparts to think many of these activities would be helpful in learning the other official language (the exceptions are volunteering and music concerts, where opinions match). Three in ten (29%) English speakers do not know what would be helpful (vs. 7% of French speakers).

Activities to facilitate learning the other official languages – by main official language (Multiple responses permitted)

Q41/42 In your view, outside of school, what activities could most facilitate the learning of <English/French> in your region?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
Discussions and language exchanges	41%	37%	59%
Television	29%	24%	48%
Work environment	28%	26%	35%
Online activities (surfing, chatting, games, etc.)	21%	20%	25%
Film (cinema)	20%	17%	32%
Volunteering	16%	16%	16%
Sports	12%	9%	21%
Attending music concerts	7%	6%	9%
Other (1% or less each)	3%	4%	2%
Don't know	25%	29%	7%

Opinion is generally similar in subgroups not related to official language. Those in Quebec are the most likely to think almost all of these would help with language learning, with the exception of volunteering, where their opinion is similar to others. Thinking most activities would help with language learning is also somewhat higher among those under age 35 than older Canadians, and those with a university degree or higher. There are some gender differences, with women being more likely than men to think most would be beneficial. The exceptions are the work environment and volunteering, where opinions are similar by gender; and sports, which is marginally higher among men.

5. Access for children to learn the other official language in your region

Most Canadians living where their language is the majority say children have some or full access to learning the other official language in their region

Those living in locations where their main official language is the majority (n=4,754) were asked to rate the level of access they feel children in their region have to learning the other official language. Just under six in ten (58%) think children have some or full access; this is somewhat higher among French speakers in Quebec (65%) than English speakers outside Quebec (56%). Around one in seven (15%) think children have little or no access to learning the other official language in their region, and the same proportion are not sure (15%), although the latter is higher among English speakers (16%, vs. 9% of French speakers).

Access for children to learn the other official language – by main official language

Q43/44 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/French> as a second language in your region?	Total (n=4,754)	Main official language	
		English and live outside Quebec (n=3,780)	French and live in Quebec (n=974)
Net: Some/full access (score 6-10)	58%	56%	65%
5 (Neutral)	12%	12%	12%
Net: Little/no access (score 0-4)	15%	16%	13%
Don't know	15%	16%	9%

Indicating that children in their community have some or full access to alternate official language learning is at least half in all regions, but is lower in B.C. (50%); it is highest in Quebec (65%) and among Francophones (64%). There are no clear patterns by age, and no differences by gender and education level. It is lowest among those in small town, rural or remote locations (53%) than elsewhere (58% to 60%), and among those with a household income under \$40,000 (52%, vs. 57% to 62% of those with higher incomes).

6. Interest in online tools to learn the other official language

French speakers are more interested in using online tools to improve their English fluency than the reverse; altogether, about half express interest in this type of language learning.

Around half of Canadians (52%) indicate they have at least some interest in using an online learning tool to learn or improve their knowledge of the other official language. French speakers are notably more likely to express interest in such a tool than are English speakers (63% vs. 49%).

Level of interest in online language learning tools – by main official language

Q45/46 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/French>?	Total (n=5,020)	Main official language	
		English (n=3,962)	French (n=1,058)
Net: Interested (score 6-10)	52%	49%	63%
5 (Neutral)	14%	14%	14%
Net: Not interested (score 0-4)	34%	37%	24%

Interest in an online tool for learning or improving fluency in the other official language is higher among the following groups:

- Residents of Quebec (63%), Ontario (53%), Atlantic region (49%) (vs. 41% to 43% in the West)
- Under age 55 (57%, vs. 44% of older Canadians)
- Women (56%, vs. 48% of men)
- Francophones (62%) and Allophones (59%, vs. 48% Anglophones)
- English speakers in Quebec (60%) vs. English speakers outside of Quebec (49%)
- Bachelor's degree and higher (57%, vs. 48% with less education, and most notably 39% with less than high school)

Appendix A: Methodology

Per the Statement of Work (SOW), the research consisted of an **online survey** of Canadians in the 10 provinces and 3 territories.

Sampling

The qualifying population for this research was Canadians age 18 and over in the 10 provinces and 3 Northern territories.

The following table shows the number of completed interviews by jurisdiction

Jurisdiction	Total	BC	Alberta	MB/SK	Ontario	Quebec	Atlantic	Terri- tories
Number of completed interviews	5,020	671	574	337	1,930	1,156	337	15
% of completed interviews	100%	13%	11%	7%	38%	23%	7%	<1%

In addition to the regional quotas, Environics employed industry-standard age and gender quotas and post-survey weighting to ensure the survey population matches the Canadian population according to the most recently available Census data:

Jurisdiction	Quota	Actual sample unweighted n=5,020
Gender		
Female	51%	2,071
Male	49%	1,975
Age		
18-24	11%	481
25-34	16%	808
35-44	16%	823
45-54	18%	931
55-64	17%	882
65 and over	21%	1,082

As the online survey utilized an opt-in panel, it is a non-probability survey and no margin of sampling error should be calculated.

While it is true online surveys cannot cite a margin of error as they are not random probability samples, it should be noted margin of error is not a measure of overall survey reliability. It addresses only sampling error, and is an attempt to quantify how much different responses might be if the entire population had been asked the survey, rather than a selected sample. It is a purely theoretical mathematical calculation that does not encompass other

potential sources of survey error. Use of this measure is typically misunderstood by the public, and unfortunately it has, incorrectly, become synonymous with survey quality.

Questionnaire and pretest

Environics, in conjunction with PCH, designed a questionnaire to address the study objectives and incorporated tracking questions from previous surveys, where appropriate. The English version of the final study questionnaire is included in Appendix B.

Environics translated the email invitation, questionnaire and reminder text into French. The questionnaire was tested in both official languages prior to launch.

