Office of the Commissioner of Official Languages
Commissariat aux langues officielles



Five-Year **Tracking Survey on Official Languages**

2026 EDITION

FINAL REPORT

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Five-Year Tracking Survey on Official Languages – 2026 Edition

Final Report

Prepared for Office of the Commissioner of Official Languages

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Five-Year Tracking Survey on Official Languages – 2026 Edition
Final Report

Prepared for the Office of Commissioner of Official Languages by Environics Research Group and the Office of the Commissioner's research team.

Delivery Date: September 11, 2026

This public opinion research report presents the results of two surveys (telephone and online) conducted by Environics Research Group with the Office of the Commissioner's research team.

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Narrative executive summary

A. Background and objectives

In 2016, the Office of the Commissioner of Official Languages (the Office of the Commissioner) conducted a survey to explore Canadians' opinions on official languages and bilingualism. This research included both a random probability telephone survey of 1,000 Canadians, and an online panel survey of 1,016 Canadians. In 2021, the Office of the Commissioner mandated Environics Research and the Office of the Commissioner's research team to survey Canadians again using the same methodologies, but with the sample sizes for each survey increased to 1,500. In 2026 a follow-up survey was once again conducted by Environics and the Office of the Commissioner's research team, with the same methodology as in 2021 and using a very similar questionnaire.[1] This enables the Office of the Commissioner to track the results and measure the evolution of public opinion over the last 10 years. This report covers the findings of the 2026 survey and compares them with results from 2016 and 2021.

This research project had the following objectives:

- Seek the opinion of Canadians about the *Official Languages Act*, official languages and bilingualism using a multimode method (a probability sample telephone survey and a non-probability sample online panel survey). Five years after its previous public opinion survey, the Office of the Commissioner sought to, once again, take the pulse of Canadians overall, as well as that of demographic, linguistic, and regional subgroups of interest.

- Directly compare the results of the two modes from the 2026 survey. Additionally, compare those results with those obtained from the two modes in 2021 and 2016 and identify observations based on these comparisons.

- Determine whether Canadians' perceptions about the *Official Languages Act* correlate to attitudes toward other issues, some of which are longstanding and others current.

- Promote linguistic duality to Canadians and better target policy analysis and messaging by asking a limited number of new questions on current issues: for example, the importance of official bilingualism to national identity and Canada's unique character—specifically, about the way in which official languages can be perceived as a feature that distinguishes Canada, comprising an underlying element of the country's sovereignty and independence.

Use of findings of the research: In keeping with the project's research objectives, the findings of this research are intended to inform the Office of the Commissioner as well as stakeholders in and outside of government about the public's attitudes and perceptions of official languages and bilingualism. The findings will be of particular use for better understanding the state of public opinion and to challenge certain myths about official bilingualism and misperceptions about Canadians' attitudes. The findings will be used to develop communications products and research presentations with a view to conveying the results to different

[1] The principal contributors to the 2026 study were Derek Leebosh and Brenda Sharpe from Environics, and Véronique Boudreau and Robert Talbot from the Office of the Commissioner.

audiences, including members of the general public, media, government, community organizations, educators and researchers. As with the 2021 and 2016 survey results, the 2026 survey results will aid in developing messages and strategies for the promotion of official languages and bilingualism in Canada, in keeping with the Commissioner's mandate and obligations under Part VII of the *Official Languages Act*.

B. Methodology

This report is based on data collected through a dual-mode research approach: a national probability-based telephone survey of 1,500 adult Canadians, and a national online survey of 1,502 adult Canadians. As was the case in 2021, the 2026 online survey contained additional questions not asked in the shorter telephone survey, as the online mode required fewer resources than the telephone mode. The telephone survey was conducted from March 5 to 25, 2026, and the online survey was conducted from April 13 to 30, 2026.

Table 1 – Response Distribution

Completions achieved	Total	British Columbia and Territories	Alberta	Saskatchewan and Manitoba	Ontario	Quebec	Atlantic
# of completed telephone interviews (unweighted)	**1,500**	225	200	100	450	375	150
% of completed interviews	***100%***	*15%*	*14%*	*7%*	*30%*	*25%*	*10%*
Margin of error (± @ 95% CI)	***2.5***	*6.5*	*6.9*	*9.7*	*4.6*	*5.0*	*8.0*
# of completed online interviews (unweighted)	**1,502**	214	166	97	577	351	94
% of completed interviews	***100%***	*14%*	*11%*	*7%*	*38%*	*23%*	*7%*

NOTE: As the online survey uses opt-in panels, it is a non-probability sample, and no margin of sampling error is calculated.

A number of questions in the survey were taken from previous surveys conducted in 2016 and 2021; tracking data are shown where applicable. In 2016, the total online survey sample was n=1,016 and the telephone survey sample was n=1,000 (with a margin of error at the national level of ± 3.1%, 19 times out of 20).

Telephone and online surveys use differing methodologies and as such can yield results that may differ but that can both nevertheless be considered as valid. As in 2016 and 2021, the initial questions were asked in both the telephone and online surveys and, as previously, the magnitude of support and agreement are higher in the telephone than the online survey. This is a known phenomenon in interviewer-guided surveys. As the online survey uses opt-in panels, it is a non-probability sample and so a margin of sampling error cannot be calculated, and results cannot be extrapolated to the entire target population. This sample was nevertheless constructed in such a way as to reflect this population in terms of its distribution according to region, age and gender. For the

telephone survey, the results can be extrapolated to the entire Canadian adult population. The margin of sampling error for the 2026 telephone survey nationally is ± 2.5% at the 95% confidence interval; margins of error are greater for subsamples of the population. Per the 2016 and 2021 surveys, and to maintain comparability, the results of the telephone and online surveys have not been merged.

In this report, results are expressed as percentages unless otherwise noted. Results may not add to 100% due to rounding or multiple responses. All results are weighted (by gender, age, and region, per the 2016 and 2021 surveys) and are based on the entire sample unless otherwise noted. Data labels for values less than 4% may not be shown on some tables.

Note: All telephone and online survey respondents were actively offered the possibility of completing the survey in their preferred official language, English or French. For the purposes of analysis of these survey results, Anglophones and Francophones are here defined by which language respondents selected to complete the survey.

More information about the methodology for these surveys is included in Appendix A.

C. Contract value

The contract value was $149,690.54 (HST included).

D. Report

This report begins with an executive summary outlining the background and objectives, methodology, and key findings and conclusions, followed by a detailed analysis of the survey data conducted by Environics and the Office of the Commissioner's research team. Where data for both modes (telephone and online) is available, all statements of analysis have been worded so as to be consistent with the results of both unless specified otherwise. Provided under a separate cover is a detailed set of "banner tables" presenting the complete results for all questions for the total and identified subgroups of interest in both modes. These tables are referenced by the survey question in the detailed analysis.

In this report, quantitative results are expressed as percentages unless otherwise noted. Results may not add to 100% due to rounding or multiple responses. Net results cited in the text may not exactly match individual results shown in the tables due to rounding.

E. Key findings and conclusions

The key findings and conclusions of the survey are as follows:

1. **Majority support for the *Official Languages Act* (the Act) persists among Canadians, including in all regions studied, and the main reasons for support remain the same.**

    - Over time, support for the Act has remained near 90 percent by telephone, and near or above 80 percent online (2016–2026).

    - Though the proportions vary as in previous years, in all regions studied, large majorities continue to support the Act in 2026.

- Large majorities within all demographic segments covered in the survey continue to express support for the Act in 2026, including among both Anglophones and Francophones.

- Among the majority supporting the Act, the most commonly cited reason for support continues to be recognition of Canada's history, status and culture as a bilingual country.

2. Official languages and bilingualism continue to be a core Canadian value and a part of our national identity, particularly in 2026.

- As in previous surveys, large majorities in 2026 agree that, because English and French are part of our history, it makes sense they have equal status; that having two official languages is one of the things that really defines Canada; and that having two official languages is positive for Canada's international image.

- Large majorities agree with new statements in 2026 linking official languages to national identity and pride, specifically, that Canada's official languages are important to the country's national identity, and that the fact our country has these two official languages contributes to their personal pride in being Canadian.

- Large majorities agree with new statements in 2026 linking official languages to the Canadian economy and arts and culture, specifically that having English and French as official languages can help diversify the Canadian economy beyond North America, and that the Government of Canada should provide greater support for disseminating Canadian artistic and cultural works in both English and French.

3. Support for official languages is consistent with support for other forms of diversity.

- Large majorities, through time, agree with statements about the mutually reinforcing potential of official languages and other forms of diversity; specifically, having two official languages, instead of just one, sends the signal that Canada values linguistic diversity and that it has made Canada a more welcoming place for immigrants from different cultures and ethnic backgrounds.

- Those from diverse backgrounds also tend to agree with statements about official languages as something that can accompany or reinforce other forms of diversity, at rates similar to other Canadians.

4. Majorities agree with tangible measures in support of official bilingualism, though proportions vary.

- An overwhelming majority continue to agree that Canadians should be able to receive federal services in either official language.

- Most people agree that national leaders should speak both official languages, that major national events should be bilingual and that more support is needed for official language minority communities.

5. Some problematic myths persist.

- Some key myths about official languages and official language minorities continue to persist among some populations, notably the perception that the French-speaking minority outside Quebec is less numerous than it really is, or that the English-speaking minority in Quebec is more socio-economically privileged than the French-speaking majority.

- New in 2026, just under half correctly think it to be true that the *Official Languages Act* applies to the Parliament of Canada and to federal institutions and not to those of provinces and territories. Also, three in ten incorrectly think it is true that the mandate of the Office of the Commissioner of Official Languages is to provide translation services.

6. **Francophones continue to have far greater exposure to the two official languages, although the English-language media and cultural content consumed is often not from Canada. Anglophones who can speak French tend to have acquired it through second-language education.**

   - Quebecers in general and Francophones in Canada as a whole are far more likely than Anglophones outside Quebec to encounter people using the other official language or to be exposed to media and cultural products in the other official language.

   - The vast majority of Francophones at least occasionally consume English-language media and cultural content. In contrast, only a minority of Anglophones consume French-language media or cultural products at least occasionally.

   - French-language media and cultural products consumed by Anglophones and Francophones more frequently contain Canadian content than do English-language media and cultural products consumed by both language groups.

   - Among all bilingual Canadians, Francophones are more likely than Anglophones to have learned the other official language outside of school, whereas Anglophones are more likely to have learned it only in school.

7. **Strong majorities continue to support second-language education in the other official language.**

   - Most Canadians strongly agree that both official languages should continue to be taught in elementary schools across Canada.

   - Majorities of Canadians agree that governments should implement measures to make second-language learning more accessible, including creating more spaces in immersion programs.

   - A strong majority of parents, notably in Quebec but also outside Quebec, feel it is important that their children have the opportunity to learn the other official language.

8. **Overall support for the Act persists across a spectrum of social values.**

   - There is some correlation between support for the *Official Languages Act* and other rights, as well as climate change concerns, but in general, correlations between attitudes toward the *Official languages Act* and other contemporary issues continue to be modest.

F. Political neutrality statement and contact information

I hereby certify as senior officer of Environics that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the *Policy on Communications and Federal Identity* of the Government of Canada, and the *Directive on the Management of Communications and Federal Identity*. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

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For more information, contact the Office of the Commissioner of Official Languages at information@clo-ocol.gc.ca

I. Detailed findings

A. *Official Languages Act* and bilingualism – General attitudes

1. Support for the *Official Languages Act*

The vast majority of Canadians in all regions continue to support the aims of the *Official Languages Act* (the Act); support remains higher and more intense in the telephone survey than online.

Canadians continue to strongly support the aims of the *Official Languages Act*. When the question was posed by telephone, overall support was 89 percent (60% strongly support and 28% somewhat support). It is notable that strong support has increased four points from 56% to 60% since 2021. As in 2021, only one in ten express any degree of opposition to the aims of the Act in this case. When the question was posed online, support was still very high, albeit somewhat lower, at 81 percent. In both cases, support for the Act is almost identical to what it was in 2021 and similar to 2016.

