
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	
Females	73	231	304
Males	18	91	109
TOTAL	91	322	413

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

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

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

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

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

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

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

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

CREDITS COURSES IN FRENCH	IMMERSSION 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	IMMERSSION CENTRE	DUAL-TRACK SHCOOL	TOTAL
French	45	46	91
English	130	193	323
TOTAL	175	239	414

PLACE	IMMERSSION 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.

- 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	4.9
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.”

- 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.

- 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.

