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Portrait of Official-Language Minorities in Canada

Language practices of children in francophone families living in a minority linguistic environment

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- ... not applicable
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- ^P preliminary
- ^r revised
- X suppressed to meet the confidentiality requirements of the *Statistics Act*
- ^E use with caution
- F too unreliable to be published
- * significantly different from reference category ($p < 0.05$)

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Highlights

Introduction and presentation

This study examines the language practices of children from minority francophone communities outside Quebec. It describes children's language practices and identifies the key factors in the predominant use of French or English in their personal, extracurricular and leisure activities. These activities include watching television, using the Internet, participating in organized sports and non-sport activities, and reading. The analyses and results presented use data from the Survey on the Vitality of Official-Language Minorities (SVOLM), conducted by Statistics Canada in 2006.

Predominant use of English

- English generally predominates in personal, extracurricular and leisure activities of minority francophone children.
- The use of English is widespread in four of the five activities in the study. It dominates by a wide margin in using the Internet and watching television: in several situations, the use of English in these activities exceeds 90%.
- Children use English more often than French in organized sports and non-sport activities. However, the use of English is less predominant during these activities than in watching television and using the Internet.

Language behaviour in reading

- Reading differs from the other activities in that there is a greater use of French. Children's language behaviour in reading is more varied and fluctuates more in response to the explanatory variables considered. Bilingualism and a predominant use of French are much more common in reading than in children's other personal, extracurricular and leisure activities.

Language transmission factors also associated with children's language practices

- The study revealed a set of factors associated with children's language practices in their personal, extracurricular and leisure activities. These factors largely coincide with those identified in the literature as being linked to language transmission in a minority situation, including the children's regional and linguistic environment, the family's linguistic composition and the school environment in a minority setting.
- A strong indication of the presence of French in a community means less predominant use of English and an increased use of French.
- The predominant use of French is concentrated mostly in the regions of New Brunswick and Ontario that border Quebec. Children living in New Brunswick have the highest rates of predominant use of French in Canada outside Quebec. Moreover, New Brunswick is the only region in Canada in which children use French more than English in three of the five activities in the study (reading; participating in organized sports and non-sport activities). English dominates French in Internet use and watching television throughout Canada, even in New Brunswick.
- Children with two francophone parents have different language practices from children of parents with a different language profile: they use more French in their personal, extracurricular and leisure activities.

- The use of English is generally a little less predominant among children of exogamous parents in which the mother is francophone than among children of exogamous parents in which the father is francophone.
- The pivotal role played by schools in the adoption of French as the preferred language for activities has been demonstrated through a synthetic variable for the language used in the children's education, and by examining the language practices of minority francophone children by age.

Canada is a country of great ethnocultural and linguistic diversity, and its two official languages are one of its essential foundations. Over the past half-century, the federal government has adopted legislation and other measures to make French and English the country's two official languages and to support and enhance the development and the vitality of official-language minority communities across the country. This study deals with the language practices of children in francophone minority communities outside Quebec. Its main purpose is to describe these language practices and to identify the primary determinants of the predominant use of French or English by these children in their personal, extracurricular or recreational activities.

The first chapter of our study involves a literature review and will focus on two main topics. The chapter will begin by presenting the Survey on the Vitality of Official-Language Minorities (SVOLM), followed by a discussion of studies dealing with language transmission in a minority language environment. The methodological framework is presented in the second chapter of our study, with details regarding the data source, the variables being studied, the explanatory variables and the methodology used for the analyses.

The third and final chapter of our study presents the results of our analyses, which propose a description of the language practices of these children under 18 years of age, both those who are members of the official-language minority and those who are not, and of whom at least one parent is part of the francophone minority outside Quebec. This description reflects the language behaviours of these children on the basis of explanatory variables of interest that have been divided into four groups: individual, school-related, family-related and contextual. The predominant use of French and English by these children is first examined for five selected variables relating to personal, extracurricular or recreational activities. We then take a detailed look at the children's language behaviours with regard to reading on the basis of a number of factors that stand out in terms of their possible influence on this practice. The data that are presented provide a basis for comparing the children's language behaviours when reading against their language choices when they watch television.

Chapter 1 Literature review

Survey on the Vitality of Official-Language Minorities

In 2006, in order to gather information relevant to the measurement and evaluation of a number of key elements of the vitality of minority language communities in Canada, Statistics Canada carried out the Survey on the Vitality of Official-Language Minorities (SVOLM) in collaboration with about ten other federal government departments and agencies. The purpose of this survey was to enhance the language-related information relevant to official-language minorities that is generally available and limited to censuses.¹ More specifically, the Survey has two main objectives:

First, it collects information about areas that are top priorities for official-language minority communities such as education, health and justice. Second, it produces information that will assist various departments and agencies in policy development and program implementation.

The work of Corbeil et al. (2007) carried out using the SVOLM data, as well as a number of other studies,² clearly shows the crucial role of the regional context, region of residence and geographic concentration of the minority on language use by adults or on the transmission of French to children. For example, Corbeil et al.'s study (2007) shows that the predominant use of French is very low or non-existent in the majority of provinces and territories in Canada outside Quebec and that it is present mainly in certain regions of New Brunswick and Ontario, most of them bordering Quebec. Allard (2014) concludes his study by asserting that the proportion of persons who are members of the linguistic minority and their concentration in the community has a strong influence on the opportunity for OLMC³ members to use their language in the public spheres of their lives. Similarly, the Commission nationale d'étude sur l'assimilation (1992) found from its study that the place of French in young people's day-to-day lives fluctuates depending on the concentration of the francophone population in the community (irrespective of whether the francophone population has majority, equal or minority status in the community). In fact, the scientific literature on francophones in a minority language situation highlights the fact that the use of French tends to be strongly tied to the geographic concentration of the minority in the community. In the context of this study, contextual variables and variables relating to the geographic concentration of the francophone minority will be included in the analyses, and we will pay special attention to the scope of the influence of these variables on the language practices of children living in a minority language situation and, in a more general sense, on the use of French.

Some studies based on the SVOLM data⁴ address the central themes of our work, that is, the language practices of adults or children. Corbeil and Lafrenière (2010) use the SVOLM data for the study of the use of French by francophones in a minority language situation in the various areas of the public and private spheres (at home, with friends, in the immediate network, at work, in institutions and businesses and in the media). Their results showed that these individuals are least likely to use French when accessing cultural media, for example, when listening to the radio or watching television, reading newspapers or books or browsing the Internet. The authors also show in their study of Ontario francophones that adults mainly use English in their use of cultural media, while French is used primarily while reading books and listening to the radio.

The studies carried out to date with the SVOLM data focus mainly on adults, although an extensive "Child" file is available. Allard (2014) looks at language-related topics with this survey pertaining to minority-language children and shows that they primarily use the majority language, in this case English outside Quebec, in various family-related and other activities.⁵ Given the limited number of studies dealing with children living in a minority language situation, the purpose of our work is to explore the language practices of these children and to identify the factors behind their language choices. To that end, we propose looking at the factors relating to language transmission and studying how they may or may not apply in the use of French or English in the personal, extracurricular and recreational activities of minority-language children.

1. Corbeil et al. (2007).

2. Allard (2014); Bernard (1990); Bernard (1991); Commission nationale d'étude sur l'assimilation (1992); Corbeil and Lafrenière (2010); and Vézina and Houle (2014).

3. Official-language minority communities.

4. Allard (2014); Bernier et al. (2014); Corbeil and Lafrenière (2010); and Corbeil et al. (2007).

5. This refers to the language spoken at home; that which children aged 14 or under use to read; that which is used to watch television, videotapes and DVDs; that used for the Internet and that used in organized sports and non-sports-related activities.

Language transmission

Many studies have looked at the topic of language transmission, that is, the transmission of the mother tongue and of the language spoken at home by a child's parents. Those studies examined this topic from a variety of perspectives while using a range of variables, in minority communities, linguistically endogamous or exogamous families⁶ or specific regions such as French-speaking Ontario, for example. We therefore present some of the determining variables in language transmission that we believe could also be related to the language practices of children in minority language communities in their personal, extracurricular or recreational activities.

The language situation within a family is a topic that has been extensively studied in research on language transmission and dynamics. For example, there are many studies⁷ that look at the connections between the types of endogamous francophone families (with two parents whose mother tongue is French) or exogamous ones (with one parent whose mother tongue is French and the other whose mother tongue is English or a third language) and the language transmitted to children or the language used at home. Some of those studies also point to differences in the transmission of French as a mother tongue or in the use of French at home depending on the gender of the francophone parent in a linguistically exogamous couple. The studies carried out by Bouchard-Coulombe (2011) and Vézina and Houle (2014) show that the mother tongue of most children from linguistically exogamous families is English. Those studies also show that mothers play a central role in the transmission of the French language to children. This means that French is transmitted to children in an exogamous family more often when the mother, rather than the father, is francophone. We plan to include the family language situation and the parents' mother tongue in our analyses in order to assess whether these factors are equally as determinative in children's linguistic choices in their personal, extracurricular and recreational activities.

Our study will include variables designed to capture the influence of peers on the language practices of children in a francophone minority setting. Bernard (1991), for example, shows that English is frequently used in interactions among brothers and sisters in francophone minority settings. Similarly, the Commission nationale d'étude sur l'assimilation (1992) shows in its report that the language used with friends varies greatly depending on the setting and the concentration of francophones in a particular community. It is, therefore, worthwhile examining whether these phenomena also come into play in children's personal, extracurricular and recreational activities when interactions among children are numerous and frequent.

A number of studies highlight the strong connections between school and school environment and the status of different languages in minority language communities. Bernard (1991), Corbeil and Lafrenière (2010), Corbeil et al. (2007) and the Commission nationale d'étude sur l'assimilation (1992) indicate in their respective works that the French school in a minority community holds special status because of its unique contribution to the maintenance and transmission of the French language. In particular, Corbeil and Lafrenière's study (2010) shows that there is a strong connection between school attendance and certain language behaviours of children in French-speaking Ontario. We therefore propose including school-related variables in our analyses in order to notice whether there are any connections between school attendance and children's language practices in their personal, extracurricular and recreational activities.

Our study also looks at the children's ages in order to determine whether there is a connection between their ages and their language practices. Corbeil and Lafrenière (2010) observed in their research that language transfers vary by age and that, more specifically, francophones under the age of 15 speak French more often at home than francophones in other age groups.

Earlier we referred to studies dealing with language transmission in francophone minority settings, and it is worth noting that some of those studies also address topics that align more closely with ours. First, the Commission nationale d'étude sur l'assimilation (1992) and Allard (2014) note the popularity of sports and non-sports-related activities among young people from linguistic minorities. They also indicate that the language used in such activities is connected to the francophone minority concentration and the availability of these activities in the community. Bernard (1991) shows that English is the language of choice when young people engage with audiovisual media, regardless of the minority region in which they live or the francophone minority concentration in the community. Bernard (1991) and Bernier et al. (2014) show that the appeal of English is less strong and more adaptive in relation

6. This refers to families in which the spouses have the same mother tongue and those in which they do not.

7. Allard (2014); Bernard (1990); Bernard (1991); Bouchard-Coulombe (2011); Commission nationale d'étude sur l'assimilation (1992); Corbeil and Lafrenière (2010); Corbeil et al. (2007); and Vézina and Houle (2014).

to the reading habits of minority-language children. Our study will therefore look at language behaviours in these children's personal, extracurricular and recreational activities, and it will be interesting to ascertain whether they vary in a way comparable to what was observed in the previous studies on this subject. We also consider a number of additional variables that could be related to the language practices of minority-language children as well.

The initial objective of this study is to describe children's language practices in relation to a variety of factors potentially associated with their personal, extracurricular or recreational activities. The study then endeavours to identify the primary determinants of the predominant use of French⁸ or English⁹ by these children in their personal, extracurricular or recreational activities, that is, the factors that influence the language practices of children living in OLMCs. It will be interesting to ascertain whether the factors that determine or influence their language practices intersect with the factors associated with language transmission that were referred to earlier.

8. The predominant use of French includes the use of French only, more frequent use of French compared with English and joint use of French and another language.

9. The predominant use of English includes the use of English only, more frequent use of English compared with French and joint use of English and another language.

Chapter 2 Methodological framework

2.1 Data source and target population

The analyses and the results presented in our study are based on data from the SVOLM carried out by Statistics Canada in 2006. The SVOLM is referred to as a postcensal survey given that the Canadians who completed the 2006 long-form census questionnaire¹⁰ were used as a sample frame. The SVOLM target population is that of official-language minorities, namely English-speaking people in Quebec and French-speaking people in the rest of Canada. More specifically, those deemed to be French-speaking people outside Quebec are those who indicated in the census that they

- A. had French as their mother tongue, either alone or with another language; or
- B. had a non-official language as their mother tongue and, of the two official languages, knew only French; or
- C. had a non-official language as their mother tongue, knew French and English and spoke French, alone or with another language, most often at home; or
- D. had a non-official language as their mother tongue, knew French and English and spoke only a non-official language most often at home; or
- E. had English and a non-official language as their mother tongue and, of the two official languages, knew only French.¹¹

For the purposes of our study, the target population was limited to French-speaking people who lived outside Quebec and who were part of the “Children” sample of the SVOLM. Specifically, the sample used for this study is composed of persons under the age of 18 (of whom some were part of the official-language minority and some were not) who had at least one parent who was a member of the francophone minority and who lived outside the province of Quebec. Table 2.1 presents the different sizes of the “Children” sample that was used, both initially and after the conditions were applied.

Table 2.1
Size of “Children” samples

	Number of respondent (children)	Weighted numbers (children)
Initial sample	22,360	--
Total ¹ sample available	15,550	686,700
Sample selected ² for our study	9,705	314,470

-- the initial sample does not have weight

1. After taking non-response into consideration.

2. After excluding children who live in Quebec.

Sources: Statistics Canada (2006A) and Survey on the Vitality of Official-Language Minorities (2006).

2.2 Relevance

Because of the wealth of information it contains and the multitude of variables available, the SVOLM “Children” sample makes an innovative contribution to this topic. Two specific aspects of our study represent new elements in the field of study pertaining to language transmission. First, two types of linguistic trajectories are used as independent variables in the analyses. These linguistic trajectories were established in order to have synthetic data that reflects the past and present language behaviours of these children. Second, our research looks at their language behaviours in the context of their personal, extracurricular or recreational activities. Our research therefore covers five variables pertaining to language practices associated with language transmission that have rarely been considered in previous studies.

10. Form 2B.

11. Statistics Canada (2006A).

Linguistic trajectories as explanatory variables

The first variable relating to the linguistic trajectory of these children, that with their friends, was constructed by pooling three variables available in the SVOLM. This variable, which includes those relating to the languages used by these children with their friends before going to school, while in elementary school and at the time of the survey, takes into consideration all of the languages they used with their friends in order to create a synthetic variable from them. Table 2.2 presents the frequencies and the proportions of children for each variable that composes the linguistic trajectory with friends, as well as the new synthetic variable created from this information. This table reveals that the predominant use of English with friends was very prevalent among these children before they started attending school and at the time of the survey, while the use of a language other than French or English with friends was less prevalent at each of the three points in time. We note as well that the use of both official languages with friends is higher for the synthetic trajectory compared with the three variables that compose it. This can be explained by the manner in which the linguistic trajectories with friends were constructed. For example, if a child used primarily French at one of the three points in time looked at in our study and English at another point in time, we agreed that the child had a bilingual trajectory in which both official languages were used with friends. The table in Appendix 1 reveals that the number of “Not Applicable” cases was high before these children started attending school and while attending elementary school but was much lower at the time of the survey. These differences between the proportions associated with the “Not Applicable” category can be explained by the universe of each question the parents were asked about their children. While the question regarding the language used with friends before attending school was asked of children aged 6 or older, that pertaining to the language used with friends in elementary school was asked of those aged 12 or older. All of the children surveyed were asked the question about the language they currently used with their friends.

Table 2.2
Children’s linguistic trajectory with friends and constituent variables

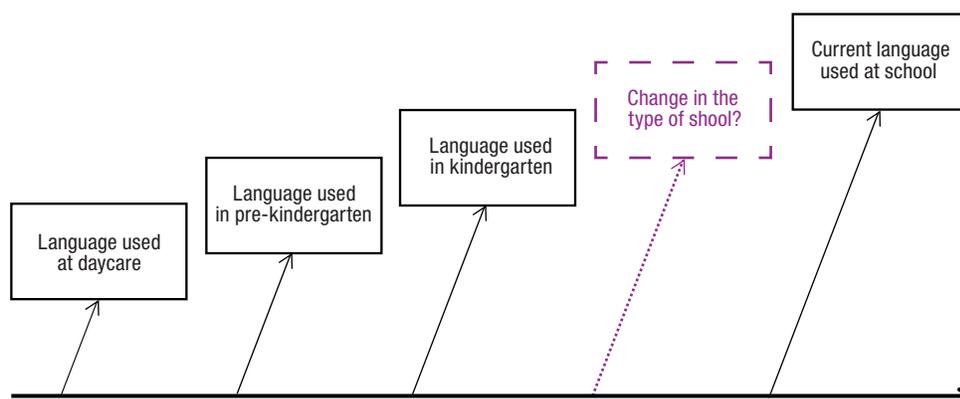
	Language used with friends before attending school	Language used with friends in elementary school	Language currently used with friends ¹	Linguistic trajectory with friends
	number			
French	86,940	50,890	73,380	73,145
English	119,610	63,485	158,610	145,965
Both languages	8,175	7,610	61,045	73,955
Other	9,440	1,215	1,120	21,410
Not Applicable	90,305	191,270	20,320	
Total	314,470	314,470	314,470	314,470
	percentage			
French	40.5	41.7	25.0	25.0
English	55.7	52.0	54.1	49.8
Both languages	3.8	6.2	20.8	25.2
Total	100.0	100.0	100.0	100.0

1. At the time of the survey.

Source: Survey on the Vitality of Official-Languages Minorities (2006).

The variable relating to the children’s linguistic trajectory in school was constructed using four linguistic variables available in the SVOLM, taking into consideration the possible change in the type of school between kindergarten and the time of the survey. The new synthetic variable reflects the languages the children used while attending school, as shown in Figure 2.1 and Table 2.3, resulting in a synthetic linguistic trajectory in school.

Figure 2.1
Creation of linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

Figure 2.1 presents the four points in time during a child's schooling for which a question about the language used in school was asked in the SVOLM. Those four variables, which can be used to determine a child's linguistic trajectory in school, are the language used at daycare, in pre-kindergarten, in kindergarten and at the time of the survey. These variables are identified in the black boxes (solid lines) in this figure. The linguistic trajectory in school for most of the children is thus established on the basis of these four variables. In cases in which the same language was reported in kindergarten and at the current point in time in a child's schooling, the type of school attended¹² was considered (fuchsia-coloured box with dotted lines in Figure 2.1). If a change in the type of school that resulted in a change in the language of schooling was observed during the time interval between kindergarten and the time of the survey, the child's linguistic trajectory in school was revised to reflect the child's actual school and linguistic trajectory.

Table 2.3 presents the frequencies and the proportions for these children for each of the four linguistic variables that make up the linguistic trajectory in school, as well as for the synthetic variable relating to their linguistic trajectory in school. We can see that the predominant use of French is very similar to that of English for these children when they were attending daycare, the difference between the two being less than a thousand children. The use of French increases along with the level of schooling and more rapidly than the predominant use of English.

Table 2.3
Children's linguistic trajectory in school and constituent variables

	Language used at daycare	Language used in pre-kindergarten	Language used in kindergarten	Current language used at school	Linguistic trajectory in school
	number				
French	72,315	90,335	134,635	151,755	143,735
English	73,115	49,470	73,625	102,675	87,125
Both languages	11,905	...	...	3,145	28,370
Other	3,955	4,965	5,500		
Not Applicable	153,180	169,700	100,710	56,895	55,240
Total	314,470	314,470	314,470	314,470	314,470
	percentage				
French	46.0	64.6	64.6	58.9	55.4
English	46.5	35.4	35.4	40.0	33.6
Both languages	7.6	...	...	1.2	10.9
Total	100.0	100.0	100.0	100.0	100.0

... not applicable

Source: Survey on the Vitality of Official-Languages Minorities (2006).