Table 2 – Support for the Act – By survey mode and year

Support for the* Act *– by mode and year	**Net: Support**	**Strongly support**	**Somewhat support**	**Somewhat/ strongly oppose**	**Don't know/ refused**
2026 Telephone (n=1,500)	**89%**	60%	28%	9%	2%
2026 Online (n=1,502)	**81%**	46%	35%	14%	5%
2021 Telephone (n=1,507)	**87%**	56%	32%	10%	2%
2021 Online (n=1,500)	**81%**	47%	34%	14%	5%
2016 Telephone (n=1,000)	**88%**	55%	33%	9%	2%
2016 Online (n=1,016)	**78%**	45%	33%	16%	5%

Q1 *The* Official Languages Act *officially recognizes the equal status of both English and French and seeks to ensure that Government of Canada services are provided in both English and French. Would you say that you strongly support, somewhat support, somewhat oppose or strongly oppose these aims of the* Official Languages Act*?*

The Act continues to have strong majority support in all regions of Canada. Support, while still quite high, is somewhat lower in Alberta (77% telephone, 67% online) and in Manitoba/Saskatchewan (79% telephone, 75% online). Regional support levels are quite consistent with the 2021 findings. Any changes in support over time at the regional level are relatively small and within margins of error. Moreover, in some cases, support went down slightly in one mode and up in the other. Caution should therefore be exercised when attributing significance to changes at the regional level between the 2021 and 2026 results.

Table 3 – Support for the *Act* – By region, survey mode and year

Support for the* Act - *by jurisdiction	**2026 Telephone**	**2026 Online**	**2021 Telephone**	**2021 Online**	**2016 Telephone**	**2016 Online**
Canada – total	**89%**	**81%**	87%	81%	88%	78%
Atlantic provinces	**92%**	**84%**	86%	86%	91%	87%
Quebec	**92%**	**93%**	95%	95%	92%	89%
Ontario	**91%**	**80%**	87%	78%	87%	80%
Manitoba/Saskatchewan	**79%**	**75%**	78%	74%	83%	64%
Alberta	**77%**	**67%**	80%	68%	90%	61%
British Columbia/Territories	**87%**	**77%**	87%	78%	84%	67%

Q1 *The* Official Languages Act *officially recognizes the equal status of both English and French and seeks to ensure that Government of Canada services are provided in both English and French. Would you say that you strongly support, somewhat support, somewhat oppose or strongly oppose these aims of the* Official Languages Act*?*

Support for the aims of the Act remains consistently high across all demographic segments studied. As was the case in 2021 and 2016, support for the Act is almost unanimous among those whose mother tongue is French (94% telephone, 93% online) and is a strong majority view among those whose mother tongue is English (89% telephone, 78% online). People whose mother tongue is a language other than English or French remain supportive of the Act as well (88% telephone, 74% online).

2. Reasons for supporting or opposing the *Official Languages Act*

The most common reasons for supporting the Act are Canada's history as a bilingual country, the right to be served in one's preferred official language, the Act promotes fairness/equality. The small minority opposing the Act most commonly say this is because English is dominant.

Those who support the aims of the Act were asked for the main reason for their support, unprompted, without providing answer categories in both telephone and online surveys.

As in previous years, the most common responses in both modes are that the Act recognizes Canada's history, status, and culture as a bilingual country; that everyone should be able to communicate and be served in their preferred official language; and that the Act promotes fairness and equality. In 2021 and again in 2026, the next most common reason for support in the online survey is that the protection of the French language and communities is important and, in 2026, as many respondents stated that French is in decline and needs to be protected.

It continues to be the case that there is little difference between Anglophones (defined here and throughout this report as those who chose to complete the survey in English) and Francophones (those completing the survey in French) for most reasons for supporting the Act, except that Francophones are more likely than Anglophones to say everyone should be able to communicate/get services in their preferred language, or to note that French is declining and protecting the language is important. These findings are very consistent with those of 2021 and 2016, and as was the case before, there is little difference between those who completed the survey online or by phone.

Table 4 – Main reason for supporting the Act, among the majority supporting – By survey mode and year

***Main reason for supporting the* Act**	**2026 Telephone (n=668)**	**2026 Online (n=1,220)**	**2021 Telephone (n=652)**	**2021 Online (n=1,215)**	**2016 Telephone (n=451)**	**2016 Online (n=792)**
The Act recognizes Canada's history/status/culture as a bilingual country	**31%**	**37%**	34%	31%	33%	30%
Everyone should be able to communicate/receive services in their preferred language	**16%**	**16%**	13%	18%	11%	12%
The Act promotes fairness/equality	**12%**	**8%**	12%	9%	11%	11%
Useful to speak more than one language	**8%**	**6%**	8%	7%	8%	3%
Personal experience with English/French/being bilingual	**7%**	**2%**	10%	2%	5%	3%
Canada has many French speakers	**6%**	**3%**	4%	5%	5%	2%
There are bilingual people/people strive to learn both languages	**5%**	**4%**	5%	7%	4%	2%
Not everyone is bilingual	**4%**	**<1%**	4%	2%	5%	2%
French is declining/protection of French language/communities across Canada are important	**4%**	**8%**	-	8%	-	-
It distinguishes Canada from other countries	**1%**	**3%**	-	-	-	-
Seems appropriate/like it	**-**	**5%**	-	-	-	-
Keeping Canada as one nation/preventing separation of Quebec	**-**	**3%**	-	-	-	-
Other	**1%**	**4%**	3%	3%	7%	6%
Not sure/prefer not to say	**5%**	**19%**	6%	23%	6%	27%

Q2a *What would you say is the main reason for your support of the* Official Languages Act*?*
SUBGROUPS: Those who support the Act (note: half of telephone respondents were asked one of two follow-up questions; others skipped)

In 2026, an additional probing question was added to allow respondents to give additional reasons for their support of the Act. Below is a table providing the combined reasons from the first and the additional question. The order of responses is essentially the same as when people are asked for their main reason.

Table 5 – All reasons for supporting the *Act*, among the majority supporting – By survey mode
Note: results exceed 100% as respondents could provide multiple responses

***Reasons for supporting the* Act (main and additional)**	**2026 Telephone (n=668)**	**2026 Online (n=1,220)**
The Act recognizes Canada's history/status/culture as a bilingual country	37%	42%
Everyone should be able to communicate/receive services in their preferred language	21%	18%
The Act promotes fairness/equality	17%	10%
Useful to speak more than one language	13%	10%
Canada has many French speakers	10%	4%
Personal experience with French/English/being bilingual	9%	4%
There are bilingual people/people strive to learn both languages	7%	5%
French is in decline and needs to be protected	6%	10%
Not everyone is bilingual	5%	1%
It distinguishes Canada from other countries	3%	4%
Seems appropriate/like it	-	5%
Keeping Canada as one nation/preventing separation of Quebec	-	5%
Other	1%	8%
Not sure/prefer not to say	5%	19%

Q2a *What would you say is the main reason for your support of the* Official Languages Act*?*
SUBGROUPS: Those who support the Act (note: half of telephone respondents were asked one of two follow-up questions; others skipped)

Q2ab *Are there other reasons for your support of the* Official Languages Act*?*
SUBGROUPS: Those who support the Act and gave a response at Q2a

Those opposing the Act were asked their main reason for this, also unprompted, without providing answer categories in both telephone and online surveys.

It continues to be the case, as it was in 2016 and 2021, that the small minority of people opposed to the Act feel this way at near or above 10% in either mode through time, because they believe English is predominant and French is in decline, that maintaining bilingualism is expensive or, especially online, that there should be only one official language. In 2026 among telephone respondents, a common reason for opposition is learning French is not necessary.

Table 6 – Main reason for opposing the Act, among the minority opposing – By survey mode and year

Main reason for opposing the Act	**2026 Telephone (n=65)**	**2026 Online (n=209)**	**2021 Telephone (n=101)**	**2021 Online n=207)**	**2016 Telephone (n=50)**	**2016 Online (n=169)**
English is predominant/French is diminishing	**20%**	**13%**	28%	35%	24%	31%
Learning French is not necessary/no need to	**18%**	**-**	-	-	-	-
High costs/expensive to maintain	**12%**	**22%**	10%	17%	22%	19%
There should only be one official language	**11%**	**33%**	8%	31%	10%	11%
The Act blocks unilingual people from government jobs	**7%**	**7%**	2%	9%	10%	3%
Quebec does not recognize the need for English services	**3%**	**11%**	10%	12%	4%	8%
The Act discriminates against English language speakers	**2%**	**2%**	13%	3%	-	-
The Act is no longer necessary given technological developments	**1%**	**7%**	-	-	-	-
The Act discriminates against other languages	**1%**	**7%**	14%	14%	5%	6%
Other	**20%**	**15%**	9%	5%	12%	10%
Not sure/prefer not to say	**5%**	**13%**	5%	13%	4%	12%

Q2b What would you say is the main reason for your opposition to the Official Languages Act*?*
SUBGROUPS: Those who oppose the Act (note: half of telephone respondents were asked one of two follow-up questions; others skipped)

While subgroup sample sizes remain very low in opposition to the Act, meaning any deeper analysis is to be done with caution, it is notable that in the online survey, Anglophones and persons who perceive that in their communities virtually no one is bilingual in both official languages are more likely to oppose the Act because they think there should be only one official language.

In 2026, an additional open-ended probing question was added to allow respondents to give additional reasons for their opposition to the Act. Below is a table providing the combined reasons from the first and additional question.

In general, the order of reasons is the same, except that those in the telephone survey are more likely to say that French is diminishing, and those online are more likely to say that there should be only one official language.

Table 7 – Reasons for opposing the Act, among the minority opposing – By survey mode
Note: results exceed 100% as respondents could provide multiple responses.

Reasons for opposing the **Act (main and additional)**	**2026 Telephone (n=65)**	**2026 Online (n=209)**
English is predominant/French is diminishing	31%	15%
Learning French is not necessary/no need to	24%	-
High costs/expensive to maintain	24%	29%
There should be only one official language	15%	39%
The Act blocks unilingual people from government jobs	9%	10%
The Act is no longer necessary given technological developments	7%	9%
Quebec does not recognize the need for English services	3%	13%
The Act discriminates against other languages	3%	13%
The Act discriminates against English language speakers	3%	7%
Don't care for French	-	8%
Other	25%	16%
Not sure/prefer not to say	5%	13%

Q2b *What would you say is the main reason for your opposition to the* Official Languages Act*?*
SUBGROUPS: Those who oppose the Act (note: half of telephone respondents were asked one of two follow-up questions; others skipped)

Q2bb *Are there other reasons for your opposition to the* Official Languages Act*?*
SUBGROUPS: Those who oppose the Act and gave a response at Q2b.

3. Effectiveness of arguments against the *Official Languages Act*

The most persuasive argument against the *Act* continues to be the perceived cost of access to bilingual services

In the online survey, respondents were asked which of three arguments against the Act they found the most persuasive – even if they themselves may be supportive of the Act and may not agree with any of the arguments.

Among those choosing an argument, by far the most persuasive one continues to be that ensuring people can access services in both official languages is simply too expensive (63% excluding "note sure / prefer not to answer"). Notably fewer state that the other two arguments are the most persuasive: that there are other languages that should be considered "official" in addition to English and French (23%), or that the government just should not be involved with promoting or protecting official languages in Canada (15%).

It should be noted that in the 2016 online survey, all respondents were required to choose one of the three arguments. In the 2026 and 2021 online surveys, respondents were given the option of not providing an answer, and around three in ten in both years opted not to respond.

Table 8 – Effectiveness of arguments against the *Act* – Online survey results by year

Arguments that are most persuasive	**2026**	**2026 (Excluding "not sure")***	**2021**	**2021 (Excluding "not sure")***	**2016 (Forced choice)**
Ensuring that people can access services in both official languages is simply too expensive.	**45%**	**63%**	40%	57%	60%
There are other languages that should be considered "official" in addition to English and French.	**16%**	**23%**	20%	29%	22%
The government just should not be involved with promoting or protecting official languages in Canada.	**10%**	**15%**	10%	14%	18%
Not sure/prefer not to answer*	**28%**	**N/A**	29%	N/A	N/A

Q13 People have given a number of reasons for opposing the Official Languages Act *in Canada. Which of the following reasons would you say is the most persuasive for you, even if you don't necessarily agree with it or any of them?*

The small minority of respondents who oppose the Act remain in 2026 more likely than those who support it to find the argument that the government just should not be involved with promoting or protecting official languages in Canada to be the most persuasive (28% among those opposing the Act, compared to 10% of those supporting the Act, excluding those who stated that they were unsure).

4. Attitudinal statements about Canada's official bilingualism

Large majorities agree with positive statements about Canada's official bilingualism as it relates to national identity and diversity.

In both survey modes, respondents were asked of their level of agreement or disagreement with a series of statements about Canada's official bilingualism. Ten of the statements were positive toward bilingualism and its implications for national identity and diversity.

In the 2026 survey, majorities of six in ten or more express agreement toward positive statements in both the telephone and online surveys, although, as was the case previously, agreement is in every case stronger in the telephone survey. It should be noted that for the six statements being tracked, there has been no significant change in reaction to these statements in 2026 compared to previous years. The statements are discussed below by theme.