Prior to fieldwork, on October 17, 2022, Environics conducted a soft launch pretest with 42 Canadians (31 English, 11 French). Standard government-accepted probing questions on comprehension and appropriateness of language were asked at the end of each pretest interview, and PHC was given the pre-test results for review prior to full launch. Representatives from Canadian Heritage also tested both English and French versions of the online survey and a number of minor adjustments were made and retested.

Survey administration

The online survey was conducted from October 20 to November 3, 2022.

Environics assumed overall responsibility for all aspects of the survey fieldwork. The survey was conducted according to the following steps:

- Environics programmed and hosted the online survey on a secure server. All data were stored on Canadian servers and Canadian back-up servers located and only accessible in Canada, and physically independent from all other databases, directly or indirectly, that are located outside Canada.
- Invitation e-mails including a unique URL link (to ensure only one version of the survey is accepted per respondent) were sent to panel members.
- Technical support was provided to online survey respondents as required. Steps were taken to assure (and also guarantee) complete confidentiality and anonymity of survey responses.
- All survey responses were electronically captured as they were submitted, and combined into an electronic data file that was coded and analyzed (including open-ended responses).

All research work was conducted according to best practices in the industry, such as the Standards for the Conduct of Government of Canada Public Opinion Research – Online Surveys (<http://www.tpsgc-pwgsc.gc.ca/rop-por/enligne-online-eng.html>) and the Standards for the Conduct of Government of Canada Public Opinion Research – Telephone Surveys (<https://www.tpsgc-pwgsc.gc.ca/rop-por/telephone-eng.html>), as well as applicable federal legislation (Personal Information Protection and Electronic Documents Act, or PIPEDA). Environics is a founding member of the Canadian Research Insights Council (CRIC) and registered the survey with CRIC's Research Verification System, which permits the public to verify a survey call, inform themselves about the industry and/or register a complaint. For more information about CRIC:

<https://www.canadianresearchinsightscouncil.ca/>

Data coding and tabulation

Following data collection and prior to analysis, data analysts performed a data-cleaning and validation process, in accordance with the highest industry standards. Open-ended question data was coded and Environics designed banner tables in consultation with the project authority. Data tables were submitted in CSV format.

The data were statistically weighted to ensure the sample is as representative of the Canadian 18+ population as possible (region, age, gender and identity group) according to the most recently available Census information.

Completion results

The completion results for the online methodology are presented in the following table.

Contact disposition

Disposition		N
Total invitations	(c)	18,476
Total completes	(d)	5,020
Qualified respondent break-offs	(e)	619
Disqualified	(f)	407
Not responded	(g)	10,310
Quota filled	(h)	2,120
Contact rate	$(d+e+f+h)/c$	44%
Participation rate	$(d+f+h)/c$	41%

Non-response bias analysis

The table below presents a profile of the final sample, compared to the actual population of Canada (2022 or 2016 Census information as indicated). As is typically the case for general population surveys, the final sample under-represents those with high school or less education and over-represents those with a university degree (e.g., individuals with more education are more likely to respond to surveys).

Sample profile

	Unweighted sample* %	Canada) %
Gender (18+)**		2022 Census
Male	49	49
Female	51	51
Age		2022 Census
18-24	10	10
25-34	16	17
35-54	35	32
55-64	18	18
65+	22	24
Education level ^α		2016 Census
High school diploma or less	17	45
Trades/college/post sec no degree	35	32
University degree	47	23

* Data are unweighted

** Data excludes those who identified as a gender other than male or female or who chose not to answer the question (<1%)

^α Actual Census categories differ from those used in this survey and have been recalculated to correspond. Statistics Canada figures for education are for Canadians aged 15 and over, which gives a higher proportion of those still in school.

Appendix B: Survey questionnaire

Environics Research Group

October/octobre, 2022

Canadian Heritage / Patrimoine Canada

Attitudes towards official languages / Attitudes envers les langues officielles

Questionnaire

INTRODUCTION

Welcome and thank you for your interest in our questionnaire / Bienvenue et merci de l'intérêt que vous portez à ce questionnaire.

Please select your preferred language for completing the survey / SVP choisissez votre langue préférée pour remplir le sondage.

01- English / Anglais

02- Français / French

Welcome to this survey being conducted by Environics Research, an independent research company, on behalf of the Government of Canada, on the subject of Canada's two official languages, English and French. The survey will take about 10 minutes of your time.

Note: If you genuinely have no opinion about a question or cannot answer it, please click through to the next question. There are only a few key questions where your answer will be required in order to move forward.

Please be assured that we are not selling or soliciting anything. The survey is voluntary, and your responses will be kept entirely confidential and anonymous and will be administered in accordance with the Privacy Act.

This study has been registered with the Canadian Research Insights Council's Research Verification Service so that you may validate its authenticity. If you would like to enquire about the details of this research, you can visit CRIC's website www.canadianresearchinsightscouncil.ca. If you choose to verify the authenticity of this research, you can reference project code **20221004-EN542**.

Thank you in advance for your participation.

Bienvenue à ce sondage mené par Environics Research, une société de recherche indépendante, pour le compte du gouvernement du Canada concernant les langues officielles, le français et l'anglais, au Canada. Ce sondage prendra environ 10 minutes de votre temps.

Note : Si vous n'avez vraiment aucune opinion au sujet d'une question ou si vous ne pouvez y répondre, veuillez cliquer pour passer à la prochaine question. Seules certaines questions clés exigent une réponse pour la poursuite du sondage.

Sachez que nous ne faisons pas de vente ni de sollicitation pour quoi que ce soit. Votre participation se fait sur une base volontaire. Vos réponses demeureront entièrement confidentielles et anonymes, et elles seront traitées conformément à la *Loi sur la protection des renseignements personnels*.

Ce sondage est enregistré auprès du Service de vérification des recherches du Conseil de recherche et d'intelligence marketing canadien (CRIC), afin de vous permettre d'en vérifier la légitimité. Si vous souhaitez connaître les détails de cette recherche, veuillez vous rendre sur le site Web du CRIC, à l'adresse www.canadianresearchinsightscouncil.ca. Pour en vérifier la légitimité, veuillez entrer le code du projet, **20221004-EN542**.