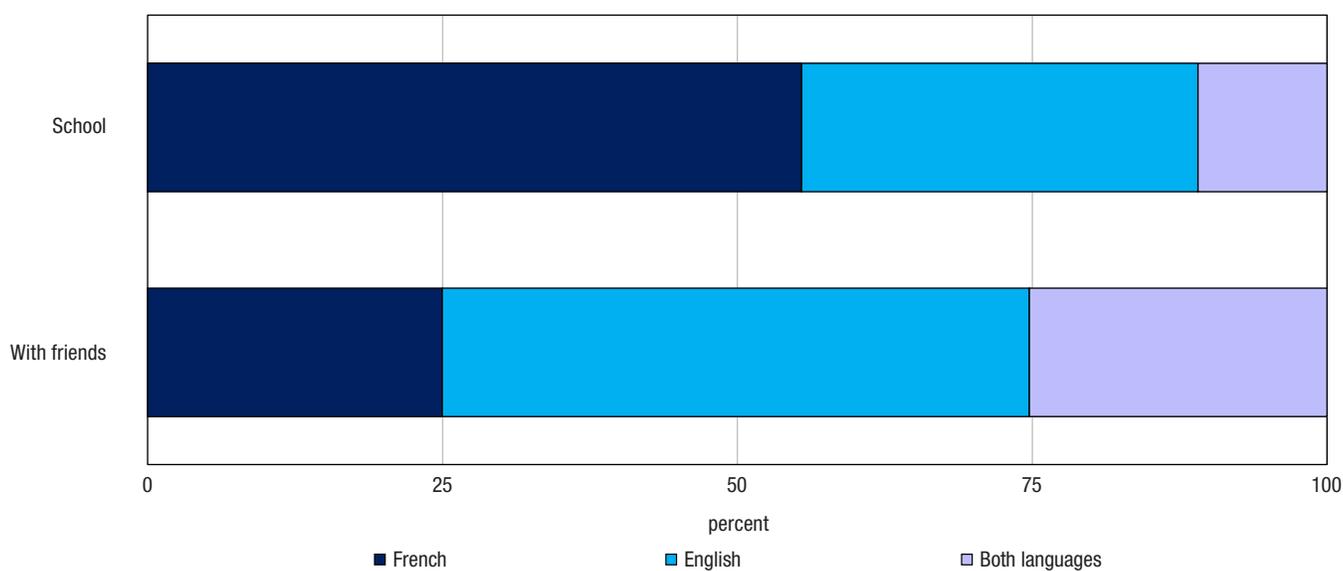
12. The type of school attended refers to the language of the school the child attended. The questions were formulated as follows: Was it a French or an English school? 01 - English; 02 - French; 03 - Immersion; 04 - Acadian; 05 - Other; 96 - Not asked; 99 - Don't know. Statistics Canada (2006B).

As was the case with Table 2.2, which shows the linguistic trajectory with friends, the children's use of both official languages is higher in the case of the synthetic variable for this trajectory compared with the four variables that compose it. Once again this can be explained by the way in which the linguistic trajectories in school were constructed. If a child used primarily French at any of the four points in times being looked at and English at other times, a bilingual linguistic trajectory in school (in which both official languages are used) was attributed to the child.

The table in Appendix 2 reveals that the proportions associated with the "Not Applicable" category are high for these children at the beginning of their school trajectory (i.e., at daycare and in pre-kindergarten and kindergarten). This can be explained by the substantial number of children who did not attend school at these levels as well as by the universe of respondents to these questions. In comparison, the "Not Applicable" category is less significant in the synthetic variable that relates to the complete linguistic trajectory in school of these children. The table in Appendix 2 also illustrates the fact that few of the children were educated in a language other than French or English.

Chart 2.1
Distribution of linguistic trajectories

Linguistic trajectories



Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 2.1 reveals that the distribution of children within the different linguistic trajectories varies considerably. While the proportion accounted for by a francophone trajectory in school is 55.4%, it is the anglophone trajectory that is most prevalent with friends, at 49.8%. This chart also shows that the proportions associated with the francophone and bilingual trajectories for these children in their interactions with friends are roughly the same (25.0% for the francophone trajectory with friends and 25.2% for the bilingual trajectory). Conversely, the children were far more likely to have an anglophone rather than a bilingual trajectory during their schooling (33.6% for the anglophone school trajectory compared with 10.9% for the bilingual trajectory). Not surprisingly, the tables in Appendices 1 and 2 show that the proportion of these children without a linguistic trajectory in school is much higher than the proportion of children without a linguistic trajectory with friends (17.6% for the linguistic trajectory in school versus 6.8% for the linguistic trajectory with friends). This difference can be explained by the ages of the children selected: few of the children aged 0 to 4 had started school, while a larger percentage of them had friends.

While Chart 2.1 shows the differences between trajectories, Table 2.4 reveals that there is a strong relationship between the linguistic trajectories in school and with friends. It is noted that 97.4% of the children who had a francophone trajectory with their friends also had a francophone trajectory in school, while close to 95% who had an anglophone trajectory in school also had an anglophone trajectory with their friends. However, these relationships were not of the same intensity in all cases involving the linguistic trajectories of these children.

For example, of all of the children who had a francophone trajectory in school, just over 40% had a francophone trajectory with their friends, while among those who had an anglophone trajectory with their friends, 64.1% also had an anglophone trajectory in school. Table 2.4 also points to a degree of bilingualization in the language behaviours of these children. We note as well that close to 40% of those who had a francophone trajectory in school had a bilingual trajectory with their friends.

Table 2.4
Distribution and correlation between linguistic trajectories in school and with friends

	Linguistic Trajectory with friends			Total
	Francophone	Anglophone	Bilingual	
	number			
Linguistic trajectory in school				
Francophone	58,970	28,115	55,910	142,995
Anglophone	265	81,720	4,360	86,345
Bilingual	1,305	17,595	9,445	28,345
Total	60,540	127,430	69,715	257,685
	percentage			
Linguistic trajectory in school				
Francophone	41.2	19.7	39.1	100.0
Anglophone	0.3	94.6	5.0	100.0
Bilingual	4.6	62.1	33.3	100.0
Total	25.0	49.8	25.2	100.0
Francophone	97.4	22.1	80.2	55.5
Anglophone	0.4	64.1	6.3	33.5
Bilingual	2.2	13.8	13.5	11.0
Total	100.0	100.0	100.0	100.0

Source: Survey on the Vitality of Official-Languages Minorities (2006)

We note in Table 2.4 that children who show a bilingual linguistic trajectory for one of the dimensions (at school or with friends) do not necessarily have a bilingual trajectory for the other dimension. Among those who had a bilingual school trajectory, one-third of them had a bilingual trajectory with their friends and more than three out of five children (62.1%) had an anglophone trajectory with their friends. Conversely, fewer than 15% of those who had a bilingual trajectory with their friends also a bilingual trajectory in school, and four out of five of them (80.2%) had a francophone trajectory in school.

Use of language practice variables

The second key aspect of our study is the use of language practice variables in assessing language transmission rather than the traditional linguistic variables¹³ generally used. Our study looks at five variables relating to the language behaviours of these children in their personal, extracurricular or recreational activities. Those five language practice variables are as follows:

- I. the language used when watching television,
- II. the language used when browsing the Internet,
- III. the language used when playing organized sports,
- IV. the language used when participating in organized non-sports-related activities,
- V. the language used for reading.

The first four variables relating to the linguistic behaviour of these children¹⁴ were obtained directly from the SVOLM “Children” file. With regard to the language they used for reading, it represents a synthesis of three variables available in the file. The language used for reading is based on the variable relating to the language currently used for reading, of which the universe is composed of all of children who, according to their parents, read a minimum of a few times a month. For those children who were not included in the universe or whose parents had not provided

13. These “traditional” variables generally used in studies on language transmission are mother tongue, language used at home and language of instruction.

14. This refers to the language used while watching television, browsing the Internet and participating in sports and non sports-related activities.

a response to this first question, two other variables indicating whether the children were read to or told stories by a household member or had been read to or told stories by a household member in the past were considered.

Table 2.5 reveals that these children show a variety of language practices. We note, for example, that the exclusive use of French is much more prevalent for reading than for the other activities. We also observed that the exclusive use of English is highest for organized sports and non-sports-related activities, at over 50%. Moreover, the predominant use of English greatly surpasses the use of French in four of the five activities; only the predominant use of English for reading is lower than 50%. Finally, three language practice variables show a substantial number of children in the “Not Applicable” category. These cases of non-response and exclusion from the universes of the questions concerned mostly apply to children who do not engage in these three types of activities (browsing the Internet, participating in organized sports and participating in non-sports-related activities).

Table 2.5
Distribution of language practices, choice of detailed responses

	Linguistic practices of children				
	Reading	Playing organized sports	Organized non-sport related activities	Internet	Television
	number				
Only French	58,090	12,475	9,310	12,230	23,355
French most often	42,730	25,955	27,795	10,875	12,185
French and English equally	59,640	25,290	17,815	32,590	40,595
English most often	55,710	27,120	19,020	49,660	93,655
Only English	92,885	120,590	88,475	92,390	126,540
Not applicable	5,415	103,040	152,060	116,725	18,145
Total	314,470	314,470	314,470	314,470	314,470
	percentage				
Only French	18.8	5.9	5.7	6.2	7.9
French most often	13.8	12.3	17.1	5.5	4.1
French and English equally	19.3	12.0	11.0	16.5	13.7
English most often	18.0	12.8	11.7	25.1	31.6
Only English	30.1	57.0	54.5	46.7	42.7
Total	100.0	100.0	100.0	100.0	100.0

Source: Survey on the Vitality of Official-Languages Minorities (2006).

2.3 Independent variables

The literature on language transmission deals with a number of variables that can influence or determine children’s language practices. In our study, many independent variables based on the language transmission variables referred to in the literature have been included in the analyses in order to identify the children’s language practices in the context of their personal, extracurricular or recreational activities. While the five language practice variables presented in the previous section are looked at in the descriptive analyses, 11 independent variables are introduced. These independent variables can be combined into 4 sets: individual, school-related, family-related and contextual variables. They are presented in the following table.

Table 2.6
Independent variables and their definitions

	frequency	percentage
Individual variables		
Age ¹		
0 to 4	70,445	22.4
5 to 11	120,090	38.2
12 to 17	123,935	39.4
Mother tongue ²		
English	125,780	43.0
French	134,835	46.0
Both languages	32,235	11.0
Language spoken at home ³		
English	160,545	53.5
French	111,880	37.3
Both languages	27,625	9.2
Linguistic trajectory with friends ⁴		
English	145,965	49.8
French	73,145	25.0
Both languages	73,955	25.2
Schooling variable		
Linguistic trajectory in school ⁵		
English	87,125	33.6
French	143,735	55.4
Both languages	28,370	10.9
Family Variables		
Language composition of couple ⁶		
Endogamous couple, French	103,540	33.2
Exogamous couple, Francophone father	69,480	22.3
Exogamous couple, Francophone mother	93,265	29.9
Non francophone couple	45,540	14.6
Education level of the mother ⁷		
Elementary level	23,945	7.7
High-school level	77,915	25.1
Postsecondary level	105,915	34.1
University level	102,450	33.0
Education level of the father ⁸		
Elementary level	43,590	14.3
High-school level	72,670	23.9
Postsecondary level	89,380	29.4
University level	98,420	32.4
Contextual variables		
Region ⁹		
Atlantic	12,345	3.9
New Brunswick	49,205	15.6
Ontario, East and North	74,595	23.7
Ontario, South	106,050	33.7
West and Territories	72,275	23.0
Concentration Index of the minorities ¹⁰		
Low concentration	145,615	46.3
Moderate concentration	79,280	25.2
High concentration	89,575	28.5
FOLS of the CD's children ¹¹		
0.00% to 1.99%	110,680	35.2
2.00% to 4.99%	56,975	18.1
5.00% to 24.99%	81,105	25.8
25.00% and more	65,710	20.9

1. Child's age.

2. First language learned and still understood by the child.

3. Language(s) spoken most often at home by the child.

4. Language(s) spoken with friends by the child, derived variable.

5. Main language(s) used in most subjects taught to the child in school, derived variable.

6. Linguistic composition (according to mother tongue) of the couple formed by the biological parents of the child.

7. Highest level of education obtained by the mother of the child.

8. Highest level of education obtained by the father of the child.

9. Area of residence of the child.

10. Concentration index of the francophone minority in the census subdivision (CSD) of the child.

11. Proportion of children with French as first official language spoken (FOLS) in the census division (CD) of the children.

Source: Survey on the Vitality of Official-Languages Minorities (2006).

The first category of independent variables presented in Table 2.6¹⁵ combines the individual variables. This group is composed of four variables, including the child's age and linguistic characteristics. Close to half of the children in the study present an anglophone trajectory with their friends, while the proportions associated with the children's use of French or both official languages were similar. With regard to the language behaviours of these children, the "Language spoken at home" variable is strongly correlated with the "Mother tongue" variable. Just over half of the children in the sample spoke English most often at home, while more than one-third spoke French most often. In comparison, just under half of them had French as their mother tongue and 43.0% had English as their mother tongue.

There is only one school-related variable in the second group of independent variables, namely, the child's "Linguistic trajectory in school". Other variables such as the level¹⁶ and type¹⁷ of school a child attended were considered in the analyses but are not included in our study because they are strongly correlated with other variables. The level of school attended is correlated with a child's age, and the type of school attended is correlated with a child's linguistic trajectory in school. Roughly 55% of the children in the study used French at school, compared with approximately one-third who used English. The table in Appendix 3 reveals that close to one in five children (17.6%) are in the "Not Applicable" category, a finding that can primarily be explained by the fact that these children are too young to go to school and therefore were not asked questions about school attendance.

The third category of independent variables comprises family-related variables. The "Language composition of couple" variable related to the children's biological parents provides information about the parents' mother tongues and whether or not the family's language status was endogamous or exogamous. This variable was chosen in the analyses because it reflects the linguistic origins of each parent and because it holds considerable importance in the studies dealing with language transmission. Just over half of the children in the study had parents who formed an exogamous couple,¹⁸ while one-third of them had parents who formed an endogamous francophone couple.¹⁹ The last two variables in this group relate to the highest level of education attained by the parents. These two variables show that more than 60% of parents had a postsecondary or university level of education. They also reveal that, overall, the mothers attained higher levels of education than the fathers.

Contextual variables make up the fourth and final group of independent variables. This category of variables is composed of three variables that situate these children in their environment and the place where they live: the "Region" in which they reside, the "Concentration index of francophone minority" in the CSD of residence and the "Proportion of use of French as child's first official language spoken (FOLS)" in the CD of residence. Close to three-quarters of the children in the study lived in two provinces: Ontario (57.4%, including close to one-quarter of all children in the study (23.7%) living in the east and the north) and New Brunswick (15.6%).²⁰ Fewer than 30% of the children lived in a CSD with a strong linguistic minority concentration (i.e., a CSD in which the percentage of francophones within the total population was high). One-fifth of the children in our study lived in a CD in which the proportion of children²¹ whose FOLS is French was higher than 25%. However, approximately half of the children lived in a CSD in which the francophone minority concentration was low (46.3%) or a CD in which the proportion of children whose FOLS is French was below 5% (53.3%). The inclusion of these variables in the descriptive models reflects the language composition of the place of residence and its influence on the language practices of these children.

15. See also Appendix 3 for the complete table.

16. Elementary, secondary, etc.

17. French, English, immersion school, etc.

18. Just under 30% of the children had biological parents who formed an exogamous couple in which the mother's mother tongue was French, while 22.3% were from an exogamous in which the father's mother tongue was French.

19. Endogamous Francophone couples are endogamous couples whose only mother tongue is French or whose mother tongues are French and another language.

20. They are followed by, in order, Alberta (8.6%), British Columbia (7.4%), Manitoba (4.8%) and Nova Scotia (3.1%).

21. This includes all children in the census division.

Chapter 3 Descriptive analyses

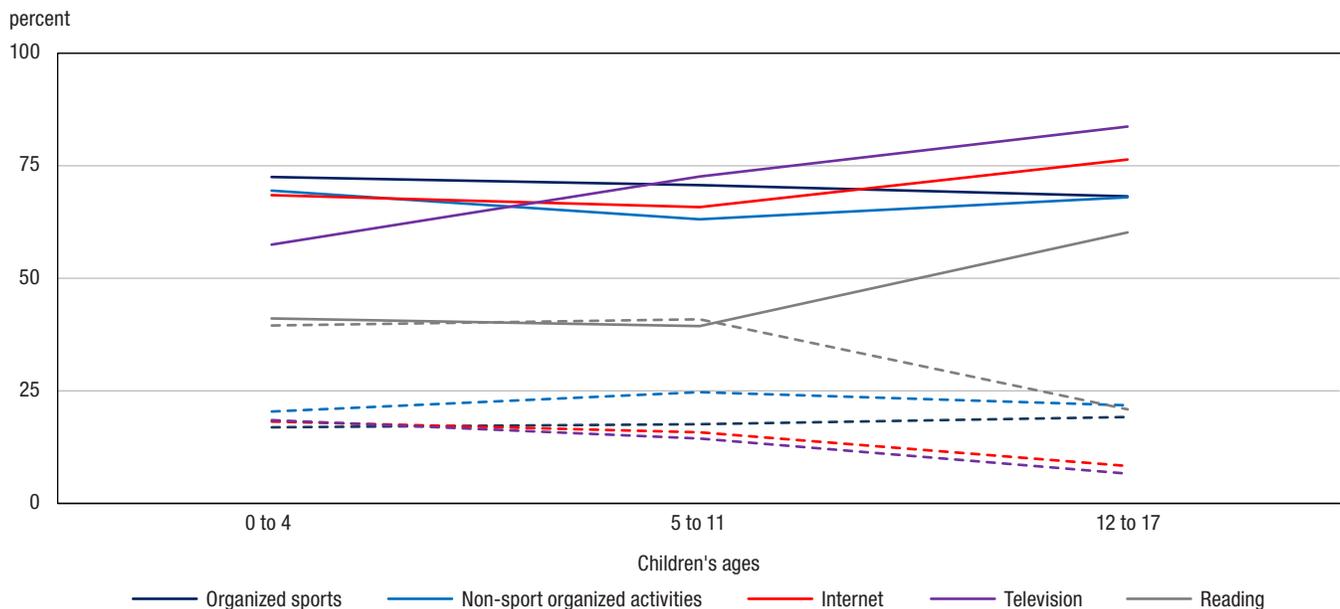
The results of our descriptive analyses in this chapter are presented in two sections. Initially, a series of descriptive charts is presented for the set of language practices of these children. This first series of descriptive results is focused more specifically on the predominant use of French²² or English²³ by these children in the five personal, extracurricular or recreational activities²⁴ that represent their language practices. In the second part of the chapter, a detailed description of the children's linguistic behaviour with regard to their reading habits is presented and compared against their television viewing habits.

3.1 Predominant use of French and English in children's language practices

Children's ages

Regardless of the children's ages, they used more English than French in their personal, extracurricular or recreational activities. This increased use of English compared with French is illustrated in Chart 3.1 A using five solid lines showing the predominant use of English, which are above the dotted lines showing the predominant use of French. The predominant use of English when these children read, watch television or browse the Internet increased as they grew older while, as a consequence, the predominant use of French decreased accordingly for their language practices in these three areas as the children's ages increased.

Chart 3.1a
Predominant use of French (dotted lines) and English (solid lines) in personal, extracurricular or recreational activities according to children's ages



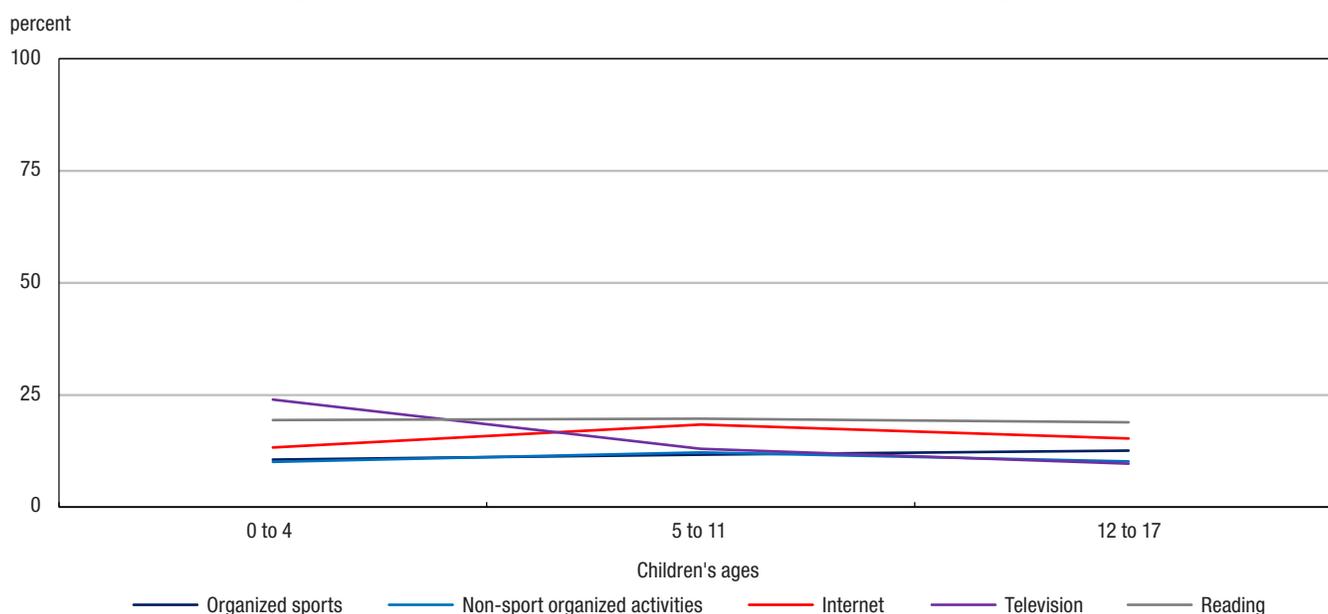
Source: Survey on the Vitality of Official-Language Minorities (2006).