Official bilingualism and national identity

Large majorities continue to agree (strongly or somewhat) with statements about support for official bilingualism in general and how it relates to Canada's history and national identity. Canadians remain personally in favour of bilingualism for all of Canada (86% agree in the telephone survey, 74% online). Majorities also agree that having two official languages is positive for Canada's international image (87% telephone, 77% online), that it makes sense that English and French have equal status because they are part of our history (81% telephone, 75% online), and that having two official languages is one of the things that really defines Canada (79% telephone, 76% online).

Large majorities also agree (strongly or somewhat) with two new statements added in 2026: that Canada's official languages, both English and French, are important to the country's national identity (87% telephone, 77% online); and the fact that our country has these two official languages contributes to their pride in being Canadian (75% telephone, 65% online).

Official bilingualism and diversity

Large majorities continue to agree with two statements relating to official bilingualism and diversity: that having two official languages signals Canada values linguistic diversity (87% telephone, 76% online), and that bilingualism makes Canada a more welcoming place for immigrants (77% telephone, 69% online).

Official bilingualism and the economy / arts and culture

Two new statements show how Canadians feel about bilingualism being connected to the economy, and arts and culture. As with other statements that suggest having two official languages is beneficial to the country, strong majorities agree that having English and French as official languages can help diversify the Canadian economy beyond North America (80% telephone, 72% online), and that the Government of Canada must provide greater support for disseminating Canadian artistic and cultural works in English and in French (76% telephone, 63% online).

Table 9 – Agreement with positive statements about Canada's official bilingualism – Telephone survey results

Agreement with positive statements about Canada's official bilingualism	Net agree	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree	Not sure/ prefer not to answer
Having two official languages is positive for Canada's international image.	**87%**	57%	30%	6%	5%	1%
Canada's official languages, both English and French, are important to the country's national identity [NEW].	**87%**	60%	27%	7%	5%	<1%
Having two official languages, instead of just one official language, sends the signal that Canada values linguistic diversity.	**87%**	54%	33%	7%	5%	1%
I am personally in favour of bilingualism for all of Canada.	**86%**	53%	33%	7%	6%	1%
Because English and French are part of our history, it makes sense they have equal status.	**81%**	52%	29%	11%	7%	1%
Having English and French as official languages can help diversify the Canadian economy beyond North America [NEW].	**80%**	45%	35%	10%	7%	2%
Having two official languages is one of the things that really defines Canada.	**79%**	48%	31%	11%	8%	1%
Having two official languages has made Canada a more welcoming place for immigrants from different cultures and ethnic backgrounds.	**77%**	42%	35%	11%	9%	3%
The Government of Canada must provide greater support for disseminating Canadian artistic and cultural works in both English and French [NEW].	**76%**	39%	37%	13%	7%	4%
The fact that our country has these two official languages contributes to my pride in being Canadian [NEW].	**75%**	43%	32%	12%	11%	2%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you a series of statements about this topic. For each of the following statements, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

Table 10 – Agreement with positive statements about Canada's official bilingualism – Online survey results

Agreement positive with statements about Canada's official bilingualism	Net agree	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree	Not sure/ prefer not to answer
Canada's official languages, both English and French, are important to the country's national identity [NEW].	**77%**	45%	32%	10%	9%	4%
Having two official languages is positive for Canada's international image.	**77%**	43%	34%	9%	8%	6%
Having two official languages, instead of just one official language, sends the signal that Canada values linguistic diversity.	**76%**	40%	37%	10%	8%	6%
Having two official languages is one of the things that really defines Canada.	**76%**	41%	35%	11%	8%	5%
Because English and French are part of our history, it makes sense that they have equal status.	**75%**	43%	33%	11%	9%	5%
I am personally in favour of bilingualism for all of Canada.	**74%**	40%	34%	12%	9%	5%
Having English and French as official languages can help diversify the Canadian economy beyond North America [NEW].	**71%**	36%	36%	11%	9%	8%
Having two official languages has made Canada a more welcoming place for immigrants from different cultures and ethnic backgrounds.	**69%**	33%	36%	12%	9%	9%
The fact that our country has these two official languages contributes to my pride in being Canadian [NEW].	**65%**	34%	31%	14%	12%	9%
The Government of Canada must provide greater support for disseminating Canadian artistic and cultural works in both English and French [NEW].	**60%**	28%	32%	16%	10%	14%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. Below are a series of statements about this topic. For each statement, please indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

It is again the case that Francophones are more likely than Anglophones to agree with each of these statements. However, it must be acknowledged that agreement among Anglophones is also high for every statement (seven in ten or more).

Table 11 – Agreement with positive statements about official bilingualism – Telephone survey results by language of survey

Agreement with positive statements about Canada's official bilingualism	**Net agree (Strongly or somewhat agree)**	**French (n=336)**	**English (n=1,164)**
Having two official languages is positive for Canada's international image.	**87%**	95%	85%
Canada´s official languages, both English and French, are important to the country´s national identity [NEW].	**87%**	94%	85%
Having two official languages, instead of just one official language, sends the signal that Canada values linguistic diversity.	**87%**	96%	85%
I am personally in favour of bilingualism for all of Canada.	**86%**	94%	84%
Because English and French are part of our history, it makes sense that they have equal status.	**81%**	90%	78%
Having English and French as official languages can help diversify the Canadian economy beyond North America [NEW].	**80%**	93%	77%
Having two official languages is one of the things that really defines Canada.	**79%**	88%	77%
Having two official languages has made Canada a more welcoming place for immigrants from different cultures and ethnic backgrounds.	**77%**	88%	74%
The Government of Canada must provide greater support for disseminating Canadian artistic and cultural works in both English and French [NEW].	**76%**	96%	71%
The fact that our country has these two official languages contributes to my pride in being Canadian [NEW].	**75%**	91%	71%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you a series of statements about this topic. For each of the following statements, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

As noted earlier, the levels of agreement with tracking statements are virtually unchanged from what they were in 2021 and in 2016 in both the telephone and online surveys.

Table 12 – Agreement with positive statements about Canada's official bilingualism – By survey mode and year

Agreement with positive statements about Canada's official bilingualism	**2026 Telephone**	**2026 Online**	**2021 Telephone**	**2021 Online**	**2016 Telephone**	**2016 Online**
Having two official languages is positive for Canada's international image.	**87%**	**77%**	86%	75%	87%	76%
Having two official languages, instead of just one official language, sends the signal that Canada values linguistic diversity.	**87%**	**76%**	86%	75%	-	-
I am personally in favour of bilingualism for all of Canada.	**86%**	**74%**	84%	75%	84%	74%
Because English and French are part of our history, it makes sense that they have equal status.	**81%**	**75%**	79%	71%	84%	73%
Having two official languages is one of the things that really defines Canada.	**79%**	**76%**	78%	72%	83%	72%
Having two official languages has made Canada a more welcoming place for immigrants from different cultures and ethnic backgrounds.	**77%**	**69%**	79%	69%	79%	68%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you/Below are a series of statements about this topic. For each statement, please tell me/indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

Most disagree with other statements: that bilingualism is too expensive, that it is not practical or that languages other than English or French should be made official.

Among these statements on official bilingualism, three tested more potentially ambivalent attitudes toward Canada's policy of having two official languages.

In 2026, over four in ten respondents in both survey modes (44% telephone, 44% online) continue to agree that "maintaining two official languages just doesn't make sense for parts of the country which overwhelmingly speak only English or only French." It is notable that Anglophones are about twice as likely as Francophones to agree with this statement, with about half of Anglophones in each mode agreeing. Agreement is highest among the small minority who oppose the Act and among those who say their community has virtually no one who speaks both official languages.

There is only minority agreement that "too much money is spent on bilingualism by the Government of Canada," (34% telephone, 41% online). Once again, there is a linguistic difference in responses to this statement, with Francophones being notably less likely to agree. In the online survey close to half of Anglophones agree with this idea, one-third disagree, and almost two in ten are unsure. In the telephone survey opinion is more divided: almost four in ten agree while just over four in ten disagree.

Canadians are twice as likely to disagree than to agree that there are languages other than English and French that should be made official, in both the telephone and online surveys (67% disagree and 29% agree in the telephone survey, and 66% disagree and 24% agree in the online survey). Those surveyed by telephone are now less likely to agree with this than they were in 2021. Agreement is higher among the small minority who oppose the Act, among those whose mother tongue is not an official language, and among those who perceive there is virtually no one in their community who is bilingual in English and French.

Table 13 – Agreement with other statements about official bilingualism – Telephone survey results

Agreement with other statements about Canada's official bilingualism	**Net agree**	**Strongly agree**	**Some-what agree**	**Some-what dis-agree**	**Strongly disagree**	**Not sure/ prefer not to answer**
Maintaining two official languages just doesn't make sense for parts of the country which overwhelmingly speak only English or only French.	**44%**	20%	24%	26%	27%	3%
Too much money is being spent on bilingualism by the Government of Canada.	**34%**	16%	18%	27%	23%	17%
There are languages other than English and French that should be made official.	**29%**	13%	16%	22%	45%	4%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you a series of statements about this topic. For each of the following statements, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

Table 14 – Agreement with other statements about official bilingualism – Online survey results

Agreement with other statements about Canada's official bilingualism	Net agree	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree	Not sure/ prefer not to answer
Maintaining two official languages just doesn't make sense for parts of the country which overwhelmingly speak only English or only French.	**44%**	20%	24%	25%	23%	8%
Too much money is being spent on bilingualism by the Government of Canada.	**41%**	20%	22%	23%	21%	15%
There are languages other than English and French that should be made official.	**24%**	9%	15%	21%	45%	10%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. Below are a series of statements about this topic. For each statement, please indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

Table 15 – Agreement with other statements about official bilingualism – Telephone survey results by language of survey

Agreement with other statements about Canada's official bilingualism	Net Agree	French (n=336)	English (n=1,164)
Maintaining two official languages just doesn't make sense for parts of the country which overwhelmingly speak only English or only French.	**44%**	28%	48%
Too much money is being spent on bilingualism by the Government of Canada.	**34%**	17%	38%
There are languages other than English and French which should be made official.	**29%**	19%	31%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you a series of statements about this topic. For each of the following statements, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

Table 16 – Agreement with other statements about Canada's official bilingualism – By survey mode and year

Agreement with other statements about Canada's official bilingualism	**2026 Telephone**	**2026 Online**	**2021 Telephone**	**2021 Online**	**2016 Telephone**	**2016 Online**
Maintaining two official languages doesn't make sense for parts of the country which overwhelmingly speak only English or only French.	**44%**	**44%**	48%	45%	49%	44%
Too much money is being spent on bilingualism by the Government of Canada.	**34%**	**41%**	35%	39%	36%	39%
There are languages other than English and French which should be made official.	**29%**	**24%**	41%	28%	25%	19%

Q3 In Canada, we have two official languages, English and French. This means, among other things, that citizens can get services from the federal government in the official language of their choice where numbers warrant it. I will read you/Below are a series of statements about this topic. For each statement, please tell me/indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree.

B. Official bilingualism – Measures and myths

1. Expectations around official languages and bilingualism

A majority of Canadians continue to agree that people should be able to obtain federal services in either official language, and that the prime minister, cabinet ministers and major national events in Canada should be bilingual. Most also agree that it is important to hear and see political leaders using their preferred official language, not just a translation. Most agree that official language minority communities need more support.

Survey respondents were asked whether they agree or disagree with a series of statements relating to what should be offered in both official languages or ought to be in English and in French in Canada. As in 2021, the vast majority of Canadians in 2026 agree that all Canadians should be able to obtain federal services in English or French, and this sentiment continues to be embraced by both Anglophones and Francophones.

There also continues to be strong agreement among Canadians that the prime minister and cabinet ministers should be bilingual, that major events held in Canada should be bilingual, and that it is important to be addressed by political leaders in one's own language, especially in times of crisis, and not through a translator.

While clear majorities agree with all these statements, agreement is less strong among those who completed the survey online than among those who completed the survey by telephone, which is a pattern that is consistent with other parts of the survey.

There continues to be a noticeable difference in how Anglophones and Francophones respond to these statements. Among Francophones, there remains almost unanimous agreement with statements about how offices and institutions should be functionally bilingual, while among Anglophones, agreement is more muted. Most notably, among those completing the survey online, just under half of Anglophones agree that major events in Canada, including sporting and cultural events, should be required to take place in both official languages (48% of Anglophones, vs 92% of Francophones).

As for support for official language minority communities, more Francophones (89%) than Anglophones (61%) agree that more support is needed for the Francophone minority communities outside Quebec. In contrast, more Anglophones (65%) than Francophones (56%) agree that more support is needed for the Anglophone minority communities inside Quebec. This pattern is also seen in the telephone survey, but the gap is far less marked. Overall, the results in 2026 were consistent with those of 2021 and 2016 regarding these questions.