Merci à l'avance de votre participation.

C *In which province or territory do you live?*

Select one only.

DROP DOWN LIST

Newfoundland and Labrador	1
Prince Edward Island	2
Nova Scotia	3
New Brunswick	4
Quebec	5
Ontario	6
Manitoba	7
Saskatchewan	8
Alberta	9
British Columbia	10
Yukon	11
Northwest Territories	12
Nunavut	13

Dans quelle province ou quel territoire résidez-vous actuellement?

LISTE DÉROULANTE : Veuillez sélectionner une seule réponse.

Terre-Neuve-et-Labrador	1
Île-du-Prince-Édouard	2
Nouvelle-Écosse	3
Nouveau-Brunswick	4
Québec	5
Ontario	6
Manitoba	7
Saskatchewan	8
Alberta	9
Colombie-Britannique	10
Yukon	11
Territoires du Nord-Ouest	12
Nunavut	13

D. *In what year were you born?*

RECORD YEAR – TERMINATE IF UNDER 18 (MIN VALUE 1900, MAX VALUE 2004]

D2 IF RESPONDENT DECLINES TO PROVIDE A PRECISE BIRTH YEAR: Would you be willing to indicate in which of the following age categories you belong?

PHONE: READ UNTIL CATEGORY REACHED

ONLINE – DROP DOWN LIST

Select one only.

01 – 18 to 24

02 – 25 to 34

03 – 35 to 44

04 – 45 to 54

05 – 55 to 64

06 – 65 and over

99 – Prefer not to say

En quelle année êtes-vous né(e)?

INSCRIRE L'ANNÉE – TERMINER SI MOINS DE 18 ANS [VALEUR MINIMALE : 1900, VALEUR MAXIMALE : 2004]

D2 SI LE RÉPONDANT REFUSE DE DONNER SON ANNÉE DE NAISSANCE EXACTE : Pourriez-vous nous indiquer auquel des groupes d'âge suivants vous appartenez?

SONDAGE PAR TÉLÉPHONE : LIRE JUSQU'À LA CATÉGORIE APPROPRIÉE

SONDAGE EN LIGNE – LISTE DÉROULANTE

Veillez sélectionner une seule réponse.

00 – Moins de 18 - **TERMINER SI MOINS DE 18 ANS**

01 – 18 à 24 ans

02 – 25 à 34 ans

03 – 35 à 44 ans

04 – 45 à 54 ans

05 – 55 à 64 ans

06 – 65 et plus

99 – Je préfère ne pas répondre

E How do you identify your gender?

SHOW ONLINE: Gender refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents.

- 01 – Man
- 02 – Woman
- 98 – Other
- 99 – Prefer not to say [SINGLE MENTION]

À quel genre vous identifiez-vous?

AFFICHER EN LIGNE : Par « genre », nous entendons votre genre actuel, lequel peut différer du sexe qui vous a été assigné à la naissance et qui est inscrit sur les documents juridiques vous concernant.

- 01 – Homme
- 02 – Femme
- 98 – Autre
- 99 – Je préfère ne pas répondre [RÉPONSE UNIQUE]

Main survey / Questionnaire principal

Language/Langue

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.

La première série de questions vise à établir votre profil linguistique et mieux connaître vos habiletés à vous exprimer et à comprendre les deux langues officielles du pays, soit l'anglais et le français.

ASK ALL/ POSER À TOUS

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

- 01 – English
- 02 – French
- 03 – Another language

Quelle est votre langue maternelle, c'est-à-dire la première langue que vous avez apprise en premier lieu à la maison dans votre enfance et que vous comprenez encore?

- 02 – Français
- 01 – Anglais
- 03 – Une autre langue

2. Even though you may speak other languages, 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 the time to answer carefully.

01 – English

02 – French

Peu importe les autres langues que vous parlez, laquelle des deux langues *officielles*, soit le français ou l'anglais, considérez-vous être votre *première* langue officielle ou votre *principale* langue officielle? Le reste du questionnaire se base sur votre réponse à cette question. Nous vous prions donc de prendre le temps de réfléchir à votre réponse.

02 – Français

01 – Anglais

Speaking and understanding / Parler et comprendre

3. **ASK IF Q2=ENGLISH** With regards to your ability to understand English, would you say that you...

01 – Don't understand English at all

02 – Have a limited knowledge of English, enough to understand simple expressions in day-to-day situations (ex. Greetings, understanding the weather)

03 – 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)

04 – 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)

05 – 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)

POSER SI Q2=FRANÇAIS Au niveau de votre habileté à comprendre l'anglais, diriez-vous que vous...

01 – Ne comprenez pas du tout l'anglais

02 – Avez une connaissance limitée de l'anglais, assez pour comprendre des expressions simples associées à des situations de la vie quotidienne (ex. formules de politesse, comprendre la météo)

03 – Avez une connaissance de base de l'anglais, assez pour comprendre une bonne partie de l'information dans des situations courantes (ex. comprendre un commis dans un magasin, un serveur au restaurant)

04 – Avez une connaissance intermédiaire de l'anglais, assez pour comprendre des situations moyennement complexes (ex. suivre des conversations avec des amis sur des sujets familiers, regarder des émissions de télé, quiz)

05 – Avez une connaissance avancée de l'anglais, assez pour comprendre des situations complexes (ex. à l'hôpital avec un médecin, avec l'enseignant de votre enfant, à la banque)

4. **ASK IF Q2=ENGLISH** With regards to your ability to **understand** French, would you say that you...

01 – Don't understand French at all

02 – Have a limited knowledge of French, enough to understand simple expressions in day-to-day situations (ex. Greetings, understanding the weather)

03 – 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)

04 – 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)

05 – 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)

POSER SI Q2=ANGLAIS Au niveau de votre habileté à **comprendre** le français, diriez-vous que vous...

