
Survey of 1998 and 1999 Manitoba French Immersion Graduates

January 2002

**Educational Support Services Branch
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309-1181 Portage Avenue
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Pre-publication catalogue data, Manitoba Education, Training and Youth

440.707127 *Survey of 1998 and 1999 Manitoba French
Immersion Graduates*

ISBN 0-7711-2548-8

1. French language—Study and teaching
Manitoba. 2. High school graduates—Manitoba.
3. Educational surveys—Manitoba. 4. Education,
Bilingual—Manitoba. I. Manitoba. Direction des
services de soutien en éducation.

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Acknowledgements

Manitoba Education , Training and Youth would like to thank those who worked on the various teams participating in developing this study, *Survey of 1998 and 1999 Manitoba French Immersion Graduates*.

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SUMMARY

Language Skills Today

After completing their secondary studies, respondents indicated that it was important to maintain their knowledge of French. This has proven difficult for some of them.

As time passes since the completion of secondary schooling, respondents notice a decline in their ability to conduct certain activities in French.

In general, respondents saw themselves as capable of completing the activities listed to varying degrees. Very few of them saw themselves as unable, an average of 1.5% for the eleven listed activities.

French Language Use Today and Tomorrow

More than three quarters of respondents spoke French with friends at least once during the four months before the survey was conducted.

The category of respondents having the greatest average participation in French in listed activities was the group answering in French. The category with the lowest participation was males.

1998 respondents had a higher rate of participation in listed activities than did 1999 respondents.

The most used French-language computer technology tools are Internet search engines, word processors and e-mail.

The overwhelming majority of respondents (89.7%) thought it important or somewhat important to continue using French.

Post-Secondary Studies

The rate of participation in post-secondary studies is very high, with 77.4% of respondents attending a post-secondary institution at the time the survey was conducted. In 71.7% of cases, respondents had begun post-secondary studies the same year that they obtained their high school diplomas.

The first choice of more than four out of five respondents who were studying at the post-secondary level was university. The vast majority of respondents study in Manitoba, including 8.8% at the Collège universitaire de Saint-Boniface, and 2.4% at the École technique et professionnelle (Collège universitaire de Saint-Boniface).

Employment

Four out of five respondents are employed, with one quarter of this group working full-time.

Knowledge of French was useful in finding a job. It was required in 7.7% of cases, desirable in 39%.

Transition from French Language to English Language Courses

One quarter of respondents said they had difficulty, largely connected with vocabulary, and that the difficulty was temporary.

High Schools with an Immersion Program

Immersion schools were seen by respondents as offering more French support than dual-track schools.

The most frequent suggestion for improving the program was giving a greater presence to oral French and interaction.

Technology

More than 92% of respondents had access to e-mail, Internet search engines and word processors. About one third had access to these tools in French.

The Value of a French Immersion Education

Respondents were generally satisfied or very satisfied with their overall French Immersion experience.

The most important result of Immersion education is becoming bilingual.

1. Context

In February 1991, the Bureau de l'éducation française Division (BEF), in collaboration with the Planning, Research and Policy Co-ordination Branch, published a study on French Immersion graduates. Since that time, a few changes have been made to program delivery in this province. In 1991, Immersion enrolment reached its highest level, with a total of 19,751 students. Since that time, enrolment has declined steadily but not dramatically, and in 2000-2001 it stood at 17,291. This decline occurred despite the 1996 publication of the *Curriculum Policy for the French Immersion Program*, a document that gave the program the same official status as the regular English program and which sought to define the basic principles of the program in Manitoba.

The same decade saw the creation of French Immersion programs in several secondary schools throughout the province, even though today not all of them offer all the courses necessary for obtaining a provincial diploma in French Immersion.

Ten years after the first study, the BEF thought it was important once again to ask French Immersion graduates what they had to say about their years in Immersion. The themes covered were:

- language skills today;
- French language use today and tomorrow;
- post-secondary studies;
- employment;
- the transition from French language to English language courses;
- High Schools with an Immersion Program;
- technology;
- the value of a French Immersion education.

Throughout the document, the reader will find quotes taken directly from completed surveys. These quotes are presented in the language of choice of the respondent, French or English. We have provided an unofficial translation of the French comments in this report.

2. Methodology

The BEF contacted the school divisions/districts to obtain the names and addresses of French Immersion graduates for the years 1997-1998 and 1998-1999. In early October 2000, surveys were mailed to graduates. We accepted completed surveys until mid-January 2001.

| SCHOOLS | 1998 GRADUATES | | | 1999 GRADUATES | | | GRAND TOTAL |
|---|----------------|------------|------------|----------------|------------|------------|--------------|
| | FEMALES | MALES | TOTAL | FEMALES | MALES | TOTAL | |
| Collège Churchill | 7 | 12 | 19 | 11 | 11 | 22 | 41 |
| École secondaire Kelvin | 29 | 9 | 38 | 38 | 12 | 50 | 88 |
| École secondaire Sisler | 3 | 9 | 12 | 5 | 3 | 9 | 21 |
| Institut collégial Silver Heights | 23 | 18 | 41 | 37 | 26 | 63 | 104 |
| École secondaire Oak Park | 39 | 19 | 58 | 37 | 11 | 48 | 106 |
| Collège Béliveau | 30 | 19 | 49 | 80 | 35 | 115 | 164 |
| Institut collégial Vincent-Massey | 29 | 13 | 42 | 38 | 15 | 53 | 95 |
| Collège Jeanne-Sauvé | 65 | 51 | 116 | 63 | 50 | 113 | 229 |
| Institut collégial Miles-Macdonell | 34 | 14 | 48 | 36 | 12 | 48 | 96 |
| Institut collégial Garden City | 21 | 8 | 31 | 23 | 9 | 32 | 63 |
| École secondaire régionale Lord Selkirk | - | - | - | 6 | 3 | 9 | 9 |
| Collège P-E. Trudeau | 24 | 17 | 41 | 52 | 41 | 93 | 134 |
| École Powerview | 12 | 4 | 16 | 3 | 1 | 4 | 20 |
| École Schreyer | 2 | 2 | 4 | 4 | 3 | 7 | 11 |
| Institut collégial Saint-Norbert | 15 | 9 | 25 | 16 | 8 | 26 | 51 |
| Collège Lorette | - | - | - | - | - | - | - |
| Institut collégial Saint-Pierre | 14 | 14 | 28 | 14 | 5 | 19 | 47 |
| Institut collégial Saint-Paul | 4 | 6 | 10 | 7 | 6 | 13 | 23 |
| Institut collégial Portage | 11 | 5 | 16 | 6 | 1 | 7 | 23 |
| École secondaire régionale Swan Valley | - | - | - | 3 | 2 | 5 | 5 |
| École secondaire Neelin | 11 | 6 | 17 | 10 | 2 | 12 | 29 |
| Institut collégial Margaret Barbour | 5 | 5 | 10 | 5 | 1 | 6 | 16 |
| Institut collégial R. D. Parker | 4 | 3 | 7 | 12 | 3 | 15 | 22 |
| TOTAL | 382 | 240 | 628 | 506 | 260 | 769 | 1,397 |

Overview of follow-ups and details on completed surveys:

- ▷ Telephone follow-up: October 25 and 30, and November 7, 2000: 752 calls / messages;
- ▷ Second mail-out: 92 surveys;
- ▷ Returned unopened: 47, no follow-up;
- ▷ Not mailed, no address: 17;
- ▷ Total mailed, total names of graduates: 1,397;
- ▷ Total responses received: 420;
- ▷ Response rate: $420 / [1,397 - (47 + 17)] = 31.5 \%$.

Returned

| SCHOOL | TOTAL SENT | TOTAL RECEIVED | RESPONSE RATE IN % |
|---|--------------|----------------|--------------------|
| Collège Churchill | 41 | 10 | 24.4 |
| École secondaire Kelvin | 88 | 23 | 26.1 |
| École secondaire Sisler | 21 | 5 | 23.8 |
| Institut collégial Silver Heights | 104 | 24 | 23.1 |
| École secondaire Oak Park | 106 | 27 | 25.5 |
| Collège Béliveau | 164 | 46 | 28.0 |
| Institut collégial Vincent-Massey | 95 | 32 | 33.7 |
| Collège Jeanne-Sauvé | 229 | 77 | 33.6 |
| Institut collégial Miles-Macdonell | 96 | 36 | 37.5 |
| Institut collégial Garden City | 63 | 21 | 33.3 |
| École secondaire régionale Lord Selkirk | 9 | 5 | 55.6 |
| Collège P. E. Trudeau | 134 | 42 | 31.3 |
| École Powerview | 20 | 8 | 40.0 |
| École E. Schreyer | 11 | 3 | 27.3 |
| Institut collégial Saint-Norbert | 51 | 15 | 29.4 |
| Collège Lorette | - | - | - |
| Institut collégial Saint-Pierre | 47 | 10 | 21.3 |
| Institut collégial Saint-Paul | 23 | 6 | 26.1 |
| Institut collégial Portage | 23 | 5 | 21.7 |
| École secondaire R. Swan Valley | 5 | 1 | 20.0 |
| École secondaire Neelin | 29 | 10 | 34.5 |
| Institut collégial Margaret Barbour | 16 | 1 | 6.3 |
| Institut collégial R. D. Parker | 22 | 6 | 27.3 |
| Others received | | 7* | |
| Returned unopened | (64) | | |
| TOTAL | 1,333 | 420 | 31.5 |

* Note: for these seven surveys, it was impossible to determine the school of origin and thus placement in a category of analysis.

Analysis

Results are presented according to the following analyses and comparisons, where appropriate:

- a) **Frequency.** The complete sample (N=420) is divided among the categories included in the survey question, or according to categories of analysis for open-ended questions.
- b) **Males/Females.** This category compares males' responses (N=109) with females' (N=304).
- c) **1998 and 1999.** This category compares 1998 graduates (N=196) with 1999 graduates (N=218). For some questions, such as those dealing with current French proficiency, it is useful to see whether the passage of time has had an effect on graduates' perceptions of their language skills.
- d) **Credits.** The report presents graduates according to the number of credits taken in courses taught in French. The first category of graduates obtained less than 14 credits (N=71); the second, from 14 to 21 credits (N=157). The third category consists of students who had more than 21 credits for courses taught in French (N=185). Note that in order to obtain a provincial French Immersion diploma, graduates must take at least 14 credits in courses taught in French, as per the *Curriculum Policy for the French Immersion Program*.
- e) **Winnipeg/Rural.** This category compares graduates according to place of study. Two categories were created: Winnipeg (N=365) and Outside of Winnipeg (N=55). The Institut collégial de Saint-Norbert was included in the Winnipeg category.
- f) **Responses in French/English.** This category compares graduates answering in French (N=93) and English (N=327).
- g) **Immersion Centre/Dual-Track School.** The last category compares the type of secondary school. Two categories were studied: Immersion Centres (N=175) and Dual-Track Schools (N=238).

Categories

| GENDER | 1998 | 1999 | TOTAL |
|--------------|------------|------------|------------|
| Females | 138 | 166 | 304 |
| Males | 57 | 52 | 109 |
| TOTAL | 195 | 218 | 413 |

| GENDER | RESPONDING IN | | TOTAL |
|--------------|---------------|------------|------------|
| | FRENCH | ENGLISH | |
| 1998 | 36 | 160 | 196 |
| 1999 | 55 | 163 | 218 |
| TOTAL | 91 | 323 | 414 |

| GENDER | RESPONDING IN | | TOTAL |
|--------------|---------------|------------|------------|
| | FRENCH | ENGLISH | |
| Females | 73 | 231 | 304 |
| Males | 18 | 91 | 109 |
| TOTAL | 91 | 322 | 413 |

| CREDITS FOR COURSES IN FRENCH | | | | |
|-------------------------------|-----------|------------|------------|------------|
| YEAR | <14 | 14-21 | >21 | TOTAL |
| 1998 | 20 | 84 | 91 | 195 |
| 1999 | 50 | 73 | 94 | 217 |
| TOTAL | 70 | 157 | 185 | 412 |

| CREDITS FOR COURSES IN FRENCH | | | | |
|-------------------------------|-----------|------------|------------|------------|
| GENDER | <14 | 14-21 | >21 | TOTAL |
| Females | 53 | 127 | 123 | 303 |
| Males | 17 | 29 | 62 | 108 |
| TOTAL | 70 | 156 | 185 | 411 |

| YEAR | WINNIPEG | RURAL MANITOBA | TOTAL |
|--------------|------------|----------------|------------|
| 1998 | 171 | 25 | 196 |
| 1999 | 188 | 30 | 218 |
| TOTAL | 359 | 55 | 414 |

| GENDER | WINNIPEG | RURAL MANITOBA | TOTAL |
|--------------|------------|----------------|------------|
| Females | 262 | 42 | 304 |
| Males | 96 | 13 | 109 |
| TOTAL | 358 | 55 | 413 |

| YEAR | IMMERSION CENTRE | DUAL-TRACK SCHOOL | TOTAL |
|--------------|------------------|-------------------|------------|
| 1998 | 89 | 107 | 196 |
| 1999 | 86 | 132 | 218 |
| TOTAL | 175 | 239 | 414 |

| GENDER | IMMERSION CENTRE | DUAL-TRACK SCHOOL | TOTAL |
|--------------|------------------|-------------------|------------|
| Females | 116 | 188 | 304 |
| Males | 59 | 50 | 109 |
| TOTAL | 175 | 238 | 413 |

| RESPONDING IN | WINNIPEG | RURAL MANITOBA | TOTAL |
|---------------|------------|----------------|------------|
| French | 81 | 10 | 91 |
| English | 278 | 45 | 323 |
| TOTAL | 359 | 55 | 414 |

| CREDITS COURSES IN FRENCH | IMMERSION CENTRE | DUAL - TRACK SCHOOL | TOTAL |
|---------------------------|------------------|---------------------|------------|
| <14 | 1 | 69 | 70 |
| 14-21 | 1 | 156 | 157 |
| >21 | 172 | 13 | 185 |
| TOTAL | 174 | 238 | 412 |

| CREDITS COURSES IN FRENCH | WINNIPEG | RURAL MANITOBA | TOTAL |
|---------------------------|------------|----------------|------------|
| <14 | 47 | 23 | 70 |
| 14-21 | 125 | 32 | 157 |
| >21 | 185 | 0 | 185 |
| TOTAL | 357 | 55 | 412 |

| RESPONDING IN | IMMERSION CENTRE | DUAL-TRACK SCHOOL | TOTAL |
|---------------|------------------|-------------------|------------|
| French | 45 | 46 | 91 |
| English | 130 | 193 | 323 |
| TOTAL | 175 | 239 | 414 |

| PLACE | IMMERSION CENTRE | DUAL - TRACK SCHOOL | TOTAL |
|----------------|------------------|---------------------|------------|
| Winnipeg | 174 | 183 | 357 |
| Rural Manitoba | 0 | 55 | 55 |
| TOTAL | 238 | 174 | 412 |

3. Results

A – Theme: Language Skills Today (Survey Questions 1, 2, 3, 9a) *

“If you don’t keep it up, you lose it very quickly.”