22. The predominant use of French includes the use of French only, more frequent use of French compared with English and joint use of French and another language.

23. The predominant use of English includes the use of English only, more frequent use of English compared with French and joint use of English and another language.

24. This refers to the language used to browse the Internet, watch television, participate in sports and non-sports-related activities and read.

Chart 3.1b
Equal use of French and English in personal, extracurricular or recreational activities according to children's ages



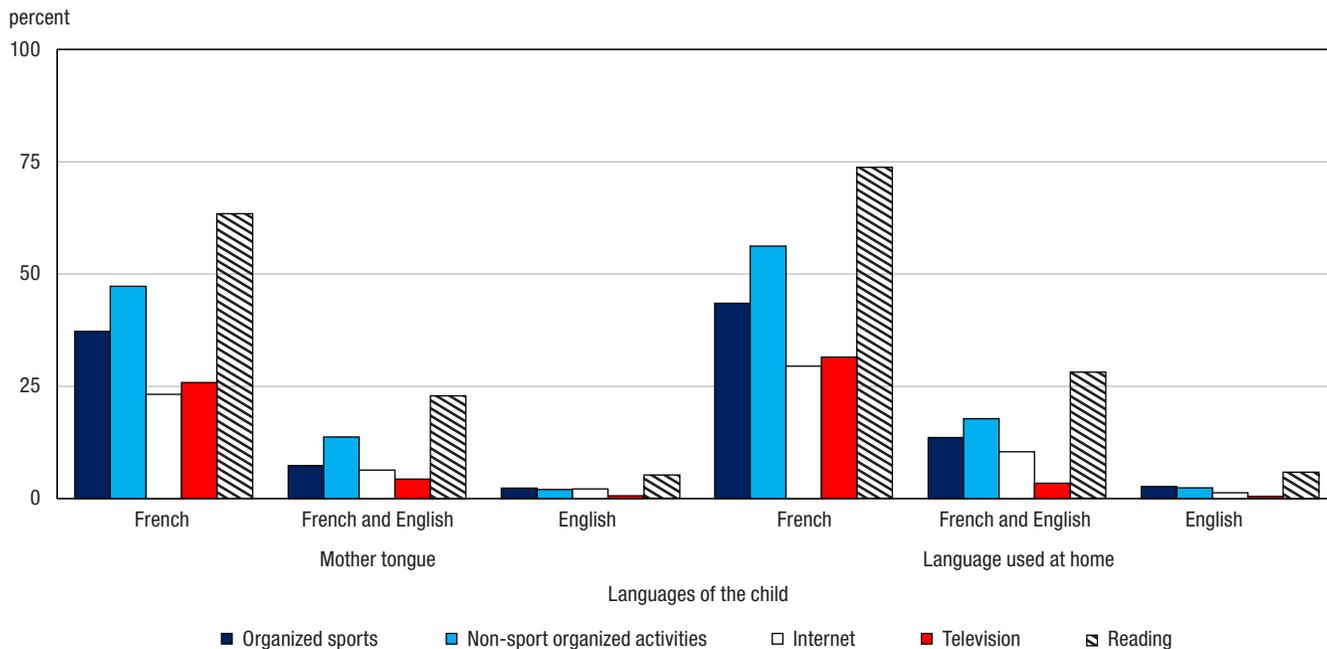
Source: Survey on the Vitality of Official-Language Minorities (2006).

The dark grey lines in the middle portion of Chart 3.1 A illustrate the distinct nature of the language used for reading compared with the language practices relating to the other activities. At a young age (i.e., 11 or under), the proportions relating to the predominant use of French are similar to those for English. However, the gap widens considerably in favour of the use of English for children aged 12 to 17. This change in the language used by the children for reading can partly be explained by the fact that they were attending school. Corbeil and Lafrenière (2010) in fact showed that in many cases the transition from elementary school to secondary school also signifies a transition from French school to English school. This shift towards English-language schooling could thus explain the increase in reading in English and the decrease in reading in French starting at age 12. With regard to the children's language practices in the other activities, Chart 3.1 A shows that the predominant use of French never exceeds 25%, while the use of English is very prevalent. As well, Charts 3.1 A and B show that as the children grew older they were more likely to watch television in English, while the predominant use of French and of both languages equally decreased at the same time. Lastly, it is worth noting that, as Chart 3.1 B shows, the equal use of French and English remained stable, at between 10% and 20%, at all ages and for all activities in the study, except in the case of television, as noted earlier.

Mother tongue and language spoken at home by these children

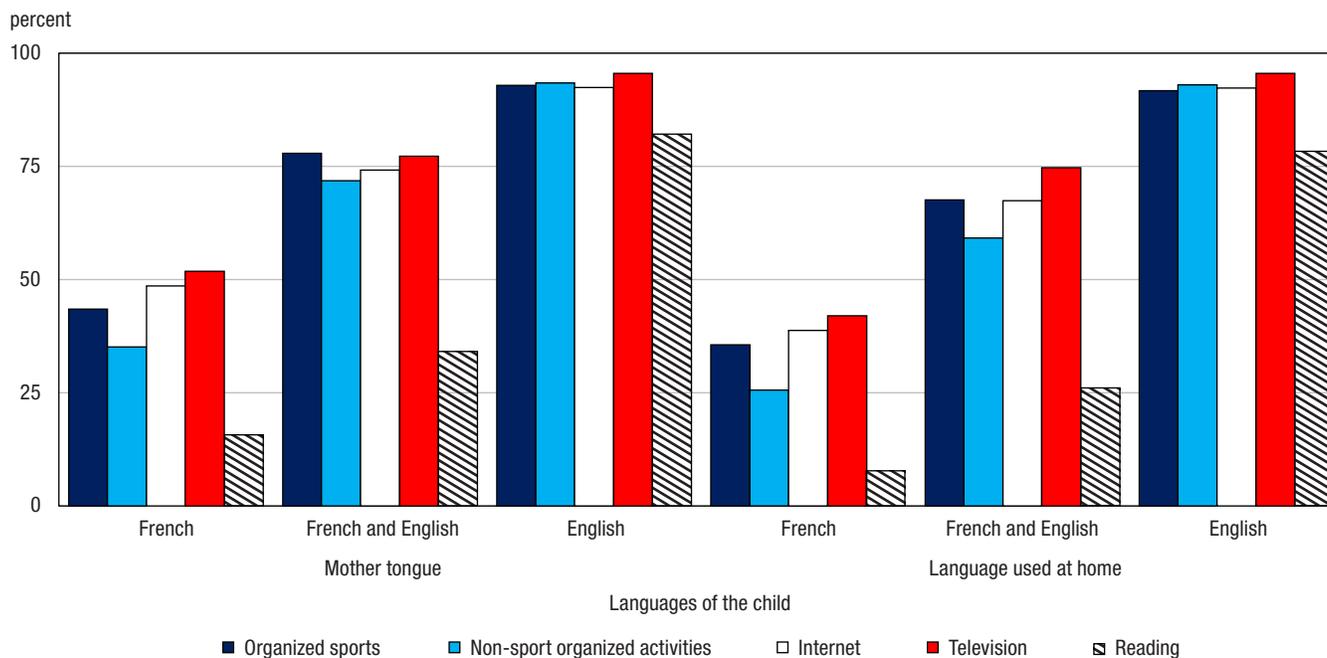
The results illustrated in Charts 3.2 A, B and C indicate that there was little change in the use of French and English in the personal, extracurricular or recreational activities of these children depending on whether the mother tongue or the language spoken most often at home was taken into account; in other words, the variation in their language practices is similar for the two variables being studied. The following charts show that the children were more likely to use English rather than French in their activities. This observation is particularly relevant for those whose mother tongue was English or who spoke English most often at home. Their level of use of English was generally above 90% (Chart 3.2 B), while the level for the use of French was below 3% (Chart 3.2 A).

Chart 3.2a
Predominant use of French in personal, extracurricular or recreational activities according to mother tongue and language children spoke most often at home



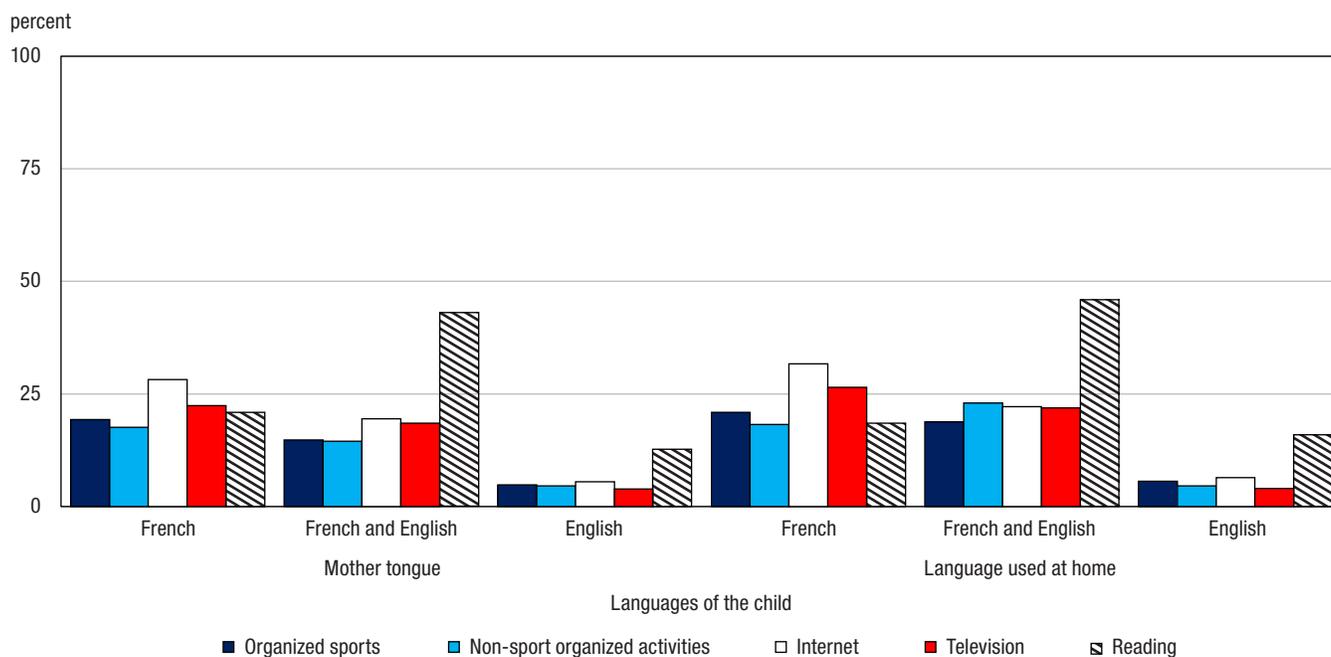
Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.2b
Predominant use of English in personal, extracurricular or recreational activities according to mother tongue and language children spoke most often at home



Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.2c
Equal use of French and English in personal, extracurricular or recreational activities according to mother tongue and language children spoke most often at home



Source: Survey on the Vitality of Official-Language Minorities (2006).

Charts 3.2 A, B and C show that children who had French as their mother tongue or as the language spoken most often at home did not systematically use more French than English in their personal, extracurricular or recreational activities. They nonetheless had a stronger tendency to use French in their activities rather than English, particularly for reading and while participating in sports and non-sports-related activities. The percentages relating to the predominant use of French for reading by children who had French as their mother tongue or who spoke French most often at home are 63.4% and 73.7% respectively. In comparison, the use of English was at a level of 15.7% for children who had French as their mother tongue and 7.8% for those who spoke French more often at home. At the same time, the francophone children in the study²⁵ used French more than English when they participated in organized sports and non-sports-related activities. We note, moreover, that English was more commonly used than French when these children watched television or browsed the Internet, regardless of their mother tongue or the language spoken most often at home.

For children who did not have French as their mother tongue or as the language used most often at home, only the language used for reading differs from that used in the other activities. Although the predominant use of English among such children was more prevalent than the use of French, the use of English for reading overall was at a lower level than for the other language practice variables. For example, the percentages relating to the use of English for reading are 82.1% and 78.2% respectively for children who had English as their mother tongue or as the language spoken at home, while the percentages associated with their language practices in the other activities are higher than 90% (Chart 3.2 B). Conversely, the proportions relating to the predominant use of French for reading are 5.2% and 5.9% respectively for children who had English as their mother tongue or as the language spoken most often at home, while the proportions for the use of French are less than 3% for their language practices in the other activities (Chart 3.2 A). Chart 3.2 C shows that children deemed to be anglophone (based on the mother tongue or the language used most often at home) were more likely to use both languages equally for reading rather than just French or in relation to the other personal, extracurricular or recreational activities of the children in the study. For example, 12.7% of children whose mother tongue was English used French and English equally when they read, while the proportions relating to the use of both languages equally range from 3.9% to 5.5% for the other activities. A similar pattern exists for children whose language spoken most often at home is English.²⁶ In short, not surprisingly, children who had at least one parent who was part of the francophone minority and who had English as their mother tongue or who spoke English most often at home used significantly

25. For both mother tongue and language spoken most often at home.

26. Where the proportion of use of French and English equally for reading is 15.9%, while these proportions range from 4.0% to 6.4% for the other activities.

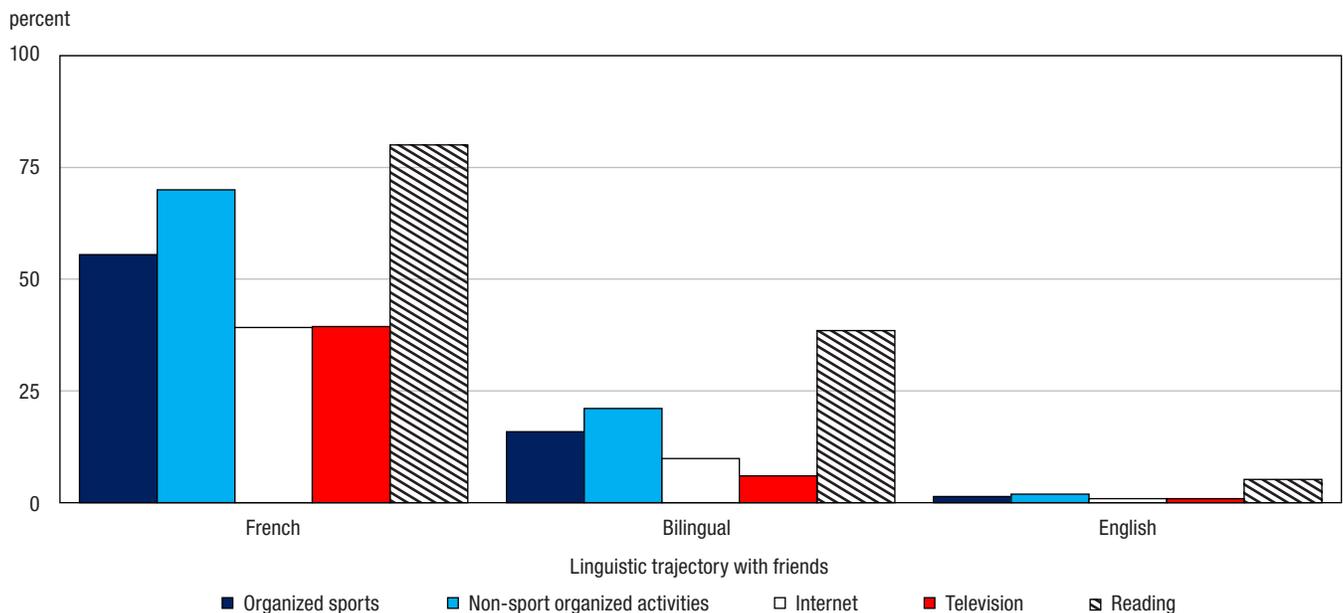
more English than French for reading, but to a lesser degree compared with the other personal, extracurricular or recreational activities.

Children’s linguistic trajectory with their friends

The children’s language practices in their activities are tied to their linguistic trajectories with their friends, and Charts 3.3 A and B illustrate the strength and direction of those connections. The predominant use of French in activities, as shown in Chart 3.3 A, is very low for children who had an anglophone trajectory with their friends, while it is slightly higher for those who had a bilingual trajectory²⁷ and significantly higher for those who had a francophone trajectory with their friends. For example, the proportions relating to the use of French range from 0.9% to 5.2% for children who had an anglophone trajectory with their friends but from 39.2% to 80.0% for those who had a francophone trajectory. A comparable phenomenon is seen in Chart 3.3 B with regard to the predominant use of English. The chart shows that the use of English in activities is low for those children who had a francophone trajectory with their friends (between 3.2% and 34.8%) but slightly higher for children who had a bilingual trajectory²⁸ and much higher for those who had an anglophone trajectory (between 81.2% and 94.1%).

The language used for reading stands out from the other personal, extracurricular or recreational activities of these children when it is considered in relation to the linguistic trajectory with friends. Chart 3.3 A reveals that the proportions relating to the children’s use of French for reading are systematically higher than the other proportions relating to the use of French, regardless of the language of the trajectory with friends. As a corollary, Chart 3.3 B shows that the proportions relating to the use of English when children read are invariably lower than the other proportions relating to the use of English, regardless of the language of the trajectory with friends. Finally, we note that, for those who had a bilingual trajectory²⁹ with their friends, the proportion relating to the use of French for reading is higher than the proportion relating to the use of English (38.5% (Chart 3.3 A) compared with 29.8% (Chart 3.3 B)), while these children are much more likely to use English than French in their other activities.

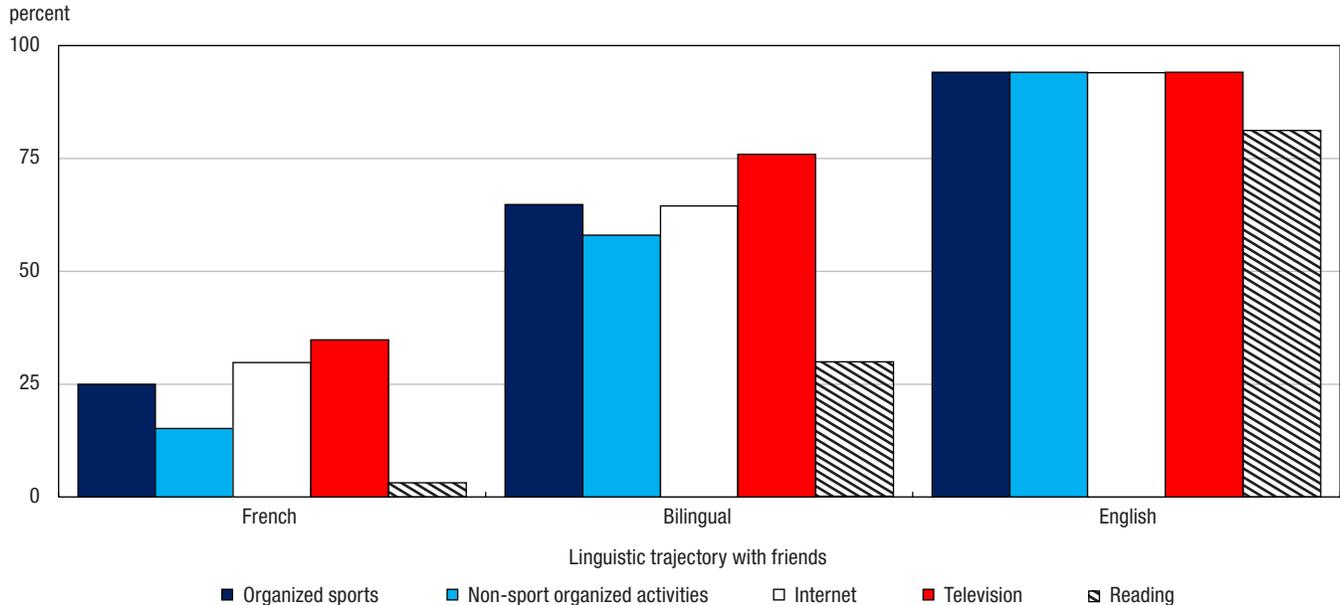
Chart 3.3a
Predominant use of French in personal, extracurricular or recreational activities according to children’s linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

27. English and French.
 28. English and French.
 29. English and French.

Chart 3.3b
Predominant use of English in personal, extracurricular or recreational activities according to children's linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

Children's linguistic trajectory in school

As we saw earlier with regard to these children's linguistic trajectories with their friends, there is an apparent connection between their linguistic trajectories in school and their linguistic behaviour in their personal, extracurricular or recreational activities. Charts 3.4 A and B show that those who had an anglophone trajectory in school used mainly English in their activities and used very little French. The proportions relating to their use of English range from 93.5% to 98.1%, and the proportions associated with their use of French are 1% or under. Children who had a bilingual school trajectory³⁰ also used more English than French in their language practices (between 67.9% and 91.7% for the use of English compared with 10% or under for the use of French). The use of English by children who had a bilingual school trajectory,³¹ in contrast with those who had an anglophone school trajectory, are slightly lower, and the proportions relating to the use of French are slightly higher. Children who had a bilingual school trajectory³² were more likely to use French and English equally in their activities rather than French only, particularly for reading, while the proportion of use for both languages equally is 22%.³³

Children who had a francophone trajectory in school used mostly English in their activities, except in the case of reading. While just over half of those who had a francophone trajectory in school used primarily French when they read (53.2%), and one-fifth of them used English, the proportions relating to the use of English in the other activities were higher (sometimes significantly so) than the use of French. The following charts illustrate the predominant use of English compared with French in activities, irrespective of the language of the child's linguistic trajectory in school. Although the predominant use of French is higher when the child had a francophone trajectory in school,³⁴ the use of English continued to dominate, except in the case of reading and, to a lesser extent, organized non-sports-related activities.