01 – Ne comprenez pas du tout le français

02 – Avez une connaissance limitée du français, assez pour comprendre des expressions simples associées à des situations de la vie quotidienne (ex. formules de politesse, comprendre la météo)

03 – Avez une connaissance de base du français, assez pour comprendre une bonne partie de l'information dans des situations courantes (ex. comprendre un commis dans un magasin, un serveur au restaurant)

04 – Avez une connaissance intermédiaire du français, assez pour comprendre des situations moyennement complexes (ex. suivre des conversations avec des amis sur des sujets familiers, regarder des émissions de télé, quiz)

05 – Avez une connaissance avancée du français, assez pour comprendre des situations complexes (ex. à l'hôpital avec un médecin, avec l'enseignant de votre enfant, à la banque)

5. **ASK IF Q2=FRENCH** With regards to your ability to **speak** English, would you say that you...

01 – Don't speak English at all

02 – Have a limited knowledge of English, enough to use simple expressions in day-to-day situations (ex. Greetings, understanding the weather)

03 – Have a basic knowledge of English, enough to communicate your ideas in routine situations (ex. Asking for information directions when traveling, interacting with a clerk in a store)

04 – 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)

05 – 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)

POSER SI Q2= FRANÇAIS Au niveau de votre habileté à **parler** l'anglais, diriez-vous que vous...

01 – Ne parlez pas du tout l'anglais

02 – Avez une connaissance limitée de l'anglais, assez pour utiliser des expressions simples associées à des situations de la vie quotidienne (ex. formules de politesse, décrire la météo)

03 – Avez une connaissance de base de l'anglais, assez pour exprimer vos idées dans des situations courantes (ex. demander des indications en voyage, interagir avec un commis dans un magasin)

04 – Avez une connaissance intermédiaire de l'anglais, assez pour exprimer vos idées dans des situations moyennement complexes (ex. discuter avec vos amis de sujets familiers, collègues du travail, dans des situations sportives ou de loisirs)

05 – Avez une connaissance avancée de l'anglais, assez pour exprimer vos idées dans des situations complexes (ex. à l'hôpital avec un médecin, avec l'enseignant de votre enfant, à la banque)

6. **ASK IF Q2=ENGLISH** With regards to your ability to **speak** French, would you say that you...

01 – Don't speak French at all

02 – Have a limited knowledge of French, enough to use simple expressions in day-to-day situations (ex. Greetings, understanding the weather)

03 – Have a basic knowledge of French, enough to communicate your ideas in routine situations (ex. Asking for information directions when traveling, interacting with a clerk in a store)

04 – 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)

05 – 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)

POSER SI Q2=ANGLAIS Au niveau de votre habileté à **parler** le français, diriez-vous que vous...

01 – Ne parlez pas du tout le français

02 – Avez une connaissance limitée du français, assez pour utiliser des expressions simples associées à des situations de la vie quotidienne (ex. formules de politesse, décrire la météo)

03 – Avez une connaissance de base du français, assez pour exprimer vos idées dans des situations courantes (ex. demander des indications en voyage, interagir avec un commis dans un magasin)

04 – Avez une connaissance intermédiaire du français, assez pour exprimer vos idées dans des situations moyennement complexes (ex. discuter avec vos amis de sujets familiers, collègues du travail, dans des situations sportives ou de loisirs)

05 – Avez une connaissance avancée du français, assez pour exprimer vos idées dans des situations complexes (ex. à l'hôpital avec un médecin, avec l'enseignant de votre enfant, à la banque)

Opinions about official languages / opinions sur les langues officielles

BATTERY / BATTERIE A (QUESTIONS 7-23):

ASK ALL UNLESS OTHERWISE INDICATED/ POSER À TOUS SAUF INDICATION CONTRAIRE

For the next series of questions, please 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?

Pour la prochaine série de questions, veuillez utiliser une échelle de 0 à 10, où 0 signifie que vous êtes entièrement en désaccord et 10 signifie que vous êtes entièrement d'accord avec l'énoncé. Dans quelle mesure êtes-vous d'accord avec l'énoncé suivant :

RANDOMIZE Q7-23/ RÉPARTIR ALÉATOIREMENT L'ORDRE Q7-23

Totally disagree 0	1	2	3	4	5	6	7	8	9	Totally agree 10
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Entièrement en désaccord 0	1	2	3	4	5	6	7	8	9	Entièrement d'accord 10
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7. 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.

Le fait qu'il y ait deux langues officielles (anglais/français) au Canada est une part importante de ce que signifie pour vous être Canadien.

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

Au Canada, si on a une connaissance du français et de l'anglais, on a de meilleures chances de trouver un emploi.

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

Tous les gens qui obtiennent leur diplôme d'études secondaires devraient avoir une connaissance pratique de l'anglais et du français.

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

Le gouvernement du Canada est efficace en vue de protéger les deux langues officielles du Canada.

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

La politique sur les langues officielles du gouvernement du Canada renforce l'unité nationale.

12. The future of French in Canada is threatened.

L'avenir du français au Canada est menacé.

13. The future of French in Quebec is threatened.

L'avenir du français au Québec est menacé.

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

Les deux langues officielles du Canada sont pour vous une source d'enrichissement culturel.

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

Le gouvernement du Canada devrait continuer d'investir dans des programmes d'échange comme moyen d'encourager la compréhension entre les francophones et les anglophones au pays.

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

Au Canada, les relations entre les francophones et les anglophones sont plus positives aujourd'hui qu'elles ne l'étaient il y a 10 ans.

17. **ASK IF Q2= FRENCH** Francophones from diverse backgrounds, including ethnic, religious, racial and LGBTQ2+ diversity, make a positive contribution to your language community.