Table 17 – Agreement with certain aspects of official bilingualism – Telephone survey results

Agreement with certain aspects of official bilingualism	**Net agree**	**Strongly agree**	**Some-what agree**	**Some-what disagree**	**Strongly disagree**	**Not sure / prefer not to answer**
Canadians should be able to obtain federal services in English or French.	**94%**	74%	20%	3%	3%	<1%
The prime minister of Canada should be bilingual.	**83%**	61%	22%	8%	8%	1%
It is personally important to me to hear and see political leaders use my preferred official language, especially in times of crisis and not only through an interpreter or a translation.	**82%**	53%	29%	11%	5%	2%
Federal cabinet ministers should be bilingual.	**73%**	41%	32%	15%	11%	1%
Major events in Canada, including sporting and cultural events, should take place in both official languages.	**72%**	36%	36%	15%	10%	2%
More support is needed for the Francophone minority communities outside Quebec.	**67%**	30%	36%	16%	11%	7%
More support is needed for the Anglophone minority communities inside Quebec.	**63%**	31%	32%	19%	7%	11%

Q4 I am going to read a series of statements about some specific aspects of bilingualism in Canada. Please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 18 – Agreement with certain aspects of official bilingualism – Online survey results

Agreement with certain aspects of official bilingualism	**Net agree**	**Strongly agree**	**Some-what agree**	**Some-what disagree**	**Strongly disagree**	**Not sure/ prefer not to answer**
Canadians should be able to obtain federal services in English or French.	**85%**	55%	31%	6%	5%	4%
The prime minister of Canada should be bilingual.	**77%**	48%	29%	10%	7%	5%
It is personally important to me to hear and see political leaders use my preferred official language, especially in times of crisis and not only through an interpreter or a translation.	**72%**	37%	35%	13%	7%	8%
Federal cabinet ministers should be bilingual.	**66%**	34%	32%	15%	10%	8%
More support is needed for the Anglophone minority communities inside Quebec.	**59%**	26%	33%	15%	9%	17%
Major events in Canada, including sporting and cultural events, should take place in both official languages.	**58%**	27%	31%	18%	14%	9%
More support is needed for the Francophone minority communities outside Quebec.	**56%**	25%	30%	17%	12%	15%

Q4 Below are a series of statements about some specific aspects of bilingualism in Canada. Please indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 19 – Agreement with certain aspects of official bilingualism – Telephone survey results by language of survey

Agreement with certain aspects of official bilingualism	**Net agree**	**French (n=336)**	**English (n=1,164)**
Canadians should be able to obtain federal services in English or French.	**94%**	96%	94%
The prime minister of Canada should be bilingual.	**83%**	96%	80%
It is personally important to me to hear and see political leaders use my preferred official language, especially in times of crisis and not only through an interpreter or a translation.	**82%**	89%	80%
Federal cabinet ministers should be bilingual.	**73%**	93%	68%
Major events in Canada, including sporting and cultural events, should take place in both official languages.	**72%**	91%	68%
More support is needed for the Francophone minority communities outside Quebec.	**67%**	89%	61%
More support is needed for the Anglophone minority communities inside Quebec.	**63%**	56%	65%

Q4 I am going to read a series of statements about some specific aspects of bilingualism in Canada. Please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 20 – Agreement with certain aspects of official bilingualism – By survey mode and year

Agreement with certain aspects of official bilingualism	2026 Phone	2026 Online	2021 Phone	2021 Online	2016 Phone	2016 Online
Canadians should be able to obtain federal services in English or French.	**94%**	**85%**	94%	86%	96%	85%
The prime minister of Canada should be bilingual.	**83%**	**77%**	82%	77%	86%	75%
It is personally important to me to hear and see political leaders use my preferred official language, especially in times of crisis and not only through an interpreter or a translation. [MODIFIED*]	**82%**	**72%**	77%	72%	-	-
Federal cabinet ministers should be bilingual.	**73%**	**66%**	72%	64%	74%	64%
Major events in Canada, including sporting and cultural events, should take place in both official languages. [MODIFIED**]	**72%**	**58%**	75%	63%	83%	65%
More support is needed for the Francophone minority communities outside Quebec.	**67%**	**56%**	66%	52%	-	-
More support is needed for the Anglophone minority communities inside Quebec.	**63%**	**59%**	68%	60%	-	-

Q4 I am going to read / Below are a series of statements about some specific aspects of bilingualism in Canada. Please tell me / indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

**2021: In times of crisis, it is personally important to me to hear and see political leaders speak in my preferred official language – and not only through an interpreter or a translation.*

***2021 Major events in Canada such as a world's fair, the World Cup, or the Olympics should be required to take place in both official languages.*

2. Advantages, as a Canadian, of knowing both official languages

Strong majorities continue to feel that knowing both English and French offers major advantages as a Canadian, particularly when it comes to providing better service to the public and to increasing employment opportunities.

Telephone and online survey respondents were asked to rate a series of potential advantages of individual bilingualism as a major advantage, a minor advantage or no advantage at all as a Canadian. In both modes, the vast majority acknowledge that knowing both official languages offers Canadians at least some advantage with all scenarios.

Clear majorities in both telephone and online survey modes feel that providing better service (for those who work with the public) and increasing employment opportunities are major advantages of being bilingual. Somewhat fewer, but still significant proportions, think that being bilingual is a major advantage in meeting Canadians who speak the other official language, facilitating travel and becoming familiar with another culture.

While there is general agreement across all population subgroups, there are some demographic patterns in the extent to which respondents feel that being bilingual is advantageous as a Canadian. In general, the feeling that being bilingual would be a major advantage for most of these areas is higher among women, those fluent or conversant in the other official language, those who support the Act, and those who report that at least a small proportion of people in their community are bilingual in Canada's official languages.

Table 21 – Advantages, as a Canadian, of being bilingual – Telephone survey results

Agreement with advantages, as a Canadian, of being bilingual	**Major advantage**	**Minor advantage**	**No real advantage**	**Not sure/ prefer not to answer**
To provide better service (for those who work with the public)	70%	25%	5%	<1%
To increase employment opportunities	67%	27%	6%	1%
To meet Canadians who speak the other official language	60%	30%	9%	1%
To facilitate travel to other countries	55%	34%	10%	1%
To become familiar with another culture	56%	33%	10%	1%

Q6 For each of the following, please tell me if you feel that knowing both official languages would be a major advantage for a Canadian to have, a minor advantage, or no real advantage?

Table 22 – Advantages, as a Canadian, of being bilingual – Online survey results

Agreement with advantages, as a Canadian, of being bilingual	**Major advantage**	**Minor advantage**	**No real advantage**	**Not sure/ prefer not to answer**
To increase employment opportunities	59%	25%	11%	4%
To provide better service (for those who work with the public)	56%	28%	11%	4%
To facilitate travel to other countries	49%	33%	14%	5%
To meet Canadians who speak the other official language	47%	33%	15%	5%
To become familiar with another culture	44%	36%	15%	5%

Q6 For each of the following, please indicate if you feel that knowing both official languages would be a major advantage for a Canadian to have, a minor advantage, or no real advantage?

Francophones are much more likely than Anglophones to feel that knowing both official languages is a major advantage in all of these areas, but most Anglophones also agree. Virtually all Francophones continue to feel it is a major advantage in offering services to the public (94% telephone), for employment opportunities (89% telephone), and when travelling to other countries (86% telephone). Among Anglophones, the proportions regarding these as major advantages are in the 50 to 60 percent range, with the exception of facilitating travel to other countries (47%).

Table 23 – Advantages, as a Canadian, of being bilingual – Telephone survey results by language of survey

Agreement with advantages, as a Canadian, of being bilingual	**Major advantage**	**French (n=336)**	**English (n=1,164)**
To provide better service (for those who work with the public)	70%	94%	63%
To increase employment opportunities	67%	89%	62%
To meet Canadians who speak the other official language	60%	75%	56%
To become familiar with another culture	56%	75%	51%
To facilitate travel to other countries	55%	86%	47%

Q6 For each of the following, please tell me if you feel that knowing both official languages would be a major advantage for a Canadian to have, a minor advantage, or no real advantage?

There has been notable consistency in responses since 2016 in the extent to which people feel that knowing both official languages is a major advantage as a Canadian, in all these areas.

Table 24 – Agreement with advantages, as a Canadian, of being bilingual – By survey mode and year

Knowing both official languages would be a major advantage for a Canadian	**2026 Phone**	**2026 Online**	**2021 Phone**	**2021 Online**	**2016 Phone**	**2016 Online**
To provide better service (for those who work with the public)	**70%**	**56%**	67%	57%	70%	59%
To increase employment opportunities	**67%**	**59%**	67%	63%	71%	63%
To meet Canadians who speak the other official language	**60%**	**47%**	58%	49%	61%	49%
To become familiar with another culture	**56%**	**44%**	57%	45%	55%	44%
To facilitate travel to other countries	**55%**	**49%**	58%	52%	56%	51%

Q6 For each of the following, please tell me/indicate if you feel that knowing both official languages would be a major advantage for a Canadian to have, a minor advantage, or no real advantage?

3. Myths and facts about official bilingualism

Many people continue to believe some myths about official bilingualism, including majorities incorrectly thinking that Canada's language policy means all federal services must be offered in both official languages from coast to coast to coast, or that, outside of Quebec, French is no longer the second-most common language after English.

Online survey respondents were presented with nine statements about official bilingualism and language policy in Canada and were asked if they felt each was "true" or "false." Seven of the statements are false and could be considered myths or misconceptions, while two statements introduced in 2026 are true.

Eight in ten (79%) believe it is true that Canada's language policy means that all federal services must be offered in both official languages from coast to coast to coast, whereas this is the case in specific regions/offices and not in every locality. This proportion has been reasonably consistent over tracking. While majorities of people in both official language groups believe this, Anglophones are somewhat more likely to believe this (80%) than Francophones (74%). Believing this to be true increases as age increases, from 72% for ages 18 to 34, up to 85% for ages 55 and over.

A six in ten majority (59%) also believe that in Canada outside of Quebec, French is no longer the second-most common language after English. Anglophones are more likely (62%) than Francophones (52%) to think this myth to be true. This misconception is highest among people who say that virtually no one in their community is bilingual in English and French (72%), and it decreases as perception of community bilingualism increases (down to 52% of those who say a sizeable proportion or nearly all are bilingual).

Half (53%) think it is true that in all provinces, there are certain airports that must communicate with the travelling public in the official language of their choice, which is in fact true. Saying this is true is generally similar across subgroups but is highest among those ages 18 to 34 (61%), men (57%), those who say they have a large proportion of bilingual people in their community (63%), or who speak languages other than English and French (60%). It is notable that 32% are not sure if this is true or false.

Just under half (47%) correctly think it to be true that the *Official Languages Act* applies to the Parliament of Canada and to federal institutions, not to those of provinces and territories. Another 21% think this is false, and 32% are not sure. Francophones are marginally more likely (52%) than Anglophones (45%) to believe this is true.

Just under four in ten (38%) erroneously believe that one must be bilingual to work for the federal public service, just over four in ten (42%) think this is false, and 20% do not know, indicating people remain divided about this. Women (43%) and more likely than men (33%) to think this is true, as are younger people (46% of younger people vs 35% of older Canadians).

Three in ten (31%) think it is true that the mandate of the Office of the Commissioner of Official Languages is to provide translation services, while 27% say this is false, and 41% are not sure.

One quarter (24%) think it is true that only those who grew up in a French environment will ever become proficient enough to meet the bilingualism criteria of the federal public service. The proportion thinking this is true is similar among Anglophones and Francophones. It is consistently low across most other subgroups of the population but is marginally higher among those ages 18 to 34 (30%). Six in ten (59%) correctly think this is false.

It is notable that 23% think that in Quebec, the English-speaking minority is more socio-economically privileged than the French-speaking majority, compared to 41% who think this is false and another 36% who are not sure. Francophones are notably more likely to believe this myth (48%) than are Anglophones (16%).

Only a small minority (15%) of people think that the official language policy requires that all Canadians must speak both languages, compared to 71% who correctly think this is false. Francophones are more likely (26%) than Anglophones (12%) to believe this to be true. While a relatively small minority believe this myth across the country in other subgroups, it is higher among those living in communities with a high proportion of bilingual residents (29%).