1. The first question asked Immersion graduates to assess the current state of their knowledge of the French language by comparing it to the knowledge they had of the language at the conclusion of their secondary studies.

| QUESTION 1: CURRENT KNOWLEDGE OF FRENCH COMPARED TO KNOWLEDGE AT CONCLUSION OF SECONDARY STUDIES (%) | |
|--|------------|
| Greatly Improved | 12.6 |
| Somewhat Improved | 15.5 |
| Stayed The Same | 18.8 |
| Somewhat Decreased | 47.1 |
| Greatly Decreased | 5.7 |
| No Response | 0.2 |
| TOTAL N=420 | 100 |

Frequency

Slightly more than one quarter of respondents felt that their knowledge of French had improved.

Credits

The table below groups students by the number of credits obtained for courses taken in French by the conclusion of S4.

* The survey appears in the Appendix.

Respondents who had obtained the greatest number of credits were more likely to state that their knowledge of the language had improved in comparison with respondents from the two other categories. Similarly, these same respondents judged that their French language skills had diminished less than those of students in the two other categories.

| QUESTION 1: CURRENT KNOWLEDGE OF FRENCH COMPARED TO KNOWLEDGE AT CONCLUSION OF SECONDARY STUDIES | | | | |
|---|-----------------------|----------------------|-----------------------|----------------------|
| | IMPROVED (%) | SAME (%) | DECREASED (%) | TOTAL (%) |
| Fewer than 14 Credits N=71 | 21.2 | 19.7 | 59.2 | 100 |
| From 14 to 21 Credits N=157 | 24.2 | 19.7 | 56.1 | 100 |
| More than 21 Credits N=185 | 34.6 | 17.3 | 48.1 | 100 |
| TOTAL N=413 | 28.3 N=117 | 18.6 N=77 | 53.0 N=219 | 100 N=413 |

The inverse was true of the respondents with the fewest credits. That is, a smaller percentage felt that they had improved their knowledge of French since the conclusion of secondary studies, compared with the two other categories, and a greater percentage felt that they had suffered a decrease.

Responses in French/English

| QUESTION 1: CURRENT KNOWLEDGE OF FRENCH COMPARED TO KNOWLEDGE AT CONCLUSION OF SECONDARY STUDIES | | | | |
|---|-----------------------|----------------------|-----------------------|----------------------|
| | IMPROVED (%) | SAME (%) | DECREASED (%) | TOTAL (%) |
| Responding in English | 19.5 | 19.6 | 60.8 | 100 |
| Responding in French | 58.7 | 16.3 | 25.0 | 100 |
| TOTAL | 28.2 N=118 | 18.9 N=79 | 53.0 N=222 | 100 N=419 |

Graduates responding in French noted more improvement and less decrease in French knowledge than did their counterparts answering in English. This suggests that this category of respondents has made efforts to use French since leaving secondary school, and not just in order to complete surveys!

“In high school and before I wasn’t always convinced that French was all that necessary. But now that I’ve experienced being with French people I know how lucky I am.”

2. Question 2 asked about the importance that graduates placed on maintaining their knowledge of French after the conclusion of secondary schooling (and also sought the opinions of parents and friends).

| QUESTION 2a: IMPORTANCE OF MAINTAINING LEVEL OF FRENCH PROFICIENCY ACCORDING TO GRADUATES | | | | | | |
|---|------------------------|---------------|--------------------------|----------------------|-----------------|--------------------|
| VERY IMPORTANT (%) | SOMEWHAT IMPORTANT (%) | UNCERTAIN (%) | SOMEWHAT UNIMPORTANT (%) | NOT AT ALL IMPORTANT | NO RESPONSE (%) | TOTAL (%) N=420 |
| 39.8 | 46.4 | 7.6 | 5.7 | 0.5 | 0 | 100 |

Frequency

These figures make it clear that the vast majority of survey respondents feel maintaining French proficiency is important. The sum of those answering *Very Important* or *Somewhat Important* was 86.2% of respondents, with 6.2% choosing *Somewhat Unimportant* or *Not At All Important*.

Males/Females

Differences were noted. While 77.9% of males stated that maintaining proficiency was important (and 11.9% said it was not), 89.5% of females said it was important (and 4.2% said the opposite).

Credits

The graduates with the most credits said it was very important to maintain French language proficiency. However, when the categories *Very Important* and *Somewhat Important* are combined, there are few differences between those with more or less credits for courses taken in French.

Winnipeg/Rural

While 85.5 % of Winnipeg respondents chose the categories *Very Important* or *Somewhat Important*, 92.8% of respondents outside of Winnipeg did the same thing.

Responses in French/English

| QUESTION 2a: IMPORTANCE OF MAINTAINING LEVEL OF FRENCH PROFICIENCY ACCORDING TO GRADUATES | | | | | | |
|--|---------------------------|-------------------------------|----------------------|---------------------------------|---------------------------------|------------------|
| | VERY IMPORTANT (%) | SOMEWHAT IMPORTANT (%) | UNCERTAIN (%) | SOMEWHAT UNIMPORTANT (%) | NOT AT ALL IMPORTANT (%) | TOTAL (%) |
| Responding in English N=327 | 32.1 | 52.6 | 8.6 | 6.4 | 0.3 | 100 |
| Responding in French N=93 | 66.7 | 24.7 | 4.3 | 3.2 | 1.1 | 100 |
| TOTAL N=420 | 39.8 | 46.4 | 7.6 | 5.7 | 0.5 | 100 |

There was a marked difference between the two types of respondents. Those answering in French were twice as likely to judge maintaining French proficiency as very important than were those responding in English. The difference is less pronounced when the *Very Important* and *Somewhat Important* categories are combined.

| QUESTION 2b: IMPORTANCE OF MAINTAINING LEVEL OF FRENCH PROFICIENCY ACCORDING TO PARENTS OR GUARDIANS | | | | | | |
|---|-------------------------------|----------------------|---------------------------------|---------------------------------|------------------------|------------------|
| VERY IMPORTANT (%) | SOMEWHAT IMPORTANT (%) | UNCERTAIN (%) | SOMEWHAT UNIMPORTANT (%) | NOT AT ALL IMPORTANT (%) | NO RESPONSE (%) | TOTAL (%) |
| 39.3 | 37.9 | 14.5 | 4.3 | 1.4 | 2.6 | 100 |

| QUESTION 2c: IMPORTANCE OF MAINTAINING LEVEL OF FRENCH PROFICIENCY ACCORDING TO FRIENDS | | | | | | |
|--|-------------------------------|----------------------|---------------------------------|---------------------------------|------------------------|----------------------------|
| VERY IMPORTANT (%) | SOMEWHAT IMPORTANT (%) | UNCERTAIN (%) | SOMEWHAT UNIMPORTANT (%) | NOT AT ALL IMPORTANT (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
| 6.4 | 27.4 | 37.0 | 17.4 | 8.8 | 2.9 | 100 |

Respondents said that their parents and friends placed less importance on maintaining French language proficiency than they did.

“I am going to Montréal in the summer of 2001 and I am very excited to practice and evaluate my French.”

3. Question 3 had graduates note the steps they had taken (if any) since the conclusion of secondary schooling in order to maintain or improve their knowledge of the French language.

| QUESTION 3: STEPS TAKEN TO MAINTAIN KNOWLEDGE OF FRENCH | | | | | | | | |
|---|-------------|----------|------------|------------------|-------------|-----------|-----------------|-------|
| | COURSES (%) | WORK (%) | TRAVEL (%) | USING FRENCH (%) | NOTHING (%) | OTHER (%) | NO RESPONSE (%) | TOTAL |
| First Choice of Graduates N=413 | 30.0 | 9.4 | 5.6 | 25.2 | 12.8 | 7.0 | 9.9 | 100 |
| Overall Choices of Graduates N=537 | 26.4 | 14.2 | 8.4 | 31.3 | 10.6 | 1.0 | Not included | 100 |

Frequency

For open-ended questions, respondents could give three answers. Data are presented in two ways. The first shows the respondent’s first choice, the second compiles all responses for all respondents and does not include non-responses. The first choice of 30% of graduates was taking courses. Overall (N=420), 49 were enrolled at Collège universitaire de Saint-Boniface, or had been in the past, for a total of 11.7% of all respondents. Other graduates were taking, or had taken, university French courses (17.6%). Less than one per cent of respondents had taken other types of French courses, such as those offered by the *Alliance française*.

The second most frequent activity of respondents to maintain French language skills was using the language. This was the first choice of 25.2% of respondents. This category includes speaking French, reading and watching/listening (television, radio, movies, music).

It is interesting to note that 12.8% of respondents said they had done nothing to maintain or improve their knowledge of the French language.

“umm... nothin”

Males/Females

| QUESTION 3: STEPS TAKEN TO MAINTAIN KNOWLEDGE OF FRENCH | | | | | | | | |
|---|-------------|----------|------------|------------------|-------------|-----------|-----------------|--------------------|
| FIRST CHOICE | COURSES (%) | WORK (%) | TRAVEL (%) | USING FRENCH (%) | NOTHING (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) N-413 |
| Females N=304 | 32.2 | 10.9 | 5.3 | 22.7 | 11.8 | 8.2 | 7.9 | 100 |
| Males N=109 | 21.1 | 5.5 | 6.4 | 32.1 | 15.6 | 3.7 | 15.6 | 100 |

A comparison of male and female responses shows that the latter are more likely to take courses in order to maintain their knowledge of French. However, the former are more likely to use the language, through speaking, reading or watching and listening to programs.

1998 and 1999

| QUESTION 3: STEPS TAKEN TO MAINTAIN KNOWLEDGE OF FRENCH | | | | | | | | |
|---|-------------|----------|------------|------------------|-------------|-----------|-----------------|--------------------|
| FIRST CHOICE | COURSES (%) | WORK (%) | TRAVEL (%) | USING FRENCH (%) | NOTHING (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) N-413 |
| 1998 Graduates N=196 | 32.7 | 8.7 | 7.7 | 26.5 | 10.2 | 6.1 | 8.2 | 100 |
| 1999 Graduates N=218 | 28.0 | 10.1 | 3.7 | 23.9 | 15.1 | 7.8 | 11.5 | 100 |

The few small differences between the two groups can be explained quite naturally and are likely caused by the categories themselves. The fact that 1999 graduates traveled less may well be explained by them having had less time to do so than did 1998 graduates. The fact that the latter group was more likely to choose *Nothing* is not surprising. They are probably less aware of the negative effects of this decision than are the 1998 graduates, who have felt these effects over a longer time.

Credits

| QUESTION 3: STEPS TAKEN TO MAINTAIN KNOWLEDGE OF FRENCH | | | | | | | | |
|---|-----------------------|---------------------|---------------------|-----------------------|----------------------|---------------------|---------------------|----------------------|
| FIRST CHOICE | COURSES (%) | WORK (%) | TRAVEL (%) | USING FRENCH (%) | NOTHING (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) |
| Fewer than 14 Credits N=71 | 32.4 | 8.5 | 0 | 22.5 | 9.9 | 15.5 | 11.3 | 100 |
| From 14 to 21 Credits N=157 | 24.8 | 7.0 | 7.0 | 25.5 | 15.9 | 8.9 | 10.8 | 100 |
| More than 21 Credits N=185 | 33.5 | 11.9 | 6.5 | 25.4 | 11.9 | 2.2 | 8.6 | 100 |
| TOTAL % N | 30.0 N=124 | 9.4 N=39 | 5.6 N=23 | 24.9 N=103 | 13.1 N=54 | 7.0 N=29 | 9.9 N=41 | 100 N=413 |

Overall, regardless of the number of credits for courses taken in French by the conclusion of secondary schooling, the two most common steps taken to maintain or improve French knowledge are taking courses and using the language. One surprising piece of data is the fact that among respondents with fewer than 14 credits, no one took a trip that would have allowed French to be used.

« Je prends des cours en français à l'université. »
[I'm taking courses in French at university.]

Responses in French/English

| QUESTION 3: STEPS TAKEN TO MAINTAIN KNOWLEDGE OF FRENCH | | | | | | | | |
|---|-------------|----------|------------|------------------|-------------|-----------|-----------------|-----------|
| FIRST CHOICE | COURSES (%) | WORK (%) | TRAVEL (%) | USING FRENCH (%) | NOTHING (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) |
| Responding in English | 27.2 | 8.6 | 4.9 | 25.7 | 15.0 | 7.0 | 11.6 | 100 |
| Responding in French | 39.8 | 11.8 | 7.5 | 24.7 | 5.4 | 6.5 | 4.3 | 100 |

Graduates who answered in French were more likely to have taken courses than were those who answered in English. The latter more often chose to do nothing than did those who answered in French. Those who answered in French are probably more committed to maintaining proficiency.

4. Question 9a asks graduates to assess their ability to complete particular activities in French.

“Talking with friends in French for fun.”

Frequency

The low rate of response for the *Unable To Do* category is remarkable. The three other categories describe the level of difficulty associated with accomplishing the task. In general, all activities were deemed possible by all respondents, even if the level of difficulty was quite high for some activities (20.2% and 22.1%).

| QUESTION 9A TASKS IN FRENCH | WITH NO DIFFICULTY % | WITH SOME DIFFICULTY % | CONSIDERABLE DIFFICULTY % | UNABLE TO DO % | NO RESPONSE % | TOTAL % |
|---|----------------------------|------------------------------|---------------------------------|----------------------|---------------------|------------|
| Read a newspaper | 51.0 | 43.8 | 1.7 | 0.5 | 3.1 | 100 |
| Write a letter | 30.2 | 57.6 | 7.6 | 0.7 | 3.8 | 100 |
| Write a report | 21.4 | 58.6 | 14.3 | 1.2 | 4.5 | 100 |
| Talk with friends | 51.9 | 42.6 | 3.1 | 1.0 | 1.4 | 100 |
| Engage in a group discussion | 40.7 | 48.1 | 6.9 | 1.4 | 2.9 | 100 |
| Talk with francophones from Canada | 31.0 | 51.9 | 14.3 | 1.4 | 1.4 | 100 |
| Talk with francophones from outside Canada | 19.5 | 50.5 | 22.1 | 3.1 | 4.8 | 100 |
| Participate in an interview | 19.8 | 52.6 | 20.2 | 2.4 | 5.0 | 100 |
| Listen to a news broadcast | 52.9 | 38.3 | 5.7 | 1.4 | 1.7 | 100 |
| Listen to the radio | 52.6 | 36.9 | 6.4 | 1.4 | 2.6 | 100 |
| Watch a movie | 44.5 | 43.6 | 8.3 | 1.9 | 1.7 | 100 |

The tasks ranked as easiest to perform were reading a newspaper and speaking with friends. The most difficult were talking with francophones from outside Canada and participating in an interview.