POSER SI Q2= FRANÇAIS Les francophones issues de la diversité, y compris la diversité ethnique, religieuse, raciale et les personnes LGBTQ2+, ont un apport positif dans votre collectivité linguistique.

18. **ASK IF Q2= ENGLISH** Anglophones from diverse backgrounds, including ethnic, religious, racial and LGBTQ2+ diversity, make a positive contribution to your language community.

POSER SI Q2= ANGLAIS Les anglophones issues de la diversité, y compris la diversité ethnique, religieuse, raciale et les personnes LGBTQ2+, ont un apport positif dans votre collectivité linguistique.

19. 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.

Vous seriez (ou auriez été) intéressé(e) à participer à des échanges linguistiques en milieu scolaire afin d'avoir des contacts avec des jeunes des collectivités de l'autre langue officielle.

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

Le fait d'apprendre les deux langues officielles contribue à une meilleure compréhension entre Canadiens.

21. The appointment of bilingual individuals to key positions in the federal government helps to ensure the proper functioning of the country.

La nomination de personnes bilingues dans des postes clés du gouvernement fédéral permet d'assurer le bon fonctionnement du pays.

22. Canada must have bilingual organizations or individuals to foster harmonious relations between English and French speakers.

Le Canada doit compter sur des organisations ou des individus bilingues pour favoriser les relations harmonieuses entre les francophones et les anglophones.

23. Language rights are as important as any other right guaranteed by the Constitution of Canada.

Les droits linguistiques sont aussi importants que tout autre droit garanti par la Constitution du Canada.

BATTERY / BATTERIE B (QUESTIONS 24-30):

ASK ALL UNLESS OTHERWISE INDICATED/ POSER À TOUS SAUF INDICATION CONTRAIRE

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:

Pour la prochaine série de questions, veuillez utiliser une échelle de 0 à 10, où 0 signifie pas du tout important et 10 signifie extrêmement important. Quel niveau d'importance accordez-vous aux suivants :

RANDOMIZE Q24-30/ RÉPARTIR ALÉATOIREMENT L'ORDRE Q24-30

Not at all important 0	1	2	3	4	5	6	7	8	9	Extremely important 10
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Pas du tout important 0	1	2	3	4	5	6	7	8	9	Extrêmement important 10
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24. That Canadians have access to services offered by the federal government in the official language of their choice (English or French).

Que les Canadiens aient accès aux services offerts par le gouvernement fédéral dans la langue officielle de leur choix (anglais ou français).

25. **ASK IF Q2= FRENCH** For your child, or the children in your community, to have the opportunity to learn English as a second language in your region?

POSER SI Q2= FRANÇAIS Que vos enfants, ou les enfants de votre collectivité, aient la possibilité d'apprendre l'anglais comme langue seconde dans votre région.

26. **ASK IF Q2=ENGLISH** For your child, or the children in your community, to have the opportunity to learn French as a second language in your region?

POSER SI Q2= ANGLAIS Que vos enfants, ou les enfants de votre collectivité, aient la possibilité d'apprendre le français comme langue seconde dans votre région.

27. **ASK OUTSIDE OF QUEBEC ONLY AND IF Q2=ENGLISH** If you were living in Québec, how important would it be for you to have access to federal government services in English?

POSER À L'EXTÉRIEUR DU QUEBEC SEULEMENT ET Q2=ANGLAIS Si vous habitez au Québec, dans quelle mesure serait-ce important pour vous d'avoir accès à des services du gouvernement fédéral en anglais?

28. **ASK IF QUEBEC ONLY AND IF Q2=FRENCH** If you were living outside Québec, how important would it be for you to have access to federal government services in French?

POSER UNIQUEMENT AU QUEBEC ET SI Q2= FRANÇAIS Si vous habitez hors Québec, dans quelle mesure serait-ce important pour vous d'avoir accès à des services du gouvernement fédéral en français?

29. **ASK OUTSIDE OF QUEBEC ONLY AND IF Q2=ENGLISH** 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?

POSER À L'EXTÉRIEUR DU QUEBEC SEULEMENT ET Q2=ANGLAIS Si vous habitez au Québec, dans quelle mesure serait-ce important pour vous que vos enfants ou les enfants de votre collectivité aient accès à un système scolaire anglais?

30. **ASK IF QUEBEC ONLY AND IF Q2=FRENCH** 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?

POSER UNIQUEMENT AU QUEBEC ET SI Q2= FRANÇAIS Si vous habitez hors Québec, dans quelle mesure serait-ce important pour vous que vos enfants ou les enfants de votre collectivité aient accès à un système scolaire français?

Cultural products / Produits culturels

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?

Pour la prochaine question, veuillez utiliser une échelle de 0 à 10, où 0 signifie que vous n'êtes " pas du tout intéressé(e) " et 10 signifie que vous êtes « extrêmement intéressé(e). » Quel degré d'intérêt avez-vous dans les propositions suivantes :

Not at all interested 0	1	2	3	4	5	6	7	8	9	Extremely interested 10
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Pas du tout intéressé(e) 0	1	2	3	4	5	6	7	8	9	Extrêmement intéressé(e) 10
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31. **ASK IF Q2= FRENCH** In cultural products (books, music, films, television) in English?

POSER SI Q2= FRANÇAIS Consommer des produits culturels (ex. spectacles, musique, livres, films, télévision) en anglais.

32. **ASK IF Q2= ENGLISH** In cultural products (books, music, films, television) in French?

POSER SI Q2= ANGLAIS Consommer des produits culturels (ex. spectacles, musique, livres, films, télévision) en français.

Cultural activities and contact / Activités culturelles et contact

33. **ASK IF Q2= 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?

01 – None of them

02 – Some of them

03 – Most of them

04 – All of them

99 – Don't know

POSER SI Q2= FRANÇAIS Parmi les événements artistiques et culturels (spectacles, festivals, expositions, etc.) auxquels vous avez assisté au cours des 12 derniers mois, combien étaient présentés en anglais?