Table 25 – Myths and facts about official bilingualism – Online survey results

Myths and facts about official bilingualism	**True**	**False**	**Not sure / prefer not to answer**
Canada's language policy means that all federal services must be offered in both official languages from coast to coast to coast. [FALSE]	79%	9%	13%
In Canada outside of Quebec, French is no longer the second-most common language after English. [FALSE]	59%	17%	24%
[NEW] In all provinces, there are certain airports that must communicate with the travelling public in the official language of the public's choice. [TRUE]	53%	15%	32%
[NEW] The *Official Languages Act* applies to the Parliament of Canada and to federal institutions, but not to those of provinces and territories. [TRUE]	47%	21%	32%
You must be bilingual to work for the federal public service. [FALSE]	38%	42%	20%
[NEW] The mandate of the Office of the Commissioner of Official Languages is to provide translation services. [FALSE]	31%	27%	41%
Only those who grew up in a French environment will ever become proficient enough to meet the bilingualism criteria of the federal public service. [FALSE]	24%	59%	17%
The English-speaking minority in Quebec is more socio-economically privileged than the French-speaking majority. [FALSE]	23%	41%	36%
Canada's language policy means that all Canadians must speak English and French. [FALSE]	15%	71%	13%

Q12 Based on your understanding, are each of the following statements true or false?

Table 26 – Myths and facts about official bilingualism – Online survey results by language of survey

Myths about official bilingualism	**True**	**French (n=350)**	**English (n=1,152)**
Canada's language policy means that all federal services must be provided in both official languages from coast to coast to coast. [FALSE]	79%	74%	80%
In Canada outside of Quebec, French is no longer the second-most common language after English. [FALSE]	59%	52%	62%
[NEW] In all provinces, there are certain airports that must communicate with the travelling public in the official language of the public's choice. [TRUE]	53%	54%	53%
[NEW] The *Official Languages Act* applies to the Parliament of Canada and to federal institutions, but not to those of provinces and territories. [TRUE]	47%	52%	45%
You must be bilingual to work for the federal public service. [FALSE]	38%	41%	37%
[NEW] The mandate of the Office of the Commissioner of Official Languages is to provide translation services. [FALSE]	31%	22%	34%
Only those who grew up in a French environment will ever become proficient enough to meet the bilingualism criteria of the federal public service. [FALSE]	24%	28%	23%
The English-speaking minority in Quebec is more socio-economically privileged than the French-speaking majority. [FALSE]	23%	48%	16%
Canada's language policy means that all Canadians must speak English and French. [FALSE]	15%	26%	12%

Q12 Based on your understanding, are each of the following statements true or false?

In the 2016 survey, respondents were required to respond to each statement with either true or false and were not given the option of stating that they were "not sure." To be able to compare those results with subsequent surveys, the table below presents the proportions only of respondents to the 2026 and 2021 online surveys who provide a "true" or "false" response. The extent to which respondents believe any of these myths has remained fairly consistent.

Table 27 – Myths and facts about official bilingualism – Online survey results by year ("not sure" removed)

Myths about official bilingualism	**2026 True**	**2026 False**	**2021 True**	**2021 False**	**2016 True**	**2016 False**
Canada's language policy means that all federal services must be provided in both official languages from coast to coast to coast. [FALSE]	**90%**	**10%**	92%	8%	87%	13%
In Canada outside of Quebec, French is no longer the second-most common language after English. [FALSE]	**78%**	**22%**	80%	20%	-	-
You must be bilingual to work for the federal public service. [FALSE]	**47%**	**53%**	48%	52%	49%	51%
The English-speaking minority in Quebec is more socio-economically privileged than the French-speaking majority. [FALSE]	**36%**	**64%**	30%	70%	-	-
Only those who grew up in a French environment will ever become proficient enough to meet the bilingualism criteria of the federal public service. [FALSE]	**29%**	**71%**	28%	72%	25%	75%
Canada's language policy means that all Canadians must speak English and French. [FALSE]	**18%**	**82%**	13%	87%	16%	84%

Q12 Based on your understanding, are each of the following statements true or false?

C. Individual bilingualism – Second official language proficiency

1. Self-assessed second official language proficiency

About half of all Canadians, including eight in ten Francophones, describe themselves as fluent or at least conversant in the other official language.

As in previous surveys, about one half of Canadians describe themselves as fluent or at least conversant in the other official language, and about one half say they are unable to converse in the other language. Second language ability remains highest in Quebec, where over four in ten in both modes say they are fluent in the other language, and to a lesser extent in Atlantic Canada and Ontario. Stating they are at least conversant in the other language is lower in the telephone survey than the online survey.

As before, being at least conversant in the other official language is linked to higher levels of education; however, the major difference is once again between Francophones and Anglophones. In the telephone survey, 44% of Francophones say they are fluent in English compared to 9% of Anglophones who say they are fluent in French. Conversely, six in ten Anglophones say they are unable to converse in French, compared to 16% of Francophones who say they are unable to converse in English. The same pattern is seen online.

Table 28 – Self-assessed levels of proficiency in the other official language – By survey mode and year

Self-assessed level of proficiency in other official language	**2026 Telephone**	**2026 Online**	**2021 Telephone**	**2021 Online**	**2016 Telephone**	**2016 Online**
Fluent	**16%**	**18%**	16%	19%	16%	15%
Conversant	**31%**	**35%**	31%	34%	32%	29%
Unable to converse	**52%**	**45%**	53%	46%	51%	54%

Q7 How would you describe your level of proficiency in [English OR French]? Would you say that you are fluent, conversant, meaning that you are able to have a simple conversation, or that you are unable to converse? / How would you describe your level of proficiency in [English OR French]? Would you say that you are…?

Table 29 – Self-assessed levels of proficiency in the other official language – Telephone survey results by language of survey and year

Self-assessed level of proficiency in other-official language	**2026 Total**	**2026 Franco-phone**	**2026 Anglo-phone**	**2021 Total**	**2021 Franco-phone**	**2021 Anglo-phone**	**2016 Total**	**2016 Franco-phone**	**2016 Anglo-phone**
Fluent	**16%**	44%	9%	**16%**	39%	10%	**16%**	35%	11%
Conversant	**31%**	39%	30%	**31%**	37%	29%	**32%**	50%	28%
Unable to converse	**52%**	16%	61%	**53%**	24%	60%	**51%**	16%	60%

Q7 How would you describe your level of proficiency in [English OR French]? Would you say that you are fluent or conversant, meaning that you are able to have a simple conversation, or that you are unable to converse? / How would you describe your level of proficiency in [English OR French]? Would you say that you are…?

2. Reasons for not learning the other official language

Main obstacles to learning the other official language include lack of practice opportunities, lack of interest or need, difficulty in learning, or not having time for or access to learning courses.

All who were not fluent in the other official language were asked to list the main factors that have prevented them from learning or being more proficient in the other language. There were methodological differences in how this question was posed in the online survey: those who completed the survey online were shown a list of possible factors, while those completing the survey by phone were asked for reasons with no prompting.

The most common reasons cited in the telephone survey include lack of opportunities to practise (33%), lack of access to language courses (25%), and a lack of necessity (25%) or interest (17%) in learning the other language. Online respondents gave similar reasons but were more likely to cite such factors as lack of opportunity to practice (43%), finding the other language too difficult to learn (21%), fear of being judged for their accent or grammar (16%) and, in 2026, people switching to their language when they try to speak the other language (13%).

For Francophones, not having practice opportunities was the top reason in both modes, somewhat higher than for Anglophones; the latter were more likely than Francophones to cite lack of necessity, lack of interest, lack of time or finding it too difficult.

Having no necessity to learn or not being interested are higher among those who stated that virtually no one in their community is English/French bilingual, and these proportions decrease as the perceived bilingual proportions increase. Among Canadians who indicate living in communities where there is a very large proportion of bilingual people, two in ten say it is because people switch to their language when they try to speak the other language.

Table 30 – Reasons for not learning/being more proficient in the other official language – By survey mode and year

Factors preventing learning the other official language or becoming more proficient	**2026 Telephone (n = 1,256)**	**2026 Online (n = 1,192)**	**2021 Telephone (n = 1,274)**	**2021 Online (n = 1,186)**
I don't have enough opportunities to practise.	**33%**	**43%**	25%	48%
I have not had access to language courses.	**25%**	**17%**	25%	20%
Not necessary/no need to.	**25%**	**31%**	24%	32%
I am just not interested.	**17%**	**22%**	16%	23%
I did not/do not have the time.	**11%**	**18%**	8%	21%
I find it too difficult to learn other language(s).	**7%**	**21%**	6%	20%
I already speak another language/other languages.	**6%**	**14%**	7%	15%
Age/too old to learn.	**3%**	**1%**	2%	0%
I'm afraid of being judged for my accent, grammar, or vocabulary.	**1%**	**16%**	2%	21%
People switch to (my language) when I try to speak to them in (other language). [NEW]	**1%**	**13%**	-	-
Poor quality of the public education system (e.g., language was not mandatory).	**-**	**1%**	9%	1%
I have a learning or other disability.	**-**	**<1%**	1%	0%
High cost of language classes.	**-**	**<1%**	1%	0%
Other	**2%**	**2%**	2%	2%
Not sure/prefer not to answer	**1%**	**3%**	2%	3%

Q8 What are the factors that have prevented you from learning [English OR French] or becoming more proficient in it?
SUBGROUPS: Those not fluent in other official language

3. Where the other official language was learned

Canadians who learned the other official language are most likely to have learned it in elementary or high school, or both in school and elsewhere. Anglophones are much more likely than Francophones to have learned it only in school.

As previously, learning the other official language is most likely to happen in school. However, in the 2026 telephone survey, Canadians who are at least conversant in the other official language are more likely (48%) than in 2021 (38%) to have said they learned that other language both in school and elsewhere. The ten-percentage point increase over 2021 is due to increases among both language groups, but particularly among Francophones (from 44% in 2021 to 60% in 2026) and people aged 18 to 34 years (from 33% in 2021 to 47% in 2026). The overall proportion saying this who were surveyed online, however, is unchanged from 2021, at 37%. About one in six continue to say they learned the other language completely in another non-school setting.

Where Canadians learned the other language is generally similar across subgroups. However, Anglophones are much more likely to say they learned only in school (45% of Anglophones vs 22% of Francophones in the telephone survey), while Francophones are more likely to have learned in a mix of school and somewhere else (60% of Francophones vs 42% of Anglophones).

Table 31 – Place of learning the other official language – By survey mode and year

Where language was learned	**2026 Telephone (n=715)**	**2026 Online (n=795)**	**2021 Telephone (n=704)**	**2021 Online (n=792)**
Both in school and somewhere else	**48%**	**37%**	38%	37%
In elementary or high school	**37%**	**48%**	46%	48%
Somewhere else, outside of school	**15%**	**14%**	16%	15%
Not sure/prefer not to answer	**<1%**	**<1%**	0%	1%

Q9 How did you learn [French OR English]? Was it…?
SUBGROUPS: Those fluent or conversant in non-interview language

As in 2021, a strong majority of those who learned the other official language in elementary or high school did so in regular non-immersion language classes in school (76% telephone, 69% online in 2026), which reflects the fact that these regular classes are much more widely available than immersion. Immersion classes are mentioned more by younger people (27% ages 18 to 34 in the online survey vs 17% ages 35 to 54 and 2% ages 55 and over), while learning via regular non-immersion classes is highest among older Canadians (83% ages 55+ by telephone, 85% online). Learning via immersion is higher among Anglophones (16% in the online survey) than Francophones (10%).

Table 32 – Immersion vs non-immersion language education – By survey mode and year

School where language was learned	**2026 Telephone (n=598)**	**2026 Online (n=683)**	**2021 Telephone (n=583)**	**2021 Online (n=673)**
Regular non-immersion classes in school	**76%**	**69%**	75%	76%
Immersion classes in school	**15%**	**14%**	17%	12%
Both	**3%**	**8%**	5%	8%
Studied in (English/French school) [NEW]	**2%**	**3%**	-	-
Other responses [NEW]	**1%**	**4%**	-	-
Not sure/prefer not to answer	**1%**	**3%**	2%	4%

Q10 When you learned [English OR French] in elementary/high school, was it through a [English OR French] immersion program or through regular non-immersion [English OR French] classes?
SUBGROUPS: Those learning non-interview language in school

Those who learned the other language at least to some extent outside of elementary and high school were asked where else they learned the other language. There are modal differences in how people responded to this question, as online respondents were presented with a check list of possible responses, while telephone respondents had to volunteer where else they learned the other language without prompting.

The most common ways in which people learn the other language outside of school continue to include TV and movies, socializing with friends, learning from spouse or family, or through work. Smaller proportions report learning through travel, private lessons, from university level courses or private lessons, or online. In the online survey, 18% indicate they learned using apps or AI, though this was added as an option for survey respondents for the first time, in 2026.