1998 and 1999

Slight differences are noted when 1998 and 1999 graduates are compared. Generally, the most recent graduates (1999) chose *With No Difficulty* and *With Some Difficulty* more frequently than did 1998 graduates. The class of 1998 was more likely to experience a bit more difficulty in accomplishing a task, or was more likely to be unable to accomplish it for 9 of the 11 activities listed. The results would seem to indicate that as time passes after the completion of secondary schooling, graduates note a decline in their ability to conduct particular activities in French.

| QUESTION 9a TASKS IN FRENCH | TOTAL FOR CATEGORIES WITH NO DIFFICULTY AND WITH SOME DIFFICULTY (%) | | TOTAL FOR CATEGORIES WITH CONSIDERABLE DIFFICULTY AND UNABLE TO DO (%) | |
|---|---|------|---|------|
| | 1998 | 1999 | 1998 | 1999 |
| | Read a newspaper | 93.4 | 95.9 | 2.0 |
| Write a letter | 84.7 | 90.8 | 10.2 | 6.5 |
| Write a report | 77.0 | 83.9 | 16.8 | 13.3 |
| Talk with friends | 91.9 | 96.8 | 6.6 | 1.8 |
| Engage in a group discussion | 84.1 | 93.1 | 11.2 | 5.5 |
| Talk with francophones from Canada | 80.1 | 84.9 | 16.8 | 15.2 |
| Talk with francophones from outside Canada | 66.3 | 72.9 | 27.6 | 23.4 |
| Participate in an interview | 69.9 | 74.3 | 23.0 | 22.5 |
| Listen to a news broadcast | 89.3 | 92.6 | 8.1 | 6.4 |
| Listen to the radio | 87.7 | 90.8 | 8.6 | 7.3 |
| Watch a movie | 87.7 | 88.5 | 9.7 | 10.5 |

Credits

| QUESTION 9a TASKS IN FRENCH | TOTAL FOR CATEGORIES WITH NO DIFFICULTY AND WITH SOME DIFFICULTY (%) | | | TOTAL FOR CATEGORIES WITH CONSIDERABLE DIFFICULTY AND UNABLE TO DO (%) | | |
|--|--|---------------------|-------------|---|---------------------|----------------|
| | <14 CREDITS | 14 TO 21 CREDITS | >21 CREDITS | <14 CREDITS | 14 TO 21 CREDITS | >21 CREDITS |
| Read a newspaper | 93.0 | 92.3 | 97.3 | 5.6 | 2.5 | 0.5 |
| Write a letter | 84.5 | 87.3 | 89.2 | 14.1 | 7.0 | 7.6 |
| Write a report | 76.1 | 87.9 | 81.6 | 21.1 | 12.7 | 14.6 |
| Talk with friends | 93.0 | 93.6 | 95.6 | 5.6 | 4.5 | 3.2 |
| Engage in a group discussion | 88.7 | 86.6 | 90.2 | 9.9 | 9.5 | 7.0 |
| Talk with francophones from Canada | 80.2 | 80.3 | 85.5 | 18.3 | 17.8 | 13.5 |
| Talk with francophones from outside Canada | 74.7 | 65.6 | 71.9 | 23.9 | 27.4 | 23.8 |
| Participate in an interview | 67.6 | 70.0 | 75.1 | 31.0 | 22.3 | 20.5 |
| Listen to a news broadcast | 88.7 | 89.2 | 93.5 | 9.9 | 7.6 | 6.0 |
| Listen to the radio | 87.3 | 85.4 | 94.0 | 11.3 | 9.5 | 4.9 |
| Watch a movie | 87.3 | 85.3 | 90.9 | 12.7 | 12.1 | 7.5 |

Generally speaking, the group of respondents with more than 21 credits for courses taken in French saw itself as being more capable of conducting the listed tasks. In the table above, categories are combined to include *With No Difficulty* and *With Some Difficulty* in one column, and *With Considerable Difficulty* and *Unable To Do* in the other. The results suggest that students with more credits see themselves as more able to carry out these activities. This observation mirrors research in second languages. Students' language ability is connected with the number of hours spent learning the second language.

For the task *Talk with francophones from outside Canada*, results are surprising, firstly because this task was seen as one of the most difficult by all respondents, and secondly because graduates with fewer credits for courses taken in French judged it easier than the other tasks. Is this because the task is conducted less frequently than others? Indeed, in Part B of the question, only 32.1% of respondents said they have spoken with francophones from outside of Canada.

French/English

When the average for *With No Difficulty* is calculated, the difference between those responding in French and those responding in English is noteworthy. For the first group, the average was 44.2%, for the latter, 35.9%. Graduates who responded to the survey in French saw themselves as more able to carry out the tasks listed in French.

Summary – Theme: Language Skills Today

Graduates, and females more so than males, thought it important to maintain their knowledge of French at the conclusion of secondary schooling. Some students found doing so difficult. The percentage of graduates who feel they suffered decreased French knowledge since the conclusion of secondary studies is high (over 50%), and is even higher among males. One possible explanation is that French Immersion graduates have not found the means to maintain or improve knowledge of French in their post-secondary studies. This observation supports the analysis by John Ralston Saul, who described the slowness of universities to take account of these new, bilingual graduates in the way courses and programs are delivered.¹

Graduates who obtained diplomas with more credits for courses taken in French noted more often than others an improvement in their knowledge of French. The same was true for respondents who attended French Immersion centres rather than dual-track schools.

Taking courses and *Using French* were the most frequent choices mentioned by respondents as steps taken to maintain or improve their knowledge of French after the conclusion of post-secondary schooling. Respondents felt they had differing degrees of ability with regard to conducting the tasks listed in French. Very few felt unable to do so, 1.5% on average for the eleven activities in question. Graduates who received diplomas with the most credits for courses taken in French saw themselves as more capable than other students.

¹ John Ralston Saul, “Bilingualism Ready for Second Wave,” *National Post*, April 5, 2001.

B – Theme: French Language Use Today and Tomorrow (Survey Questions 9b, 10b, 21 et 22) *

“It is extremely important for students to have the choice of French Immersion – it becomes important later on in life!”

1. The first question in this theme is 9b, which asks graduates to indicate which of the listed tasks they carried out in French over the last four months.

Frequency

| QUESTION 9b TASKS IN FRENCH IN ORDER OF FREQUENCY BY FIRST COLUMN | CONDUCTED IN FRENCH OVER THE LAST FOUR MONTHS | | | N=420 TOTAL (%) |
|--|---|-----------|--------------------|-----------------------|
| | YES (%) | NO (%) | NO RESPONSE (%) | |
| Read a newspaper | 77.9 | 19.3 | 2.9 | 100 |
| Write a letter | 66.2 | 30.5 | 3.3 | 100 |
| Write a report | 63.1 | 34.3 | 2.6 | 100 |
| Talk with friends | 51.9 | 44.5 | 3.6 | 100 |
| Engage in a group discussion | 50.0 | 46.7 | 3.3 | 100 |
| Talk with francophones from Canada | 42.4 | 54.3 | 3.3 | 100 |
| Talk with francophones from outside Canada | 37.1 | 59.5 | 3.3 | 100 |
| Participate in an interview | 32.1 | 64.3 | 3.6 | 100 |
| Listen to a news broadcast | 30.2 | 66.4 | 3.3 | 100 |
| Listen to the radio | 22.1 | 74.0 | 3.6 | 100 |
| Watch a movie | 16.9 | 78.8 | 4.3 | 100 |

The most frequent French-language activity was *Talk with friends*, followed by *Listen to a news broadcast*. The least frequent activity was *Participate in an interview*, followed by *Write a report*. It seems to us that respondents’ use of French is nonetheless very limited, given the fact that the question asked refers to a four-month period.

“Being in the French Immersion program made me appreciate other cultures and languages.”

* The survey appears in the Appendix.

« ...*l'apprentissage du français m'a servi comme excellente base pour commencer l'espagnol.* »
 [...learning French was an excellent foundation to start Spanish.]

Males/Females

| QUESTION 9b TASKS IN FRENCH IN ORDER OF FREQUENCY BY FIRST COLUMN | CONDUCTED IN FRENCH OVER THE LAST FOUR MONTHS | | | |
|--|---|-----------------|---------------|-----------------|
| | MALES/N=109 | | FEMALES/N=304 | |
| | YES (%) | NO RESPONSE (%) | YES (%) | NO RESPONSE (%) |
| Read a newspaper | 76.1 | 4.6 | 78.9 | 2.3 |
| Write a letter | 65.1 | 5.5 | 66.1 | 2.6 |
| Write a report | 61.5 | 3.7 | 63.5 | 2.3 |
| Talk with friends | 47.7 | 5.5 | 53.3 | 3.0 |
| Engage in a group discussion | 45.0 | 3.7 | 52.0 | 3.3 |
| Talk with francophones from Canada | 41.3 | 5.5 | 43.1 | 2.6 |
| Talk with francophones from outside Canada | 30.3 | 5.5 | 39.8 | 2.6 |
| Participate in an interview | 29.4 | 5.5 | 33.9 | 3.0 |
| Listen to a news broadcast | 22.9 | 4.6 | 32.6 | 3.0 |
| Listen to the radio | 14.7 | 4.6 | 25.3 | 3.3 |
| Watch a movie | 11.9 | 5.5 | 19.1 | 3.9 |

Females had a higher rate of participation for all tasks listed. The greatest difference was in the category *Write a report*, at 10.6%. This task was one of the least frequently performed of all. The smallest difference was noted for the most frequent task, *Talk with friends*, and was 2.8%. It should also be noted that the order of frequency for these tasks was the same for both groups.

1998 and 1999

It is interesting to note that 1998 respondents accomplished the listed tasks more frequently than did

« ...*j'étais fière d'être capable de communiquer en français. Mais je me sentais pas à l'aise de le faire hors école à l'oral ou à l'écrit.* »
 [...I was proud of being able to communicate in French. However, I didn't feel comfortable doing so orally or in writing outside of school.]

1999 respondents, whereas in the first part of the question (Section A of this report) the same 1998 respondents said they felt less able to conduct them. The average for all tasks conducted in French over the last four months was 46.4% among 1998 respondents and 43.1% for 1999 respondents. The 1998 respondents carried out all tasks more frequently, with the exception of *Talk with francophones from outside Canada* and *Listen to a news broadcast*.

Credits

| QUESTION 9b TASKS IN FRENCH IN ORDER OF FREQUENCY BY FIRST COLUMN | CONDUCTED IN FRENCH OVER THE LAST FOUR MONTHS | | | | | |
|--|---|--------------------|--------------------------------|--------------------|-----------------------|--------------------|
| | <14 CREDITS (N=71) | | 14 TO 21 CREDITS (N=157) | | 21 CREDITS (N=185) | |
| | (%) | NO RESPONSE (%) | (%) | NO RESPONSE (%) | (%) | NO RESPONSE (%) |
| Talk with friends | 84.5 | 1.4 | 75.2 | 4.5 | 78.9 | 2.2 |
| Listen to a news broadcast | 67.6 | 4.2 | 63.7 | 4.5 | 67.6 | 2.2 |
| Talk with francophones from Canada | 56.3 | 2.8 | 54.8 | 3.8 | 72.4 | 1.6 |
| Listen to the radio | 54.9 | 2.8 | 53.5 | 5.1 | 50.3 | 2.7 |
| Engage in a group discussion | 50.7 | 2.8 | 40.1 | 4.5 | 41.6 | 2.7 |
| Watch a movie | 47.9 | 2.8 | 37.6 | 5.7 | 61.6 | 1.6 |
| Read a newspaper | 28.2 | 4.2 | 38.2 | 4.5 | 40.0 | 2.2 |
| Talk with francophones from outside Canada | 28.2 | 4.2 | 29.3 | 5.1 | 31.9 | 1.6 |
| Write a letter | 25.4 | 2.8 | 29.3 | 5.7 | 38.4 | 2.2 |
| Write a report | 16.9 | 4.2 | 19.1 | 5.7 | 27.6 | 1.6 |
| Participate in an interview | 12.7 | 5.6 | 16.6 | 6.4 | 19.5 | 2.2 |
| Average of all tasks | 43.0 | | 38.9 | | 48.2 | |

Analysis of this table reveals that respondents with more than 21 credits for courses taken in French were the most likely to have conducted the tasks listed, in French, over the last four months. However, in the case of particular tasks, the group with the fewest credits participated in the greatest numbers. Do French Immersion graduates with more credits for courses taken in French participate the most often in tasks and activities in French? The answer is a mitigated yes. The correlation between credits and tasks is not direct because those with the least credits for courses taken in French participated more than the group with from 14 to 21 such credits.

« C'était excellent d'avoir la chance de rejoindre d'autres élèves francophones à travers des échanges. »

[It was great to have been given the opportunity to meet other francophone students in exchange programs.]

Winnipeg/Rural

The most frequent task for both groups was *Talk with friends*, at 79.6% for Winnipeg respondents and 87.0% for those outside the city. For the Winnipeg group, the least common task was *Participate in an interview* at 16.9%. For the rural group, the least frequent task was *Write a report* at 22.2%. The average for all tasks accomplished in French over the last four months was 45.8% for the Winnipeg group, and 48.6% for the rural group.

Responses in French/English

The average for the group responding in French was 59.5% for all tasks. For the group responding in English, the same average was 40.3%. The greatest difference between the two groups was noted for the activity *Watch a movie* (27%). The smallest difference was recorded for *Listen to a news broadcast* (8.9%).

Immersion Centre/Dual-Track School

For all activities, the average of respondents who had carried them out in French over the last four months was 48.8% for centres, and 43.5% for dual-track schools. The tasks with the greatest differences were *Engage in a group discussion* (a difference of 23.4%, or 65.3% vs 41.9% in favour of centres) and *Talk with francophones from Canada* (75.1% and 57.0%, a difference of 18.1% in favour of centres). Dual-track schools were slightly ahead for the last three tasks listed.

2. The second question in this section asked which computer technology tools respondents had used in the French language over the last four months.

| QUESTION 10b: COMPUTER TECHNOLOGY TOOLS IN ORDER OF FREQUENCY | USED IN FRENCH OVER THE LAST FOUR MONTHS | |
|--|--|-----------------|
| | YES (%) | NO RESPONSE (%) |
| Internet Web search | 28.8 | 9.0 |
| Word processing software (e.g. Word) | 28.1 | 8.7 |
| Internet e-mail | 27.8 | 7.7 |
| Spread sheet software (e.g. Lotus) | 10.9 | 12.6 |
| Internet chat groups | 8.7 | 11.1 |
| Data base software (e.g. Access) | 8.2 | 12.8 |
| Presentation software (e.g. PowerPoint) | 7.0 | 13.1 |
| AVERAGE | 17.1 | N=413 |

The maximum number of respondents having used a computer technology tool in French is relatively low, 28.8%, or just more than one quarter. Several tools were used in French by

fewer than 10% of respondents, a low percentage, but it must be noted that respondents had limited access to such tools.

| QUESTION 10b: COMPUTER TECHNOLOGY TOOLS IN ORDER OF FREQUENCY | USED IN FRENCH OVER THE LAST FOUR MONTHS, BY % OF THOSE WITH ACCESS | |
|--|--|---------------|
| | YES (%) | TOTAL |
| Internet Web search | 96.1 | N=127 |
| Word processing software (e.g. Word) | 95.1 | N=124 |
| Internet e-mail | 81.8 | N=143 |
| Spread sheet software (e.g. Lotus) | 68.2 | N=66 |
| Internet chat groups | 65.3 | N=52 |
| Data base software (e.g. Access) | 51.8 | N=56 |
| Presentation software (e.g. PowerPoint) | 41.6 | N=89 |
| AVERAGE | 71.4 | N=93,9 |

When we take into account whether or not graduates have access to French-language software, we note that the percentage of users skyrockets. The most frequently available French-language tool was a word processor (N=143, or 34% of all respondents). Of these 143 respondents, 117 (81.8%) used a French-language word processor over the last four months. The last tools were not readily available in French (N=66, 52, 56 and 89), and were used less often by those with access to them.