30. English and French.

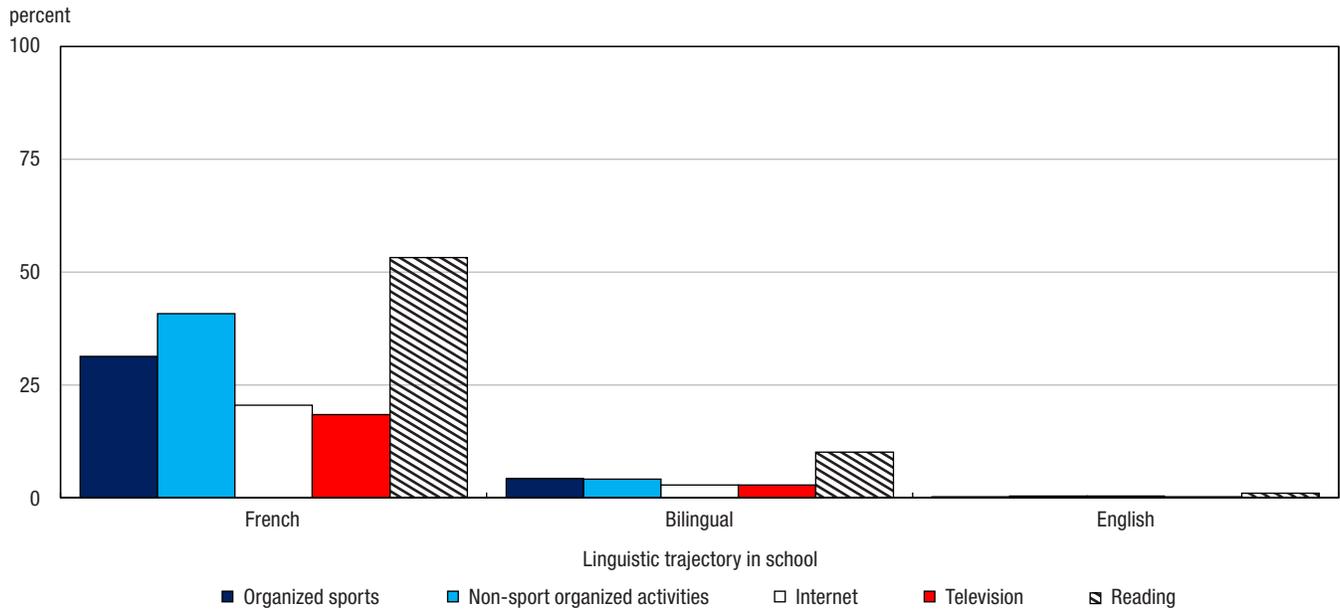
31. English and French.

32. English and French.

33. For the other activities, the proportions relating to the use of French and English equally range from 5.5% to 10.8% for children with a bilingual (French and English) school trajectory.

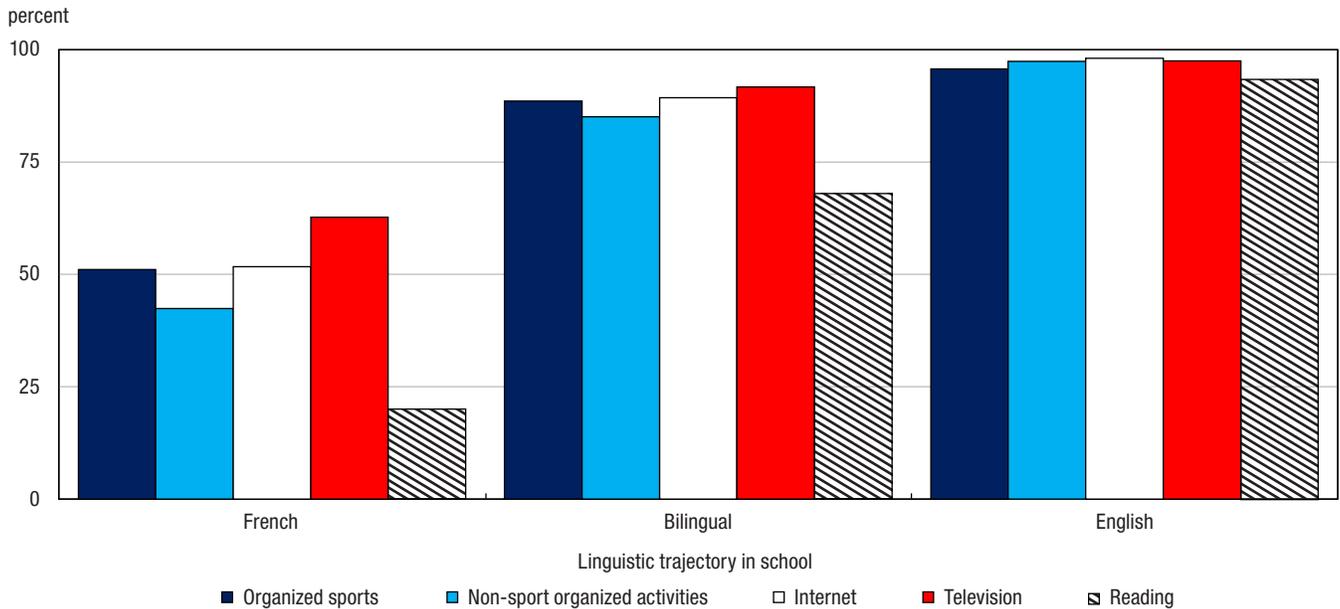
34. Compared with the use of French by children with an anglophone or bilingual school trajectory.

Chart 3.4a
Predominant use of French in personal, extracurricular or recreational activities according to children's linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.4b
Predominant use of English in personal, extracurricular or recreational activities according to children's linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

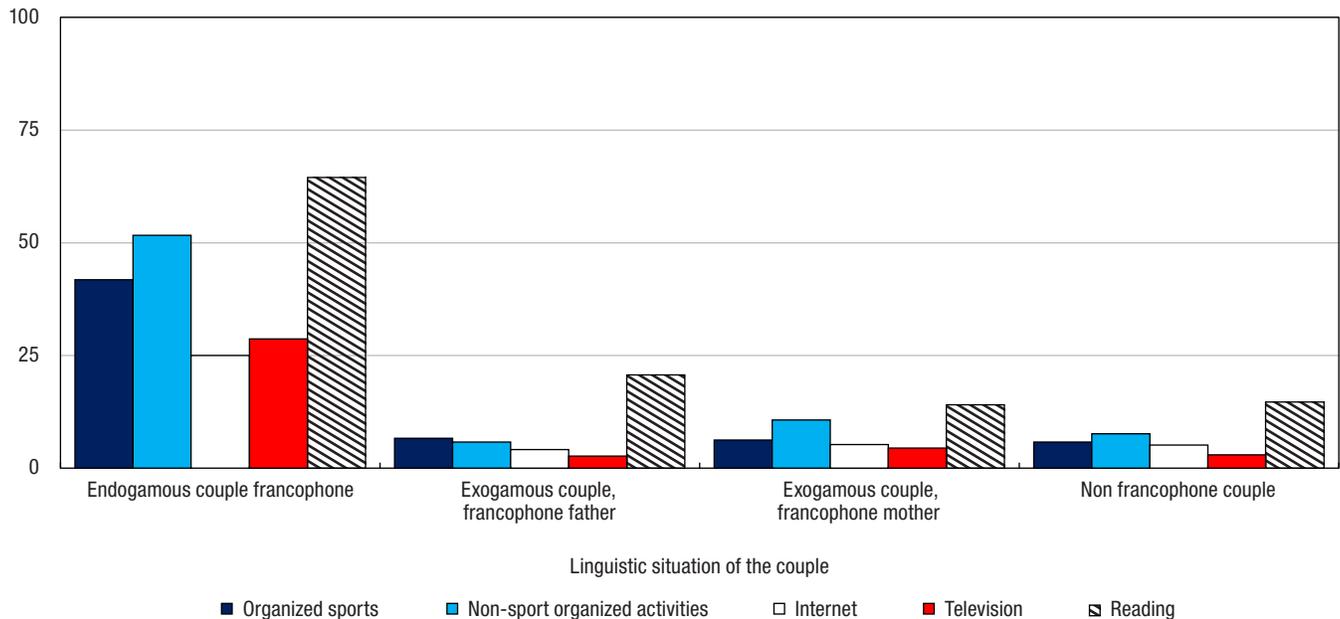
Language composition of couple composed of child's biological parents³⁵

The family language environment in which children have been immersed since birth influences their language choices in their personal, extracurricular or recreational activities. Children born to parents who compose an endogamous francophone couple have language behaviours that differ from those whose parents compose other types of couples from a language perspective. The following charts, 3.5 A and B, also show that the preferred language for reading is different from that for the other activities. These results are consistent with what has been seen in the existing literature on this subject. For example, Chart 3.5 B shows that children whose parents composed a linguistically exogamous couple in which the mother was francophone were somewhat less likely to use English as the predominant language than children from linguistically exogamous couples in which the father was francophone, except with regard to reading. This finding is in line with those that emerged from the studies by Bouchard-Coulombe (2011) and Vézina and Houle (2014), which revealed that the mother plays a decisive role in language transmission. The fact that the language used for reading constitutes an exception can be explained by the fact that reading is probably more strongly influenced by the language used at school, the region of residence and the linguistic context of the community in which a child lives.

Chart 3.5a

Predominant use of French by children in personal, extracurricular or recreational activities according to language composition of couple composed of biological parents

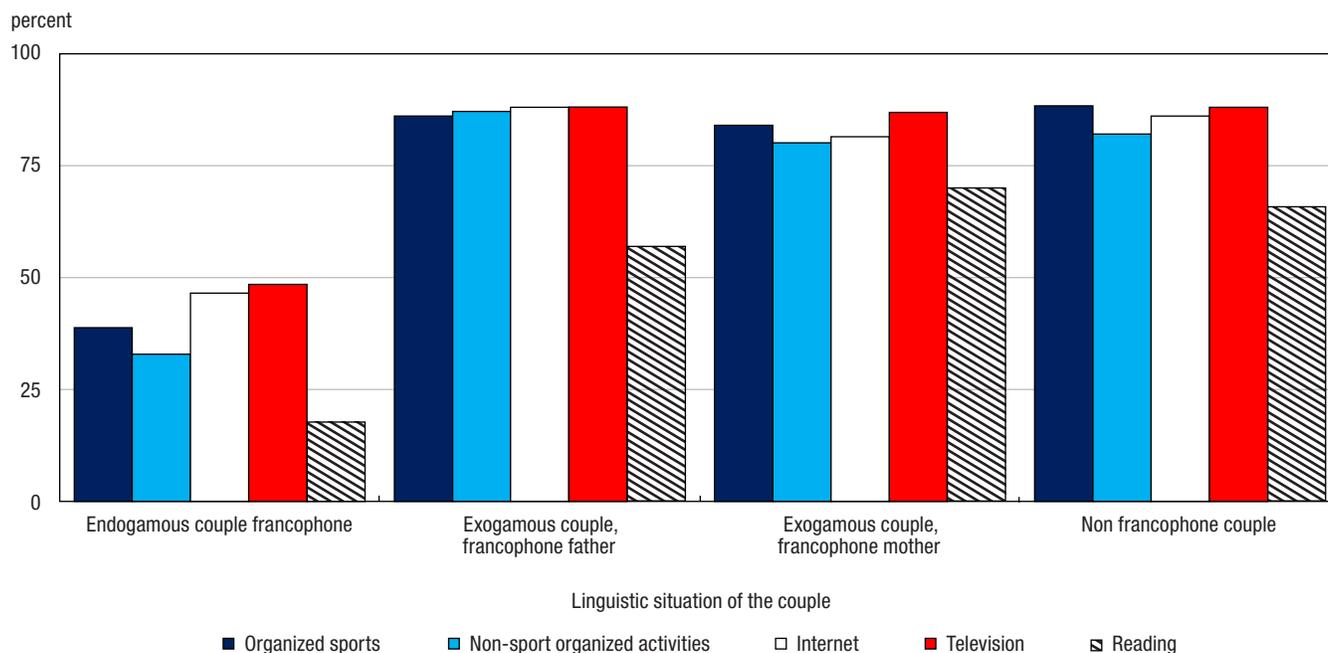
percent



Source: Survey on the Vitality of Official-Language Minorities (2006).

35. This variable relating to the couple's linguistic situation was derived from the variables relating to the mother tongues of the child's biological parents. It does not reflect the linguistic behaviour of the adults in the household in which the child lives. This variable relating to a couple's linguistic composition also applies to single-parent families.

Chart 3.5b
Predominant use of English by children in personal, extracurricular or recreational activities according to language composition of couple composed of biological parents



Source: Survey on the Vitality of Official-Language Minorities (2006).

The language behaviours of children born to parents comprising an endogamous francophone couple differ from those of children whose parents compose other types of couples from a linguistic perspective, because they use more French in their personal, extracurricular or recreational activities. Chart 3.5 A reveals that children born to parents comprising an endogamous francophone couple use French more for reading and in organized sports and non-sports-related activities than children of parents comprising another type of couple. Generally speaking, the proportions relating to their use of French exceed 25% (sometimes by a wide margin), while the use of French by children whose parents compose other linguistic types of couples is never greater than 20%.

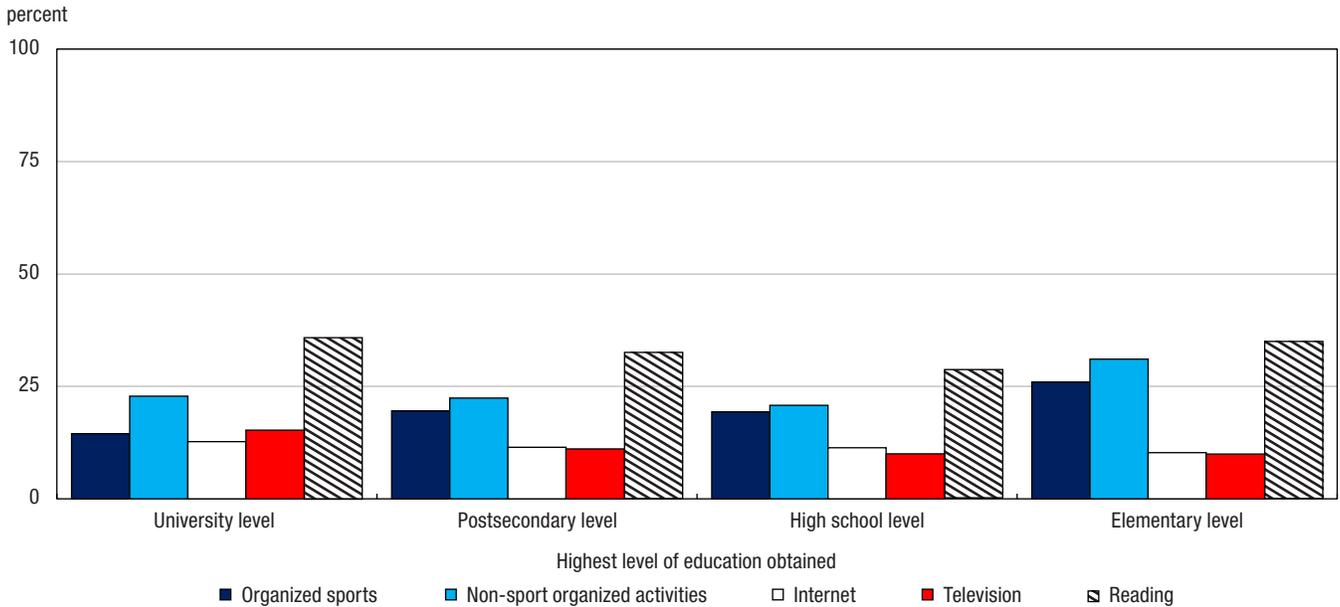
Chart 3.5 A also reveals that watching television and browsing the Internet differ from the other activities for these children whose parents compose an endogamous francophone couple. These children are in fact more likely to use English as the predominant language rather than French when they watch television (48.3% for English versus 28.8% for French) and when they browse the Internet (46.2% for English versus 25.1% for French). In fact, irrespective of the couple's language composition, the previous charts indicate that the language behaviours of these children when watching television or browsing the Internet differ from those associated with the other activities in that the use of English tends to be high and the use of French particularly low.

Finally, it can be seen that the linguistic behaviour of these children for reading differs from the behaviours associated with the other activities. The use of English for reading is in fact systematically lower than for the other activities, irrespective of the couple's language composition.

Highest level of education attained by children's parents

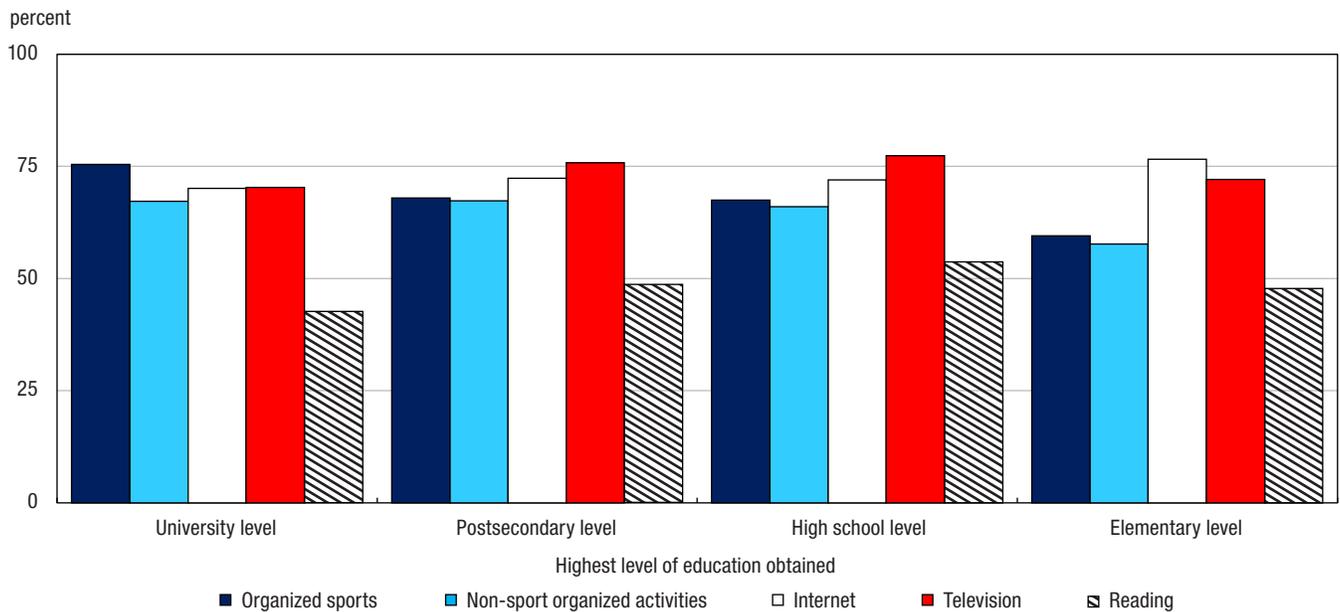
Charts 3.6 A and B (mother's education) as well as the charts in Appendix 4 (father's education) reveal that there are no significant differences between the effect of the mother's education and the father's education on these children's language practices. The trends observed in Charts 3.6 A and B and the charts in Appendix 4 are very similar.