Table 33 – Place of learning the other official language outside of school – By survey mode and year

Means of learning the other official language outside of school	**2026 Telephone (n=466)**	**2026 Online (n=405)**	**2021 Telephone (n=400)**	**2021 Online (n=403)**
Learned from your spouse/family/at home	**29%**	**22%**	28%	22%
Learned from TV, movies etc.	**21%**	**43%**	20%	38%
Learned at work	**20%**	**35%**	20%	34%
Learned by socializing with friends	**19%**	**35%**	18%	37%
Travelled/lived in an English or French-speaking area	**13%**	**8%**	14%	10%
Took private lessons	**10%**	**14%**	9%	20%
Took post-secondary (college/university) classes	**8%**	**27%**	8%	31%
Learned online while using the Internet / social media [NEW]	**-**	**17%**	-	-
Immersion/exchange program	**4%**	**9%**	-	4%
Language-learning apps or using artificial intelligence (2021: Learned from apps/the Internet)	**4%**	**18%**	2%	2%
Other	**6%**	**7%**	12%	4%
Not sure/prefer not to answer	**3%**	**2%**	2%	1%

Q11 How else did you learn [English OR French]?
SUBGROUPS: Those learning non-interview language outside school

4. Perceptions of community bilingualism

Over seven in ten respondents live in communities where they estimate that most people are not bilingual, while just over two in ten say a lot of people in their community are bilingual.

Online survey respondents were asked about bilingualism levels in their community. Most respondents (77%) say they live in a community where virtually no one, or only a small proportion of people, is bilingual. Just under one-quarter (23%) believe that nearly everyone or a sizeable proportion of people in their community is bilingual. These results have been very consistent through time.

There is wide variance by province and region on this question. Among respondents, almost half of Quebecers (47%) say that nearly everyone or a sizeable proportion of people in their community are bilingual. This proportion is much lower in the rest of Canada (16%), especially in Manitoba/Saskatchewan (10%), Alberta (10%) and British Columbia (7%). About half of Francophones state that at least a sizeable proportion of people in their communities are bilingual (47%), compared to one-quarter of Anglophones (26%).

Table 34 – Perceptions of degree of bilingualism in community – Online survey results by year

Degree to which people in the community are thought to be bilingual in English and French	**2026 Online**	**2021 Online**	**2016 Online**
Nearly everyone is bilingual.	**4%**	3%	3%
A sizeable proportion of people are bilingual.	**19%**	17%	19%
Only a small proportion of people are bilingual.	**50%**	54%	50%
Virtually no one is bilingual.	**22%**	22%	22%
Not sure/prefer not to answer.	**5%**	4%	5%

Q14 To what degree do you think people in your community are bilingual, that is able to speak both English and French?

D. Individual bilingualism – Exposure to official languages

1. Exposure to the other official language with people, media and culture

Among Francophone respondents, majorities interact with English speakers and use English media or cultural products at least occasionally. Relatively small minorities of Anglophone respondents interact with French speakers and report using French media or cultural products at least occasionally.

Respondents in the online survey were also asked about their exposure to the other official language when interacting with people and when consuming media and culture. The wording of these questions was updated to better reflect the information technology landscape of 2026. Substantial minorities of respondents at least occasionally interact with people who mostly speak the other official language (30%); use media such as television, radio, social media and the Internet in the other official language to get news and information (26%); or consume cultural products such as arts and entertainment in the other official language (23%). One in ten or fewer do these things very often. Nearly half state not at all using the other official language when consuming media or culture and entertainment. In general, the proportion of respondents who interact with others who mostly speak the other official language or who use media or consume cultural products at least occasionally in the other official language have remained stable since 2021.

These general results mask huge differences, however, between Anglophones and Francophones, described below. These differences reflect the predominance of English in North America and the expansion of information technologies that disseminate predominantly English-language international media and cultural content.

Table 35 – Frequency of exposure to the other official language with people, media, and culture – Online survey results

Frequency of exposure to other official language with people, media, culture	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Interact with people who mostly speak the other official language	**11%**	**19%**	19%	25%	24%	2%
Use media in the other official language when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	**11%**	**14%**	11%	13%	**48%**	1%
Consume arts, culture and entertainment products in the other official language	**7%**	**16%**	14%	18%	**43%**	2%

Q15 How often do you interact with people who are mostly [other official language] speaking?

Q16a How often do you use media in [other official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17a How often do you consume arts, culture and entertainment products in [other official language]?

Table 36 – Frequency of exposure to the other official language with people, media, and culture – Online survey results by year

Frequency of exposure to the other official language with people, media, and culture	**2026 Very often / Occasionally**	**2021 Very often / Occasionally**	**2016 Very often / Occasionally**
Interact with people who mostly speak the other official language	**30%**	31%	32%
Use media in the other official language when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information (2021: Use media in the other official language such as television, radio and Internet)	**26%**	25%	19%
Consume arts, culture and entertainment products in the other official language (2021: Enjoy cultural products in the other official language such as literature, music, cinema, theatre)	**23%**	26%	21%

Q15 How often do you interact with people who are mostly [other official language] speaking?

Q16a How often do you use media in [other official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17a How often do you consume arts, culture and entertainment products in [other official language]?

As in 2021, it is striking how much difference there is between Francophones and Anglophones in terms of exposure to the other official language, via interactions with speakers and consumption of media and culture. Six in ten or more Francophones at least occasionally interact with English speakers or use English media, and half report consuming arts, culture and entertainment in English. Among Anglophones, two in ten at least occasionally interact with French speakers, and smaller proportions use media and consume cultural products in French (≤15%). Most of these results are similar to those obtained in 2021.

In 2026, large majorities of Anglophones state rarely or not at all interacting with French speakers (77%), consuming media in French (85%), consuming culture in French (84%). In contrast, this is the case with less than half of Francophones, with respectively 39%, 33% and 45%.

Table 37 – Frequency of exposure to the other official language with people, media, and culture – Online survey results by language of survey and year

Frequency of exposure to the other official language with people, media, arts and culture	**2026 Very often / Occasionally**	**2026 Franco-phones**	**2026 Anglo-phones**	**2021 Very often / Occasionally**	**2021 Franco-phones**	**2021 Anglo-phones**
Interact with people who mostly speak the other official language	**30%**	59%	21%	**31%**	65%	21%
Use media in the other official language when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information (2021: Use media in the other official language such as television, radio and Internet)	**26%**	66%	13%	**25%**	72%	11%
Consume arts, culture and entertainment products in the other official language (2021: Enjoy cultural products in the other official language such as literature, music, cinema, theatre)	**23%**	52%	15%	**26%**	65%	14%

Q15 How often do you interact with people who are mostly [other official language] speaking?

Q16a How often do you use media in [other official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17a How often do you consume arts, culture and entertainment products in [other official language]?

Table 38 – Frequency of exposure to the other official language with media, culture and entertainment – Francophones

Frequency of exposure to other official language with media, culture	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Use media in English when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	35%	31%	11%	10%	12%	2%
Consume arts, culture and entertainment products in English	19%	33%	20%	12%	14%	3%

Q16a How often do you use media in [other official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17a How often do you consume arts, culture and entertainment products in [other official language]?

Table 39 – Frequency of exposure to the other official language with media, culture and entertainment – Anglophones

Frequency of exposure to other official language with media, culture	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Use media in French when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	4%	9%	11%	15%	59%	1%
Consume arts, culture and entertainment products in French	3%	11%	12%	20%	51%	2%

Q16a How often do you use media in [other official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17a How often do you consume arts, culture and entertainment products in [other official language]?

2. Exposure to media and culture in one's own official language

Eight in ten respondents use media in their own official language very often, while just under six in ten very often consume cultural products in their own language. Proportions are slightly lower among Francophones relative to Anglophones.

The 2026 online survey included new questions relating to respondents' exposure to media, arts, culture and entertainment in their own official language.

Among all respondents, eight in ten (81%) very often use media in their own official language, while just under six in ten (57%) very often consume cultural products in their own official language. When including those who do so at least occasionally (very often or occasionally), 88% use media and 84% consume culture and entertainment in their own official language.

Table 40 – Frequency of exposure to media and culture in one's own official language – Online survey

Frequency of exposure to media and culture in one's own official language	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Use media in own official language when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	81%	7%	4%	3%	3%	1%
Consume arts, culture and entertainment products in own official language	57%	27%	7%	3%	3%	2%

Q16c [NEW] How often do you use media in [own official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17c [NEW] How often do you consume arts, culture and entertainment products in [own official language]?

Relative to Francophones, Anglophones are more likely to report that they very often consume media as well as cultural products in their own official language (83% vs 76% as to media and 60% vs 50% as to cultural products), but relatively less likely than Francophones to consume products in their language that have Canadian content (discussed in the next section). In the North American geographic context and with the expansion of information technologies where English is predominant, this likely reflects the vast availability and discoverability of international English-language media and cultural products vs Canadian and French-language ones.

When looking at those who consume media and culture in their language at least occasionally, proportions are similar between Anglophones and Francophones, with respectively 89% and 87% as to the consumption of media and with 85% and 83% as to the consumption of arts, culture and entertainment in their own language.

Table 41 – Frequency of exposure to media and culture in one's own official language – Francophones

Frequency of exposure to media and culture in one's own official language	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Use media in French when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	76%	12%	7%	3%	1%	2%
Consume arts, culture and entertainment products in French	50%	33%	10%	3%	2%	3%

Q16c [NEW] How often do you use media in [own official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17c [NEW] How often do you consume arts, culture and entertainment products in [own official language]?

Table 42 – Frequency of exposure to media and culture in one's own official language – Anglophones

Frequency of exposure to media and culture in one's own official language	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Use media in English when listening to the radio, watching television, visiting websites, or using social media, especially to get news and information	83%	6%	4%	3%	4%	1%
Consume arts, culture and entertainment products in English	60%	25%	6%	4%	3%	2%

Q16c [NEW] How often do you use media in [own official language] when you listen to the radio, watch television, visit websites, or use social media, especially to get news and information?

Q17c [NEW] How often do you consume arts, culture and entertainment products in [own official language]?

3. Exposure to Canadian content in each official language

Most respondents who consume media and cultural content in their own official language at least occasionally consume Canadian content, but French-language products more frequently contain Canadian content than do English-language products, in both first- and second-language contexts.

In a series of new questions in the 2026 online survey, respondents who very often or occasionally use media or consume cultural products were asked about the frequency of these being Canadian or having Canadian content, either in their own official language or, if they use it, in the other official language.

In general, those who consume media or cultural products in their own official language are notably more likely to indicate this very often includes Canadian content than when consumed in their other official language. Six in ten (61%) say media they consume in their own official language very often contains Canadian content, compared to one-third (34%) saying this about media consumed in their other official language. In addition, four in ten who consume arts, culture and entertainment in their own official language (42%) say this very often has Canadian content, compared to under three in ten (28%) who say this when consuming arts, culture and entertainment in their other official language.

However, we observe some notable differences between English- and French-language content, and between Anglophones and Francophones, as detailed below.

Table 43 – Frequency of exposure to Canadian content when consuming media and culture in one's own or other official language – Online survey

Frequency of exposure to Canadian content when consuming media and culture in one's own or other official language	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Media in other language (n=385)	34%	43%	14%	4%	<1%	6%
Media in own language (n=1330)	61%	28%	5%	2%	<1%	4%
Arts, culture and entertainment products in other language (n=348)	28%	50%	11%	4%	1%	6%
Arts, culture and entertainment products in own language (n=1268)	42%	42%	7%	1%	<1%	6%

Q16b When you use media in [other official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use other official language media very often or occasionally

Q16d When you use media in [own official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use own official language media very often or occasionally

Q17b When you consume arts, culture and entertainment products in [other official language] how often are they Canadian or do they have Canadian content?
BASE: Those who consume other official language arts, culture and entertainment products very often or occasionally

Q17d When you consume arts, culture and entertainment products in [own official language] how often are they Canadian or do they have Canadian content?
BASE: Those who consume own official language arts, culture and entertainment products very often or occasionally

When looking at all respondents who consume media and culture, it is clear that those who consume these products in French are more likely to indicate that they are very often Canadian or have Canadian content than those who consume them in English. Differences are smaller when looking at those who indicate these products have Canadian content at least occasionally. Again, however, there are notable differences between Francophones and Anglophones, as detailed below.

Table 44 – Frequency of exposure to Canadian content when consuming media and culture in French and in English – Online survey results

Frequency of exposure to Canadian content when consuming media, culture in French and in English	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
French language media (n=463)	66%	23%	6%	2%	0%	3%
English language media (n=1,249)	51%	34%	8%	2%	0%	5%
French language arts, culture and entertainment products (n=461)	56%	32%	6%	2%	0%	4%
English language arts, culture and entertainment products (n=1,153)	33%	49%	9%	2%	1%	7%

Q16b When you use media in [other official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use other official language media very often or occasionally

Q16d When you use media in [own official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use own official language media very often or occasionally

Q17b When you consume arts, culture and entertainment products in [other official language] how often are they Canadian or do they have Canadian content?
BASE: Those who consume other official language arts, culture and entertainment products very often or occasionally

Q17d When you consume arts, culture and entertainment products in [own official language] how often are they Canadian or do they have Canadian content?
BASE: Those who consume own official language arts, culture and entertainment products very often or occasionally

Among Francophones, a minority indicate that media consumed in English (29%) is very often Canadian, while this is the case of a majority consuming media in French (79%). As well, a minority indicate that culture consumed in English (18%), is very often Canadian, while it is the case of a majority consuming this in French (66%).