Males/Females

| QUESTION 10b COMPUTER TECHNOLOGY TOOLS | USED IN FRENCH OVER THE LAST FOUR MONTHS | | | |
|---|--|-----------------|---------------|-----------------|
| | MALES / N=109 | | FEMALES/N=304 | |
| | YES (%) | NO RESPONSE (%) | YES (%) | NO RESPONSE (%) |
| Internet e-mail | 22.9 | 5.5 | 29.9 | 8.6 |
| Internet Web search | 29.4 | 6.4 | 28.6 | 9.9 |
| Internet chat groups | 11.9 | 9.2 | 7.6 | 11.8 |
| Word processing software (e.g. Word) | 27.5 | 5.5 | 28.0 | 9.9 |
| Spread sheet software (e.g. Lotus) | 7.3 | 11.9 | 11.8 | 12.8 |
| Data base software (e.g. Access) | 6.4 | 10.1 | 8.6 | 13.8 |
| Presentation software (e.g. PowerPoint) | 5.5 | 11.0 | 7.2 | 13.8 |
| AVERAGE | 15.8 | | 17.4 | |

The difference between males' and females' use of computer technology tools in French is less than 2%. The percentages in the above table do not take rates of access to French tools into account. In the second table, the number of males and females who used French-language computer technology tools has been divided by the number who said they have access to them. The percentage takes access, or lack of access to French-language software into account. Males who had access to computer technology tools in French used them proportionally more than did females. The small size of the sample means it is important not to generalize.

| QUESTION 10b COMPUTER TECHNOLOGY TOOLS | USED IN FRENCH OVER THE LAST FOUR MONTHS | | | |
|---|--|-------------|-------------|-------------|
| | MALES | | FEMALES | |
| | YES (%) | N | YES (%) | N |
| Internet Web search | 100 | 29 | 88.8 | 98 |
| Internet e-mail | 100 | 25 | 31.9 | 97 |
| Word processing software (e.g. Word) | 100 | 30 | 75.9 | 112 |
| Spread sheet software (e.g. Lotus) | 66.7 | 12 | 67.9 | 53 |
| Presentation software (e.g. PowerPoint) | 66.7 | 9 | 46.7 | 47 |
| Data base software (e.g. Access) | 58.3 | 12 | 65.0 | 40 |
| Internet chat groups | 54.2 | 24 | 35.4 | 65 |
| AVERAGE | 79.5 | 20.1 | 58.8 | 73.1 |

1998 and 1999

1998 respondents used computer technology tools more often:

1998 average: 18.6 %

1999 average: 15.9 %

Calculations based on access to bilingual tools show a greater gap between the two groups:

1998 average: 84.6 %

1999 average: 61.5 %

Credits

| QUESTION 10b COMPUTER TECHNOLOGY TOOLS | USED IN FRENCH OVER THE LAST FOUR MONTHS | | | | | |
|--|--|-----------------------|-------------------------------------|-----------------------|----------------------------|-----------------------|
| | <14 CREDITS N=71 (%) | NO RESPONSE (%) | 14 TO 21 CREDITS N=157 (%) | NO RESPONSE (%) | 21 CREDITS N=185 (%) | NO RESPONSE (%) |
| | Internet e-mail | 28.2 | 5.6 | 28.0 | 12.1 | 31.4 |
| Internet Web search | 22.5 | 8.5 | 33.8 | 12.7 | 31.4 | 5.9 |
| Internet chat groups | 12.7 | 9.9 | 21.0 | 15.3 | 25.4 | 8.1 |
| Word processing software (e.g. Word) | 29.6 | 8.5 | 28.7 | 13.4 | 40.6 | 4.9 |
| Spread sheet software (e.g. Lotus) | 9.9 | 11.3 | 11.5 | 16.6 | 22.1 | 9.7 |
| Data base software (e.g. Access) | 8.4 | 11.3 | 8.3 | 16.6 | 17.8 | 10.3 |
| Presentation software (e.g. PowerPoint) | 11.3 | 11.3 | 11.4 | 17.2 | 16.2 | 10.3 |
| AVERAGE | 17.5 | | 20.4 | | 26.4 | |

Generally speaking, respondents with more credits for courses taken in French were more likely than others to use French-language computer technology tools. However, if access to such tools and the use made of them by the three groups are taken into account, the highest percentages are found in the group with the fewest credits for courses taken in French (fewer than 14 credits: 77.6%; from 14 to 21 credits: 71.5%; more than 21 credits: 70.2%).

Winnipeg/Rural

Both groups make similar use of computer technology tools. In the rural setting, the most frequently used French-language tool was e-mail (34.0%). In Winnipeg, it was Internet search engines (32.0%). Also in Winnipeg, French-language presentation software was used the least frequently (7.3%). In the rural setting, spreadsheet software was used the least frequently (8.5%).

Responses in French/English

The group responding in French had an average use of French-language computer technology tools over the last four months of 28.6%. The same average for those responding in English was 13.8%. E-mail is the most frequently used tool among French-language respondents, at 52.7%. For the group responding in English, the most frequently used French-language tool is an Internet search engine, at 23.2%.

Immersion Centre/Dual-Track School

There is essentially no difference in access between respondents from the two types of school. However, with regard to use of French-language software over the last four months, Immersion respondents had a higher rate of participation for the use of all computer technology tools. Average use for all tools was 21.6% for graduates of centres, and 16.9% for dual-track graduates.

3. Question 21 asked about the frequency with which respondents use French in their employment.

| QUESTION 21: HOW OFTEN IS FRENCH USED IN YOUR WORK? | | | | | | | |
|--|------------------|-------------------|--------------------|-------------------|-----------------------|------------------------|------------------|
| | DAILY (%) | WEEKLY (%) | MONTHLY (%) | RARELY (%) | NOT AT ALL (%) | NO RESPONSE (%) | TOTAL (%) |
| Total responses N=420 | 10.5 | 6.7 | 9.3 | 35.4 | 19.1 | 18.9 | 100 |
| Males N=109 | 7.3 | 9.2 | 10.1 | 29.4 | 20.2 | 23.9 | 100 |
| Females N=302 | 11.6 | 6.0 | 9.3 | 38.1 | 18.5 | 16.6 | 100 |
| Fewer than 14 Credits N=71 | 5.6 | 8.5 | 9.9 | 43.7 | 12.7 | 19.7 | 100 |
| From 14 to 21 Credits N=156 | 7.7 | 2.6 | 7.1 | 34.0 | 28.2 | 18.6 | 100 |
| More than 21 Credits N=184 | 13.0 | 9.8 | 11.4 | 33.7 | 13.6 | 18.5 | 100 |
| Winnipeg N=357 | 9.5 | 7.6 | 10.4 | 36.4 | 18.8 | 17.4 | 100 |
| Rural N=55 | 16.4 | 1.8 | 3.6 | 30.9 | 21.8 | 25.5 | 100 |
| Responding in French N=93 | 18.3 | 6.5 | 12.9 | 26.9 | 9.7 | 25.8 | 100 |
| Responding in English N=325 | 8.3 | 6.8 | 8.3 | 37.8 | 21.8 | 16.9 | 100 |
| Immersion Centre N=174 | 13.8 | 9.8 | 12.1 | 34.5 | 12.1 | 17.8 | 100 |
| Dual-Track School N=238 | 8.0 | 4.6 | 7.6 | 36.6 | 24.4 | 18.9 | 100 |

Frequency

More than 10% of respondents use French at least once a day in the workplace.

Credits

The statistics are clear, but school location still explains differences better than do numbers of credits.

Winnipeg/Rural

French is used every day more often in rural settings than it is in Winnipeg.

French/English

Those responding in French have a tendency to use the French language more frequently in the workplace than do those who answered in English.

Immersion Centre/Dual-Track School

Immersion graduates use French more often in their jobs than do dual-track graduates. This is likely explained by the fact that Immersion centres are often located in more francophone communities and neighbourhoods.

4. The final question in this section asks graduates to select the statement that best describes their intentions with regard to future use of the French language.

| QUESTION 22: CONTINUING TO USE FRENCH IS.... | | | | | | | |
|--|---------------|------------------------|-------------|--------------------------|-------------------|-----------------|-----------|
| | IMPORTANT (%) | SOMEWHAT IMPORTANT (%) | NEUTRAL (%) | SOMEWHAT UNIMPORTANT (%) | NOT IMPORTANT (%) | NO RESPONSE (%) | TOTAL (%) |
| Total responses N=420 | 57.1 | 32.6 | 8.1 | 1.4 | 0.5 | 0.2 | 100 |
| Males N=109 | 38.5 | 47.7 | 11.0 | 2.8 | 0 | 0 | 100 |
| Females N=304 | 64.1 | 27.0 | 6.9 | 1.0 | 0.7 | 0.3 | 100 |
| 1998 N=109 | 62.2 | 29.1 | 7.1 | 1.0 | 0.5 | 0 | 100 |
| 1999 N=304 | 53.2 | 35.3 | 8.7 | 1.8 | 0.5 | 0.5 | 100 |
| Fewer than 14 Credits N=71 | 50.7 | 38.0 | 8.5 | 2.8 | 0 | 0 | 100 |
| From 14 to 21 Credits N=157 | 58.6 | 29.9 | 8.3 | 1.3 | 1.3 | 0.6 | 100 |
| More than 21 Credits N=185 | 58.4 | 33.0 | 7.6 | 1.1 | 0 | 0 | 100 |
| Winnipeg N=359 | 55.7 | 33.7 | 8.1 | 1.7 | 0.6 | 0.3 | 100 |
| Rural N=55 | 69.1 | 23.6 | 7.3 | 0 | 0 | 0 | 100 |
| Responding in French N=93 | 76.3 | 20.4 | 2.2 | 0 | 0 | 1.1 | 100 |
| Responding in English N=327 | 51.7 | 36.1 | 9.8 | 1.8 | 0.6 | 0 | 100 |
| Immersion Centre N=175 | 59.4 | 32.6 | 6.9 | 1.1 | 0 | 0 | 100 |
| Dual-Track School N=239 | 56.1 | 32.2 | 8.8 | 1.7 | 0.8 | 0.4 | 100 |

The vast majority of respondents (89.7%) felt that French was important or somewhat important with regard to their future plans. Those who answered in French had the highest rate in both of these categories (96.7%). Rural (92.7%) and Immersion centre graduates (92.0%) also noted that it was important to them to continue using French. Males responded at a lower rate (86.2%) and chose neutral the most frequently (11.0%).

Summary – Theme: French Language Use Today and Tomorrow

Questions 9b, 10b and 21 deal with the use of French by Immersion graduates. Among the tasks and activities listed in Question 9b, the one most frequently conducted in French was *Speak with friends*. More than three quarters of respondents did so at least in the preceding four months. The least frequent task or activity for all groups but one was *Participate in an interview*. The average rate of participation in the preceding four months was one respondent out of six. For rural respondents, the least frequent task or activity was *Write a report*.

The group with the greatest overall participation rate for all tasks and activities was that comprised of respondents answering in French. This is hardly surprising, for the group's initial choice speaks of its commitment to the language.

Males had the lowest overall participation rate for all tasks and activities.

1998 respondents had a higher participation rate for the eleven tasks and activities than did the 1999 group. This suggests that respondents who had concluded secondary schooling longer ago were conscious of the effort needed to maintain language proficiency. This hypothesis supports the idea that recent graduates are more likely to have done nothing to maintain their French skills (Question 3) or are more likely to say that they have had enough of French for the time being (Question 17).

As far as use of computer technology tools is concerned, the average for use of Internet search engines for all respondents was 28.8% (9.0% gave no response). This was the most frequently used tool, followed closely by word processing software and e-mail. However, if we take into account respondents who had access to French-language tools, the percentage of users skyrockets. The overall difference between males and females for use of computer technology tools used in the preceding four months was less than 2%.

In response to the question about future use of French, 90% of respondents said it was important or somewhat important to continue to do so. This response indicates that respondents place the same importance on language maintenance that they did at the conclusion of their secondary studies (see Question 2). Respondents want to maintain the language skills they acquired in the French Immersion program.

« C'était seulement quand j'ai vécu au Québec que j'ai apprécié l'importance d'avoir une deuxième langue. Les jeunes ne comprennent pas le privilège qu'ils ont dans une éducation française – et ça c'est dommage. »

[It was only when I lived in Quebec that I came to appreciate the importance of speaking a second language. Today's young people do not understand how privileged they are to be educated in French – and that's unfortunate.]

C – Theme: Post-Secondary Studies (Survey Questions 12 to 17) *

1. Question 12 asked if post-secondary studies had been started during the same year that secondary schooling concluded.

| QUESTION 12 IN ORDER OF FREQUENCY BY CATEGORY FOR FIRST COLUMN “YES” | POST-SECONDARY STUDIES STARTED THE SAME YEAR HIGH SCHOOL COMPLETED | | | |
|--|---|-------------|--------------------|--------------|
| | YES (%) | NO (%) | NO RESPONSE (%) | TOTAL (%) |
| 1. Fewer than 14 Credits in French N=71 | 83.1 | 12.7 | 4.2 | 100 |
| 2. Rural Respondents N=55 | 76.4 | 12.7 | 10.9 | 100 |
| 3. Dual-Track School N=226 | 75.7 | 15.1 | 9.2 | 100 |
| 4. Females N=304 | 72.7 | 15.8 | 11.5 | 100 |
| 5. 1998 Respondents N=196 | 71.9 | 18.4 | 9.7 | 100 |
| 6. Responding in English N=327 | 71.9 | 18.0 | 10.1 | 100 |
| 7. 1999 Respondents N=218 | 71.6 | 17.0 | 11.5 | 100 |
| TOTAL RESPONSES N=420 | 71.7 | 17.4 | 11.0 | 100 |
| 8. Winnipeg Respondents N=359 | 71.0 | 18.4 | 10.6 | 100 |
| 9. Responding in French N=93 | 71.0 | 15.1 | 14.0 | 100 |
| 10. From 14 to 21 Credits in French N=157 | 70.7 | 17.2 | 12.1 | 100 |
| 11. Males N=109 | 68.8 | 22.9 | 8.3 | 100 |
| 12. More than 21 Credits in French N=185 | 68.6 | 19.5 | 11.9 | 100 |
| 13. Immersion Centre N=171 | 66.3 | 21.1 | 12.6 | 100 |

In 71.7% of cases, post-secondary studies were started the same year that secondary schooling was concluded. This was true for 83.1% of respondents with fewer than 14 credits for courses taken in French, and is the highest rate. The lowest rate (66.3%) was observed among Immersion centre graduates. Males answered “no” most frequently (22.9%) to this question. A possible explanation is that centres have a more heterogeneous Immersion student body, generally representative of the overall population. Moreover, these schools have proportionally more males in S4 than do dual-track schools (41.5% and 31.8%, respectively).

The number of Immersion graduates in post-secondary institutions is very high. By way of comparison, and we acknowledge that this comparison is imperfect, in the report entitled *Student Transitions: Intentions of Manitoba Senior 4 Students*, we are told that “Of the students who planned one or more full-time activity, over half intended to go into full-time post-secondary studies in September 1999 (39.0% into university, 12.6% into community college, and 1.5% into vocational college.” (March 2000, p. 12)

* The survey appears in the Appendix.