Chart 3.6a
Predominant use of French by children in personal, extracurricular or recreational activities according to highest level of education attained by mother



Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.6b
Predominant use of English by children in personal, extracurricular or recreational activities according to highest level of education attained by mother



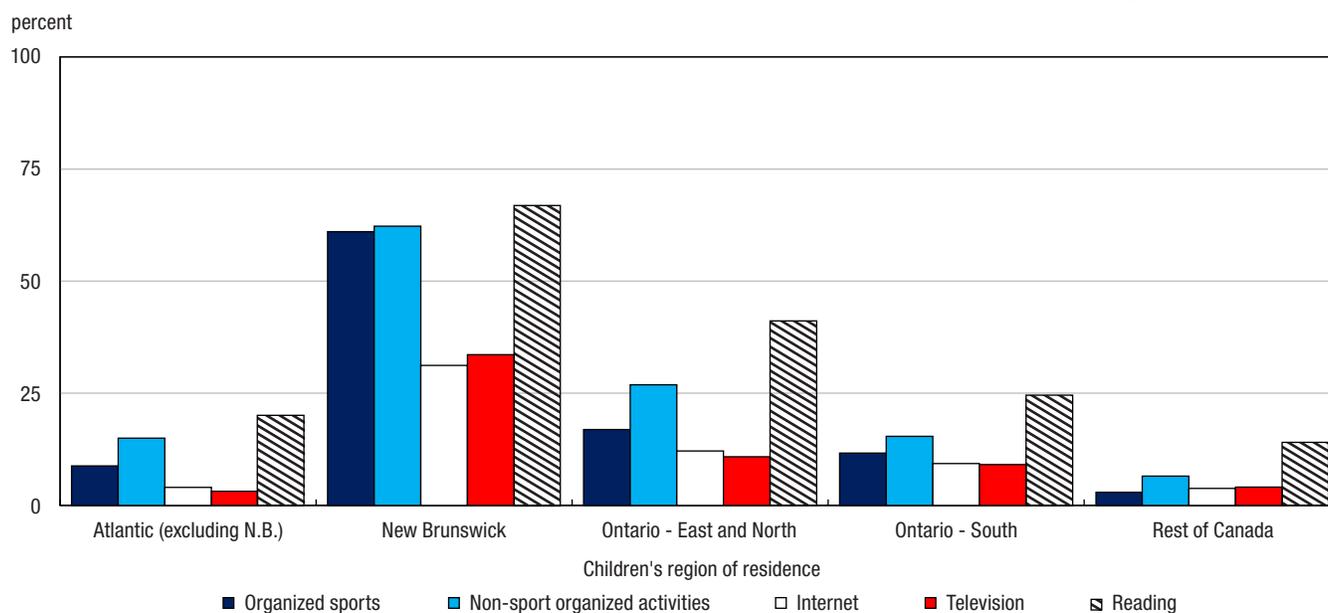
Source: Survey on the Vitality of Official-Language Minorities (2006).

Children's region of residence

Not surprisingly, and in keeping with the earlier findings reported in the literature,³⁶ those children who lived in New Brunswick showed the highest proportions for the predominant use of French in Canada outside Quebec. New Brunswick is the only region in which these children used more French than English for three of the five personal, extracurricular or recreational activities considered here. For those three activities (reading, organized sports and non-sports-related activities), the proportions relating to the predominant use of French are greater than 60%, as shown in Chart 3.7 A. Browsing the Internet and watching television are nonetheless done more in English than in French across Canada, even in New Brunswick. The proportions for the predominant use of French are nonetheless much higher in New Brunswick than elsewhere in Canada.

The two Ontario regions also present disparities that are worth mentioning. Chart 3.7 B shows that English is in greater use by children who live in the southern part of the province compared with those who live in the eastern and northern parts. As a corollary, children who live in northern and eastern Ontario are more likely to use French and to use both languages equally in their personal, extracurricular and recreational activities than those who live in the southern part of the province (Charts 3.7 A and C). These results thus confirm the findings of Corbeil et al. (2007) and show that the predominant use of French is largely concentrated in certain parts of New Brunswick and Ontario that are close to Quebec.

Chart 3.7a
Predominant use of French in children's personal, extracurricular or recreational activities according to region of residence¹

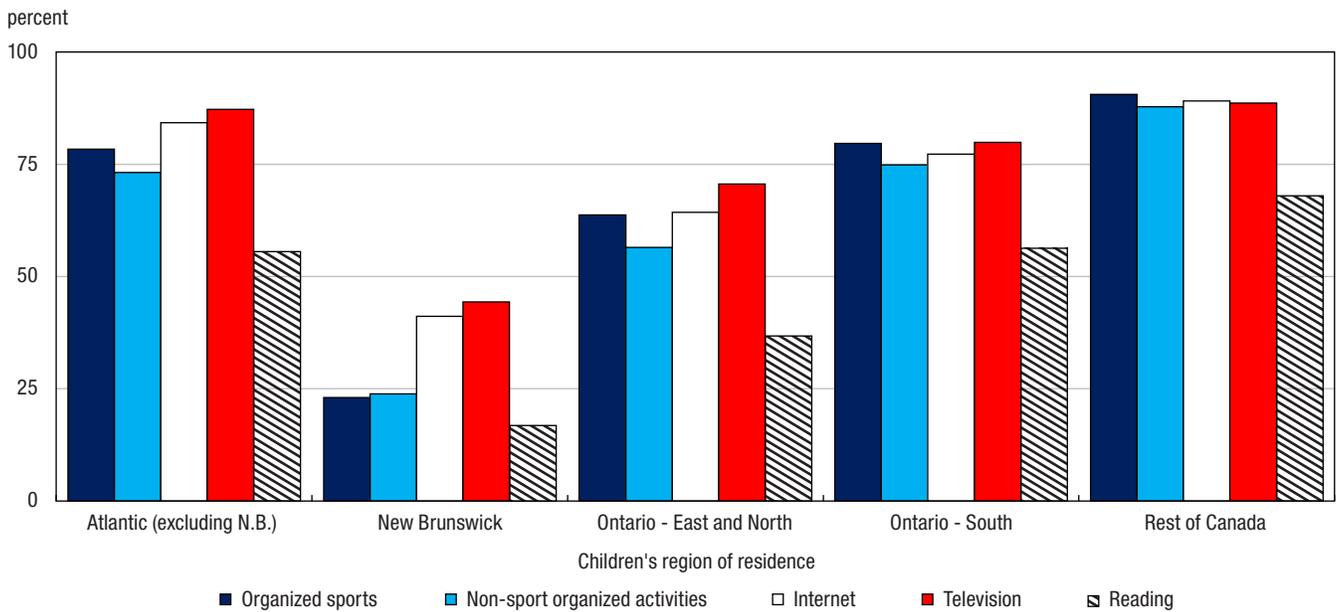


1. The Atlantic region does not include New Brunswick. The "Rest of Canada" region does not include Quebec.

Source: Survey on the Vitality of Official-Language Minorities (2006).

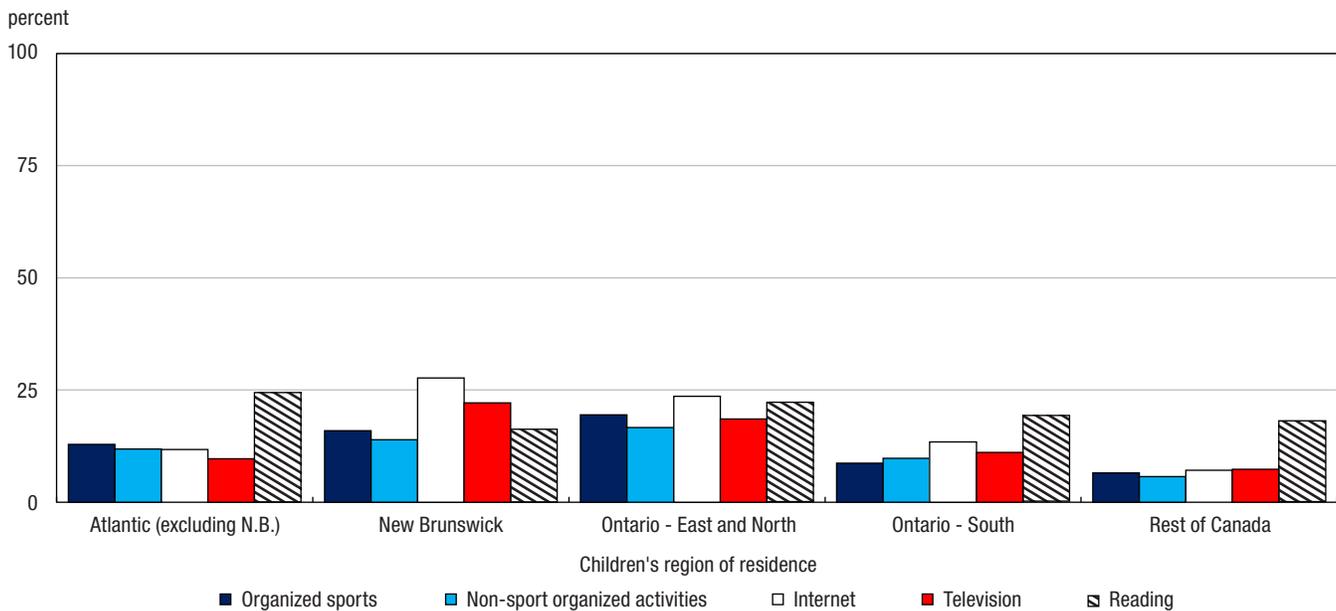
36. For example, Corbeil et al. (2007).

Chart 3.7b
Predominant use of English in children’s personal, extracurricular or recreational activities according to region of residence¹



1. The Atlantic region does not include New Brunswick. The "Rest of Canada" region does not include Quebec.
Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.7c
Equal use of French and English in children’s personal, extracurricular or recreational activities according to region of residence¹



1. The Atlantic region does not include New Brunswick. The "Rest of Canada" region does not include Quebec.
Source: Survey on the Vitality of Official-Language Minorities (2006).

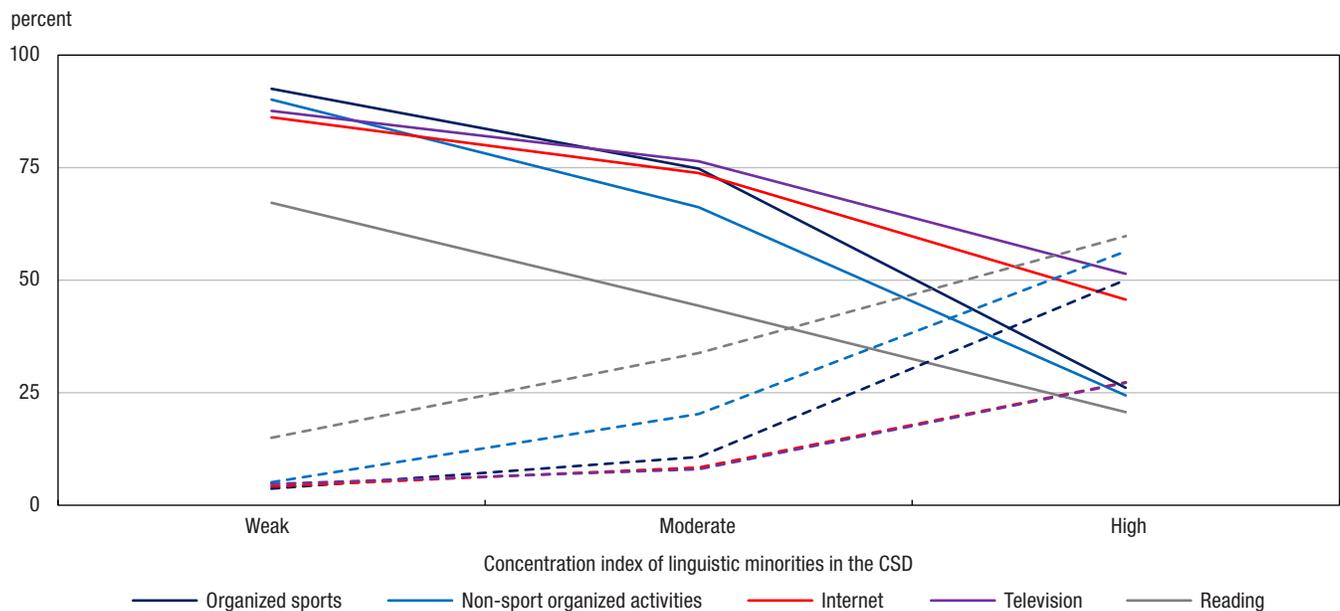
For the other regions of Canada, namely the Atlantic region (excluding New Brunswick), southern Ontario and the rest of Canada, the predominant use of English by these children in their activities is very prevalent. As we indicated earlier, our study nonetheless shows that the predominant use of English is less pronounced for reading, a finding that illustrates the distinct nature of the language practices associated with this activity compared with those used in the children’s other activities.

Linguistic context of community

The following two explanatory factors (i.e., the degree of concentration of the French-language minority within a CSD and the proportion of children whose FOLS is French within the CD) illustrate the strong connections between the linguistic context of the community and the language practices of these children. Overall, the subsequent analyses show that, the higher the concentration index of the francophone minority or the greater the proportion of children in the CD whose FOLS is French, the lower the rates of the predominant use of English and the higher the rates of the use of French.

As illustrated in Charts 3.8 A and B, the concentration index for the francophone minority leads to a grouping of CSDs in Canada in three categories according to their relative weight and the distribution of the francophone minority population within the municipality compared with its total population. Chart 3.8 A shows that, when the concentration of the francophone population is high in the CSD of residence, these children use more French than English in their personal, extracurricular or recreational activities. We note as well that the proportions for the predominant use of French increase and the proportions for the use of English decrease as the francophone minority concentration increases. The charts in Appendix 5 point to a similar trend in which children who lived in a CD in which more than 25% of them had French as an FOLS used much more French in their personal, extracurricular or recreational activities than those who lived in a CD in which fewer than one-quarter of the children had French as their FOLS. Watching television and browsing the Internet are exceptions, however. The proportions relating to their use of French³⁷ increase more slowly than those relating to the other activities as the concentration index for the francophone minority and the proportion of children in the CD whose FOLS is French increase. Therefore, their proportions relating to the predominant use of French remain lower than those relating to the use of English, even when the linguistic minority concentration index is “high” and the proportion of children in the CD whose FOLS was French exceeded 25%.

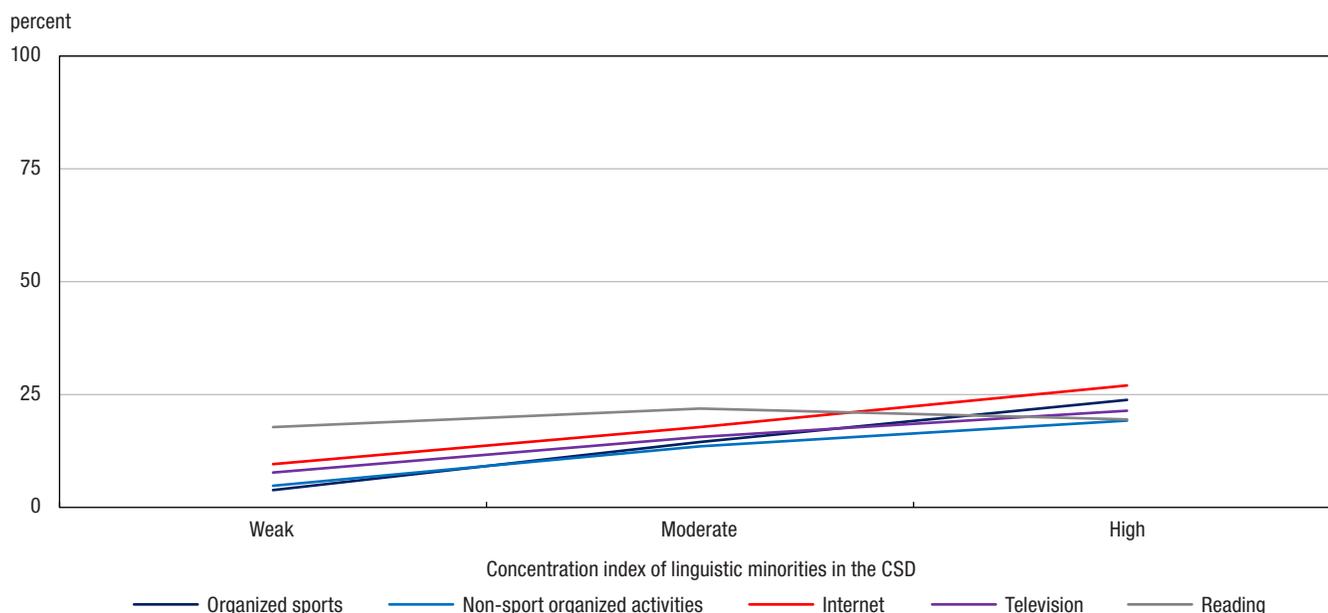
Chart 3.8a
Predominant use of French (dotted lines) and English (solid lines) in personal, extracurricular or recreational activities according to concentration index for Francophone minority in CSD



Source: Survey on the Vitality of Official-Language Minorities (2006).

37. This is shown by the purple dotted lines that relate to watching television and the red lines that relate to browsing the Internet in the A charts for Chart 3.8 and the chart in Appendix 5.

Chart 3.8b
Equal use of French and English in personal, extracurricular or recreational activities according to concentration index for francophone minority in CSD



Source: Survey on the Vitality of Official-Language Minorities (2006).

Chart 3.8 A and the charts in Appendix 5 also show that most of the increase in the predominant use of French and of the decrease in the use of English in the activities is observed between children who lived in a CSD in which the francophone minority concentration was “moderate” and those who lived in a CSD in which the concentration is “high”; or between children who lived in a CD in which the proportion of these children whose FOLS is French is 25% or less and those who lived in a CD in which this proportion is higher than 25%. These charts also reveal that the equal use of French and English in fact remains low, despite the fact that this practice increases slowly as the indicators of the presence of French in the community increase.

Ultimately, Charts 3.8 A and B as well as the charts in Appendix 5 show that these children’s language practices are strongly tied to indicators of the presence of the French language within the community, as a number of previous studies have previously shown.³⁸

3.2 Factors that help determine language used for reading and watching television

As the descriptive analyses presented thus far have shown, the use of English is often more prevalent than the use of French in the personal, extracurricular or recreational activities of these children. These analyses also revealed that the language behaviours of these children with regard to reading tended to differ from their other language practices in that the predominant use of French was present in higher proportions. The series of charts that follow provide a more detailed look at the language behaviours these children adopt when reading according to a number of key factors that may be associated with them. These six factors are the child’s age, the language spoken most often at home, the linguistic trajectory with friends, the linguistic trajectory in school, the couple’s language composition and the proportion of children under 18 years of age in the CD of residence whose FOLS is French.

With a view to clarifying the specific nature of the use of official languages in reading, the latter is compared against the language used for watching television. Watching television and reading are much more common activities for these children compared with the other activities (using the Internet and participating in sports and non-sports-related activities),³⁹ and are therefore amenable to comparison. One of the characteristics of the variable describing the linguistic behaviour with regard to reading is that another member of the household (one of the two parents in

38. Allard (2014); Bernard (1990); Bernard (1991); Commission nationale d’étude sur l’assimilation (1992); Corbeil et al. (2007); Corbeil and Lafrenière (2010); and Vézina and Houle (2014).

39. See Table 2.5 for details regarding the distribution of the children’s language practices.

most cases) read to the children when they were young, whereas later on the children read on their own.⁴⁰ For more than 90% of these children aged four and under, a member of the household read to them, while after age five the children read by themselves in over 90% of cases.

The level of predominant use of either of the two official languages in these children's personal, extracurricular or recreational activities was looked at in detail in the previous pages. This section focuses more on the use of a single language or the concomitant use of both languages, since many children use both in their different activities to varying degrees. As Table 2.5 shows, 51.1% of these children read or are read to in both languages, while close to 50% watch television in both languages.⁴¹ However, this expression of bilingualism does not necessarily mean that English and French are used equally; in many cases one language is favoured over the other. The use of a single language, in the case of watching television in particular, therefore points to a number of situations that are worthy of mention.

Children's ages

We will begin by considering the effect of the children's ages on their language behaviours when reading and watching television. As they grew older, the children tended to use more English for watching television but not for reading.⁴² In fact, the proportions relating to the use of English only for reading are higher for children aged 4 and under than for those aged 5 to 11 (29.7% versus 23.4%). For these older children (12 to 17), the rate of use of English only for reading is 35.1%. When those who used more English than French are added to this percentage, it can be seen that approximately 60% of these children aged 12 to 17 used primarily English for reading. For watching television, English is more prominent. Between the ages of 12 and 17, the majority of these children (55.5%) watched television only in English, and over 80% of all such children watched television primarily in English.

Looking at the situation from the opposite perspective, there is little difference in terms of the predominant use of French for reading between the children aged 4 and under (39.9% in Chart 3.9 A) and those aged 5 to 11 (41.2%). However, it is lower for the older children (20.9% for those aged 12 to 17). A progressive decrease in French-only reading is nonetheless observed between the children aged 4 and under and those aged 5 to 11 (29.6% at age 4 or less, 22.6% for the 5 to 11 age group and 9.4% for those aged 12 to 17). With regard to watching television, Chart 3.9 B reveals that the use of French decreases with age, whether as the only language or as the main language for watching television.

With regard to the equal use of both languages for reading, an increase in the practice of bilingualism is observed as these children grow older, that increase being more pronounced between the 4-and-under and the 5-to-11 age groups. Close to 20% of the children aged 4 and under used English and French equally for reading, while just over 40% of them used both official languages, whether equally or not. Between the ages of 5 and 11, an increase in this type of bilingualism is observed owing to a rise in bilingualism in which French is predominant and in which English is predominant. These ages correspond to the period in which a child attends elementary school, and the increased use of both official languages in such activities therefore seems to be tied to the time when a child must start attending school. It seems that between the ages of 12 and 17 English progressively replaces French as the main language for reading, while the practice of bilingualism remains at around 55%.