01 – Aucun d'eux

02 – Quelques-uns d'entre eux

03 – La plupart d'entre eux

04 – Chacun d'eux

99 – Ne sais pas

34. **ASK IF Q2=ENGLISH** Among the artistic and cultural events (shows, festivals, exhibitions, etc.) you have attended over the past 12 months, how many were presented in French?

01 – None of them
02 – Some of them
03 – Most of them
04 – All of them
99 – Don't know

POSER SI Q2= ANGLAIS Parmi les événements artistiques et culturels (spectacles, festivals, expositions, etc.) auxquels vous avez assisté au cours des 12 derniers mois, combien étaient présentés en français?

01 – Aucun d'eux
02 – Quelques-uns d'entre eux
03 – La plupart d'entre eux
04 – Chacun d'eux
99 – Ne sais pas

35. **ASK IF Q2=ENGLISH** 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?

01 – None
02 – One
03 – Two
04 – More than two
99 – Don't know

POSER SI Q2= ANGLAIS En vous référant à vos contacts personnels avec les francophones, par exemple amis, voisins, parents ou collègues de travail, avec combien d'entre eux diriez-vous que vous avez des contacts réguliers?

01 – Aucun
02 – Un
03 – Deux
04 – Plus de deux
99 – Ne sais pas

36. **ASK IF Q2=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?

01 – None
02 – One
03 – Two
04 – More than two
99 – Don't know

POSER SI Q2= FRANÇAIS En vous référant à vos contacts personnels avec les anglophones, par exemple amis, voisins, parents ou collègues de travail, avec combien d'entre eux diriez-vous que vous avez des contacts réguliers?

01 – Aucun
02 – Un
03 – Deux
04 – Plus de deux
99 – Ne sais pas

Opportunities and resources / Opportunités et ressources

37. **IF Q2=FRENCH AND Q3=01 DON'T UNDERSTAND ENGLISH AT ALL AND Q5=01 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?

Select all that apply

01 – English
02 – Spanish
03 – Mandarin Chinese
04 – German
05 – Italian
06 – An Indigenous language
07 – Punjabi
08 – Arabic
09 – Tagalog
98 – Another language
99 – Don't know **[SINGLE MENTION]**

POSER SI Q2= FRANÇAIS ET Q3=01 NE COMPRENEZ PAS DU TOUT L'ANGLAIS ET Q5=01 NE PARLEZ PAS DU TOUT L'ANGLAIS

Si vous pouviez apprendre une autre langue que le français quelle serait, pour vous, la langue la plus importante à apprendre ?

Veillez sélectionner toutes les réponses qui s'appliquent.

01 – L'anglais

02 – L'espagnol

03 – Le chinois mandarin

04 – L'allemand

05 – L'italien

06 – Une langue autochtone

07 – Le penjâbi

08 – L'arabe

09 – Le tagalog

98 – Un autre langue

99 – Ne sais pas [**RÉPONSE UNIQUE**]

38. **IF Q2=ENGLISH AND Q4=01 DON'T UNDERSTAND FRENCH AT ALL AND Q6=01 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?

Select all that apply

01 – French

02 – Spanish

03 – Mandarin Chinese

04 – German

05 – Italian

06 – An Indigenous language

07 – Punjabi

08 – Arabic

09 – Tagalog

98 – Another language

99 – Don't know [**SINGLE MENTION**]

POSER SI Q2=ANGLAIS AND Q4=01 NE COMPRENEZ PAS DU TOUT LE FRANÇAIS ET Q6= NE PARLEZ PAS DU TOUT LE FRANÇAIS Si vous pouviez apprendre une autre langue que l'anglais quelle serait, pour vous, la langue la plus importante à apprendre ?

Veillez sélectionner toutes les réponses qui s'appliquent.

- 01 – Le français
- 02 – L'espagnol
- 03 – Le chinois mandarin
- 04 – L'allemand
- 05 – L'italien
- 06 – Une langue autochtone
- 07 – Le penjâbi
- 08 – L'arabe
- 09 – Le tagalog
- 98 – Un autre langue
- 99 – Ne sais pas [**RÉPONSE UNIQUE**]

ASK ALL/ POSER À TOUS

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

Select one only

RANDOMIZE 01-05

- 01 – Travelling
- 02 – Getting a job
- 03 – Personal enrichment
- 04 – Makes it easier to communicate with others
- 05 – Helps understanding other cultures better
- 06 – Other **PLEASE SPECIFY** _____
- 07 – None/no advantage [SINGLE MENTION, EXCLUSIVE]
- 99 – Don't know [SINGLE MENTION, EXCLUSIVE]

Selon vous, quel est le plus grand avantage que procure la connaissance pratique des deux langues officielles au Canada?

Veillez sélectionner une seule réponse.

RÉPARTIR ALÉATOIREMENT L'ORDRE 01-05

01 – Voyager

02 – Obtenir un emploi

03 – Enrichissement personnel

04 – Communiquer plus facilement avec les autres

05 – Comprendre d'autres cultures

06 – Autre **PRÉCISEZ** _____

07 – Aucun avantage

99 – Ne sais pas

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

Select one only

RANDOMIZE 01-05

01 – Lack of opportunity to practice

02 – Limited access to learning in my/their region

03 – Language instruction received was poor quality

04 – Lack of personal interest in learning the other language

05 – Not necessary to learn the other language to be able to function in my/their part of Canada

06 – Other **PLEASE SPECIFY** _____

07 – None [SINGLE MENTION]

99 – Don't know [SINGLE MENTION]

Quel est selon vous, le plus grand obstacle empêchant les Canadiens d'acquérir une connaissance pratique des deux langues officielles?

Veillez sélectionner une seule réponse.