« Il me semble qu'il est plus pratique de suivre ses études principales en anglais, à moins qu'on est certain de passer sa carrière dans un milieu francophone. »

[It seems to me to be more practical to study in English, unless you are sure to spend your career in a francophone milieu.]

2. Question 13 asked graduates if they were attending a post-secondary institution at the time they took the survey.

| QUESTION 13 IN ORDER OF FREQUENCY BY CATEGORY FOR "YES" COLUMN, FULL AND PART-TIME | ATTENDING A POST-SECONDARY INSTITUTION AT THE TIME THE SURVEY WAS TAKEN | | | | |
|---|---|-------------------------|-------------|-----------------|------------|
| | YES, FULL AND PART - TIME, IN % | YES, PART-TIME ONLY (%) | NO (%) | NO RESPONSE (%) | TOTAL (%) |
| 1. Fewer than 14 Credits in French N=71 | 83.1 | (8.5) | 12.7 | 4.2 | 100 |
| 2. Dual-Track School N=226 | 81.1 | (7.9) | 9.6 | 9.2 | 100 |
| 3. Males N=109 | 79.8 | (9.2) | 11.0 | 9.2 | 100 |
| 4. 1998 Respondents N=196 | 78.6 | (7.7) | 11.7 | 9.7 | 100 |
| 5. From 14 to 21 Credits in French N=157 | 78.3 | (7.6) | 9.6 | 12.1 | 100 |
| 6. Winnipeg Respondents N=359 | 77.7 | (7.8) | 11.1 | 11.1 | 100 |
| 7. Responding in French N=93 | 77.4 | (8.6) | 7.5 | 15.1 | 100 |
| TOTAL RESPONSES N=420 | 77.4 | (7.4) | 11.2 | 11.4 | 100 |
| 8. Responding in English N=327 | 77.3 | (7.0) | 12.2 | 10.4 | 100 |
| 9. Females N=304 | 76.6 | (6.9) | 11.5 | 11.8 | 100 |
| 10. 1999 Respondents N=218 | 76.6 | (7.3) | 11.0 | 12.4 | 100 |
| 11. Rural Respondents N=55 | 76.4 | (5.5) | 12.7 | 10.9 | 100 |
| 12. More than 21 Credits in French N=185 | 74.6 | (6.5) | 12.4 | 13.0 | 100 |
| 13. Immersion Centre N=171 | 72.6 | (6.9) | 13.7 | 13.7 | 100 |

The rate of post-secondary institution attendance is 77.4% for all respondents. This figure includes full- and part-time attendance, with the former representing about 10% of the grand total. The highest attendance rate (83.1%) was once again observed among graduates with fewer than 14 credits for courses taken in French. The lowest attendance rate (72.6%) was noted among Immersion graduates. The range, or difference between the highest and lowest rates, is 10.5%, which is not large. It is to be noted that males had a higher post-secondary attendance rate than females at the time the survey was conducted.

3. Question 14 asked the name and location of the post-secondary institution that graduates had attended most recently.

Frequency

| QUESTION 14: TYPE OF POST-SECONDARY INSTITUTION | | | | |
|--|-----------------------|------------------------------|------------------------|------------------|
| | UNIVERSITY (%) | COMMUNITY COLLEGE (%) | NO RESPONSE (%) | TOTAL (%) |
| TOTAL N=419 | 72.6 | 15.0 | 12.4 | 100 |

| QUESTION 14 UNIVERSITY | N= | % |
|--|------------|------------|
| Manitoba | 152 | 36.3 |
| Winnipeg | 78 | 18.6 |
| Collège universitaire de Saint-Boniface | 37 | 8.8 |
| Brandon | 7 | 1.7 |
| Other | 30 | 7.2 |
| COMMUNITY COLLEGE | N= | % |
| Red River | 38 | 9.1 |
| École technique et professionnelle (Collège universitaire de Saint-Boniface) | 10 | 2.4 |
| Other Community College | 15 | 3.6 |
| No Response | 52 | 12.4 |
| TOTAL | 419 | 100 |

Males/Females

Males were more likely than females to study in Manitoba and were more likely to attend community colleges.

Credits

Students with the most credits for courses taken in French were more likely to undertake French-language post-secondary studies.

Winnipeg/Rural

Only rural respondents were attending Brandon University (six respondents).

Responding in French

Graduates responding in French were three times more likely to attend Collège universitaire de Saint-Boniface than were those who responded in English.

Immersion Centre/Dual-Track School

Immersion centre graduates were twice as likely to study at Collège universitaire de Saint-Boniface than were dual-track school graduates.

Place of study:

| QUESTION 14 | WINNIPEG (%) | BRANDON (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) |
|-------------|--------------|-------------|-----------|-----------------|-----------|
| N=419 | 77.3 | 2.4 | 7.9 | 12.4 | 100 |

| QUESTION 14 | CANADA (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) |
|-------------|------------|-----------|-----------------|-----------|
| N=419 | 86.9 | 0.7 | 12.4 | 100 |

“Originally, I wanted to be an engineer and that program is not offered in Manitoba in French.”

4. Question 15 asked graduates to identify the last program of study in which they had registered. Categories, in order of importance, were:

Frequency

| QUESTION 15 | | |
|---|------------|------------|
| MOST RECENT PROGRAM OF STUDY | N= | TOTAL (%) |
| B.A. | 119 | 28.7 |
| B.Sc. | 58 | 13.3 |
| No Response | 57 | 13.3 |
| Commerce, Accounting, Business Management, Management | 42 | 10.0 |
| Education | 19 | 4.5 |
| University 1 | 18 | 4.3 |
| Vocational College | 17 | 4.0 |
| Computer Science. Information technology. | 14 | 3.3 |
| Nursing | 9 | 2.1 |
| Other | 66 | 15.7 |
| TOTAL | 420 | 100 |

Males/Females

Significant differences were noted, such as the absence of females in the computer science category (less than 1%, compared to 11% for males). In the *Other* category, engineering and architecture admitted 6.4% of males and no females. On the other hand, females are more numerous in science (15.5% vs. 6.4%), education (5.6% vs. 1.8%) and nursing (3% vs. 0%).

5. Question 16 dealt with graduates' career aspirations, namely, what they will be doing in five years. Data are presented in order of frequency, by first choice of respondents.

Frequency

| QUESTION 16 | | |
|--|------------|------------------|
| CAREER ASPIRATIONS | N= | TOTAL (%) |
| No Response | 61 | 14.5 |
| Education | 53 | 12.6 |
| Immersion | 16 | 3.8 |
| Health | 46 | 11.0 |
| Graduate Studies | 34 | 8.1 |
| Don't Know | 30 | 7.1 |
| Accounting, Law, Journalism, International Relations | 25 | 6.0 |
| Construction, Engineering, Architecture | 17 | 4.0 |
| Administration, Commerce, Entrepreneurship | 17 | 4.0 |
| Social Worker, Counsellor, Psychologist | 16 | 3.8 |
| Sales and Marketing | 13 | 3.1 |
| Travel Agent, Police Officer | 13 | 3.1 |
| Computer Science, Information Technology | 11 | 2.6 |
| Science | 7 | 1.7 |
| Veterinarian | 4 | 1.0 |
| Agriculture | 4 | 1.0 |
| Manual Labour | 3 | 0.7 |
| Pilot | 3 | 0.7 |
| Other | 47 | 11.2 |
| TOTAL | 420 | 100 |

Males/Females

Some 20% of females are planning to enter the teaching profession (4.9% in Immersion), compared to 5.5% of males. In health care, numbers are similar to those in education: 14.1% of females hope to work in the field, compared to 2.8% of males. Engineering, architecture and construction (11.0% vs. 1.6%) and computer science (9.2% vs. 0.3%) are the two fields that are desired by more males than females.

“...it enabled me to continue in the French postsecondary education field...”

1998 and 1999

Differences were minimal. Whereas 6.1% of 1998 respondents were interested in a career in Immersion, only 1.8% of 1999 respondents were.

Credits

The greatest difference was observed in the field of health, which attracted 15.3% of respondents with from 14 to 21 credits for courses taken in French, while only 5.6% of graduates with fewer than 14 credits had selected it. Respondents with more than 21 credits fell between the two extremes at 9.7%.

- Question 17b asked which languages French Immersion graduates had studied at the post-secondary level. This was a sub-question asked of respondents who had taken courses or received training, in French, at the post-secondary level (N=152 or 36.2 % of the total number of respondents).

| SUB-QUESTION: RESPONDENTS WHO HAD TAKEN POST-SECONDARY COURSES OR TRAINING IN FRENCH | |
|---|--|
| QUESTION 17b BY FREQUENCY AND CATEGORY | HAVING TAKEN POST-SECONDARY FRENCH LANGUAGE COURSES (%) |
| 1. Responding in French N=93 | 49.5 |
| 2. 1998 respondents N=196 | 39.8 |
| 3. More than 21 Credits in French N=185 | 39.5 |
| 4. Immersion Centre N=175 | 38.9 |
| 5. Females N=304 | 38.2 |
| 6. Fewer than 14 Credits in French N=71 | 36.6 |
| 7. Winnipeg Respondents N=359 | 35.1 |
| TOTAL RESPONSES = 420 | 34.8 |
| 8. Rural Respondents N=55 | 34.5 |
| 9. Dual-Track School N=239 | 32.2 |
| 10. 1999 Respondents N=218 | 30.7 |
| 11. Responding in English N=327 | 30.6 |
| 12. 14 to 21 Credits in French N=157 | 28.7 |
| 13. Males N=109 | 25.7 |

Question 3 revealed that 142 respondents (33.8%) had already taken post-secondary courses in French, a figure that is very close to the one obtained when the question was asked directly (34.8%).

| SUB-QUESTION: RESPONDENTS WHO HAD TAKEN POST-SECONDARY COURSES OR TRAINING IN FRENCH | |
|---|---|
| QUESTION 17b | HAVING TAKEN OTHER POST-SECONDARY COURSES TAUGHT IN FRENCH |
| BY FREQUENCY AND CATEGORY | (%) |
| 1. Responding in French N=93 | 32.3 |
| 2. Immersion Centre N=175 | 23.4 |
| 3. More than 21 Credits in French N=185 | 22.7 |
| 4. 1998 Respondents N=196 | 20.4 |
| 5. Females N=304 | 18.8 |
| 6. Winnipeg Respondents N=359 | 17.8 |
| TOTAL RESPONSES = 420 | 17.1 |
| 7. 1999 Respondents N=218 | 14.7 |
| 8. 14 to 21 Credits in French N=157 | 14.6 |
| 9. Rural Respondents N=55 | 14.5 |
| 10. Dual-Track School N=239 | 13.0 |
| 11. Males N=109 | 12.8 |
| 12. Responding in English N=327 | 12.8 |
| 13. Fewer than 14 Credits in French N=71 | 9.9 |

| SUB-QUESTION: RESPONDENTS WHO HAD TAKEN POST-SECONDARY COURSES OR TRAINING IN FRENCH | |
|---|--|
| QUESTION 17b | HAVING TAKEN POST-SECONDARY COURSES TAUGHT IN ENGLISH |
| BY FREQUENCY AND CATEGORY | (%) |
| 1. Responding in French N=93 | 35.5 |
| 2. Females N=304 | 26.6 |
| 3. 1998 Respondents N=196 | 26.5 |
| 4. More than 21 Credits in French N=185 | 25.4 |
| 5. Immersion Centre N=175 | 25.1 |
| 6. Fewer than 14 Credits in French N=71 | 23.9 |
| 7. Rural Respondents N=55 | 23.6 |
| 8. Winnipeg Respondents N=359 | 23.4 |
| TOTAL RESPONSES = 420 | 23.1 |
| 9. Dual-Track School N=239 | 22.2 |
| 10. 14 to 21 Credits in French N=157 | 21.0 |
| 11. 1999 Respondents N=218 | 20.6 |
| 12. Responding in English N=327 | 19.6 |
| 13. Males N=109 | 13.8 |

| SUB-QUESTION: RESPONDENTS WHO HAD TAKEN POST-SECONDARY COURSES OR TRAINING IN FRENCH | |
|---|---|
| QUESTION 17b | HAVING TAKEN POST-SECONDARY COURSES TAUGHT IN ANOTHER LANGUAGE |
| BY FREQUENCY AND CATEGORY | (%) |
| 1. Responding in French N=93 | 7.5 |
| 2. Rural Respondents N=55 | 7.3 |
| 3. 14 to 21 Credits in French N=157 | 5.7 |
| 4. Dual-Track School N=239 | 5.4 |
| 5. Females N=304 | 5.3 |
| 6. 1999 Respondents N=218 | 4.6 |
| 7. Fewer than 14 Credits in French N=71 | 4.2 |
| TOTAL RESPONSES = 420 | 4.0 |
| 8. Winnipeg Respondents N=359 | 3.6 |
| 9. 1998 Respondents N=196 | 3.6 |
| 10. Responding in English N=327 | 3.1 |
| 11. More than 21 Credits in French N=185 | 2.7 |
| 12. Immersion Centre N=175 | 2.3 |
| 13. Males N=109 | 0.9 |

« ...Il n'y a pas une école de pilote en français à Winnipeg.
 Cependant, j'ai commandé mes textes en français (où possible). »
 [...There isn't a French pilot school in Winnipeg. However, I ordered
 my text books in French (when possible).]

7. Question 17 asked why graduates had not taken their post-secondary studies in French. The following table shows the first reason given.

| QUESTION 17 REASONS FOR NOT TAKING POST-SECONDARY STUDIES IN FRENCH | TOTAL (%) N=419 |
|--|--|
| French courses are not part of the program | 14.1 |
| No choice, scheduling problem | 5.5 |
| Language skills and confidence | 4.5 |
| Studied enough French already | 3.8 |
| Not required in program | 3.3 |
| Would have been more difficult | 3.1 |
| Better opportunities in English in the program | 3.1 |
| Do not know, no reason | 2.4 |
| Other | 10.0 |
| No response | 50.1 |
| TOTAL | 100 |

Summary – Theme: Post-Secondary Studies

In general, French Immersion graduates who took the survey continued to study. More than three quarters of respondents were attending a post-secondary institution, and 10% of them were doing so on a part-time basis. Some 72% of respondents began their studies the same year they finished high school.

The first choice of post-secondary institution was university (83%). More than nine students out of ten were studying in Manitoba. The most common programs were the B.A. (33%) and B.Sc. (16%) degrees. With regard to career aspirations, more than 15% of respondents hoped to enter the teaching profession, 4% in Immersion. More than 11% of respondents were registered at the Collège universitaire de Saint-Boniface or its École technique et professionnelle.

Among the reasons given for not continuing to study in French, the most frequent (14.1% of respondents) was the fact that some programs offer no French-language courses. The second reason, given by 5.5% of respondents, was that there was little choice or that a scheduling problem existed. Finally, other explanations included confidence in language skills (4.5%), having studied enough French (3.8%) and the fact that taking French would have been more difficult (3.1%).