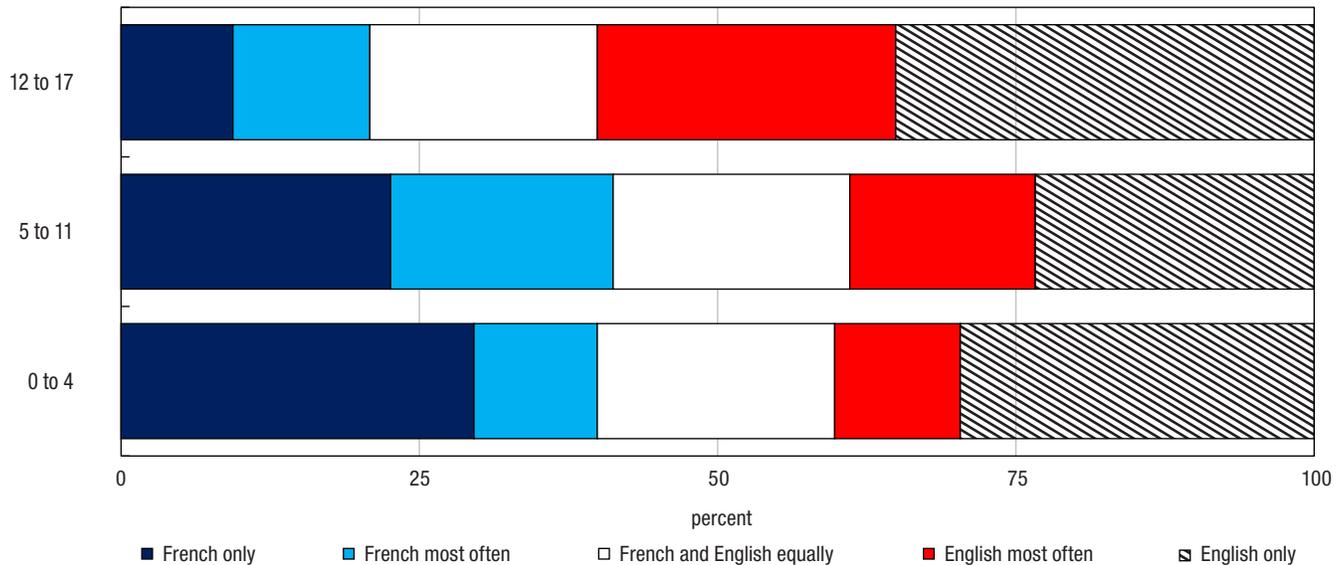
40. However, a parent always reports (answers the questions) for the child in the SVOLM, regardless of age.

41. The use of both languages equally and bilingualism with a predominant use of French and English respectively are looked at.

42. See Charts 3.9 A and B.

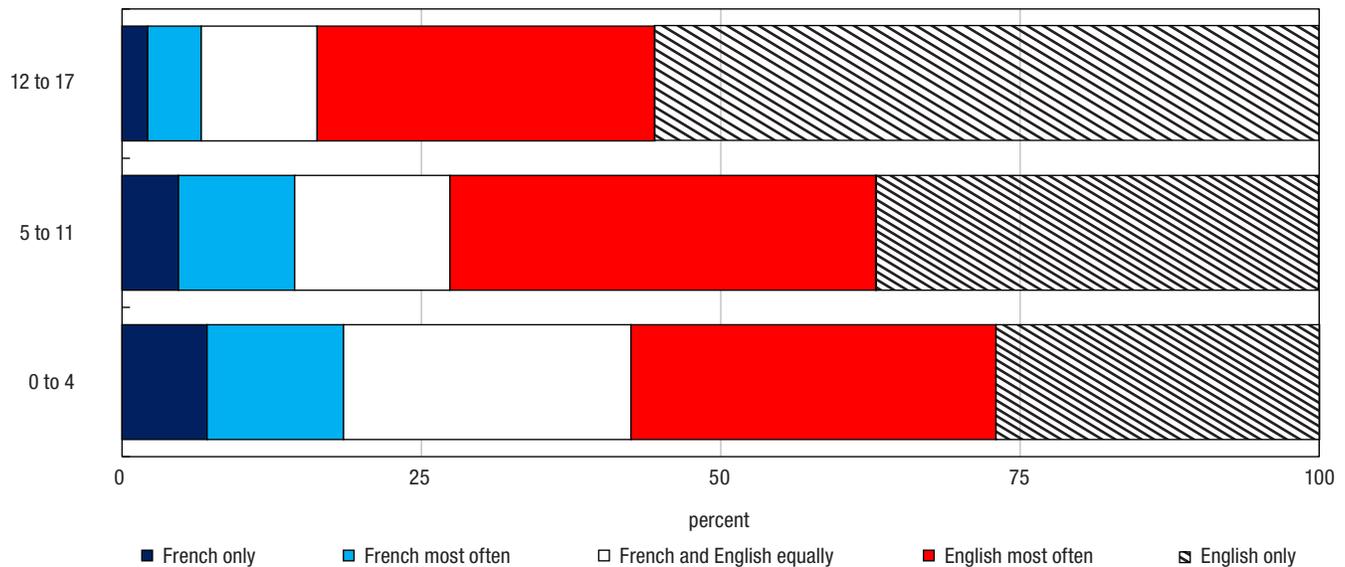
Chart 3.9
Level of use of French and English for reading and watching television according to children's ages
A) Reading

Age



B) Watching television

Age



Source: Survey on the Vitality of Official-Language Minorities (2006).

With regard to watching television, the finding is clear: English was progressively used exclusively or predominantly in combination with French as the children grew older. Between 12 and 17, watching television in French (either as the main language or equally with English) became a minority practice that applied to fewer than 20% of these children. With regard to the concomitant use of both languages for watching television, this is also a practice that decreases with age: before age 5, 66% of these children watched television in both official languages; this proportion drops to 58% for children between the ages of 5 and 11 and to 42% for the 12 to 17 age group. It is clear that the bilingualism that was observed is predominantly English, starting at age 5 in particular. This differs from the bilingualism practiced for reading, which is characterized more by the equal use of both languages.

Linguistic characteristics

The linguistic variables (language spoken most often at home, linguistic trajectory with friends and linguistic trajectory in school) have a significant influence on the language practices of children with at least one francophone parent (Charts 3.10 to 3.12).

Charts 3.10 to 3.12 A indicate that the proportions associated with the use of French only for reading are high for children who spoke French most often at home or whose trajectories with their friends or in school were francophone. The proportions relating to the use of French are in fact between 28% and 45%. If children who used more French than English are added in, more than half of the children primarily used French for reading. The proportions range from 53.2% for children whose school trajectory was francophone to 75.0% for those who followed a francophone trajectory with their friends. Conversely, the use of French tended to be not very prevalent for watching television, even among children who were more exposed to French. For children whose language spoken most often at home was French, more than 70% used primarily French for reading, but a mere 30% for watching television. Watching television in French only was something that was done by less than 15% of the children whose language spoken most often at home was French or whose trajectories at school or with their friends were francophone.

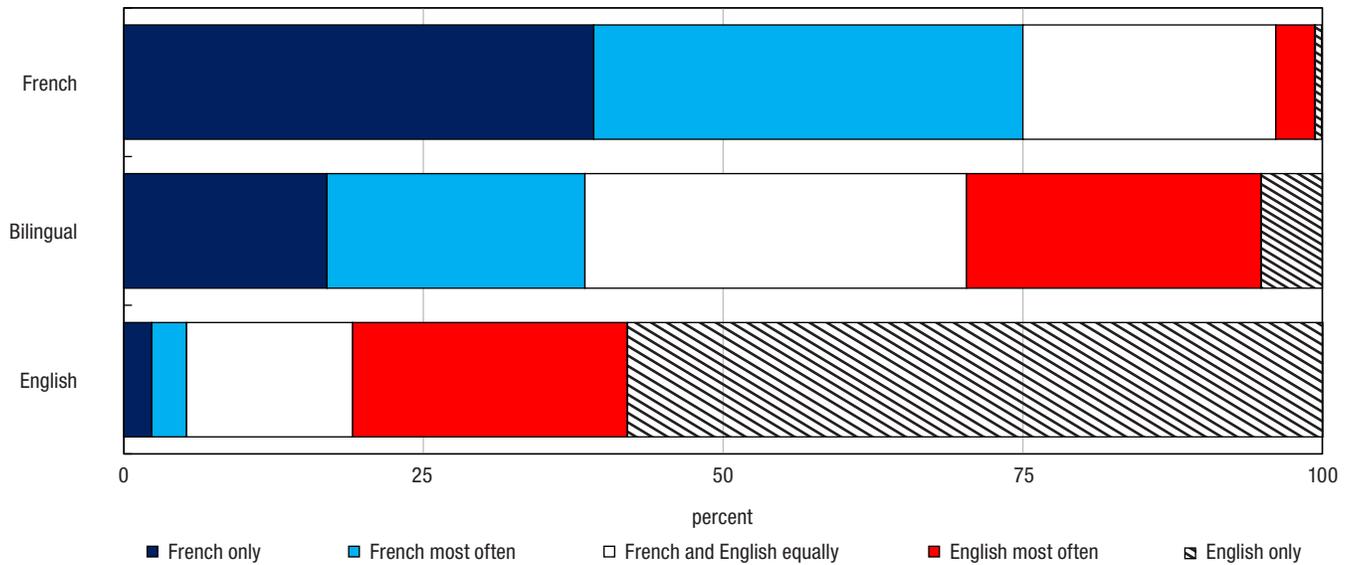
An assessment of the effect of these variables on the language behaviours of these children indicates that the use of English as the only language in which a child reads or watches television is very prevalent for those who spoke English most often at home or whose trajectories with their friends or in school were anglophone. Chart 3.10 A shows that the proportion of children who spoke English most often at home and who used only English for reading was 52%, while for children whose trajectory with their friends was anglophone this proportion was 58% (Chart 3.11 A). Furthermore, among children whose school trajectory was anglophone, this proportion is 71% (Chart 3.12 A). The level of predominant use of English for reading by these children⁴³ is 78.1% (Chart 3.10 A) for children who spoke English most often at home and 93.5% (Chart 3.12 A) for those who followed an anglophone trajectory in school.

As for watching television, the majority of these children did so in English only. When all cases in which English predominates are taken into account, the proportions are more than 90% (Charts 3.10 to 3.12 B).

43. Use of English only and jointly with French (more English than French).

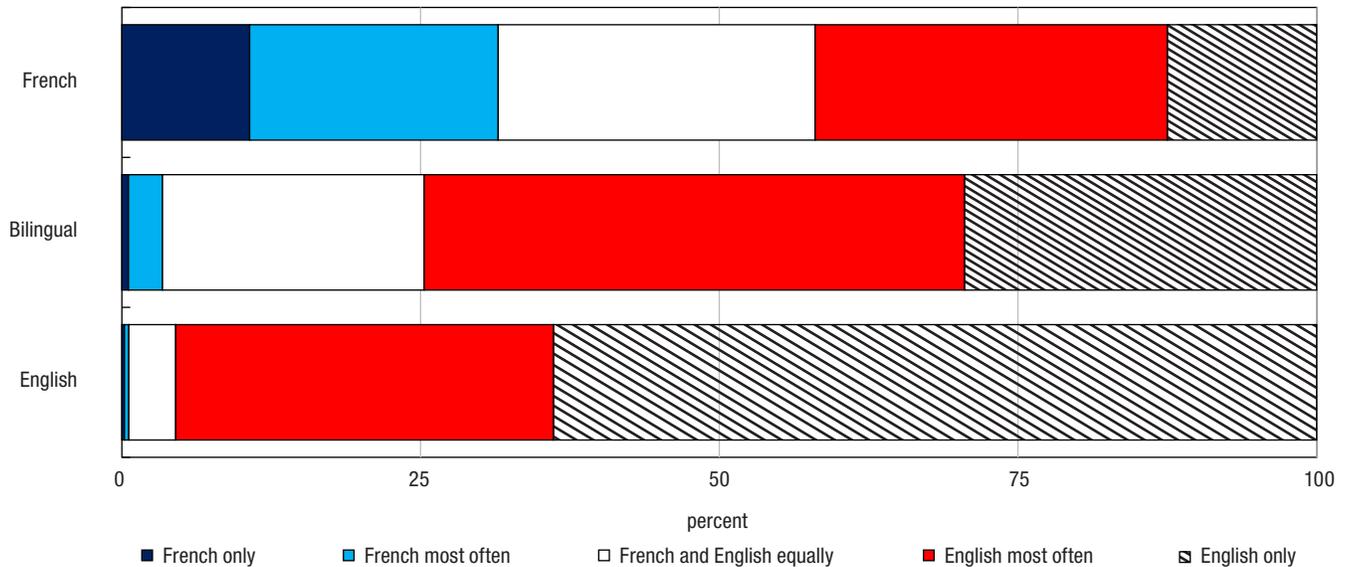
Chart 3.10
Level of use of French and English for reading and watching television according to language children spoke most often at home
A) Reading

Language spoken most often at home



B) Watching Television

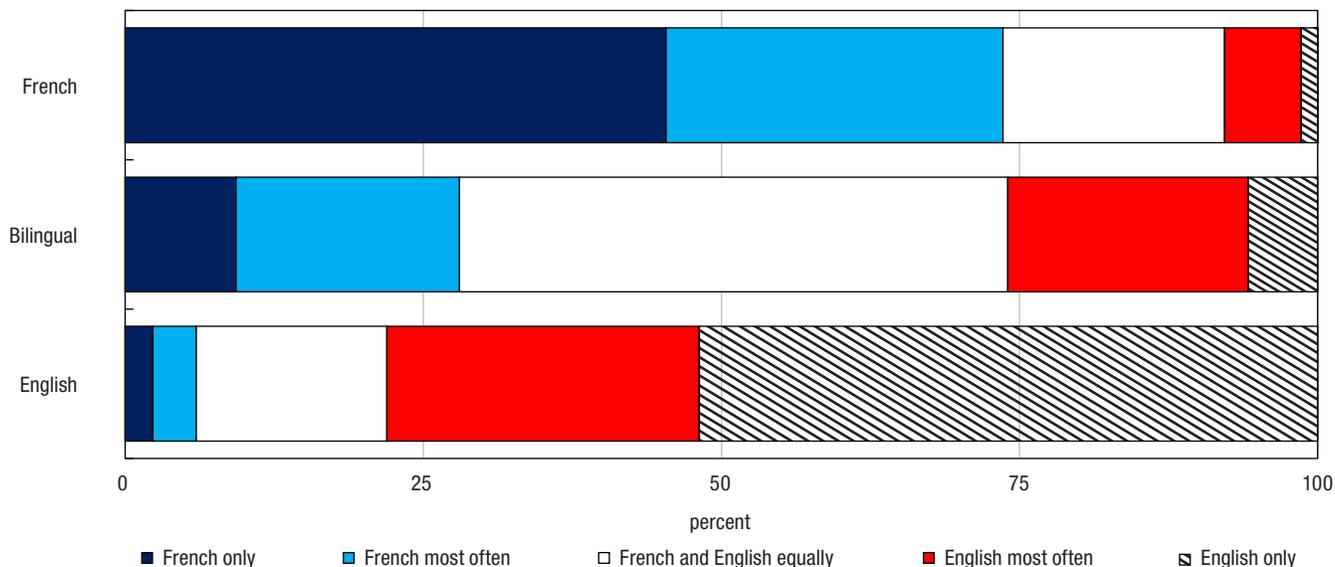
Language spoken most often at home



Source: Survey on the Vitality of Official-Language Minorities (2006).

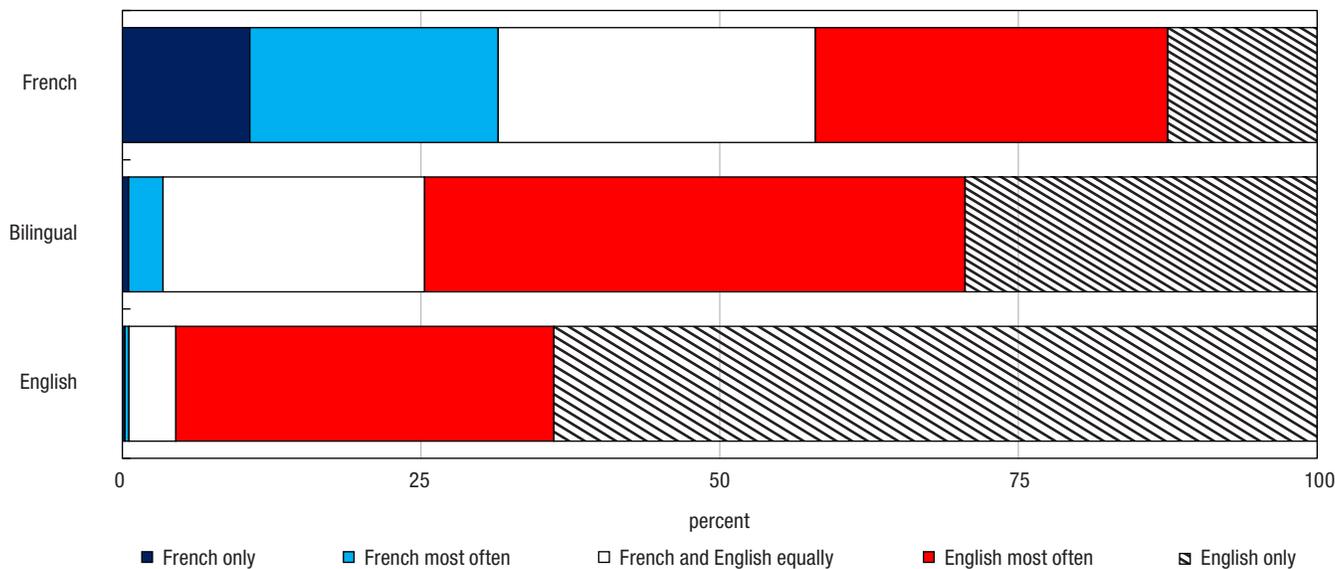
Chart 3.11
Level of use of French and English for reading and watching television according to children's linguistic trajectory with friends
A) Reading

Linguistic trajectory with friends



B) Watching Television

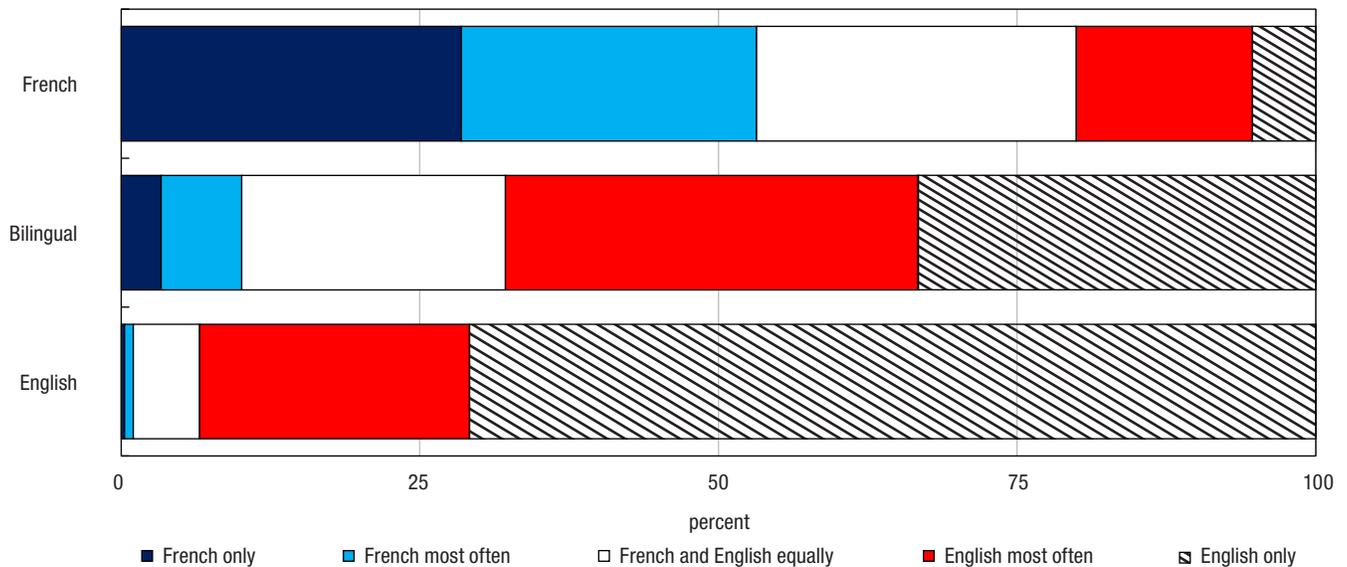
Linguistic trajectory with friends



Source: Survey on the Vitality of Official-Language Minorities (2006).