RÉPARTIR ALÉATOIREMENT L'ORDRE 01-05

01 – Manque d'occasion de pratiquer

02 – Accès limité à l'apprentissage dans ma/leurs région

03 – Enseignement linguistique reçu était de mauvaise qualité

04 – Manque d'intérêt personnel pour l'apprentissage de l'autre langue

05 – Pas nécessaire d'apprendre l'autre langue pour fonctionner dans ma/leurs région du Canada

06 – Autre **PRÉCISEZ** _____

07 – Aucun

99 – Ne sais pas

41. **ASK IF Q2=FRENCH** In your view, outside of school, what activities could most facilitate the learning of English in your region?

Select all that apply

RANDOMIZE 01-08

01 – Work environment

02 – Online activities (surfing, chatting, games, etc.)

03 – Sports

04 – Discussions and language exchanges

05 – Volunteering

06 – Television

07 – Film (cinema)

08 – Attending music concerts

09 – Other **PLEASE SPECIFY** _____

99 – Don't know **[SINGLE MENTION]**

POSER SI Q2= FRANÇAIS Quelles sont les activités à l'extérieur de l'école qui faciliteraient le plus, selon vous, l'apprentissage de l'anglais dans votre région?

Veillez sélectionner toutes les réponses qui s'appliquent.

RÉPARTIR ALÉATOIREMENT L'ORDRE 01-08

- 01 – Milieu de travail
- 02 – Activités sur le web (navigation, clavardage, jeux...)
- 03 – Activités sportives
- 04 – Échanges et séjours linguistiques
- 05 – Bénévolat
- 06 – Télévision
- 07 – Films (cinéma)
- 08 – Assister à des concerts de musique
- 09 – Autre **PRÉCISEZ** _____
- 99 – Ne sais pas [**RÉPONSE UNIQUE**]

42. **ASK IF Q2=ENGLISH** In your view, outside of school, what activities could most facilitate the learning of French in your region?

Select all that apply

RANDOMIZE 01-08

- 01 – Work environment
- 02 – Online activities (surfing, chatting, games, etc.)
- 03 – Sports
- 04 – Discussions and language exchanges
- 05 – Volunteering
- 06 – Television
- 07 – Film (cinema)
- 08 – Attending music concerts
- 09 – Other **PLEASE SPECIFY** _____
- 99 – Don't know [**SINGLE MENTION**]

POSER SI Q2= ANGLAIS Quelles sont les activités à l'extérieur de l'école qui faciliteraient le plus, selon vous, l'apprentissage du français dans votre région?

Veillez sélectionner toutes les réponses qui s'appliquent.

RÉPARTIR ALÉATOIREMENT L'ORDRE 01-08

01 – Milieu de travail

02 – Activités sur le web (navigation, clavardage, jeux...)

03 – Activités sportives

04 – Échanges et séjours linguistiques

05 – Bénévolat

06 – Télévision

07 – Films (cinéma)

08 – Assister à des concerts de musique

09 – Autre **PRÉCISEZ** _____

99 – Ne sais pas [**RÉPONSE UNIQUE**]

43. **ASK IF Q2=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?

Absolutely no access 0	1	2	3	4	5	6	7	8	9	Full access 10
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POSER SI Q2= FRANÇAIS ET PROVINCE=QUEBEC À l'aide d'une échelle de 0 à 10, où 0 signifie absolument aucun accès et 10 signifie un plein accès, comment évalueriez-vous l'accessibilité, pour votre enfant ou les enfants de votre collectivité, à l'apprentissage de l'anglais comme langue seconde dans votre région?

Absolument aucun accès 0	1	2	3	4	5	6	7	8	9	Plein accès 10
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44. **ASK IF Q2=ENGLISH AND PROVINCE=OUTSIDE 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?

Absolutely no access 0	1	2	3	4	5	6	7	8	9	Full access 10
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POSER SI Q2= ANGLAIS ET PROVINCE=À L'EXTÉRIEUR DU QUEBEC À l'aide d'une échelle de 0 à 10, où 0 signifie absolument aucun accès et 10 signifie un plein accès, comment évalueriez-vous l'accessibilité, pour votre enfant ou les enfants de votre collectivité, à l'apprentissage du français comme langue seconde dans votre région?

Absolument aucun accès 0	1	2	3	4	5	6	7	8	9	Plein accès 10
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45. **ASK IF Q2=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?

Not at all interested 0	1	2	3	4	5	6	7	8	9	Extremely interested 10
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POSER SI Q2= FRANÇAIS À l'aide d'une échelle de 0 à 10, où 0 signifie pas du tout intéressé(e) et 10 signifie extrêmement intéressé(e), veuillez indiquer dans quelle mesure vous seriez intéressé(e) à utiliser un outil d'apprentissage en ligne afin d'acquérir ou d'améliorer vos connaissances de l'anglais?

Pas du tout intéressé(e) 0	1	2	3	4	5	6	7	8	9	Extrêmement intéressé(e) 10
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46. **ASK IF Q2=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?

Not at all interested 0	1	2	3	4	5	6	7	8	9	Extremely interested 10
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POSER SI Q2= ANGLAIS À l'aide d'une échelle de 0 à 10, où 0 signifie pas du tout intéressé(e) et 10 signifie extrêmement intéressé(e), veuillez indiquer dans quelle mesure vous seriez intéressé(e) à utiliser un outil d'apprentissage en ligne afin d'acquérir ou d'améliorer vos connaissances du français?

Pas du tout intéressé(e) 0	1	2	3	4	5	6	7	8	9	Extrêmement intéressé(e) 10
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Respondent demographics / Caractéristiques démographiques

We have a few last questions about you to help us analyze the results of this survey...

Pour terminer, nous aimerions vous poser quelques questions sur vous-même, qui nous aideront à analyser les résultats de ce sondage...

F. *Which of the following best describes where you live?*

Select one only

- 01 - A major urban centre
- 02 - A suburb
- 03 - A medium sized town
- 04 - A small town
- 05 - A rural area (less than 200 km from a major urban centre)
- 06 - A remote area (more than 200 km from a major urban centre)

Parmi les choix suivants, lequel décrit le mieux l'endroit où vous vivez?