D – Theme: Employment (Survey Questions 19, 20 and 21) *

1. Question 19 dealt with graduates' employment status.

| QUESTION 19: EMPLOYMENT | | | | | |
|-------------------------|---------------|---------------|------------------------|-----------|--------------------|
| NO RESPONSE (%) | FULL-TIME (%) | PART-TIME (%) | TWO PART-TIME JOBS (%) | OTHER (%) | TOTAL (%) N=420 |
| 19.0 | 19.0 | 50.7 | 6.0 | 5.2 | 100 |

| QUESTION 19 IN ORDER OF FREQUENCY BY FULL-TIME EMPLOYMENT | EMPLOYMENT | | | | | |
|---|---------------|---------------|------------------------|-----------|-----------------|-----------|
| | FULL-TIME (%) | PART-TIME (%) | TWO PART-TIME JOBS (%) | OTHER (%) | NO RESPONSE (%) | TOTAL (%) |
| 1. Immersion Centre N=171 | 22.9 | 46.3 | 7.4 | 5.1 | 18.3 | 100 |
| 2. Responding in English N=327 | 21.4 | 50.8 | 6.1 | 4.9 | 16.8 | 100 |
| 3. More than 21 Credits in French N=185 | 21.1 | 48.6 | 6.5 | 4.9 | 18.9 | 100 |
| 4. Rural Respondents N=55 | 20.0 | 41.8 | 3.6 | 9.1 | 25.5 | 100 |
| 5. 1998 Respondents N=196 | 19.9 | 50.5 | 8.2 | 3.6 | 17.9 | 100 |
| 6. Females N=304 | 19.4 | 53.9 | 5.6 | 4.9 | 16.1 | 100 |
| TOTAL RESPONSES = 420 | 19.0 | 50.7 | 6.0 | 5.2 | 19.0 | 100 |
| 7. Winnipeg Respondents N=359 | 18.9 | 52.6 | 6.4 | 4.7 | 17.3 | 100 |
| 8. Males N=109 | 18.3 | 43.1 | 7.3 | 6.4 | 24.8 | 100 |
| 9. 1999 Respondents N=218 | 18.3 | 51.8 | 4.1 | 6.9 | 18.8 | 100 |
| 10. Fewer than 14 Credits in French N=71 | 18.3 | 45.1 | 8.5 | 8.5 | 19.7 | 100 |
| 11. 14 to 21 Credits in French N=157 | 16.6 | 57.3 | 4.5 | 3.8 | 17.8 | 100 |
| 12. Dual-Track School N=239 | 16.3 | 54.8 | 5.0 | 5.4 | 18.4 | 100 |
| 13. Responding in French N=93 | 10.8 | 50.5 | 5.4 | 6.5 | 26.9 | 100 |

* The survey appears in the Appendix.

2. Question 20 asks what role knowledge of French played in gaining employment.

| QUESTION 20 IN ORDER OF FREQUENCY OF KNOWLEDGE OF FRENCH REQUIRED | KNOWLEDGE OF FRENCH | | | | TOTAL (%) |
|--|---------------------|---|------------------------|--------------------|--------------|
| | REQUIRED (%) | NOT REQUIRED BUT AN ASSET (%) | NOT REQUIRED (%) | NO RESPONSE (%) | |
| 1. Responding in French N=93 | 17.2 | 28.0 | 29.0 | 25.8 | 100 |
| 2. Immersion Centre N=175 | 11.5 | 41.4 | 29.3 | 17.8 | 100 |
| 3. More than 21 Credits in French N=185 | 10.9 | 40.8 | 29.9 | 18.5 | 100 |
| 4. Females N=304 | 7.9 | 43.0 | 32.8 | 16.2 | 100 |
| 5. 1998 Respondents N=196 | 7.7 | 37.9 | 36.4 | 17.9 | 100 |
| TOTAL RESPONSES = 420 | 7.7 | 38.8 | 34.9 | 18.7 | 100 |
| 6. Winnipeg Respondents N=359 | 7.6 | 40.6 | 34.7 | 17.1 | 100 |
| 7. Winnipeg Respondents N=359 | 7.4 | 40.1 | 34.1 | 18.4 | 100 |
| 8. Rural Respondents N=55 | 7.3 | 29.1 | 38.2 | 25.5 | 100 |
| 9. Males N=109 | 6.4 | 28.4 | 41.3 | 23.9 | 100 |
| 10. 14 to 21 Credits in French N=157 | 5.1 | 37.2 | 39.7 | 17.9 | 100 |
| 11. Responding in English N=327 | 4.9 | 41.8 | 36.6 | 16.6 | 100 |
| 12. Dual-Track School N=239 | 4.6 | 37.4 | 39.5 | 18.5 | 100 |
| 13. Fewer than 14 Credits in French N=71 | 4.2 | 36.6 | 39.4 | 19.7 | 100 |

Summary: Theme - Employment

Some 80% of respondents are working, primarily part-time (50%) and full-time (19%). Almost 20% of respondents do not work.

The category of respondents most likely to be working full-time graduated from Immersion centres. The most plausible explanation is that the student population is probably more heterogeneous, that is, more representative of the overall population, and includes a greater number of respondents who are not undertaking post-secondary study. Indeed, in answering Question 13, respondents from Immersion centres had the lowest rate of attendance at post-secondary institutions at the time the survey was conducted.

Knowledge of the French language was a favourable factor in obtaining employment for several respondents. In 7.7% of jobs, French was required; in 39%, it was an asset. These numbers would seem to be very important, for they suggest that employers recognize the fact that some young people have language skills. It is certain that respondents' place of origin plays a role. Schools located in francophone neighbourhoods, as reflected in the categories *Immersion Centre* and *More than 21 Credits in French*, obtained the highest percentages when the *Required* and *An Asset* columns were combined for this question.

With regard to the use of French in the workplace, some 10% of respondents use it daily, 7% weekly, and 9% monthly. The categories with the highest use of French are those of graduates responding in French (18%) and rural respondents (16%). Once again, the determining factor is the area in which respondents live. (See *Use of French Today and Tomorrow*, page 29.)

**E – Theme: Transition from French Language to English Language Courses
(Survey Questions 8a, 8b, 8c and 18a, 18b, 18c, 18d) ***

“I can’t stress enough that the transition to English courses was no problem whatsoever.”

1. Question 8a asked graduates if they had experienced transition difficulties in high school in going from courses taken in French to courses taken in English.

| QUESTION 8a: TRANSITION DIFFICULTIES IN HIGH SCHOOL IN GOING FROM COURSES TAKEN IN FRENCH TO COURSES TAKEN IN ENGLISH | | | | |
|---|--------|---------|--------------------|--------------------|
| NO RESPONSE (%) | NO (%) | YES (%) | NOT APPLICABLE (%) | TOTAL (%) N=417 |
| 0.5 | 58.3 | 26.9 | 14.4 | 100 |

Categories most often answering “yes” to this question were:

- ▷ Those with **fewer than 14 credits** for courses taken in French 45.7 %
- ▷ **Rural** respondents 36.4 %
- ▷ Respondents from **dual-track** schools 35.6 %
- ▷ Those with **from 14 to 21 credits** for courses taken in French 32.9 %

Categories most often answering “no” were:

- ▷ Those with more than 21 credits for courses taken in French 14.1 %
- ▷ Respondents from Immersion centres 14.3 %

It is not surprising that lower percentages are observed in Immersion centres because all courses are given in French, with the exception of English.

2. Question 8b asks respondents who had answered *Yes* to Question 8 to describe the nature of the difficulties encountered. This open-ended question had spaces for three answers which means that up to three explanations have been coded.

| QUESTION 8b NATURE OF DIFFICULTY IN HIGH SCHOOL | ANSWER 1 (%) | ANSWER 2 (%) | ANSWER 3 (%) |
|---|---------------------|---------------------|---------------------|
| No response | 74.0 | 95.2 | 98.8 |
| Vocabulary | 16.6 | 1.0 | 0.2 |
| All other answers combined (spelling., English, math, science, concepts, English/French confusion, other) | 9.4 | 3.8 | 1.0 |
| TOTAL | 100 N=418 | 100 N=420 | 100 N=420 |

* The survey appears in the Appendix.

“I didn’t know many of the technical terms in English. It took me forever to figure out a rétroprojecteur was an overhead.”

3. Question 8c focuses on the duration of students’ difficulties in weeks or months.

| QUESTION 8c: DURATION OF DIFFICULTY IN HIGH SCHOOL | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------------------|
| WEEKS | | | | | | | | | | |
| NO RESPONSE (%) | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | 6 (%) | 7 (%) | 8 (%) | 9 (%) | TOTAL (%) N=416 |
| 90.2 | 1.9 | 3.3 | 1.2 | 1.9 | 0.2 | 1.0 | 0 | 0 | 0.2 | 100 |

| QUESTION 8c : DURATION OF DIFFICULTY IN HIGH SCHOOL | | | | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|-------------|--------------------|
| MONTHS | | | | | | | | | | | | | | | |
| NO RESPONSE (%) | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | 6 (%) | 7 (%) | 8 (%) | 9 (%) | 10 (%) | 12 (%) | 24 (%) | 48 (%) | ONGOING (%) | TOTAL (%) N=416 |
| 89.9 | 2.9 | 2.4 | 0.7 | 0.5 | 0 | 1.0 | 0.2 | 0.5 | 0.2 | 0.5 | 0.2 | 0.5 | 0.2 | 0.2 | 100 |

4. Question 18a asked graduates if they had had difficulties in making the transition from taking courses in the French language in high school to taking them in English at the post-secondary level.

| QUESTION 18a: TRANSITION DIFFICULTIES BETWEEN FRENCH-LANGUAGE HIGH SCHOOL COURSES AND ENGLISH POST-SECONDARY COURSES | | | |
|--|--------|---------|--------------------|
| NO RESPONSE (%) | NO (%) | YES (%) | TOTAL (%) N=408 |
| 15.9 | 61.8 | 22.3 | 100 |

In order of frequency, groups answering most often in the affirmative to this question were:

- ▷ Those with **from 14 to 21 credits** in for courses taken in French 24.8 %
- ▷ Those responding in **English** 24.3 %
- ▷ **1998** respondents 23.6 %
- ▷ **Dual-track** school graduates 23.5 %

Groups most often answering in the negative were:

- ▷ **Rural** respondents 15.4 %
- ▷ Those responding in **French** 14.9 %

« Il faut se familiariser avec les termes et le vocabulaire technique en anglais. »

[You have to become familiar with the English technical terms and vocabulary.]

5. Question 18b asks respondents to describe the level of difficulty experienced in particular subject areas.

| QUESTION 18b: DIFFICULTY EXPERIENCED IN PARTICULAR SUBJECT AREAS AT THE POST-SECONDARY LEVEL | | | | | | |
|---|------------------------|--------------------------|-----------------------------|-----------------------------|---------------------------|------------------|
| SUBJECT AREA | NO RESPONSE (%) | NO DIFFICULTY (%) | MINOR DIFFICULTY (%) | MAJOR DIFFICULTY (%) | NOT APPLICABLE (%) | TOTAL (%) |
| Mathematics N=419 | 75.9 | 4.8 | 13.1 | 3.1 | 3.1 | 100 |
| Science N=419 | 75.4 | 2.9 | 12.4 | 4.5 | 4.8 | 100 |
| English N=419 | 76.1 | 13.4 | 5.3 | 2.1 | 3.1 | 100 |
| Technology N=419 | 76.6 | 11.2 | 3.3 | 0.5 | 8.4 | 100 |
| Other, identified below | 94.0 | 1.7 | 1.2 | 1.0 | 2.1 | 100 |

Respondents named other courses or subject areas in which they had difficulty. The following table shows the few problems identified.

| QUESTION 18B: DIFFICULTY EXPERIENCED IN PARTICULAR SUBJECTS AT THE POST-SECONDARY LEVEL | |
|--|------------|
| | (%) |
| Biology | 0.2 |
| History | 0.2 |
| Geography | 0.2 |
| Music | 0.2 |
| Writing | 0.2 |
| Translation | 0.2 |
| Other | 0.7 |
| English | 0.2 |
| French | 0.2 |
| No response | 97.4 |
| TOTAL N=420 | 100 |

6. Question 18c asks respondents to describe the nature of the difficulties they had experienced and included three spaces for answers.

| QUESTION 18c NATURE OF DIFFICULTY AT THE POST-SECONDARY LEVEL | ANSWER 1 (%) | ANSWER 2 (%) | ANSWER 3 (%) |
|---|-------------------------|-------------------------|-------------------------|
| No response | 77.0 | 96.4 | 100 |
| Vocabulary | 15.6 | 0.7 | 0 |
| All other answers combined (spelling, English, math, science, concepts, French/English confusion. Other, not related to language) | 7.4 | 2.8 | 0 |
| TOTAL | 100 N=418 | 100 N=420 | 100 N=420 |

“There was no one to translate some words.”

“Just recognizing terms in English that I learned in French, but the knowledge was there.”

7. Question 18d focuses on the duration of transition difficulties, in weeks or months, experienced in the move from secondary to post-secondary studies.

| QUESTION 18d: DURATION OF DIFFICULTY AT THE POST-SECONDARY LEVEL | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|----------------------------|
| WEEKS | | | | | | | |
| NO RESPONSE (%) | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | 6 (%) | TOTAL (%) N=420 |
| 90.7 | 1.4 | 3.8 | 1.7 | 1.4 | 0.2 | 0.7 | 100 |

| QUESTION 18d: DURATION OF DIFFICULTY AT THE POST-SECONDARY LEVEL | | | | | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|----------------------------|
| MONTHS | | | | | | | | | | | |
| NO RESPONSE (%) | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | 6 (%) | 7 (%) | 8 (%) | 12 (%) | 24 (%) | TOTAL (%) N=418 |
| 90.9 | 2.4 | 2.9 | 0.7 | 1.0 | 0 | 0.7 | 0 | 0.7 | 0.5 | 0.2 | 100 |

Summary: Theme – Transition from French Language to English Language Courses

In the survey, French Immersion graduates had two opportunities to mention transition difficulties, firstly at the secondary level, and then at the post-secondary level. The question of whether taking subjects in a second language has a harmful effect on learning in those subjects is one of Immersion's lasting myths.

Secondary Level

At the secondary level, the overall sample shows that about one quarter of respondents had some difficulty. All respondents spoke out on the question, even those who have not undertaken post-secondary studies.

In cases where respondents described the nature of difficulties, the question of vocabulary was predominant. As a first answer, 16.6% of respondents noted vocabulary as a difficulty; all other difficulties combined were noted by 9.4% of respondents. These difficulties included spelling, English, math, science, concepts, and confusion between English and French.

In order to learn more about difficulties, respondents were asked to state the duration of difficulties that they experienced in weeks or months. Some 20% of respondents did so, and half talked in terms of weeks with the other half talking in terms of months. Nearly five sixths of the difficulties experienced lasted four months or less.

Post-Secondary Level

Transition difficulties between French secondary courses and English post-secondary courses were noted by 22.3% of respondents, a number lower than that noted at the secondary level. Respondents described the level of difficulty experienced in math, science, English, and technology. Moreover, an open-ended section allowed respondents to identify a subject not listed. For the areas mentioned here, the percentage of respondents experiencing *great difficulty* was 3.1%, 4.5%, 2.1%, 0.5% and 1.0% respectively.

As was the case with difficulties at the secondary level, the question of vocabulary came up frequently in respondents' explanations. Indeed, 15.6% stated that this was where their difficulties lay, with 7.4% of respondents mentioning other difficulties: spelling, English, math, concepts, confusion between English and French, other, and not related to language.