More broadly, we observe that media consumed in English among Francophones is at least occasionally Canadian for an important majority (75%), while this is the case of an even greater majority when media is consumed in French (95%). As for culture, it is at least occasionally Canadian for an important majority among those consuming it in English (73%). Again, however, among those consuming this in French, it is the case for an even greater majority (91%), representing a difference of near 20 percentage points.

One can hypothesize that their consumption of media and culture in English is very often American rather than Canadian, whereas their consumption in French is very often Québécois (Canadian). However, this hypothesis would benefit from further study.

Among Anglophones, the picture differs considerably as there is less difference between those consuming media and culture in English or in French as to the frequency in which it is Canadian. Relatively similar proportions indicate that media consumed in English (56%) or in French (42%) is very often Canadian. This is also the case for culture consumed in English (36%) or in French (40%).

More broadly, we observe that media consumed in English among Anglophones is at least occasionally Canadian for a large majority (87%) while it is also the case of a majority among those Anglophones consuming it in French (80%). As for culture, it is at least occasionally Canadian among a similar majority between those Anglophones consuming it in English (83%) and those consuming it in French (84%).

One can hypothesize that their consumption of media and culture in English is very often American rather than Canadian. As to their consumption of media, arts, culture and entertainment in French, it is notable that among the minority of Anglophones who consume French-language content, they are much more likely than Francophones to very often consume Canadian content in their second official language.

Table 45 – Frequency of exposure to Canadian content when consuming media and culture in English and in French – Francophones

Frequency of exposure to Canadian content when consuming media, culture in English and in French	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Media in English (n=230)	29%	46%	15%	3%	-	8%
Media in French (n=302)	79%	16%	6%	1%	-	3%
Arts, culture and entertainment products in English (n=182)	18%	55%	14%	5%	1%	8%
Arts, culture and entertainment products in French (n=286)	66%	25%	4%	1%	-	4%

Q16b When you use media in [other official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use other official language media very often or occasionally

Q16d When you use media in [own official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use own official language media very often or occasionally

Q17b When you consume arts, culture and entertainment products in [other official language], how often are they Canadian or do they have Canadian content?
BASE: Those who consume other official language arts, culture and entertainment products very often or occasionally

Q17d When you consume arts, culture and entertainment products in [own official language], how often are they Canadian or do they have Canadian content?
BASE: Those who consume own official language arts, culture and entertainment products very often or occasionally

Table 46 – Frequency of exposure to Canadian content when consuming media and culture in French and in English – Anglophones

Frequency of exposure to Canadian content when consuming media, culture in English and in French	**Very often**	**Occasionally**	**Rarely**	**Very rarely**	**Not at all**	**Not sure**
Media in French (n=161)	42%	38%	12%	4%	1%	3%
Media in English (n=1,019)	56%	31%	6%	2%	<1%	4%
Arts, culture and entertainment products in French (n=175)	40%	44%	8%	3%	1%	4%
Arts, culture and entertainment products in English (n=971)	36%	47%	8%	2%	1	6%

Q16b When you use media in [other official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use other official language media very often or occasionally

Q16d When you use media in [own official language], how often is it Canadian or does it have Canadian content?
BASE: Those who use own official language media very often or occasionally

Q17b When you consume arts, culture and entertainment products in [other official language], how often are they Canadian or do they have Canadian content?
BASE: Those who consume other official language arts, culture and entertainment products very often or occasionally

Q17d When you consume arts, culture and entertainment products in [own official language], how often are they Canadian or do they have Canadian content?
BASE: Those who consume own official language arts, culture and entertainment products very often or occasionally

E. Attitudes toward official language education

1. Attitudinal statements on official language education

Canadians remain very supportive of official language education in Canada in elementary schools and also support exchange programs and increased efforts to make young people bilingual. They want to see more spaces in immersion programs and do not agree that having children learn non-official languages is more useful.

As in previous surveys, strong majorities of Canadians express support for official language education efforts and funding.

Large majorities of Canadians, in both the telephone and online surveys, at least somewhat agree that English and French should continue to be taught in elementary schools across Canada (93% telephone, 84% online) and that more efforts should be made so that young people can become bilingual and speak in both official languages (86% telephone, 74% online). Levels of agreement for these are consistently high across all demographic groupings and in every region studied, although somewhat lower in the Prairies. Support is particularly strong among Quebecers.

Notable majorities continue to agree that the Government of Canada should continue to invest in exchange programs (86% telephone, 73% online) and that provincial/territorial governments should make more spaces available in immersion programs (79% telephone, 67% online). These are both agreed to by the majority of people across the country, though support levels are somewhat lower in Alberta, where just over half (53%) in the telephone survey and just under six and ten (56%) online think provincial governments should make more immersion spaces available.

In the online survey, there continues to be six in ten in agreement that the Government of Canada should do more to support college and university programs for those who want to study in French outside of Quebec (59%). However, this has notably less agreement in Alberta (40%) than elsewhere; agreement is highest in Quebec (84%).

Six in ten (63%) of respondents surveyed online also agree that they would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities. This ranges from 57% in Alberta up to 68% in Quebec.

As in 2021, Francophones are more likely than Anglophones to express agreement with all statements about encouraging, continuing and funding official language education, though support among Anglophones is also quite high. Francophones (91% in the telephone survey) are notably more likely than Anglophones (75%) to support provincial/territorial governments making more spaces available in immersion programs, though majority support persists among both language groups.

The majority of Canadians continue to reject the idea that it is more useful for Canadian children to speak other languages, such as Mandarin or Arabic, than to learn to speak both official languages. Only one in ten Francophones (11%) agree with this sentiment, while almost three times as many Anglophones agree (28% in the telephone survey); however, this view is still in the minority and is lower than in 2021.

Table 47 – Agreement with statements about official language education – Telephone survey results

Agreement with statements about official language education	**Net agree**	**Strongly agree**	**Some-what agree**	**Some-what disagree**	**Strongly disagree**	**Not sure/ prefer not to answer**
English and French should continue to be taught in elementary schools across Canada.	**93%**	74%	19%	3%	4%	<1%
The Government of Canada should continue to invest in exchange programs to encourage understanding between Anglophones and Francophones in the county [NEW].	**86%**	52%	34%	7%	5%	2%
More efforts should be made so that young people become bilingual and can speak in both English and French.	**84%**	55%	28%	11%	5%	1%
Provincial/territorial governments should make more spaces available in immersion programs.	**79%**	42%	36%	10%	5%	7%
It is more useful for children in Canada to learn to speak other languages like Mandarin or Arabic than it is for them to learn to speak both official languages.	**24%**	8%	16%	29%	43%	4%

Q5 I am going to read a series of statements regarding English- and French-language education. Please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 48 – Agreement with statements about official language education – Online survey results

Agreement with statements about official language education	Net agree	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree	Not sure/ prefer not to answer
English and French should continue to be taught in elementary schools across Canada.	**84%**	51%	33%	6%	5%	5%
More efforts should be made so that young people become bilingual and can speak in both English and French.	**74%**	38%	36%	12%	7%	7%
The Government of Canada should continue to invest in exchange programs as a way to encourage understanding between the country's Anglophones and Francophones.	**73%**	31%	42%	9%	8%	10%
Provincial/territorial governments should make more spaces available in immersion programs.	**67%**	28%	40%	12%	7%	13%
You would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities.	**63%**	26%	36%	13%	10%	15%
The Government of Canada should do more to support college and university programs for those who want to study in French outside Quebec.	**59%**	26%	33%	16%	12%	12%
It is more useful for children in Canada to learn to speak other languages like Mandarin or Arabic than it is for them to learn to speak both official languages.	**32%**	10%	22%	23%	35%	10%

Q5 Below are a series of statements regarding English- and French-language education. Please indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 49 – Agreement with statements about official language education – Telephone survey results by language of survey

Agreement with statements about official language education	**Net agree**	**French (n=336)**	**English (n=1,164)**
English and French should continue to be taught in elementary schools across Canada.	**93%**	99%	91%
The Government of Canada should continue to invest in exchange programs to encourage understanding between Anglophones and Francophones in the county [NEW].	**86%**	96%	83%
More efforts should be made so that young people become bilingual and can speak in both English and French.	**84%**	96%	81%
Provincial/territorial governments should make more spaces available in immersion programs.	**79%**	91%	75%
It is more useful for children in Canada to learn to speak other languages like Mandarin or Arabic than it is for them to learn to speak both official languages.	**24%**	11%	28%

Q5 I am going to read a series of statements regarding English- and French-language education. Please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

Table 50 – Agreement with statements about official language education by survey mode and year

Agreement with statements about official language education - Net agree	2026 Telephone	2026 Online	2021 Telephone	2021 Online	2016 Telephone	2016 Online
English and French should continue to be taught in elementary schools across Canada.	**93%**	**84%**	91%	86%	89%	81%
The Government of Canada should continue to invest in exchange programs (online: as a way to encourage understanding between the country's Anglophones and Francophones / telephone: to encourage understanding between Anglophones and Francophones in the country).	**86%**	**73%**	-	72%	-	73%
More efforts should be made so that young people become bilingual and can speak in both English and French.	**84%**	**74%**	81%	73%	84%	73%
Provincial/territorial governments should make more spaces available in immersion programs.	**79%**	**67%**	76%	67%	78%	66%
It is more useful for children in Canada to learn to speak other languages like Mandarin or Arabic than it is for them to learn to speak both official languages.	**24%**	**32%**	32%	28%	28%	26%
You would be (or would have been) interested in participating in school-based language exchanges to interact with young people from the other official language communities.	**-**	**63%**	-	63%	-	66%
The Government of Canada should do more to support college and university programs for those who want to study in French outside Quebec.	**-**	**59%**	72%	58%	-	-

Q5 I am going to read/Below are a series of statements regarding English- and French-language education. Please tell me/indicate if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of them.

2. Importance of children becoming bilingual

A large majority of parents continue to feel it is important that children learn both official languages and become bilingual.

The online survey asked respondents whether they had children under 18. The vast majority of parents, both in Quebec (93%) and outside Quebec (74%), with children younger than 18 feel it is important that their children have the opportunity to learn the other official language and become bilingual. A majority of parents in all regions studied share this view. It is notable, however, that parents in Quebec (61%) are much more likely to see this as "very" important than are parents outside Quebec (39%).

Table 51 – Importance of children learning other official language – Online survey results by year

Importance of children learning other official language	**2026 Online (n=326)**	**2021 Online (n=359)**
Very important	**45%**	41%
Somewhat important	**34%**	35%
Not very important	**13%**	12%
Not at all important	**7%**	10%
Unsure/prefer not to answer	**1%**	2%

Q20 How important is it to you that your child or children have the opportunity to learn [English/French] and become bilingual? Is it…?
SUBGROUPS: Parents of child/ren <18

Table 52 – Importance of children learning other official language – Online survey results by region

Importance of children learning other official language	**Total**	**Quebec (n=80)**	**Canada outside Quebec (n=246)**
Very important	**45%**	61%	39%
Somewhat important	**34%**	32%	35%
Not very important	**13%**	5%	15%
Not at all important	**7%**	1%	9%
Unsure/prefer not to answer	**1%**	0%	2%

Q20 How important is it to you that your child or children have the opportunity to learn [French/English] and become bilingual? Is it…?
SUBGROUPS: Parents of child/ren <18

F. Correlation of support for the Act with attitudes toward topical issues

1. Agreement with statements on current topics

Support for official languages has become normative, and there appears to be relatively little significant correlation between attitudes toward current topics and support or opposition to the *Official Languages Act*.

Respondents to the online survey were asked to what extent they agreed or disagreed with a series of 16 attitudinal statements that relate to current issues and topics. The statements related to such topics as Canadian democracy and sovereignty, the place of women in the workplace, immigration, the perceived efficiency of government, labour unions, marriage equality and other issues. The purpose of posing these questions was not to analyse the responses in their own right, but rather to explore the extent to which attitudes toward these other issues might correlate with support for or opposition to the aims of the *Official Languages Act* in Q1 of this survey. The actual results for these statements are described in table 53.