Veillez sélectionner une seule réponse.

- 01 – Un grand centre urbain
- 02 – Une banlieue
- 03 – Une ville de taille moyenne
- 04 – Une petite ville
- 05 – Une région rurale (située à moins de 200 km d'un grand centre urbain)
- 06 – Une région éloignée (située à plus de 200 km d'un grand centre urbain)

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

- 01 – Less than a high school diploma or equivalent
- 02 – High school diploma or equivalent
- 03 – Registered Apprenticeship or other trades certificate or diploma
- 04 – College, CEGEP or other non-university certificate or diploma
- 05 – University certificate or diploma below bachelor's level
- 06 – Bachelor's degree
- 07 – Post graduate degree above the bachelor's level
- 99 – Prefer not to answer

Quel est le plus haut niveau de scolarité que vous avez terminé?

- 01 – Moins qu'un diplôme d'études secondaires ou l'équivalent
- 02 – Diplôme d'études secondaires ou équivalent
- 03 – Certificat ou diplôme d'apprenti inscrit ou d'une école de métiers
- 04 – Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- 05 – Certificat ou diplôme universitaire inférieur au baccalauréat
- 06 – Baccalauréat
- 07 – Diplôme universitaire supérieur au baccalauréat
- 99 – Je préfère ne pas répondre

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

- 01 – Working full-time, that is, 35 or more hours per week
- 02 – Working part-time, that is, less than 35 hours per week
- 03 – Self-employed
- 04 – Unemployed, but looking for work
- 05 – A student attending school full-time
- 06 – Retired
- 07 – Not in the workforce (full-time homemaker, unemployed, or not looking for work)
- 98 – Other
- 99 – Prefer not to answer

Laquelle des catégories suivantes décrit le mieux votre situation d'emploi actuelle?

- 01 – Employé(e) à temps plein (35 heures par semaine ou plus)
- 02 – Employé(e) à temps partiel (moins de 35 heures par semaine)
- 03 – Travailleur/travailleuse autonome
- 04 – Sans emploi, mais à la recherche d'un emploi
- 05 – Étudiant(e) à temps plein
- 06 – Retraité(e)
- 07 – Hors du marché du travail [Au foyer à plein temps, sans emploi, ne cherchant pas d'emploi]
- 98 – Autre
- 99 – Je préfère ne pas répondre

I. *Were you born in Canada or in another country?*

01 – In Canada

02 – Another country

Êtes-vous né(e) au Canada ou dans un autre pays?

01 – Au Canada

02 – Dans un autre pays

J. *Which of the following best describes your total household income last year, before taxes, from all sources for all household members?*

01 - Under \$20,000

02 - \$20,000 to just under \$40,000

03 - \$40,000 to just under \$60,000

04 - \$60,000 to just under \$80,000

05 - \$80,000 to just under \$100,000

06 - \$100,000 to just under \$150,000

07 - \$150,000 and above

99 – Prefer not to answer

Dans quelle échelle salariale se trouve votre revenu familial total, c'est-à-dire le total des revenus avant impôts de toutes les personnes habitant avec vous?

01 - Moins de 20 000 \$

02 - 20 000 \$ à un peu moins de 40 000 \$

03 - 40 000 \$ à un peu moins de 60 000 \$

04 - 60 000 \$ à un peu moins de 80 000 \$

05 - 80 000 \$ à un peu moins de 100 000 \$

06 - 100 000 \$ à un peu moins de 150 000 \$

07 - 150 000 \$ et plus

99 – Je préfère ne pas répondre

K. *What is your six-digit postal code?*

Veillez indiquer les six caractères de votre code postal.

IF K SKIPPED (ALLOW SKIP) ASK L

L. *Could you please give the first three places of your postal code?*

___ (ALLOW SKIP)

SI K = SAUTÉE (PERMETTRE AU RÉPONDANT DE SAUTER CETTE QUESTION), POSER DL

L Pourriez-vous indiquer les trois premiers caractères de votre code postal?

___ [PERMETTRE AU RÉPONDANT DE SAUTER CETTE QUESTION]

This completes the survey. On behalf of Canadian Heritage, thank you for your valuable input. In the coming months, the results of this survey will be available on the Library and Archives Canada website.

Voilà qui met fin au sondage. Au nom de Patrimoine canadien, nous vous remercions de nous avoir fait part de votre opinion. Les résultats de ce sondage seront accessibles sur le site Web de Bibliothèque et Archives Canada au cours des prochains mois.

ENGLISH/FRENCH END PAGE MESSAGES SHOWN TO RESPONDENTS
ANGLAIS/FRANÇAIS DERNIÈRE PAGE – MESSAGE PRÉSENTÉ AUX RÉPONDANTS

[SHOW TO ALL RESPONDENTS WHO DO NOT QUALIFY] We're sorry. You do not meet the qualifications for this survey. We sincerely thank you and appreciate your time, dedication, and continued participation in our online surveys.

[À TOUS LES RÉPONDANTS NON ADMISSIBLES, MONTRER] Nous sommes désolés, mais vous ne répondez pas aux critères de cette étude. Nous vous remercions sincèrement de nous avoir accordé ce temps, et nous vous sommes reconnaissants de votre collaboration et de votre participation soutenue à nos sondages en ligne.

[SHOW TO ALL RESPONDENTS WHO RECEIVE QUOTA FULL] Unfortunately the quota has been reached for your demographic and/or region. We sincerely thank you and appreciate your time, dedication, and continued participation in our online surveys.

[À TOUS LES RÉPONDANTS QUI CORRESPONDENT À UN QUOTA DÉJÀ ATTEINT] Malheureusement, le quota a été atteint pour votre profil démographique/région. Nous vous remercions sincèrement de nous avoir accordé ce temps, et nous vous sommes reconnaissants de votre collaboration et de votre participation soutenue à nos sondages en ligne.