Some nine tenths of respondents said they had difficulties that lasted four months or less. In one tenth of cases, difficulties lasted longer than five months.

Another analysis was conducted on the post-secondary transition difficulties specified in Question 18b in order to see if the length of transition was related to the severity of difficulties. The few respondents who chose *great difficulty* in answering this question were set aside to determine how many weeks their difficulties lasted. It is plausible that great difficulties cause longer transition periods than do other levels of difficulty but it has not been proven that such is the case. All types of response for Question 18b, not just *great difficulty* (choices were *no difficulty*, *minor difficulty*, *great difficulty*, *not applicable*) were linked to a time period that was expressed in weeks or months. The average length of transition for all subjects in Question 18b was essentially the same for *great difficulty* and *minor difficulty*. Moreover, proportionally fewer respondents who had

selected *great difficulty* also indicated any time period whatsoever, compared to those who selected *minor difficulty* and *not applicable*.

In conclusion, transition difficulties were primarily associated with vocabulary and were temporary in nature.

F – Theme: High Schools with an Immersion Program (Survey Questions 5, 6, 7) *

“Challenging curriculum, smaller schools.”

1. Question 5 asks graduates to identify the most positive aspects of being in the French Immersion program in high school.

| QUESTION 5 | | |
|---|-------------------------|-----------------------------------|
| POSITIVE ASPECTS OF THE PROGRAM, FIRST ANSWER AND THREE POSSIBLE ANSWERS, BY FREQUENCY OF FIRST COLUMN | FIRST ANSWER (%) | TOTAL OF THREE ANSWERS (%) |
| Knowing two languages | 43.4 | 36.0 |
| Intellectual challenges | 9.1 | 10.9 |
| Job and career opportunities | 9.0 | 11.5 |
| The friendly “feel” of the program | 9.0 | 10.6 |
| Francophone culture and community | 6.2 | 9.1 |
| Program flexibility and travel | 1.9 | 2.4 |
| Good teachers | 1.9 | 2.1 |
| Interest created in languages (and fluency) | 1.7 | 2.9 |
| Travel made easier | 1.0 | 1.8 |
| Nothing | 0.7 | 0.5 |
| Other | 8.8 | 12.3 |
| No response | 7.4 | - |
| TOTAL | 100 N=420 | 100 N=661 |

In view of the fact that respondents could provide three answers, the total number of possible responses was 1,260. Of the total possible responses, 661 were received and coded (52.5%, approximately 1.5 positive point per respondent).

“Someone in administration should be bilingual.”

* The survey appears in Appendix.

2. Question 6 asks graduates what improvements they would recommend be made to the French Immersion program.

| QUESTION 6 | | |
|--|-------------------------|-----------------------------------|
| IMPROVEMENTS TO THE PROGRAM | | |
| FIRST ANSWER AND THREE POSSIBLE ANSWERS | | |
| BY FREQUENCY OF FIRST COLUMN | FIRST ANSWER (%) | TOTAL OF THREE ANSWERS (%) |
| More interaction and oral French | 28.6 | 28.9 |
| More cultural activities, outings, trips | 10.0 | 12.2 |
| French pedagogical changes | 9.8 | 14.0 |
| Greater choice of courses in French | 9.3 | 7.5 |
| None | 7.1 | 5.6 |
| Better teachers | 5.0 | 5.0 |
| Better English courses | 1.4 | 1.3 |
| More computer courses | 0 | 0.5 |
| Other | 18.4 | 25.1 |
| No response | 10.5 | - |
| TOTAL | 100 N=420 | 100 N=558 |

As far as *French pedagogical changes* are concerned, it must be noted that several suggestions were contradictory. For example, several students said *less grammar* while others said *more grammar*.

“I feel that it is unfair that I took every French course offered to me in high school, but because there were not enough French credits accumulated from these classes, I was not able to receive my French diploma.”

3. Question 7 gives specific statements about graduates’ high school experiences, asking whether students agree or not.

| QUESTION 7 SATISFACTION WITH FRENCH COURSE OPTIONS BY FREQUENCY OF FIRST COLUMN | STRONGLY AGREE (%) | SOMEWHAT AGREE (%) | UNCERTAIN (%) | SOMEWHAT DISAGREE (%) | STRONGLY DISAGREE (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
|--|-----------------------|-----------------------|------------------|--------------------------|--------------------------|--------------------|-----------------------|
| 1. Males N=109 | 24.8 | 40.4 | 5.5 | 24.8 | 4.6 | 0 | 100 |
| 2. Immersion Centre N=175 | 23.4 | 44.6 | 8.6 | 17.1 | 6.3 | 0 | 100 |
| 3. More than 21 Credits in French N=185 | 23.2 | 44.9 | 8.1 | 17.8 | 5.9 | 0 | 100 |
| 4. Winnipeg Respondents N=359 | 21.4 | 45.7 | 5.0 | 20.9 | 6.7 | 0.3 | 100 |
| 5. 1998 Respondents N=196 | 20.4 | 42.3 | 7.7 | 19.4 | 10.2 | 0 | 100 |
| 6. Responding in English N=327 | 20.5 | 43.4 | 6.1 | 20.2 | 9.8 | 0 | 100 |
| TOTAL RESPONSES = 420 | 20.0 | 43.3 | 5.2 | 21.4 | 9.8 | 0.2 | 100 |
| 7. 14 to 21 Credits in French N=157 | 19.7 | 43.3 | 3.2 | 23.6 | 9.6 | 0.6 | 100 |
| 8. 1999 Respondents N = 218 | 19.3 | 44.0 | 3.2 | 23.9 | 9.2 | 0.5 | 100 |
| 9. Responding in French N=93 | 18.3 | 43.0 | 2.2 | 25.8 | 9.7 | 1.1 | 100 |
| 10. Females N=304 | 18.1 | 44.1 | 5.3 | 20.7 | 11.5 | 0.3 | 100 |
| 11. Dual-Track School N=239 | 17.2 | 42.3 | 2.9 | 25.1 | 12.1 | 0.4 | 100 |
| 12. Fewer than 14 Credits in French N=71 | 12.7 | 36.6 | 2.8 | 28.2 | 19.7 | 0 | 100 |
| 13. Rural Respondents N=55 | 9.1 | 27.3 | 7.3 | 27.3 | 29.1 | 0 | 100 |

In general, respondents agreed with the statement in a ratio of two to one. The rural category was an exception as a majority disagreed.

« Pas assez de cours offerts en français. »
[Not enough courses offered in French.]

“I wish I would have spoken French more regularly in high school.”

| QUESTION 7 USE OF FRENCH IN CLASS DISCUSSIONS BY FREQUENCY OF FIRST COLUMN | STRONGLY AGREE (%) | SOMEWHAT AGREE (%) | UNCERTAIN (%) | SOMEWHAT DISAGREE (%) | STRONGLY DISAGREE (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
|---|-----------------------|-----------------------|------------------|--------------------------|--------------------------|--------------------|-----------------------|
| 1. Immersion Centre N=171 | 44.6 | 31.4 | 13.1 | 9.1 | 0.6 | 1.1 | 100 |
| 2. 14 to 21 Credits in French N=157 | 43.9 | 41.4 | 5.1 | 8.3 | 1.3 | 0 | 100 |
| 3. Winnipeg Respondents N=359 | 42.9 | 35.9 | 10.3 | 9.2 | 1.1 | 0.6 | 100 |
| 4. More than 21 Credits in French N=185 | 42.2 | 32.4 | 14.6 | 9.2 | 0.5 | 1.1 | 100 |
| 5. Females N=304 | 42.1 | 35.9 | 9.2 | 10.9 | 1.3 | 0.7 | 100 |
| 6. Responding in English N=327 | 41.9 | 35.5 | 11.3 | 9.2 | 1.5 | 0.6 | 100 |
| TOTAL RESPONSES = 420 | 41.7 | 36.9 | 10.2 | 9.3 | 1.4 | 0.5 | 100 |
| 7. 1998 Respondents N=196 | 41.3 | 37.8 | 11.7 | 7.7 | 1.0 | 0.5 | 100 |
| 8. 1999 Respondents N=218 | 41.3 | 37.2 | 8.7 | 11.0 | 1.4 | 0.5 | 100 |
| 9. Responding in French N=93 | 40.9 | 41.9 | 6.5 | 9.7 | 1.1 | 0 | 100 |
| 10. Males N=109 | 39.4 | 41.3 | 12.8 | 5.5 | 0.9 | 0 | 100 |
| 11. Dual-Track School N=239 | 38.9 | 41.8 | 7.9 | 9.6 | 1.7 | 0 | 100 |
| 12. Fewer than 14 Credits in French N=71 | 33.8 | 40.8 | 9.9 | 12.7 | 2.8 | 0 | 100 |
| 13. Rural Respondents N=55 | 30.9 | 47.3 | 9.1 | 10.9 | 1.8 | 0 | 100 |

Three quarters of respondents agree with the statement that use of French in class discussions played a large role in their Immersion education. The category disagreeing the most (15.5%) was respondents with fewer than 14 credits for courses taken in French.

“More interaction with other French schools.”

“I adored a great many of my teachers en français but I had trouble with some who were not trained in their subjects.”

| QUESTION 7 TEACHERS IMPROVED STUDENT LANGUAGE SKILLS BY FREQUENCY OF FIRST COLUMN | STRONGLY AGREE | SOMEWHAT AGREE | UNCERTAIN | SOMEWHAT DISAGREE | STRONGLY DISAGREE | NO RESPONSE | TOTAL |
|--|----------------|----------------|------------|-------------------|-------------------|-------------|--------------|
| | (%) | (%) | (%) | (%) | (%) | (%) | (%) N=420 |
| 1. 14 to 21 Credits in French N=157 | 49.7 | 36.3 | 7.0 | 5.1 | 1.9 | 0 | 100 |
| 2. Responding in French N=93 | 49.5 | 41.9 | 4.3 | 1.1 | 3.2 | 0 | 100 |
| 3. 1998 Respondents N=196 | 48.0 | 37.8 | 9.2 | 3.6 | 1.5 | 0 | 100 |
| 4. Immersion Centre N=171 | 46.3 | 40.0 | 9.1 | 4.0 | 0.6 | 0 | 100 |
| 5. Winnipeg Respondents N=359 | 46.2 | 38.4 | 9.2 | 4.5 | 1.7 | 0 | 100 |
| 6. Males N=109 | 45.9 | 44.0 | 7.3 | 2.8 | 0 | 0 | 100 |
| 7. Females N=304 | 45.7 | 36.8 | 9.5 | 5.6 | 2.3 | 0 | 100 |
| 8. Dual-Track School N=239 | 45.6 | 37.7 | 8.8 | 5.4 | 2.5 | 0 | 100 |
| 9. More than 21 Credits in French N=185 | 45.4 | 41.1 | 9.2 | 3.8 | 0.5 | 0 | 100 |
| TOTAL RESPONSES = 420 | 45.2 | 39.3 | 9.0 | 4.8 | 1.7 | 0 | 100 |
| 10. Responding in English N=327 | 44.0 | 38.5 | 10.4 | 5.8 | 1.2 | 0 | 100 |
| 11. 1999 Respondents N=218 | 44.0 | 39.4 | 8.7 | 6.0 | 1.8 | 0 | 100 |
| 12. Rural Respondents N=55 | 43.6 | 40.0 | 7.3 | 7.3 | 1.8 | 0 | 100 |
| 13. Fewer than 14 Credits in French N=71 | 38.0 | 38.0 | 12.7 | 7.0 | 4.2 | 0 | 100 |

When *strongly agree* and *somewhat agree* are combined, 84.5% of respondents agree with the statement.

“Encourage students to learn to love the language itself.”

“...the library needs improvement. Not enough variety of books, novels or research materials.”

| QUESTION 7 SCHOOL PROVIDED ADEQUATE FRENCH LANGUAGE RESOURCE MATERIALS BY FREQUENCY OF FIRST COLUMN | STRONGLY AGREE (%) | SOMEWHAT AGREE (%) | UNCERTAIN (%) | SOMEWHAT DISAGREE (%) | STRONGLY DISAGREE (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
|---|-----------------------|-----------------------|------------------|--------------------------|--------------------------|--------------------|-----------------------|
| 1. Immersion Centre N=171 | 36.0 | 45.1 | 8.0 | 8.6 | 1.7 | 0.6 | 100 |
| 2. More than 21 Credits in French N=185 | 35.1 | 44.9 | 8.6 | 9.7 | 1.6 | 0 | 100 |
| 3. Males N=109 | 28.4 | 45.9 | 10.1 | 11.0 | 3.7 | 0.9 | 100 |
| 4. 1998 Respondents N=196 | 24.5 | 43.9 | 8.2 | 16.3 | 6.1 | 1.0 | 100 |
| 5. Winnipeg Respondents N=359 | 24.2 | 45.7 | 10.3 | 13.9 | 5.3 | 0.6 | 100 |
| 6. Responding in English N=327 | 22.9 | 44.3 | 11.9 | 12.5 | 8.0 | 0.3 | 100 |
| TOTAL RESPONSES = 420 | 22.1 | 45.5 | 10.5 | 14.0 | 7.1 | 0.7 | 100 |
| 7. 1999 Respondents N=218 | 20.6 | 45.9 | 12.8 | 12.4 | 7.8 | 0.5 | 100 |
| 8. Females N=304 | 20.4 | 44.4 | 10.9 | 15.5 | 8.2 | 0.7 | 100 |
| 9. Responding in French N=93 | 19.4 | 49.5 | 5.4 | 19.4 | 4.3 | 2.2 | 100 |
| 10. 14 to 21 Credits in French N=157 | 15.3 | 44.6 | 12.7 | 15.3 | 11.5 | 0.6 | 100 |
| 11. Dual-Track School N=239 | 12.6 | 44.8 | 12.6 | 18.4 | 10.9 | 0.8 | 100 |
| 12. Rural Respondents N=55 | 10.9 | 40.0 | 12.7 | 16.4 | 18.2 | 1.8 | 100 |
| 13. Fewer than 14 Credits in French N=71 | 5.6 | 46.5 | 11.3 | 23.9 | 11.3 | 1.4 | 100 |

This statement generated tremendous variation in responses.