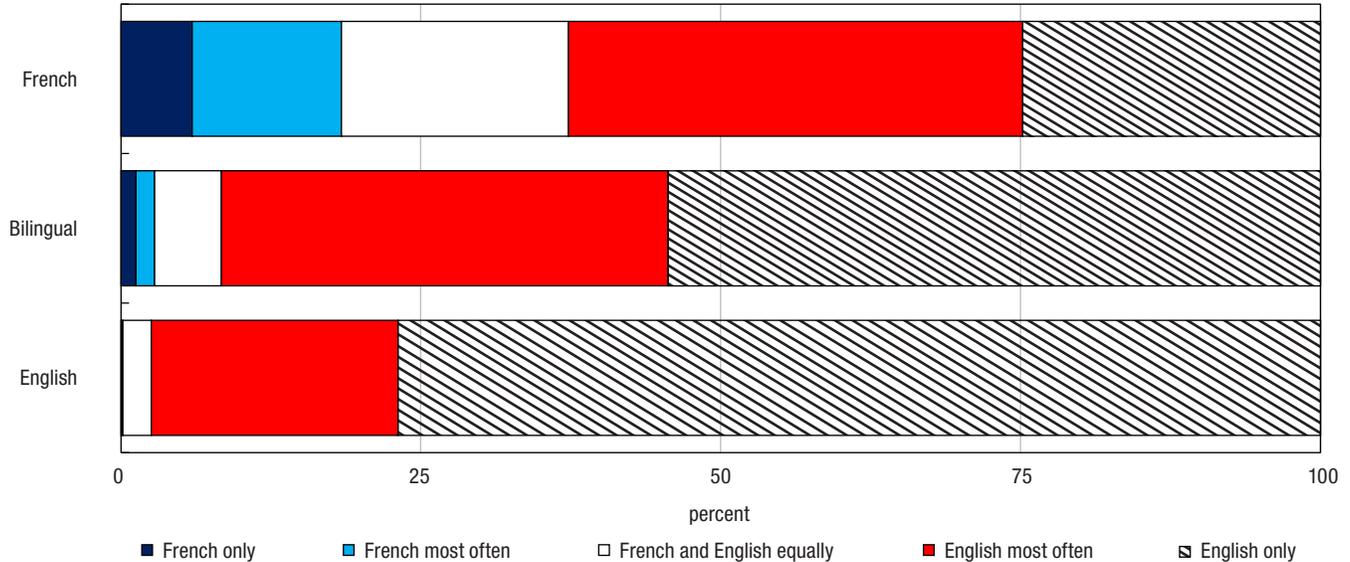
Chart 3.12
Level of use of French and English for reading and watching television according to children's linguistic trajectory in school
A) Reading

Linguistic trajectory in school



B) Watching television

Linguistic trajectory in school



Source: Survey on the Vitality of Official-Language Minorities (2006).

Children who were reported as having both French and English as the languages spoken most often at home or whose linguistic trajectory in school or with friends was bilingual tended to use both languages, either equally or not, for reading. For example, of children who spoke French and English equally at home, 84.9% used both languages for reading, 46% of them equally. For watching television, the use of English remains more prevalent than the use of French: between 70% and 90% of children who had both English and French as the languages spoken most often at home or as the languages used with their friends or in school watched television mostly in English. Of the latter, approximately half did so in English only.

A comparison of the three series of charts reveals that having a school trajectory in French has less of an effect on the use of French for reading and for watching television versus having a francophone trajectory with friends or speaking French most often at home. There are a number of underlying factors (parents' choices, number of schools attended, programs available in schools attended) that no doubt account for this situation.

Table 3.1 presents the proportions relating to the use of English and French for reading according to the language spoken most often at home and the age group of these children. This table highlights the probable effect of the children's ages on the language used for reading, according to the linguistic context within the family.

An increase in the use of both languages for reading is observed between the children aged 4 and under and those aged 5 to 11 who spoke French or English at home. These two groups in fact represent more than 90% of the children in our study. The proportion relating to the use of both languages for reading rises from 30% to 49% for children who spoke mostly French at home, and from 37% to 53% for those who spoke mostly English at home. The use of both languages for reading continues to increase until age 12 to 17 for children who used mostly French at home, to a level of 72%. However, the opposite trend is observed for children who spoke mostly English at home: a 10% decrease in the use of both languages for reading is observed between the children aged 5 to 11 and those aged 12 to 17 (53% to 43%).

The fact that those children who spoke French most often at home increasingly used both official languages for reading as they grew older is the result of two separate trends. First, the increase in the use of both languages between the children aged 4 and under and those aged 5 to 11 is largely tied to a rise in the level of French-predominant bilingualism. Second, the increase in the use of both languages between the children aged 5 to 11 and those aged 12 to 17 is the combined result of greater use of both languages equally or of both languages with a predominance of English. For those two categories combined, the proportion rises from 13.5% for children aged 5 to 11 to 44% for those aged 12 to 17, while predominantly-French bilingualism decreases, from 35% to 28%.

Another consequence of the increase in the use of both languages for reading among children who spoke French at home is the progressive reduction in the exclusive use of French as they grew older, from 70% before age 5 to 25% for those aged 12 to 17.

For children who spoke English at home, the situation with regard to bilingualism appears to be less complex where reading is concerned. Bilingualism in reading involves either the equal use of English and French or a predominance of English among the three age groups. For the 12 to 17 age group, there is a strong tendency for English to predominate where there is bilingualism in reading (30.7%).

For children for whom the language spoken most often at home is English and French equally, bilingualism in reading is prevalent among all three age groups, with proportions in the order of 85%. Furthermore, between 40% and 50% of these children, regardless of age, use English and French equally for reading.

Table 3.1
Level of use of French and English for reading according to language spoken most often at home and children's age group

	Age group		
	0 to 4 years	5 to 11 years	12 to 17 years
	percent		
French spoken most often at home			
Language used for reading			
French only	69.5	50.6	24.8
French most often	16.3	35.4	28.1
French and English equally	12.8	11.3	29.8
English most often	1.1	2.2	14.1
English only	0.3	0.4	3.2
Total	100.0	100.0	100.0
Both languages ¹	30.2	48.9	72.0
English spoken most often at home			
Language used for reading			
French only	3.5	5.5	2.1
French most often	1.9	4.0	0.9
French and English equally	16.8	22.1	10.1
English most often	17.2	25.3	30.7
English only	60.7	43.1	56.2
Total	100.0	100.0	100.0
Both languages ¹	37.5	52.9	42.9
French and English spoken equally at home			
Language used for reading			
French only	18.2	28.4	8.9
French most often	8.0	16.7	2.5
French and English equally	51.6	43.4	43.8
English most often	17.7	11.4	31.7
English only	4.4	0.1	13.1
Total	100.0	100.0	100.0
Both languages ¹	87.5	83.2	84.4

1. Includes the categories "English most often", "French and English equally" and "French most often".

Source: Survey on the Vitality of Official-Languages Minorities (2006).

Couple's language composition

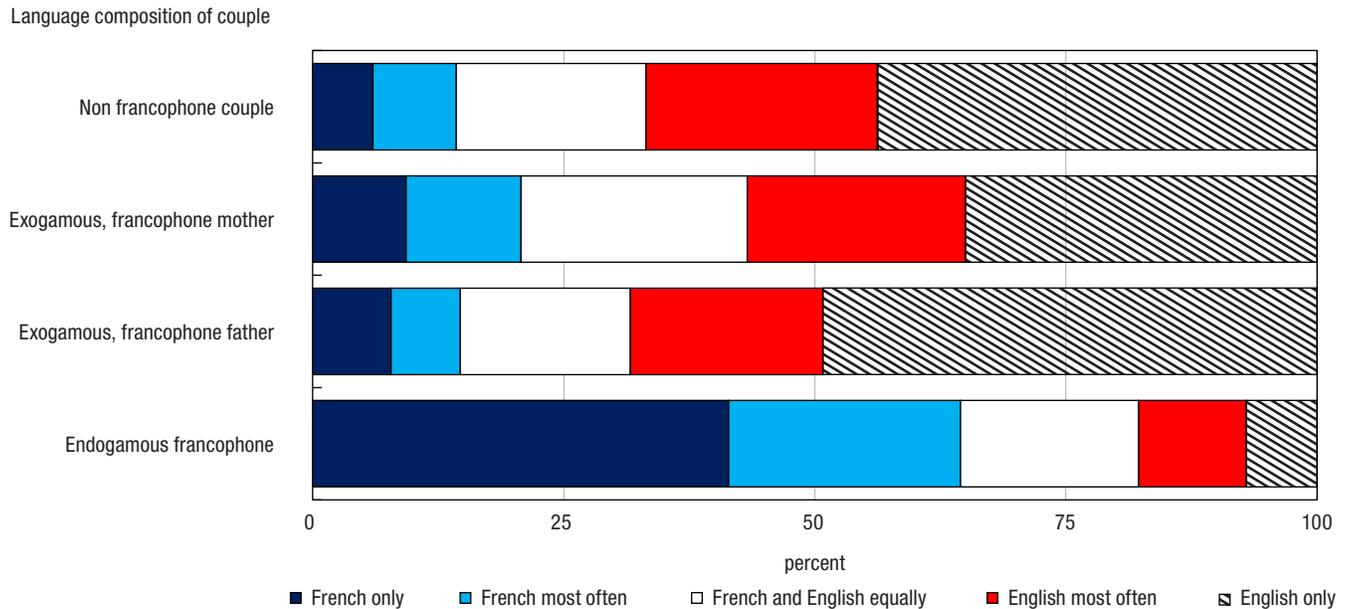
Charts 3.13 A and B present these children's language practices in terms of reading and watching television according to the language composition of the couple composed of their biological parents. For children born to exogamous couples (in which one parent has French as the mother tongue and the other does not), the predominant use of English for reading and for watching television surpasses the use of French. In these exogamous situations, the fact of having a francophone mother exerts a small amount of upward pressure on the presence of French in the children's language practices compared with exogamous couples in which the father is francophone. However, even in the case of couples in which the mother is francophone and the father non-francophone, the predominant use of English characterizes the majority of children: 56.9% for reading and over 85% for watching television.

The language behaviours of children born to non-francophone couples⁴⁴ according to the criterion of mother tongue are similar to those of children from exogamous couples. The predominant use of English pertains to the majority of such children: 69.8% for reading and 88.0% for watching television. Close to half of these children from non-francophone couples (43.8%) use only English for reading.

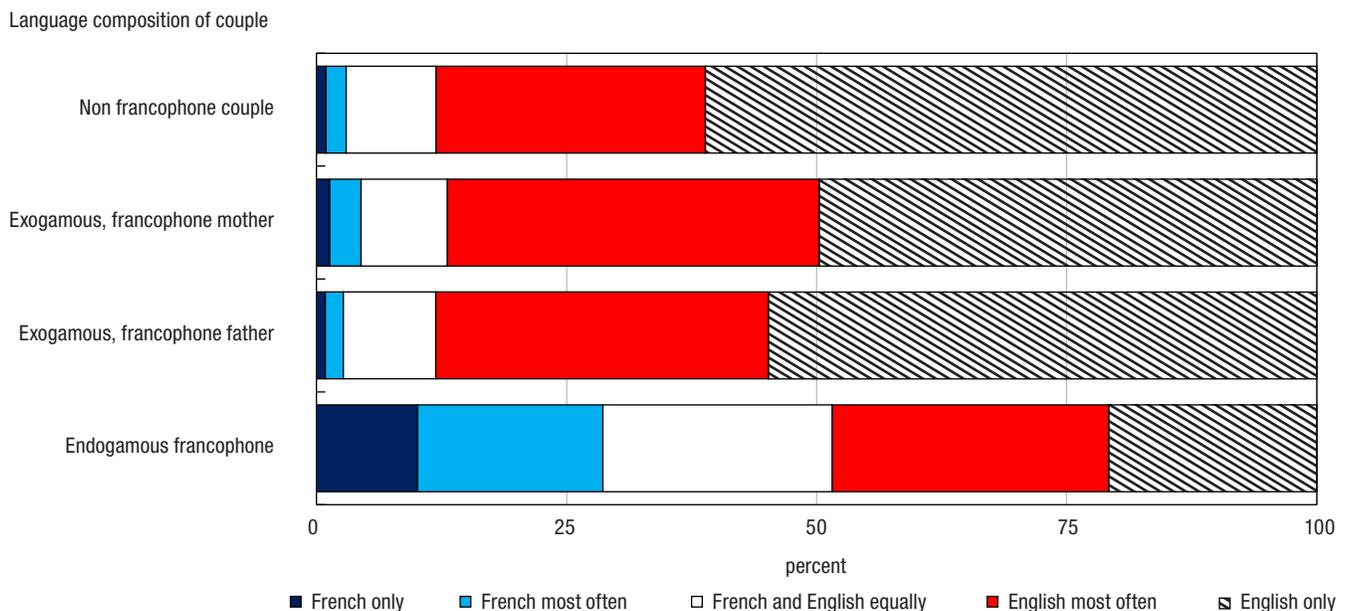
For children living with endogamous francophone couples, the predominant use of French is more prevalent than the predominant use of English for reading, but French is less prevalent than English for watching television. A strong variation in language use among children from endogamous francophone couples is in fact observed when they practice these two activities, and thus the exclusive use of French never characterizes the majority.

44. Non-Francophone couples account for just under 15% of the sample (see Table 2.6) and are composed of parents whose mother tongue was not French but for whom French was the first official language spoken, who had a knowledge of French or who spoke French most often at home (see section 2.1 for details).

Chart 3.13
Level of use of French and English for reading and watching television according to language composition of couple composed of biological parents
A) Reading



B) Watching Television



Source: Survey on the Vitality of Official-Language Minorities (2006).

As shown in the previous charts, the equal use of French and English remains a common practice for reading and for watching television, both for children living with exogamous couples and those living with endogamous francophone couples. Such bilingualism, which characterizes between 44% and 70% of children, is predominantly English for children of exogamous couples. It is predominantly English as well for children of endogamous francophone couples with regard to watching television. Among the latter, it is nonetheless predominantly French in the case of reading.

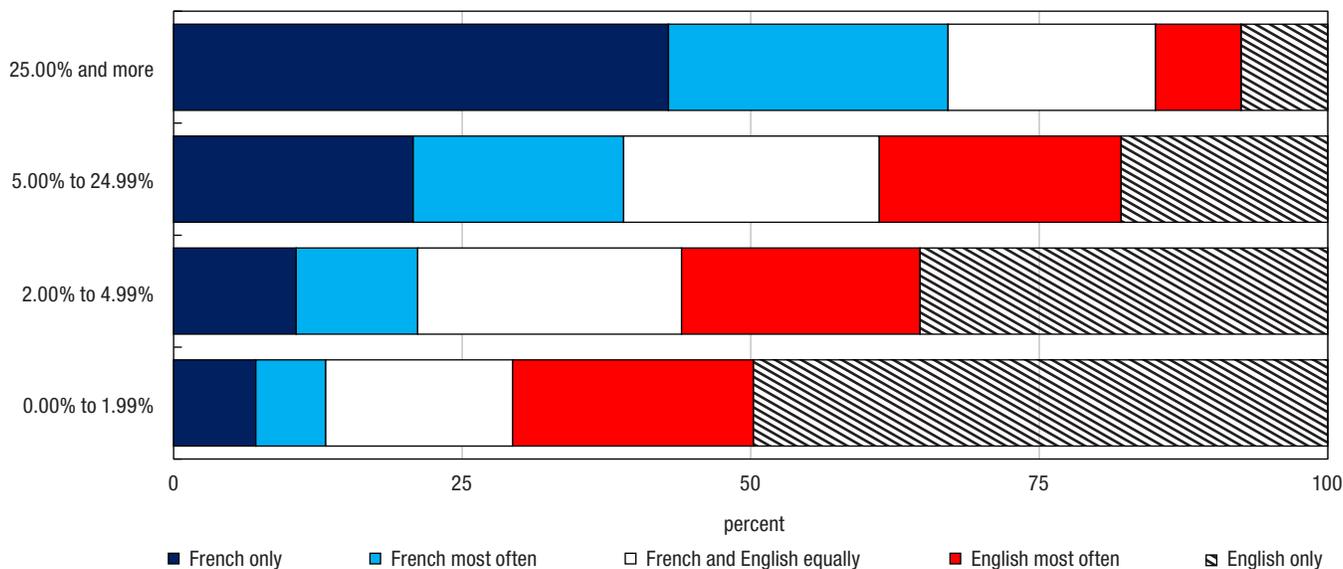
Linguistic context

Charts 3.14 A and B illustrate the connection between the language used for reading and for watching television and the contextual variables, specifically with the proportion of children under 18 whose FOLS is French in the CD. The use of English for these two activities decreases as the value of this indicator increases. The exclusive use of English for reading drops from 49.8% when fewer than 2% of children in the CD had French as their FOLS to 7.5% when that indicator is 25% or more. As a corollary, the use of French in these two activities increases. For example, the exclusive use of French for reading rises from 7.1% to 42.9% between those two categories of the indicator.

Chart 3.14 B reveals that just under 90% of children living in a CD in which fewer than 2% of children had French as their FOLS watched television primarily in English, with 58.4% watching exclusively in English. For children living in a CD in which more than 25% of children had French as their FOLS, language practices associated with watching television are more varied. Watching television only in French nonetheless remains the less prevalent practice, accounting for only 12% of children compared with 18.6% who watch exclusively in English.

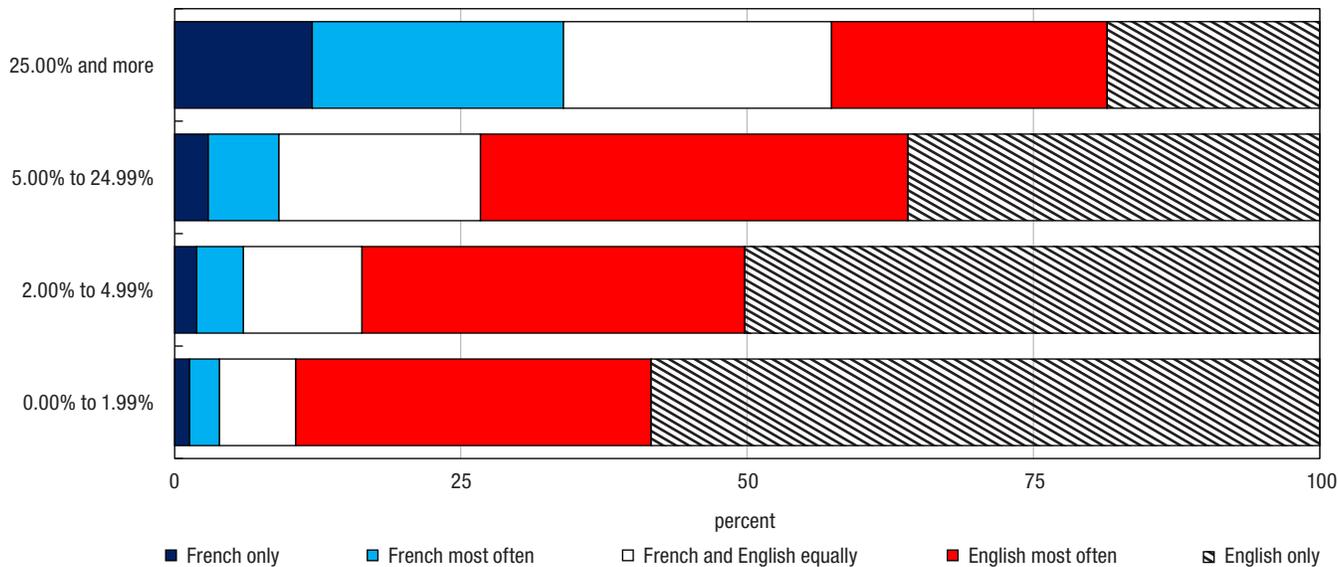
Chart 3.14
Level of use of French and English for reading and watching television according to proportion of children in census division (CD) whose first official language spoken (FOLS) was French
A) Reading

Proportion of children in CD whose FOLS was French



B) Watching Television

Proportion of children in CD whose FOLS was French



Source: Survey on the Vitality of Official-Language Minorities (2006).

Charts 3.14 A and B also indicate that the weight of the francophone children in a CD has little effect on the practice of bilingualism, for both reading and watching television, except when that weight is lower than 2%. In reading, for example, 43.1% of children living in this type of CD used both languages. However, in CDs in which the weight of francophone children was higher than 2%, more than half of them used both languages for reading. It is nonetheless necessary to make a distinction between the types of bilingualism practiced for reading: only children who lived in a CD in which the weight of francophone children was higher than 25% practiced a form of bilingualism in which French surpassed English (24.2% for bilingualism in which French was the predominant language compared with 6.1% for bilingualism in which English was the predominant language).

English remains dominant for watching television, although the use of both languages characterized a significant proportion - between 40% and 70% - of these children.

The children's language practices with regard to reading differ from those related to the other activities in that they entailed a greater use of French. However, in most of the situations that were looked at, this does not translate into greater use of French for reading compared with English. This is true of children whose day-to-day lives did not take place mostly in French, such as children whose language spoken most often at home was English or English and French, or whose school trajectory was anglophone or bilingual.

The children from more francophone settings (as defined, for example, by the language spoken most often at home, the couple's linguistic situation or the language composition of the local population) are characterized by a wide diversity of language practices, whether for reading, watching television or one of the other three personal, extracurricular or recreational activities referred to earlier. The contrast is especially striking between the children from endogamous francophone couples and those from other types of couples. The use of French only for reading and in organized sports and non-sports-related activities is a practice that characterizes up to 40% of these children. For watching television and browsing the Internet, the use of French only is associated with only about 10% of the children from more francophone settings.

The use of both languages by these children in their activities is prevalent. The bilingualism of children whose linguistic orientation is English (for example, when English is the language spoken most often at home), the predominant language was English. It is more strongly characterized by the equal use of both languages or a predominance of French for children whose linguistic orientation is French. For watching television, more than for the other personal, extracurricular or recreational activities in which these children participate, the use of both languages is heavily inclined towards English.