Table 53 – Agreement with statements on current topics – Online survey results

Agreement with current topics	**Strongly agree**	**Somewhat agree**	**Somewhat disagree**	**Strongly disagree**	**Not stated**
It is important that Canada always remain a strong, democratic country that makes its own decisions.	72%	20%	3%	1%	4%
I believe that people of any gender should be able to marry each other and have a family.	51%	26%	7%	8%	8%
A few big companies have too much power over our government and society.	34%	40%	11%	3%	12%
Women face additional barriers in the workplace that men do not.	34%	40%	13%	6%	7%
Language rights are as important as any other rights guaranteed in the Charter.	33%	40%	13%	6%	8%
Canada needs to enact stricter laws and regulations in order to fight climate change.	30%	38%	13%	11%	9%
The number of immigrants coming to Canada threatens long-held Canadian values.	27%	28%	21%	16%	8%
I feel more personal connection to <PROVINCE> than to Canada as a whole.	26%	33%	22%	12%	7%
Regular people don't have any real say in what elected officials in Ottawa do.	24%	38%	21%	9%	8%
When something is run by the government, it is usually inefficient and wasteful.	20%	39%	23%	7%	11%
Labour unions make life better for all working Canadians.	17%	39%	21%	12%	11%
The government has gone too far in pushing equal rights.	15%	24%	27%	23%	11%
I trust the news and information I get from social media sources more than I trust what I get from traditional media.	7%	18%	24%	43%	8%

Q19 Below are a series of statements that will help us understand how you feel about a number of topics. For each statement, please indicate your level of agreement from strongly agree to strongly disagree.

2. Correlation with support for the *Official Languages Act*

The statements that correlate most with support for the *Official Languages Act* address bilingualism and language rights, followed by one that addresses climate change. Other, though weaker correlations, are found with statements referring to social equity and justice.

As one might expect, the statement that correlates the most strongly with support for the aims of the Act is the statement that also relates language rights and other rights. The other issue that correlates significantly with support for the Act is the one that relates to climate change and the environment.

There is weaker but still notable correlation between support for the Act and statements saying that "labour unions make life better for all working Canadians," "I believe that people of any gender should be able to marry each other and have a family" and "women face additional barriers in the workplace that men do not" suggesting that support for the Act is linked at least to some extent with support for equity issues and social justice.

There is modest correlation with the statements "it is important that Canada always remain a strong, democratic country that makes its own decisions" and "a few big companies have too much power over our government and society."

Table 54 – Attitudes correlating with support for the *Official Languages Act* – Online survey results

Statements	**Correlation coefficient**
Language rights are as important as any other rights guaranteed in the Charter.	0.426
Canada needs to enact stricter laws and regulations in order to fight climate change.	0.313
Labour unions make life better for all working Canadians.	0.222
I believe that people of any gender should be able to marry each other and have a family.	0.202
Women face additional barriers in the workplace that men do not.	0.168
It is important that Canada always remain a strong, democratic country that makes its own decisions.	0.111
A few big companies have too much power over our government and society.	0.065

3. Correlation with opposition to the *Official Languages Act*

Opposition to the aims of the Act correlates most with the notion that government has gone too far in pushing equal rights.

In analyzing the extent to which these statements correlate with opposition to the aims of the *Official Languages Act*, in some ways the lack of correlation is as notable as the correlation. The statement that correlates the most strongly with opposition to the aims of the Act is "the government has gone too far in pushing equal rights," which speaks to a suspicion of the equity agenda. Other statements with weaker levels of correlation such as "regular people don't have any real say in what elected officials in Ottawa do" and "when something is run by the government, it is usually inefficient and wasteful" relate more to a feeling of cynicism about government. But again, it should be stressed that these are relatively modest levels of correlation and that the proportion of Canadians who oppose the Act is quite small, so caution should be taken in interpreting these results.

The correlation between opposition to the Act and the statement "The number of immigrants coming to Canada threatens long-held Canadian values" is only modest, and we do not see any significant correlation at all between opposition to the Act and the extent to which people trust or mistrust the mainstream media or identify more with their province than with Canada as a whole.

Table 55 – Attitudes correlating with opposition to the *Official Languages Act*

Statements	**Correlation coefficient**
The government has gone too far in pushing equal rights.	0.218
Regular people don't have any real say in what elected officials in Ottawa do.	0.171
When something is run by the government, it is usually inefficient and wasteful.	0.132
The number of immigrants coming to Canada threatens long-held Canadian values.	0.109
I feel more personal connection to <PROVINCE> than to Canada as a whole.	0.027
I trust the news and information I get from social media sources more than I trust what I get from the mainstream media.	0.021

II. Profile of respondents

A. Linguistic profile of respondents

The following table presents the weighted distribution of survey participants by language profile.

Table 56 – language profile of respondents

Variable	Telephone sample %	Online sample %
Survey language		
English	80%	77%
French	20%	23%
Mother tongue		
English	58%	60%
French	21%	25%
Another language	21%	15%
Main language spoken at home		
English	70%	68%
French	21%	24%
Another language	9%	8%
Knowledge of another language, besides English and French		
Yes	29%	34%
No	71%	66%

B. Demographic profile of respondents

The following table presents the weighted distribution of survey participants by key demographic and other variables.

Table 57 – Respondent profile

Variable	Telephone sample %	Online sample %
Age		
18–24	11%	5%
25–34	17%	22%
35–44	15%	16%
45–54	16%	16%
55–64	13%	12%
65+	28%	29%
Gender		
Woman	51%	50%
Man	49%	49%
Self-identifying as another gender	1%	<1%
Education		
High school or less	25%	16%
Apprentice/college/some university	33%	31%
University graduate/post-graduate	42%	52%
Total annual household income		
Under $40,000	12%	11%
$40,000-<$60,000	13%	11%
$60,000-<$80,000	11%	12%
$80,000-<$100,000	12%	12%
$100,000-<$150,000	17%	22%
$150,000-<$200,000	11%	11%
$200,000 or more	12%	11%
Prefer not to say	13%	10%
Place of birth		
Canada	75%	78%
Outside Canada	25%	22%
Disability		
Yes	13%	12%
No	87%	86%
Not sure/prefer not to say	1%	2%
Ethnicity		
White	71%	72%
Racialized (not Indigenous)	24%	23%
Indigenous	3%	2%
Not sure/prefer not to say	2%	3%

Appendix A: Detailed methodology

Environics concurrently conducted a telephone and an online survey with people in Canada aged 18 or older.

Telephone: The telephone sampling method was designed to complete 1,500 interviews with the target audience of people living in Canada aged 18 and older. The sample comprised a mix of landline (28%) and cell phone (72%) numbers. This approach represents a random probability sample, as all households with a landline telephone number and individuals with a cell phone number have a known chance greater than zero of being selected into the sample. The telephone survey of 1,500 Canadians was conducted from March 5 to 25, 2026.

Online: The online sample was designed to achieve completed surveys with 1,500 people living in Canada. Survey participants were recruited via an online panel, and quotas were set to ensure the sample was generally representative of the population of Canada aged 18 and over, by age and gender. As with the telephone sample, the online sample was stratified by region to allow for meaningful coverage of lower population areas (see table 58). The online survey of 1,500 respondents was conducted from April 13 to 30, 2026.

The samples were stratified by region to allow for meaningful coverage of lower population areas.

Table 58 – Sample distribution

Region	Actual share of 18+ population (Census 2021)	Telephone - Unweighted sample	Margin of error (telephone sample only)*	Online – Unweighted sample
Atlantic	7%	150	+/-8.0	101
Quebec	23%	375	+/-5.0	346
Ontario	39%	450	+/-4.6	580
Manitoba/Saskatchewan	7%	100	+/-9.7	96
Alberta	11%	200	+/-6.8	167
British Columbia/Territories	14%	225	+/-6.5	213
CANADA	100%	1,500	**+/-2.5**	1,502

** In percentage points, at the 95% confidence level*

Weighting: At the analysis stage, the telephone and online survey data were each weighted separately to the national 18 years and over population (by region, age and gender). The telephone and online survey data were not combined, but analysed separately.

Questionnaire design

The questionnaire was designed by Environics and research personnel from the Office of the Commissioner. It drew upon the 2021 survey questionnaire, with some deletions and some new statements and questions. The average survey length was 15 minutes.

Pretest

A pre-test of 20 telephone interviews (10 in English, 10 in French) was conducted on March 5, 2026, and was audited via recordings by Environics staff. These interviews included standard Government of Canada pre-test probing questions. The interview length averaged 15 minutes. Only small adjustments were made following the pretest.

On April 13, the online survey was pre-tested with a total of 40 completions (20 English, 20 French). These interviews also included standard Government of Canada pre-test probing questions. Only small adjustments were made following the pre-test.

Fieldwork

Telephone. Telephone interviewing was conducted by Elemental Data Collection Inc. using computer-assisted telephone interviewing technology. Field supervisors were present at all times to ensure accurate interviewing and recording of responses. A minimum of 10% of each interviewer's work was unobtrusively monitored for quality control in accordance with accepted industry standards.

Data analysts programmed the questionnaire in computer-assisted telephone interviewing technology and then performed thorough testing to ensure accuracy in set-up and data collection. This validation ensured that the data entry process conformed to the survey's basic logic. The computer-assisted telephone interviewing system handles sampling dialling, quotas and questionnaire completion (skip patterns, branching and valid ranges). The system also ensures that callbacks are conducted in a timely manner. No number is called twice in a two-hour period. Callbacks are conducted on different days of the week and at different times of the day (morning, afternoon). This system ensures that all scheduled appointments are kept, maximizing the response rate and sample representativeness. Up to eight callbacks were made to reach each person selected in the sample.

Online: The online survey was conducted by Environics using a secure, fully featured web-based survey environment. Environics' data analysts programmed the questionnaire and then performed thorough testing to ensure accuracy in set-up and data collection. This validation ensured that the data entry process conformed to the survey's basic logic. The data collection system handles sampling invitations, quotas and questionnaire completion (skip patterns, branching, and valid ranges). Measures were taken to remove bad completions (e.g. duplicate IP addresses, tests to detect bots, etc.).

Quality control: All research work was conducted in accordance with the standards established for federal government public opinion research, as well as applicable federal legislation (*Personal Information Protection and Electronic Documents Act*).

Completion results

Telephone. The telephone sample for this survey consisted of 1,500 interviews with people living in Canada aged 18 and over. The effective response rate for the survey is 3.79 percent. This is calculated as the number of responding participants (completed interviews plus those disqualified because of survey requirements and quotas being filled), divided by unresolved numbers (e.g., busy, no answer) plus non-responding households or individuals (e.g., refusals, missed callbacks) plus responding participants [R/(U+IS+R)]. The disposition of all contacts is presented in the following table:

Table 59 – Completion results

Disposition of calls	**TOTAL**
Total sample dialed	88,1890
UNRESOLVED NUMBERS (U)	**28,510**
No answer/answering machine	28,510
RESOLVED NUMBERS *(Total minus Unresolved)*	**59,680**
OUT OF SCOPE *(Invalid/non-eligible)*	44,459
IN SCOPE NON-RESPONDING **(IS)**	3,010
Language barrier	287
Incapable of completing (ill/deceased)	123
Callback missed/respondent not available/ill	2,600
TOTAL ASKED	**12,211**
Refusals – respondent	10,407
Break-offs (interview not completed)	260
IN SCOPE RESPONDING **(R)**	**1,544**
Disqualified	15
Quota filled	29
Completed	1,500
RESPONSE RATE [R / (U + IS + R)]	**3.79%**

Online. The online completion results are presented in the following table.

Disposition	**N**
Total invitations(c)	46,610
Total completes(d)	1,502
Qualified break-offs(e)	509
Disqualified(f)	569
Not responded(g)	42,976
Quota filled(h)	2,054
Contact rate = (d+e+f+h)/c	10%
Participation rate = (d+f+h)/c	9%

Non-response bias analysis

The table below presents a profile of the *unweighted* final online and telephone samples, compared to the actual population of Canada eighteen years and older (2021 Census information). As is the case with most telephone surveys, the final sample underrepresents younger people and those with high school or less education, which is a typical pattern for public opinion surveys in Canada (e.g., older people and those with more education are more likely to respond to public opinion surveys).

Table 60 – Non-response bias analysis

Sample type*	Telephone sample %	Online sample %	Canada (2021 Census)
Gender (18+)			
Male	53%	49%	49%
Female	46%	50%	51%
Age			
18-34	16%	28%	27%
35-54	32%	40%	32%
55+	52%	32%	41%
Education level **			
High school diploma or less	25%	16%	33%
Trades/college/post sec no degree	34%	31%	34%
University degree	41%	53%	33%

* Data are unweighted and percentaged on those giving a response to each demographic question.
** Actual Census categories differ from those used in this survey and have been recalculated to correspond. Statistics Canada figures for education are for Canadians aged 25 to 64 years.