« Ça serait une bonne idée d'intéresser les étudiants dans la culture française pour augmenter l'intérêt dans les études. »

[It would be a good idea to get the students interested in the French culture as a means to increase their interest in school.]

| QUESTION 7 SCHOOL PROVIDED ACADEMIC FRENCH LANGUAGE SUPPORT SERVICES BY FREQUENCY OF FIRST COLUMN | | | | | | | TOTAL (%) N=420 |
|--|-----------------------|-----------------------|------------------|--------------------------|--------------------------|--------------------|-----------------------|
| | STRONGLY AGREE (%) | SOMEWHAT AGREE (%) | UNCERTAIN (%) | SOMEWHAT DISAGREE (%) | STRONGLY DISAGREE (%) | NO RESPONSE (%) | |
| 1. Immersion Centre N=171 | 66.9 | 24.6 | 5.7 | 2.3 | 0 | 0.6 | 100 |
| 2. More than 21 Credits in French N=185 | 63.2 | 22.2 | 6.5 | 4.9 | 3.2 | 0 | 100 |
| 3. Males N=109 | 46.8 | 17.4 | 14.7 | 10.1 | 10.1 | 0.9 | 100 |
| 4. Responding in French N=93 | 38.7 | 14.0 | 11.8 | 17.2 | 18.3 | 0 | 100 |
| 5. Winnipeg Respondents N=359 | 37.0 | 19.8 | 14.2 | 16.4 | 11.7 | 0.8 | 100 |
| 6. 1998 Respondents N=196 | 34.7 | 18.9 | 13.8 | 15.8 | 15.8 | 1.0 | 100 |
| TOTAL RESPONSES = 420 | 33.3 | 18.6 | 15.7 | 16.7 | 15.0 | 0.7 | 100 |
| 7. 1999 Respondents N=218 | 32.1 | 18.8 | 17.0 | 17.4 | 14.2 | 0.5 | 100 |
| 8. Responding in English N=327 | 31.8 | 19.9 | 16.8 | 16.5 | 14.1 | 0.9 | 100 |
| 9. Females N=304 | 28.3 | 19.4 | 15.8 | 19.1 | 16.8 | 0.7 | 100 |
| 10. Fewer than 14 Credits in French N=71 | 14.1 | 22.5 | 22.5 | 19.7 | 19.7 | 1.4 | 100 |
| 11. Rural Respondents N=55 | 9.1 | 12.7 | 23.6 | 18.2 | 36.4 | 0 | 100 |
| 12. Dual-Track School N=239 | 8.8 | 14.6 | 22.6 | 27.2 | 25.9 | 0.8 | 100 |
| 13. 14 to 21 Credits in French N=157 | 7.6 | 12.7 | 22.9 | 29.3 | 26.8 | 0.6 | 100 |

Variation among answers is even more pronounced in this section.

Summary: Theme – High Schools with an Immersion Program

“I wish I’d have taken it more seriously.”

Nearly half of respondents mentioned that knowing two languages was the most positive aspect of having participated in French Immersion. This is not surprising for it is one of the program’s main objectives. Other program qualities according to respondents are: the intellectual challenge, job and career prospects, the program’s friendly “feel”, and the francophone cultural aspect.

When asked to suggest improvements that could be made to the French Immersion program, respondents were generous and provided 558 of them. The most common suggestion was that oral French and interaction be increased. The second most frequent suggestion was that cultural activities such as outings and trips be increased. These two ideas constituted essentially 40% of all suggestions. They point to the same thing: stressing the program’s *raison d’être* by assuring internal cohesion and encouraging maximum use of oral French at school, and by showing how relevant this educational choice is through active participation in francophone cultural life here and elsewhere.

It is interesting to note, nonetheless, that in answering Question 7 almost 80% of respondents said they agreed with the statement that use of French in classroom discussions played a large role in their French Immersion education. Oral French and interaction are already very common in Immersion, so the suggestion should be taken to mean increased presence of these factors.

The reactions of rural respondents and those with fewer than 14 credits for courses taken in French with regard to optional courses reveal some dissatisfaction. Indeed, respectively 56% and 48% of these respondents felt that way whereas the overall rate was 31%.

Respondents generally agreed with the statement that teachers helped improve French language skills. Those most in agreement (nine out of ten respondents) were those answering in French and males.

With regard to resource materials and academic support services in French, Immersion centres were seen more favourably by respondents than were dual-track schools. These two questions generated the largest differences between category of analysis at about 30% and 70%.

« J’étais complètement satisfaite avec notre programme d’Immersion française. »
[I was totally satisfied with our French Immersion program.]

G – Theme: Technology (Survey Question 10a) *

1. Question 10a asks which computer technology tools respondents used, and in which language they did so.

| QUESTION 10a ACCESS TO COMPUTER TECHNOLOGY TOOLS | ACCESS | | | | NO ACCESS (%) | NO RESPONSE (%) | TOTAL (%) |
|---|----------------------|---------------------|-----------------------------|------------------------|---------------------|--------------------|--------------|
| | IN ENGLISH (%) | IN FRENCH (%) | IN BOTH LANGUAGES (%) | TOTAL ACCESS (%) | | | |
| Internet E-mail | 63.1 | 0 | 29.5 | 92.6 | 5.5 | 1.9 | 100 |
| Internet Web Search | 62.1 | 0.2 | 30.0 | 92.3 | 5.5 | 2.1 | 100 |
| Internet Chat Groups | 54.8 | 0.7 | 20.5 | 76.0 | 19.5 | 4.5 | 100 |
| Word Processing Software | 61.4 | 1.7 | 32.4 | 95.5 | 2.1 | 2.4 | 100 |
| Spread Sheet Software | 58.8 | 1.4 | 14.3 | 74.5 | 22.1 | 3.3 | 100 |
| Data Base Software | 56.4 | 0.7 | 11.7 | 68.8 | 26.7 | 4.5 | 100 |
| Presentation Software | 55.2 | 1.0 | 12.4 | 68.6 | 27.9 | 3.6 | 100 |

Respondents had access to common computer technology tools: word processors, e-mail, and Internet search engines. About one third of them had access to these tools in French. Specialized tools, such as the three last ones in the list, were available to about seven respondents in ten, but less than one respondent in seven had access to French-language versions of them.

2. The second part, Question 10b, asked graduates if they had used French-language computer technology tools in the preceding four months. Some 95% of respondents who had such access had used e-mail and Internet search engines in the preceding four months. The figure for word processing was 82%. See page 24 of this report for details.

* The survey appears in Appendix.

Summary: Theme - Technology

More than 92% of respondents have access to e-mail, Internet search engines and word processors. About one third of these respondents had access to French-language computer technology tools. Of this group, more than 95% had used e-mail and Internet search engines in French during the preceding four months, and 82% had used a word processor.

H – Theme: The Value of a French Immersion Education (Survey Questions 4, 11, 17, 17a, 23) *

« Une chance incroyable d'apprendre une langue, et aussi d'apprendre tout ce que les étudiants anglais apprennent. »

[An incredible opportunity to learn a language, all the while learning what the regular English student learns.]

- Question 4 asks graduates to indicate the level to which they agree with statements about the high school French Immersion program.

| QUESTION 4 STATEMENTS ABOUT THE HIGH SCHOOL FRENCH IMMERSION PROGRAM BY FREQUENCY OF FIRST COLUMN | STRONGLY AGREE (%) | SOMEWHAT AGREE (%) | UNCERTAIN (%) | SOMEWHAT DISAGREE (%) | STRONGLY DISAGREE (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
|---|--------------------|--------------------|---------------|-----------------------|-----------------------|-----------------|--------------------|
| Enabled them to communicate with francophones | 70.2 | 24.3 | 1.9 | 2.6 | 0.7 | 0.2 | 100 |
| Increased their interest in learning other languages | 59.3 | 28.6 | 7.1 | 3.3 | 1.2 | 0.5 | 100 |
| Improved their job opportunities | 58.6 | 29.3 | 8.1 | 2.1 | 1.7 | 0.2 | 100 |
| Increased their appreciation of the francophone presence in Canada's identity | 43.1 | 39.0 | 10.5 | 6.2 | 1.0 | 0.2 | 100 |
| Enabled them to pursue advanced study in the French language | 34.3 | 29.5 | 23.6 | 7.9 | 3.8 | 1.0 | 100 |
| Increased their appreciation of French culture | 30.0 | 47.9 | 9.0 | 11.0 | 1.9 | 0.2 | 100 |
| Increased their chances of admission to post-secondary institutions | 24.8 | 30.8 | 27.9 | 11.5 | 4.5 | 0.5 | 100 |
| Improved their writing skills | 23.9 | 38.7 | 19.1 | 13.8 | 3.8 | 0.7 | 100 |
| Increased their chances of being awarded scholarships | 23.1 | 27.1 | 30.0 | 12.1 | 7.6 | 0 | 100 |
| Increased their appreciation of other cultures | 21.0 | 44.8 | 20.2 | 10.5 | 3.3 | 0.2 | 100 |

« Un des meilleurs choix de ma vie. »
[One of the best choices in my life.]

* The survey appears in Appendix.

“It has given me the opportunity to have a different perspective on the country and be more open minded about other cultures and languages.”

2. Question 11 asks graduates to indicate what the French Immersion program meant to them personally. This open-ended question allowed for three answers.

| QUESTION 11 | | |
|---|-------------------------|------------------------------|
| PERSONAL IMPORTANCE OF HAVING BEEN IN THE FRENCH IMMERSION PROGRAM | FIRST ANSWER (%) | ALL THREE ANSWERS (%) |
| BY FREQUENCY OF FIRST ANSWER | | |
| A positive, satisfying experience | 26.5 | 22.7 |
| Being bilingual, speaking another language | 19.8 | 24.4 |
| New opportunities, an advantage | 15.9 | 13.8 |
| Appreciating French and Canadian culture and history | 7.6 | 14.0 |
| Making friends | 1.0 | 2.6 |
| Nothing | 0.7 | 1.2 |
| Other | 14.5 | 21.3 |
| No response | 14.0 | - |
| TOTAL | 100 N=420 | 100 N=586 |

3. Question 17 asks graduates if they have taken any post-secondary training or courses in the French language.

| QUESTION 17 | | | |
|--|---------------|------------------------|----------------------------|
| HAVE YOU TAKEN POST-SECONDARY TRAINING OR COURSES IN THE FRENCH LANGUAGE? | | | |
| YES (%) | NO (%) | NO RESPONSE (%) | TOTAL (%) N=420 |
| 36.2 | 51.2 | 12.6 | 100 |

« BEAUCOUP!! Ça m’a permis de voyager et de rencontrer d’autre monde et même de me submerger dans une autre culture. »

[LOTS!! It allowed me to travel and to meet other people and even to be submerged in another culture.]

4. Question 17a is a follow-up to the preceding question, asking the 152 respondents to describe the high school training they received as a preparation for post-secondary study in the French language.

| QUESTION 17a | | | |
|---|---|-------------------------------|------------------|
| PREPARATION FOR POST-SECONDARY STUDY IN FRENCH | MORE THAN ADEQUATE, ADEQUATE (%) | LESS THAN ADEQUATE (%) | TOTAL (%) |
| BY FREQUENCY OF FIRST COLUMN | | | |
| 1. More than 21 Credits in French N=75 | 92.0 | 8.0 | 100 |
| 2. Immersion Centre N=71 | 91.5 | 8.5 | 100 |
| 3. 1998 Respondents N=81 | 90.1 | 9.9 | 100 |
| 4. Males N=28 | 89.3 | 10.7 | 100 |
| 5. Winnipeg Respondents N=132 | 86.4 | 13.6 | 100 |
| 6. Responding in English =103 | 85.7 | 14.3 | 100 |
| TOTAL RESPONSES N=152 | 84.8 | 15.2 | 100 |
| 7. Females N=122 | 83.6 | 16.4 | 100 |
| 8. Responding in French N=49 | 81.6 | 18.4 | 100 |
| 9. 14 to 21 Credits in French N=47 | 80.9 | 19.1 | 100 |
| 10. Dual-Track School N=80 | 78.8 | 21.2 | 100 |
| 11. 1999 Respondents N=70 | 78.6 | 21.4 | 100 |
| 12. Rural Respondents N=19 | 73.7 | 26.3 | 100 |
| 13. Fewer than 14 Credits in French N=28 | 71.4 | 28.6 | 100 |

Some 85% of respondents felt that they had received adequate training to take post-secondary courses in the French language, with 36.8% feeling that preparation was excellent.

“I’m glad I took French Immersion.”

5. Question 23 asks graduates to rate their degree of satisfaction with their overall experience in the program.

| QUESTION 23 | | | | | | | |
|--|---------------------------|----------------------|--------------------|------------------------|----------------------------|------------------------|------------------|
| DEGREE OF SATISFACTION WITH THE PROGRAM | VERY SATISFIED (%) | SATISFIED (%) | NEUTRAL (%) | UNSATISFIED (%) | VER UNSATISFIED (%) | NO RESPONSE (%) | TOTAL (%) |
| BY FREQUENCY OF FIRST COLUMN | | | | | | | |
| 1. Immersion Centre N=175 | 44.0 | 46.3 | 5.1 | 4.0 | 0.6 | 0 | 100 |
| 2. More than 21 Credits in French N=185 | 42.7 | 47.0 | 5.4 | 4.3 | 0.5 | 0 | 100 |
| 3. Winnipeg Respondents N=358 | 36.0 | 50.3 | 5.6 | 7.3 | 0.6 | 0.3 | 100 |
| 4. Responding in English N=326 | 34.7 | 49.2 | 5.8 | 7.7 | 1.8 | 0.6 | 100 |
| 5. 1998 Respondents N=195 | 33.8 | 50.3 | 6.7 | 7.7 | 1.5 | 0 | 100 |
| 6. Males N=109 | 33.0 | 54.1 | 6.4 | 4.6 | 1.8 | 0 | 100 |
| 7. Females N=303 | 32.3 | 51.8 | 5.3 | 8.9 | 1.0 | 0.7 | 100 |
| TOTAL RESPONSES N=419 | 32.2 | 52.5 | 5.7 | 7.6 | 1.4 | 0.5 | 100 |
| 8. 1999 Respondents N=218 | 31.7 | 54.1 | 4.6 | 7.8 | 0.9 | 0.9 | 100 |
| 9. From 14 to 21 Credits in French N=156 | 26.3 | 57.1 | 7.1 | 7.7 | 1.3 | 0.6 | 100 |
| 10. Dual-Track School N=238 | 24.4 | 56.7 | 5.9 | 10.5 | 1.7 | 0.8 | 100 |
| 11. Responding in French N=93 | 23.7 | 63.4 | 5.4 | 7.5 | 0 | 0 | 100 |
| 12. Fewer than 14 Credits in French N=71 | 19.7 | 56.3 | 2.8 | 16.9 | 2.8 | 1.4 | 100 |
| 13. Rural Respondents N=55 | 10.9 | 65.5 | 5.5 | 10.9 | 5.5 | 1.8 | 100 |

The satisfaction rate was 90% if *neutral* and non-responses are excluded.

Summary: Theme – The Value of a French Immersion Education

« For me it meant to be bilingual in a bilingual country. »

Graduates taking the survey indicated their level of agreement with particular statements about the high school French Immersion program. The highest rate of agreement (95%) came in response to the statement on communicating with francophones. The second (88%) was agreement that participation in the French Immersion program had improved students' job prospects. The same 88% rate of agreement was observed for the statement on increased interest in languages. Some 82% of respondents agreed with the statement about the francophone presence in Canadian identity. Finally, 78% agreed with the statement on appreciation of French culture.

Question 11 allowed graduates to express themselves freely on the subject of the personal importance of their participation in Immersion and similar issues were noted: bilingualism, new opportunities, and a positive and satisfying experience in French Immersion.

To learn more about graduates' language skills, we asked the 152 respondents who had taken post-secondary courses in the French language to assess the preparation they were given at the secondary level. Seventeen respondents in twenty (84.8%) said that such preparation was excellent or at least adequate.

The last question dealing with this theme asked respondents to rate their level of overall satisfaction with having participated in the French Immersion program. Seventeen respondents in twenty were satisfied, two were unsatisfied, and one was neutral.

French Immersion graduates see being bilingual as the greatest benefit of the program.

“To have been given a useful tool and a more holistic view of Canada.”