Conclusion

The main purpose behind our study was to describe the language practices of children living in a francophone minority community. Through descriptive analyses, we also wished to identify the determining factors in the language choices such children make in their personal, extracurricular or recreational activities. Lastly, we wanted to determine whether there was any overlap between the factors associated with the language practices of these children and those identified in the literature as being associated with language transmission.

General findings: Language practices of these children

To begin, we note that the descriptive analyses of the language practices of these children showed that the use of English was prevalent in four of the five activities in the study. First, we found that the use of English was very dominant when children were browsing the Internet or watching television. Even when they were immersed in a francophone environment (for example, when French was the language spoken most often at home, when the parents composed an endogamous francophone couple or when the children lived in a community in which the francophone minority concentration was strong) the children used more English than French when accessing media. There were even a number of situations in which the use of English for browsing the Internet or watching television exceeded 90%. This finding confirms what has previously been observed in the literature, that English holds a great deal of appeal for media use, regardless of the region of residence or the francophone minority concentration in a particular community.⁴⁵

Second, the descriptive analyses showed that these children used English more often than French when participating in sports and non-sports-related activities. The use of English for such activities was nonetheless less dominant than for television and the Internet. It is important to note that the data relating to organized sports and non-sports-related activities indicates a significant number of non-responses and respondents who did not participate in such activities. There are two factors that could serve to at least partially explain this lack of participation: the children's ages and the availability of organized sports and non-sports-related activities in French in a particular community. It is obvious that the availability (or lack thereof) of sports and non-sports-related activities in a community may limit the practice of such activities in French.⁴⁶

Finally, the analyses we performed revealed that the language choices of these children (or their parents) with regard to reading differ from those associated with other activities. French is more likely to be used for reading compared with other activities, a finding that confirms those of Bernard (1991) and Bernier et al. (2014), who had shown that the appeal of English for reading was less strong and more adaptive than in the other activities in which these children took part in francophone minority communities. The comparative tables and charts in section 3.2 show that the language behaviours of these children for reading are more varied than those adopted when they are watching television and that they fluctuate more widely depending on the explanatory variables taken into consideration. Bilingualism and the predominant use of French in such activities are more prevalent than in the children's other personal, extracurricular or recreational activities.

Factors associated with children's language practices

The analyses conducted in this study also enabled us to identify a set of factors associated with the language practices of these children in their personal, extracurricular or recreational activities. Those factors are largely consistent with the ones identified in the literature as being associated with language transmission in a minority situation. The first of these is the critical role of the regional and linguistic context of these children in the languages they choose in their activities. The SVOLM data allowed us to confirm and expand upon what had been observed previously in the literature,⁴⁷ that is, that the predominant use of French by these children is largely concentrated in parts of New Brunswick and Ontario (many of which are close to Quebec) in which there are strong indicators of the presence of French in the community. Not surprisingly, our analyses have enabled us to conclude that the language these children used for reading and for participating in sports and non-sports-related activities was particularly sensitive to the regional linguistic context.

45. Bernard (1991).

46. Allard (2014) and Commission nationale d'étude sur l'assimilation (1992).

47. Allard (2014); Bernard (1990); Bernard (1991); Commission nationale d'étude sur l'assimilation (1992); Corbeil et al. (2007); Corbeil and Lafrenière (2010); and Vézina and Houle (2014).

The second factor that is worthy of note in terms of its influence on the children's language practices is also a key factor in the transmission of the mother tongue in a minority setting, namely the language composition of the family. Through our study we found that the predominant use of French by these children was mostly a characteristic of endogamous francophone families. We also showed in our analyses that the predominant use of English was less prevalent when the mother was the francophone parent within a linguistically exogamous couple. These results are consistent with what has previously been observed in studies on transmission of mother tongue.⁴⁸ Our study thus confirms that the predominant use of French by these children in their personal, extracurricular or recreational activities is linked to the language composition of the family, within which the mother plays a critical role.

A number of studies⁴⁹ have previously shown that the French school in a minority community holds special status because of its exceptional contribution to the maintenance and transmission of the French language. Our analyses, based on a synthetic variable relating to the linguistic trajectory of these children in school, also revealed the pivotal role played by the school in the adoption of French as the preferred language in activities. Our analysis of language practices based on the children's ages also revealed that the predominant use of French for reading decreased as the use of English increased for the older children. This shift in the language that older children use for reading can partly be explained by the fact that they are attending school. Corbeil and Lafrenière (2010) showed that there is a transition from French school to English school when children move on from elementary school to secondary school. This movement towards English-language schooling could thus explain the increase in reading in English and the decrease in reading in French starting at age 12.

Finally, the factors addressed in our study should be looked at seriously in subsequent analyses in which the causality of children's language behaviours would be examined. Our study is essentially descriptive in nature. We note that a multivariate approach is difficult to carry out because of the strong concomitance of the children's trajectories: for example, it is very difficult to separate the effects of schooling from the effects of age or of interactions with friends. A longitudinal approach, such as that made possible by the Youth in Transition Survey, would definitely be the most suitable approach in this context.

48. Bernard (1990); Bernard (1991); Bouchard-Coulombe (2011); Commission nationale d'étude sur l'assimilation (1992); Corbeil and Lafrenière (2010); and Vézina and Houle (2014).

49. Bernard (1991); Corbeil and Lafrenière (2010); Corbeil et al. (2007); and Commission nationale d'étude sur l'assimilation (1992).

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Appendix A

Table A.1
Children's linguistic trajectory with friends and constituent variables

	Language used with friends before attending school	Language used with friends in elementary school	Language currently used with friends ¹	Linguistic trajectory with friends
	number			
French	86,940	50,890	73,380	73,145
English	119,610	63,485	158,610	145,965
Both languages	8,175	7,610	61,045	73,955
Other	9,440	1,215	1,120	21,410
Not applicable	90,305	191,270	20,320	
Total	314,470	314,470	314,470	314,470
	percentage			
French	27.6	16.2	23.3	23.3
English	38.0	20.2	50.4	46.4
Both languages	2.6	2.4	19.4	23.5
Other	3.0	0.4	0.4	
Not applicable	28.7	60.8	6.5	6.8
Total	100.0	100.0	100.0	100.0

1. At the time of the survey.

Source: Survey on the Vitality of Official-Languages Minorities (2006).

Table A.2
Children's linguistic trajectory in school and constituent variables

	Language used at daycare	Language used in pre-kindergarten	Language used in kindergarten	Current language used at school	Linguistic trajectory in school
	number				
French	72,315	90,335	134,635	151,755	143,735
English	73,115	49,470	73,625	102,675	87,125
Both languages	11,905	...	...	3,145	28,370
Other	3,955	4,965	5,500		
Not Applicable	153,180	169,700	100,710	56,895	55,240
Total	314,470	314,470	314,470	314,470	314,470
	percentage				
French	23.0	28.7	42.8	48.3	45.7
English	23.3	15.7	23.4	32.7	27.7
Both languages	3.8	...	...	1.0	9.0
Other	1.3	1.6	1.7		
Not Applicable	48.7	54.0	32.0	18.1	17.6
Total	100.0	100.0	100.0	100.0	100.0

... not applicable

Source: Survey on the Vitality of Official-Languages Minorities (2006).

Table A.3
Independent variables and their definitions

	frequency	percentage
Individual variables		
Age ¹		
0 to 4	70,445	22.4
5 to 11	120,090	38.2
12 to 17	123,935	39.4
Mother tongue ²		
English	125,780	40.0
French	134,835	42.9
Both languages	32,235	10.3
Other / Not Applicable	21,620	6.9
Language spoken at home ³		
English	160,545	51.1
French	111,880	35.6
Both languages	27,625	8.8
Other / Not Applicable	14,420	4.6
Linguistic trajectory with friends ⁴		
English	145,965	46.4
French	73,145	23.3
Both languages	73,955	23.5
Other / Not Applicable	21,410	6.8
Schooling variable		
Linguistic trajectory in school ⁵		
English	87,125	27.7
French	143,735	45.7
Both languages	28,370	9.0
Other / Not Applicable	55,240	17.6
Family Variables		
Language composition of couple ⁶		
Endogamous couple, French	103,540	32.9
Exogamous couple, Francophone father	69,480	22.1
Exogamous couple, Francophone mother	93,265	29.7
Non francophone couple	45,540	14.5
Other / Not Applicable	2,650	0.8
Education level of the mother ⁷		
Elementary level	23,945	7.6
High-school level	77,915	24.8
Postsecondary level	105,915	33.7
University level	102,450	32.6
Other / Not Applicable	4,245	1.3
Education level of the father ⁸		
Elementary level	43,590	13.9
High-school level	72,670	23.1
Postsecondary level	89,380	28.4
University level	98,420	31.3
Other / Not Applicable	10,410	3.3
Contextual variables		
Region ⁹		
Atlantic	12,345	3.9
New Brunswick	49,205	15.6
Ontario, East and North	74,595	23.7
Ontario, South	106,050	33.7
West and Territories	72,275	23.0
Concentration Index of the minorities ¹⁰		
Low concentration	145,615	46.3
Moderate concentration	79,280	25.2
High concentration	89,575	28.5
FOLS of the CD's children ¹¹		
0.00% to 1.99%	110,680	35.2
2.00% to 4.99%	56,975	18.1
5.00% to 24.99%	81,105	25.8
25.00% and more	65,710	20.9

1. Child's age.

2. First language learned and still understood by the child.

3. Language(s) spoken most often at home by the child.

4. Language(s) spoken with friends by the child, derived variable.

5. Main language(s) used in most subjects taught to the child in school, derived variable.

6. Linguistic composition (according to mother tongue) of the couple formed by the biological parents of the child.

7. Highest level of education obtained by the mother of the child.

8. Highest level of education obtained by the father of the child.

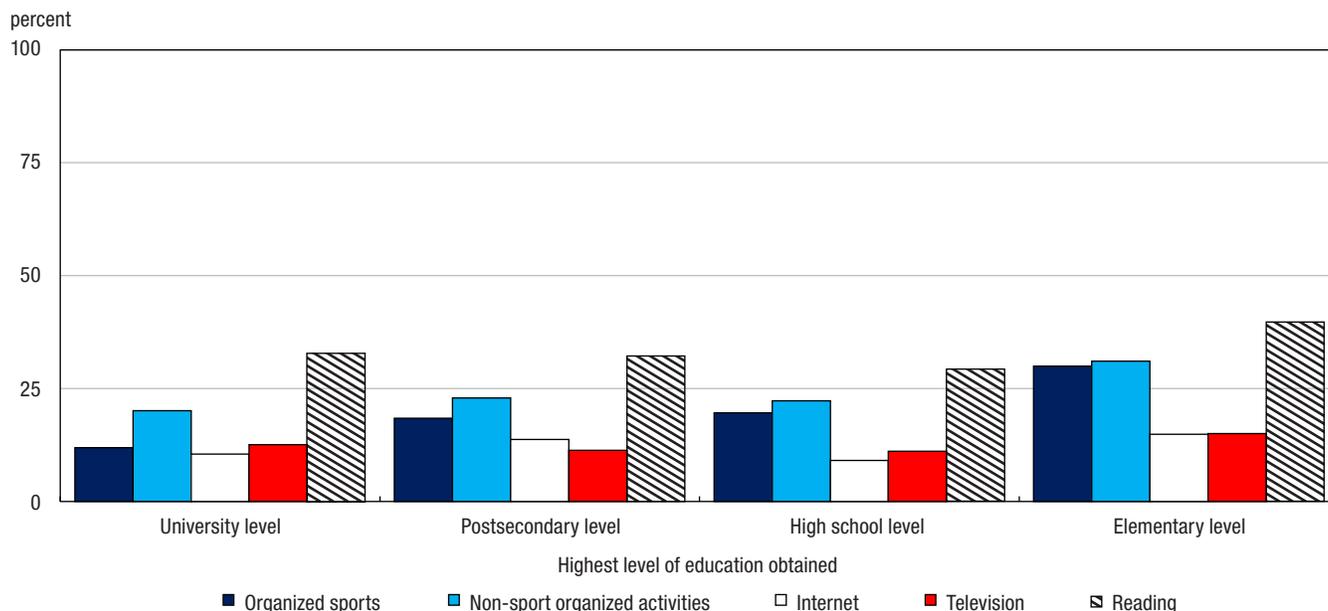
9. Area of residence of the child.

10. Concentration index of the francophone minority in the census subdivision (CSD) of the child.

11. Proportion of children with French as first official language spoken (FOLS) in the census division (CD) of the children.

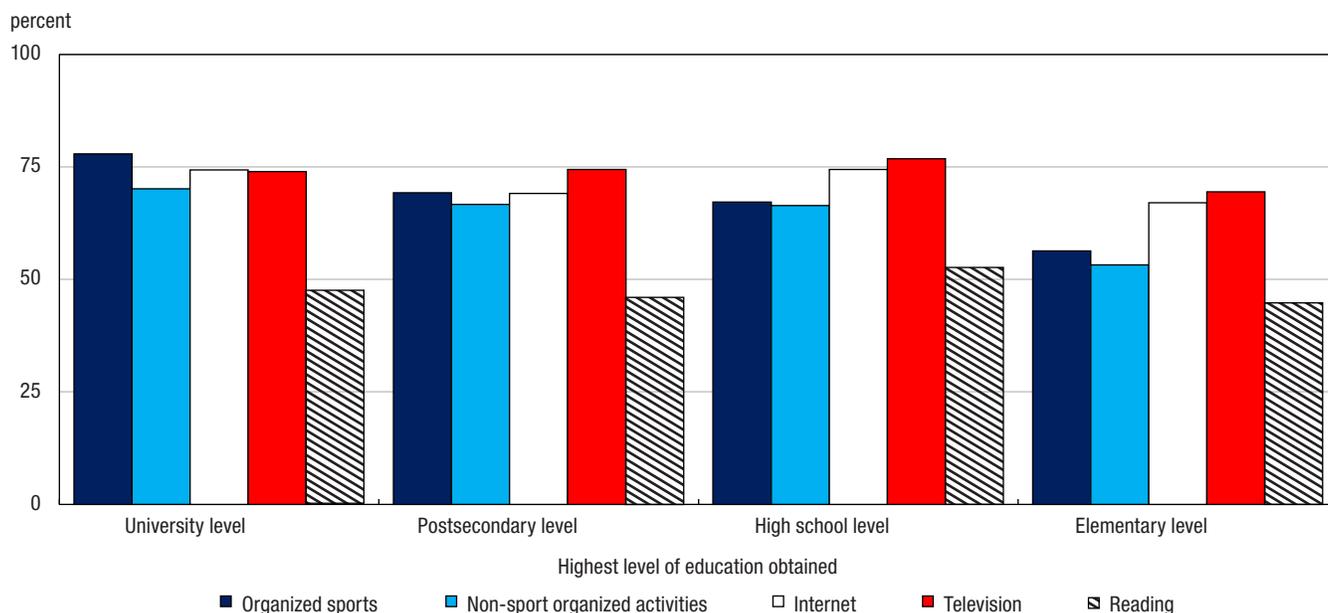
Source: Survey on the Vitality of Official-Languages Minorities (2006).

Appendix Chart 4a
Predominant use of French by children in personal, extracurricular or recreational activities according to highest level of education attained by father



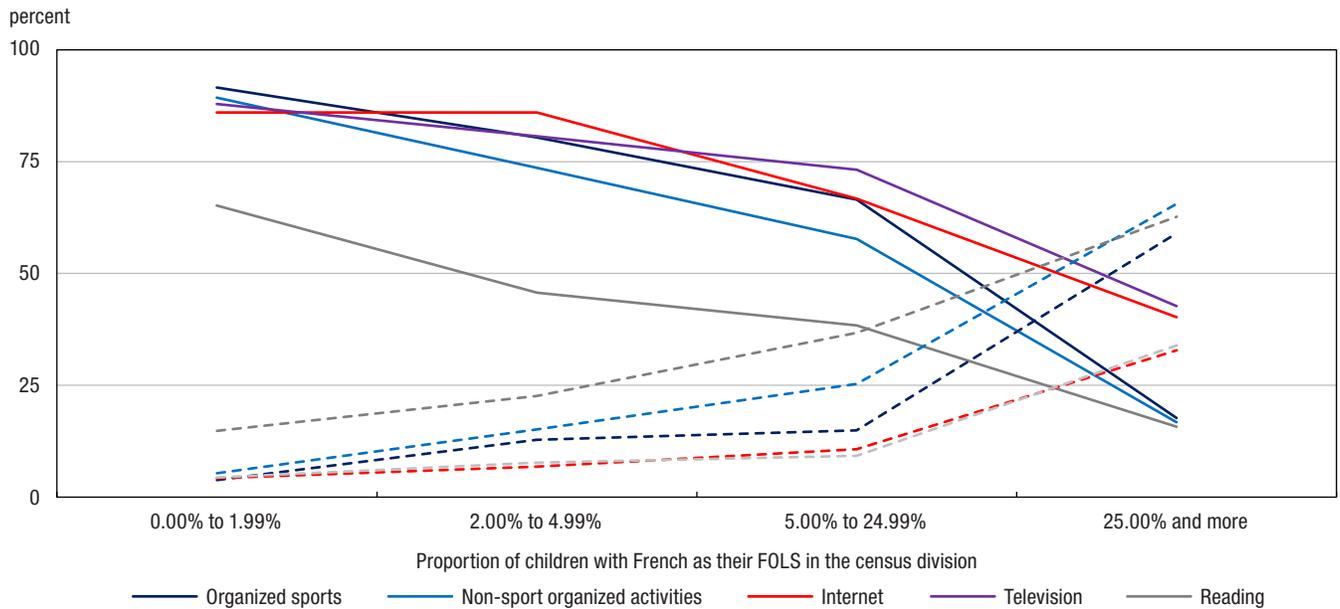
Source: Survey on the Vitality of Official-Language Minorities (2006).

Appendix Chart 4b
Predominant use of English by children in personal, extracurricular or recreational activities according to highest level of education attained by father



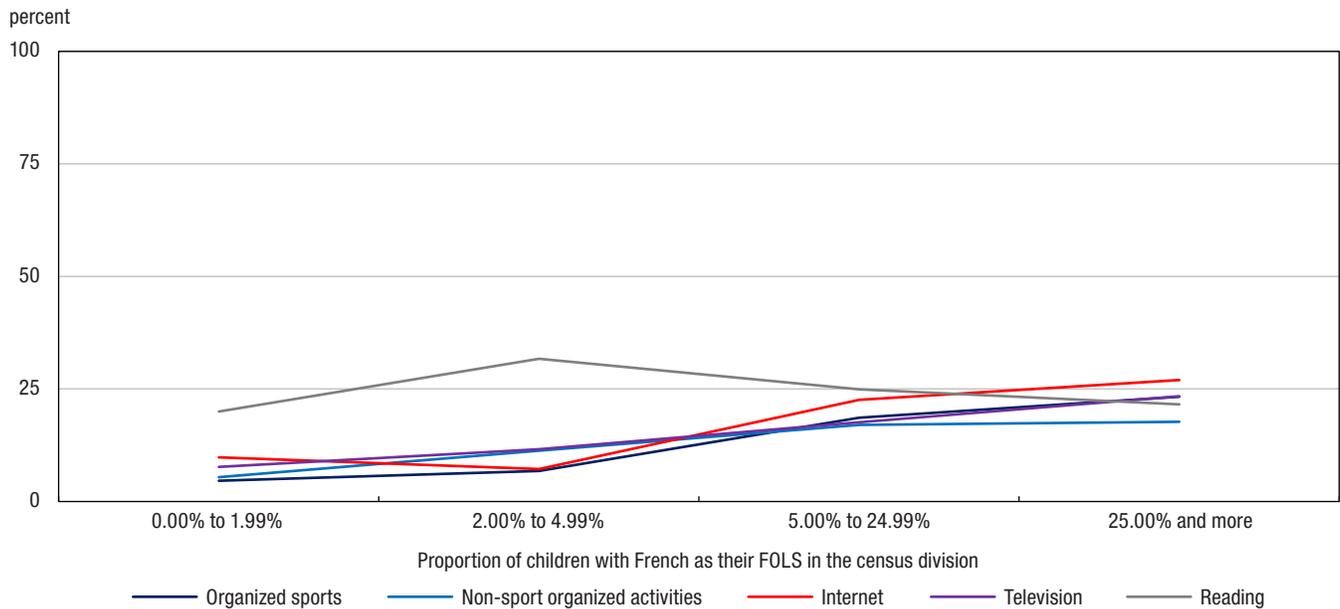
Source: Survey on the Vitality of Official-Language Minorities (2006).

Appendix Chart 5a
Predominant use of French (dotted lines) and English (solid lines) in personal, extracurricular or recreational activities according to proportion of children in census division (CD) of residence who had French as their first official language spoken (FOLS)



Source: Survey on the Vitality of Official-Language Minorities (2006).

Appendix Chart 5b
Equal use of French and English in personal, extracurricular or recreational activities according to proportion of children in CD of residence who had French as their FOLS



Source: Survey on the Vitality of Official-Language Minorities (2006).